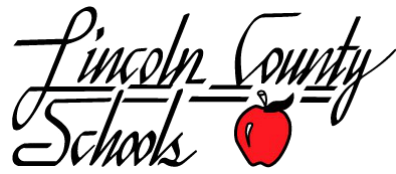


Strategic Plan 2022-2026

Mission Statement: *Lincoln County Schools will work together with students, families, and the community to ensure a quality innovative education program in a safe environment where students become responsible, contributing citizens, and lifelong learners.*

Slogan: Educating the Future

- Goals:**
- 1) Eliminate opportunity gaps by 2026
 - 2) Improve school and district performance by 2026
 - 3) Increase educator preparedness and attract/maintain a quality workforce to meet the needs of every student by 2026

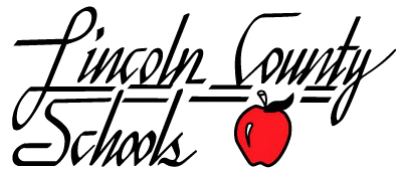


GOAL 1: ELIMINATE OPPORTUNITY GAPS BY 2026

Opportunity gaps are defined by the disparity in access to quality schools and resources needed for all children to be successful.

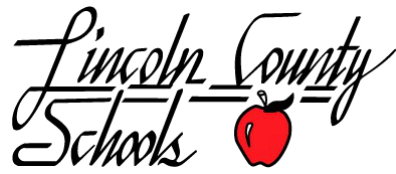
The Board recognizes that there are several out-of-school factors that impact student performance and attendance, and this goal is the Board’s attempt to acknowledge and act on those factors.

	Base Line	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1.1A	24%	24.45%				19%
1.1B	0%	55%				100%
1.2	40	<u>261</u>				50
1.3	180	<u>265</u>				216



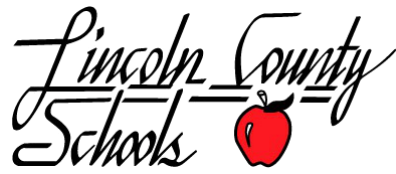
Objective 1.1 - LCS will improve the social and emotional health and wellbeing of our students by addressing the whole child.

● Performance Measures:	1.1A Student discipline incidences will decrease by 1% each year
	1.1B 100% of PK-12 staff will be trained in a mental health screening tool within 5 years
● Who Measures:	Student Services Team
● Components:	MTSS data (District and School)
	MTSS/SEL TA's at elementary and middle schools
	PD Sign in sheets and evaluations
	Reduced number of suspensions and expulsions
● Action Steps:	Equip teachers to complete mental health screening tool screenings for students to identify mental health needs.
	Provide District Learning Center in lieu of suspensions.
	Provide professional development in Classroom Management Strategies



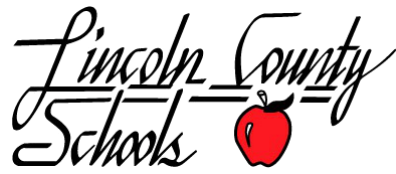
Objective 1.2 - LCS will increase student engagement by providing meaningful access to extended and experiential learning opportunities.

● Performance Measure:	1.2 Mentor enrollment for students will increase by 25%
● Who Measures:	Student Services Team, Communication Team, CTE/Workforce Development
● Components:	Meaningful access to personalized interest opportunities Pre K-12 Partner schools in each feeder pattern Parent engagement and education Public Service Announcements Mentoring Opportunities K-12
● Action Steps:	Create personalized interest opportunities Pre K -12 utilizing outside organizations Implement community wide outreach to our market Develop interconnected positive messaging between all grade levels and schools Develop opportunities for parent engagement Develop Public Service to promote parent engagement/mentors Develop recruitment plan for mentors



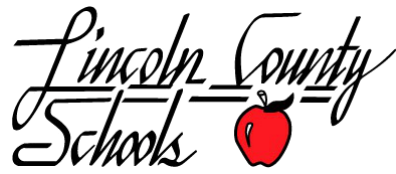
Objective 1.3 – LCS will increase the enrollment in the Pre K program

● Performance Measure:	1.3 Maintain and grow number of students enrolled Maintain and grow number of Pre K Classrooms Pre K Teacher Reports
● Who Measures:	Coordinator of Pre K, NC Pre K Specialist
● Component:	Number of Pre K students enrolled and classrooms
● Action Steps:	Actively advertise/promote the Pre-K program through multiple outlets including industry, community agencies, summer child care programs, internal, etc. Actively advertise/promote the Pre-K program using various platforms to ensure that qualifying populations are reached. Eliminate misconceptions regarding the Pre-K program (eligibility requirements, benefits, etc.) Seek additional funding for Pre-K programs to allow for program expansion Parent engagement/involvement and education



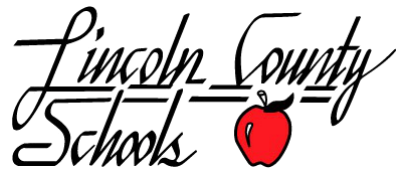
GOAL 2: IMPROVE SCHOOL AND DISTRICT PERFORMANCE BY 2026

	Base Line	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
2.1A	58%	57%	57%			60%
2.1B	89%	88.6%	89.2%			92%
2.2	4	11	28			12
2.3	53%	31.6%	33.6%			63%
2.4	10%	0%	25%			25%
2.5	2.97%	2.99%				3.25%



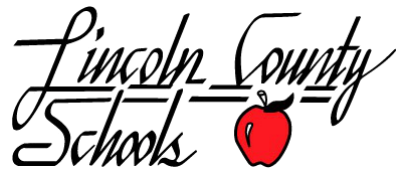
Objective 2.1 - Lincoln County Schools (LCS) will increase the number of graduates that are prepared to navigate the pathways to postsecondary success.

● Performance Measure:	<p>2.1A The percent of LCS high school graduates that enroll in a postsecondary institution within 12 months of graduation will be 60% by 2026.</p> <p>2.1B The percent of 9th graders that graduate from high school in four years will be 92% by 2026 (<i>as measured by myFutureNC data metric dashboard for consistent comparison across the state.</i>)</p>
● Who Measures:	Director of High Schools/Director of Career Technical Education/ Chief of Accountability and Student Information
● Components:	<p>Percentage of students passing AP exams</p> <p>Percentage of students enrolled in and obtaining dual credit</p> <p>Percentage of students enrolled in College Career Readiness courses (CCRG)</p> <p>Percentage of students obtaining industry credentials</p> <p>Number of student career interest surveys completed annually in grades 4-12</p>
● Action Steps:	<p>Provide additional opportunities for all students to earn high school and college dual credit through advanced placement and College Now, as well as industry credentials.</p> <p>Create and utilize grade 4-12 activities, goals, and objectives for college and career interest and development.</p> <p>Create and implement Personalized Learning opportunities for all LCS students to meet individual student needs.</p> <p>Utilize the LCS Career Continuum map to integrate ‘soft skills’ instruction and modeling into daily routines and instruction PK-12 to support appropriate job ready skill development.</p>



Objective 2.2 - LCS will increase the capacity of instructional leaders and instructional coaches in every school.

● Performance Measure:	2.2 The number of instructional coaches in LCS will total 12 by 2026.
● Who Measures:	Chief of Human Resources
● Components:	Percentage of principals that have obtained micro-credentials in the following areas: <ul style="list-style-type: none">❖ Digital Competencies❖ Personalized Learning Percentage of teachers that have obtained micro-credentials in the following areas: <ul style="list-style-type: none">❖ Digital Competencies❖ Personalized Learning❖ Keys to Literacy❖ Math Foundations Number of instructional coaches employed with LCS
● Action Steps:	Create and implement a plan to increase instructional leadership capacity of district, school and aspiring leaders. Develop opportunities for teachers to serve on district-wide leadership teams and other leadership roles.



Objective 2.3 - LCS will align all instructional initiatives with foundational skills and early learning essentials to prepare children for future success.

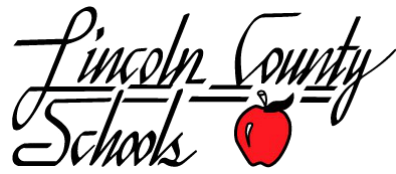
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| ● Performance Measure: | 2.3 The percent of third through eighth graders earning college and career ready scores (level 4 or 5) in reading will be 63% by 2026. |
| ● Who Measures: | Chief of Accountability and Student Information |
| ● Components: | K-2 longitudinal diagnostic data compiled at the district, school, and student level

Instructional Blueprint observations and walkthrough indicators (look-fors)

Percentage of K-2 teachers trained in LETRS and Math Foundations. |
| ● Action Steps: | Ensure equitable, high quality core instruction is provided to all students to create independent learners.

Train teachers in evidence based reading and math instruction as well as provide coaching and support in grades K-3.

Increase student access to PK services.
Utilize a consistent diagnostic across the district in reading and math as well as a consistent process across all grade levels for analyzing and interpreting data. |



Objective 2.4 - LCS will increase the percentage of students exceeding growth in reading, math and science.

- Performance Measure: **2.4** The percent of schools exceeding academic growth status will be 25% annually by 2026.
- Who Measures: Chief of Accountability and Student Information
- Components: Reading, Math, and Science growth data by grade level.

Reading, Math, and Science growth data by subgroup.
- Action Steps: Ensure lessons incorporate research-based instructional practices that are aligned with the instructional framework.

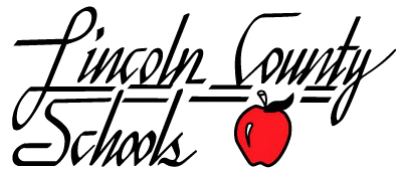
Equip teachers to provide rigorous and differentiated approaches to learning that foster critical thinking, student choice, collaboration, and creativity.

Review school and student performance data frequently to identify areas (goal summaries, subgroup data, universal screening data, etc.) in need of improvement during PLC meetings.

Ensure School Improvement Plans and associated remediation plans, developed with key indicators that target areas in need of improvement, are implemented with fidelity.

Create and implement comprehensive personalized learning opportunities for all LCS employees to enhance ongoing professional development with opportunities for feedback and follow-up.

Target identified students and academic areas in need of improvement and enrichment (science, CTE, etc.) using summer learning programs.



Objective 2.5 - LCS will increase the percentage of the budget available for instructional resources to maximize equitable student learning.

- Performance Measure: **2.5** The percent of the total budget allocated for instructional resources will be 3.25% by 2026.
- Who Measures: Chief Finance Officer
- Components: Percentage of students with high-speed broadband access

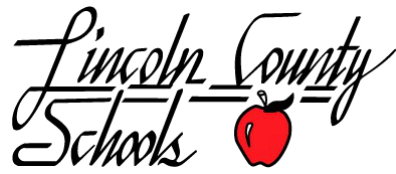
Percentage of students participating in enrichment and remediation activities by school

Percentage of budget allocated to the following areas:
 - ❖ Instructional Resources
 - ❖ Instructional Technology
 - ❖ Professional Development
 - ❖ Classroom Supplies
- Action Steps: Align district and school budget expenditures with areas identified in need of improvement (Capital Improvement Plan, Technology Plan, School Improvement Plan, etc.).

Increase the number of instructional coaches, including the Exceptional Children’s curriculum, across the district in all schools.

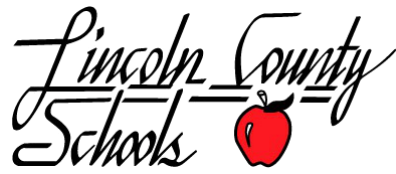
Provide teachers with proper training to facilitate student use in a technology-rich classroom environment.

Design master schedules to support various learning and staffing needs to provide equitable services to all students (class size, special populations, course offerings, etc.).



GOAL 3: INCREASE EDUCATOR PREPAREDNESS AND ATTRACT/MAINTAIN A QUALITY WORKFORCE TO MEET THE NEEDS OF EVERY STUDENT BY 2026

	Base Line	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
3.1A	5%	5%				15%
3.1B1	17	9	13			15
3.1B2	7	7/81- 9%	16/66-24%			
3.1C	90%	91%				95%
3.2A	22%	<u>23%</u>				27%
3.2B	75%	<u>66%</u>				80%
3.2C	0	142	234			250
3.2D	39%	74%				50%
3.3A	35%	35.2%	36.4%	36.5%		40%
3.3B	11%	<u>24.13%</u>				16%
3.3C	82%	82%				87%
3.3D	77%	<u>83%</u>				82%



Objective: 3.1 - Lincoln County Schools employee demographics will mirror the community they serve.

- Performance Measure: **3.1A** LCS will increase the percentage of under-represented populations in our workforce from 5% to 15% by 2026 as measured by US Census data while continuing to strive to recruit the best applicant for any position within our school system.

- Who Measures: Chief of Human Resources

- Action Steps: Ongoing diversity, equity, inclusion training for staff.

Include under-represented community leaders in the development, discussion and implementation of a plan to retain employees from diverse backgrounds.

Actively recruit employees from all under-represented populations/communities.

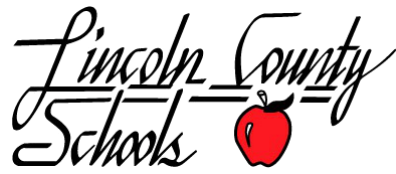
- Performance Measure: **3.1B1** LCS will decrease educator vacancies by 10% in areas of high need (EC, Math, Science) by 2026 (2% decrease each year) as determined by the annual 40 day vacancy report.

- **3.1B2** The percentage of educators who graduated from Lincoln County Schools will increase at least 1% each year as measured by the annual Beginning Teacher Support Survey.

- Who Measures: Chief of Human Resources

- Component: Lincoln County Schools will create opportunities with post-secondary institutions to attract high quality educators from Lincoln County and beyond, especially in areas of high need.

- Action Steps: Establish and cultivate on-going partnerships with area colleges and universities.

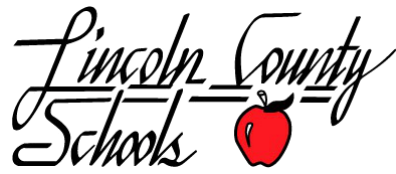


Partner with Gaston College to strengthen the teacher cadet program through College Now Teacher Prep Transfer Pathway.

Provide financial assistance for current employees working toward certification in a high need area.

Partner with post-secondary institutions to create and promote TA to Teacher Pathways in high need areas.

- Performance Measure: **3.1C** The percentage of educators who agree the community is supportive of the schools they serve will be 95% by 2026 (1% increase each year) as measured by the Teacher Working Conditions Survey.
- Who Measures: Chief of Human Resources
School Administrators
- Component: Increase partnerships among schools, community organizations and parents to support LCS employees.
- Action Steps: Continue to cultivate partnerships with community businesses to offer teacher discounts, incentives, and wellness opportunities.

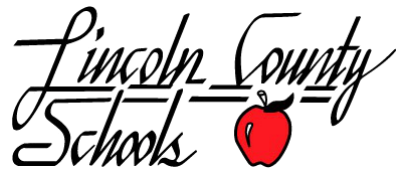


Objective 3.2 - Develop and implement a sustainable, long-term plan of research based professional learning opportunities for all employees.

- Performance Measure: **3.2A** The percentage of professional learning sessions regarding SEL, interventions (academic and behavioral), special areas, and personalized learning will be 27% (1% increase each year) as measured by the professional learning workshop rosters (LINQ).
- Who Measures: Instructional Services Center
School Administrators
- Component: Expand the number of PD opportunities to ensure LCS staff can support the whole child.
- Action Steps: Expand PD opportunities to include the following:
 - SEL
 - Academic Interventions
 - Behavioral Interventions
 - Special Areas
 - Personalized and Blended Learning

- Performance Measure: **3.2B** The percentage of LCS educators who believe their professional learning is differentiated to meet their individual needs will be 80% (1% increase each year) as measured by the Teacher Working Conditions Survey.
- Who Measures: Instructional Services Center
School Administrators
- Component: Create and sustain a differentiated PD framework that meets and supports the unique needs of educators.
- Action Steps: Provide administrators autonomy to assign professional learning specific to the role of educators and educators autonomy to determine their own professional learning schedules specific to their professional goals.

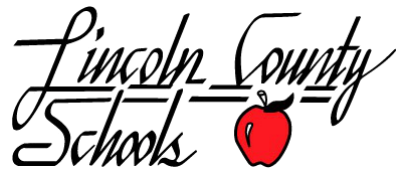
Increase educator support from district specialists and lead teachers across multi-disciplinary domains.



Ensure educators have the opportunity to participate in instructional dialogue and reflective practice with colleagues.

- Performance Measure: **3.2.C** The number of LCS employees who complete an endorsement / micro-credential will be 250 (increase of 50 each year) as measured by professional learning workshop rosters (LINQ).
- Who Measures: Chief of Human Resources
Instructional Services Center
- Components: Increase the number of endorsement / micro-credential programs for educators to enhance their classroom instruction.
- Action Steps: Create and Implement endorsement/micro-credential programs to include the following:
 - AIG
 - EC
 - Personalized Learning
 - Career Exploration
 - Facilities Management
 - Maintenance

- Performance Measure: **3.2.D** The percentage of beginning teachers who feel very supported by the LCS Beginning Teacher Support Program will be 50% (2% increase each year) as measured by the annual Beginning Teacher Support Survey.
- Who Measures: Chief of Human Resources
- Component: Provide new teacher support that reflects the current demands of the educational environment.
- Action Steps: Strengthen the beginning teacher mentoring program and ensure correlation of mentor/mentee job assignments.



Objective 3.3 – Increase educator access to resources that support all students.

- Performance Measure: **3.3A** The percentage of LCS media center collections representing community demographics will be 40% (1% increase each year) as determined by the Destiny Inventory List.
- Who Measures: Instructional Technology
- Component: Increase the variety of text representative of the student population /resources in classrooms and school wide as measured by yearly school inventories.
- Action Steps: Maintain yearly text inventory to ensure students have access to texts that are representative of the student population.

Increase teacher resources to support students with effective social skills that prepare them for a post-secondary environment.

Partner with Lincoln County Public Library to create a shared/courier system for resources.

- Performance Measure: **3.3B** The percentage of student CTE concentrators (Level 2) in the district will increase by 1% each year as measured by student enrollment data. Current baseline is at 11%.
- Who Measures: Career-Technical Education
- Component: Increase career exploration resources for all teachers to increase student interest in the district’s Career & Technical Education Program.
- Action Steps: LCS will increase access to career exploration resources for all educators

LCS will design master schedules to support various learning and staffing needs to provide equitable access to services and course offerings to all students.



- Performance Measure: **3.3C** The percentage of LCS educators who believe they are supported when maintaining discipline in their classrooms will be 87% (1% increase each year) as measured by the Teacher Working Conditions Survey.
- Who Measures: School Administrators
- Component: Equip educators with increased resources to handle minor discipline incidents within the classroom setting.
- Action Steps: Continue to build a capacity of understanding for all educators regarding student trauma and its impact on learning.

Equip educators and parents with resources on how to decrease student bullying.

Provide educators and parents access with SEL teaching plans approved by LCS to ensure integration into the academic curriculum.

- Performance Measure: **3.3D** The percentage of educators who believe they have sufficient access to appropriate instructional resources will be 82% (1% increase each year) as measured by the Teacher Working Conditions Survey.
- Who Measures: Instructional Services Center
- Component: Streamline and maintain online resources to enhance teacher accessibility.
- Action Steps: Ensure all online resources are organized and updated on a monthly basis.

Create and maintain a district-wide resource repository site.