



## The Public Schools of Robeson County's Blueprint: A Design for Improving Teaching and Learning 2018-2019



Characteristics of High-Performing Districts	Readiness for Improving Teaching and Learning	Quality Teaching and Learning
<ul style="list-style-type: none"> <li>• Focus intentionally on student learning</li> <li>• Align teaching and learning with state standards</li> <li>• Have dynamic and distributed leadership</li> <li>• Classroom assessments aligned with state standards</li> <li>• Sustain improvement efforts over time.</li> <li>• Hold high expectations for adults</li> <li>• Provide coordinated and embedded professional development</li> <li>• Ensure quality classroom instruction aligned with state standards</li> <li>• Rely heavily on data to make decisions</li> <li>• Have a high degree of program coherence across the district with an emphasis on integration</li> <li>• Allocate resources strategically</li> <li>• Exhibit a professional culture and collaborative relationships</li> <li>• Maintain clear and effective district and school roles and responsibilities</li> <li>• Interpret and manage the external</li> </ul>	<ul style="list-style-type: none"> <li>• Hire and recruit qualified teachers</li> <li>• Teachers must know how to align the written, taught and tested curricula</li> <li>• Place teachers where the maximum benefit can be obtained</li> <li>• Train teachers continually on the best practices in improving teaching and learning outcomes</li> <li>• Know the various methods of instructional delivery to meet the multiple needs of students</li> <li>• Ensure that everyone is familiar with personalized learning</li> <li>• Know the needs of students (e.g. academic, etc.)</li> <li>• Ensure that the materials/supplies/technology, etc. are in place for learning</li> <li>• Ensure that the partnerships/parent relationships are conducive to learning</li> <li>• Understand the power of assessment in teacher lesson planning and teaching</li> <li>• Put a system in place to protect the instructional day (full schedules)</li> <li>• Define support roles: assistants, central office, NCDPI, etc. and assign schedules</li> <li>• Be able to know “what” your students need and “when” they need it</li> <li>• Know what resources are available to assist in the teaching of concepts</li> <li>• Know the attributes/characteristics of the</li> </ul>	<ul style="list-style-type: none"> <li>• Hold all accountable for student learning.</li> <li>• Expect excellence, monitor performance, provide feedback</li> <li>• Make high expectations part of personnel decisions</li> <li>• Teach students the what, how and why of concepts</li> <li>• Align curriculum with standards, assessment, policies</li> <li>• Centralize and coordinate curriculum approaches and decisions</li> <li>• Use multiple measures to assess learning</li> <li>• Provide high-quality, ongoing professional development focused on classroom instruction</li> <li>• Include school-based coaching and support for instruction</li> <li>• Support professional development based on teaching and learning needs in schools</li> <li>• Pay close attention to instruction, provide guidance and oversight to improve teaching and learning</li> <li>• Develop a common vision of good instruction</li> <li>• Monitor instruction, curriculum, and changes in practice</li> <li>• Use data to monitor results, equity, accountability, and for resource allocation</li> <li>• Use data for instructional decisions and professional development</li> <li>• Provide time and training to staff to use data</li> <li>• Provide, allocate, reallocate, and find resources for quality instruction</li> <li>• Provide additional resources to support low performers</li> <li>• Give schools flexibility within parameters for resources use</li> <li>• Build a culture of mutual respect, collaboration, trust, and shared responsibility</li> <li>• Support school communities of practice for continuous learning for</li> </ul>

district and school roles and responsibilities <ul style="list-style-type: none"> <li>• Interpret and manage the external environment effectively</li> <li>• High level of teaching expertise and commitment to student learning</li> </ul>	developmental stages of students and how to deal with the various behaviors <ul style="list-style-type: none"> <li>• Know how to transfer and build on academic concepts</li> <li>• Be ready to be responsible and accountable for the teaching and learning in your school/classroom</li> <li>• STAY POSITIVE</li> </ul>	adults <ul style="list-style-type: none"> <li>• Support learning, serve as mentors, and help seek solutions</li> <li>• Analyze, interpret, and mediate state and federal policy with local policy</li> <li>• Mobilize community and business support</li> <li>• Involve family and community</li> </ul>
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**Improved Student Outcomes**

<ul style="list-style-type: none"> <li>✓ Student Attendance Rates</li> <li>✓ Rates of Serious Misconduct and Violence</li> <li>✓ Infrastructure improvement (such as dollars invested and response time to maintenance problems)</li> <li>✓ Parent engagement and satisfaction metrics (such as participation in meetings)</li> <li>✓ Partnerships (such as funding raised from philanthropy and community satisfaction survey metrics)</li> <li>✓ Teacher attendance and retention rates of effective staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Development aligned to identified needs</li> <li>✓ Use of data to improve the quality of teaching</li> <li>✓ Amount of principal's time spent on improving teaching and learning</li> <li>✓ Rates of earning credits and grade-level advancement</li> <li>✓ Absenteeism and dropout rates</li> <li>✓ Rates of students performing at grade level by subject area</li> <li>✓ Rates of proficiency on state assessments</li> <li>✓ Graduation and college-going rates</li> </ul>
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	<b>Public Schools of Robeson County's Strategic Goals 2018-2023</b>	<b>North Carolina State Board of Education Goals</b>
<b>Goal 1</b>	<b>Instructional Excellence and Alignment</b> -Prepare all students to be career and college ready by raising the academic and social emotional learning bar and the closing the PreK-16 gaps to student achievement.	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship
<b>Goal 2</b>	<b>Professional Capacity</b> -Develop training and supports to prepare staff ensuring high academic achievement and growth for all students	Every student has a personalized education
<b>Goal 3</b>	<b>Planning and Operational Effectiveness</b> -Serve students and the community through responsible financial and resource management.	Every student, every day has excellent educators
<b>Goal 4</b>	<b>Family and Community Engagement</b> -Engage parents, students, staff and community in two-way communicates focused on equity and excellence.	Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators
<b>Goal 5 (State Goal Only)</b>	*The Public Schools of Robeson County goal areas presented above are based on the themes that emerged throughout the strategic planning process. The four areas that emerged are: (1) Instructional Excellence and Alignment, (2) Professional Capacity, (2) Planning and Operational Effectiveness, and (4) Family and Community Engagement. All goal areas are student-centered and based on the District's foundation of research and information.	Every student is healthy, safe, and responsible

*"To Educate All Students By Building A Foundation for Learning In An Ever-Changing Global Society"*



## The Public Schools of Robeson County's Blueprint: Whole School, Whole Community, Whole Child Model 2018-2019

The Whole Child Approach	Whole Child Tenets
<p>The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research and practice confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities. A whole child approach ensures that each student is healthy, safe, engaged, supported, and challenged and sets the standard for comprehensive, sustainable school improvement. By focusing on the whole child we will begin to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.</p>	<ul style="list-style-type: none"> <li>• Each student enters school healthy and learns about and practices a healthy lifestyle.</li> <li>• Each student learns in an environment that is physically and emotionally safe for students and adults.</li> <li>• Each student is actively engaged in learning and is connected to the school and broader community.</li> <li>• Each student has access to personalized learning and is supported by qualified, caring adults.</li> <li>• Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.</li> </ul>



Whole Child Supports



Early Childhood Development



Family & Community Engagement



Expanded Learning Opportunities



Positive School Culture & Climate



Results-based Partnerships