

**SP 2024**

# **The What: What We're Going After**

# Strategic Plan 2024: Primary Targets

## Aims

Graduate students on time with a meaningful diploma

Increase college & career ready (CCR) rates on EOGs and EOCs for each sub-group

Increase access to college-level courses overall and for each sub-group

## Lagging Indicators

4-year Cohort Graduation Rates  
% of HS Graduates w/ a NC Department of Public Instruction (DPI) Endorsement

% College and Career Ready (CCR) on End-of-Grade and End-of-Course Exams

% of HS Graduates Completing a College-level Course (AP, IB, Cambridge, Dual Enrollment)\*  
% of Students Completing Math I by end of 8<sup>th</sup> Grade with a Level IV or V

## 2024 (Year 6) Goal

95% of HS Students Graduate in 4 years

75% of HS Graduates Earn at Least 1 State Graduation Endorsement

75% of HS Students Complete at Least 1 College Level Course by Graduation

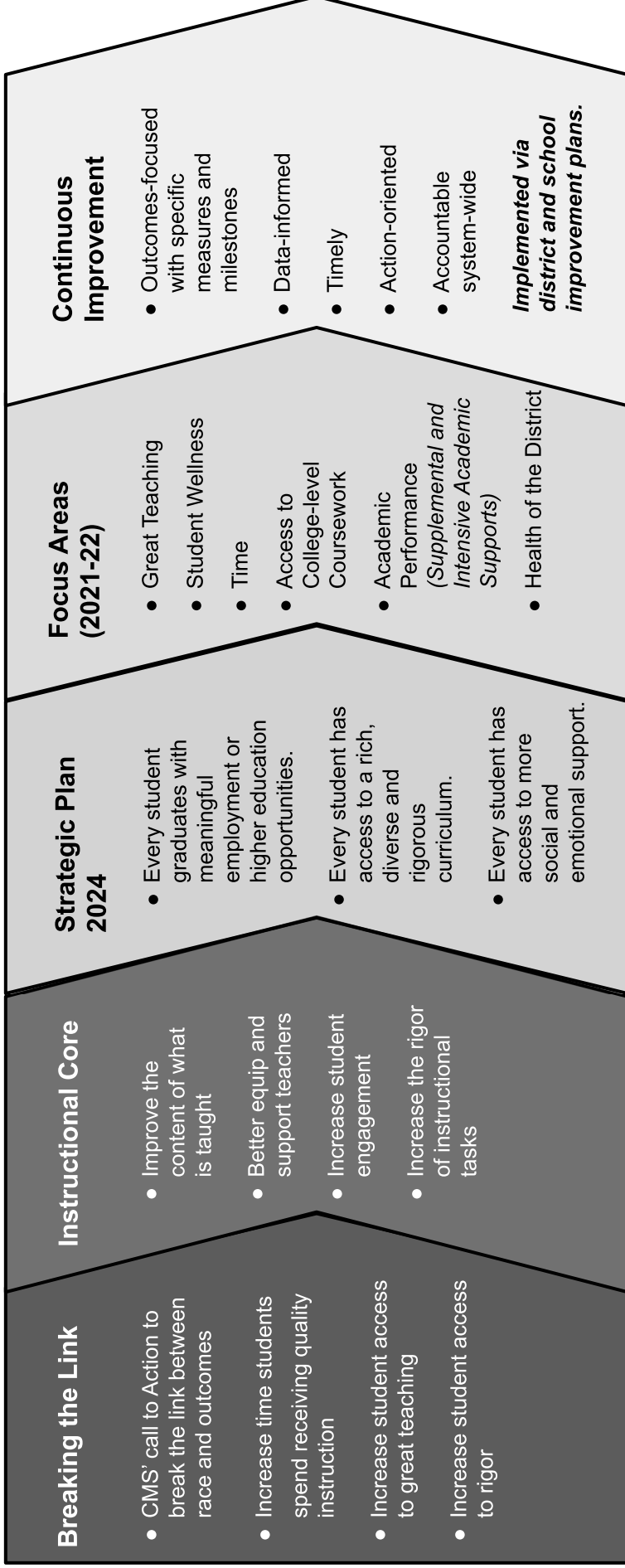
60% of 8<sup>th</sup> Graders Complete Math I by the End of 8<sup>th</sup> Grade with a Level IV or V on the EOC

Cut in-half the Percent NOT CCR for each racial subgroup, which in turn will reduce the Black-White CCR equity gap by 50%

\*AP stands for Advanced Placement. IB stands for International Baccalaureate.

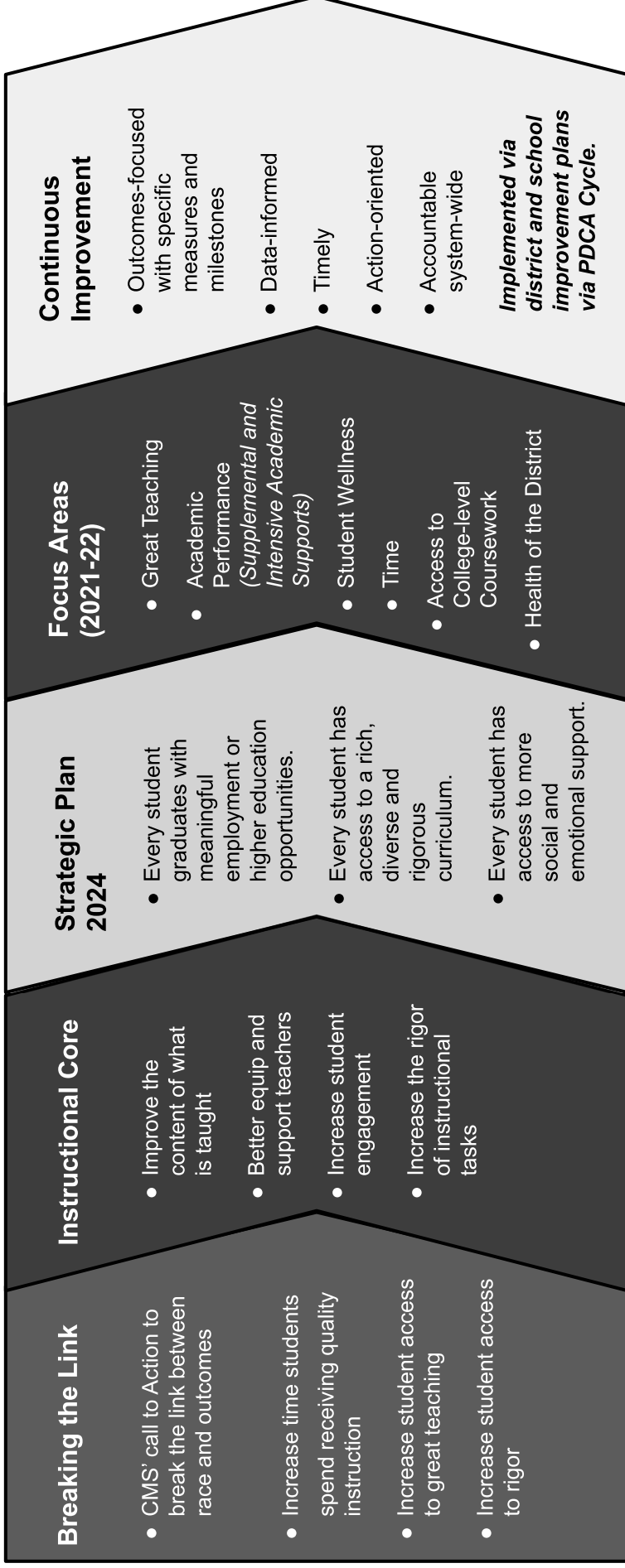
# The How

# Continuous Improvement - Managing Performance



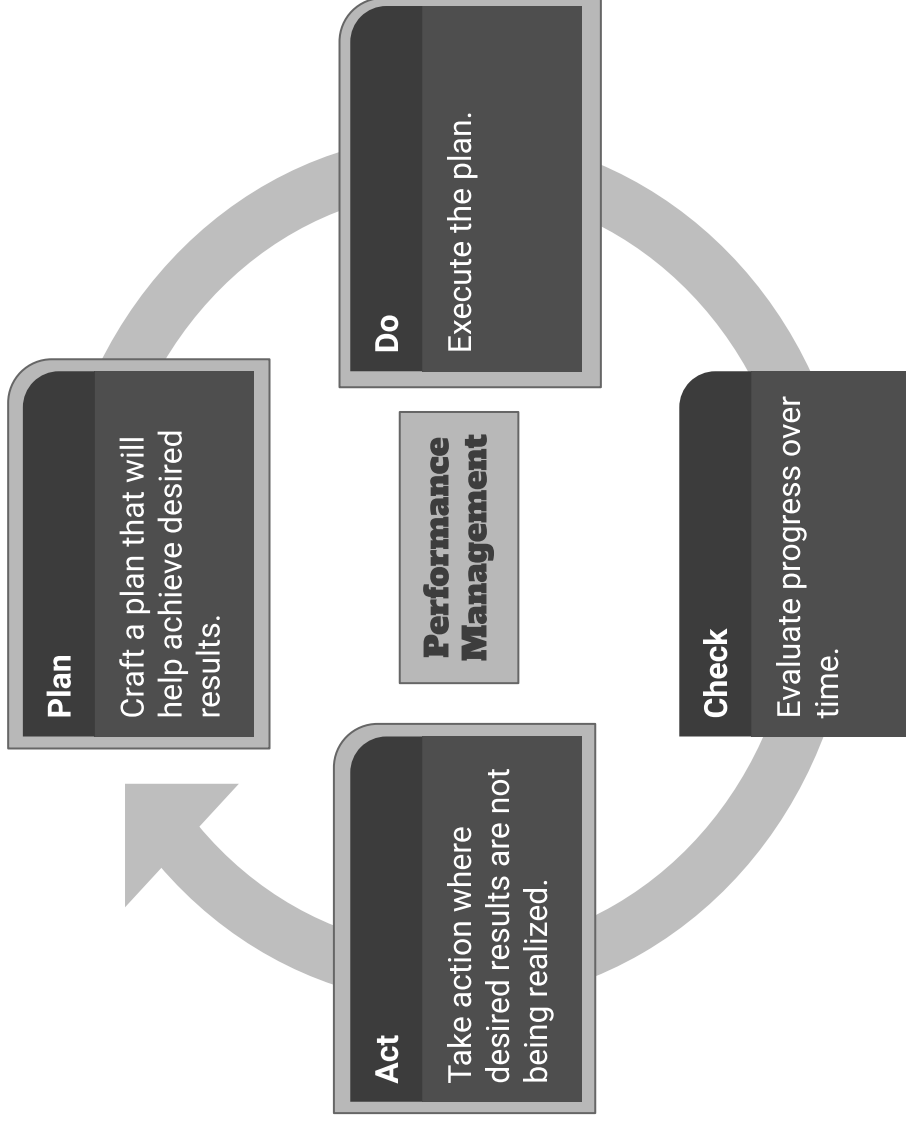
# **Systemic Inequities Require Systemic Solutions**

# Continuous Improvement - Managing Performance



# Continuous Improvement

Looking at a plan, do, check, act (PDCA) model for continuous improvement, managing the performance of the work, is what you'd do in the check and act phases; evaluate progress over time and then take action where desired results are not being realized.





# The why

# **What if....**

## A Third Grade Student's Story

Retained in third grade due to significant issues with reading comprehension.

Year 2 in third grade a TA takes the repeater under her wing

During middle school the student refuses to read aloud in class and often puts his head down on his desk during these opportunities.

In 10th grade the student is placed in a regular English class, but is encouraged by the teacher to take an advanced English in 11 grade.

In 11th grade, the student struggles through the course, but once again is recommended to take an AP English course as a senior.

As a senior, the student is a “B/C” student, but continues to receive encouragement and support from his teacher.

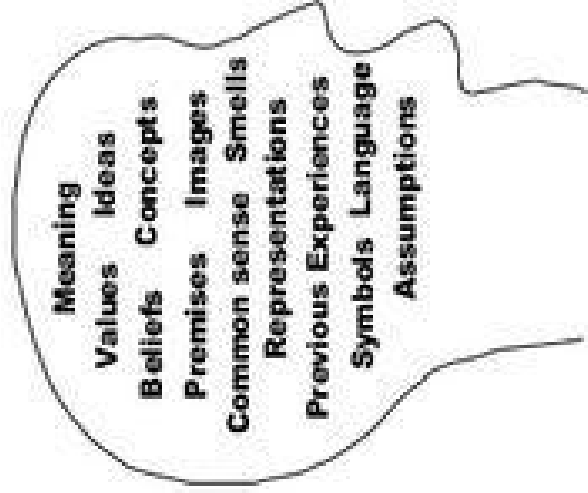
When the student declares that he is not going to college, the senior English teachers says, “yes you are!”

**Each of us has our  
own story.**

**How will we transfer  
what we have learned  
to those around us?**

# Do You Question Your Mental Model?

What are Mental Models made of?



*“Mental models are deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting. Very often, we are not consciously aware of our mental models or the effects they have on our behavior.”*

- Peter Senge

# The Challenge For Today

During today's presentations, you will react to what is being shared based on your current mental model.

- Some things you will quickly connect with in a positive way
- Some things you will quickly connect with in a negative way
- Some things you will quickly decide that you have no feeling about either way

We are asking you to ask yourself a simple question when any of these reactions come up.

- Why am I reacting this way to what is being shared and asked of me?
- What should I focus on to replicate the positive experiences in my mental model?
- What should I focus on to reduce the negative experiences in my mental model?

**Thank You!**