

FIVE YEAR STRATEGIC GROWTH PLAN
2021-2026

A SHARED VISION FOR EXCELLENCE THROUGH
**TRANSFORMING
EXPERIENCES**



TABLE OF CONTENTS

With belief comes excellence3

A vision for how we elevate life positions4

Through transforming experiences5

We eliminate opportunity gaps.....5

We improve school and district performance.....6

We prepare educators to be future-ready7

The transforming experiences that will lead teaching and learning to excellence.....8

How we measure the impact of our efforts.....9

The building blocks for transformational experiences11



"...committed to the preparation of all students as critical thinkers and productive citizens."

WITH BELIEF COMES EXCELLENCE



We passionately believe students are our future and every child deserves success. We believe relationships are the key to make ALL feel visible. We believe a student-first mindset and culturally responsive teaching provides equal access to choice-driven opportunities. We believe engaging students in global inquiry will grow

global citizens. We believe authentic, collaborative activities will challenge students to be future-ready while taking risks to lead tomorrow, today. We believe what drives sustainable growth is people. We believe an investment in people inspires process proficiency for a lasting impact. People make the difference. We believe every person in our school community is learning everyday. We ARE a learning team. We believe transforming experiences are a product of collaboration, innovation and inspiration. We are inspired by the children we serve and our belief that education elevates a child's life position. We believe **EXCITEMENT**, **ENGAGEMENT** and **EMPOWERMENT** will grow shared leadership and ignite excellence.

A VISION FOR HOW WE ELEVATE LIFE POSITIONS

A Day in the Life of...

Edenton-Chowan Schools functions as a child-centered, collaborative learning team charged to propel all toward excellence. We energize growth by **building on the strengths** of our change agents to promote trust and increase ownership. By **ensuring equitable voice and choice**, we empower shared leadership, create safe spaces, and differentiate for all. We **invest in relationships** to raise morale, generate a sense of belonging, market our talents, and grow value in our people. We **seek to learn** so we can continuously improve and intentionally model best practices. By **focusing on our ability to make a difference**, we shift mindsets, inspire innovation, and help support the whole child. All of these actions transform experiences and elevate life positions of those we selflessly serve.

Building tomorrow today begins with an end in mind. That plan is energized by innovative teaching and supported by personalized problem-solving.



THROUGH TRANSFORMING EXPERIENCES

1

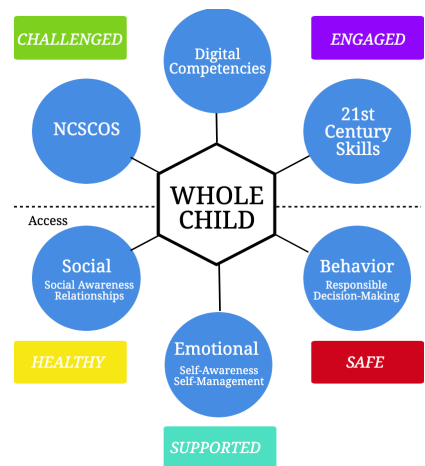
WE ELIMINATE OPPORTUNITY GAPS



Whether students are discovering their talent, acting on their promise, or accelerating on their chosen path, Edenton-Chowan Schools will provide access to opportunities that will help them find their fit. Instruction and learning spaces are differentiated to address where students learn best, how students learn best, and what students

need to know to be their best. Simply, we strive for every student to better their best! The student experience is a culmination of whole child strategies aimed to nurture a student’s development academically, socially, emotionally and behaviorally. By integrating key competencies from these critical areas into daily teaching, we can improve a student’s understanding of their strengths and bring awareness to where they can grow.

“Students who come to school dysregulated cannot access the executive functions they need to pay attention, emotionally regulate, problem-solve, hold strong memory, and be creative.”



2

WE IMPROVE SCHOOL AND DISTRICT PERFORMANCE



Edenton-Chowan Schools is intentional about tightly aligning what is written, taught and tested, while designing an integrated curriculum that addresses the needs of the whole child. We offer interactive, instructional activities that are driven by student interest and promote robust collaboration. An instructional framework varies the teaching and learning experience to fully engage students’ minds and talents. We emphasize learning equity by ensuring every student has what they individually need to master content. Leveled supports provide students multiple opportunities to progress toward their greatest potential. Our student-centered approach makes student ownership and goal setting a priority practice. We use a combination of impact and quality measures to celebrate our bright spots and identify our next opportunities for growth.

80%

Of stakeholders desire classroom activities to be **INTERACTIVE**, **FUN** and **COLLABORATIVE**

61%

Of stakeholders believe classrooms are exciting when instruction is **VARIED**

Zero Low-Performing Schools

ALL Schools have Met or Exceeded Growth

ESEA National Distinguished Title I School

North Carolina Accredited High School



3

WE PREPARE EDUCATORS TO BE FUTURE-READY



Educator preparedness is paramount to designing what students should know and be able to do, delivering relevant and engaging learning activities, and responding to gaps within a student’s experience. Professional learning communities foster data-driven decision making, empower teacher leadership and ignite transformational coaching. We employ a coaching model that shapes best practices for planning, presenting, and problem-solving. A culture of robust collaboration spurs enhancements and advancements to our teaching and learning program - equity and inclusion, student and staff well-being, professional development, community relationships, and career advancement.

80%

Of teachers want more leadership opportunities while remaining in the classroom

56%

Of teachers want to learn more about authentic student engagement

Master’s Degree or Higher

36%

National Board Certified Teachers

18%

Digital Innovators

50

THE TRANSFORMING EXPERIENCES THAT WILL LEAD TEACHING AND LEARNING TO EXCELLENCE

Transforming Experience "Actions"	Strategic Goals "Intended Outcomes"		
	Eliminate Opportunity Gaps (SG.1)	Improve School/District Performance (SG.2)	Enhance Educator Preparedness (SG.3)
"Future-Ready Teaching" - Competency Driven Professional Learning Plan ("Badging")	✓	✓	✓
Crucial Conversations		✓	✓
"Find Your Fit" - Whole Child Curriculum	✓	✓	✓
• SEL Competencies	✓	✓	
• STEM	✓	✓	
• Cultural Arts	✓	✓	
• CTE	✓	✓	
"Marketing Our Story" - Communication Plan	✓		
Multi-Tiered System of Support	✓	✓	✓
"Voice and Choice" - Goal Setting with Student Ownership	✓	✓	

WHAT STUDENTS SAY...

66%

GIVE ME CHOICES

59%

MAKE LEARNING EXPERIENCES ENGAGING AND RELEVANT FOR ME

65%

RESPECT, CARE FOR AND KNOW ME AS AN INDIVIDUAL

Transforming Experience “Actions”	Strategic Goals “Intended Outcomes”		
	Eliminate Opportunity Gaps (SG.1)	Improve School/District Performance (SG.2)	Enhance Educator Preparedness (SG.3)
P3 Coaching Model: Planning, Presentation, Problem-Solving	✓	✓	✓
<ul style="list-style-type: none"> Standards Mastery - MAPs and SAPs 			
<ul style="list-style-type: none"> Instructional Framework (“Me”, “We”, “Two”, “You”) 	✓	✓	✓
<ul style="list-style-type: none"> Differentiation 	✓	✓	
<ul style="list-style-type: none"> Rigor 		✓	
<ul style="list-style-type: none"> Equity - Culturally Relevant Teaching 	✓	✓	
<ul style="list-style-type: none"> Data Literacy and Analysis 	✓	✓	
<ul style="list-style-type: none"> Mastery Rubrics 	✓	✓	

HOW WE MEASURE THE IMPACT OF OUR EFFORTS

Quality measures are the innovative products we design to shape the experiences of our students and staff. Each product is carefully crafted to facilitate growth toward what our stakeholders want their experience to deliver. **Impact** measures aim to describe how students and staff perform using the knowledge and skills attained through transforming experiences. High performance affords students to be college, career and citizenship ready.

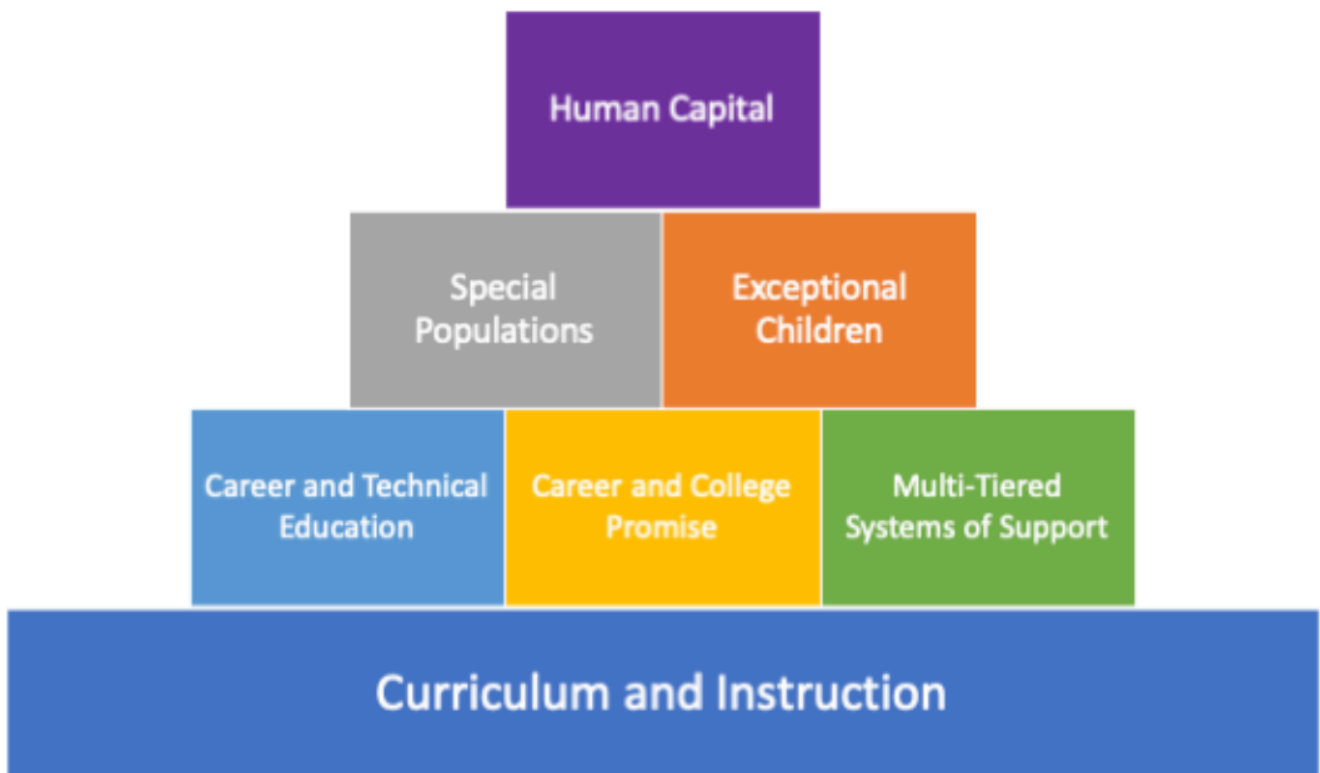
Quality Measures “Products”

- Tightly-Aligned K-12 Curriculum Maps for Core Content Areas **(SG.2)**
- Fully Integrated K-12 Standards-Aligned Plans for Core Content Areas **(SG.2)**
- Tiered Improvement Plans **(SG.1 & SG.2)**
- Increase/Sustain Number of Highly Qualified Teachers **(SG.3)**
- Career Advancement Ladder **(SG.3)**
- Universal Pre-K **(SG.1)**
- Virtual Academy **(SG.1 & SG.2)**
- Intervention Toolkit **(SG.2)**
- System-wide, Comprehensive Professional Learning Plan **(SG.3)**
- Learning Walk Tool **(SG.1 & SG.3)**
- EC High School Diploma Track **(SG.1 & SG.2)**
- Quest Scholars (AIG) **(SG.1 & SG.2)**
- Business and Industry Partners **(SG.1 & SG.2)**
- Learning Commons (Design Engineering) **(SG.1 & SG.2)**
- Mastery Rubrics **(SG.1)**

Impact Measures “Performance”

- Increase/Sustain Percent Proficient as Measured by EOGs and EOCs **(SG.2)**
- Increase/Sustain Growth Index at Each School as measured by EVAAS **(SG.2)**
- Increase/Sustain Cohort Graduation Rate **(SG.1 & SG.2)**
- Increase/Sustain Endorsements, Certifications, and Credentials **(SG.1 & SG.2)**
- Increase/Sustain Subgroup Proficiency and Growth. **(SG.1 & SG.2)**
- Improve Behavior Data (i.e., referrals and suspensions) across subgroups as measured by Educator’s Handbook **(SG.1 & SG.2)**
- Collect Baseline Data and Track Growth in Social and Emotional Learning Data through universal screeners and surveys (e.g., SAEBRS) **(SG.1 & SG.2)**

THE BUILDING BLOCKS FOR TRANSFORMATIONAL EXPERIENCES



“To be an education futurist means weaving the practices of futures thinking and design into our learning experiences with leaders and students. In a rapidly changing world, futures thinking helps us imagine a wider range of the possible, plausible, probable futures in which we will be learning and living.”

The Top 5 Careers Students are Most Interested in Pursuing

- | | |
|---------------------------------------|-----|
| 1. Healthcare | 49% |
| 2. Sports Entertainment and Marketing | 28% |
| 3. Animal Science | 25% |
| 4. Technology Engineering and Design | 20% |
| 5. Entrepreneurship | 20% |

Glossary of Acronyms

C&I - Curriculum and Instruction
HR - Human Resources
NTO - New Teacher Orientation
BT - Beginning Teacher
NCEES - North Carolina Educator Effectiveness System
NBCT - National Board Certified Teacher
TSI - Targeted Support and Improvement
MTSS - Multi-Tiered System of Support
CGR - Cohort Graduation Rate
EDS - Economically Disadvantaged Student
EL - English Language Learner
SHAC - School Health Advisory Committee
SEL - Social and Emotional Learning
EC - Exceptional Children
PLC - Professional Learning Community
CTE - Career and Technical Education
CCRG - College and Career Ready Graduate
DJJ - Department of Juvenile Justice
PO - Purchase Order
PRC - Program Report Code
EIC - Economic Improvement Council
SAEBRS - Social, Academic, Emotional Behavior Risk Screener
P3 - Planning, Presentation, Problem-Solving
LETRS - Language Essentials for Teachers of Reading and Spelling
DOK - Depth of Knowledge
OCS - Occupational Course of Study
AIG - Academically or Intellectually Gifted
IEP - Individualized Education Plan
FCCLA - Family, Career and Community Leaders of America
HOSA - Future Health Professionals (formerly Health Occupations Students of America)
FBLA - Future Business Leaders of America
FFA - National FFA Organization (formerly Future Farmers of America)
CTSO - Career and Technical Student Organization
NCCER - National Center for Construction Education and Research

Expanding The Building Blocks of a Transforming Experience

Curriculum and Instruction		
<p><i>More than ever, educators are called to do more than ever. Yet, our core business remains teaching and learning. The foundation of our building blocks is a strong curriculum and instruction program that supports all other work in Edenton-Chowan Schools. The experience a student will receive in thirteen years will prepare him/her for future employment of jobs that do not exist today. To ensure our young people are ready for that future, we create those experiences that follow the NC Standard Course of Study AND excite, engage, and empower our students to be the best they can be.</i></p>		
Eliminate Opportunity Gaps (Literacy)	Increase School/District Performance (Accountability)	Educator Preparedness
<p>Key Words: Engagement Relevance Interest based Choice Whole child Equitable</p>	<p>Key Words: Future-ready Future-focused Student-driven Student-owned Problem-based</p>	<p>Key Words: High-quality Innovative Risk-taker Digitally competent</p>
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Key Initiative(s)
<ul style="list-style-type: none"> ● P3 Instructional Model ● Social-Emotional Learning Integration ● Engineering Design <ul style="list-style-type: none"> ○ STEM and CTE <ul style="list-style-type: none"> ■ Classroom2 Career / #WorkLocal ■ Skills-based curriculum ■ Create rubrics ○ Provide P.D. ● Choice Model <ul style="list-style-type: none"> ○ Core Classes ○ Auxiliary Classes ○ Clubs/Enrichment ● Culturally Relevant Practices ● Career and College Promise ● AIG ● Grading Philosophy <ul style="list-style-type: none"> ○ Committee work 	<ul style="list-style-type: none"> ● Marketing / Tell Our Story <ul style="list-style-type: none"> ○ Student, Teacher, School, District Accolades ● P3 Coaching Model <ul style="list-style-type: none"> ○ MAPs ○ SAPs <ul style="list-style-type: none"> ■ Create rubrics for DOK ○ Instructional Framework (“Me, We, Two, You”) ○ Data Systems ○ Mastery of Standards in data spreadsheets ● Cohort Graduation Rate <ul style="list-style-type: none"> ○ Ready Graduates (“Competitive”) ● PLCs <ul style="list-style-type: none"> ○ Year-long agendas ○ CEUs/badging ● Learning Walks 	<ul style="list-style-type: none"> ● Executive coaching for principals and assistant principals <ul style="list-style-type: none"> ○ Principals meeting/PLCs ○ Assistant Principal Academy ○ Individual coaching ● K-5 Science of Reading <ul style="list-style-type: none"> ○ LETRS ○ Listening and Writing skills ● CMS needs Science of Reading (from NCCAT); possibly JAH ● Digital Innovators ● PLCs ● Learning Walks/ Instructional Rounds ● Mindfulness courses ● Collaboration with Digital Media Innovator ● Collaboration with Cultural Arts teachers (K-5,

<ul style="list-style-type: none"> ● Grading Policy & Practice <ul style="list-style-type: none"> ○ With high expectations ○ Professional Development ● Personalized Plans ● Differentiation ● Virtual Academy/School ● Spanish I at CMS by JAH teacher via Zoom ● Overseas travel for JAH students ● Improvement of writing instruction ● Improvement of math instruction ● Digital citizenship 	<ul style="list-style-type: none"> ● Mastery Rubrics ● Grow student ownership through goal setting 	<p>others?)</p> <ul style="list-style-type: none"> ● CMS needs writing P.D. ● Whole district P.D. on Depth of Knowledge
Deliverables	Deliverables	Deliverables
<p>Year 1:</p> <ul style="list-style-type: none"> ● ECPS Excellent Teaching Guidebook (website) ● SEL PreK-12 ● Offer universal PreK ● Update Grading Policy ● Update AIG Plan ● Establish K-12 math improvement committee <p>Year 2:</p> <ul style="list-style-type: none"> ● K-3 Individual Reading Plans ● Mobile Education Bus design and purchase ● Implement math improvement protocols ● K-12 PD schedule to include early release and TWD <p>Year 3:</p> <ul style="list-style-type: none"> ● Birth to 3 - Connection to childcares via mobile education bus ● Improve SAPs to ensure choice model, culturally relevant teaching, and design thinking are included where appropriate. <p>Year 4:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> ● K-12 Uniform Curriculum Maps ● Professional Development on new Social Studies standards ● P3 Coaching ● PreK-5 Science of Reading ● Build a robust data collection system across K-12 ● C&I Team to analyze data and make recommendations to school level executives and PLCs ● Horizontal Learning Walks <p>Year 2:</p> <ul style="list-style-type: none"> ● K-12 Uniform Standards Aligned Plans (SAPs) ● Rigor (Depth of Knowledge) ● K-12 Badging and CEUs for PLC work ● K-12 Instructional PLC to analyze data and make recommendations to school level PLCs <p>Year 3:</p> <ul style="list-style-type: none"> ● 9-12 PLC work to include 	<p>Year 1:</p> <ul style="list-style-type: none"> ● ECPS Administration Handbook (website) ● Establish K-12 Instructional Coaches/Leaders' PLC ● Book study for leaders: <u>Crucial Conversations</u> ● LETRS Training for K-5 (1 semester) ● Mindfulness training ● A collaborative, intentional, and integrated PLC plan that focuses on P3 ● PDPs tied to P3 <p>Year 2:</p> <ul style="list-style-type: none"> ● Career Advancement Plan ● LETRS Training for K-5 (2 semesters) ● LETRS Training for select 6-12 teachers (1 semester) ● Mindfulness training ● DOK training ● School year-long PLC plans include writing instruction at CMS, LETRS integration at K-5, SEL, DOK, etc. <p>Year 3:</p> <ul style="list-style-type: none"> ● LETRS Training for K-5 (1 semester)

<ul style="list-style-type: none"> PreK team to lead connection to childcares <p>Year 5:</p> <ul style="list-style-type: none"> Write new AIG Plan 	<p>study of pedagogy that allows for new learning spaces in new facility (integrated curriculum, touchdown areas, Learning Commons)</p> <ul style="list-style-type: none"> Vertical Learning Walks <p>Year 4:</p> <ul style="list-style-type: none"> 9-12 Implementation of integrated curriculum & touchdown areas 9-12 continued implementation of use of Learning Commons, but in new space <p>Year 5:</p> <ul style="list-style-type: none"> Learning Walks across schools 	<ul style="list-style-type: none"> LETRS Training for select 6-12 teachers (2 semesters) Instructional Coach leads the Instructional Coaches/ Leaders PLC Mindfulness training <p>Year 4:</p> <ul style="list-style-type: none"> LETRS Training for select 6-12 teachers (1 semester) <p>Year 5:</p> <ul style="list-style-type: none"> Mindfulness training
Performance Indicators	Performance Indicators	Performance Indicators
<ul style="list-style-type: none"> SAEBRS Teaching Strategies GOLD TWC survey RE PD 	<ul style="list-style-type: none"> EVAAS EOG/EOCs MClass (TRC) 	<ul style="list-style-type: none"> Walkthrough Data NCEES performance for executives

<p>MTSS</p> <p><i>MTSS is a multi-tiered framework which promotes total school improvement through engaging, research-based academic and behavioral practices as well as Social Emotional Learning (SEL). MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.</i></p>		
Eliminate Opportunity Gaps (Literacy)	Increase School/District Performance (Accountability)	Educator Preparedness
<p>Key Words: Total School Improvement SEL Integration</p>	<p>Key Words: Total School Improvement Three-tiered Intervention System</p>	<p>Key Words: Total School Improvement</p>
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Key Initiative(s)
<p>Integrate SEL standards across all MAPS/SAPS.</p> <ul style="list-style-type: none"> Universal Core- SEL curriculum Tier 2- Calm Rooms Tier 3- Partnerships with 	<p>Implement a three-tiered system for academics, behavior and social emotional.</p> <ul style="list-style-type: none"> MTSS (“Total School Improvement”) <ul style="list-style-type: none"> Universal Core 	<p>Provide Tier 2 and Tier 3 interventions for academic, behavior and social emotional.</p>

<p>mental health agencies</p>	<ul style="list-style-type: none"> ○ Supplemental ○ Intensive 	
<p>Deliverables</p>	<p>Deliverables</p>	<p>Deliverables</p>
<p>Year 1:</p> <ul style="list-style-type: none"> ● Integrate SEL standards in the MAPS/SAPS for grades K-5 ● Implementation of Calm Minds/Kind Hearts (K-5) ● Introduction/Training Calm Minds/Kind Hearts (6-12) ● Introduction of Second Step (6-8) ● Continue use of Calm Rooms (K-5) ● Build Calm Rooms (6-12) ● Research SEL curriculum for grades 9-12 ● MOA with Trillium <p>Year 2:</p> <ul style="list-style-type: none"> ● Integrate SEL standards in the MAPS/SAPS for grades 6-8 ● Implementation of Calm Minds/Kind Hearts (6-12) ● Implementation of Second Step (6-8) ● Implementation of Calm Rooms (6-12) ● Choose SEL curriculum grades 9-12 and train staff. ● Strengthen relationships with mental health agencies for the provision of school-based therapy. <p>Year 3:</p> <ul style="list-style-type: none"> ● Integrate SEL standards in the MAPS/SAPS for grades 9-12 ● Implement SEL curriculum grades 9-12. ● Research need and feasibility of Day Treatment within school setting. <p>Year 4:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> ● Implementation of ECATs Early Warning System by all school MTSS teams to identify at risk-students. ● Identify Core, Supplemental and Intensive Interventions at each school. ● Tier 1 plan by grade level or content PLC at each school. <p>Year 2:</p> <ul style="list-style-type: none"> ● Create a standard treatment intervention protocol (toolkit) for Tier 2. ● Create a standard treatment intervention protocol (toolkit) for Tier 3 non-EC identified students. <p>Year 3:</p> <ul style="list-style-type: none"> ● Publish standard treatment intervention protocol (toolkit) in an online platform available to all staff. ● Train all staff in the use of online standard treatment intervention protocol (toolkit). <p>Year 4:</p> <ul style="list-style-type: none"> ● Monitor use of standard treatment intervention protocol (toolkit) and make additions/revisions as needed based on data. <p>Year 5:</p> <ul style="list-style-type: none"> ● Monitor use of standard treatment intervention protocol (toolkit) and make additions/revisions as needed based on data. 	<p>Year 1:</p> <ul style="list-style-type: none"> ● Training provided in identified interventions to selected staff. ● Implement identified interventions with fidelity. <p>Year 2:</p> <ul style="list-style-type: none"> ● Continue to train additional staff members as needed in chosen interventions. ● Monitor implementation of identified interventions with fidelity. <p>Year 3:</p> <ul style="list-style-type: none"> ● Selected staff members will become in-house trainers for our district in most-used intervention programs. ● Monitor implementation of identified interventions with fidelity. <p>Year 4:</p> <ul style="list-style-type: none"> ● In-house trainers conduct district-wide professional development. ● Collaborate with neighboring districts to create a group of trainers for various programs. <p>Year 5:</p> <ul style="list-style-type: none"> ● In-house trainers conduct professional development that includes trainers and staff from neighboring districts.

<ul style="list-style-type: none"> Review MAPS/SAPS for all grades and update/add to SEL standard integration. Day Treatment implementation if appropriate. <p>Year 5:</p> <ul style="list-style-type: none"> Review MAPS/SAPS for all grades and update/add to SEL standard integration. 		
Performance Indicators	Performance Indicators	Performance Indicators
<ul style="list-style-type: none"> FAM-S Belief Survey MAPS/SAPS School-based therapy data SAEBRS data 	<ul style="list-style-type: none"> Discipline Data EOC/EOG Data Tier 1 Plans Standard Treatment Intervention Protocol 	<ul style="list-style-type: none"> Progress monitoring of interventions Training logs Fidelity checks Trainer credentials

Digital Learning / Technology

For tomorrow's world, our students must be prepared to meet the challenge of thriving in an ever evolving landscape. Students who are empowered to use their voice in learner-driven exploration, creativity, and discovery are better prepared to meet this challenge. Digital resources, combined with high quality staff prepared to address the needs of today's students, lay the pathway for digital-age education that K-12 students need to be successful. Technology provides an opportunity for students to pursue their individual learning interests through a connected local community as well as a global society while becoming productive digital citizens. Digital resources put creativity at students' fingertips allowing them to innovate and achieve their learning goals with excitement and with enthusiasm.

Eliminate Opportunity Gaps (Literacy)	Increase School/District Performance (Accountability)	Educator Preparedness
<p>Key Words:</p> <ul style="list-style-type: none"> Empowered Learner Digital Citizen Knowledge Constructor Innovator Designer Creative Communicator Global Communicator Equity Personalized Learning Collection Development 	<p>Key Words:</p> <ul style="list-style-type: none"> Empowered Learner Digital Citizen Knowledge Constructor Innovator Designer Creative Communicator Global Communicator Pedagogy Personalized Learning 	<p>Key Words:</p> <ul style="list-style-type: none"> Leadership (in Digital Learning) Citizenship (Digital) Content (Digital) Instruction (Digital) Data Assessment Pedagogy Designer Collaborator Facilitator

		<ul style="list-style-type: none"> Analysts
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Key Initiative(s)
<ul style="list-style-type: none"> Student Choice Learning Model - Virtual Learning Digital Content Provision Engineering/Design Thinking Expanded/Updated Literacy Resources 	<ul style="list-style-type: none"> Personalized Learning NC Digital Learning Standards for Students Engineering/Design Thinking Digital Learning Tools and Resources 	<ul style="list-style-type: none"> NC Digital Learning Competencies for Educators Personalized Learning NC Digital Learning Standards for Students Engineering/Design Thinking
Deliverables	Deliverables	Deliverables
<p>Year 1:</p> <ul style="list-style-type: none"> Virtual School Learning Choice Model Plan Discovery Education Implementation Implementation of Learning.com Resource for K-8 Digital Literacy Expansion/Addition of literacy support resources at all schools. Establish Battle of the Books program for JAH <p>Year 2:</p> <ul style="list-style-type: none"> Expansion of Learning.com Resource for K-8 Digital Literacy Virtual School Learning Choice Model - implementation Expansion/Addition of literacy support resources at all schools. <p>Year 3:</p> <ul style="list-style-type: none"> Refresh DFW student devices Virtual School Learning Choice Model - grade expansion and include director/principal lead Expansion/Addition of literacy support resources at all schools. <p>Year 4:</p> <ul style="list-style-type: none"> Virtual School Learning 	<p>Year 1:</p> <ul style="list-style-type: none"> Virtual School Learning Choice Model Plan High School Learning Commons Model Learning Commons Model Expansion: WOS, DFW, CMS DLS for Students integrated into MAPs Design district wide plan for Digital Citizenship instruction Create/implement Instructional Resources Vetting process for procurement of digital learning tools/resources <p>Year 2:</p> <ul style="list-style-type: none"> Expansion of High School Learning Commons Model Virtual School Learning Choice Model - implementation DLS for Students integrated into MAPs/SAPs Digital Citizenship instruction lead at school level by coaches/media coordinators NC Personalized Learning models in Digital Innovator classrooms to serve as models <p>Year 3:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Digital Innovators Cohort 3 (DLCs/Aligned to P3) PLCs lead by coaches and Digital Innovators as determined by school need and state initiatives including DLS for Students Badging model for professional learning Reinstate summer Digital Learning Conference for Teachers lead by Digital Innovators Professional learning in use of Augmented and Virtual Reality Digital Innovators #NextLevel - NC Personalized Learning professional learning <p>Year 2:</p> <ul style="list-style-type: none"> Digital Innovators Cohort 4 (DLCs, Aligned to P3) Digital Innovators #NextLevel (DLCs, DLS for Students, Aligned to P3) PLCs lead by coaches and Digital Innovators as determined by school need and state initiatives Sustain Digital Learning Conference for Teachers lead by Digital Innovators Digital Innovators

<p>Choice Model - grade expansion</p> <ul style="list-style-type: none"> Expansion/Addition of literacy support resources at all schools. Refresh JAH student devices <p>Year 5:</p> <ul style="list-style-type: none"> Sustain Virtual School Learning Choice Model Expansion/Addition of literacy support resources at all schools. Refresh CMS student devices 	<ul style="list-style-type: none"> Virtual School Learning Choice Model - grade expansion and include director/principal lead Digital Citizenship instruction lead at school level by teachers NC Personalized Learning pillars in MAPs/SAPs <p>Year 4:</p> <ul style="list-style-type: none"> Virtual School Learning Choice Model - grade expansion <p>Year 5:</p> <ul style="list-style-type: none"> Sustain Virtual School Learning Choice Model 	<p>#NextLevel - NC Personalized Learning professional learning PLCs led by Digital Innovators</p> <p>Year 3:</p> <ul style="list-style-type: none"> Digital Innovators Cohort 5 (DLCs, Aligned to P3) PLCs lead by coaches and Digital Innovators as determined by school need and state initiatives Sustain Digital Learning Conference for Teachers lead by Digital Innovators <p>Year 4:</p> <ul style="list-style-type: none"> Sustain Digital Learning Conference for Teachers lead by Digital Innovators <p>Year 5:</p> <ul style="list-style-type: none"> Sustain Digital Learning Conference for Teachers lead by Digital Innovators
<p>Performance Indicators</p>	<p>Performance Indicators</p>	<p>Performance Indicators</p>
<ul style="list-style-type: none"> NC Digital-Age Learning Rubric Destiny Circulation/Collection Data 	<ul style="list-style-type: none"> NC Digital-Age Learning Rubric EOG/EOC Data EVAAS Data Learning.com Data 	<ul style="list-style-type: none"> Professional Development Evaluation Data NC Digital-Age Learning Rubric

Special Populations (EC/504, AIG, ELs, Homeless)

ECPS offers a continuum of services for students (ages 3 to 21) who are identified and in need of special education & related services. Our goal is to maintain relationships and communication with our students and families to ensure that our students with disabilities are learning & growing alongside their peers as they move towards graduation. ECPS provides support to English Learners. Services are delivered during the school day by a certified EL tutor either in a pull out or co-teaching setting to meet the individual needs of the student. EL tutors also support teachers as they work with students and families. They are advocates for the students and their families within the school and community. ECPS is committed to the identification of students that meet the criteria for the Academically and Intellectually Gifted program based on performance or the potential to perform at substantially high levels as compared to others of the same age, experience and environment. Services for these students are differentiated in order to meet their needs in both intellectual fields and academic areas.

Eliminate Opportunity Gaps

Increase School/District

Educator Preparedness

(Literacy)	Performance (Accountability)	
Key Words: Equitable Personalized	Key Words: Proficiency Data Driven	Key Words: Collaborative Forward thinking Growth mindset
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Key Initiative(s)
<ul style="list-style-type: none"> ● Develop district team to provide support for teachers with students on the autism spectrum ● Restructured AIG programming ● Revamp access to receive diplomas in OCS program 	<ul style="list-style-type: none"> ● Data analysis by subgroups ● Ease of student transition to next school ● Differentiation for EL learners. ● Special designed instruction for each individual student receiving EC services 	<ul style="list-style-type: none"> ● Follow Compliance guidelines ● Mental Health professional development ● Increase number of AIG certified staff ● Increase educator awareness of EL program ● Book Study PLC on crucial conversations and implicit bias
Deliverables	Deliverables	Deliverables
Year 1: <ul style="list-style-type: none"> ● ASD Support Team ● Continued focus to recognize & address disproportionality in EC identification ● Full-time AIG co-coordinators.. ● Addition of AIG teachers. ● Explore use of funds to encourage more teachers to obtain AIG certification. ● Create new AIG plan per legislation (3 year cycle) ● Incorporate new identification methods to include giftedness in arts. ● Offer field trips, competitions, and interest-based activities K-12. ● AIG Committee at each school ● Build a stronger collaboration between OCS & CTE Year 2:	Year 1: <ul style="list-style-type: none"> ● Sub-group risk assessment ● Transition training between schools ● Disaggregation of EL subgroup data with focus on annual growth. ● Personalized IEP goals <ul style="list-style-type: none"> ○ Progress monitoring improvement ● Provide a continuum of EC services, K-2 focus ● Build a robust data collection system across K-12 with a focus on EC and EL subgroups ● C&I Team to analyze data and make recommendations to school level executives and PLCs Year 2: <ul style="list-style-type: none"> ● Use of ACCESS data to create LEP plans that are individualized based on student need. 	Year 1: <ul style="list-style-type: none"> ● ASD Support Team ● Professional Learning (PD) on Equity and Inclusion ● Collaborative & Integrated PD approach through PLCs ● Explore use of funds to encourage more teachers to obtain AIG certification. ● Overview of EL program with all instructional staff. ● In-depth EL professional development with identified lead teachers in each school. ● Year-long PLC for EC staff on compliance ● EC PreK teacher trained in Teaching Strategies GOLD Year 2: <ul style="list-style-type: none"> ● ASD Support Team ● Modify student survey to include equity and inclusion questions ● Grow leaders within the EC dept to train & present

<ul style="list-style-type: none"> • AIG service expansion in grades 9-12. • AIG Co-teaching model (6-8) • Global studies expansion (9-12) to include international travel opportunities. <p>Year 3:</p> <ul style="list-style-type: none"> • Strengthen OCS model by creating new opportunities for meaningful partnerships and collaborative endeavors. • Implement AIG benchmark testing at grades 6 and 9 in addition to identification testing at grade 3. • Addition of Quest Scholar designation (honor cord) for graduating AIG students that meet criteria. <p>Year 4:</p> <ul style="list-style-type: none"> • Research Credit by Demonstrated Mastery option for AIG students and others. • Review and reflect upon AIG plan (22-25). • Write new AIG plan (25-28) • Introduce the OCS model in 7-8 grade to prepare and create career planning and citizenship at a middle school level <p>Year 5:</p> <ul style="list-style-type: none"> • Implement new AIG plan (25-28) • Offer Credit By Demonstrated Mastery when appropriate. • Implement the OCS model in middle school. 	<ul style="list-style-type: none"> • Provide differentiated instruction for EL students based on student need. • Personalize the EC resource setting • Provide a continuum of EC services, K-5 focus <p>Year 3:</p> <ul style="list-style-type: none"> • Provide a continuum of EC services, K-8 focus • Restructure inclusion models across K-12 with improved student performance • Research co-teaching model for classrooms with EL student clusters. <p>Year 4:</p> <ul style="list-style-type: none"> • Provide a continuum of EC services, K-12 focus • Implement full co-teaching model K-12 • Train on co-teaching model for EL <p>Year 5:</p> <ul style="list-style-type: none"> • Sustain the continuum of EC services, K-12 • Implement co-teaching model for classrooms with EL student clusters. 	<p>co-teaching model to school staff and other stakeholders</p> <ul style="list-style-type: none"> ○ Train core teachers in the inclusion model <ul style="list-style-type: none"> • Use of AIG funds to support teachers in obtaining AIG certification. • Identify lead teachers in each school that attend EL training and work with their peers to serve EL students. • Sustain compliance in EC through annual record reviews <p>Year 3:</p> <ul style="list-style-type: none"> • Build a strong co-teaching model that ensues collaboration between EC & reg ed teachers • EL lead teachers and EL tutors provide PD at the school level to provide support to all staff. <p>Year 4:</p> <ul style="list-style-type: none"> • Collaborate with consortium members to identify EL lead staff and coordinate professional development opportunities. • Seeks opportunities to lead professional growth activities and decision-making Processes inside and outside of the district. <p>Year 5:</p> <ul style="list-style-type: none"> • Host EL professional development event that includes other consortium members.
<p>Performance Indicators</p>	<p>Performance Indicators</p>	<p>Performance Indicators</p>
<ul style="list-style-type: none"> • Belief Survey 	<ul style="list-style-type: none"> • EOGs/EOCs 	<ul style="list-style-type: none"> • EL professional

<ul style="list-style-type: none"> • New AIG plan 2022-2025 • Discipline Data • SAEBRS 	<ul style="list-style-type: none"> • EVAAS Data • Teaching Strategies GOLD • EL Annual Growth Measure data 	<ul style="list-style-type: none"> • development logs • NCEES
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<p>Career and Technical Education</p> <p><i>Career and Technical Education Programs provide opportunities for a variety of hands-on learning experiences that can help participants become college and career ready while developing a diverse set of both technical and soft skills needed in today's workplace. In addition, career and technical education helps students see how their learning applies to the needs of employers. Regardless of whether students are headed for college or the workforce, this type of education will help them prepare for the future. In fact, college-bound students can get job experiences to help them define their career plans, identify an appropriate course of study and help pay for tuition. Just think of the benefits students will receive by gaining not only a solid foundation in academics, but also hands-on, technical experience and know-how.</i></p>		
<p>Eliminate Opportunity Gaps (Literacy)</p>	<p>Increase School/District Performance (Accountability)</p>	<p>Educator Preparedness</p>
<p>Key Words: Experiential Learning; College, Career and Citizenship Focused Opportunities</p>	<p>Key Words: Industry Recognized Credentials, Performance Based Measures, exposure</p>	<p>Key Words: Capacity, Recruiting, Coaching, Professional Development</p>
<p>Key Strategic Initiative(s)</p>	<p>Key Strategic Initiative(s)</p>	<p>Key Strategic Initiative(s)</p>
<ul style="list-style-type: none"> • Develop a comprehensive Career Development Planning program for all ECPS CTE students. • Expand CTE course offerings to increase student opportunities and better align CTE programs with local industry needs. • Develop and expand existing partnerships with community agencies. • Increase opportunities for and rigor of work based learning opportunities. (Internships/Apprenticeship) • Expand STEM and Engineering Design opportunities for students in K-12. 	<ul style="list-style-type: none"> • 100% of CTE program areas will offer industry recognized credentials. • All CTE program areas will offer students a Career Technical Student Organization experience. • Increase percentage of CTE students earning an industry recognized credential. (CCP Pathways) 	<ul style="list-style-type: none"> • Support and deliver CTE specific professional development. • Professional Learning Community experiences centered on data-based decision making, pedagogy, curriculum development. • Launch Education pathway courses through NC CTE. • Provide K-12 educator experiences in STEM and Engineering Design facilitation.

Deliverables	Deliverables	Deliverables
<p>Year 1:</p> <ul style="list-style-type: none"> ● Launch Career Development Planning Tool for CTE students in grades 9-12. ● Expand middle school course offerings to include <ul style="list-style-type: none"> ○ Career Exploration Labs ○ Coding and Computer Science ○ Exploring Foods and Nutrition ● Expand Agricultural Education Program at JAH to increase horticulture and animal science pathway opportunities as well as Veterinary Assisting. ● Launch Adobe Academy at JAH <ul style="list-style-type: none"> ○ Adobe Visual ○ Adobe Digital ○ Adobe Video ● Reboot CTE Internship Program <ul style="list-style-type: none"> ○ New Application and Management System ● Install Pitsco STEM Lab at DFW (Phase I) ● Explore opportunities/feasibility for collaboratively sourced Welding Program through COA (CCP) on campus at JAH. <p>Year 2:</p> <ul style="list-style-type: none"> ● Launch middle school Career Development Planning tool for CTE Students at CMS. ● Add Agricultural Education Program at CMS (Fall Semester Only) ● Launch PreApprenticeship Program for 12th grade students with community 	<p>Year 1:</p> <ul style="list-style-type: none"> ● All courses will offer aligned credentials as directed by the NC DPI CTE Essential Standards. ● Students earning credentials will be recognized at the CTE Awards Banquet to be held at the end of the school year. ● Courses without a credential designated by DPI will offer a credential related to their program area. (CTE Director approval required) ● Each CTE program area will offer a chapter of their affiliated CTSO and develop a local program of activities at the middle and high school level: <ul style="list-style-type: none"> ○ HOSA ○ FFA (Middle and High School) ○ FBLA (Middle and High School) ○ Skills USA (High School) ○ Technology Students of America (Middle and High School) ○ FCCLA ● Complete the Career and Technical Education Comprehensive Local Needs Analysis process with stakeholders. <p>Year 2:</p> <ul style="list-style-type: none"> ● CTSO's will submit a program of activities for approval by the Principal and CTE Director. ● CTSO's will participate in a minimum of 1 regional and 1 state activity. 	<p>Year 1:</p> <ul style="list-style-type: none"> ● CTE teachers will attend CTE Summer Conference and participate in relevant program area updates and staff development. <ul style="list-style-type: none"> ○ Participants will have all travel expenses reimbursed and will be paid a stipend. ● Teachers will be provided with content specific professional development to reinforcement related to developing pacing guides, lesson plans, Curriculum MAPS and SAPS. ● JAH and ECPS will apply to DPI to be included in the Future Teachers of NC Program <ul style="list-style-type: none"> ○ Two elective courses offering three Career and Technical Education (CTE) credits ○ Aligns to CTE Education & Training career cluster and pathway initiative ○ Curriculum and artifacts aligned with the North Carolina Professional Teaching Standards ○ Training, curriculum, and resources for educators teaching FTNC courses, Teaching as a Profession I and/or Teaching as a Profession II

<p>partners.</p> <ul style="list-style-type: none"> ● Transition JAH Woodworking program to NCCER Carpentry Pathway (2022-2023) <ul style="list-style-type: none"> ○ Core Construction ○ Carpentry I ○ Carpentry II ● Create recruitment program students to raise awareness of opportunities in non-traditional career areas. <p>Year 3:</p> <ul style="list-style-type: none"> ● Expand CTE Advanced Studies options for upperclassmen and CTE concentrators. ● Explore feasibility of adding Emergency Medical Technician and Public Safety to CTE Program of Study. ● Utilize available community members as adjunct instructors to provide access to CTE courses in: <ul style="list-style-type: none"> ○ Accounting ○ Public Safety ○ Firefighting Technology ● Establish Technology Education courses at CMS/JAH <ul style="list-style-type: none"> ○ Drone Technology ○ STEM/Engineering Design <p>Year 4:</p> <ul style="list-style-type: none"> ● Implement Career Development Planning System for all ECPS students in grades 9-12. ● Analyze data from students that entered with Career Development Plans in fall of 2021. Key metrics to include: <ul style="list-style-type: none"> ○ Concentrator Status ○ GPA 	<ul style="list-style-type: none"> ● CTE credentials will be monitored across all program areas, with intervention opportunities developed for areas not demonstrating growth. <p>Year 3:</p> <ul style="list-style-type: none"> ● Work with the CTE Advisory Committee and other stakeholders to launch a campaign aimed at promoting the skilled credentials available to students. <ul style="list-style-type: none"> ○ Students earning industry aligned credentials will be semi-annually exposed to local representative industries much in the manner of a college recruiting tour. ● Facilitate CTSO led Business and Industry tours of the CTE programs and facilities. <ul style="list-style-type: none"> ○ Increased visibility ○ Highlight new programs and facilities ○ Initiate conversations with potential partners. <p>Year 4:</p> <ul style="list-style-type: none"> ● CTSO student leaders (officers) will conduct a student leadership conference for all CMS 6th Grade Students. <ul style="list-style-type: none"> ○ Career Awareness ○ Soft Skills ○ Communication ○ High School CTE Opportunities <p>Year 5:</p> <ul style="list-style-type: none"> ● All CTSO's in grades 6-12 will participate in leadership development 	<ul style="list-style-type: none"> ● The CTE Curriculum and Instructional Management Coordinator will serve as an additional CTE instructional coach under the direction of the CTE Director. <ul style="list-style-type: none"> ○ Specific, directed coaching tasks. ○ Shop/Lab safety inspections <p>Year 2:</p> <ul style="list-style-type: none"> ● Teaching as a Profession I and II courses will be offered in fall and spring semester. <ul style="list-style-type: none"> ○ Student interns will be placed with cooperating teachers in areas of interest throughout the school district. ● CTE PLC work will focus on student progress towards industry credential certification and developing community partnerships for CTE program opportunities. <ul style="list-style-type: none"> ○ Externship Opportunities (K-12 teachers included) ○ Bi-monthly Teacher tours of business and industry (K-12 teachers included) ● CTE Teachers will present program aligned professional development offerings to ECPS staff during District Wide Professional Development Sessions: <ul style="list-style-type: none"> ○ Foods and Nutrition ○ Health Sciences ○ Carpentry/Construction ○ Horticulture/Animal Science ○ Adobe
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<ul style="list-style-type: none"> ○ CCP Participation <ul style="list-style-type: none"> ■ Academic, CTE, or both ○ Post-secondary Plans ● Use 4 year cohort data to inform decisions about programming adjustments <p>Year 5:</p> <ul style="list-style-type: none"> ● Analyze data from from class of 2025 students to determine impact of CTE programs and courses. <ul style="list-style-type: none"> ○ Post-secondary success ○ Career placement ○ Military service 	<p>and competitive events at the regional and state level -minimally.</p> <ul style="list-style-type: none"> ○ CTSO's should plan and aspire to attend a national level event at least every 3 years. 	<ul style="list-style-type: none"> ○ Early Childhood <p>Year 3:</p> <ul style="list-style-type: none"> ● CTE teachers will join their respective NC CTE Collaboration Stations (virtual regional PLC's) and other professional networks for program based professional development. <ul style="list-style-type: none"> ○ Leadership Opportunities ○ Important sources for curricular and CTSO information <p>Year 4:</p> <ul style="list-style-type: none"> ● Data from Early Childhood and Future Teachers of NC programs will be analyzed to determine potential impact to ECPS candidate pool. <ul style="list-style-type: none"> ○ Percentage of students that completed program ○ Percentage that pursued further education ○ Percentage hired or pursuing a career in education. <p>Year 5:</p> <ul style="list-style-type: none"> ● Analyze teacher evaluation data over the life of the plan to determine impact of CTE specific staff development initiatives on professional growth and teacher performance.
Performance Indicators	Performance Indicators	Performance Indicators
<p>-Powerschool enrollment reports. -Internship Applicants placed with community partners. -CTE Credential, PBM, and Technical Attainment scores.</p>	<p>-NC CTE Admin Credential Reports -NC CTE Performance Based Measures Report -NC CTSO Membership Rosters -CTSO meeting minutes and Programs of Activity.</p>	<p>-Summer Conference Agendas -Completed MAPS and SAPS. -FTNC Acceptance. -Powerschool course enrollment reports.</p>

Human Capital

A well versed staff is essential to high functioning and productive school systems. Investment in Human Capital provides the segway for all activities to occur within a public school unit. We must ensure that we mentor and coach all staff to be the best versions of themselves in order to deliver the best quality product possible for our students. By doing so, we create an environment of collaboration and engagement that enhances experiences for students to excel. The end result will be a school system, town, and county that thrives now and in the future.

Eliminate Opportunity Gaps (Literacy)	Increase School/District Performance (Accountability)	Educator Preparedness
Key Words: <ul style="list-style-type: none"> - Education - Conversation - Action - Professional Development 	Key Words: <ul style="list-style-type: none"> - Professional Development - Job Description - Defined Assignments - Attendance Management 	Key Words: <ul style="list-style-type: none"> - Qualified - Licensed - Support
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Key Initiative(s)
<ul style="list-style-type: none"> -Address unconscious bias among staff - Develop/Support teacher leaders program to support student growth 	<ul style="list-style-type: none"> -All staff will understand and comply with job expectations -Administrators provide feedback to support teacher development and growth - Enhance coaching through Crucial Conversations <ul style="list-style-type: none"> ● Book Study ● Practice Scenarios ● PLC groups with teachers ● Training modules (i.e. Vector and others as available) 	<ul style="list-style-type: none"> -All ECPS employees will have the appropriate credentials for their designated job assignment - Processes will be established to improve work flow. <ul style="list-style-type: none"> ● Advancement Ladder <ul style="list-style-type: none"> ○ “Champions for Change” ● Vertical Alignment <ul style="list-style-type: none"> ○ Shared experiences
Deliverables	Deliverables	Deliverables
Year 1: <ul style="list-style-type: none"> ● Educational conversations/PD surrounding diversity/equity & bias ● Partnership with TeachNC for teacher retention initiatives ● Utilization of PLC groups to begin work surrounding equity and bias 	Year 1: <ul style="list-style-type: none"> ● Updated job descriptions for all positions ● Support Administrators to understand the Teacher Observation tool ● Implement cross school walk through procedures for principals ● Implement attendance management protocols for 	Year 1: <ul style="list-style-type: none"> ● Ensure all employees have the appropriate licensure for job assignment ● Reduce the number of alternatively licensed staff members ● Committees to review current procedures and develop updated procedures to ensure that

<p>Year 2:</p> <ul style="list-style-type: none"> Support PD to train teacher leaders that will help implement diversity initiatives Program/process to continue development of plans to address unconscious bias Create PLC groups to identify and nurture teacher leaders. <p>Year 3:</p> <ul style="list-style-type: none"> Continue to incorporate strategies to identify issues surrounding bias and equity. Mentor teacher leaders to coach and develop other staff members to become teacher leaders. <p>Year 4:</p> <ul style="list-style-type: none"> Continue initiatives to identify biases and equity gaps and continue efforts to eliminate them. <p>Year 5:</p> <ul style="list-style-type: none"> Sustain initiatives to identify biases and equity gaps and continue efforts to eliminate them. 	<p>all system employees</p> <ul style="list-style-type: none"> Provide support for assistant principals to understand the importance and value of crucial conversations via book study and practice scenarios <p>Year 2:</p> <ul style="list-style-type: none"> Process for review and implementation of new job descriptions for staff Implement cross school walk through procedures to support smooth transition among schools Work with mentors and beginning teachers to understand the value of crucial conversations through PLC groups <p>Year 3:</p> <ul style="list-style-type: none"> 100% of all staff working using expectations in updated job descriptions Provide online training course for all staff to participate in work surrounding crucial conversations <p>Year 4:</p> <ul style="list-style-type: none"> Review and modify job descriptions to meet the changing roles within the school system Continue review and update professional development to ensure calibration and authenticity of feedback provided <p>Year 5:</p> <ul style="list-style-type: none"> Continue updates and review of protocols to support a well trained and effective ECPS staff group 	<p>work flow is streamlined</p> <p>Year 2:</p> <ul style="list-style-type: none"> Research and apply proven methods to produce success in recruiting racially, ethnically, and linguistically diverse educators. Develop and implement procedures to increase efficiency of workflow <p>Year 3:</p> <ul style="list-style-type: none"> Develop a “grow our own” teachers program to implement with Instructional assistants and other applicable school staff who desire to become teachers. Begin the process to modernize systems to improve work flow <p>Year 4:</p> <ul style="list-style-type: none"> Continue the process of modernizing systems to increase the efficiency of work flow Continue to seek ways to grow our own staff/students to become fully licensed teachers <ul style="list-style-type: none"> Grants State initiatives Collaboration with Community colleges/ Universities <p>Year 5:</p> <ul style="list-style-type: none"> Sustain a “grow our own” teachers program Fully modernize systems to improve efficiency of workflow
<p>Performance Indicators</p>	<p>Performance Indicators</p>	<p>Performance Indicators</p>
<p>-100% of staff complete equity/bias training</p>	<p>- Job descriptions to match job expectations for all staf</p>	<p>- Staff with appropriate SP license for area of</p>

<ul style="list-style-type: none">- Equity/bias training is ongoing/updated annually- Development of a teacher leaders program to support staff in each school	<ul style="list-style-type: none">- Employees are provided with authentic observation comments that support development and growth- Completion of professional development surrounding use of crucial conversations to support system growth and improvement	<p>assignment</p> <ul style="list-style-type: none">- Increase % of highly qualified, certified employees- Increase in percent of Chowan County natives/JAHHS graduates employed with ECPS- Increase in modernized systems and processes to improve efficiency and accuracy of work
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