



Warren County Schools

Vision Statement:

Every student has the right to receive a high-quality education that meets their individual needs and prepares them for success in the future as a lifelong learner, responsible citizen, and bold leader. Therefore, as the chief executive learner of Warren County Schools, I envision a school district that is focused on instructional excellence, data-driven practices, and providing equitable, 21st-century learning to each student, every day. I envision a reimagined Warren County Schools that has become a learner-centered environment where...

- Young people are making decisions about their learning, and adults serve as facilitators of that learning.
- Teachers, leaders, and other adults believe all students can learn and succeed.
- Learners bring their full selves, including their life experiences, emotions, ideas, aspirations, and more, to school.
- Learners engage in activities that connect to their backgrounds, interests, and goals.
- Technology enables young people and their families to engage in learning when and where it works best for them.
- Learners deepen their understanding of their heritage, community, and life story.
- The knowledge, skills, and mindsets needed to take anti-oppressive actions and solve complex problems are explicit goals of learning. (Transcend Education, 2024)

Mission Statement:

To achieve our vision, we will strive for excellence in all areas of education, including leadership, teaching, student achievement, and high expectations for both educators and students.

Closing instructional gaps is a top priority. To do so, teachers and administrators are committed to delivering the North Carolina Standard Course of Study through rigorous, engaging instruction and meaningful opportunities to apply new learning. A focus on Instruction also includes regularly measuring student progress and using data to inform instructional decisions, which ensures that each student receives the necessary support to succeed.

By providing ongoing professional development opportunities for teachers to enhance their instructional practices and stay updated with the latest evidence-based strategies, we will ensure all students have access to *Best First Instruction*. *Best First Instruction* is the skillful use of proven teaching techniques that are intentionally sequenced to help all students convert new learning into long-term memory (Goodwin, 2022). *Best First Instruction* can have a tremendous impact on student learning – equivalent to months or years of additional learning while closing opportunity gaps. Strategies employed in *Best First Instruction* have been shown to work with diverse learners and mirror many of those identified as culturally responsive teaching practices (e.g., Gay, 2018). We will support teachers at all grade levels to consistently use a handful of tried-and-true instructional strategies that comprise *Best First Instruction* (Goodwin, 2022).

By setting clear expectations, promoting a focus on instruction, and embracing best practices, we can ensure that every student receives a high-quality education that prepares them for success in the 21st century.

References

Transcend Education. (2024, February 21). *Leaps for equitable, 21st-century learning*. Leaps for Equitable, 21st Century Learning. <https://transcendeducation.org/leaps-for-equitable-21st-century-learning/>

Goodwin, B. (2022). *Unleashing the power of best first instruction*. McREL International.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice (3rd ed.)*. Teachers College Press.