



Strategic Plan 2021-2026



PITT COUNTY
—SCHOOLS—

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INTRODUCTION

Developed during the most challenging year in our history, Pitt County Schools 2021-2026 Strategic Plan is a comprehensive guide outlining the forward direction of our system.

Our goal continues to be foundational, optimal achievement for our students not just as successful learners, but also as successful people.

Years of stakeholder input, research, planning and design are evident in this plan, which includes:

- Renewed Vision and Mission
- Profile of a PCS Learner - Optimal Skills for Success
- Academic and Departmental Goals and Objectives
- Measurable Outcomes

First, developing a renewed mission and vision for our system was priority. Our 2021-26 Vision and Mission statements are declarations developed by our educators and administrators. They capture our promises and our intent as innovative, 21st-century educators committed to *engage*, *empower* and *elevate* PCS students.

Additionally, years of community conversations, staff discussions and input from our local businesses helped establish our system's ultimate vision of what a successful PCS learner should look like. *The PCS Profile of a Learner* reveals six cognitive, personal and interpersonal skills as key anchors for student growth and academic development for all PCS students. Developing 21st-century skills like innovation, communication, empathy and problem-solving also serve as a promise that we are dedicated to building a capable and compassionate future workforce and community.

A clear path with achievable goals and measurable outcomes accompany our profile, mission and vision, which make up the remaining bulk of the **2021-26 PCS Strategic Plan**. Modeled after the North Carolina Department of Public Instruction’s strategic goals, our plan outlines specifically how we will:

- Eliminate opportunity gaps (Goal I: Teaching, Learning and Equity)
- Improve school and district academic performance (Goal II: Achievement)
- Increase educator preparedness to meet the needs of every student (Goal III: Human Capital)
- Foster shared responsibility for student success (Goal IV: Community Engagement and Safety)

Finally, emerging from an unprecedented year of trials and victories has led to a refresh of our system’s visual markers, identifying our move forward as an empowered and strengthened system. Our comprehensive plan is packaged in a way that is both celebratory and appealing. On the pages that follow, please note the visual details that clarify and unify critical elements of our strategic plan.

- Our new PCS logo is a “nod” to our traditional “blue book” logo that served our system since 1993 and is a transition from our **Pitt County Schools Strong** logo used since March of 2020. Our new colorful, layered logo reflects a rich tradition as well as our multi-faceted approach to excellence in education. The layers visually represent the reality that it takes our entire organization, our families, our local business and our community partners working together to achieve educational and personal successes for our students.
- Our PCS Profile of a Learner has its own unique visual (our “brain tree”) that also incorporates and reflects the multi-layered approach to both student academic achievement, skill development, active collaboration and personal growth from pre-K to high school and beyond.
- Icons representing the six essential PCS Profile of a Learner skills can also be found in our strategic goals section, indicating how we intend to cultivate and measure each skill. Skill icons match the appropriate departmental strategies and outcomes in our strategic plan, bringing it all together.

Follow the progress of our plan during each year’s review and report presented to our PCS Board of Education annually. We look forward to sharing our successes and growing engaged, empowered and elevated PCS students in the years to come.



— PCS Mission —

Pitt County Schools will lead collaboration between school, home and community to foster student growth and success, both socially and academically, in order to develop productive, global citizens.



— PCS Vision —

Pitt County Schools will inspire and motivate all learners by providing educational opportunities that engage, empower and elevate students to lead healthy, resourceful and responsible lives.

Engage. Empower. Elevate.

Pitt County Schools consists of 38 school sites:

1

preschool
headquarters

16

elementary
schools

6

K-8
schools

7

middle
schools

6

high
schools

2

early
colleges

9 thematic
schools

2 dual language
immersion programs

6 hands-on career
discovery labs

9 kids read
now schools

13+ hands-on
STEM labs

20 AVID schools

1,100 students enrolled in
virtual academy

OVER 290 sports team opportunities are
available for PCS middle and
high school students

THREE SPECIALTY PROGRAMS Health Science Academy,
Pitt Technical Academy
and Pharma K-12

18
school
psychologists

26
school resource
officers

21
social
workers

18
school
nurses

AWARD-WINNING
special education program

NEARLY 200 PCS staff members are trained
in Trauma-Informed Care and
Reconnect for Resilience

NEARLY 450 PCS teachers are involved
in leadership development
programs

OVER 4,000 students matched with local
businesses and organizations
for career exploration

SEVEN INDUSTRY PARTNERS offering paid pre-
apprenticeships
with Tradesformers

423 North Carolina
scholars

12 MILLION DOLLARS

in scholarships awarded to students during
2020, a pandemic year (25+ million in 2019)

Statistics from the 2019-2021 school years.

Profile of a Learner





Profile of a Learner

COGNITIVE

problem solving & critical thinking

- » Collect, assess and analyze relevant information
- » Reason effectively
- » Use systems thinking
- » Make sound judgments and decisions
- » Identify, define and solve authentic problems and essential questions
- » Reflect critically on learning experiences, processes and solutions

creativity & innovation

- » Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking)
- » Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- » Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- » View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- » Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

PERSONAL

initiative & self-direction

- » Set goals with tangible and intangible success criteria
- » Balance tactical (short-term) and strategic (long-term) goals
- » Utilize time and manage workload efficiently
- » Monitor, define, prioritize and complete tasks without direct oversight
- » Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- » Demonstrate initiative to advance skill levels towards a professional level
- » Demonstrate commitment to learning as a lifelong process

personal responsibility

- » Act responsibly with the interests of the larger community in mind
- » Demonstrate personal integrity, honesty and ethical behavior

INTERPERSONAL

effective communication

- » Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- » Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- » Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- » Utilize multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact
- » Communicate effectively in diverse environments (including multilingual)


empathy & teamwork

- » Demonstrate understanding of others' perspectives and needs
- » Listen with an open mind to understand others' situations
- » Work with others to accomplish a common goal
- » Respond open-mindedly to different ideas and values
- » Prioritize the needs of the group over oneself when appropriate



GOAL I: TEACHING, LEARNING AND EQUITY

Eliminate opportunity gaps by 2026.



1 OBJECTIVE 1
Decrease the number of exclusionary discipline practices by subgroups (suspensions and expulsions).

2 OBJECTIVE 2
Improve school climate measures across all schools and grade levels.

3 OBJECTIVE 3
Increase the number of schools in the district utilizing innovative “Breakfast After the Bell, Summer Meals, and At-Risk Afterschool Meals” programs to keep students fed, healthy and engaged.

4 OBJECTIVE 4
Increase the percentage of 4-year old children enrolled in state Pre-K from 22% to 34% (above the current national average).

5 OBJECTIVE 5
Decrease the high school dropout rate for each subgroup.

6 OBJECTIVE 6
Prepare students for post-secondary opportunities.

7 OBJECTIVE 7
Decrease the number of students taking remedial courses in college.

8 OBJECTIVE 8
Sustain and increase the number of educators of color in schools across Pitt County Schools.

GOAL I: TEACHING, LEARNING AND EQUITY




OBJECTIVE 1

Decrease the number of exclusionary discipline practices by subgroups (suspensions and expulsions).

STRATEGY 1

Implement restorative practices.

- Increase the number of schools trained in restorative practices by 25% each year. 
- Decrease the number of out of school suspensions of black males in middle and high school by 10% each year.

STRATEGY 2

Annual review of the discipline practices across the district of PreK-13.

- Decrease the number of out of school suspensions district-wide by 10% each year.

STRATEGY 3

Develop a curricular framework for training in implicit bias and culturally responsive teaching.

- Train 100% of staff on culturally responsiveness and implicit bias with initial training for new staff & refresher training for returning staff.



OBJECTIVE 2

Improve school climate measures across all schools and grade levels.

STRATEGY 1

Increase the number of school-based mental health professionals.

- In our budget request, seek additional funding for nurses, counselors, psychologists and social workers to work towards the national rate of: School Social Workers 1:250, School Counselors 1:250, School Psychologists 1:500, School Nurses 1:750.

STRATEGY 2

Increase opportunities to develop healthy habits in students.

- Provide opportunities for students PreK-8 to participate in recess and other physical fitness activities through daily energizers and physical education.

STRATEGY 3

Embed social and emotional learning practices into the school culture.

- Students will report a 70% or greater rating on a Social Emotional Learning Survey in the areas of: academic needs, school climate, sense of belonging, student engagement and student relationships.

GOAL I: TEACHING, LEARNING AND EQUITY

OBJECTIVE 3

Increase the number of schools in the district utilizing innovative “Breakfast After the Bell, Summer Meals, and At-Risk Afterschool Meals” programs to keep students fed, healthy, and engaged.

STRATEGY 1

- Increase participation in the number of schools participating in Breakfast After the Bell by 2 schools per year.
- Increase participation of Summer Meals by 5% annually from summer 2019 participation data.
- Establish an At-Risk Afterschool meal program for at least 2 qualifying high schools based upon federal guidelines.

OBJECTIVE 4

Increase the percentage of 4-year old children enrolled in state Pre-K from 22% to 34% (above the current national average).

STRATEGY 1

Request funding to provide transportation for eligible students to attend the Pre-K programs at Grifton, Northwest and Sadie Saulter.

- Enrollment of Pre-K students at these sites will increase by 12%.

STRATEGY 2





Conduct community outreach forums for each of the six attendance areas for recruiting potential students to enroll in Pre-K programs.

- Enrollment in Pre-K students will increase by 10% annually.

OBJECTIVE 5

Decrease the high school dropout rate for each subgroup.



STRATEGY 1














- Restructure Pitt Academy with a focus on CTE credentialing and a 22 credit diploma. 
- Establish a Freshman Academy at every high school. 
- Increase the number of students impacted by the Freshman Academy and Link Crew programs at each high school site. 
- Permit students who may have challenges in a traditional high school to self-enroll into Pitt Academy. 
- Determine and respond to correlations between previous educational experiences (i.e, retention and courses taken).

OBJECTIVE 6

Prepare students for post-secondary opportunities.

STRATEGY 1

Increase access, readiness, and attainment of early post-secondary opportunities (EPSOs), such as AP, CTE, dual credit/enrollment, work-based learning, apprenticeships.  

- Increase opportunities for work-based learning opportunities and pre-apprenticeships to include 100% of career pathways.  
- Increase articulation credit (credit for community college courses) for students taking CTE courses in high school by 25%. 
- High school graduates will graduate with at least 1 CTE credit towards credentialing by 2026. 
- Expand AVID to all middle and high schools.   
- Create a 5-year STEM Education Plan.   
- Expand program offerings and student enrollment in PCC Technical Academy. 
- Expand global and dual language programs across middle and high schools. 
- Expand Pitt County Virtual Academy and NC Virtual School to grades 6-12 and continue homeschool education virtual education options. 

OBJECTIVE 7

Decrease the number of students taking remedial courses in college.


STRATEGY 1

Implement the CCRG (Career College Readiness Graduate) guidelines utilizing EdReady software with high school seniors who qualify. 

- Increase the percentage of students enrolled in EdReady courses who pass Tier 2 status by 10% annually.

STRATEGY 2

Increase average composite scores on the state-mandated college entrance exam. 

- Increase Pitt County Schools' average composite score of 17.6. 

OBJECTIVE 8

Sustain and increase the number of educators of color in schools across Pitt County Schools.

STRATEGY 1

Host community job fairs for minority teacher assistants in partnership with local colleges and universities. Along with continuing to attend the College of Education job fairs at Historically Black Colleges and Universities.

- Increase the number of Pitt County School minority new hires from 20% to 25% by 2026.

STRATEGY 2

Create a career path for the under-represented population hired as entry-level educators (TAs) and become certified personnel by redefining job descriptions.

- Increase the number of underrepresented populations by 10% each school year.

STRATEGY 3

Selected mentors will provide support for beginning teachers of color by establishing a support program to retain minority teachers and staff.

- Conduct monthly meetings to provide support and research-based strategies on cultural awareness for improving instruction and learning for all students.

STRATEGY 4

Create multiple pathways for minority and Hispanic recruitment in the district.

- Implement a Teacher Cadet program targeting minority and Hispanic students who demonstrate promise in the teaching profession.
- Develop an opportunity for 4 local PCS Educator Fellows to be awarded annual scholarships worth \$5,000. Scholarship recipients must commit to 4 years as a PCS classroom teacher.
- Expand and recruit minority teacher education candidates at Historically Black Colleges and Universities.

STRATEGY 5

Continue the district onboarding process for new teachers and teachers from international countries.

- New teachers will attend a district orientation and will participate in 40 hours of professional development their first school year.
- Assign a mentor teacher for beginning teachers and international teachers.





GOAL II: ACHIEVEMENT

Improve school and district performance.



- 1 OBJECTIVE 1**
Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies.

- 2 OBJECTIVE 2**
Increase the percentage of students proficient in each subject area in the NC Accountability model by subgroups.

- 3 OBJECTIVE 3**
Increase the number of schools meeting or exceeding annual expected growth and the number of schools meeting or exceeding growth measured by subgroup.



OBJECTIVE 1

Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies.

STRATEGY 1

Pitt County Schools will meet all local, state and federal funding guidelines and policies.

- The District will meet 100% of the Maintenance of Fiscal Effort according to Federal Guidelines to support Exceptional Children Programs.
- The District will meet 100% of the Comparability in staffing levels and provide additional staffing for Title I schools.

STRATEGY 2

PCS will sustain a 1:1 digital learning environment by tracking 100% of the digitally purchased resources allocated to the schools.  

- Increase the use of digital learning resources by 10% for core subject areas for students in grades K-8 as measured by the district usage reports and baselines.
- Increase and continue to provide on-going training on the use of our district learning management systems throughout the district by ensuring that 100% of teachers would be trained in the district learning management systems.
- 100% of students will have access to devices measured by comparing student enrollment to inventory of devices.




OBJECTIVE 2

Increase the percentage of students proficient in each subject area in the NC Accountability model by subgroups.

STRATEGY 1

PCS will utilize and monitor data continuously to check progress at each school site.

- Increase subgroup growth designation by 10% to meet expected growth or exceed expected growth annually.
- 100% of our schools will implement monthly PLCs.
- Use DCA (9-12) data to determine if students are increasing proficiency in recurring objectives by 10% at each testing window. Estimate student performance on a select subset of content standards by reviewing DCA and Check-In data.
- Use i-Ready (3-8) diagnostic to determine if district summary placement increases by 5% for grade-level placement.
- Provide additional support for ACCESS testing preparation for English Language Learners. 

STRATEGY 2

Develop and support highly effective teachers.

- Continue to support instructional coaches by providing data-driven, curriculum professional development with curriculum specialists through 100% turnaround training.
- Provide teachers specific domain data through district/state assessments to identify skill deficits. District will increase overall performance composite grade level proficiency by 4.5 percentage points.

GOAL II: ACHIEVEMENT

OBJECTIVE 2

- Pitt County Schools will implement a comprehensive teacher leadership program including:
 - A minimum of 75 Communities of Practice (CoPs) each comprised of one Facilitating Teacher (FT) and up to 4 Collaborating Teachers (CTs).
 - 10 Co-Teaching Teams, each lead by a Multi-Classroom Teacher (MCT) and including at least 2 Co-Teachers (Co-Ts).
 - Graduate a minimum of 24 teacher leaders from the Teacher Leadership Institute (TLI) annually.
 - Graduate a minimum of 40 beginning teacher leaders from the Key BT program annually.
- Continue to support teachers in ATR positions by providing district-level coaching and support specialists at a rate of 1 specialist per 30 ATR teachers.

OBJECTIVE 3

Increase the number of schools meeting or exceeding annual expected growth and the number of schools meeting or exceeding growth measured by subgroup.

STRATEGY 1

PCS will create individual school and district blueprints.

- 100% of our schools will meet grade level proficiency at 85% over the next 5 years.

STRATEGY 2

Increase proficiency and in the Restart Schools by utilizing all flexibilities

- Pitt County will decrease the number of Restart Schools that are identified as recurring low performing schools by 75%.



“The community is particularly impressed with the array of class choices available for students, with a special fondness for electives and courses that hold opportunities to increase college and career readiness skills.”


—Parents for Public Schools of Pitt County

Community Conversations Report 2019–2020

A photograph of two young students, a boy and a girl, both wearing red polo shirts, sitting at a desk in a classroom. They are both looking down and writing in their notebooks. The boy is on the left, and the girl is on the right. The background is slightly blurred, showing a typical classroom setting with shelves and posters.

GOAL III: HUMAN CAPITAL

Increase educator preparedness to meet the needs of every student.



1 OBJECTIVE 1
Increase the number of culturally-relevant equity-focused resources for educators.

2 OBJECTIVE 2
Increase the number of Beginning Teachers who receive a continuing license.

3 OBJECTIVE 3
Strengthen relationships between educator preparedness programs (EPPs), district and schools to foster collaboration and better teaching practices.

4 OBJECTIVE 4
Provide and sustain mental health services for employees.

5 OBJECTIVE 5
Implement a comprehensive, district-wide professional learning program aligned to state and national standards.

GOAL III: HUMAN CAPITAL



OBJECTIVE 1

Increase the number of culturally-relevant equity-focused resources for educators.

STRATEGY 1

Offer culturally relevant professional development opportunities for all school and district personnel.

- Hire Co-Directors of Equity and Excellence in Education by June of 2021. 

OBJECTIVE 2

Increase the number of Beginning Teachers (BTs) who receive a continuing license.

STRATEGY 1

Offer test preparations for Reading and Math professional learning to all BTs two times per semester.

- BT Support will offer professional learning on test preparation. 50% of the BTs who participate will successfully pass the state required testing.

STRATEGY 2

Beginning Teachers will meet with mentors monthly.

- School lead mentors will complete a monthly log including teacher talks. Logs will reflect 90% participation of mentors supporting BTs through individual meetings.

STRATEGY 3

Research-based coaching strategies offered to lead mentors.

- Additional training beyond NCDPI state requirements for 21st-century mentor training offered by Beginning Teacher Support. 90% of lead mentors will participate and complete the training.



OBJECTIVE 3

Strengthen relationships between educator preparedness programs (EPPs), district and schools to foster collaboration and better teaching practices.

STRATEGY 1

Alternative Licensure specialists will research EPPs that are approved to support non-traditional licensure teachers in completing course work. school site.

- By year three, 50% of Alternative Licensure teachers will complete coursework within EPPs.

STRATEGY 2

PCS will engage in pre-service programs through EPPs of local universities.

- PCS human resources or designee will attend 100% of Latham School meetings to strengthen relationships with East Carolina University while collaborating and networking with local public school units (PSUs).
- 100% of beginning teachers will complete the Educators Preparedness Program survey administered by the state.

STRATEGY 3

PCS will foster collaboration with other PSUs to encourage better teaching practices.

- Educator Support will attend 100% of the meetings offered by Regional Educator Facilitators to foster collaboration with other Beginning Teacher Coordinators through program peer review.

OBJECTIVE 4

Provide and sustain mental health services for employees.

STRATEGY 1

Eligible staff will have access to communicate with certified clinicians and consultants to discuss work-life balance and other concerns that may impact job performance.

- Human Resources will monitor quarterly utilization data with Senior Staff.

OBJECTIVE 5

Implement a comprehensive, district-wide professional learning program aligned to state and national standards.

STRATEGY 1

Develop a professional learning pathway for all key district positions, indicating required training, including who will provide required training and a timeline for when they will be provided.

- Identify the required prerequisite trainings for the following certified positions: Teachers (including Beginning and Alternative Licensure), PLC Facilitator, Principals, Assistant Principals, Instructional Coaches, ATR Positions, Lead Mentors, Mentors, Media Coordinators, District Specialists, School Psychologists, School Social Workers, and School Counselors.

STRATEGY 2

Clarify expectations for onboarding certified staff as they transfer into new positions within the district.

- Develop a clear on-boarding/transition plan for all individuals in a new position.
- Sustain the Assistant Principals Academy in order to create a principal pipeline for leadership positions in Pitt County Schools.

STRATEGY 3

Create a partnership between Pitt County Schools and East Carolina University that establishes a Pitt County Schools Executive program that identifies outstanding teacher leader candidates interested in pursuing a Master of School Administration degree.

- Annually employ up to 5 teacher leaders as assistant principals and pay the cost of tuition, fees and books to pursue their Master of School Administration degree in exchange for a 4 year commitment as a school leader in the district.





GOAL IV: COMMUNITY ENGAGEMENT AND SAFETY

**Foster shared responsibility
for student success.**



1 OBJECTIVE 1
Increase effective communication between the home, school and community.

2 OBJECTIVE 2
Encourage and increase family and school involvement.

3 OBJECTIVE 3
Increase the number of community partners who are authentically engaged in the PCS vision and mission.

4 OBJECTIVE 4
Strengthen school and district facility security procedures and partnerships with local law enforcement.





OBJECTIVE 1

Increase effective communication between the home, school and community.

STRATEGY 1

Increase the use of a variety of digital methods to communicate between school, district and home.

- Redesign and launch a new PCS website based on the needs of parents and the community by the 2021-2022 school year.
- Train 100% of district and school-based Web Community Managers to effectively maintain a unified and community-facing website.
- Increase engagement (followers, shares, likes, clicks) in relevant district communications by 10% each year.
- Create and maintain a district digital newsletter to be distributed at least monthly.
- Provide in-house interpretation/translation support for families of English Language Learners for Spanish speakers. 
- Provide third-party interpretation/translation support for families of English Language Learners for languages other than Spanish. 

STRATEGY 2

Schools will utilize a variety of methods to engage families in two-way communication.

- Increase of 5% of parents who agree there is regular communication between home and school as measured by results of the climate survey.



OBJECTIVE 2

Encourage and increase family and school involvement.

STRATEGY 1

Increase participation in school activities in order to inform, engage and equip present or future families of PCS students.

- Schools will offer opportunities to engage families at least 5 times a year to share curriculum, other training opportunities and resources.
- Track parent and community engagement throughout the district to increase participation by 5% each year.

OBJECTIVE 3

Increase the number of community partners who are authentically engaged in the PCS vision and mission.

STRATEGY 1

- Present Profile of a Learner and Strategic Planning documents to expand authentic community partnerships by 5% in order to effectively implement the district vision and mission.

Strengthen school and district facility security procedures and partnerships with local law enforcement.

STRATEGY 1

Evaluate and update the district crisis manual to include internal and external communication in the event of a critical incident.

- Train 100% of administrators, student services staff and school resource officers on revised plan.

OBJECTIVE 4

Pitt County Schools

Elementary Schools

- Ayden Elementary School
- Belvoir Elementary School
- Creekside Elementary School
- Eastern Elementary School
- Elmhurst Elementary School
- Falkland Elementary School
- H.B. Sugg Elementary School
- Lakeforest Elementary School
- Northwest Elementary School
- Ridgewood Elementary School
- Sam D. Bundy Elementary School
- South Greenville Elementary School
- W.H. Robinson Elementary School
- Wahl-Coates Elementary School of the Arts
- Wintergreen Intermediate School
- Wintergreen Primary School

K-8 Schools

- Bethel School
- Chicod School
- G.R. Whitfield School
- Grifton School
- Pactolus School
- Stokes School

Middle Schools

- A.G. Cox Middle School
- Ayden Middle School
- C.M. Eppes Middle School
- E.B. Aycock Middle School
- Farmville Middle School
- Hope Middle School
- Wellcome Middle School

High Schools

- Ayden-Grifton High School
- D.H. Conley High School
- Farmville Central High School
- J.H. Rose High School
- North Pitt High School
- South Central High School

Early Colleges/Special Programs


- Innovation Early College @ East Carolina University
- Pitt Academy Alternative Education Center
- Pitt County Schools Early College High School @ Pitt Community College
- Pitt County Virtual Academy
- Sadie Saulter Preschool Center



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