

# Strategic Plan

*A Vision and Plan to Guide Student Success Through 2021*

## Vision

Our students are prepared to achieve their personal best as contributing members of their communities.

## Mission

Engage, Enlighten, and Enrich

Jackson County Public Schools is comprised of nine individual schools on eight campuses in two districts. We teach over 3,700 students every day and employ over 625 employees. Each day our mission is to engage, enlighten, and enrich the lives of the students we serve resulting in our goal of our students being prepared to achieve their personal best as contributing members of their communities.



To ensure our students are equipped and empowered to achieve their best, the district and school are committed to

## WE BELIEVE IN VALUING EVERY CHILD THROUGH...



Safe and inclusive environments



High Expectations



Partnerships with families and communities



Respectful and nurturing relationships



Continuous growth and improvement

## Strategy Dimension 1: Student Learning & Innovation

In August 2016, Jackson County Schools adopted a system of school improvement based on research-based Student Success Indicators as identified by the Academic Development Institute. “Indistar’s indicators of effective practice are specific, plain language guideposts, and aligned with research. In fact, the indicators are so specific that they can be easily assessed, clearly aligned with people responsible, set to timelines, coached, and tracked for high-quality implementation.” Indistar identifies for North Carolina 105 highly effective practices with 12 of those being key and critical to student growth and success.

To begin, each school completed a personalized assessment of instructional excellence, leadership capacity, professional capacity, and family and community engagement. This assessment based on the key twelve research-based critical student success indicators, required that each school measure each indicator with a priority score and an opportunity score. Once complete, each school critically examined the highest priority needs to develop their school’s improvement plan. Throughout the year, each school improvement team meets, collaborates on progress, assigns and reviews tasks, and looks at the systemic embedding of the key indicator practice. The process in subsequent years, becomes cyclical evolving into a continuous improvement model based on current school needs, best practices, and accountability for specific staff involved in the process.

The twelve key indicators drive the district improvement plan. One goal unifies all schools to implement a tiered instructional system where teachers deliver evidence-based instruction aligned with individual needs of all students. This goal is a required central component of all schools and the overall district plan.

Listed below are the twelve key indicators of student success followed by a matrix that outlines the focus and goals established by each school improvement team. It is critical that the goal of the school district be that to support each school in its respective needed areas.

- ♦ A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- ♦ A2.04 Instructional teams develop standards-aligned units of instruction for each subject and grade level.
- ♦ A 4.01 Schools implement a tiered instructional system that allows teachers to deliver evidence based instruction aligned with the individual needs of students across all tiers.
- ♦ A4.06 All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- ♦ A4.16 Schools develop and implement consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.
- ♦ B1.01 The LEA has an LEA Support and Improvement team.
- ♦ B1.03 A leadership team consisting of the principal, teachers, who lead the instructional teams, and other professional staff meets regularly to review implementation of effective practices.
- ♦ B2.03 Schools establish a team structure among teachers with specific duties and time for instructional planning.
- ♦ B3.03 The principal monitors curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers.
- ♦ C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- ♦ C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.
- ♦ E 1.06 The School regularly communicates with parents/guardians about expectations and the importance of the curriculum of the home (what the parents can do at home to support their children’s learning).

School	Dimension A – Instructional Excellence & Alignment					Dimension B— Leadership Capacity				Dimension C— Professional Capacity		Dimension E—Families & Community
	High Expect. for Staff & Students	Curriculum & Instr. Alignment	Student Support Services			Strategic Planning, Mission & Vision		Distributed Leadership & Collaboration	Monitoring Instruction in School	Quality of Professional Dev.	Talent Recruitment & Retention	Family Engagement
	A1.07 Effective Classroom Mgt.	A2.04 Standards- Aligned Units of Instruction	A4.01 Tiered Inst. System	A4.06 Attentive to Student Emotional States	A4.16 Student Transition	B1.01 LEA Support & Imp. Team	B1.03 Team & Staff Reviews Practices	B2.03 Team Structure- Duties & Time for Instr. Plan.	B3.03 Principal Monitors & Provides Teacher Feedback	C2.01 Data Driven Decisions, School Imp. & Prof. Dev.	C3.04 Recruiting, Evaluating, Rewarding, & Replacing Staff	E1.06 Comm. w/ Parents /Guardians About Exp. and Curriculum
BRS	School	Full	District		School	Full	Full	Full	School	Full	Full	School
BREC	School	School	District		School	Full	School	Full	School			Full
CVS	Full	School	District	School	Full	Full	Full	Full	Full	Full	Full	School
FV	School	School	District			Full		School		School		
JCEC	Full	Full	District	Full	Full	Full	Full	Full	Full	Full	Full	Full
JCSA	School	Full	District	Full	School	Full	School	Full	Full	School	Full	Full
SCS		School	District	School	Full			Full	Full	Full		Full
SME	School		District			Full	School	Full				Full
SMHS		School	District	School		Full		Full	Full			

\*Indicators left blank have been assessed by each School Improvement Team at the “limited” level but are not a part of the 2017-2018 goals. Those assessed at limited implementation will become part of each school’s improvement plan upon successful full implementation of “School” goals above.

# AS A DISTRICT, WE PRIORITIZE...



## Strategy Dimension 2: Integrated Services

**Jackson County Schools will provide exceptional Integrated Services to support student learning and the whole child capitalizing on systemic innovation, growth and development.**

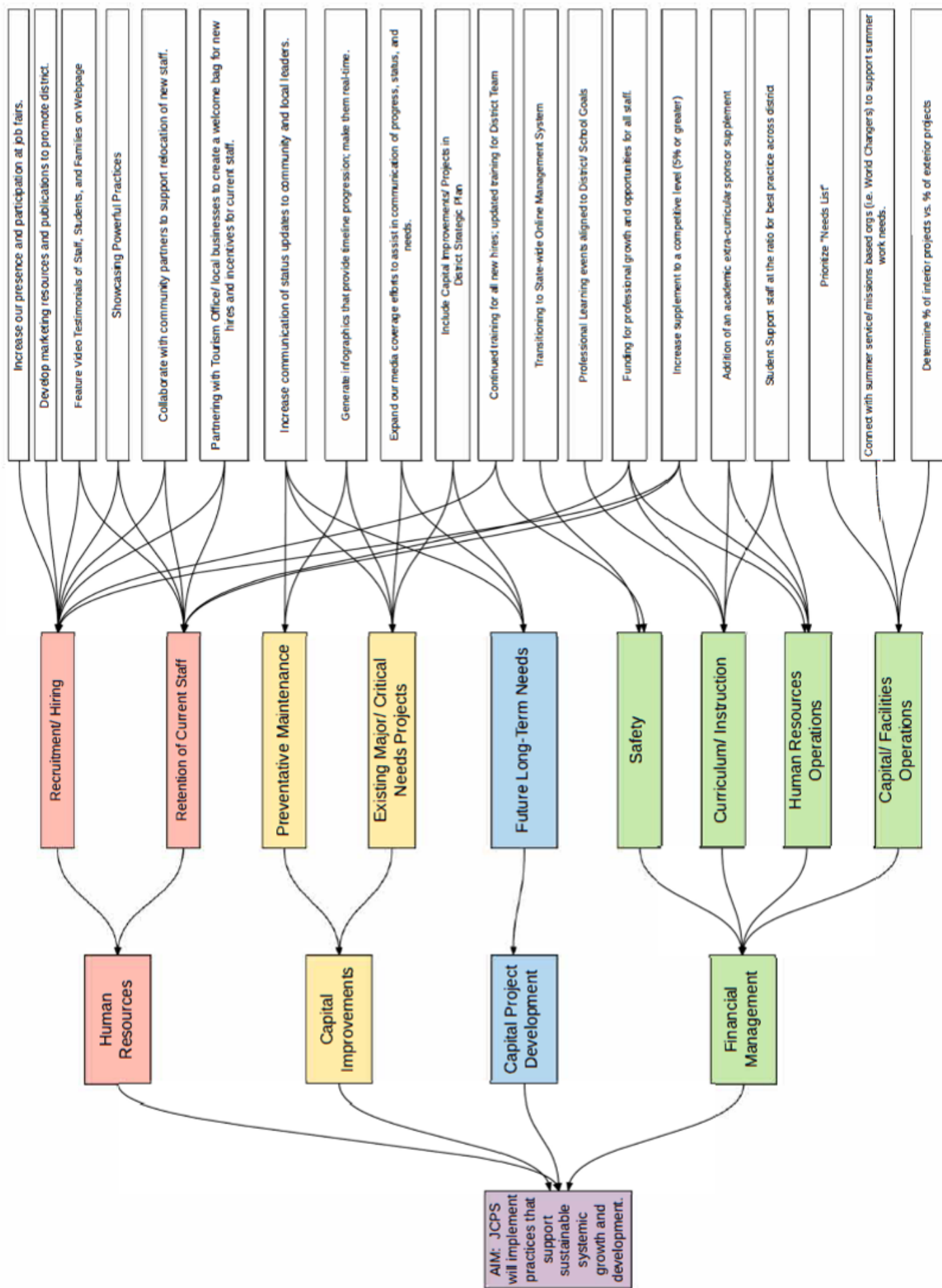
School Nutrition	Taste Testing Providing Dietary Information Serving New Programs Regular Nutrition Education
Transportation	GPS Analyzing routes for effective and efficient bus routing.
Whole Child Development—Social, Emotional, Physical	Comprehensive School Counseling Plans Systemic Nursing Practices Supporting Healthy Initiatives Early Intervention Teams for Attendance. Linking Services for Student and Family Needs.



## Strategy Dimension 3: Growth & Development

***Jackson County Public Schools will implement practices that support sustainable, systemic growth & development.***

Our district recognizes that growth and development strategies in human resource management, capital improvements, project development, and financial management ultimately result in a school system environment where each student has the best environment and resources to grow and develop. As shown in the graphic to the right, all of these systems work conjointly in order to consider both short and long term fiscal, human resource, and capital needs. Strategies for growth and development are outlined in the leftmost part of the graphic.





# Strategic Plan Development Process and District Leadership Team

Jackson County Schools operates within a collaborative structure where teamwork among all stakeholders is valued and considered. The 2017 revision of the JCPS Strategic Plan was developed in consultation with the District Leadership Team with all members contributing, representing each department and each school. Work Sessions in April, June, July, and September 2017, provided the overall structure components in the plan. This plan will serve as a five year planning document and will be revised and updated annually at the Jackson County Schools Summer Leadership Summit.

## ***Superintendent***

Dr. Dana Ayers

## ***Deputy Superintendent***

Jake Buchanan

## ***Central Office Leadership Team***

Angela Dills, Chief Academic Officer  
Laura Dills, Director of Elementary Education  
Kelly Doppke, Director of Student Support Services  
Adam Holt, Director of Accountability  
Teri Walawender, Executive Director of Human Resources  
Jason Watson, Director of Operations & Logistics  
Josh Francis, Director of Transportation  
David Proffitt, Chief Communications Officer  
Jeremiah Jackson, Chief Technology Officer  
Kristie Walker, Finance Officer  
Sarah Davis, Student Data Coordinator  
Laura Cabe, Director of School Nutrition  
Brent Speckhardt, Director of Professional Development

## ***Jackson County Public Schools' Principals***

Kheri Cowan, Blue Ridge School  
Brandon Pendergast, Blue Ridge Early College  
Melanie Jacobs, Jackson County Early College  
Kathryn Kantz, Cullowhee Valley School  
Eleanor Macaulay, Fairview School  
Evelyn Graning, Smoky Mountain High School  
Mike Treadway, Smokey Mountain Elementary School  
April Bryson, Scotts Creek School  
Heather Reidinger, Jackson County School of Alternatives

## FOR MORE INFORMATION

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