

Proposal Cover Page

Project Title: The RISE (Real Instructional Support for Educators) Initiative

Section 1. Applicant Information

LEA: Jackson County Public Schools Tax ID/EIN: 56-6001054

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Section 2. Project Information

Project Director Name and Position (if different from contact): _____

Phone: _____ Email: _____

Total Project Budget: \$683,688.80 Requested Grant Amount: \$683,688.80

Estimated Number of Schools Served: 5 Estimated Number of Students Served: 2500

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (*check each box so as to indicate your review and certification*):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
 - The applicant understands that if awarded a grant, it will be required to:
 - Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - Submit required financial and performance reports to NCDPI.
 - Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink) Kevin Bailey 11/15/18

Title: Director of Personnel Phone: 828-586-2311 X 1925

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General Overview

Jackson County is located in the Blue Ridge Mountains of western North Carolina. It is 48 miles west of Asheville, NC and 18 miles east of the Great Smoky Mountains National Park. The current population is 40,265, an increase of 2.5% since 2010. The school-age population is 17.7% and the population of 65 years and older is 15.1%, a situation which often presents a funding challenge to meet the needs of both populations. Population density, according to the 2010 United States Census, was 82.1 persons per square mile, compared with the state's density of 196.1 persons per square mile.

The ethnic composition of Jackson County is as follows: 85.2% white; 2.3% black; 9.6% American Indian; 1% Asian; 5.1% Hispanic or Latino origin and 2.0 % persons reporting two or more races. The greatest diversity in student population occurs at Smokey Mountain Elementary in which approximately 50% of the student body is Native American.

The average household income in Jackson County for 2015 was \$36,705, a decrease of 1.3% since the 2010 census. The unemployment rate in January of 2015 for Jackson County was 6.9% compared to the state average of 5.3%. The population in poverty in Jackson County in 2014 was 23.5% which is an increase from 20.4% in 2010 and 15.1% in 2000. The child poverty rate showed a significant increase from 15.7% in 2000 to 25.7% in 2010 to 27.8% in 2014, with 20.2% of Jackson County's residents medically uninsured.

Jackson County Public Schools (JCPS) consists of nine schools of varying grade configurations. Blue Ridge School is a K-6 school with an enrollment of 191. Blue Ridge Early College, which is housed on the same campus, is a 7-13 school with an enrollment of 156. Jackson County has four K-8 schools: Cullowhee Valley School with an enrollment of 583; Fairview Elementary with an enrollment of 832; Scotts Creek Elementary with an enrollment of

480; and Smokey Mountain Elementary with an enrollment of 360, Smoky Mountain High School, a comprehensive 9-12 school, has an enrollment of 853. Jackson County Early College, housed on the Southwestern Community College campus, has an enrollment of 134. The Jackson County School of Alternatives has a fluid enrollment of 80. Currently, 54.14% of our students qualify for free and reduced lunch. Students at Blue Ridge School, Blue Ridge Early College, Jackson County School of Alternatives, and Smokey Mountain Elementary are attending Community Eligibility Provision (CEP) schools and all students receive no-cost meals. Because free and reduced lunch data is not collected at these locations we know that our students qualifying for free and reduced lunch is actually closer to 60% using the 1.6 multiplier. District-wide, there are approximately 3,767 students taught by 249 teachers.

Jackson County Public Schools and the surrounding communities have several unique features that present both challenges and opportunities. Parts of the Qualla Boundary of the Eastern Band of Cherokee Indians are located in Jackson County. To enhance the education of Cherokee students who attend JCPS, the school system offers Cherokee Language Instruction and Native American Studies. Jackson County's is bordered by several mountain ranges which makes it geographically remote. Blue Ridge School/Blue Ridge Early College is approximately 45 minutes to an hour away from the county seat of Sylva. The mountainous topography has impacted efforts at attracting industry to the area as many industries seek sites that are more geographically accessible where municipal sewer and water are easily available. However, due to the geography, the travel and tourism industry in Jackson County is thriving.

Although Jackson County is remote and is one of the few school systems to receive Rural Low Income funds, the school district is not isolated. JCPS was a partner district with the grant-funded WNC EdNet which provided world class fiber optic connectivity throughout the

southwestern region of the state. This initiative significantly increased the network capacity of the district. In addition, the district received Race to the Top funds which equipped each school facility with campus-wide wireless access.

Program Structure

Program Goals and Evaluation

The instructional lead teachers for this initiative will be known as RISE Coaches. RISE is an acronym: **R**eal **I**nstructional **S**upport for **E**ducators. The initiative has student-centered goals and teacher-centered goals. The student-centered goals include:

- All schools will meet or exceed yearly measures of interim progress as set by the North Carolina Department of Public Instruction (NCDPI) through the North Carolina Every Student Succeeds Act (ESSA) Plan for reading and mathematics (see appendix A).
- Based on End of Year (EOY) TRC mClass proficiency rates, we will see an annual increase of 2 percentage points or 12 percentage points total over six years. The beginning year will be the 2019-2020 school year and the ending school year will be the 2024-2025 school year (see appendix B).

The teacher-centered goals include:

- The JCPS teacher attrition and mobility rate for 2016-2017 and 2017-2018 was 11.98% and 13.6%, respectively. According to the 2016-2017 Report to the North Carolina General Assembly on the State of the Teaching Profession, the average LEA attrition and mobility rate was 13.53%. JCPS will improve to below the NC average LEA attrition rate and continue to fall below that rate through the 2024-2025 school year.
- All K-8 JCPS teachers who administer EOG, EOC, and TRC assessments will meet or exceed expected growth annually according to EVAAS.

- By the 2024-2025 school year, 80% of K-8 core classroom teachers will receive professional development trainings in Reading Research to Classroom Practice and Math Foundations.

It should be noted that for goals tied to new end-of-grade assessments (or for re-norming purposes), baselines may be adjusted.

Evaluation will examine progress toward each goal listed above. Data provided by the 2024-2025 school year will serve as summative data while data collected each year will serve as a formative method of evaluation. Evaluation will also consider process measures. The process measures considered for this initiative include:

- All RISE coaches complete identified professional development within twenty-four months;
- All principals receive training to support coaches within six months; and
- RISE coaches will maintain interaction logs to document their interactions with teachers.

District administrators are prepared to make changes to the program based on data analysis. Any changes made will be data-based and formulated to best address the goals of the program.

Program Methods and Research Justification

Numerous studies point to the benefits coaches bring to teachers and, ultimately, students. Aikens and Akers (2011) found that there are positive correlations between coaching and the quality of classroom instruction. Additionally, Marsh, McCombs, and Martorell (2009) suggest that regular data support from instructional coaches is associated with greater student achievement. For this initiative, professional development will serve as the backbone. JCPS will use a modified version (as described below) of L’Allier, Elish-Piper, and Bean’s (2010) guiding principles for instructional improvement and student achievement. L’Allier and colleagues (2010) synthesized research from several reputable studies to develop the following guiding

principles for successful coaching.

Principle 1: Coaching requires specialized knowledge.

Amongst the greatest responsibilities for coaches is helping teachers improve their instructional practices through robust, on-going, and sustained professional development. This can take on many forms such as one on one collaborations, leading grade level team meetings, providing large-group presentations, and leading small teacher study groups (L’Allier et al., 2010).

Principle 2: Time working with teachers is the focus of coaching.

All too often, instructional coaches find themselves performing administrative tasks such as facilitating testing, covering classes, and even assisting with disciplining students. Better scenarios involve coaches who provide ongoing, job-embedded professional development for teachers. These scenarios involve coaches modeling, observing, co-teaching, and generally working alongside teachers. Multiple studies indicate that students greatly benefit when coaches work directly with teachers to improve practice (L’Allier et al., 2010).

Principle 3: Collaborative relationships are essential for coaching.

Shared interest in student academic success serves as common ground for instructional coaches and classroom teachers. However, relationships still need to be cultivated and maintained for success. Effective instructional coaches establish trust, maintain confidentiality, and communicate effectively (L’Allier et al., 2010). Instructional coaches establish trust by acknowledging teachers’ professional expertise (Knight, 2009). Following through on commitments made to teachers is also essential to building and maintaining trust.

Principle 4: Coaching must be both intentional and opportunistic.

The most successful instructional coaches have a coaching plan that is deliberate yet

flexible (L’Allier et al., 2010). Working with teachers to implement new strategies takes planning and is an intentional task. On the other hand, coaches ought to be available and accessible for teachers. Coaches should have an open-door policy that serves teachers and others throughout the school such as teacher assistants, media specialists, and administrators.

Principle 5: Coaches must be academic leaders in the school.

Successful instructional coaches are routinely involved in three practices that are considered crucial for success: setting goals in a school, developing people, and redesigning the school to accomplish the goals (Leithwood, Louis, Anderson, & Wahlstrom, 2004). *Figure 1* below shows the three essential components that take place in order for a coach to experience success.



Figure 1. Components of successful instructional coaches. Adapted from “What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement,” by S. L’Allier, L. Elish-Piper, and R. Bean, 2010, *The Reading Teacher*, 63, p. 550.

Many coaches work alongside teachers to develop goals. Meeting those goals will require people to increase their capacity through professional development. Redesigning the organization is accomplished as coaches work with administrators to alter the instructional day to maximize

teacher effectiveness, develop plans for differentiated instruction, and promote a culture that is receptive of coaches and the benefits they bring.

Principle 6: Coaching evolves over time.

The most successful coaches reflect on their practice and are continually striving to improve. School administrators and instructional coaches who are cognizant of the need to seek continuous improvement are more likely to see coaches who are well-received by teachers and more effective at helping teachers realize their potential. District leaders should plan to allow instructional coaches the time and ability to reflect on their practice so that their skills can be in a constant state of refinement.

Position Description and Allocation

RISE coaches will spend 70% of the instructional day teaching or planning lessons for students assigned to them. Functioning as a traditional classroom teacher for most of the school day will allow RISE coaches the ability to remain strongly connected to their classrooms. The District also believes that teachers will be more receptive to RISE coaches because they will be more easily seen as support rather than evaluative in nature. The vacancy announcement found in Appendix C also details the requirements of the positions.

RISE coaches will receive high quality professional development that will be used to train classroom teachers. A large portion of time and resources will be devoted to enabling RISE coaches the opportunity to share the knowledge gained through professional development with core classroom teachers. RISE coaches will be required to maintain their professional development credentials throughout their participation in the program. RISE coaches will also gather, analyze, and share data in a variety of formats and subject areas. Using data, RISE coaches will be able to work with teachers to develop teacher goals as well as student goals.

As seen in *table 1*, RISE coaches will be allocated to schools at one RISE coach per 10 classroom core teachers. This ratio of RISE coaches to classroom core teachers will provide one RISE coach to Blue Ridge School, three to Cullowhee Valley School, four to Fairview School, two to Scott’s Creek School, and two to Smokey Mountain Elementary School. In total, JCPS will employ twelve RISE coaches.

Table 1

Allocation of RISE Coaches

Year	BRS BREC	CVS	FVS	SCS	SMES	JCPS
Current K-8 core teachers	12	29	37	24	16	118
1 to 10 ratio RISE coaches to core teachers	1.2	2.9	3.7	2.4	1.6	11.8
RISE coaches sought	1	3	4	2	2	12

Note. BRS =Blue Ridge School; BREC=Blue Ridge Early College (7-13); CVS=Cullowhee Valley School; FVS=Fairview School; SCS=Scott’s Creek School; SMES=Smokey Elementary School; JCPS= Jackson County Public Schools

Selection and Evaluation

The LEA will create and distribute an informational flyer and video that details the RISE coaching opportunity for interested teachers. The positions will be posted on the JCPS website. Candidates interested in the RISE coaching positions will apply through the JCPS TeacherMatch application system. District and school administrators will hold interviews for the strongest applicants. A quantified rubric will be used to identify highly qualified candidates for the interview process (see appendix D). The rubric will consider four categories of information, including:

- Thirty percent derived from the candidates' three year EVAAS growth calculation;
- Thirty percent considered from the North Carolina Educator Effectiveness System (NCEES) teacher evaluation rating for the 2017-2018 school year;
- Twenty percent derived from the candidates' previous professional development experiences; and,
- Twenty percent used to rate the candidates' responses to specific application questions.

Candidates selected for these positions will begin their professional development training immediately in preparation for the 2019-2020 school year.

Candidates selected to serve as RISE coaches will be evaluated on the NC Teacher Evaluation Rubric AND standards I and IV of the NC Teacher Leadership Specialist Evaluation Rubric. This evaluation method emphasizes the importance of continued teaching excellence in the classroom while promoting the expectation of teacher leadership within the schools.

Process for voluntary relinquishment

The District understands that situations sometimes arise that may prevent an individual from performing the duties associated with the RISE coaching position. In the event that an individual wishes to discontinue his/her involvement with the RISE initiative, he/she shall:

1. Meet with the Assistant Superintendent and Elementary Education Director to problem solve; and,
2. Notify the Personnel Director with a sixty-day minimum notice in writing.

The Personnel Director work with the employee to determine an acceptable transition plan that will allow the employee to resume one-hundred percent teaching duties. At that time, the employee will no longer receive the RISE coaching supplement.

Implementation Plan

The RISE Program Implementation Plan has been carefully designed to meet program goals, promote the program to the school system and community at large, and provide a schedule

of events for stakeholders. *Table 2* details the RISE Program Implementation Plan.

Table 2

RISE Program Implementation Plan

Press release announcing the grant	January 2019
Training for principals to learn the best practices for supporting instructional coaches in their school	February 2019 Summer 2019
Flyer and video advertising the opportunity along with a traveling road show to each school	February 2019
RISE Coach positions posted; application and interview process to follow	February - March 2019
Press release announcing the 12 new RISE coaches; Introduction of RISE coaches to the Board	April 2019
PD for RISE Coaches begins*	April 2019
Augment RISE Coach teaching schedules to allow time for working with teachers	Summer 2019
Quarterly District support meetings for RISE Coaches	Ongoing
RISE Coaches continue receiving PD; RISE Coaches deliver PD to classroom teachers	Ongoing through 2024

Note. PD=Professional Development

**Appendix E details the RISE Professional Development Plan*

Program Alignment to JCPS Strategic Plan

In August 2016, Jackson County Schools adopted a system of school improvement founded 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 125 highly effective practices with 12 of those being key and critical to student growth and success (see appendix F).

The RISE Program addresses all twelve key indicators. The following are the twelve key indicators the RISE Program targets:

- 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.
- A4.16 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.
- E1.06 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).

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.

Local and State Impact

The RISE coaching initiative will provide an opportunity to partner with local community organizations for professional development. Jackson County is fortunate to have Western Carolina University and the North Carolina Center for the Advancement of Teaching (NCCAT) located within county lines. These two organizations will be utilized as part of the professional development plan.

This initiative will be shared with other Human Resource Directors at monthly western region Personnel Administrators of North Carolina (PANC) meetings. Curriculum Directors will also share details on the RISE coaching initiative with colleagues at the Connecting Communities of Education Stakeholders (CCES). District personnel will also share the initiative at the annual Collaborative Regional Education Workshop (CREW) event.

Budget

This proposal is written based on a six-year grant contribution. The District has carefully crafted the budget so that the program is sustainable well beyond the six year lifespan of the grant. As seen in *Table 3*, the total cost of the project is \$683,688.80.

attending professional development.

Once funding for this proposal concludes, the District will allocate funds to sustain the program. Ongoing professional development will be funded through Title II funds. RISE coaching supplements will be paid using Title I and local funds.

References

- Aikens, N., & Akers, L. (2011). Background Review of Existing Literature on Coaching. *Mathematica Policy Research*, 1–28.
- L’Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, 63(7), 544–554.
- Leithwood, K., Louis, K. S., & Wahlstrom, K. (2004). Review of research: How Leadership influences student learning. *Learning from Leadership Project*, 1–87.
- Marsh, J. A., McCombs, J. S., & Martorell, F. (2009). How instructional coaches support data-driven decision making: Policy implementation and effects in Florida middle schools. *Educational Policy*, 24, 872–907.

Appendices

Appendix A: Yearly Measures of Interim Progress		Yearly Measures of Interim Progress																		
State Level Reading Grades 3-8		15-16 Baseline performance	Percent Increase per year		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	All students		Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Blue Ridge School	All students	26.9	28.9	43.0	30.9		32.9		34.9		36.9		38.9		40.9		42.9			
Culbhoec Valley	All students	41.7	43.7	40.7	45.7		47.7		49.7		51.7		53.7		55.7		57.7			
Fairview Elementary	All students	51.7	53.7	47.7	55.7		57.7		59.7		61.7		63.7		65.7		67.7			
Scotts Creek Elementary	All students	42.7	44.7	39.9	46.7		48.7		50.7		52.7		54.7		56.7		58.7			
Smokey Mtn. Elementary	All students	35.4	37.4	31.1	39.4		41.4		43.4		45.4		47.4		49.4		51.4			
State Level Math Grades 3-8		15-16 Baseline performance	Percent Increase per year		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
Blue Ridge School	All students	31.2	33.9	44.9	36.6		39.3		42.0		44.7		47.5		50.2		52.9			
Culbhoec Valley	All students	43.6	46.3	48.1	49.0		51.7		54.4		57.1		59.9		62.6		65.3			
Fairview Elementary	All students	41.3	44.0	41.1	46.7		49.4		52.1		54.8		57.6		60.3		63.0			
Scotts Creek Elementary	All students	37.9	40.6	38.1	43.3		46.0		48.7		51.4		54.2		56.9		59.6			
Smokey Mtn. Elementary	All students	25.6	28.3	30.1	31.0		33.7		36.4		39.1		41.9		44.6		47.3			

		Appendix B: TRC mClass Proficiency Rates											
Percent proficient and above	base line 2018	Year 1 - 2020		Year 1 - 2021		Year 1 - 2022		Year 1 - 2023		Year 1 - 2024		Year 1 - 2025	
		projected	actual	projected	actual	projected	actual	projected	actual	projected	actual	projected	actual
mClass TRC	Grades K-3	64.2%	66.2%	68.2%	70.2%	72.2%	74.2%	76.2%					
	Grade K	59.6%	61.6%	63.6%	65.6%	67.6%	69.6%	71.6%					
	Grade 1	58.2%	60.2%	62.2%	64.2%	66.2%	68.2%	70.2%					
mClass TRC	Grade 2	63.1%	65.1%	67.1%	69.1%	71.1%	73.1%	75.1%					
	Grade 3	75.9%	77.9%	79.9%	81.9%	83.9%	85.9%	87.9%					

Jackson County Public Schools

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Sylva, NC 28779



(828)586-2311
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Vacancy Announcement

February 15, 2019

- POSITION:** RISE (Real Instructional Support for Educators) Coach
- LOCATION:** Positions available at Blue Ridge School, Cullowhee Valley, Fairview, Scott's Creek, and Smokey Mountain Elementary
- TERM OF EMPLOYMENT:** Exempt Position; 10 months per school year
- SALARY:** Salary based upon NC Teacher pay scale with additional \$4,000 annual supplement
- QUALIFICATIONS:** Current NC Educator License; successful teaching experience; past teaching contains strong EVAAS Growth scores and an overall rating of accomplished or distinguished on standards 1-5 on the NC Teacher Evaluation Instrument; proven effective instruction; exceptional communication skills: verbal and written; strong interpersonal and team building skills; independent working skills; experience in conducting staff development activities preferred; good organizational skills.
- DUTIES:** Position will spend 70% of his/her time in a traditional teaching role and 30% of his/her time coaching teachers. Facilitate professional development activities aligned with district initiatives and the MTSS process; participate in MTSS trainings; observe and provide peer assistance for colleagues; work with district curriculum directors to identify specific professional development and instructional support needs and serve as a resource for district curriculum initiatives and MTSS; work on-site with classroom teachers in implementing best instructional, management and assessment practices; assist teachers in assessing and enhancing vertical alignment; serve as a resource to teachers and administrators in instructional monitoring and fidelity assessment; support and encourage teachers in reflective practice and diagnostic/prescriptive teaching; assist teachers in identifying and implementing techniques for differentiated instruction and focused intervention; perform all teaching duties expected of teachers; perform other duties as assigned by elementary education director, principal, and/or superintendent.
- BENEFITS:** Standard State and Local Benefits.

APPLICATION DEADLINE: Applications will be accepted until position is filled.

To apply for career opportunities with Jackson County Public Schools, visit www.jcps.k12.nc.us and select Employment.

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The Jackson County School System is an equal opportunity employer and does not discriminate against any person in hiring, tenure, or promotion on the basis of sex, race, color, religion, national origin, age or handicaps in any of its education or employment programs or activities. Assignments are made in accordance with the needs of the school system and are subject to change.

Appendix D: Selection Rubric							
3 year EVAAS growth calculation based on EOG/K-2 Assessment	Rating		Points				
	Exceeds Expected Growth		36				
	Meets Expected Growth		20		36		
	Does Not Meet Expected Growth		0				
				category total	36	30%	
Teacher evaluation	Rating		Points				
	Standard I: Teachers Demonstrate Leadership	Distinguished	9				
		Accomplished	6		9		
		Proficient	3				
		Developing	0				
	Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students	Distinguished	6				
		Accomplished	4		6		
		Proficient	2				
		Developing	0				
	Standard III: Teachers Know the Content They Teach	Distinguished	6				
		Accomplished	4		6		
		Proficient	2				
		Developing	0				
	Standard IV: Teachers facilitate learning for their students	Distinguished	9				
		Accomplished	6		9		
		Proficient	3				
		Developing	0				
	Standard V: Teachers Reflect on Their Practice	Distinguished	6				
		Accomplished	4		6		
		Proficient	2				
Developing		0					
				category total	36	30%	
Trainings	Rating		Points				
	Math Foundations	Certified trainer	6				
		Attended training	3		6		
		Have not attended training	0				
	Reading Research	Certified trainer	6				
		Attended training	3		6		
		Have not attended training	0				
	Wilson Foundations	Certified trainer	6				
		Attended training	3		6		
		Have not attended training	0				
	Reading Mastery	Certified trainer	6				
		Attended training	3		6		
		Have not attended training	0				
					category total	24	20%
	Application questions	Rating		Points			
		question 1	Well developed response	8			
Proficient response			4		8		
Insufficient response			0				
question 2		Well developed response	8				
		Proficient response	4		8		
		Insufficient response	0				
question 3		Well developed response	8				
		Proficient response	4		8		
		Insufficient response	0				
				category total	24	20%	
				Rubric Total	120		

Appendix E:
JCPS RISE Professional Development Plan

Professional Development	Estimated Total Cost	Timeline	Cost by year during grant term
District and School Leadership will participate in the Coaching Program Support and Needs, What Principals Can Do To Support Coaches Professional Development conducted by an Instructional Coaching Group Consultant.	\$6,500- Contract services for PD delivered in the district by consultant	Completed summer before coaching model beings.	Year 1- \$6,500
Each coach identified will participate in the Intensive Instructional Coaching Institute hosted by the Instructional Coaching Group.	\$33,600- Registration and travel expenses for 12 total participants to attend the Institute in Lawrence, Kansas.	1 time training for each coach identified, to be completed in first year. Institute is hosted quarterly.	Year 1 only - \$33,600 *Additional funds may be used to send new coaches if changes in positions occur in future years.
Each coach identified will attend the Teaching Learning Coaching Conference hosted by the Instructional Coaching Group.	\$24,000- Registration and travel expenses for 12 total participants to attend the Conference in Overland Park, Kansas.	Participants will attend this annual conference each November. Travel expenses may change as location changes.	Year 1- \$24,000 Year 2- \$24,000 Year 3- \$24,000 Year 4- \$24,000 Year 5- \$24,000 Year 6- \$24,000
Each coach will participate in Reading Research to Classroom Practice Professional Development and some will attempt to gain state approved training certification.	\$22,500- will be used to provide substitutes for participants to attend the 5 day training and 5 day level 2 training. If participants move forward with state level training additional substitutes will be need in year 3.	Participants will attend RRtCP course during the first year of training, then attempt level 2 course during the 2 nd year.	Year 1- \$9,000 Year 2- \$9,000 Year 3- \$4,500
Four of the coaches will seek certification as a Willson Language/Fundations Coach.	\$40,000- Approximately \$10,000 per participant	To be completed in the second year of coaching	Year 2- \$40,000
Each coach will participate in 90 Minute Literacy Block Framework training hosted by NCDPI K-3 literacy	\$5,400- will be used to provide substitutes for	To be completed in the first year of coaching	Year 1- \$5,400

consultants (specifically Kim McWhirter) to coach and planning and the components of this framework.	participants to attend 3 days of training.		
Each coach will participate in Foundations of Math Professional Development and some will attempt to gain state approved training certification.	\$22,500- will be used to provide substitutes or summer stipends for participants to attend the 5 day training and 5 day level 2 training. If participants move forward with state level training additional substitutes will be need in year 3.	Participants will attend FoM course during the first year of training, then attempt level 2 course during the 2 nd year.	Year 1- \$9,000 Year 2- \$9,000 Year 3- \$4,500
Each coach will attend PBIS training from JCPS PBIS trainer, Dana Tucker.	\$5,400- will be used to provide substitutes or summer stipends for participants to attend training modules.	To be completed in the first year.	Year 1- \$5,400
Each coach will participate in quarterly District-level coaches meetings.	\$23,040- will be used to provide ½ substitutes quarterly for participants to attend.	Ongoing, every year, each school quarter.	Year 1- \$3,840 Year 2- \$3,840 Year 3- \$3,840 Year 4- \$3,840 Year 5- \$3,840 Year 6- \$3,840
Funds will be used to purchase professional literature or curriculum materials for modeling during coaching if needed.	\$15,600- each coach will be able to use \$200 annually	Available each year.	Year 1- \$2,400 Year 2- \$2,400 Year 3- \$2,400 Year 4- \$2,400 Year 5- \$2,400 Year 6- \$2,400

Appendix F

Jackson County Public Schools
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 a unified and continuous improvement model.* District and individual school goals are aligned in three united dimensions: student learning and innovation, growth and development, and integrated services. These three dimensions make up the overall Jackson County Schools Strategic Plan.



WE BELIEVE IN VALUING EVERY CHILD THROUGH...



Safe and inclusive environments



Respectful and nurturing relationships



High Expectations

Continuous growth and improvement

Partnerships with families and communities



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 Review 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, & 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		Full
CVS	Full	School	District	School	Full	Full	Full	Full	Full	Full	Full	School
EV	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.

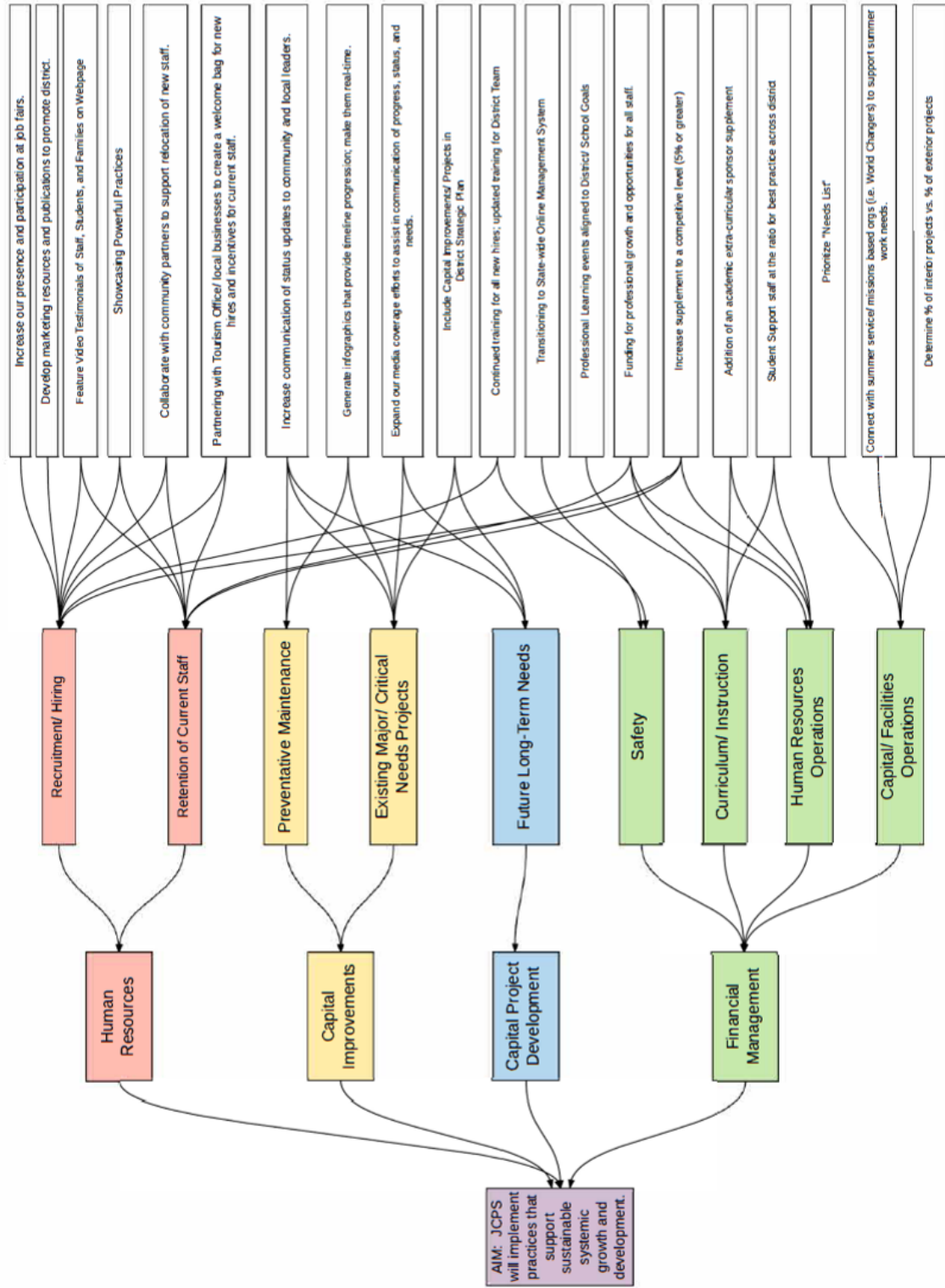
School Nutrition	Taste Testing Providing Dietary Information Serving New Programs Regular Nutrition Education
Transportation	GPS Analyzing routes for effective and efficient bus routing.
Whole Child Development—Social, Emotional, Physical	Comprehensive School Counseling Plans
	Systemic Nursing Practices 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. Kim Elliott

Assistant Superintendent

Jake Buchanan

Central Office Leadership Team

Adam Holt, Director of Accountability
Angela Dills, Director of Middle & Secondary Education
Laura Dills, Director of Elementary Education
Kelly Doppke, Director of Student Support Services
Dr. Kevin Bailey, Director of Personnel
Jason Watson, Director of Operations & Logistics
Mark Hooper, Director of Transportation
David Proffitt, Chief Technology Officer
Jeremiah Jackson, Associate Chief Technology Officer
Gwen Edwards, Finance Officer
Sarah Davis, Student Data Coordinator
Laura Cabe, Director of School Nutrition
Darin Allison, Director of Capital Projects & Facilities
Lavonda Woodring, Human Resources Coordinator

Jackson County Public Schools' Principals

Teri Walawender, Blue Ridge School
Brent Speckhardt, 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
Dr. Tracie Metz, Smokey Mountain Elementary School
Dr. Wanda Fernandez, Scotts Creek School
Angela Lunsford, Jackson County School of Alternatives

FOR MORE INFORMATION

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Jackson County Schools is an equal opportunity employer and educator who fully and actively supports equal access of all people regardless of race, color, religion, gender, age, national origin, veteran status, disability, genetic information or testing, family and medical leave. Jackson County Schools prohibits retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or practice in the investigation of any complaint, or otherwise oppose discrimination.



JACKSON COUNTY PUBLIC SCHOOLS

Dr. Kimberly Elliott, *Superintendent*
kelliott@jcpsmail.org

November 15, 2018

To Whom It May Concern,

I am in full support of the RISE Coaching Initiative for Jackson County Public Schools. As you will see in the proposal, five schools and nearly 2500 students will benefit from this initiative. Additionally, the RISE coaching positions will provide leadership opportunities for our most outstanding educators.

The backbone of this initiative is professional development. As a District, we are committed to professional growth afforded by high-quality professional development. Our plan focus is to fully equip our RISE coaches with solid professional development so that they may best support our classroom teachers.

You will notice in our budget proposal that our costs are greatest in years 1, 2, and 3. Years 4, 5, and 6 have fewer costs. This intentional design serves to provide substantial amounts of professional development in the beginning and taper that professional development in time to maintain the knowledge and skills learned. Once grant funds are exhausted, the District will be in position to continue the RISE coaching initiative.

Thank you for your support of the students of Jackson County Public Schools. Your efforts are greatly appreciated.

Sincerely,

Dr. Kim Elliott, Superintendent