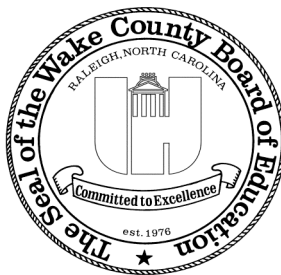


*WAKE COUNTY
BOARD OF EDUCATION*

**2008-2011
EDUCATION POLICY WORK PLAN**

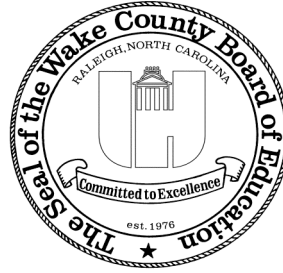


WAKE COUNTY BOARD OF EDUCATION

Summary of 2008-2011 EDUCATION POLICY WORK PLAN Strategies, Focus Areas, and Goals

STRATEGY	FOCUS AREAS	GOALS
I. Focus on Learning and Teaching	A. Student Learning	1. Achieve equal access, opportunities, and success for all students.
	B. Curriculum Development and Assessment	2. Develop a curriculum to achieve school system goals and design and implement a process for continuous improvement.
	C. Programs and Facilities	3. Ensure that investments in programs and facilities are appropriate and adequate to support learning and success for all students.
IV. Retain, Recruit, and Train High Quality Employees	A. Recruitment and Retention	4. Develop and implement a comprehensive and realistic recruiting and retention plan.
	B. Professional Development	5. Design and align professional development with the curriculum, student learning, and teacher performance and appraisal.
VI. Develop and Implement Systems, Structures and Processes to Support Schools, Ensure Accountability, and Engage the Community	A. Policy Design and Development	6. Develop a clear, concise, comprehensive policy framework that supports and achieves the strategic direction of the school system.
	B. Public Engagement	7. Engage and educate elected officials and the public about school system progress, issues, and concerns.
	C. Building and School Planning and Design	8. Identify and adopt best practices to achieve optimal efficiencies and economies of scale in the planning, design, and construction of school buildings and facilities.
IX. Expand Fiscal Accountability	A. Connect Budget and School System Goals	9. Develop and implement a multi-year plan that fully aligns district and building-level resources with curricular goals and strategic priorities.

	B. Funding and Financing	10. Work with state and local governments to establish a stable and long-term school funding and capital financing plan.
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WAKE COUNTY BOARD OF EDUCATION
2008-2011
EDUCATION POLICY WORK PLAN

STRATEGY	FOCUS AREAS	GOALS, OUTCOMES AND STRATEGIES
I. FOCUS ON LEARNING AND TEACHING	A. Student Learning	<p>Achieve equal access, opportunities, and success for all students.</p> <ol style="list-style-type: none"> 1. Implement district plans and goals to provide equal access to comparable programs, services, and opportunities to impact success for all students (CMA Rec. 1, p. 349). 2. Take further steps to eliminate the achievement gap between ethnic and socioeconomic student groups and to allocate resources on the basis of need (CMA Rec. 1, p. 349). 3. Commit to reduce the high school failure/drop-out rate (CMA G1.5). 4. Increase student achievement as measured by high growth. 5. Review course sequences available at school sites and the continuum of courses at middle and high schools, e.g., foreign language, AG at non-magnets. 6. Review Healthy Schools components, e.g., ABC, AYP, EOG. 7. Revise guidelines for the student assignment process (community engagement meetings, timeline, academies, ROTC, transfers, siblings, etc.) 8. Address Goal 2008.

	<p>B. Curriculum Development and Assessment</p>	<p>Develop a curriculum to achieve school system goals, and design and implement a process for continuous improvement.</p> <ol style="list-style-type: none"> 1. Formalize comprehensive assessment procedures to provide data for decision making at all levels of the system and establish a formalized process for selection, implementation, and evaluation of programs utilizing data that will be used as feedback or continuation of programs and practices (CMA Rec. 5, p. 361). 2. Adopt policies that govern the assessment of student achievement and educational programs, including grants and the evaluation of the curriculum (CMA G4.3). 3. Adopt or revise policy to provide a formalized framework for comprehensive, systematic student assessment and program evaluation that sets forth a purpose, scope, and direction for assessing curriculum at all grade levels and in all subject areas for all subgroups of students. Include in the policy the expectation that data is to be used for all decision-making by all instructional personnel (CMA G5.1). 4. Commit adequate resources to support the curriculum development and revisions necessary to improve the quality, internal consistency, and user-friendliness of curriculum resources so that quality control of the WCPSS educational program and student achievement and to support the development and management of comprehensive, systematic student and program assessment planning (CMA G4.6, G5.7).
	<p>C. Programs and Facilities</p>	<p>Ensure that levels of investment in programs and facilities are appropriate and adequate to support learning and success for all students.</p> <ol style="list-style-type: none"> 1. Review and reconsider athletic activities currently offered that exceed DPI physical education requirements; reconsider expanded athletic options that require additional facilities such as weightlifting, wrestling, tennis, and their resulting costs; new school designs should provide an area for the media center no greater than the DPI recommended area, with recognition given to WCPSS' extensive use of mobile and modular classrooms to increase school capacity beyond the actual building; re-evaluate size of media centers as technology becomes more integrated in the learning environment of the future (CFAC Program & Design 1 and 3). 2. WCPSS is not obligated to add amenities to existing schools in order to keep pace with new school models or prototypes (CFAC Program & Design 2).

II. RETAIN, RECRUIT, AND TRAIN HIGH QUALITY EMPLOYEES	A. Recruitment and Retention	Develop and implement a comprehensive and realistic recruiting and retention plan. <ol style="list-style-type: none"> 1. Attract and retain minority and male teachers (CMA G1.8). 2. Recruit and retain teachers for high-need areas. 3. Recruit and retain other hard-to-fill positions, e.g., principals.
	B. Professional Development	Design and align professional development with the curriculum, student learning, and teacher performance and appraisal. <ol style="list-style-type: none"> 1. Establish a plan for centralized professional development that provides for coordinated training in the essential competencies necessary for effective delivery of the written curriculum, including institutionalization of expectations for instructional best practices and monitoring (CMA Rec. 7, p. 367). 2. Develop and revise existing professional development Board policies to define the purpose of professional development in terms of student achievement. (CMA G7.1). 3. Link training and intended outcomes to the teacher appraisal program and align the teacher appraisal system with expectations for student outcomes. Evaluate professional development training in terms of improved student achievement and demonstrated teacher competence in the classrooms (CMA G7.2). 4. Allocate funds for professional development to support teacher appraisal that focuses on improving the instructional program (CMA G7.3).

III. DEVELOP AND IMPLEMENT SYSTEMS, STRUCTURES AND PROCESSES TO SUPPORT SCHOOLS, ENSURE ACCOUNTABILITY, AND ENGAGE THE COMMUNITY	A. Policy Design and Development	<p>Develop a clear, concise, comprehensive policy framework that supports and achieves the strategic direction of the school system.</p> <ol style="list-style-type: none"> 1. Revise guidelines for the student assignment process (community engagement meetings, timeline, academies, ROTC, transfers, siblings, etc.) 2. Revise Board Policy 1510 to address a policy review cycle (CMA G3.2). 3. Adopt a comprehensive policy to provide direction for a comprehensive curriculum management plan (CMA G4.2) 4. Commit adequate resources for the effective implementation of Board policies and administrative regulations (CMA G3.5) 5. Contract with the N.C. School Board Association, National School Board Association, or other reputable organization familiar with N.C. state and federal statutes to assist the Board and Superintendent to review and revise all current Board policies and develop new ones to provide clear direction and control over all important district functions (CMA G3.1). 6. Review and revise as necessary: Policy 6400 – Code of Student Conduct; Policy 2570 – Naming of Schools and Buildings.
	B. Public Engagement	<p>Engage and educate elected officials and the public about school system progress, issues, and concerns.</p> <ol style="list-style-type: none"> 1. Identify opportunities to engage local leaders on key school issues. 2. Develop communications strategies to educate the public regarding school system growth, funding, and the research basis for curriculum and policy decisions.

	<p>C. Building and School Planning and Design</p>	<p>Identify and adopt best practices to achieve optimal efficiencies and economies of scale in the planning, design, and construction of school buildings and facilities.</p> <ol style="list-style-type: none"> 1. Continue use of mobile/modular units to accommodate shifting demographics within the county while looking at increasing core areas to reduce the overutilization and time constraints associated with mobile/modular units (CFAC Program & Design 5). 2. Plan urban school designs and seek to preserve suitable locations for them in and near future high density population centers (CFAC Plan 3). 3. Reduce or modify the requirements for on-site queuing; involve municipalities and NCDOT very early in the process to reduce the time for acquiring permits and reviewing traffic impact patterns; look at alternative ways to provide safe pick-up and drop-off of children (CFAC Plan 12). 4. Reduce the number of parking spaces at all school sites (CFAC Plan 9). 5. Wake County municipalities should work together to develop and adopt standard development ordinances with respect to the construction of new and renovation of existing schools (CFAC Plan 11). 6. Bank land for future growth as far in advance of construction as possible (CFAC Plan 2). 7. Review land acquisition process (CFAC Plan 5). 8. Support WCPSS' initial approach in developing public/private partnership contractual document (CFAC Project Delivery 4).
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IV. EXPAND FISCAL ACCOUNTABILITY	A. Connect Budget and School System Goals	<p>Develop and implement a multi-year plan that fully aligns district and building-level resources with curricular goals and strategic priorities (CMA Rec. 6, p. 364).</p> <ol style="list-style-type: none"> 1. Establish procedures and amend the annual Superintendent’s Plan for Student Success to communicate the correlation between the budget and the system’s goals (CMA G6.5). 2. Require that budget and staffing proposals reflect a direct connection to established data-driven priorities (CMA G6.5).
	B. Funding and Financing	<p>Work with state and local governments to establish a stable and long-term school funding and capital financing plan.</p> <ol style="list-style-type: none"> 1. Work with government authorities to make the necessary changes in N.C. statutes that would reassign local school taxing authority to the WCPSS BOE (CMA G6.1). 2. Until G6.1 is fully implemented, work with the County Commission to revisit and revise (as necessary) MGT of America, Inc., Recommendation 7-25. “In an effort to provide a solid funding rationale and to communicate this process clearly, the ‘Educational Cost Index’ methodology should be utilized as a basis for determining the County Commission level of funding support to the WCPSS” to provide a common foundation for future funding decisions...” (CMA G6.2). 3. Until G6.1 is fully implemented, work with the County Commission to formulate a plan that will generate the revenue necessary to maintain existing buildings and meet the capital needs identified in WCPSS’ Long Range Facility Plan 2005-2025 (CMA G6.3).

References:

Citizens’ Facilities Advisory Committee Report, Wake County, North Carolina, 2007.

Curriculum Management Audit, Wake County Public Schools, Raleigh, North Carolina, 2007.

Public Values and Choices, Leading and Governing, Inc., Phil Boyle, Ph.D, 2007.