

# Strategic Plan

## 2018-2021



### Our Mission

Our learning environments are intentionally designed to empower, inspire and engage students.

**empower** - collaborative, safe, challenging

**inspire** - student-centered, multiple pathways

**engage** - enriched future, lead to a fulfilling life

### Our Vision

Our schools exist to provide experiences that empower, engage and inspire.

**empower** - make one stronger and more confident

**inspire** - create, innovate, explore, experiment

**engage** - captivate, attract, involve

Dear CHCCS Community,

After more than a year's work, I am pleased to share with you our district's Strategic Plan, including its priorities and goals.

This Plan is a continuously evolving document, flowing and changing as needed to ensure our students' education always comes first. Throughout the next three years, we plan to regularly measure how our strategies are working - or not - and make any necessary changes.

Our Plan takes all of the many pieces that go into a rewarding school day - **Student Success**, **Employee Experience**, **Family and Community Engagement** and **Organizational Effectiveness** - and helps them work together to be stronger.

For the most updated version of our Strategic Plan, please go online to [www.chccs.org](http://www.chccs.org) and click on the **Strategic Plan** button in the upper right corner.

Our main Strategic Plan goals are to **empower**, **inspire** and **engage** everyone, and I mean everyone. We included staff, students, parents and our community in creating this Strategic Plan, and we want to continue to involve all stakeholders as we implement the Plan.

As we spend the next three years with this Plan, it is important to continue working together. After all, everyone in CHCCS wants the same outcome: students who are prepared for the world once they leave our hallways.

Please help us hold ourselves accountable and, so we may continue to work collaboratively, let us know how you think we are doing in meeting our goals. We welcome your feedback.

*Pam Baldwin*

Pam Baldwin  
Superintendent



**Student  
Success**

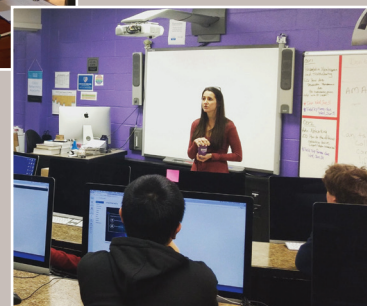
**Employee  
Experience**



**Family &  
Community  
Engagement**



**Organizational  
Effectiveness**





## Student Success

Student Success addresses the academic, social and emotional capacities of students. The Student Success goals assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

### 1: Establish a district instructional framework for all grade levels Pre-K-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.

**SS 1.1** Consolidate current instructional practices and programs to establish district instructional framework.

**SS1.2** Create a three-year plan for roll-out, implementation and monitoring, including deliverable presentations and workshops, walk-through tools, a lesson planning template and coaching protocols.

### 2: Empower and support all student groups to meet growth and achievement goals.

**SS 2.1** Use the School Improvement Process to set growth and achievement goals for each school based on ESSA (Every Student Succeeds Act) targets.

**SS2.2** Determine district level targeted supports for traditionally underserved student groups and create a plan for deploying identified services.

**SS2.3** Review district programs and re-design to ensure a continuum of services to meet the needs of all learners.

### 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.

**SS 3.1** Continue to use the "backward design" process to develop and refine a culturally relevant and well-rounded curriculum that is vertically aligned across grade levels and promotes student engagement.

**SS 3.2** Continue to create common assessments and pacing guides for all courses.

**SS 3.3** Analyze disaggregated data after each common assessment, using an established data analysis, action planning protocol and racial equity impact assessment.

**SS 3.4** Provide training and support for administrators, coaches and teachers on building and implementing a data-driven culture.

**SS 3.5** Develop a district wide repository of Individualized Education Program (IEP) goals linked to monitoring and assessment measures for all teachers to use. Provide support to help teachers choose appropriate outcomes, measures and next steps to helping students move through the continuum of services.

### 4: Develop a continuum of services to promote the social, emotional and academic development of all students.

**SS 4.1** Develop a communication plan that articulates the district's vision as it relates to the implementation of a continuum of services that address social/emotional learning and mental health wellness.

**SS 4.2** Develop a district-wide vision and plan of action for social/emotional learning and mental health wellness.

**SS 4.3** Conduct social/emotional learning-related resources and needs assessment.

**SS 4.4** Design and implement professional development programs for support staff (counselors, social workers, teachers, administrators) to build expertise and capacity for social/emotional learning and mental health wellness.

**SS 4.5** Integrate social/emotional learning, mental health wellness practices and equity efforts with the district instructional framework.

**SS 4.6** Adopt and implement evidence-based programming to support Social Emotional Learning.

**SS 4.7** Identify and integrate K-12 social/emotional learning standards into curriculum, including after school and enrichment opportunities.

**SS 4.8** Implement ninth-grade academy.

**SS 4.9** Implement student transition plans.

### 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

**SS 5.1** Administer a student climate survey annually.

**SS 5.2** Continue Restorative Practices Training plan for all schools, to implement fully by 2021.

**SS 5.3** Facilitate a comprehensive counseling program that ensures all students have equitable opportunities by mitigating barriers to rigorous instruction and post-secondary opportunities.

**SS 5.4** Revise the existing Student Code of Conduct so that it is a restorative process that reduces discipline disproportionality.

**empower • inspire • engage**



## Family & Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, are actively engaged in productive and equitable two-way communications.

### 1: Engage families in the entire educational process.

**FCE 1.1** Create a Family Commission. It consists of representation from formal and informal parent groups and district demographics to serve in an advisory role.

**FCE 1.2** Broaden Parent University to offer more course options designed from parent input and include more parents.

**FCE 1.3** Market to all families the resources available from schools, district and partnering agencies.

**FCE 1.4** Expand Family Resource Center to second site. Offer small group meetings and trainings for parents.

**FCE 1.5** Invite families to public meetings with school and district leadership, including town hall conversations, coffee meetings with the Superintendent and an annual Family Engagement Summit.

**FCE 1.6** Include in each School Improvement Plan (SIP) family/community engagement strategies that support student learning and focus on involving underrepresented groups.

**FCE 1.7** Develop a family engagement rubric to be implemented by schools, with data collected and analyzed annually.

**FCE 1.8** Widen the use of the Family-School Compact to include all schools to be signed each year by teachers, parents and students.

### 2: Create meaningful partnerships by building trust, collaboration and engagement.

**FCE 2.1** Engage our business community through our involvement in various business partnerships, the Chamber of Commerce and our business mentors.

**FCE 2.2** Create public promise statement regarding our commitment to equitable community engagement.

**FCE 2.3** Strengthen customer service at all sites.



## Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes and systems related to an organization's employees. It includes the skills, knowledge and experience that represent an investment in people. CHCCS is committed to growth, development and care of its employees.

### 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.

- EE 1.1** Source, recruit and hire local, regional and national talent for certified, classified and leadership positions. Recruitment efforts include an intentional focus on strengthening existing partnerships with Historically Black Colleges and Universities (HBCUs) and other institutions serving People of Color, as well as on the development of new partnerships and professional relationships.
- EE 1.2** Principals and other hiring managers give equitable consideration to candidates from underrepresented demographic groups when making hiring decisions, specifically for certified positions, and are prepared to share with Human Resources and/or leadership, the names of diverse candidates considered for vacancies.

### 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.

- EE 2.1** Utilize and promote the district's Staff of Color Group as a vehicle for identifying, analyzing and submitting proposals for addressing, correcting and eliminating equity disparities within schools and other work sites.
- EE 2.2** Principals are intentional about creating teams and committees that represent a variety of professional opinions and diverse perspectives when selecting staff for building-level leadership roles.
- EE 2.3** Recognize the efforts of individual employees at the school or department level on a regular basis.
- EE 2.4** Establish succession planning for district-level and school administrators to onboard new employees to ensure there are minimal gaps during transitions.
- EE 2.5** Create opportunities for staff to lead in innovative and meaningful ways.

### 3: Create, promote and empower an organizational environment that values development and personalized growth opportunities for all employees.

- EE 3.1** Provide professional learning offerings for non-certified employees that are of high quality, target growth and provide avenues for advancement within the district.
- EE 3.2** Fully realize Project ADVANCE to include comprehensive course offerings that are differentiated to the needs and interests of employees at Learn, Grow, Impact and Inspire levels. A menu of professional learning modules that align with district initiatives and practices will be developed and made available to employees for completion of Professional Learning credit requirements.
- EE 3.3** Expand professional learning to include a leadership development continuum specifically focused on developing and growing district leaders.
- EE 3.4** Leverage technology as a fiscally responsible means for training new-to-district staff and provide training refreshers to existing staff on organizational practices, processes, and procedures that impact job performance and efficiency.
- EE 3.5** Create partnership opportunities with local universities to support professional learning.
- EE 3.6** Develop and implement a comprehensive coaching model to support administrators and teachers.



## Organizational Effectiveness

Education of children is the core mission of the school district. Ensuring all children's success is only possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. CHCCS is committed to improving our Organizational Effectiveness and culture to ensure all children succeed.

### 1: Provide safe school environments for students and staff.

- OE 1.1** Annually review and revise its capital facilities improvement plan and clearly communicate needs to our community.
- OE 1.2** The district Safe Schools Team leads ongoing reviews and revisions to our emergency operation plans to enhance effectiveness of collaboration and communication between and among district responders (counselors, social workers, nurses, etc.), local agencies and school resource officers.
- OE 1.3** Create a community resource to highlight the district's commitment and efforts to provide a safe learning environment.
- OE 1.4** Conduct comprehensive safety training each year for all staff. Staff and students participate in preparedness drills at appropriate intervals.

### 2: Directly align district resources with student needs.

- OE 2.1** Review, evaluate and adjust programs, processes and resources to promote student success.
- OE 2.2** Create and maintain existing data to guide continual improvement and make informed resource decisions.

### 3: Develop and maintain an organizational knowledge base.

- OE 3.1** Develop business continuity and disaster recovery plans for major district functions.
- OE 3.2** Create internal systems for maintaining continuity and compliance with local, state and federal reporting and budgeting requirements. All Central Office administrative employees complete a succession plan.

### 4: Initiate effective, relevant and timely communication.

- OE 4.1** Create and implement a district-wide communication effectiveness survey to measure communication preferences.
- OE 4.2** Deploy a new district website, district communication apps and enhanced message systems.
- OE 4.3** Establish written protocols to guide consistent implementation of district-wide communications.

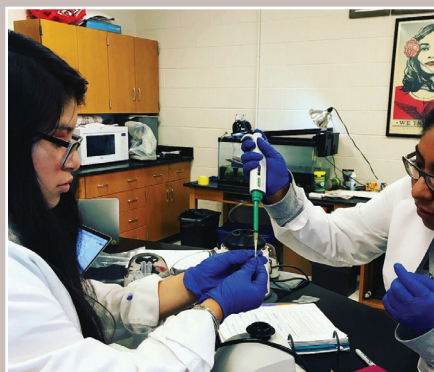


# Strategic Plan Committee Members

- Helen Atkins, English as a Second Language and Dual Language Coordinator
- Pamela Baldwin, Superintendent
- Robert Bales, McDougale Middle School Principal
- Lauren Boening, 2017-18 CHCCS Teacher of the Year, Third Grade Teacher, Morris Grove Elementary
- Cedric Bush, 2017-18 CHCCS Classified Staff Employee of the Year, Teacher Assistant, Morris Grove Elementary
- Katie Caggia, Glenwood Elementary School Principal
- Rodney Coleman, Pastor, First Baptist Church (Chapel Hill)
- Niya Fearington, 2018 Senior Class President, Carrboro High School
- Anna Hipps, Chapel Hill High School Assistant Principal
- Lisa Kaylie, 2017-18 CHCCS PTA Council President
- Erin Langston, 2018-19 CHCCS PTA Council President
- Sheldon Lanier, Equity Director (former)
- Lynn Lehmann, Executive Director, Public School Foundation
- Greg McElveen, Chapel Hill-Carrboro NAACP, Education Committee Co-Chair
- Jeff Nash, Community Relations Executive Director
- Tiffany Newsome, McDougale Elementary Assistant Principal
- Anna Richards, Chapel Hill-Carrboro NAACP President
- Tina Vasquez, Community Equity Consultant
- Diane Villwock, Accountability and Research Executive Director
- Misti Williams, Leadership and Strategy Senior Executive Director



**#chccsEmpower**



**#chccsInspire**



**#chccsEngage**

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