

Strategic Planning Update



November 19, 2018

**Dr. Jeremy Gibbs, Chief Academic Officer
Transylvania County Schools**

District Strategic Plan & School Improvement Plans

District Mission, Vision, Values, and Goals



Our Direction

Transylvania County Schools

Date of Report: 11/19/2018

Vision:

Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

Mission:

The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Goals:

- Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
- Every Transylvania County Schools student is healthy, safe, and responsible.
- Every Transylvania County Schools student, every day has excellent educators.

Using NC Star for District Strategic Plan

Developing Plan Components

NCStar

Lighting the Path to Student Success


North Carolina Department of PUBLIC INSTRUCTION 

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Our Direction


Normative Objectives
(Ongoing)

1

[Update Profile](#)

[Set Direction](#)
Mission/Goals - Data Review - Select Indicators

Our Meetings


Leadership Team Meetings
(Last 90 Days)

5

[Manage Meetings](#)


Success Cycle


Actions Completed
(Last 90 Days)

2

[Assess, Create, Monitor](#)

Our Progress


Objectives Met
(Last 90 Days)

0

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Success Cycle

* If no Indicators display or if your Team would like to select more Indicators, click **Select Additional Indicators** above.



The Success Cycle will default to display all selected Indicators.


Filters ▾

Reports ▾





 Past Due Objective* or Action(s)

*An objective must include at least 1 action in order to be marked "past due"

**past due target dates*

 Key Indicator

[Print Page](#)

			Assess		Create		Monitor		
		Indicator/Objective (Count 13)	Initial Implementation	Index Score	Assigned to:	Target date:	# of Actions:	Progress Status	Completed Date
Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.10)									
		A1.07 ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)	Limited 09/10/2018	2	Tonya Treadway	06/12/2019	2	50%	
Dimension A - Instructional Excellence and Alignment - Curriculum and instructional alignment - (A2.01 - A2.26)									
		A2.04 Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (5094)	Limited 09/10/2018	3	Tonya Treadway	06/12/2019	5	0%	

Connection to School Improvement Plans

All schools using the NC Star system for SIPs

Evidence-based and ongoing cycles of improvement

Assessing a school or district against standards or “indicators”

An iterative and inclusive process

Assessing District Plan Indicators

Indicator Areas or Domains

- A. Instructional Excellence and Alignment
- B. Leadership Capacity
- C. Professional Capacity
- D. Planning and Operational Effectiveness
- E. Families and Community

Dimension A - Instructional Excellence and Alignment

- A01 The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)
- A02 The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)
- A03 The district sets district, school, and student subgroup achievement targets. (5627)
- A04 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (5642)

Dimension B - Leadership Capacity

- B01 The LEA has oriented its culture toward shared responsibility and accountability. (5140)
- B02 A team structure for the district and schools is officially incorporated into district policy. (5617)
- B03 All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)
- B04 The LEA has an LEA Support & Improvement Team. (5135)
- B05 The school board and superintendent present a unified vision for district and school improvement. (5621)
- B06 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement. (5170)
- B07 The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (5634)
- B08 The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (5639)

Dimension C - Professional Capacity

- C01 The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes. (5624)
- C02 The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (5136)
- C03 The LEA has a plan and process to establish a pipeline of potential school leaders. (5166)
- C04 The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement. (5167)
- C05 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (5643)
- C06 Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (5644)
- C07 The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers (5158)

Dimension D - Planning and Operational Effectiveness

- D01 The district provides the technology, training, and support to facilitate the school's data management needs. (5625)
- D02 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)
- D03 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (5629)
- D04 The district regularly reallocates resources to support school, staff, and instructional improvement. (5630)
- D05 The district intervenes early when a school is not making adequate progress. (5631)
- D06 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (5633)

Dimension E - Families and Community

- E01 The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (5846)
- E02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan. (5847)

Next Steps



Next Steps for Strategic Planning



November 2018



BOE

BOE members review district mission, vision, values, and goals. Members study district plan indicators.



STAFF

District staff review indicators and present performance levels. Begin to consider action steps.



SCHOOLS

School Improvement Teams (SIT) complete school indicator selection and assessment. Formulate action steps.



December 2018



BOE

New BOE member joins the board. Members begin thinking about goals (keep/change/drop) and assessment of indicators.



STAFF

Staff continues to suggest action steps as well as possible task managers/teams.



SCHOOLS

SITs finish assessment of indicators and identify key indicators for focus and actions. Communicate plan and conduct vote to approve.



January-February 2019 (and beyond...)



BOE

Receives SIPs for approval (Jan.). Provides an assessment of district indicators. Gives strategic direction to move plan forward (Feb. and beyond).



STAFF

Facilitates SIPs and safety plans for BOE review. Develops instrument to gather BOE feedback and direction. Provides support.



SCHOOLS

After BOE approval, begins monthly process of monitoring plan progress.



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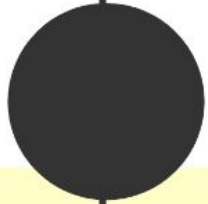
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