



Caldwell County Schools Strategic Plan 2018-2021



Vision: *Every student will graduate from high school, be globally competitive for work or postsecondary education, and be prepared for life in the 21st century.*

Mission: *To provide quality instruction in a safe, caring environment.*

District Goals:

1. Every student will graduate from high school prepared for work, further education or training, and citizenship.
2. Every student has a personalized education.
3. Every student has excellent educators.
4. District has up to date and effective financial, business, and technology systems to serve its students, parents, and educators.
5. Students are healthy, safe, and responsible.



Caldwell County Schools

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Goal 1: Every student will graduate from high school prepared for work, further education or training, and citizenship

- 1.1 Increase student performance on state assessments.
- 1.2 Maintain a district cohort graduation rate of 90% or above.
- 1.3 Graduate students prepared for post-secondary education.
- 1.4 Graduate students pursuing a Career and Technical Education (CTE) pathway.

Goal 2: Every student has a personalized education.

- 2.1 Develop, implement, and monitor a formal structure in all schools whereby each student is well known by at least one adult advocate who supports the student's educational experience and acts as a mentor for learning, thinking, and life skills as well as physical, social, and emotional needs. (AdvancED priority)
- 2.2 Implement Multi-Tiered Systems of Support (MTSS) throughout the school system.
- 2.3 Continue universal screening assessments throughout the district to help determine needs, gaps, and progress in providing education to meet individual needs of students.
- 2.4 Decrease the percentage of students identified for Extend 1 testing. (State mandate)

Goal 3: Every student has excellent educators.

- 3.1 Develop, implement, and monitor a comprehensive plan that enables all professional and support staff members to evaluate, interpret, and use data to identify instructional decisions leading to improved student learning. (AdvancED priority)
- 3.2 Provide daily lesson plans aligned with the North Carolina Standard Course of Study.
- 3.3 Implement revised 2017 K-12 English Language Arts Standard Course of Study.
- 3.4 Implement revised 2017 K-8 Mathematics Standard Course of Study.
- 3.5 Identify discrepancies between teaching practices and learning outcomes by contrasting student proficiency/growth data with teacher evaluation data in order to identify instructional priorities, professional development opportunities, and targeted school support. (AdvancED priority)

Goal 4: The district has up to date and effective financial, business, and technology systems to serve its students, parents, and educators.

- 4.1 Design a system to improve the infrastructure and increase equitable access with technology fostering integration of instructional strategies that require students to think critically in all curriculum areas. (AdvancED priority)
- 4.2 Increase the number of teachers and students using digital learning tools.
- 4.3 Use Home Base as an essential resource for instructional delivery and communication with teachers, parents, and students.

Goal 5: Students are healthy, safe, and responsible.

- 5.1 Decrease the number of students who are chronically absent, dropout, or are suspended from school.
- 5.2 Decrease violence and crime in schools.
- 5.3 Decrease incidents of bullying within the school district.

Strategic Plan Measures

Goal 1: Every student will graduate from high school prepared for work, further education or training, and citizenship

- 1.1 Increase student performance on state assessments.
 - 1.1.1 Percent of third grade students scoring proficient or higher (Level 3, 4, or 5) on the reading beginning of grade, end of grade, portfolio, Read to Achieve assessment, or approved alternate assessment.
 - 1.1.2 Percent of students earning a level 3, 4, or 5 on End of Grade (EOG) assessments for grades 3-8.
 - 1.1.3 Percent of students earning a level 3, 4, or 5 on End of Course (EOC) assessments for English II, Math 1, Math 3, and Biology.
 - 1.1.4 Percent of students meeting the English Language Proficiency Progress scores for English Learners.
 - 1.1.5 Percent of schools meeting or exceeding annual academic growth.
- 1.2 Maintain a district cohort graduation rate of 90% or above.
 - 1.2.1 Percent of students in a cohort class graduating within four years.
- 1.3 Graduate students prepared for post-secondary education.
 - 1.3.1 Percent of junior class scoring at or above the minimum requirement score on the American College Test (ACT) for admission to the UNC System (composite score of 17).
 - 1.3.2 Percent of senior class scoring at or above the minimum requirement score on the ACT.
 - 1.3.3 Percent of students taking Advanced Placement tests scoring 3, 4, or 5.
- 1.4 Graduate students pursuing a Career and Technical Education (CTE) pathway.
 - 1.4.1 Percent of graduates (CTE concentrators) earning a silver certificate or above on ACT WorkKeys assessment.
 - 1.4.2 Percent of CTE students earning industry credentials.
 - 1.4.3 Percent of graduates who are Career and Technical Education (CTE) concentrators.

Goal 2: Every student has a personalized education.

- 2.1 Develop, implement, and monitor a formal structure in all schools whereby each student is well known by at least one adult advocate who supports the student's educational experience and acts as a mentor for learning, thinking, and life skills as well as physical, social, and emotional needs. (AdvancED priority)
 - 2.1.1 Survey annually and provide training for schools.
 - 2.1.2 Develop and implement formal transition plans for early childhood services to prekindergarten, prekindergarten to kindergarten, elementary school to middle school, middle school to high school, and high school to post-secondary.
- 2.2 Implement Multi-Tiered Systems of Support (MTSS) throughout the school system.
 - 2.2.1 Complete Self-Assessment of MTSS annually.
 - 2.2.2 Decrease percent of students identified as Specific Learning Disability (SLD).
 - 2.2.3 Complete Preschool Yearly Implementation Plan and Review for the NC Preschool Pyramid Model.
- 2.3 Continue universal screening assessments throughout the district to help determine needs, gaps, and progress in providing education to meet individual needs of students.
 - 2.3.1 Yearly comprehensive testing calendar.
 - 2.3.2 Growth of preschool students as measured by Teaching Strategies Gold.
- 2.4 Decrease the percentage of students identified for Extend 1 testing. (State mandate)
 - 2.4.1 Percent of students identified for Extend 1 testing.

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Goal 3: Every student has excellent educators.

- 3.1 Develop, implement, and monitor a comprehensive plan that enables all professional and support staff members to evaluate, interpret, and use data to identify instructional decisions leading to improved student learning. (AdvancED priority)
 - 3.1.1 Data notebooks available for inspection.
 - 3.1.2 Implement eleot training plan and summary of eleot ratings.
- 3.2 Provide daily lesson plans aligned with the North Carolina Standard Course of Study.
 - 3.2.1 Lesson plans available for inspection on a daily basis.
- 3.3 Implement revised 2017 K-12 English Language Arts Standard Course of Study.
 - 3.3.1 Implementation plan for English Language Arts standards.
- 3.4 Implement revised 2017 K-8 Mathematics Standard Course of Study.
 - 3.4.1 Implementation plan for Mathematics standards
- 3.5 Identify discrepancies between teaching practices and learning outcomes by contrasting student proficiency/growth data with teacher evaluation data in order to identify instructional priorities, professional development opportunities, and targeted school support. (AdvancED priority)
 - 3.5.1 Analysis of data from North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) and student proficiency scores.
 - 3.5.2 Analysis of data from Teaching Strategies Gold, Early Childhood Environmental Rating Scales (ECERS), and Teaching Pyramid Observation Tool (TPOT) and preschool student outcomes.
 - 3.5.3 Continued training on the evaluation standards and instructional priorities for teachers and administrators.

Goal 4: The district has up to date and effective financial, business, and technology systems to serve its students, parents, and educators.

- 4.1 Design a system to improve the infrastructure and increase equitable access with technology fostering integration of instructional strategies that require students to think critically in all curriculum areas. (AdvancED priority)
 - 4.1.1 Number of access points per school.
 - 4.1.2 Number of devices per school.
 - 4.1.3 Explore grant and other resources to expand technology in the district.
- 4.2 Increase the number of teachers and students using digital learning tools.
 - 4.2.1 Professional development plan for technology integration.
 - 4.2.2 Eleot ratings.
 - 4.2.3 Canvas usage.
- 4.3 Use Home Base as an essential resource for instructional delivery and communication with teachers, parents, and students.
 - 4.3.1 Schoolnet usage reports.
 - 4.3.2 Grade reports from PowerSchool.

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Goal 5: Students are healthy, safe, and responsible.

- 5.1 Decrease the number of students who are chronically absent, dropout, or are suspended from school.
 - 5.1.1 Percent of chronically absent students annually.
 - 5.1.2 Annual dropout rate.
 - 5.1.3 Number of K-12 students suspended out of school short-term (10 days or less).
 - 5.1.4 Implementation plan for prevention of suspension and expulsion of preschool students.
- 5.2 Decrease violence and crime in schools.
 - 5.2.1 Number of School Resource Officers (SRO) serving school district.
 - 5.2.2 Number of reportable offenses annually.
- 5.3 Decrease incidents of bullying within the school district.
 - 5.3.1 Number of bullying reports annually.