

**Union County Public Schools
Strategic Plan
2014-2017**

Preparing ALL students to succeed is the mission of Union County Public Schools. Quality and Equity are over-arching values of the Strategic Priorities in the plan. Equity will be considered in all strategic decisions in Union County Public Schools. The system recognizes that all groups of students and stakeholders are important to the accomplishment of the system’s mission.

Strategic Priority	Goal	Objectives	Key Strategies
<p><i>High achieving and globally competitive students.</i></p>	<p><i>UCPS will prepare students for the 21st Century</i></p>	<p>Globalization and technology will be integrated into instruction and student learning.</p>	<p>Ongoing resources, trained teachers, and instructional technology will be provided to support the integration of globalization, curricula, and technology. Sustain partnerships with Global Schools Network, Visiting International Faculty (VIF), New Global Citizens to develop a more in-depth, personal understanding of global events and how they impact our students.</p> <p>Ongoing resources, trained teachers, and instructional technology will be provided to support the integration of globalization, curricula, and technology. Sustain partnerships with Global Schools Network, Visiting International Faculty (VIF), New Global Citizens to develop a more in-depth, personal understanding of global events and how they impact our students.</p> <p>Increase the number of students who earn the Global Scholars designation and implement a recognition program at the middle school level that highlights student involvement with globalization.</p>

<p>High achieving and globally competitive students. (continued)</p>	<p>UCPS will prepare students for the 21st Century</p> <p>UCPS will meet and/or exceed state and federal standards through continuous improvement and student achievement.</p>	<p>Globalization and technology will be integrated into instruction and student learning.</p> <p>100% of schools will meet expected or exceed expected growth in the NC Ready growth model by 2018. 2012-2013: 47/51 92.2%</p> <p>100% of schools will meet 85% of both state and federal AMO's by 2018. 2012-2013 State Baseline: 25/51, 49% 2012-2013 Federal Baseline: 32/51 – 62.7%</p> <p>100% of high schools will exceed the state's SAT / ACT average. 2012-2013 SAT Baseline: 1525 2012-2013 ACT Baseline: Avg. Composite Score- 19.9</p> <p>Students taking Advanced Placement (AP) exams will score a "3" or higher. 2012-2013 Baseline: 16.8%</p>	<p>Expand the SPLASH immersion language and cultural programming throughout the school system.</p> <p>Each high school will identify strategies to include service learning in the high school experience of all ethnic and socioeconomic groups of students.</p> <p>Disaggregated data will be provided to school-based staff and other key stakeholders. Individual school improvement plans will include key strategies to meet current and anticipated targets with regard to AMO's (including NC Ready).</p> <p>The district will review available data and identify new course options, resources and strategies for SAT, ACT test preparation. Each high school will identify strategies to prepare students for the SAT, ACT, and AP courses.</p>

		participation rate, 63.7% with scores of 3, or higher.	
<i>High achieving and globally competitive students. (continued)</i>	<i>UCPS will meet and/or exceed state and federal standards through continuous improvement and student achievement.</i> <i>UCPS will meet the diverse needs of all students</i>	<p>The district's graduation rate will increase annually and each school will show positive gains.</p> <p>2012-2013 Baseline UCPS: 90.8%</p> <ul style="list-style-type: none"> -CATA 99.0% -Cuthbertson 97.6% -Forest Hills 82.4% -Marvin Ridge 99.7% -Monroe 84.4% -Parkwood 84.0% -Piedmont 90.2% -Porter Ridge 93.6% -Sun Valley 87.5% -Union County Early College 100% -Weddington 98.6% <p>The achievement gap among student subgroups for the district as measured by State assessments will decrease 3% annually and each school will show positive gains.</p> <p>2012-2013: <u>Caucasian/African American</u> Reading – 32.5% Math – 33.4% <u>Caucasian/Hispanic</u> Reading – 35.7% Math – 26.0%</p>	<p>Nationally recognized criteria will be used to identify and respond appropriately to potential drop-outs at all grade levels.</p> <p>Alternative strategies and/or learning settings (virtual learning, Career and College Promise, Career Academy at South Providence/CASP, evening education, career academies, etc.) will be developed, or further developed, and utilized to allow students to recover credit and remain on track to graduate.</p> <p>Research-based programs will be developed and utilized at the district and school level to ensure success for diverse learners.</p> <p>Engage students in learning through instructional strategies that ensure achievement of learning expectations (AdvancED accreditation strategy).</p> <p>Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate in the student's school who supports that student's educational experience (AdvancED accreditation strategy).</p>

<p>Quality teachers, administrators, and staff providing innovative leadership for 21st century schools</p>	<p>UCPS will hire and retain highly qualified teachers, administrators and staff</p>	<p>Not inconsistent with the goal of hiring and retaining quality teachers, administrators, & staff, UCPS will attempt to mirror the diversity of the student population in the hiring of such staff.</p> <p><u>Baselines (1st Month Power School and SS200 Date for 2013):</u></p> <table border="1"> <thead> <tr> <th></th> <th>C</th> <th>AA</th> <th>H</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>66.60%</td> <td>12.90%</td> <td>15.30%</td> <td>5.2%</td> </tr> <tr> <td>Staff</td> <td>80.00%</td> <td>15.30%</td> <td>2.80%</td> <td>1.9%</td> </tr> <tr> <td>Difference</td> <td>13.40%</td> <td>2.40%</td> <td>(12.50%)</td> <td>(3.3%)</td> </tr> </tbody> </table> <p>The annual teacher turnover will decrease to less than 9%*. Annual administrator turnover will decrease to less than 10%.</p> <p>Baseline (March 2013) 14.31%</p>		C	AA	H	Other	Students	66.60%	12.90%	15.30%	5.2%	Staff	80.00%	15.30%	2.80%	1.9%	Difference	13.40%	2.40%	(12.50%)	(3.3%)	<p>Develop and implement recruiting and marketing strategies (i.e. incentives and guaranteed contracts) that are geared toward highly qualified employees, with an emphasis on mirroring the diversity of the student population.</p> <p>Schools will embed PLC practices within the school or department (AdvancED accreditation strategy).</p> <p>All principals will develop teacher retention goals that reflect upon the results from the Teacher Working Conditions Survey, the annual teacher turnover reports, as well as teacher, parent, and student surveys.</p>
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<p>Safe, orderly, and caring schools producing healthy and responsible students.</p>	<p><i>To ensure a safe and secure school climate which promotes learning and positive character development for success in the global community.</i></p>	<p>Every learning environment will be conducive to student success as indicated by student, parent, and staff surveys with an average combined positive response of at least 92%.</p> <p>Every learning environment will be conducive to student success as indicated by student, teacher, and parent surveys with an average combined positive response of at least 92%.</p> <p><u>Baselines 2013-14</u> Students TBD % Teachers TBD % Parents TBD % Average TBD %</p> <p><u>Student-System</u> Question 1: I feel safe at my school.</p> <p><u>Teacher-System</u> Question 36: I feel safe at my school.</p> <p><u>Parent-System</u> Question 4: I believe that my child is safe at school.</p> <p>>Questions and/or question numbers could be modified if surveys change.</p>	<p>Human, financial and community resources will be aligned to support the implementation of programs which promote positive character development and address issues including anti-bullying, tobacco-free schools, and substance-free lifestyle.</p> <p>Tactical site surveys will be conducted annually at each school. The information gathered from the evaluation of each facility will be used to analyze the safety and security of the buildings and grounds and their occupants. On-site transitions will also be periodically reviewed to ensure maximum safety of all stakeholders.</p> <p>Practices which lead to the development of responsible student habits resulting in healthy bodies and lifestyles will be promoted.</p> <p>Schools will be designed or modified to provide for the safety and security of students and staff.</p>
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<p>21st Century systems operating effectively and efficiently.</p>	<p><i>UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.</i></p> <p><i>UCPS systems will support the effective and efficient operations of the district and schools.</i></p>	<p>District and individual school expenditures will be aligned with the state, district and school strategic plans.</p> <p>Communication and data systems will support efficient and effective operations, sharing of information and access to data.</p>	<p>21st Century Systems will be identified and implemented.</p> <p>The fiscal system to align expenditures to the State Uniform Budget format, the Strategic Plan, and School Improvement Plans will be used to identify ongoing 21st Century needs.</p> <p>Equip and update schools with the technology and provide the training and support needed to implement 21st Century initiatives in compliance with the NC guidelines.</p> <p>Compatible 21st Century communications and data management systems to support access to and management of data by key stakeholders will be identified and implemented. Staff Development will be identified and appropriate training will be provided.</p> <p>Systems coupled with staff development needs will be identified, implemented, and assessed on an ongoing basis.</p>
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<p>Leadership will guide innovation in collaboration with family, business and community members.</p>	<p><i>UCPS will promote and encourage community/ parent involvement and input in schools.</i></p> <p><i>UCPS will promote and encourage community service and support from schools.</i></p> <p><i>UCPS will promote and encourage local business, civic and religious organization support and involvement with the schools.</i></p>	<p>Implement communication tools and tracking mechanisms that promote community and parent involvement and quantify parental involvement trends to improve those areas in which additional support is desired and or necessary.</p> <p>Schools will develop a method to generate opportunities to participate in quality community service projects.</p> <p>Schools and local businesses, civic and religious organizations will support each other through quality, long-term partnerships.</p>	<p>Develop a community/parental involvement survey to identify those specific areas of interest and expertise to be shared with all schools in the system.</p> <p>Use social media and other communication tools to inform parents and community members of opportunities to volunteer in schools.</p> <p>The school system will create a database to allow the community and local businesses to notify schools and school groups about community service opportunities.</p> <p>The school system will develop resources to assist business and community groups in learning about how they can support schools.</p> <p>The school system will develop resources to assist schools in learning how they can develop partnerships with business and community groups.</p> <p>The school system will electronically publish a monthly best-practice case study of successful school partnerships.</p>
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Core Values

The school system will base its strategic plan and all its operations on the following principles:

Leadership- Capable, visionary leadership at *all* levels of the organization that is *constantly focused on the aim of the system* is necessary to sustain high performance results that inspire and engage students and other stakeholders. Setting clear direction, facilitating innovation, establishing a student-focused, learning oriented climate, as well as demonstrating clear, visible values are key roles for effective leaders. Leadership must be both personally committed to and actively involved in communicating and reinforcing the school system's values and expectations to both internal and external customers/stakeholders.

Customer-Driven Quality (i.e., Student/Stakeholder Focus)- Customer-driven quality is the foundation for a quality system and includes all attributes that contribute to creating *value and satisfaction* for internal and external customers. Meeting/exceeding student and other stakeholders' (e.g., parents, businesses, suppliers, taxpayers) needs and expectations must be a constant focus of the system. Knowing and continually monitoring these needs/expectations (current and emerging) are essential functions at *all* levels of the organization.

Results Orientation- Satisfying and delighting students and stakeholders requires a *constant, unswerving focus on students, stakeholders, and operational results*. Student performance, organizational process, human resource, business, and supplier/partner support results must be monitored continually to determine *overall* performance of the system. The use of a balanced composite of performance measurements and indicators (leading and lagging) will offer an effective means to verify that *value and satisfaction* has been created for all students and stakeholders.

Organizational Responsibility and Citizenship- Quality management objectives must stress community responsibility and citizenship. Health, ethnic, safety, and environmental considerations should be taken into account in all the operations of the school system.

Partnership Development- Partnership development is about building internal and external *relationships* to accomplish the strategic goals and objectives of the school system. Developing such partnerships with *external* suppliers and stakeholders and *internal* co-producers (i.e., teamwork) is one key to achieving performance excellence. The key requirements for success of these partnerships are addressed through regular communication, evaluating progress, and processes in place for adapting to changing conditions.

Management by Fact- The pursuit of quality and operational performance goals of the organization requires that process management be based on reliable data, information and knowledge gained through careful and systematic analysis. This requires that a set of processes are in place to: (1) collect and analyze relevant *data*, (2) convert the data to *information* and *knowledge*, and (3) share it throughout the organization to create the *understanding* and *wisdom* that are necessary to *make appropriate decisions, solve problems, manage variation in and improve the system continually*. Such knowledge must be made available to all internal and external stakeholders.

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Long-Range Outlook- High performing organizations have a strong future orientation and are willing to make long-term commitments to students, customers, suppliers, the community and other key stakeholders. The *constancy of purpose* must permeate the entire system and its culture.

Design Quality and Prevention- *Design quality and prevention* places strong emphasis on building quality *into* key work processes and support services. Problems and waste prevention are achieved at much lower costs when intervention occurs “upstream” at earlier stages in these processes.

Fast Response- A timely, more flexible response to internal and external customers is a priority for any organization. *Responding quickly* to student/stakeholder requests is also essential to organizational success as determined by “end-user” satisfaction. Relationships built on trust, confidence, and loyalty are also essential here. Schools and departments must be committed to simplifying and shortening work processes and paths to achieve major improvements in response time.

Employee Participation and Development- An organization’s success in improving performance depends on the skills and motivation of its workforce. Employee success depends on having meaningful opportunities to learn new knowledge and practice new skills. To this end, the school system must invest in the development of the workforce through education, training and the creation of opportunities for continuing growth focused on “success and high student achievement for all.”

Continuous Improvement- Achieving the highest levels of quality requires a well-defined and well-executed approach to continual improvement. Using a *Plan/Do/Study/Act* (PDSA) *Cycle* enables the organization to achieve higher levels of performance. This approach should be imbedded in the way a school system functions: (1) improvement is part of the daily work of all schools and departments, (2) improvement processes seek to prevent problems by eliminating them at their source, and (3) improvement is driven by opportunities to do better, as well as problems to be solved.

Alignment- The best chance to improve a school system, school, and/or classroom occurs when there is alignment of “*system*” *aim* (i.e., purpose, intent) *to operational processes* (i.e., methods, work) and *intended results* (i.e., output, outcomes). Essential *work functions* (e.g. teaching) must be *in line with* the planning, curriculum, staff development, and assessment frameworks that guide their deployment. It is crucial that this “aligned management system” be understood and followed by all internal stakeholders.

Systems Thinking- (A systems perspective) – A “system” is a collection of inter-related processes and people that work together enabling an organization to accomplish its aim. The success of the school system is dependent upon people *working together through core work processes toward a common aim* that inspires and engages students and stakeholders.

Fairness and Equity- All students, staff, and stakeholders shall be treated fairly and without regard to race, color, national origin, gender, age, handicapping condition or geographic location in the county.