Strategic Plan
2019-2023

Your future. Our focus.
Davidson County Schools

Davidson County Schools is comprised of thirty-six schools: one K-12 special needs school, eighteen elementary schools, seven middle schools, seven traditional high schools, one alternative high school, one career academy high school, and one early college high school. These thirty-six schools serve more than 19,000 students from preschool students through “super seniors”, and the district employees more than 2,400 staff members.

The responsibility to prepare children for the future is as great and as necessary today as it has ever been. The pace for change in our world is unrivaled by any time in our nation’s history, and the educator’s role in preparing students to meet challenges is fundamental. This strategic plan was created with this understanding as the basis for all of the components of the plan.

This strategic plan is for everyone who is impacted by the need for a strong public education system: students; parents; teachers, administrators and staff members; community members; business leaders; and government officials.

Working diligently today to ensure our students become strong contributing members to society tomorrow, benefits all. We invite you to find your part in this strategic plan, and through concerted efforts of all who contribute help us guarantee our students are future ready!

Your future. Our focus.
Mission
To create a rigorous and relevant learning environment built on strong personal relationships that empowers ALL students for future success

Vision
To prepare students to enter the world ready to navigate challenges and to construct successes

Core Beliefs
Students must be taught more than just standards and exposed to various opportunities to become informed and contributing members of our society.

A supportive environment fosters growth for all.

Learning experiences should include development of skills to help students in their everyday lives.

The more connected the learning, the deeper it goes and the longer it lasts.

Learning experiences should be varied to meet all learners.

Communicating and maintaining high expectations lead to higher levels of student achievement.

Your future. Our focus.
Ensure curriculum and instruction are deliberately designed and delivered with an understanding of and a focus on rigor for students of every level

STRATEGIES AND INITIATIVES

Develop a common understanding of rigor in the classroom
- Metric 1: Visual representation of the rigor/relevance framework in every district classroom
- Metric 2: Professional learning communities work reflects understanding of rigorous instructional design as evidenced through NC Star, MTSS, and walkthrough data
- Metric 3: Lesson plans reflect a common understanding of rigor in every classroom
- Metric 4: Classroom displays of current instructional focus/performance based objectives

Utilize the rigor/relevance framework in lesson plan design, walkthrough observations, formal evaluations, and district walkthroughs
- Metric 1: Data collected from walkthrough observations shared with administrators at monthly curriculum meetings
- Metric 2: Lesson plans reflect evidence of rigorous instruction in every classroom
- Metric 3: Data from district walkthroughs provided to principals
- Metric 4: Evidence of progress on NC Star Key Indicator A 2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level

Continue to provide professional development for teachers and administrators for the rigor relevance framework
- Metric 1: Instructional coach assignments and artifacts will reflect evidence of professional development delivered to teachers and administrators quarterly
- Metric 2: Documented participation in professional development for the rigor/relevance framework

Expect the work of professional learning communities to revolve around the rigor/relevance framework for curriculum, lesson, and assessment design
- Metric 1: Evidence of consistency in classroom observations from walkthrough data shared at curriculum meetings
- Metric 2: Evidence of consistent school-wide strategies developed by PLCs

Provide opportunities for teachers to participate in instructional rounds or learning walks
- Metric 1: Documented participation in professional development for instructional rounds and/or learning walks
- Metric 2: Instructional rounds rubrics demonstrating evidence of rigor in instruction and learning
- Metric 3: Use of feedback from instructional rounds and/or learning walks in vertical alignment work led by instructional coaches
Create authentic and meaningful learning experiences that connect the academic environment to the community at large

STRATEGIES AND INITIATIVES

Develop a common understanding among staff and students of authentic and meaningful learning

Metric 1: Visual representation of the rigor/relevance framework in every district classroom
Metric 2: Development of district assessment tools/rubrics aligned with authentic and meaningful learning

Continue to provide professional development and resources to support schools’ efforts incorporating career and college readiness in instruction

Metric 1: Documented participation in continued professional development of the rigor/relevance framework
Metric 2: Instructional coach assignments and artifacts will reflect evidence of professional development delivered to teachers and administrators
Metric 3: Creation of a shared databank to house career and college readiness instructional resources

Increase awareness of the need for and participation with community resources to provide authentic and meaningful learning experiences

Metric 1: Each school will host a minimum of one annual community event with a focus on curriculum related to career and college readiness
Metric 2: Evidence of education provided for parents/community regarding essential career and college skills for current students
Metric 3: Utilization of existing student groups (student council, safety patrol, advisory, etc.) to develop leadership opportunities in the school communities

Strengthen relationships with community colleges and technical programs

Metric 1: Creation of academic pathway options for all students
Metric 2: Development of meaningful internship experiences
Metric 3: Increase in school-based programs that lead to career credentials

Provide additional access for students to instructional technology

Metric 1: Increase use of appropriate technology to access web resources for learning, for engagement in online learning experiences, and for development of skills transferable to a variety of software programs
Strategic Goal 3

Cultivate relationships among educators, students, and parents to understand students’ social and emotional needs

STRATEGIES AND INITIATIVES

Maintain a culture with a primary focus on students, not content, standards, or test scores
Metric 1: Implementation of student perception surveys on a regular basis to assess needs at the classroom, school, and district levels
Metric 2: District and school expectations for decision-making practices to be led by what is best for students
Metric 3: Development of a student advisory council in every school
Metric 4: NC Star school improvement team meeting minutes and goals reflect student-driven decision making
Metric 5: Implementation of MTSS framework across the district
Metric 6: Documented participation in consistent training/professional development for social/emotional learning

Expect consistent, timely, and varied communications from school to home
Metric 1: Usage of digital resources such as School Messenger, email, social media, Remind, Class Dojo, etc.
Metric 2: Increase in opportunities for parental engagement
Metric 3: Evidence of two-way communication at the classroom, school, and district levels

Provide a continuum of support and services available to aid in meeting students’ social and emotional needs
Metric 1: Increase in partnerships with external agencies that provide resources for students and families
Metric 2: Development of drop-out prevention initiatives at each and every school district-wide
Metric 3: Documented participation in consistent training/professional development for social and emotional learning
Metric 4: Use information provided by our human monitoring service for student use of Google applications and email to provide guidance for appropriate digital communications

Provide instruction to assist students’ development of digital citizenship
Metric 1: Documented participation for students in internet safety instruction
Metric 2: Development of a district digital citizenship pledge for students K-12
STRATEGIES AND INITIATIVES

Commit to closing the achievement gap in early learning (K-2) as the foundation for future academic success

* Metric 1: Strengthen intervention strategies through implementation of the MTSS framework
* Metric 2: Creation of transition plans for Coming to Kindergarten outreach by each elementary school
* Metric 3: Evidence of progress on NC Star Key Indicator A 4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level

Communicate high expectations for student attendance, academics, and conduct

* Metric 1: Annual review of data for attendance, academic progress, and conduct at each school level and at the district level
* Metric 2: Evidence of high expectations communicated to parents at all schools
* Metric 3: Implementation of MTSS framework across the district

Increase opportunities for advanced level courses and talent development opportunities

* Metric 1: Increase in the number of Davidson County Virtual Academy courses and student participation in these courses via a digital learning management system
* Metric 2: Continued partnership with North Carolina community colleges to offer dual enrollment courses for high school students
* Metric 3: Increase advanced-level math opportunities in grades 4-9
* Metric 4: Develop a structure for accelerated ELA classes in grades 6-8
* Metric 5: Develop talent development opportunities K-12 through weekly enrichment and enhancement opportunities

Provide opportunities for exposure to different career paths via relationships with local entities

* Metric 1: Evidence of collaboration with institutions of higher learning in providing students with information and awareness
* Metric 2: Implementation of district-wide career days/weeks to be conducted at each school
* Metric 3: Increase in participation of outside agencies/businesses at the classroom level

Incorporate the development of personal success skills for students into instructional design

* Metric 1: Visual representation in every district classroom
* Metric 2: Creation of plan to provide student leadership roles/opportunities within classrooms, schools, and the district
* Metric 3: Lesson plans reflect integration of personal success skills into content curriculum
The important work of designing a plan that provides guidance for decision-making and direction for staff and students in the classrooms of our district for the next five years was led by this outstanding group of educators. However, the involvement of a variety of groups was vital to creating a plan focused on the future of students in Davidson County Schools.

Members of our community attended meetings and provided us with their perspectives of the district’s *Highlights and Challenges*. Additionally, a survey provided an opportunity for community members to assess the current level of academic rigor, relevant instruction, and positive relationships. Data from these sources, along with many other sources, was compiled.

The initial work of the plan began with the Superintendent’s Teacher Advisory Council providing a draft of goals and strategies as a result of reviewing the data.

The Strategic Plan Committee worked to refine the goals, strategies, and metrics with a constant focus on the futures of our students. This draft was reviewed and revised after each of the following groups provided additional input: Davidson County Schools principals, the Superintendent’s Principal Advisory Council, and the Superintendent’s Teacher Advisory Council.

Many thanks to all who were actively engaged in the process of developing a plan focused on providing rigorous and relevant instructional and building positive relationships so students in Davidson County Schools graduate ready to take on the world.

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