

Welcome!

Lighting the Path to Student Success

Spring 2024 NCStar Training

Day 1 Morning



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Introductions

Who We Are

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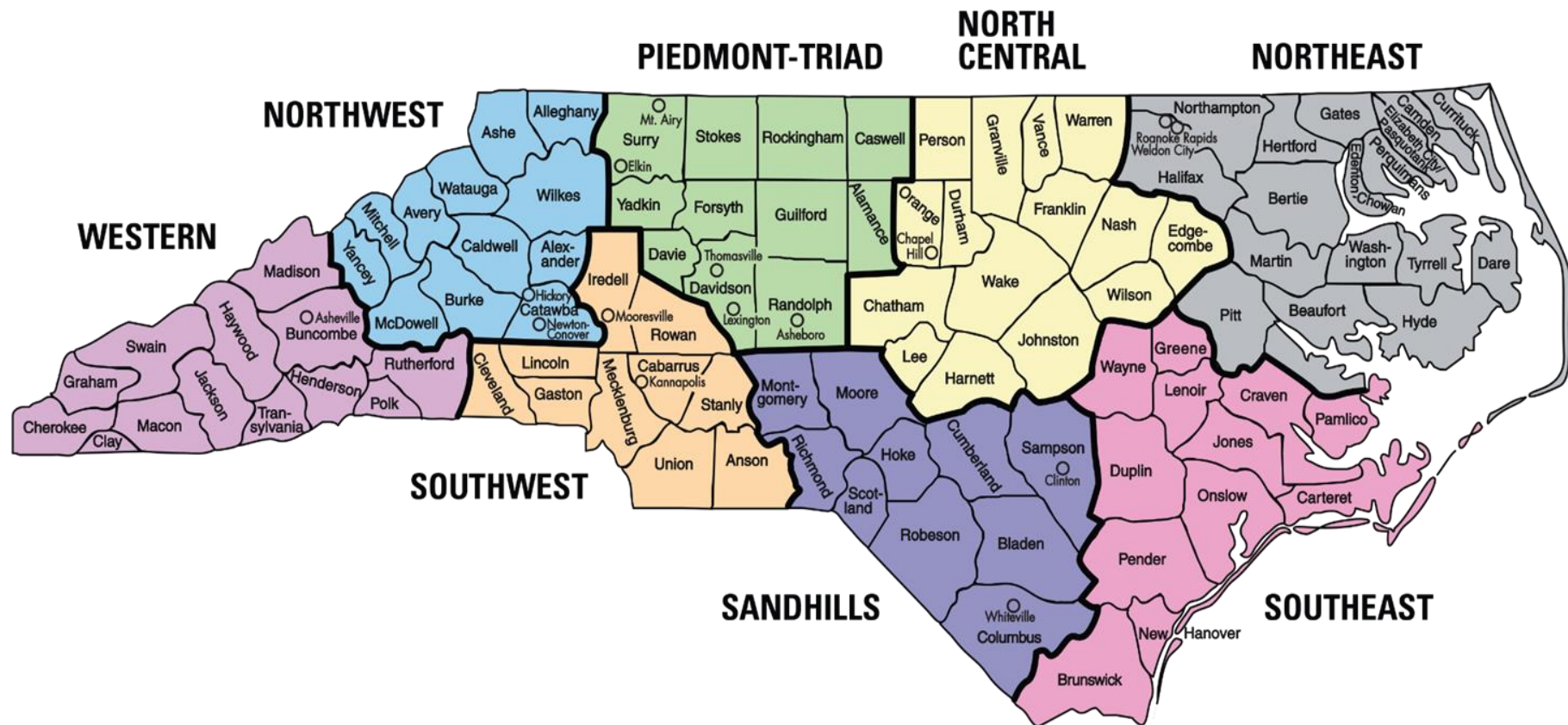
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COMPREHENSIVE SUPPORT SPECIALISTS

Natalie Sasser – Southwest, Western

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Suzanne Owen – Southeast, Sandhills

Michael Taranto – Northeast, North Central

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Icebreaker

- Power of 3



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Meeting Norms

- **Start and End on Time**
- **Be “all in”** - Your engagement impacts those around you
 - If you have an emergency, please feel free to step out and take care of it.
- **Be curious** - ask yourself, how can I make this new strategy work for my school?
- **Leverage your colleagues** - you are surrounded by several other leaders from NC - learn from each other/build relationships
- **Speak up!**- we will ask you to share in small groups and with the larger room. When sharing with the room, please share your name and school/school district.
- **Hand in the air**- when we need to get the attention of the whole room, we will raise our hand in the air. When we do, please raise your hand and wrap up your conversation.

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Before We Begin...

- Training Materials
- Bathroom locations
- Water
- Sign-in
- Name Plates
- Juggling Nearpod & NCStar
- Taking and Saving Notes in Nearpod
- Questions

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NCStar Training Resource Page

One Stop Shop to Access All of These
Links

<https://bit.ly/NCStarTrainingResources>

Outcomes

As a result of our learning, you will...

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...Know

- NCStar
- School Improvement Process
- Performance Measures
- Key Indicators
- Continuous Improvement Cycle: Create, Assess, Monitor
 - Initial Assessment
 - How it Will Look When Fully Met (The Fully Met box)
 - Action Steps
- Best Practices for Effective SIT Teams, Members & Leaders
- Distributive Leadership

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...Understand

- **NCStar** fosters school improvement planning as a continuous process that is based on data-driven decision making to assess, create, and monitor effective practices needed to support student achievement.
- **Alignment of the Initial Assessment**, a strongly written Fully Met box, and incremental Action Steps contribute to a robust school improvement plan that is easier to monitor.
- **Effective School Improvement practices** empower teacher voices and increase ownership of school improvement work.

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...Be Able to Do

- Use the NCStar platform for school improvement planning to establish and maintain systems and structures needed to support student achievement.
- Write effective goals and monitor their progress.
- Use the School Improvement Pathway to create and monitor your School Improvement Plan (SIP).
- Lead an effective School Improvement Team (SIT).
- Distribute responsibility for Indicators and Action Steps throughout your entire school.
- Regularly evaluate your SIP & Processes.

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One Caveat

- Throughout this presentation, we are going to present best practices as indicated through research, statute, and our experiences.
- These practices come from a statewide perspective.
- In North Carolina, we emphasize ***local control.***

Introduction to NCStar

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What is NCStar?

NCStar® is a web-based **tool** that guides a district or school Leadership Team in charting its improvement and managing the continuous improvement process



NCStar Need to Know

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Our NCStar Weebly

www.ncstar.weebly.com



NCStar Vocabulary

NCStar Vocabulary

- **Comprehensive Report** – the School Improvement Plan
- **Indicator** – research-based effective practice related to an area of school improvement
- **Objective** - an indicator which has been assessed and chosen to be included in the SIP
- **Wise Ways** - research-based evidence and examples that help the SIT team assess each indicator
- **Actions** – a task that is necessary in order to achieve the objective. **The most important part of your plan**
- **Process Manager** – the individual at a school that will assist the Principal in managing the school improvement process

Who Has Access?



Principal/Process Manager

Full Editable Access
Assess-Create-Monitor
Documents Upload
WiseWays
ALL Reports
ALL Worksheets
Reply to Coaching
Agendas + Minutes



Leadership Team / SLT

View Only Access to
everything the Principal
or Process Manager sees
In Document Upload will
only see those
documents that have
been "SHARED"



District Support & Improvement Team

View Only Access to
everything the Principal or
Process Manager sees
Provide Coaching
Comments
Send Bulletin Board
Messages



Rest of Faculty Parents/Guardians

School Board Members

Vision / Mission
Comprehensive Plan Report
Summary Report
SLT Member Names &
Roles
SHARED Meeting Agendas /
Minutes



Let's go live @ www.indistar.org

Principals and Process Managers

- *Log in using your NCS account credentials.*

CAUTION

Only One
User
Logged in
at a Time

SIT Members and All Others

- *Log in using the LTS account credentials*

District Level Participants

- *Log in using the NCD account credentials or the LTS account credentials for your district or one of your schools*
If you need your login credentials, please raise your hand and a member of our team will assist you.

Live Demo 1

indistar.org



- Follow along by logging into NCStar using your school's login and username.

- Logins
- Bulletin Board
- NCStar Home Page
 - *Menus, Complete Forms, Submissions, Snapshot*
- Feedback
- Reports
- Update Profile

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Managing Minutes

NCStar Lighting the Path to Student Success

North Carolina Department of PUBLIC INSTRUCTION

Our Direction

Normative Objectives (Ongoing)

7

Update Profile

Set Direction

Mission/Goals - Data Review - Select Indicators

Our Meetings

Leadership Team Meetings (Last 90 Days)

11

Manage Meetings

Our Plan

Actions Completed (Last 90 Days)

5

Assess, Create, Monitor

Our Progress

Objectives Met (Last 90 Days)

1

View Reports

View Feedback

Complete Forms ▼ Submissions ▼ Snapshot ▼

On your NCStar Home Page, click on “Manage Meetings”

A



Work Time



10 minutes

Choose one or more of these areas to refine in your SIP.

- **Homepage**
 - Logins
 - Plan how you will share the Leadership Team (LTS login with SIP members)
 - How many Meetings are in the Manage Meetings Bucket? 6?
- **Profile and Team**
 - Update your Profile Information
 - Confirm school, principal, & process manager information
 - Delete members no longer on the team
 - Add new members who are on the team this year
 - Specify each SIT member's "Association." Ex: 8th grade Math Teacher
- **Feedback**
 - Check out and respond to any feedback over the last few months that you might have missed
 - Note anything that you might need to update as we move through the day
- **Reports**
 - Click on "Comprehensive Report" to view your SIP
 - Click on Actions Report. Use the "Filters" to find past due and Incomplete Items.

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Table Chat and Nearpod Reflection

Think about your experiences with School Improvement.

- What was your most rewarding experience?
- What was your most frustrating?

**What do you think of when you hear the term
“School Improvement”?**

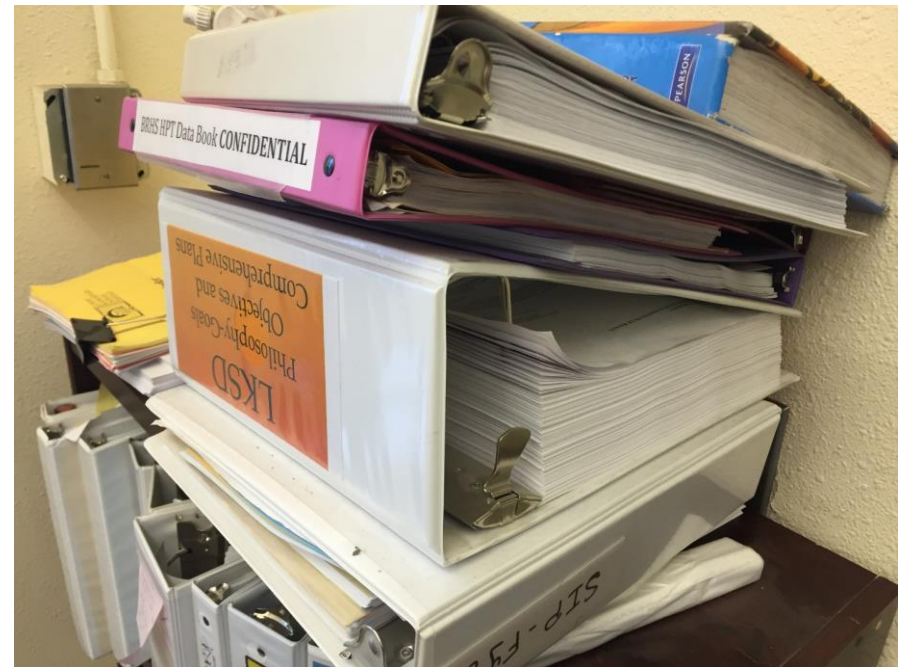
School Improvement in the Past

Goal setting

- Student outcome focused
- Standardized measures

Review of plan

- Stagnant
- Compliance-based



School Improvement in the Present

Plan Development + Implementation

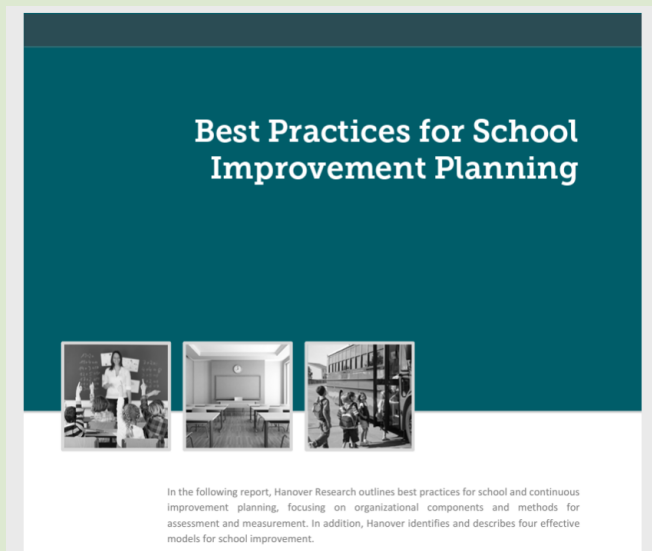
- Data-Driven Decisions are the cornerstone of school improvement.
- Focus on Practice + **Adult Actions.**
- Think Small.



Plan Evaluation

- Occurs throughout the academic year ~ continuous process
- Progress captured and new objectives set
- School Improvement coaching supports from the district

Hanover Research: *Best Practices for School Improvement Planning*



<https://bit.ly/SIPHanoverResearch>



School Improvement Planning Is...

- A systematic way of planning [change] and tracking it over time.
- A roadmap that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made.



Hanover Research. (2014). *Best Practices for School Improvement Planning*.
<https://www.hanoverresearch.com/media/Best-Practices-for-School-Improvement-Planning.pdf>

Hanover Research

Best Practices for School Improvement Planning

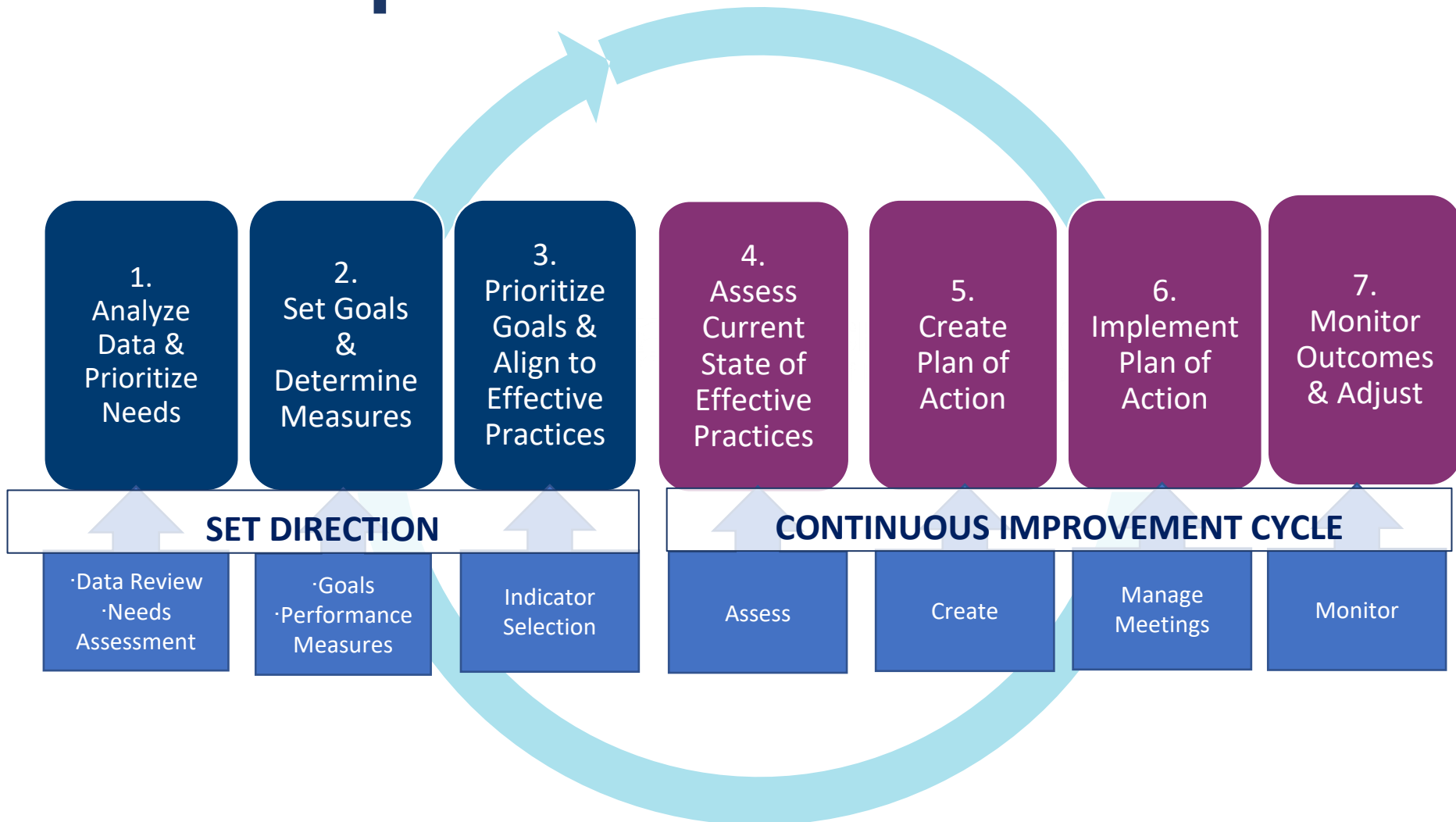
Best Practice	NCStar Connection
Driven by data	<i>Set Direction: Data Review</i> <i>Needs Assessment: School Self-Assessment</i>
Identify priorities	<i>Set Direction: Mission, Vision, Goals</i>
Set targets, milestones	<i>Assess, Create, Monitor</i> <i>Performance Measures</i>
Creates processes for improvement	Action Steps and Fully Met Box Manage Meetings
Distributive Leadership	Indicator and Action Step Assignments

[Hanover Research](#)

Continuous Improvement Process



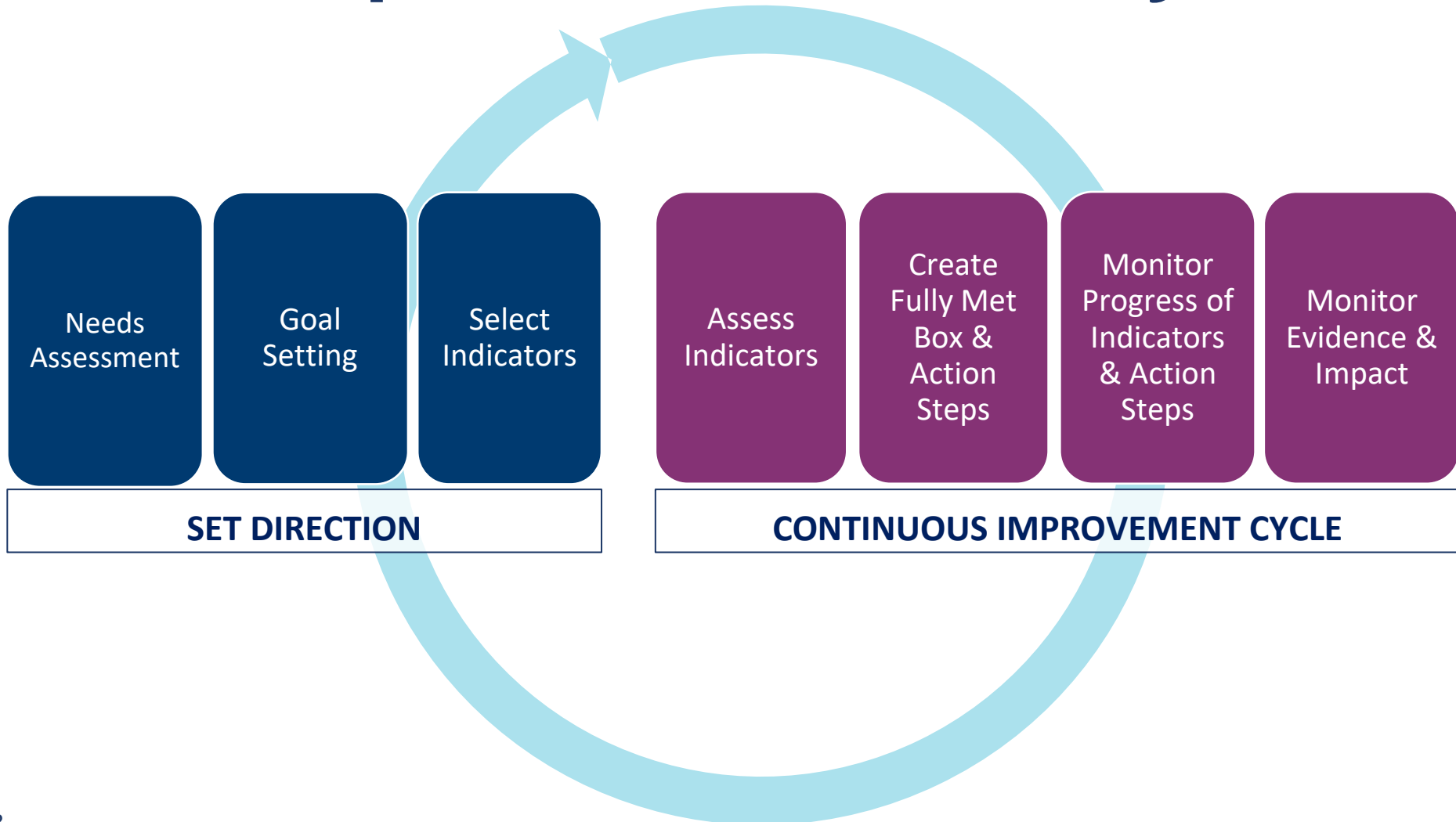
NCStar Supports the Continuous Improvement Process



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NCStar Continuous Improvement Pathway



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Let's Discuss!

At your table, discuss the question:

How does your School Improvement Team guarantee that the School Improvement Plan (SIP) is aligned with and effectively addresses the specific needs of the school?

Share your response in Nearpod.



Questions?



B



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School Improvement Team Knowledge Quick Check



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Nearpod Quiz: True or False?

1. The School Improvement Team must be elected by secret ballot. *True*
2. SIT should include APs, teachers, support personnel, teacher assistants, and parents of students enrolled in the school. *True*
3. A parent rep can be a staff member who has a child at the school. *False*
4. SIT meetings are closed to everyone except the elected members. *False*
5. The School Improvement Plan (SIP) is completely different and distinct from the work the SIT does in NCStar. *False*
6. The SIP should be voted on by secret ballot and approved by the full staff. *True*

Building Blocks of an Effective School Improvement Team

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Building Blocks of an Effective SIT

- Specific Membership
- Consistent Meetings
- School Improvement Plan
- Data Driven Decisions
- Distributed Leadership



School Improvement Team Checklist of Best Practices

- Developed with NCStar in mind.
- Aligned with Building Blocks of an effective SIT.
- Focuses on actions and task more than attitudes and behaviors.
- <https://bit.ly/SITChecklist>

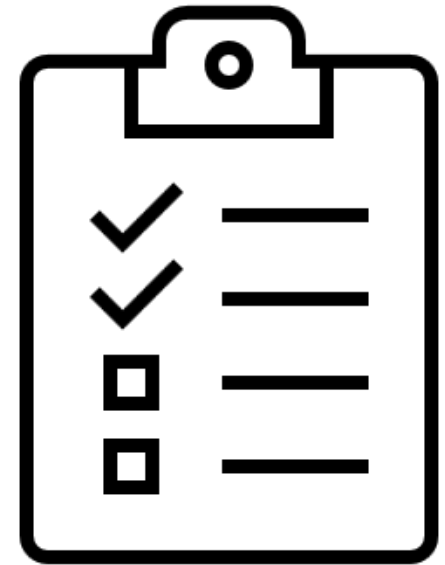


Table Talk

Part 1:

- Review and discuss the checklist of best practices with your tablemates.
 - What is one thing **your team does well** consistently?
 - What one thing **your team needs to work** into your practice?

Part 2:

- Share your responses with those around you

NCStar and the School Improvement Planning Process

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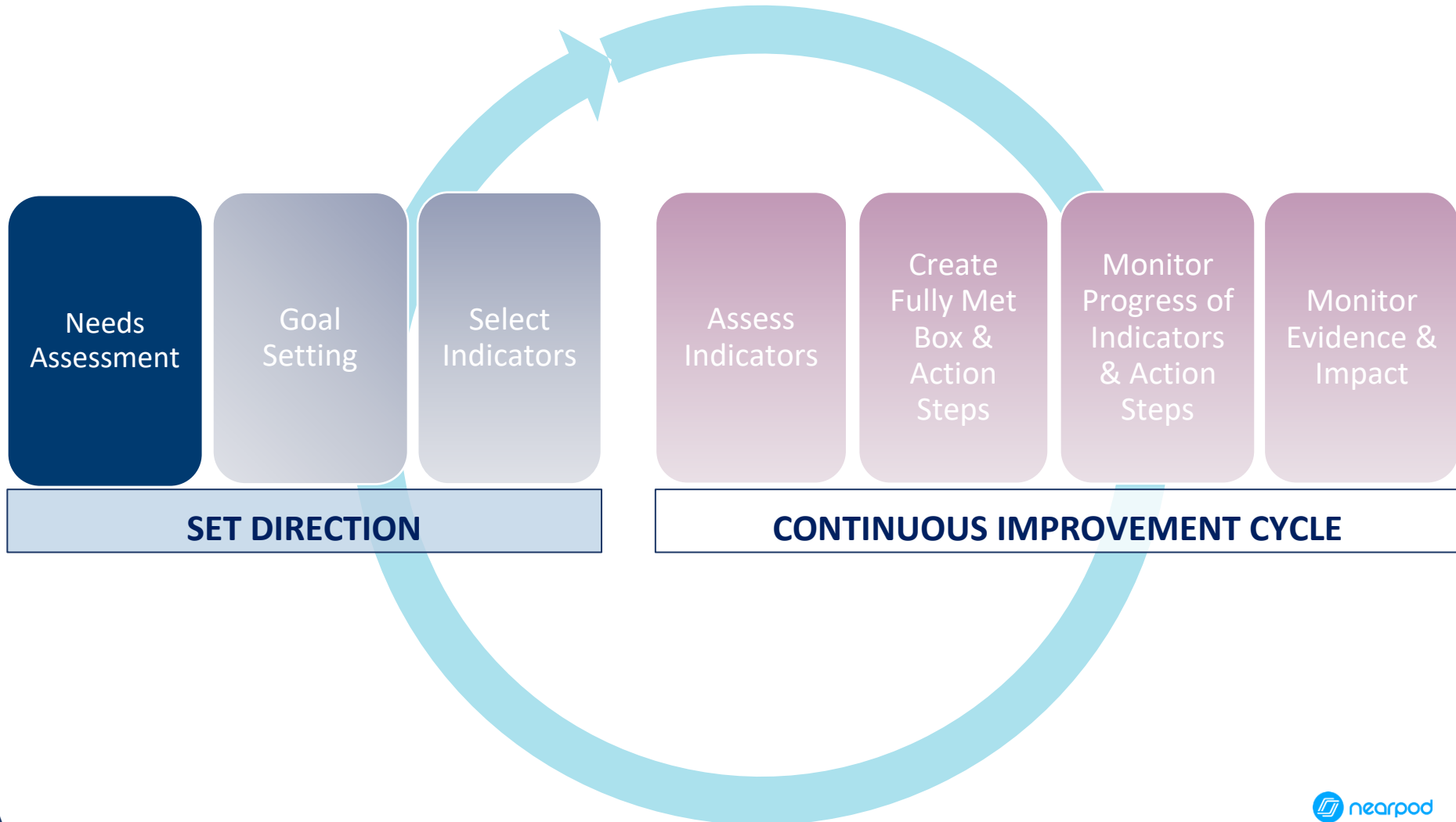


NCStar – Set Direction

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NCStar Continuous Improvement Pathway



Needs Assessment - School Self-Assessment

What?

An objective, thorough assessment of the current state of the school.
Multiple measures of data to provide a comprehensive picture.

Why?

To inform a need-driven approach to school improvement planning.

When?

Anytime.
Consider a timeline that allows findings to inform annual school improvement planning.

How?

Select a tool:

- Internal assessment
- NCStar Needs Assessment: School Self-Assessment
- FAM-S, etc.

Establish process, participants & timeline for completion

Multiple Measures of Data

Demographics

Enrollment, Attendance, ESSA goals



Student Learning

Assessments, Observations, Interventions



Engagement

Absentee Rates, Discipline



School Practices

Schedules, Procedures, Processes



Perception & Beliefs

Student Surveys, TWC, Focus Groups



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Conduct a Needs Assessment

OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

TABLE OF CONTENTS

Data Collection & Analysis	Page 1
Using the DPI Rubric	Page 2
DIMENSION A: Instructional Excellence and Alignment	Pages 3-6
DIMENSION B: Leadership Capacity	Pages 7-9
DIMENSION C: Professional Capacity	Pages 10-12
DIMENSION D: Planning and Operational Effectiveness	Pages 13-14
DIMENSION E: Families and Communities	Pages 15-16

Student Achievement and Growth Data

Is proficiency for some grade levels and/or subjects higher or lower than others?

[illegible]

Conduct a Needs Assessment

DIMENSION B: Leadership Capacity

B2. Distributed Leadership and Collaboration

Guiding Questions

- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?

RUBRIC


Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School administration frequently models expectations set for staff and students.	School administration regularly models expectations set for staff and students.	School administration occasionally models expectations set for staff and students.	School administration does not model expectations set for staff and students.	<input type="text"/>
There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.	There is no defined plan to encourage collaboration or to empower staff.	<input type="text"/>
			B2 Total	<input type="text"/>
		B2 % =	(B2 Total/20) x 100	<input type="text"/>

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Access the Needs Assessment - School Self-Assessment in NCStar

Our Direction



Normative Objectives
(Ongoing)


7

[Update Profile](#)

[Set Direction](#)

Mission/Goals - Data Review - Select Indicators

Our Meetings




Leadership Team Meetings
(Last 90 Days)

10

[Manage Meetings](#)

Our Plan




Actions Completed
(Last 90 Days)

5

[Assess, Create, Monitor](#)

Our Progress



Objectives Met
(Last 90 Days)

1


[View Reports](#)

[View Feedback](#)

Complete Forms ▼

Submissions ▼

Snapshot ▼

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form, please go to 'Submissions'.
*This icon denotes a reviewable form. 

Form	Status	Description/Instructions
Needs Assessment - School Self-Assessment		A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The data collected in this needs assessment can be used to create or revise the improvement plan housed within NCStar.

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Submit the Needs Assessment - School Self-Assessment in NCStar

Report Name	Submit By	Submitted	Previous
Student Success Comprehensive Plan Report - (Fall: Oct 31 – Dec 6)	Fall: Oct 31 – Dec 6	12/13/18	
Student Success Comprehensive Plan Report - (Spring: Feb 28 – June 12)	Spring: Feb 28 – June 12	06/28/19	
NC Reform Model Restart Annual Report	December 1: Only Reform Model Schools		
Needs Assessment - School Self-Assessment	--Optional--	08/06/2019	10/02/18

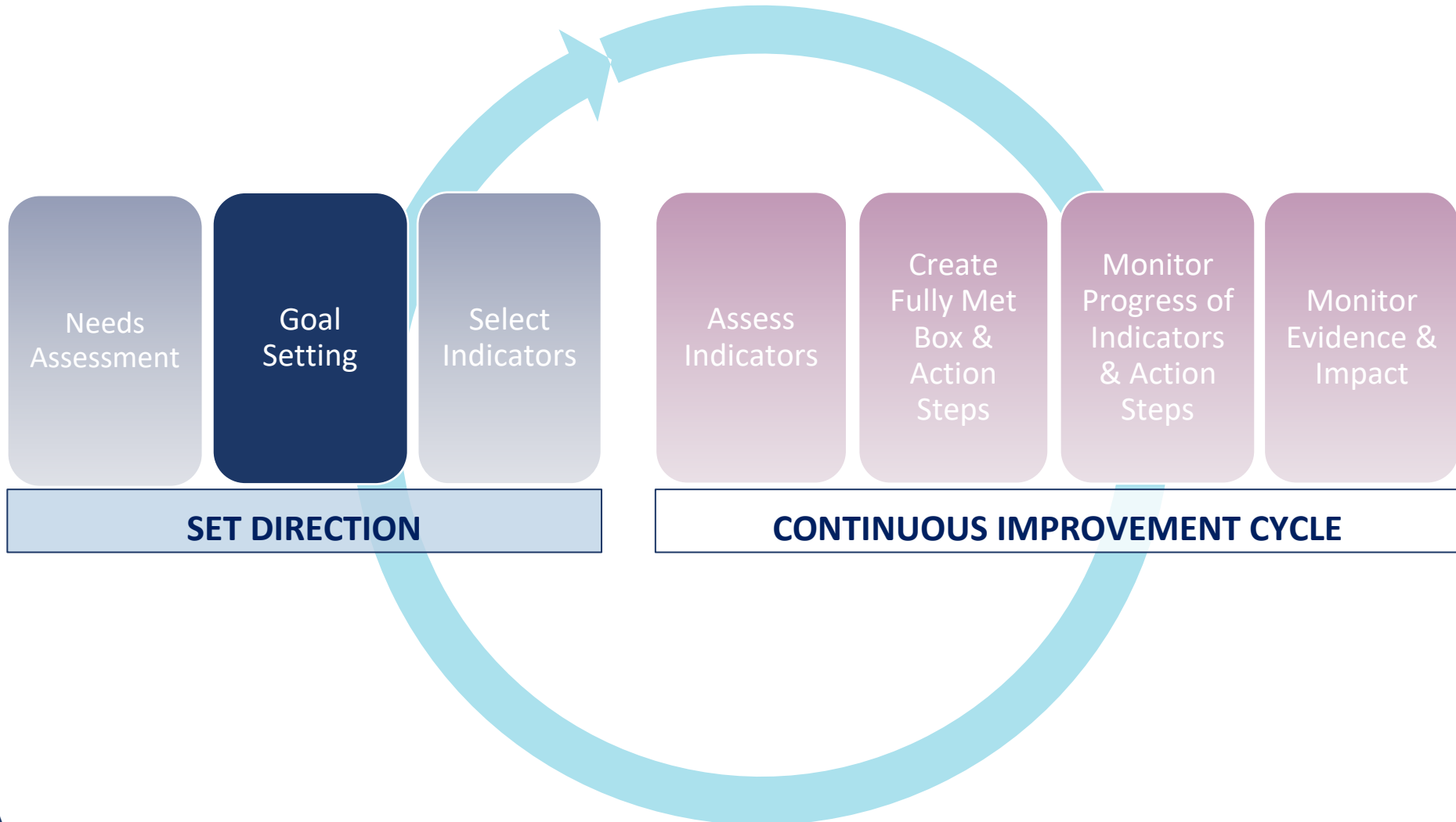
Needs Assessment in NCStar may be submitted yearly in order to keep an archived copy each year.

Each year, the school edits/modifies the previous year's version of the needs assessment.

When doing the data analysis portion (page 1), schools should be observing more than 1 year of data (look for trends).

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NCStar Continuous Improvement Pathway



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Writing Goals

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Goals, Indicators, and Action Steps



What is the difference?

Take 2 minutes to review this slide with your table mates.
What are the differences?

Goal:

Decrease overall out-of-school suspension rates by 20% to promote a positive and inclusive school environment. (A1.07 and A4.01)

The NCStar Indicator (Effective Practice):

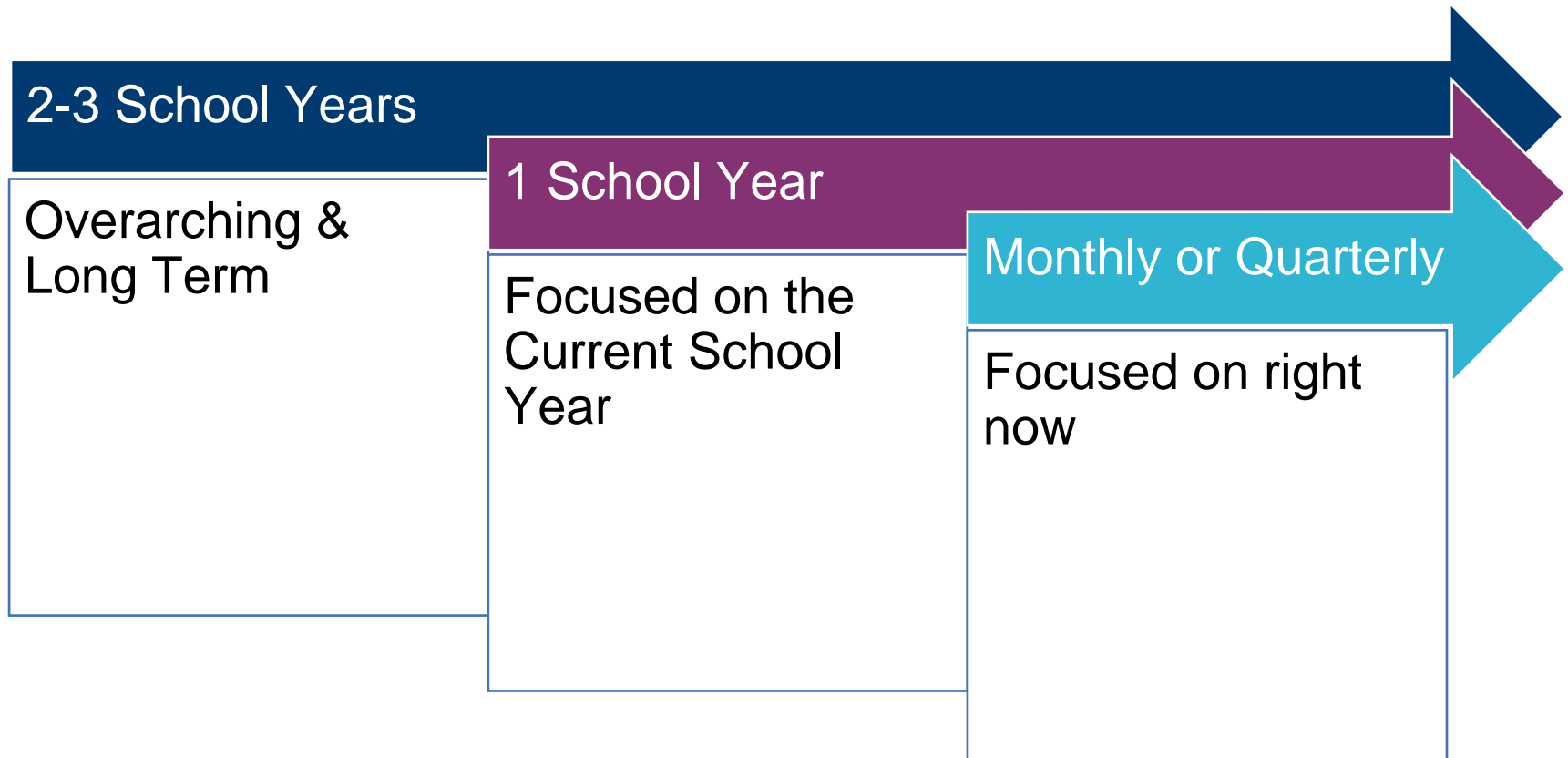
- Key Indicator A1.07 - All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- Key Indicator A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. *(WiseWays focus area is the MTSS Connection regarding the use of the tiered model of support for students most at risk for difficult behaviors.)*

Action Steps:

- Implement a behavior intervention program (PBIS) that will be used by all faculty and staff in the building with fidelity.
- Create multiple PBIS matrices to display in various areas throughout the school, serving as a reminder to students about behavior expectations in that specific area.
- Provide professional development for teachers on classroom management.
- Provide professional development for teachers and teacher assistants on restoration and conflict resolution through a tiered approach. (Faculty and staff identified as Tier 3 will attend all four sessions. Those identified as Tier 2 will attend the first and last session. Faculty and staff identified as Tier 1 will attend session 1)
- A • Conduct quarterly grade-level expectation meetings to reinforce behavior expectations for all students.



Writing Goals



Tips for Writing Goals

- Create your goals in the “Set Direction” section; Mission and Goals; scroll to the bottom
- Follow your district guidance around goal setting.
- Your **data** should inform the goals you set.
- Use SMART characteristics (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely).
- Plan for multiple years.
- Tie goals to specific indicators.
 - *A goal can be linked to multiple indicators.*
 - *An indicator can support more than one goal.*

Goal Examples

Your goals should ideally start with action-oriented and specific words that convey a clear intention and are measurable. Here are some words that can be used to start goals:

Achieve:

- Example: "Achieve a 10% improvement in student test scores."

Increase:

- Example: "Increase student engagement in extracurricular activities by 15%."

Reduce:

- Example: "Reduce student absenteeism by 20% through targeted interventions."

Decrease:

- Example: "Decrease student office and classroom discipline referrals."

Improve:

- Example: "Improve reading proficiency for elementary students."

Starting your goals with these action-oriented words helps provide clarity and focus on the **desired outcomes you want to achieve**. Finally, do you have a baseline of comparison?

Connect your Goals to Indicators

By June 2022, as measured by our performance composite scores, Awesome Middle School will increase our school performance grade score by 5% from 40 to 42. (A1.07; A2.05; A4.01; C1.01)

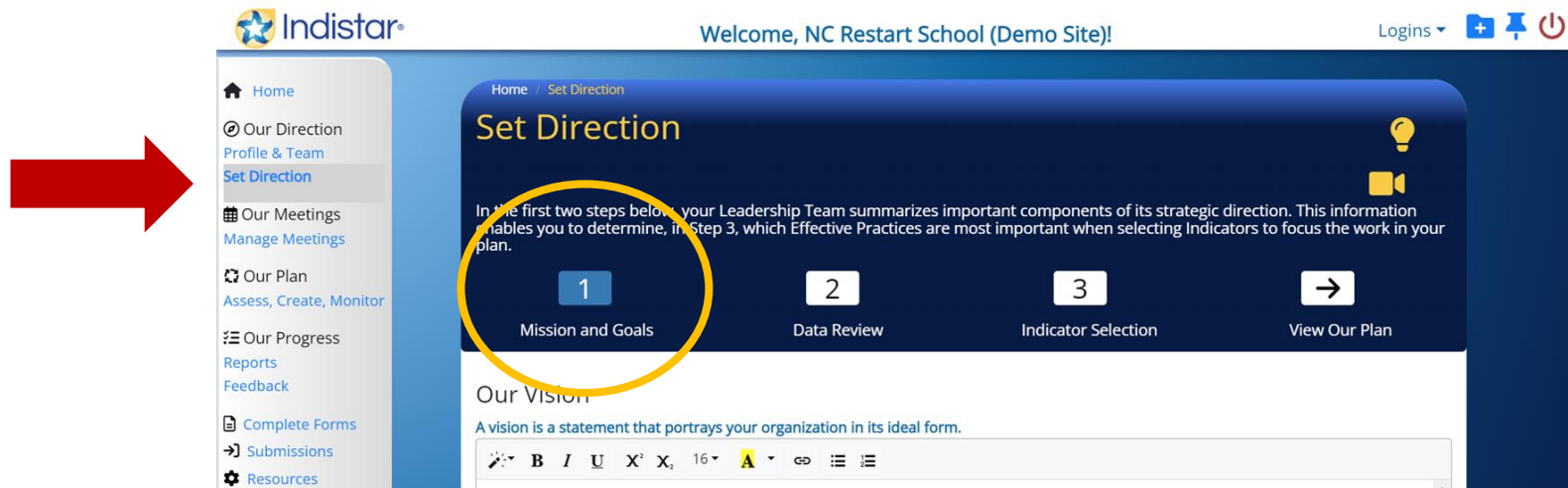
Indicator Alignment

- **A1.07:** ALL teachers employ effective classroom management and reinforce classroom procedures by positively teaching them.
- **A2.05:** ALL teachers develop weekly lesson plans based on aligned units of instruction.
- **A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- **C1.01:** The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.

A



Where to Find it in NCStar



- Click on “Set Direction.”
- It opens to Mission and Goals.
- Scroll down past the school’s Vision, Values and Mission, to access **Goals**.

A





Work Time



10 minutes

Choose one or more of these areas to refine in your SIP.

- a. Check to make sure your goals are **not written as action steps**.
 - “Your goals should begin with words like “Increase” “Decrease”
 - b. Check to make sure your goals are current.
 - c. Update goals as needed.
 - d. Based on your data, do you need to adjust your goals?
-
- Choose a goal to work with in more depth after we return from lunch. Make sure that you have a tool to measure your progress.
 - Please let us know if you have any questions.

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Questions?



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**LUNCH
TIME**



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Welcome! Lighting the Path to Student Success

Spring 2024 NCStar Training

Day 1 Afternoon





Work Time!



5 minutes

Performance Measures Planning Example Review

Before we take a deep dive into how Performance Measures can enhance your goals...



- Please take a few minutes to review **at least two** examples from the [Performance Measures Planning Examples](#) document.

Using Performance Measures

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What Are Performance Measures?

- Data points that allow a school to track progress by breaking a goal into its more manageable and easier to monitor component parts.
- Allow monitoring of interim progress, if appropriate.
- Used to break down a goal in a variety of ways.
- Performance Measures data summarized in *Our Direction* report.

B



Why use Performance Measures?

Helps **break down the data** for a particular goal

- Sub-group
- Grade level
- Cohort

Facilitates tracking goal **progress over time**

- Yearly
- Quarterly
- Monthly

Performance Measures Vocabulary

Goal: The School Improvement Goal you are working with.

Performance Indicator:
A brief description of **what** and **who** you are measuring.

Data Source:
The **tool** you are using to measure the Performance Indicator.

Baseline Year:
The **initial date** from which you are measuring progress.

Baseline:
The **data point from your initial date** from which you'll be measuring progress.

Target Date:
The first **date** in which you are going to **monitor progress**.

Target:
The **goal** you want to reach by the first Target Date.

Actual:
*The **actual number** or percent you reached **at** the first Target Date.*

B

Accessing the Performance Measures in NCStar

B

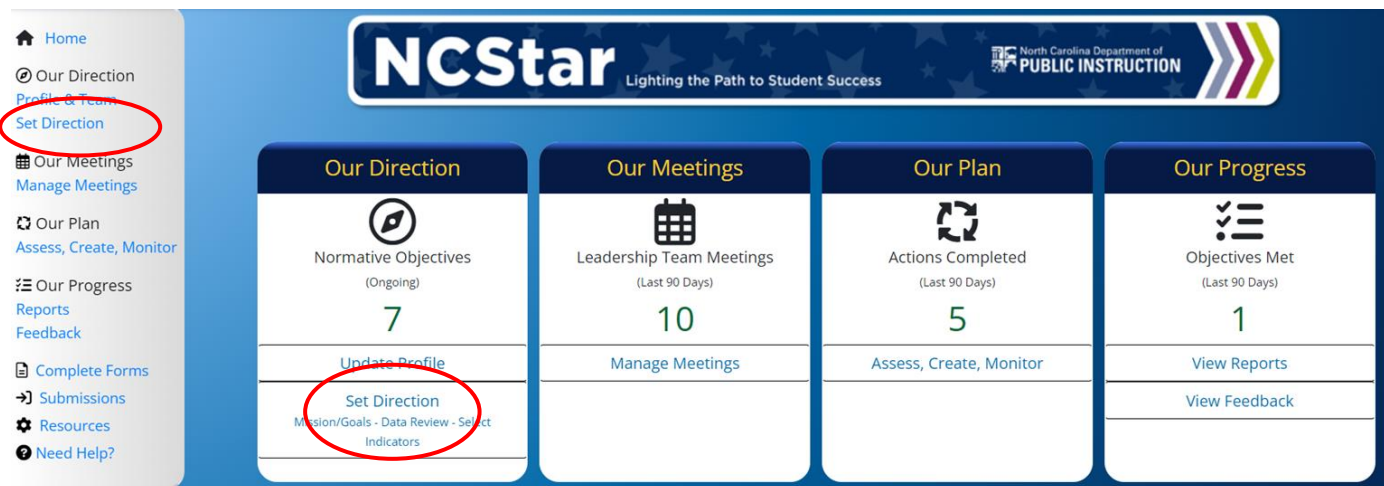


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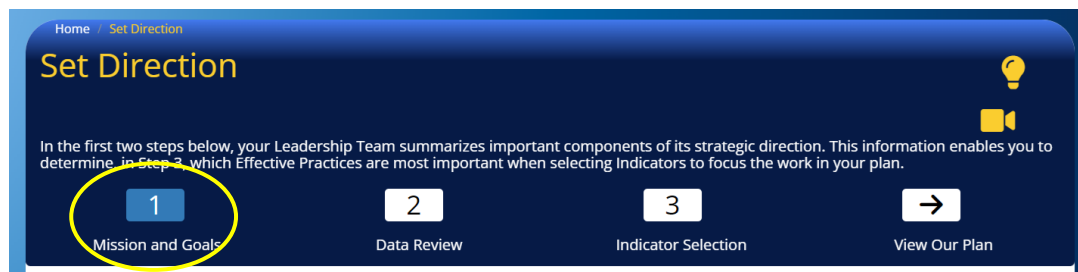
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Accessing the Performance Measures in NCStar

From the Home page click on Set Direction which is part of Our Direction found in the far-left column or at the bottom of the “Our Direction” section in the center of the page.



The new page defaults to Box 1, Mission and Goals. Scroll down to your goals.



Accessing the Performance Measures in NCStar

Goal	Performance Measure(s)
Increase composite math performance to 70% by June 2023 (PD).	3
Reduce out of school suspensions from 75 to 30 by the end of the school year (PD).	1
By June 2021 increase overall Biology subgroup proficiency from 30% to 40% (PD).	3
Increase parental engagement at school-wide events to 90% by June 2023 (PD).	1

[Add Goal](#)

Click on the goal you want to work with

Creating Performance Measures

B



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Performance Measures Example

Goal:

Increase composite math achievement to 70% by June 2024.

Performance Indicator:

4th Grade Math Achievement

Data Source: 4th Grade Math EOG	Baseline Year: 2018-2019	Baseline: 50%
Target Date: 2021-22	Target: 60%	Actual: 53%
Target Date: 2022-23	Target: 70% 62%	Actual: 64%
Target Date: 2023-24	Target: 80% 70%	Actual:

Performance Indicator:

5th Grade Math Achievement

Data Source: 5th Grade Math EOG	Baseline Year: 2018-2019	Baseline: 50%
Target Date: 2021-22	Target: 57%	Actual: 65%
Target Date: 2022-23	Target: 64%	Actual: 70%
Target Date: 2023-24	Target: 70%	Actual:

B



Creating Performance Measures

In Set Direction, we are going to navigate to “Our Goals” and click onto the goal we want to work with:

Our Goal:

Increase composite math proficiency to 70% by June 2024.

Creating Performance Measures

- Click on **Add Performance Measure** to get started.

Performance Indicator

Grade 5 Math Achievement

Data Source

Grade 5 Math EOG

Baseline Year

2018-2019

Baseline*

50

☒ %

* Mark the checkbox if the number is %.

Target Year/Date	Target*	Actual*	
2021-2022	57 <input checked="" type="checkbox"/> %	65 <input checked="" type="checkbox"/> %	
	* Mark the checkbox if the number is %.		
2022-2023	64 <input checked="" type="checkbox"/> %	70 <input checked="" type="checkbox"/> %	
	* Mark the checkbox if the number is %.		
2023-2024	70 <input checked="" type="checkbox"/> %	<input checked="" type="checkbox"/> %	
	* Mark the checkbox if the number is %.		

Add Target Year/Date

Add Performance Measure

Delete Goal

Save

Close

The Goal Determines the Performance Measure

Goal: By June 2024, as measured by our performance composite scores, Awesome Middle School will increase our school performance score by 5% from 40 to 42.
(A1.07; A2.05; A4.01; C1.01)

Who and **what** might you measure to monitor progress towards reaching this goal?



Creating Performance Measures

- The **Performance Indicator** describes what you're measuring and who you're measuring.
- For example, biology performance of Hispanic students or Biology Composite data.
- This is NOT an indicator such as A1.07

Performance Indicator

Grade 3 Math Achievement



Data Source

Grade 3 Math EOG

Baseline Year

2018-2019

Baseline*

43



* Mark the checkbox if the number is %.

B



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Leading & Lagging Measures

- Typically, we use lagging measures in Performance Indicators. You can also use leading measures as well.
- A **leading measure** is a more incremental measure that you might use to frequently monitor progress towards a goal.
 - Monthly attendance, interim benchmarks, iReady data, etc.
- A **lagging measure** is a larger more summative measure you can't progress monitor at regular intervals.
 - Biology EOC, Math EOG, etc.

Creating Performance Measures

- Input the **Data Source**. What is the measure we are going to use to monitor progress?
- You do not have to use EOG/EOC data. You can use any data source you want - benchmarks, iStation, mClass, referral/suspension data, etc.
- From what year are you measuring your progress? This is your **Baseline Year**.
- The **Baseline** is the actual data point from the Baseline Year.
- Be sure to click % box if using percent.

Performance Indicator

Grade 3 Math Achievement



Data Source

Grade 3 Math EOG

Baseline Year

2018-2019

Baseline*

43



* Mark the checkbox if the number is %.

B



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Creating Performance Measures

- The **Target Year/Date** is the date in which we are going to monitor progress.
- The **Target** is the goal we want to reach that Target Year/Date.
- Once we know the actual outcome, we put the data in the Actual box.
- Click on “Add Target Year/Date” to add more Target Years/Dates.

Performance Indicator

Grade 3 Math Achievement

Data Source: Grade 3 Math EOG

Baseline Year: 2018-2019

Baseline*: 43 ☒ %

* Mark the checkbox if the number is %.

Target Year/Date	Target*	Actual*
2021-2022	50 <input checked="" type="checkbox"/> %	52 <input checked="" type="checkbox"/> %
2022-2023	57 <input checked="" type="checkbox"/> %	58 <input checked="" type="checkbox"/> %
2023-2024	65 <input checked="" type="checkbox"/> %	63 <input checked="" type="checkbox"/> %

* Mark the checkbox if the number is %.

Add Target Year/Date

Performance Measures Planning Template

Goal #1:		
Performance Indicator:		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Performance Indicator:		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Performance Indicator:		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

<https://bit.ly/PerformanceMeasuresPlanning>



Work Time!



15 minutes

Goals and Performance Measures

- **Goals & Performance Measures**
 - Use the goal you chose before lunch at our last work time.
 - Align or update the performance measures for that goal in the Performance Measures Planning Template.
 - Consider subgroups, grade levels, cohorts, etc. and use the Performance Measures Example Guide to help guide your thinking.
- If you have individual questions, now is a great time to ask.

Questions?



B



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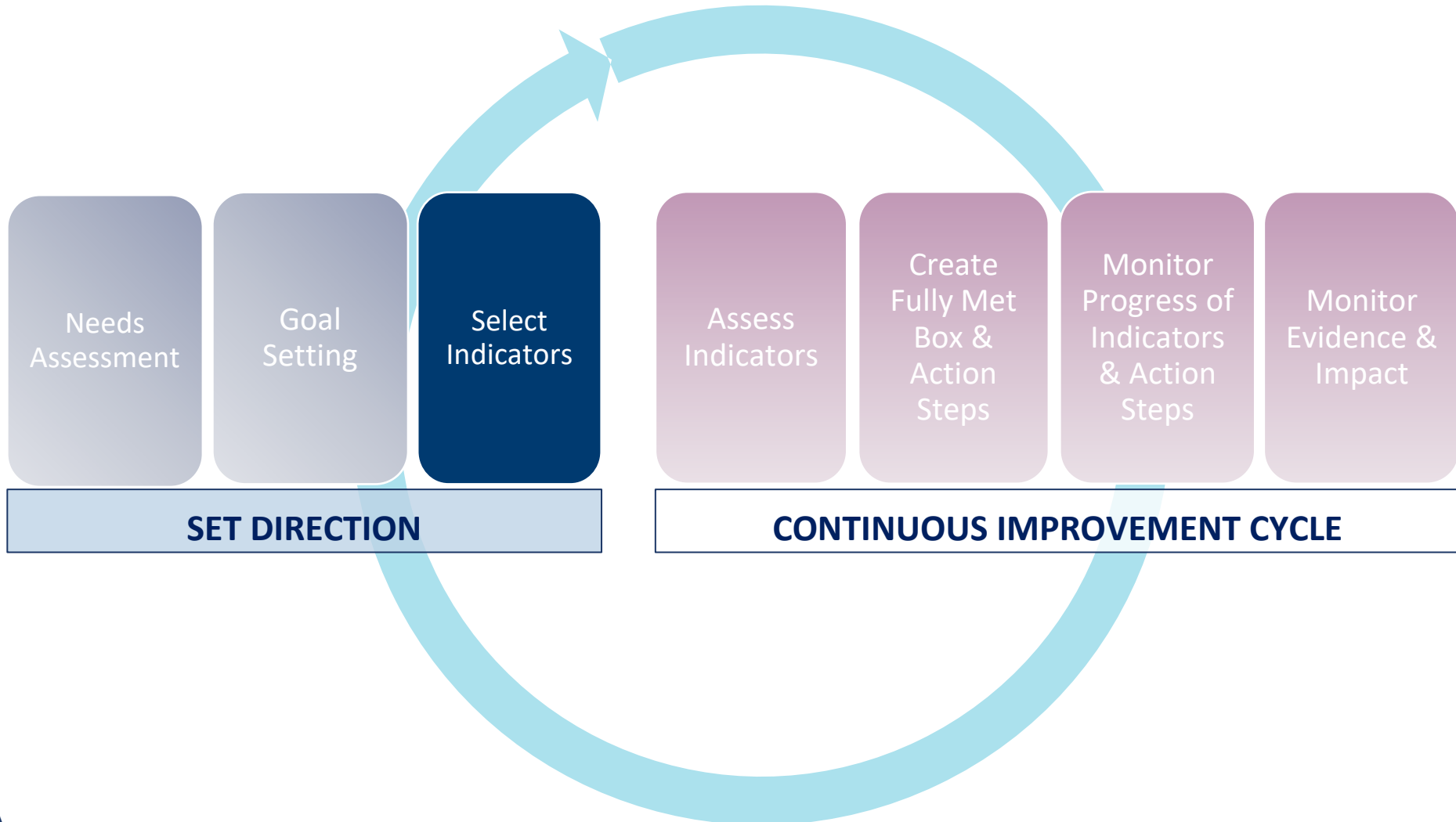
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Selecting Indicators

A



NCStar Continuous Improvement Pathway



A



Alignment of the 130 Indicators or “Research-Based Effective Practices”

CNA Dimensions (Default Setting)

Instructional Excellence &
Alignment
Leadership Capacity
Professional Capacity
Planning & Operational
Effectiveness
Families & Communities

Digital Learning Focus Areas

Leadership in Digital
Learning
Digital Citizenship
Digital Content &
Instruction
Data & Assessment
Vision & Strategy
Content & Instruction
Human Capacity & Culture
Personal Growth &
Connectedness
Community

MTSS Components

Three Tiered-Instructional /
Intervention Model
Leadership
Data Evaluation
Data-Based Problem
Solving
Building the Capacity /
Infrastructure for
Implementation
Communication &
Collaboration

A



Alignment of the 130 Indicators or “Research-Based Effective Practices”

NC SEL

Explicit SEL Instruction
SEL Integrated w. Academic Instruction
Youth Voice & Engagement
Supportive School & Classroom Climates
Focus on Adult SEL
Supportive Discipline
A Continuum of Integrated Supports
Authentic Family & Community partnerships
Systems for Continuous Improvement

Teacher Working Conditions

Retention
School Leadership
Teacher Leadership
Managing Student Conduct
Safety & Well Being
Facilities & Resources
Community Support & Involvement
Professional Learning & Support
Instructional Practices & Supports
Time
Equity

Portrait of a Graduate Durable Skills

Adaptability
Collaboration
Communication
Critical Thinking
Empathy
Learner’s Mindset
Personal Responsibility

A



Selecting Your School's Indicators

- Select and Assess the 12 Key Indicators.
- Develop a realistic timeline for implementing the 12 Key Indicators.
- Choose 3-6 indicators to work on during any school year
- Look for additional indicators that might be “quick wins.”
- Consult the indicator's WiseWays for information about expectations for the indicator, strategies, and the research behind the indicator.

A



CSI and ATSI Plans



Of the 3-6 Indicators prioritized, the following indicators need to be implemented for the following types of schools:

<u>Type</u>	<u>Indicator(s)</u>
ATSI	D1.02, A4.01
CSI - LG	D1.02, *A4.10
CSI - LP	D1.02, A4.01

A school with multiple federal designations will need to implement and prioritize each indicator listed under each designation.

For example:

Of the indicators selected and assessed within the plan, an ATSI & CSI-LG High School will need to implement and prioritize Indicators A4.01, A4.10, and D1.02

* Not a **KEY** Indicator



The 12 Key NCStar Indicators

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.

A4.01: The school implements 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.



The 12 Key NCStar Indicators

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.



Leadership Team Meetings – Key Indicator B1.03

NCStar users are required to have 2 meetings per month:

- Meeting #1 is the School Improvement Team
- Meeting #2 may be flexible in function
 - A second SIT meeting
 - SIT Committee meetings
 - MTSS meetings
 - Grade level meeting
 - Admin team meeting

Minutes for both meetings are captured in NCStar

The 12 Key NCStar Indicators

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.

D1.02: The **LEA/School** has aligned resource allocation (money, time, human resources) within each school's instructional priorities.



E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).



A



Prioritization & Target Dates

A



Indicator	Key?	Assessed?	Assigned To	Due
A1.07	Yes	Yes	Principal	June 2024
A2.04	Yes	No	AP	June 2024
A4.01	Yes	Yes	Process Manager	June 2024
A4.06	Yes	No	Principal	June 2024
A4.16	Yes	Yes	AP	June 2024
B1.03	Yes	Yes	Principal	June 2024
B2.03	Yes	No	Principal	June 2024
B3.03	Yes	Yes	AP	June 2024
C2.01	Yes	No	AP	June 2024
C3.04	Yes	Yes	Process Manager	June 2024
D1.02	Yes	No	Process Manager	June 2024
E1.06	Yes	No	Process Manager	June 2024
E1.08	No	Yes	Principal	June 2024



Indicator	Key?	Assessed?	Assigned To	Due
A1.07	Yes	Yes	1st Grade Teacher	June 2025
A2.04*	Yes	Yes	AP	February 2024
A4.01	Yes	Yes	MTSS Facilitator	August 2025
A4.06	Yes	Yes	Counselor	December 2025
A4.16*	Yes	Yes	4th/5th Grade Teacher	March 2024
B1.03*	Yes	Yes	Process Manager	November 2024
B2.03	Yes	Yes	Coach	June 2026
B3.03*	Yes	Yes	Principal	May 2024
C2.01	Yes	Yes	Principal	Fully Implemented
C3.04	Yes	Yes	Counselor/Kinder Teacher	August 2026
E1.06	Yes	Yes	Parent	December 2026
E1.08*	No	Yes	2nd/3rd Grade Teacher	December 2024
D1.02 A	Yes	Yes	Assistant Principal	May 2027

Indicator	Key?	Assessed?	Assigned To	Due
B1.03*	Yes	Yes	Process Manager	November 2024
E1.08*	No	Yes	2nd/3rd Grade Teacher	December 2024
A2.04*	Yes	Yes	Assistant Principal	February 2024
A4.16*	Yes	Yes	4th/5th Grade Teacher	March 2024
B3.03*	Yes	Yes	Principal	May 2024
A4.06	Yes	Yes	Counselor	December 2025
A1.07	Yes	Yes	1st Grade Teacher	June 2025
A4.01	Yes	Yes	MTSS Facilitator	August 2025
E1.06	Yes	Yes	Parent	December 2026
B2.03	Yes	Yes	Coach	June 2026
C3.04	Yes	Yes	Counselor/Kinder Teacher	August 2026
D1.02	Yes	Yes	Assistant Principal	May 2027
C2.01	Yes	Yes	Principal	Fully Implemented



Questions?



A





A



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Cleaning Up Your SIP & Archiving

B





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Save Your Report!

Regardless of the decision you make to *clean up* or *level-set* your plan, always save a copy of your plan before making changes.

To do this....

- Click on “Reports”
- Click on “Comprehensive Report”
 - Apply any desired filter
 - Click onto the save icon  
- Save a copy to your computer or your drive and/or print it.

Follow the same steps for the OUR DIRECTION report

Clean-Up Options

Three Options

- Unselecting Indicators
- Overwriting
- Archiving

#1 - Unselecting Indicators

This allows you to remove an indicator from your plan.

- In Set Direction, Box #3 - Indicator Selection:
 - When an indicator is **Green**, it is in your plan.
 - When an indicator is **Yellow**, it is not in your plan.
- When the indicator is Yellow, it won't appear in the the Assess/Create/Monitor Section of NCStar.
- It also will not show up in your Comprehensive Report (SIP).
- **GREAT NEWS:** The indicator remains fully intact. All information is still in NCStar including the Initial Assessment, Fully Met box, and all Action Steps.


#1 - Unselecting Indicators

Not in your plan

A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hours blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (5092)	Not Assessed
-------	---	--------------

►Facilities & Resources

1 of 2

D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)	 Has Actions
-------	---	---

In your plan

To unselect an indicator that is in your plan (it's green), simply click on it and it will turn yellow. To add it back, click on it again and it will turn green,

#2 - Overwriting

Anything in a text box, radio button, or drop down menu can be changed including:

- *Priority Score*
- *Opportunity Score*
- *Current Implementation Box*
- *Assigned Team Member*
- *Target Date*
- *Fully Met Box*
- *All aspects of each Action Step*



There is no “BACK” button; therefore, when you “overwrite” (Write Over) anything in NCStar, you should have already downloaded a Comprehensive Report and/ or an Our Direction Report just in case you need to refer back to previous information. Remember to hit the “Save” button anytime you see one.

#3 - Archiving

When “archiving” an indicator, your team has made the decision to restart the work on that specific indicator. Archiving means you are starting from scratch because you:

- *Fully Met the indicator and want to completely start over*
- *Are ready for a reset of that Indicator.*



Once you archive an indicator, if you no longer want it in your plan, you must go to Set Direction and make it YELLOW! An Archived Indicator will remain in your plan if you do not go to Set Direction to remove it from your plan.

#3 - Archiving

Once you archive a **key** indicator, you must reassess it by addressing the following areas in ASSESS:

- Initial Level of Development
- Priority Score and Opportunity Score
- Current Level of Implementation

In the CREATE section,

- Assign a member of your SIT to monitor the indicator
- Assign a target date.

If the indicator is a priority for this school year, you must also complete the Fully Met box and action steps.

If it is **not a key** indicator; unselect it in Set Direction



IMPORTANT: Information about archived indicators is stored in NCStar, but not available to automatically add back into your plan. You must add the information manually. *If an indicator has been Archived; this gray button is in the top right hand corner and contains the history of the indicator. You can click his button and cut and paste from there.*

Indicator History

Archiving Indicators

The screenshot shows the Indistar Success Cycle interface. On the left is a sidebar menu with options: Main Menu, Home, Our Direction (Update Profile, Set Direction), Our Meetings (Manage Meetings), Success Cycle (highlighted with a red circle and containing links for Views, Create, Monitor), Our Progress (Reports, Feedback), Resources, Program Contact, and Tech Support. The main content area is titled 'Success Cycle' and includes a header with 'Home' and 'Success Cycle'. Below the header, it states 'The Success Cycle will default to display all selected indicators.' and has buttons for 'Filters', 'Reports', 'Add or Edit Selected Indicators', and 'Archive Indicators' (highlighted with a yellow arrow). A warning message indicates 'Past Due Objective* or Action(s)' with a note that an objective must include at least 1 action to be marked 'past due' and a link for 'past due target dates'. A 'Key Indicator' section is also present. At the bottom, a table displays indicators with columns for Initial Implementation, Index Score, Assigned to, Target date, # of Actions, Progress Status, and Completed Date. The table lists two indicators under 'Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.10)'. The first indicator, A1.07, shows 'Full' implementation, an index score of 0, and a 'Fully Objective Met' status. The second indicator, A2.04, shows 'Limited' implementation, an index score of 6, and a 'Fully Objective' status.

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 employ effective classroom management and reinforce classroom rules and procedures by positively teaching them, (5088)	Full 09/27/2018	0				Fully Objective Met	09/27/2018
Dimension A - Instructional Excellence and Alignment - Curriculum and Instructional alignment - (A2.01 - A2.28)							
A2.04 Instructional Teams develop standards-aligned units of	Limited	6	removed	06/28/2018	4	Fully Objective	09/27/2018

- If it has been 2 years since the Initial Assessment, you can archive an Indicator
- Click on the green “Archive Indicators” button to see which Indicators are ready to be archived

Archiving Indicators

Home > Archive Indicators

Archive indicators

Leadership Teams may self-archive Indicators below if they are marked ready for archive. Archive settings are based on the Initial Date of Assessment and an anniversary date set by SEA/LEA Administrators.

Leadership Teams are encouraged to review full details of each indicator they wish to reset/archive (see Comprehensive Report).

[Comprehensive Report](#)

To archive all previous work for an indicator, simply click "Archive".

All previous history may be found for each indicator within the Success Cycle, as teams work on their plan.

🔑 = Key Indicator ✓ = Currently Selected Indicators in Success Cycle

[Print Page](#)

Success Indicators	Archive	Available for Archive	Progress Status
🔑 ✓ A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)		9/26/2020	
🔑 ✓ A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)	Archive		Full/Objective Met
🔑 ✓ A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)	Archive		83.00%
🔑 ✓ A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)	Archive		40.00%
🔑 ✓ A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions from grade to grade and level to level. (5424)		10/22/2020	0.00%

- Once the archive button is pressed, all the work of that Indicator is archived in a new section
- The Indicator will have been reset to reassess and plan as needed

B



Archiving Indicators

The screenshot shows a web application interface for 'Assess'. The top navigation bar includes 'Home', 'Success Cycle', and 'Assess Create Monitor'. The left sidebar contains a 'Main Menu' with links to 'Home', 'Our Direction', 'Our Meetings', 'Success Cycle', 'Our Progress', 'Resources', 'Program Contact', and 'Tech Support'. The main content area is titled 'Assess' and features four tabs: 'Wise Ways', 'Indicator in Action', 'Tools', and 'Indicator History'. The 'Indicator History' tab is circled in orange. Below the tabs, there is a message: 'All fields in the Assess section are required.' followed by three sections: 'Initial Level of Development' with radio buttons for 'No Development or Implementation', 'Limited Development or Implementation', and 'Full Implementation'; 'Priority Score' with radio buttons for '3 - Highest priority', '2 - Medium priority', and '1 - Lowest priority'; and 'Opportunity Score' with radio buttons for '3 - Easy to address', '2 - Accomplished in current policy/budget', and '1 - Requires changes in current policy/budget'.

- An Indicator History button contains all archived historical work for that specific Indicator

Archiving Documents

Home / Document Upload

Document Upload

You have uploaded or restored 8 files out of the allowed 175 files.

[Upload a New File](#)

Selected Folder: Indicator A1.07 Evidence

[View Archived Files](#)

Sites will soon be able to archive ALL files within a folder or... files one by one.

Folders (click to view files)	# Files	Share
A2.07	1	<input type="checkbox"/>
E1.06	1	<input type="checkbox"/>
Indicator A1.07 Evidence	2	<input type="checkbox"/>

Title	Upload Date	Uploaded By	Archive
File 2 - Indicator A1.07 Evidence	10/17/19	Mr. Johnson	<input type="checkbox"/>
File 3 - Indicator A1.07 Evidence	10/17/19	School	<input type="checkbox"/>

If any file needs to be active again, sites can quickly and easily restore files by reviewing a list of Archived Files.

Restore File	Title	Upload Date	Uploaded By	Folder Name	Type
<input type="checkbox"/>	File 1 - Indicator A1.07 Evidence	10/17/19	Me	Indicator A1.07 Evidence	pdf
<input type="checkbox"/>	File 2 - Indicator A1.07 Evidence	10/17/19	Mr. Johnson	Indicator A1.07 Evidence	Link
<input type="checkbox"/>	File 3 - Indicator A1.07 Evidence	10/17/19	School	Indicator A1.07 Evidence	Link

Live Demo 2

indistar.org



- Follow along by logging into NCStar using your school's login and username

- Set Direction
 - Needs Assessment – School Self Assessment
 - Mission and Goals
 - Performance Measures
 - Data Review
 - Indicator Selection *(Adding and Deleting Indicators from your plan)*
 - Archiving



Work Time



10 minutes

- Monitor
 - Clean-Up
 - Adjust target dates for indicators
 - Adjust target dates for action steps
 - Make edits, as needed
- Set Direction
 - Needs Assessment
 - Mission & Goals
 - Connecting Goals to Indicators (Effective Practices)
 - Performance Measures
 - Data Review – Optional
 - Indicator Selection
 - Crosswalks
- Working with your table, choose one or more of these areas to refine within your SIP
- If you have individual questions, now is a great time to ask

B



Questions?



B



Welcome! Lighting the Path to Student Success

Spring 2024 NCStar Training

Day 2 Morning



PUBLIC SCHOOLS OF NORTH CAROLINA

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NCStar's Continuous Improvement Cycle

A



Review Quiz Answers

Where can you go to find a list of the 12 Key Indicators, the PowerPoint of today's presentation, the Performance Measures Planning Template, and NCStar How To videos?

NCStar Weebly

A



Review Quiz Answers

**Where can you find your
SIP Goals in NCStar?**

In Set Direction

A



Review Quiz Answers

On the Home page of NCStar, how many meetings should be visible in the “Manage Meetings” box?

6

A



Review Quiz Answers

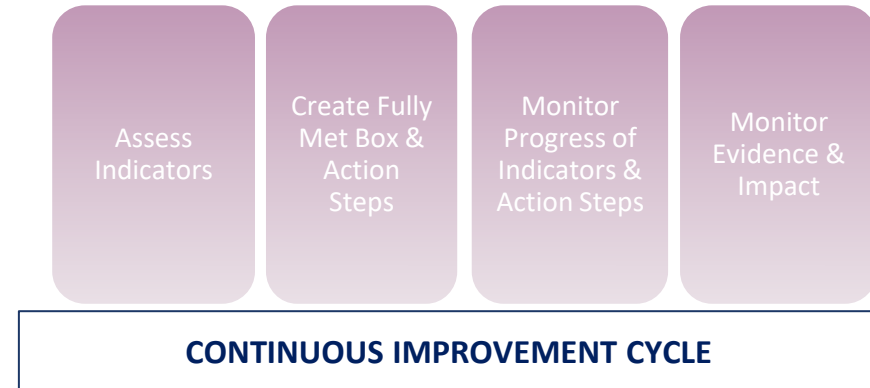
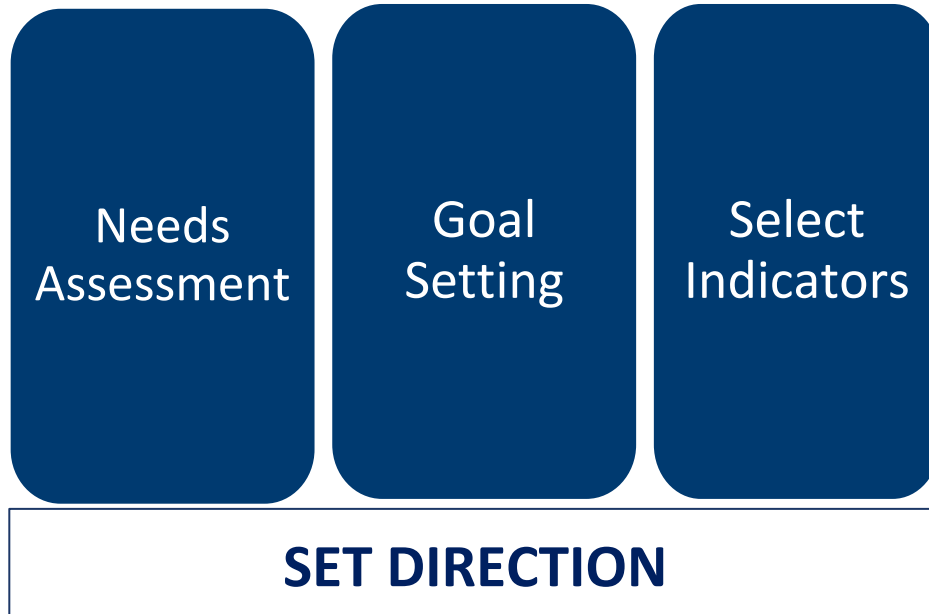
In NCStar, where would you go to find Coaching Comments from your District Leaders?

Feedback

A

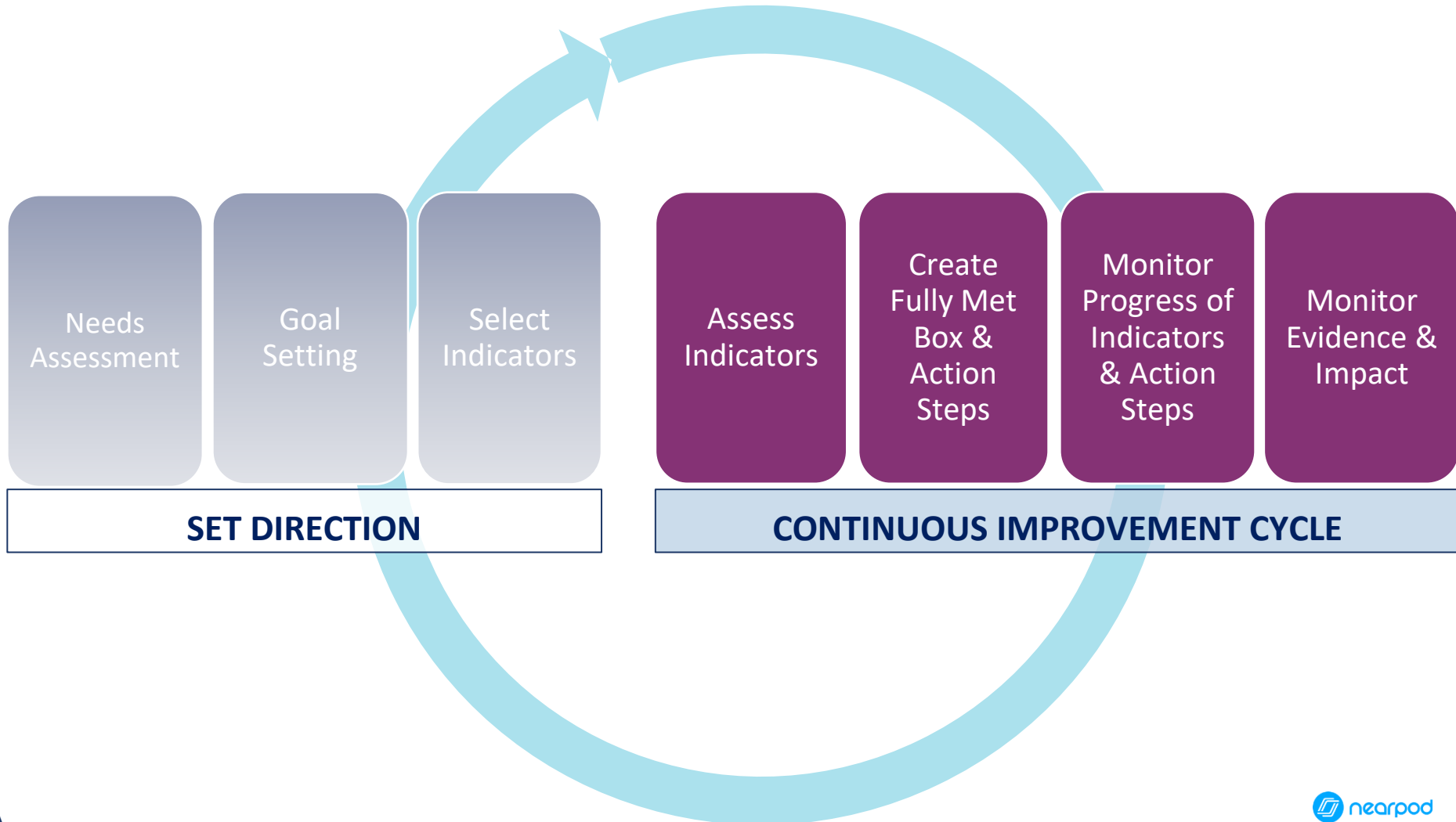


Review from Yesterday



- Why use NCStar?
- SIT Building Blocks
- Key Indicators
- NCStar Weebly
- Wise Ways
- Performance Measures
- Using Reports
- Prioritization

NCStar Continuous Improvement Pathway





Work Time:

Choose An Indicator



10 minutes

1. **Choose an Indicator. You will use this for all Indicator planning activities today.**
 1. Click on “Assess, Create, Monitor”
 2. Scroll through your Indicator/Objective list.
 3. Are all 12 Key Indicators in your plan? If not, consider clicking onto “Set Direction” and adding all 12 to your plan by making them **GREEN.**
2. **Choose an Indicator that:**
 1. Will not be initially assessed at Full Implementation.
 2. Your school is already working on, but may need some refining.
 3. Is a Key indicator your school has not yet assessed.
3. **Do not use B1.03 and D1.02.**
4. **Write down your selected indicator.**

Overview of the Continuous Improvement Cycle

A



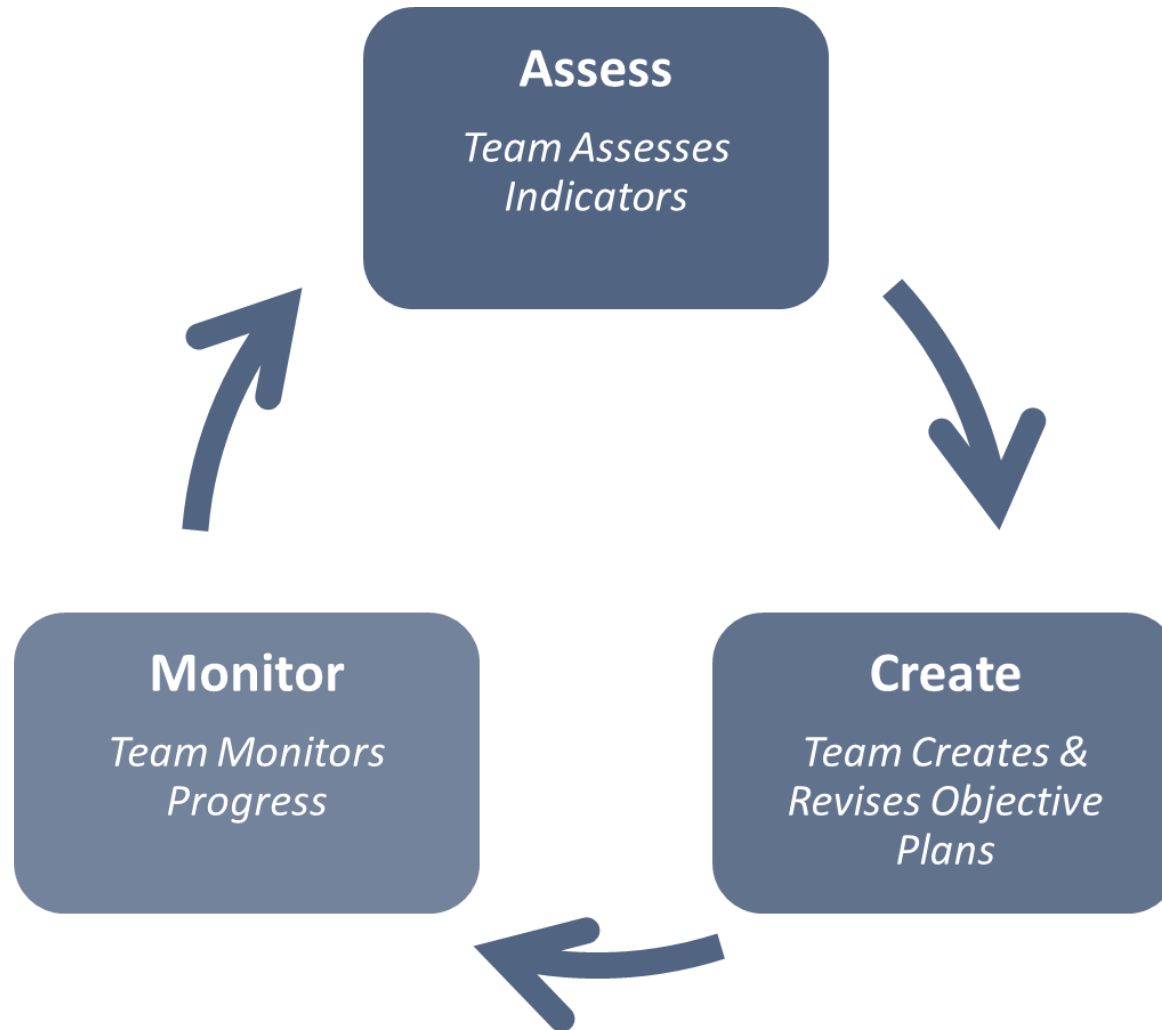
P.D.S.A. – Deming Cycle



A



The NCStar Continuous Improvement Cycle



A

Indicator Assessment Planning Template

A



Indicator Assessment Planning Template

Copy of Indicator Planning Template_Fall 2023

File Edit View Insert Format Data Tools Extensions Help

100% 123 Default... 10 B I A

	A	B	C	D	E	F	G	H	I	J	K
1	Indicator	Key?	Assessed?	Assigned To	Target Date						
2	A1.07	Yes									
3	A2.04	Yes									
4	A4.01	Yes									
5	A4.06	Yes									
6	A4.16	Yes									
7	B1.03	Yes									
8	B2.03	Yes									
9	B3.03	Yes									
10	C2.01	Yes									
11	C3.04	Yes									
12	D1.02	Yes									
13	E1.06	Yes									
14											
15											
16											
17											
18											
19											
20											
21											
22											

bit.ly/IndicatorPlanning1

nearpod

Master Tracking A1.07 A2.04 A4.01 A4.06 A4.16 B1.03 B2.03 B3.03 C2.01 C3.04



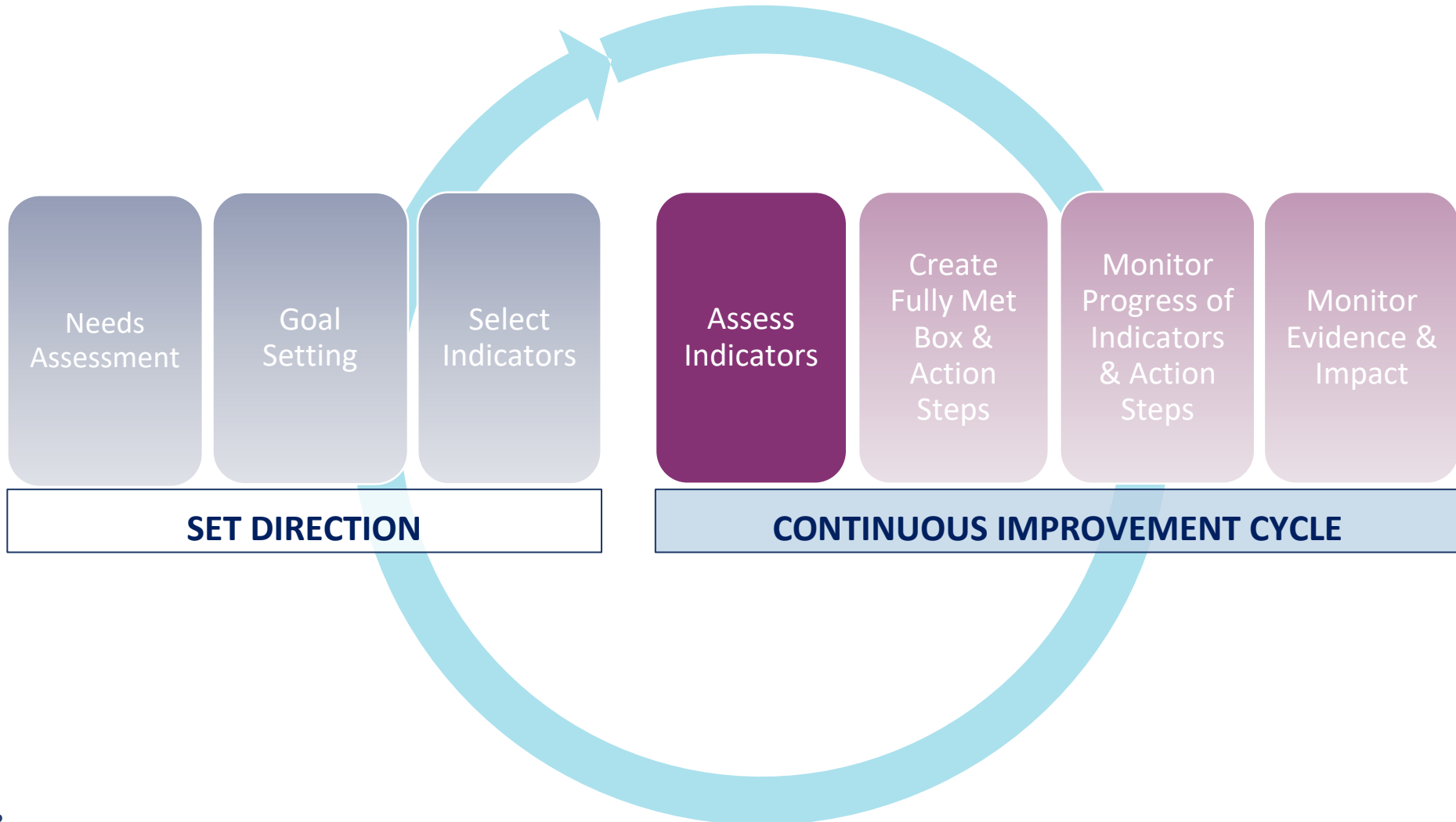
Continuous Improvement Cycle:

Assess

B



NCStar Continuous Improvement Pathway



B





What steps do I take to Assess an Indicator?

Assessing an Indicator is made up of four actions:

1. Determine the Initial Level of Development
 2. Determine the Priority Score
 3. Determine the Opportunity Score
 4. Describe the Current Implementation Status
- *Once you have completed all four of these actions, your Indicator has been **fully assessed**.*

Assess: Initial Level of Development

Home / Our Plan / Assess Create Monitor

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

Indicator: A2.05: ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)

Assess

Wise Ways Indicator in Action

All fields in the Assess section are required.

Initial Level of Development:

☐ No Development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation

Save

A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction

- ***No Development*** - The desired practice is NOT ingrained in the institution/school
- ***Limited Development*** - The desired practice is ingrained in parts of the institution/school
- ***Full Implementation/Completed*** - The desired practice (or action step) is ingrained in the culture of the day-to-day work of the institution/school

B



Assess – Priority and Opportunity Scores

Home / Our Plan / Assess Create Monitor

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

Indicator: A2.05: ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)

Assess

Wise Ways Indicator in Action

All fields in the Assess section are required.

Initial Level of Development: ☐ No Development or Implementation ☒ Limited Development or Implementation ☐ Full Implementation

Priority Score: ☐ 3 - Highest priority ☐ 2 - Medium priority ☐ 1 - Lowest priority

Opportunity Score: ☐ 3 - Easy to address ☐ 2 - Accomplished in current policy/budget ☐ 1 - Requires changes in current policy/budget

- **Priority Score** - Used to determine if work on the indicator is a high, medium, or low priority.
- **Opportunity Score** - Addresses how easy it is to work on an indicator

Assess – Index Score

Home / Our Plan

Our Plan

Lightbulb icon Video icon

The Success Cycle will default to display all selected Indicators.

Add or Edit Selected Indicators

Filters ▾

Reports ▾

Archive Indicators



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 16)	Initial Implementation	Index Score	Assigned to:	Target date:	# of Actions:	Progress Status	Completed Date
		A2.05 ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)	Limited 05/26/2021	6					

- The Opportunity Score and Priority Score are multiplied together.
- The product is an “Index Score.”
- The higher the Index Score, the easier it is to implement the indicator.
- The Index Score is found on the “*Our Plan*” page.

B



Assess – Current Implementation Efforts

The screenshot shows a web form titled 'Assess' with a yellow 'Indicator in Action' button. A red message states 'All fields in the Assess section are required.' The form includes three radio button sections: 'Initial Level of Development' (with 'Limited Development or Implementation' selected), 'Priority Score' (with '3 - Highest priority' selected), and 'Opportunity Score' (with '2 - Accomplished in current policy/budget' selected). Below these is a text area labeled 'Describe your current implementation efforts:', which is circled in red. The text area has a rich text editor toolbar above it. A blue 'Save' button is at the bottom right.

- This is a “State of the Union” for the indicator.
- It reflects what the school has in place at time of assessment.
- It does not describe where you are headed or what you would like to do.
- It is written in brutally honest terms.
- It should be written as a narrative.
- Consider including a date. Some schools update this as they implement new programs to capture what they have in place.
- Dates should be added each time an update is made.

Assess – Current Implementation Efforts

Assess

Wise WaysIndicator in ActionIndicator History

All fields in the Assess section are required.

Initial Level of Development:

☐ No Development or Implementation ☒ Limited Development or Implementation ☐ Full Implementation

! A plan has already been created for this objective. The Leadership Team should continue to complete all actions in order to meet the objective.

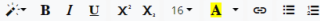
Priority Score:

☒ 3 - Highest priority ☐ 2 - Medium priority ☐ 1 - Lowest priority

Opportunity Score:

☐ 3 - Easy to address ☒ 2 - Accomplished in current policy/budget ☐ 1 - Requires changes in current policy/budget

Describe your current implementation efforts:



July 2023 Update – Using expected schoolwide lesson planning criteria (i.e., Lesson standard(s), Vocabulary, Objectives, Learning activities that include DOK level & personalized learning strategy, Assessment to check for student understanding, and Exit Ticket), teachers create weekly plans to meet the needs of their students.

July 2022 Update – All teachers have a shared online storage system for lesson plans.

July 2021 – Teachers use a variety of lesson planning formats with varying levels of detail, from notes in a planning book to detailed multi-point lesson plans that include formative assessment. This leads to inconsistency in both the quality of plans and best practices for instruction. Feedback on lesson planning is limited and inconsistent. There is no shared online storage system for lesson plans.

Save

July 2023 Update – Using expected schoolwide lesson planning criteria (i.e., Lesson standard(s), Vocabulary, Objectives, Learning activities that include DOK level & personalized learning strategy, Assessment to check for student understanding, and Exit Ticket), teachers create weekly plans to meet the needs of their students.

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Work Time - Assess



10 minutes

Working with your table, choose one or more of these areas to refine within your SIP:

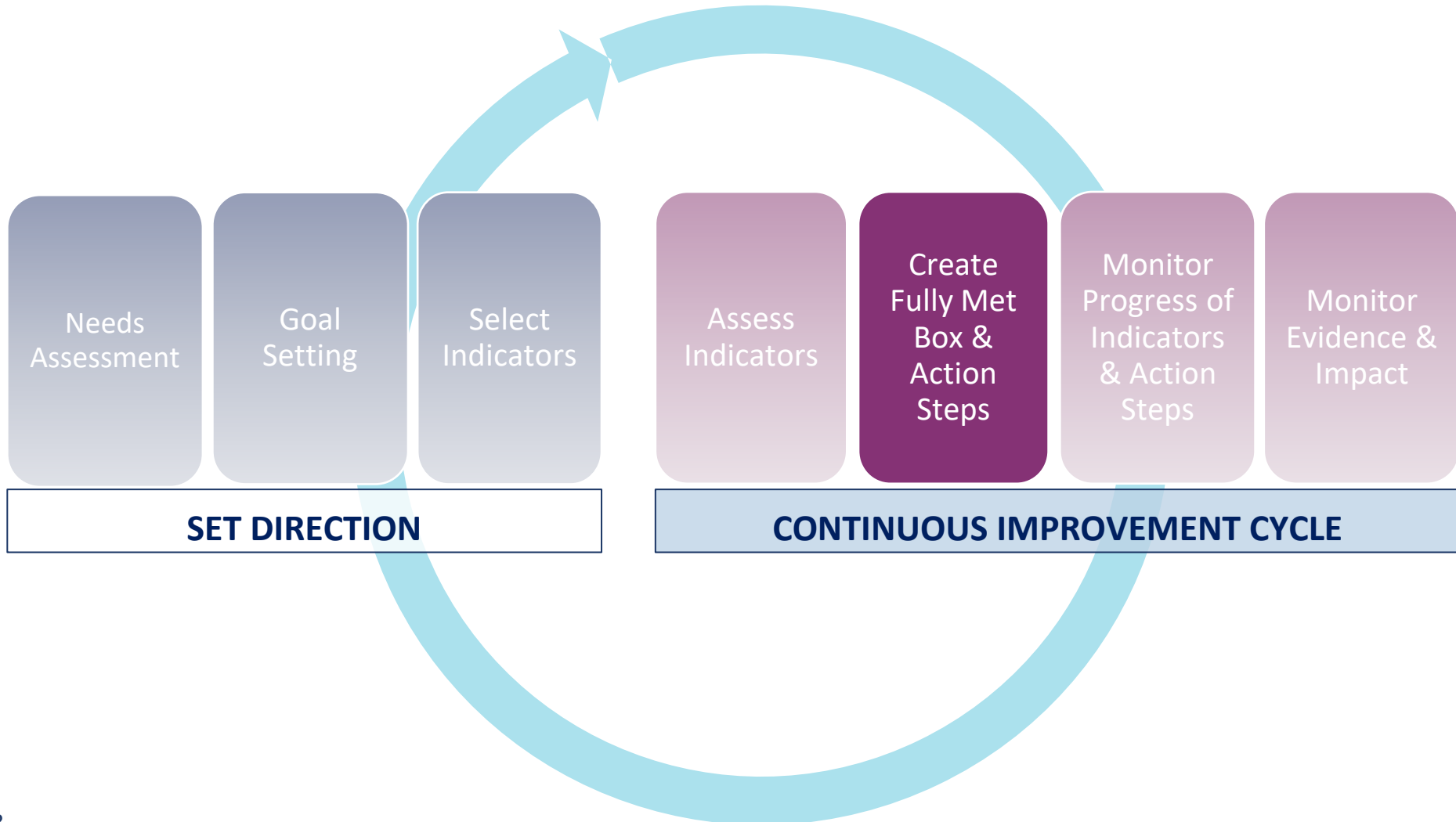
Assess

- Assess your selected Indicator.
- If time allows, assess another indicator.
- If you have individual questions, now is a great time to ask.

Continuous Improvement Cycle

Create

NCStar Continuous Improvement Pathway



B





What steps do I take to Create an Indicator?


Creating an Indicator is made up of four actions:

1. Choose someone to monitor your Indicator.
 2. Establish your Target Date.
 3. Create your Fully Met Box Narrative.
 4. Create your Action Steps (using your Fully Met Box)
- *Once you have completed all four of these actions, your Indicator has been fully CREATED!*

B



Create – Assign a Team Member



Create & Monitor

All fields in the Create & Monitor section are required.

Assign a team member to monitor this objective:

Suzanne Owen

The Manager of the Indicator

- A SIT member who monitors progress towards full implementation.
- This person does not do the work of the indicator unless assigned to an action step.
- Meets with those responsible for action steps to gather information about progress towards completion of the action steps.
- Reports on progress at SIT meetings.
- *Practice Distributive Leadership by distributing indicators across **entire** SIT.*

Create – Establish a Target Date

All fields in the Create & Monitor section are required.

Assign a team member to monitor this objective:

Suzanne Owen

Establish a target date to fully implement this objective:

6/15/2026

- Prioritize! Choose only 3-6 indicators to work on during any given school year.
- Set your target date to a date that your SIT realistically believes you can reach full implementation.
- It's okay to have indicator target dates that are 1-3 years out.

Indicator	Key?	Assessed?	Assigned To	Due
A1.07	Yes	Yes	1st Grade Teacher	June 2025
A2.04*	Yes	Yes	AP	February 2024
A4.01	Yes	Yes	MTSS Facilitator	August 2025
A4.06	Yes	Yes	Counselor	December 2025
A4.16*	Yes	Yes	4th/5th Grade Teacher	March 2024
B1.03*	Yes	Yes	Process Manager	November 2024
B2.03	Yes	Yes	Coach	June 2026
B3.03*	Yes	Yes	Principal	May 2024
C2.01	Yes	Yes	Principal	Fully Implemented
C3.04	Yes	Yes	Counselor/Kinder Teacher	August 2026
E1.06	Yes	Yes	Parent	December 2026
E1.08*	No	Yes	2nd/3rd Grade Teacher	December 2024
D1.02 B	Yes	Yes	Assistant Principal	May 2027

Fully Met Box

B



Create – Complete the Fully Met Box

All fields in the Create & Monitor section are required.

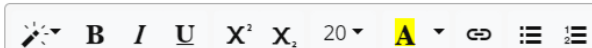



Assign a team member to monitor this objective:

Suzanne Owen

Establish a target date to fully implement this objective:

6/15/2026

Describe below how it will look when this objective is being fully met. Also describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.

Rich text editor toolbar:  **B** *I* U ~~X²~~ _{X₂} 20 A   

Save

“Begin with the end in mind.” - S. Covey

B



Create – Complete the Fully Met Box

All fields in the Create & Monitor section are required.

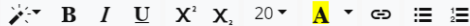
Assign a team member to monitor this objective:

Suzanne Owen

Establish a target date to fully implement this objective:

6/15/2026

Describe below how it will look when this objective is being fully met. Also describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.



Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.

Save

A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction

Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.

B



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Create – Complete the Fully Met Box

Tips for Completing the Fully Met Box

- Describes your vision for full implementation
 - What would full implementation look like if your school was a model for this indicator?
 - What would people see and/or hear, etc., if they visited your school?
 - What would it look like if this indicator were fully ingrained into the culture and daily life of your school?
- It should always be specific for your school

Create – Complete the Fully Met Box

Tips for Completing the Fully Met Box

- Describe the information you will use to determine that the indicator/objective has reached full implementation.
 - Include data, resources, and other evidence
- Do not include action steps
- Write in present tense
 - Think about your target date and pretend it's that date.
 - Write about what one would see, hear, etc., if visiting the school at that time.

Create – Fully Met Box Examples

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Families are well informed about student expectations and the importance of academic learning. Teachers send home weekly newsletters and communicate with parents using a variety of other tools. The Family Engagement team meets regularly to discuss ways to increase family involvement at school. Families have opportunities to engage with administration and staff through quarterly coffee chats and a variety of evening events. Parents regularly attend school wide celebrations and events. Student led conferences engage families with learning. Staff conducts regular home visits to build positive relationships with families. Evidence of success will be gathered using parent attendance records, the Panorama survey, and student achievement data.

- ☐ Vision
- ☐ Present Tense
- ☐ No Action Steps
- ☐ Evidence of Success



Fully Met Box Examples

Use the FMB examples document to use **as a reference** in our next activity.

Consider using it similarly with your SIT when reviewing Fully Met Boxes in the future.

Completing the How It Will Look When Fully Met Box and Aligning Action Steps	
Completing the <i>How It Will Look When Fully Met Box</i>	
The How it Will Look When Fully Met box:	
<ol style="list-style-type: none">1. Describes your vision for full implementation.<ul style="list-style-type: none">• What would full implementation look like if your school was a model for this indicator?• What would people see and/or hear, etc., if they visited your school?• What would it look like if this indicator was fully ingrained into the culture and daily life of your school?2. Describes the information you will use to determine that the objective has reached full implementation.<ul style="list-style-type: none">• Include data, resources, and other evidence3. Does not include actions steps4. Written in present tense<ul style="list-style-type: none">• Think about your target date and pretend it's that date.• Write about what one would see, hear, etc., if visiting the school at that time.	
How it Will Look When Fully Met box Examples	
Indicator	How it Will Look When Fully Met
A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction	Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.
E1.06 : The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).	Families are well informed about student expectations and the importance of academic learning. Teachers send home weekly newsletters and communicate with parents using a variety of other tools. The Family Engagement team meets regularly to discuss ways to increase family involvement at school. Families have opportunities to engage with administration and staff through quarterly coffee chats and a variety of evening events. Parents regularly attend school wide celebrations and events. Student led conferences engage families with learning. Staff conducts regular home visits to build positive relationships with families. Evidence of success will be gathered using parent attendance records, the Panorama survey, and student achievement data.

<https://bit.ly/FMBexamples>

Create – Fully Met Box Non-Example

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Office referrals will be reduced by 50%. Administrators will create a document describing which behavior incidents are dealt with in the classroom and which behaviors require an office referral. Teachers will use Class Dojo. Students will be actively engaged in instruction from bell to bell. Teachers and staff have positive relationships with students.

Discuss the following with your tablemates:

- What's missing? What needs to be added?
- What doesn't belong?
- What needs to be elaborated on or revised?

Participant Exemplar

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Teachers are well informed about effective classroom management strategies. Teachers effectively manage their classrooms by referencing and practicing strategies aligned to the school's PBIS Behavior Matrix. Students at ABC school understand and model school-wide expectations through the act of respecting cultural differences, being accountable, being respectful, and being safe. Administrators and staff use a matrix to determine which behaviors require an office referral and report these appropriately in Educator's Handbook. Teachers use a variety of communication tools including ClassDojo to communicate effectively with families on their behavior.

Evidence of success is seen through quarterly merit event attendance, teacher feedback on the teacher working conditions survey, educators handbook data, informal and formal observations, and parent feedback.

Personal Reflection

- Do your indicators feature robust Fully Met criteria that align with your envisioned outcomes?
- How would you describe any recurring trends or patterns found in your school's Fully Met Boxes?

Turn and Talk

- Share with a partner your next steps for work on your Fully Met box.



Work Time



10 minutes

Working with your table, choose one or more of these areas to refine within your SIP

- Under the “Create” section of NCStar:
 - **Assign or Replace Removed Team Members**
 - **Adjust Indicator Target Dates**
 - **Fully Met Box**
- If you have individual questions, now is a great time to ask

Questions?



B



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B



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Action Steps



What steps do I take to Create an Action Step?

Creating an Action Step is made up of five actions:

1. Write your Action Step.
2. Determine your Frequency.
3. Assign someone to implement the Action Step.
4. Determine a Target Date.
5. Use the “Notes” section for updates and monitoring.

Create – Action Steps

Develop

Communicate

Support Implementation

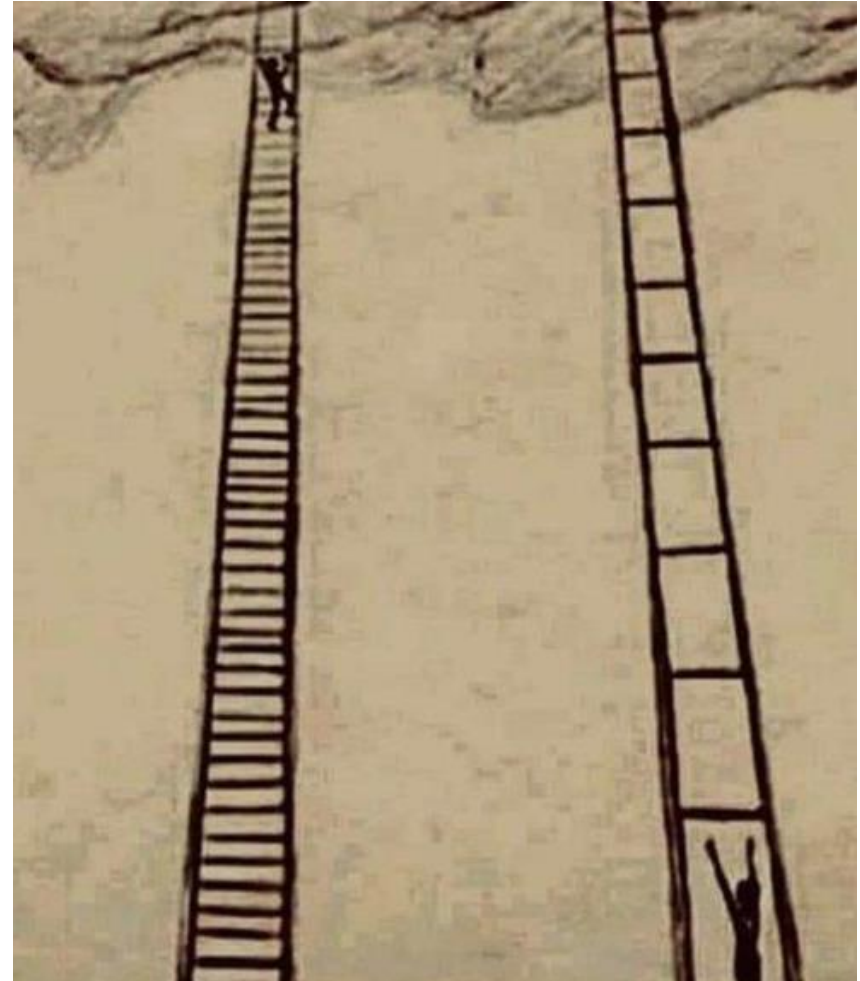
Monitor Impact

Sustain Practice

Create – Action Steps

Action Steps...

- Are specific and sequential.
- Begin with a verb and have one small step for each action.
- Reflect ALL the things needed to get from where you are to the Fully Met vision.



B

Your Turn to Develop Action Steps

A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction

Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.

What are some Action Steps this team needs to put into place to make this vision a reality?



Create – Action Steps

1. Develop – What do you need to create to help you achieve this goal? This could be a document, a survey, a form, professional development, etc.

- *Develop a template that will be used across all grade levels and subjects at school for lesson planning.*
- *Create a detailed lesson plan review process that will allow teachers to have feedback within a week of submission.*
- *Create professional development on effective lesson planning and personalized learning.*

Create – Action Steps

2. Communicate - How will you communicate what you have developed to your staff? Will you hold a staff meeting, send an email, meet during team/grade level meetings or PLCs, etc.?

- *Deliver professional development to the whole staff on the newly developed lesson plan template and its critical components.*

Create – Action Steps

3. Support Implementation – What will you do to support implementation of a best practice or behavior?

- *Provide planning time with instructional coaches and-teachers to work on creating team lesson plans following the new template.*

Create – Action Steps

4. Monitor Impact – How will you monitor the work?

- *Check lesson plans for evidence of learning activities personalized to student needs.*
- *Conduct specific walkthroughs that monitor instructional fidelity to plan.*

Create – Action Steps

5. Sustain Practice – How will you sustain best practices after you have achieved your goals?

- *Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school*

Create – Action Steps

Assign the Action Step

- Person responsible for completion of the action step.
- Distribute these throughout your school staff – not just your SIT members.
- Though one person is named as responsible, a team can work together on its completion.

Add / Update an Action

* Create one action in the series for this objective.

Create a folder in the school's Shared Drive for storage of all completed lesson plans.

* Assigned to

- Select a Team Member - or David Brown

* Target Date Date this action will be completed or will become routine:

09/15/2023

Recurrence

Recurrence

Notes:

DELETE Save Close

Create – Action Steps

Target Date

- Set a target date for when the SIT decides the action can be completed.

The screenshot shows a web form titled "Add / Update an Action" with a close button (X) in the top right corner. The form contains the following sections:

- * Create one action in the series for this objective.**
A text area containing the text: "Create a folder in the school's Shared Drive for storage of all completed lesson plans."
- * Assigned to**
A dropdown menu with the text "- Select a Team Member -" and a button labeled "or" followed by a text box containing "David Brown".
- * Target Date** (labeled "Date this action will be completed or will become routine:")
A text box containing the date "09/15/2023", which is circled in red.
- Recurrence**
A dropdown menu with the text "Recurrence" and a downward arrow.
- Notes:**
A large text area for notes.

At the bottom of the form, there are three buttons: a red "DELETE" button, a teal "Save" button, and a grey "Close" button.

Create – Action Steps

Recurrence

- Determine how often you will do the action step.
- There are several options for this ranging from daily to once a year.

Add / Update an Action ×

* Create one action in the series for this objective.

Create a folder in the school's Shared Drive for storage of all completed lesson plans.

* Assigned to
- Select a Team Member - or David Brown

* Target Date Date this action will be completed or will become routine:
09/15/2023

Recurrence
Recurrence ▼

Notes:

DELETE Save Close

Create – Action Steps

Notes

Use this section to monitor progress towards completion of the action step. If action is recurring, you can also add dates of recurrence (e.g., yearly PD)

The screenshot shows a web form titled "Add / Update an Action". It contains the following fields and options:

- * Create one action in the series for this objective.**
A text area containing: "Create a folder in the school's Shared Drive for storage of all completed lesson plans."
- * Assigned to**
A dropdown menu with "- Select a Team Member -" and an "or" button, followed by a text input field containing "David Brown".
- * Target Date** Date this action will be completed or will become routine:
A date input field containing "09/15/2023".
- Recurrence**
A dropdown menu with "Recurrence" selected.
- Notes:**
A text area, which is circled in red in the original image.

At the bottom of the form are three buttons: a red "DELETE" button, a teal "Save" button, and a grey "Close" button.

B



Federal Programs Expectations for Action Steps

- For **CSI and ATSI identified schools**, annual action steps for indicator **D1.02** should be written using this format: *: Within the 2023-24 school year, our school identified the following resource inequity, (insert inequity), as a result, our school plans to mitigate this inequity by (insert action).*
- For **CSI- LG identified schools**, annual action steps for indicator **A4.10** should be written using this format: *Within the 2023-24 school year, our CSI -LG school will implement the following evidenced-based intervention(s) (insert action) to increase student graduation rate.*
- For **CSI-LP identified schools**, annual action steps for indicator **A4.01** should be written using this format: *Within the 2023-24 school year, our CSI -LP school will implement the following evidenced-based intervention(s) (insert action) to increase overall student performance.*
- For **ATSI-identified schools**, annual action steps for indicator **A4.01** should be written using this format: *Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s) (insert action) to increase overall performance of (insert identified subgroup).*

B



Assess-Create-Monitor



Process

1. **Select** and **Assess** all 12 Key Indicators.
2. Assess ALL other indicators in your plan.
3. Select a *member of your SIT* to monitor each indicator and set target dates for ALL indicators.
4. For the 3-6 indicators you are working on in the any given school year:
 - a. Complete the Fully Met box.
 - b. Create action steps.
5. Over the rest of the school year begin work on the Fully Met box and action steps for remaining indicators. Consider working on one each month.

Live Demo 3

indistar.org



- Follow along by logging into NCStar using your school's login and username

- Our Plan
 - Assess Indicators
 - Create Fully Met Box
 - Create Action Steps



Work Time: **CREATE**

45 minutes

Choose one or more of these areas to refine within your SIP:

- **ASSESS** an Indicator
- **CREATE/UPDATE** a Fully Met Box
- **CREATE/UPDATE** Action Steps
 - Using your Fully Met Box, create the Action Steps needed to reach Full Implementation.
 - Assign Action Steps Strategically Across the School.
- Consider using your Fully Met Box handout for an example of how actions steps can be aligned to a fully met box.
- If you have individual questions, now is a great time to ask.

Questions?



B



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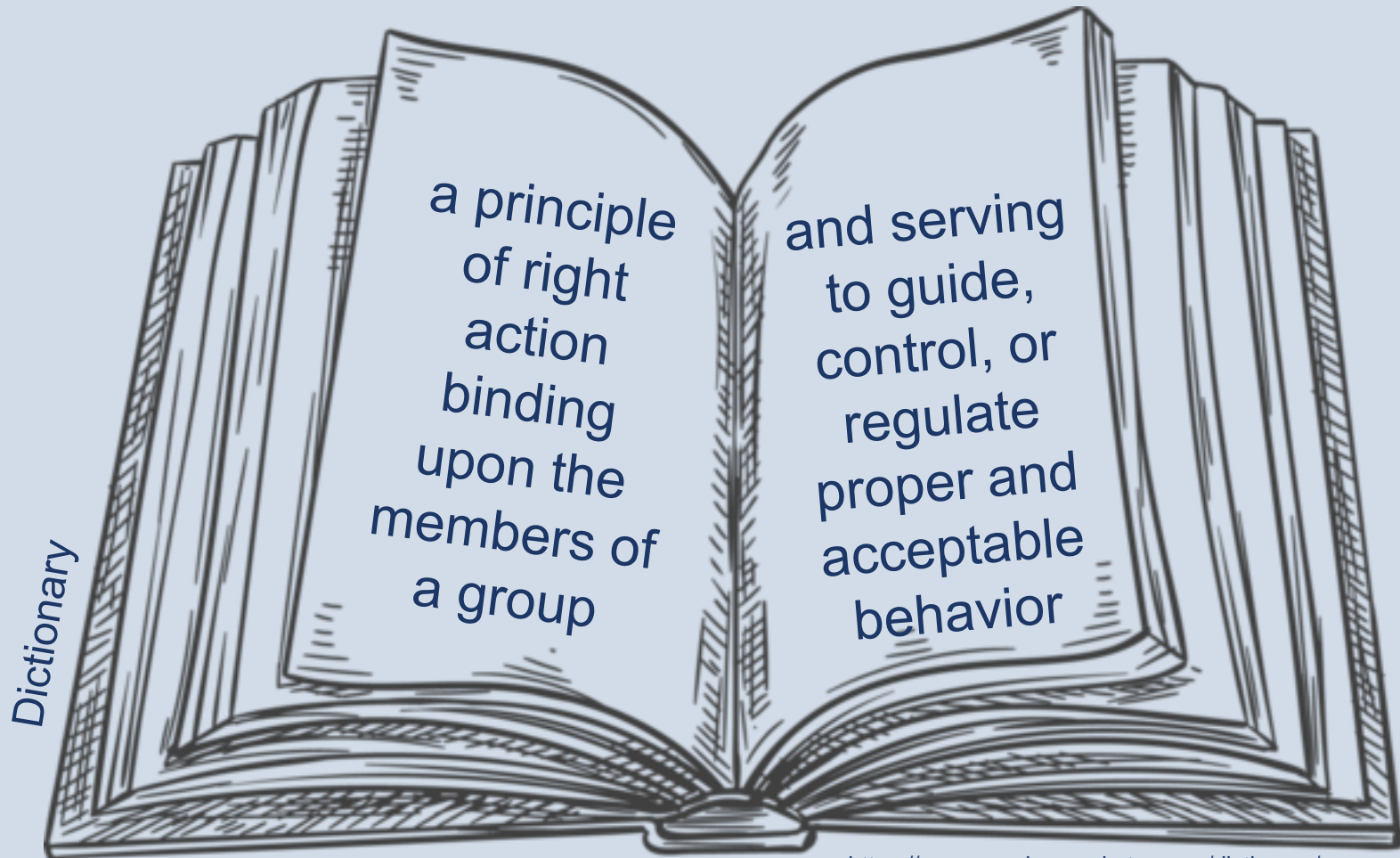
State Board of Education | Department of Public Instruction

School Improvement Team Systems & Structures

A



What are Norms?



<https://www.merriam-webster.com/dictionary/norms>

A



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Why Norms (Ground Rules)?

- Important for a group that intends to work together on difficult issues, or who will be working together over time.
- Build trust and safety
- Clarifies group expectations of one another
- Establishes points of “reflection” to see how the group is doing regarding process.

From http://schoolreforminitiative.org/doc/forming_ground_rules.pdf

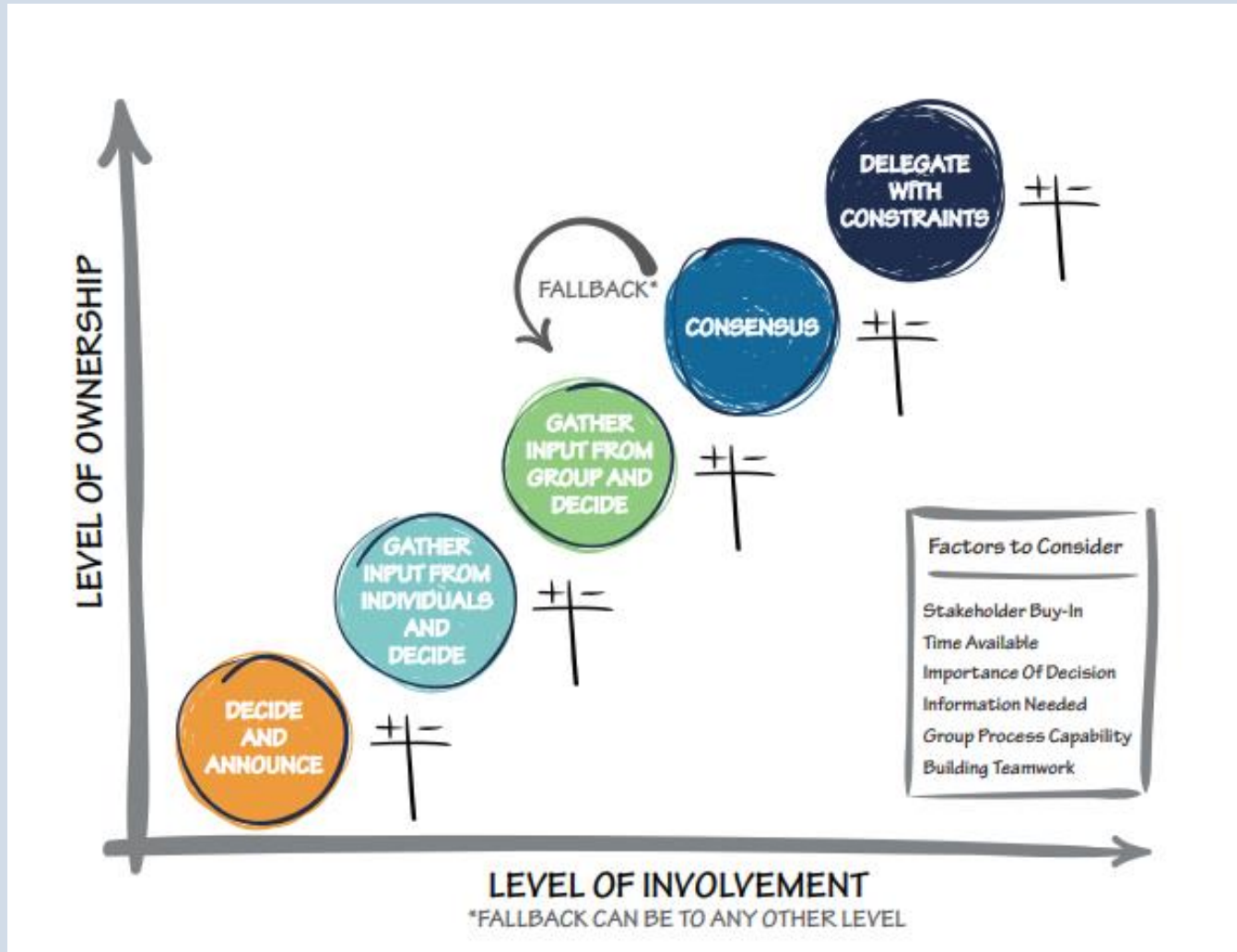
Promoting Engagement

- Create a solid set of norms that promotes engagement.
- Ensure equal speaking opportunities and maintaining a positive, safe atmosphere.
- Facilitate instead of direct.
- Effectively lead the team through a decision-making process.

A



Decision-Making Method



Source: content is from Interaction Associates' program Facilitative Leadership®. This content is used with explicit permission from IA and may not be utilized without direct approval.



Consensus

“Consensus has been reached when everyone agrees they can live with whatever is proposed after every effort has been made to meet the interests of all stake holding parties.”

- Lawrence Susskind

Consensus

Possible Advantages	Possible Disadvantages
<ul style="list-style-type: none">• It educates the team through active participation.• It provides a high level of support for decision.• There could be quicker implementation because more people are already up and running on the issues at hand.	<ul style="list-style-type: none">• It may take more time.• Team members may not have the collaborative skills needed to reach agreement.• People may interpret leader's choice of consensus approach as weakness or indecisiveness.



Source: content is from Interaction Associates' program Facilitative Leadership®. This content is used with explicit permission from IA and may not be utilized without direct approval.



Consensus

We Can't Reach Consensus, Now What?

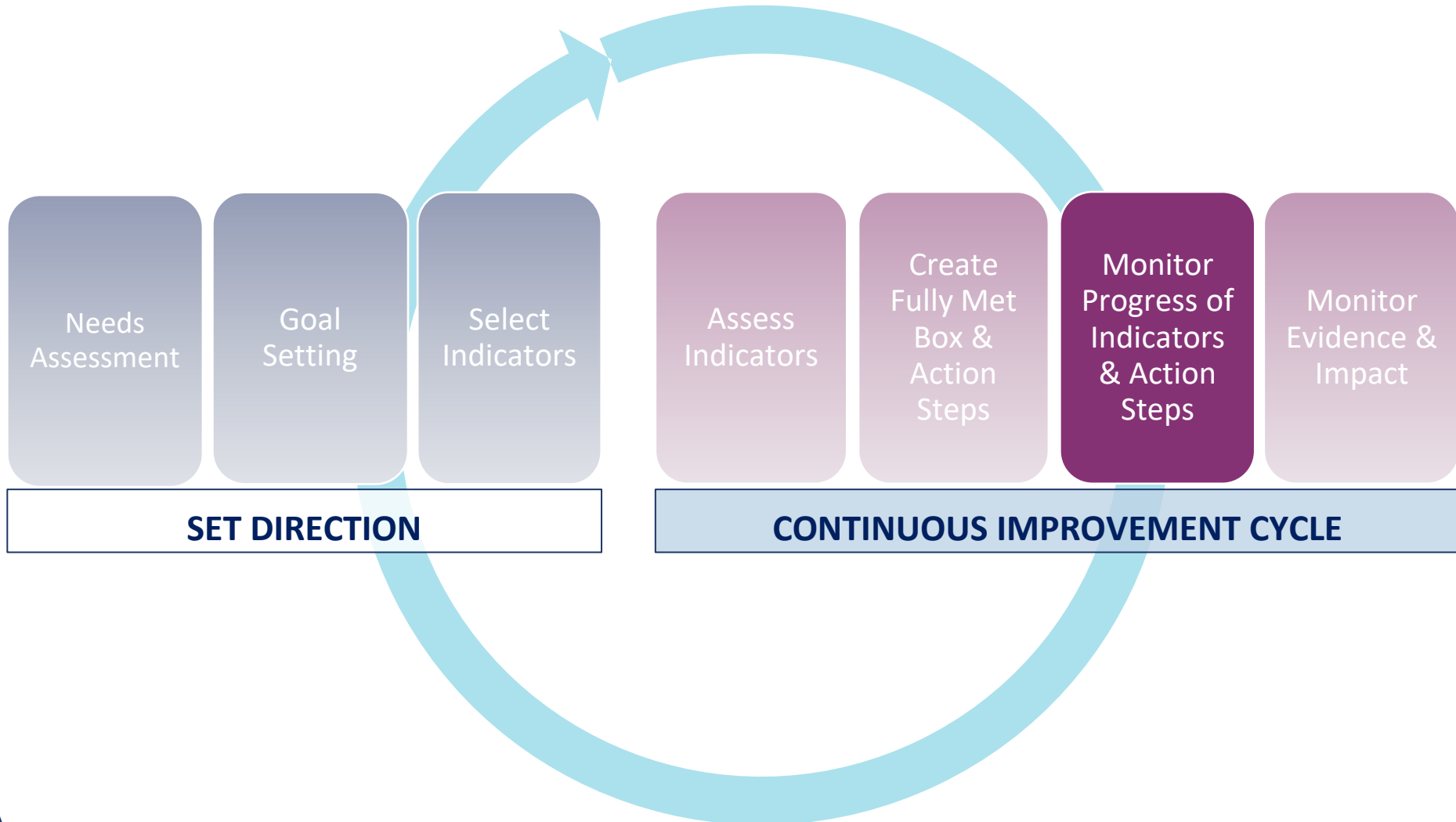
- Consider a vote with a supermajority voting yes
- Decide in advance what percentage of the team must vote yes
 - Consider a percentage that works for your team
 - This higher number ensures that only a very few will walk away disappointed.
 - You don't want a large percentage of participants, who lost the vote, be those who are supposed to convert the decision to action.
- If you can't reach a supermajority, it may be up to your administrator to make the decision

From <https://themeetinghero.com/when-consensus-fails-take-a-vote-with-two-important-caveats/>

A



NCStar Continuous Improvement Pathway



A



What Do We Monitor?

- **Action steps**
- **Indicators**
- **Document uploads**
- **Goals & Performance Measures**
 - *Monitor selected indicators at every SIT meeting*
 - *Determine when an indicator is at Full Implementation*
 - *Maintaining artifacts to document implementation status*
 - *Update data points regularly*

Live Demo 4

indistar.org



- Follow along by logging into NCStar using your school's login and username

- Choosing Indicators to Monitor with the Actions Report
- Creating an Agenda
- Turning an Agenda into Meeting Minutes

A



Creating an Agenda

A



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Determining Indicators & Action Steps to Discuss

A



Choosing Indicators to Monitor

How do I choose which indicators to monitor?

Two Tools:

1. Use Assess, Create, Monitor
2. Use the Actions Report

Choosing Indicators to Monitor

Home / Our Plan

Our Plan

The Plan will default to display all selected Indicators.

[Add or Edit Selected Indicators](#) [Archive Indicators](#)

[Filters](#) [Reports](#)

Warning: 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
	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 employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)	Limited 02/25/2021 4	Annette Shakinovsky 05/02/2023 2 0.00%

- Click Assess, Create, Monitor
- Look at the Target date column for indicators with upcoming due dates
- Discuss those at your next meeting

Choosing Indicators to Monitor

Actions Report

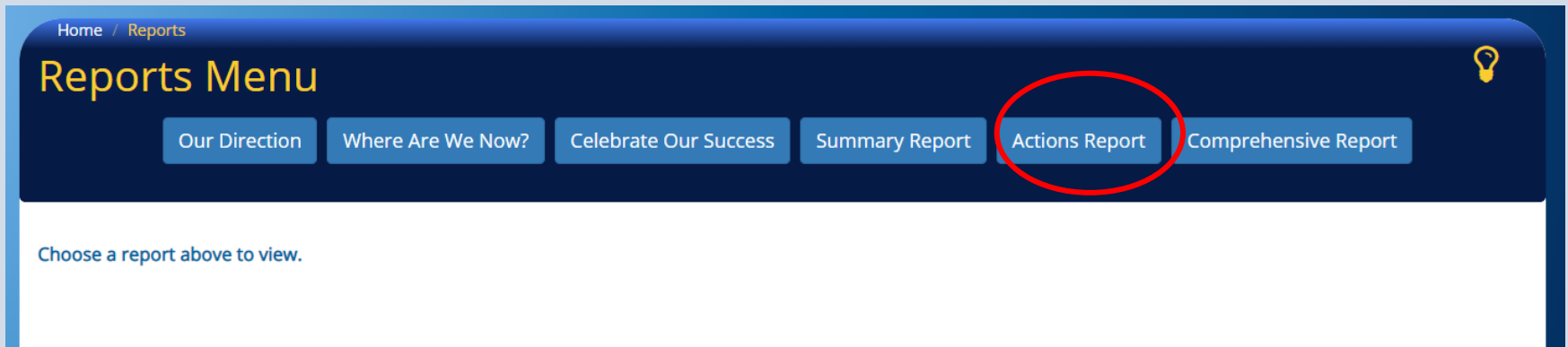
The screenshot shows the NCStar dashboard interface. On the left is a sidebar with navigation links: Home, Our Direction (Profile & Team, Set Direction), Our Meetings (Manage Meetings), Our Plan (Assess, Create, Monitor), Our Progress (Reports, Feedback), Complete Forms, Submissions, Resources, and Need Help?. The 'Reports' link is circled in red. The main content area has a header with the NCStar logo and the North Carolina Department of Public Instruction. Below the header are four panels: 'Our Direction' (Normative Objectives, Ongoing, 7, Update Profile, Set Direction), 'Our Meetings' (Leadership Team Meetings, Last 90 Days, 11, Manage Meetings), 'Our Plan' (Actions Completed, Last 90 Days, 5, Assess, Create, Monitor), and 'Our Progress' (Objectives Met, Last 90 Days, 1, View Reports, View Feedback). The 'View Reports' button is highlighted with a red rectangle. At the bottom are three buttons: Complete Forms, Submissions, and Snapshot.

Our Direction	Our Meetings	Our Plan	Our Progress
Normative Objectives (Ongoing)	Leadership Team Meetings (Last 90 Days)	Actions Completed (Last 90 Days)	Objectives Met (Last 90 Days)
7	11	5	1
Update Profile	Manage Meetings	Assess, Create, Monitor	View Reports
Set Direction Mission/Goals - Data Review - Select Indicators			View Feedback

Click on “Reports” or “View Reports”

Choosing Indicators to Monitor

Actions Report



Click on “Actions Report”

Choosing Indicators to Monitor

NC Restart School (Demo Site) 6/17/2021

Actions Report

The following report includes detailed information for all actions created by the Leadership Team, including the assigned team member and target date for completion. Actions are created by a Leadership Team to help achieve fully and effective implementation of best practices.

Remember: Actions should be simple, specific, and lead to the achievement of each objective.

! = Past Due Actions KEY = Key Indicator **Actions Included in the Plan (15)**

	Objective	Added Date	Action	Frequency	Assigned To	Target Date	Completed
! KEY	A1.07	2/25/21	Action Step #1: A discrete, small step that will get you closer to your Fully Met Goal.		Team Member Responsible for Monitoring	01/22/2021	
	A2.11	3/9/21	Action 1	once a year	Donald Duck	03/10/2021	03/09/2021
KEY	A4.01	3/30/21	Provide professional development pertaining to MTSS to teachers	monthly	Annette Shakinovsky	06/01/2021	05/20/2021
!	A1.08	3/9/21	Train new staff on the framework	once a year	Donald Duck	06/15/2021	
KEY	A2.04	2/19/21	Action #1	monthly	Donald Duck	06/19/2021	
	A2.05	5/26/21	Develop a template that will be used across all grade levels and subjects at school for lesson planning.		Erica Smith	08/10/2021	

- Click on the arrows in the “Target Date” column to or actions in order by date.
- Look for Actions with upcoming due dates or past due dates (in red)
- Discuss those at your next meeting

A



Creating an Agenda

A



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Creating an Agenda in NCStar

NCStar Lighting the Path to Student Success

North Carolina Department of **PUBLIC INSTRUCTION**

Our Direction

Normative Objectives (Ongoing)

7

Update Profile

Set Direction

Mission/Goals - Data Review - Select Indicators

Our Meetings

Leadership Team Meetings (Last 90 Days)

11

Manage Meetings

Our Plan

Actions Completed (Last 90 Days)

5

Assess, Create, Monitor

Our Progress

Objectives Met (Last 90 Days)

1

View Reports

View Feedback

Complete Forms ▼ Submissions ▼ Snapshot ▼

Home

Our Direction

Profile & Team

Set Direction

Our Meetings

Manage Meetings

Our Plan

Assess, Create, Monitor

Our Progress

Reports

Feedback

Complete Forms

Submissions

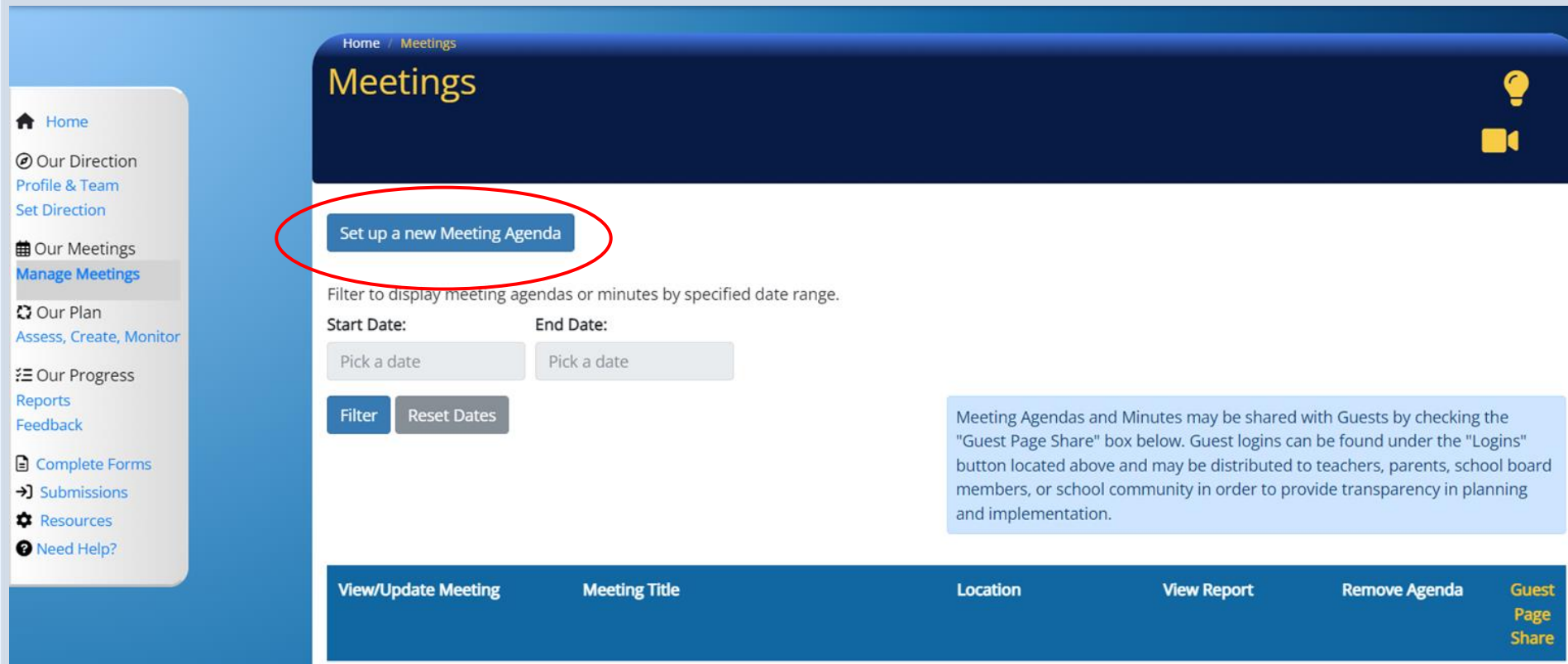
Resources

Need Help?

On your NCStar Home Page, click on “Manage Meetings”

A

Creating an Agenda in NCStar



The screenshot shows the NCStar Meetings interface. On the left is a navigation menu with options: Home, Our Direction (Profile & Team, Set Direction), Our Meetings (Manage Meetings), Our Plan (Assess, Create, Monitor), Our Progress (Reports, Feedback), Complete Forms, Submissions, Resources, and Need Help?. The main header is 'Home / Meetings' with a 'Meetings' title and a lightbulb icon. Below the header, a button labeled 'Set up a new Meeting Agenda' is circled in red. Underneath this button is a filter section with 'Start Date:' and 'End Date:' labels, each followed by a 'Pick a date' input field. Below these are 'Filter' and 'Reset Dates' buttons. A text box on the right states: 'Meeting Agendas and Minutes may be shared with Guests by checking the "Guest Page Share" box below. Guest logins can be found under the "Logins" button located above and may be distributed to teachers, parents, school board members, or school community in order to provide transparency in planning and implementation.' At the bottom, a table header is visible with columns: View/Update Meeting, Meeting Title, Location, View Report, Remove Agenda, and Guest Page Share.

Click on “Set up a new Meeting Agenda”

A




Creating an Agenda in NCStar

Home / Meetings / Team Meetings

Team Meetings

Create or Edit Agenda Enter or Edit Minutes [Print Meeting Documents](#)

 Remove formatting when copy/pasting into the text box(es) below to avoid any issues with rendering the report. (Right-click, paste as plain text)

[← Go back to My Meetings](#)

Meeting Information

*Meeting Date:

*Time:

*Meeting Title:

Location:


[Save Agenda](#)

Complete the Meeting Date, Time, Meeting Title, and optional Location.
Click on “Save Agenda”



Creating an Agenda in NCStar

Leadership Team Members

 Select a team member to edit or remove.


Team Member	Association	Phone	Email
Donald Duck	3rd grade teacher		dd@gmail.com
John Jones	Principal		jjones@email.com
Keisha O'Neil	Assistant Principal		koneil@email.com
Julie Reynolds	Technology Coordinator		jreynolds@email.com
Annette Shakinovsky	Community Leader		akjohnston24@email.com
Michael Taranto	Teaching and Learning Coach		michael.ta
A V	Art Teacher		annett@g

[Add a Team Member](#)

[Insert Agenda Link](#)

Or

[Create Agenda](#)

 Use these agenda items as a guide for your meeting. Some of these items will need to be entered now while others will be added in the 'Enter Meeting Minutes' sections after the meeting has occurred.

- Team/guest attendance
- Celebrate recent successes
- Review and respond to coaching comments
- Approval of last meeting's minutes
- Old business
- Indicators to Assess-Create-Monitor

[Add to Agenda](#)

Assess Indicators No indicators have been added to this agenda

Create Plans Actions No indicators have been added for this step plans have been added to this agenda

Monitor (See Actions Report)

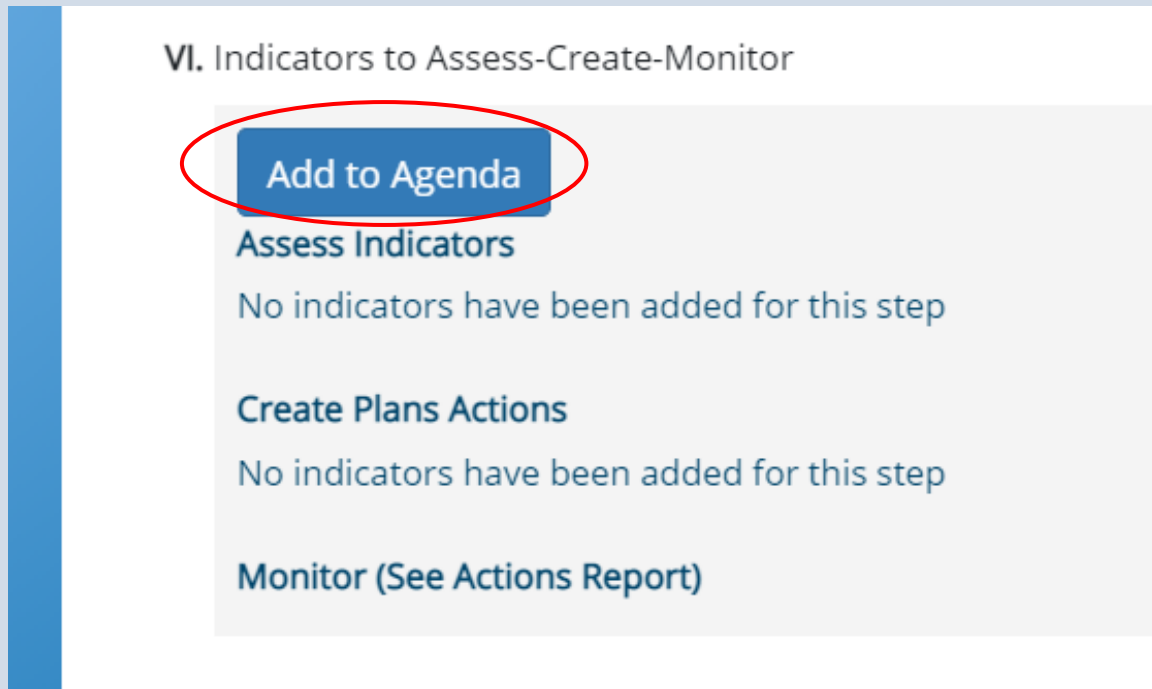
- Additional Agenda Items

Scroll down to see Team Members and Agenda Items



Creating an Agenda in NCStar

Adding Indicators to Monitor

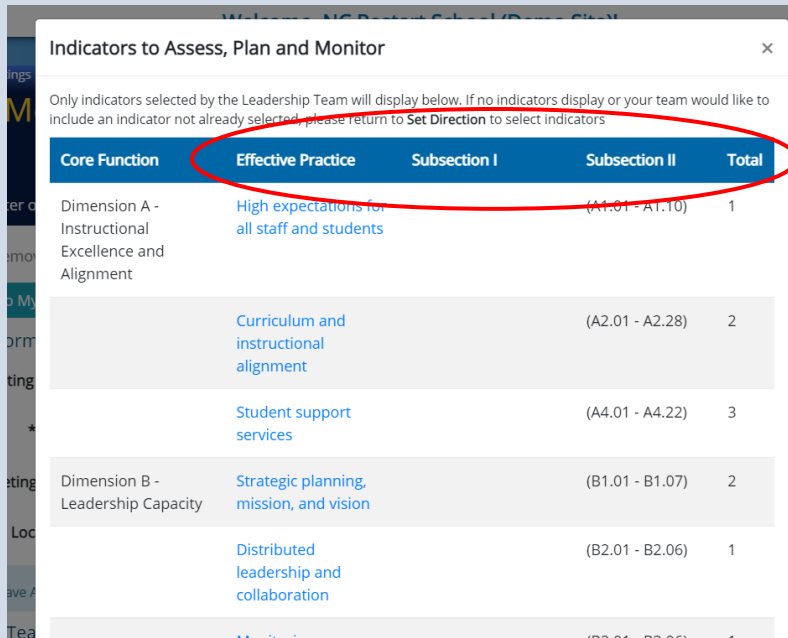


Click on “Add to Agenda”

Creating an Agenda in NCStar

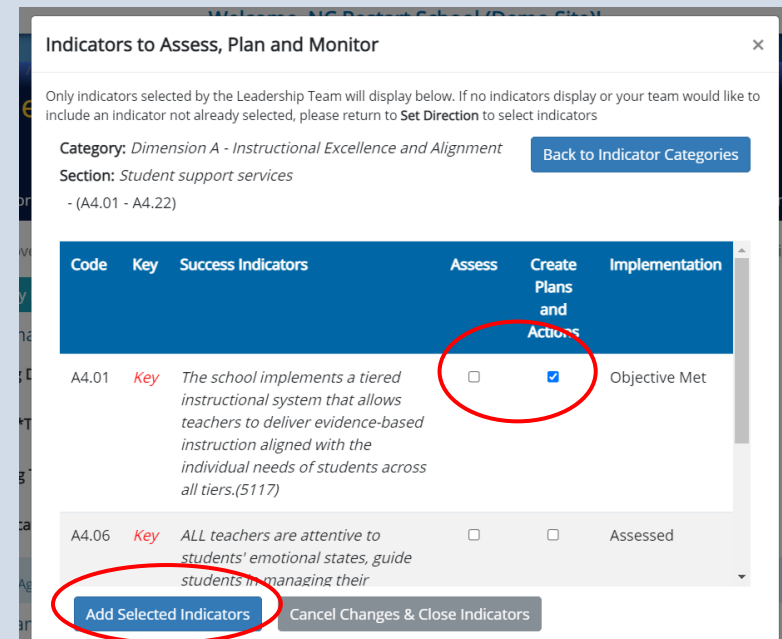
Adding Indicators to Monitor

1. Look for the Effective Practice to find an indicator. The Subsection will tell you which indicators are found under the Effective Practice



Core Function	Effective Practice	Subsection I	Subsection II	Total
Dimension A - Instructional Excellence and Alignment	High expectations for all staff and students		(A1.01 - A1.10)	1
	Curriculum and instructional alignment		(A2.01 - A2.28)	2
	Student support services		(A4.01 - A4.22)	3
Dimension B - Leadership Capacity	Strategic planning, mission, and vision		(B1.01 - B1.07)	2
	Distributed leadership and collaboration		(B2.01 - B2.06)	1

2. What are you going to do with the indicator?
Click the Assess or Create Plans and Actions box



Code	Key	Success Indicators	Assess	Create Plans and Actions	Implementation
A4.01	Key	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Objective Met
A4.06	Key	ALL teachers are attentive to students' emotional states, guide students in managing their	<input type="checkbox"/>	<input type="checkbox"/>	Assessed

Add Selected Indicators Cancel Changes & Close Indicators

3. Click “Add Selected Indicators”

Creating an Agenda in NCStar

Adding Indicators to Monitor

- Team/guest attendance
- Celebrate recent successes
- Review and respond to coaching comments
- Approval of last meeting's minutes
- Old business
- Indicators to Assess-Create-Monitor

Add to Agenda

Assess Indicators



No indicators have been added to this agenda

Create Plans Actions

A4.01 The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) [remove](#)

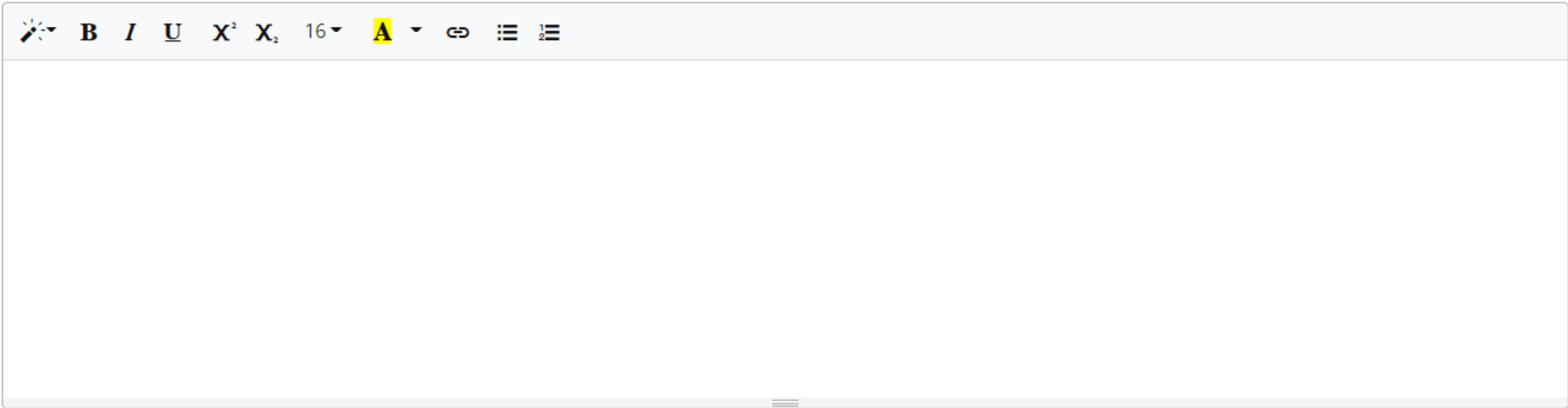
Monitor (See Actions Report)

- Additional Agenda Items

 **B** *I* U X^2 X_2 16 ▾ **A** ▾   

Creating an Agenda in NCStar

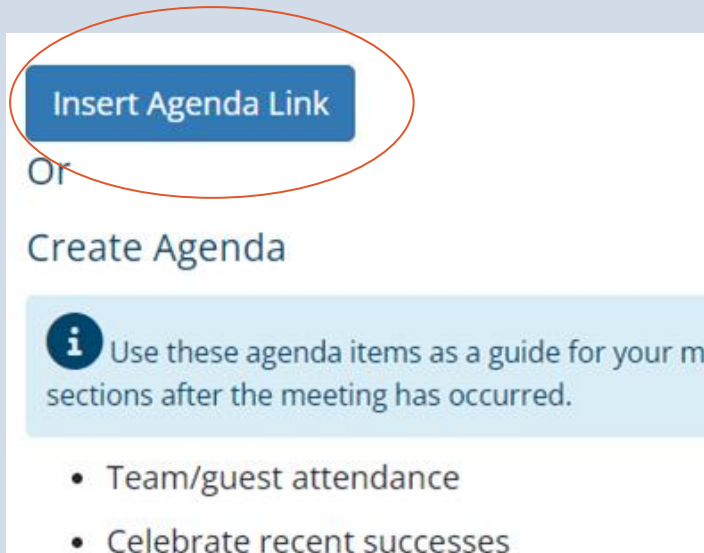
- Additional Agenda Items



The screenshot displays the 'Additional Agenda Items' section of the NCStar interface. At the top, there is a toolbar with various formatting options: an undo/redo icon, bold (B), italic (I), underline (U), text color (X with a color swatch), background color (X with a color swatch), font size (16 with a dropdown arrow), a text color dropdown (A with a color swatch), a link icon, a bulleted list icon, and a numbered list icon. Below the toolbar is a large, empty white text area for entering additional agenda items. A small horizontal scrollbar is visible at the bottom of the text area.

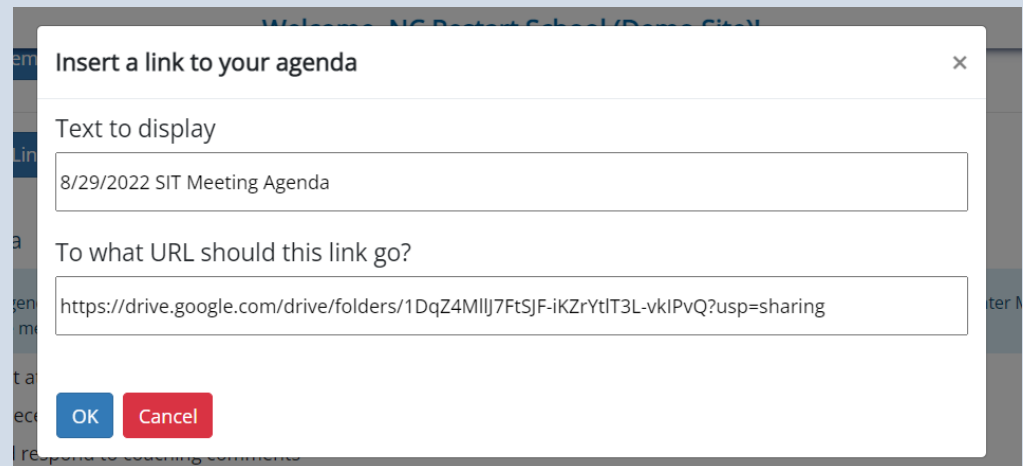
Add any other agenda items to the “Additional Agenda Items” section of the agenda

Linking Agendas to Google



Click “Insert Agenda Link”

- Type the text to display and paste the URL
- Click “OK”
- Make sure share settings allow anyone with the link to “View Only”



Linking Agendas to Google

Julia Roberts	Drama Teacher	julia@school.com
Annette Shakinovsky	Community Leader	akjohnston24@gmail.com
Ed Shofestall	4th Grade math Teacher	eshofe@gmail.com
Michael Taranto	Teaching and Learning Coach	michael.taranto@dpi.nc.gov

[Add a Team Member](#)

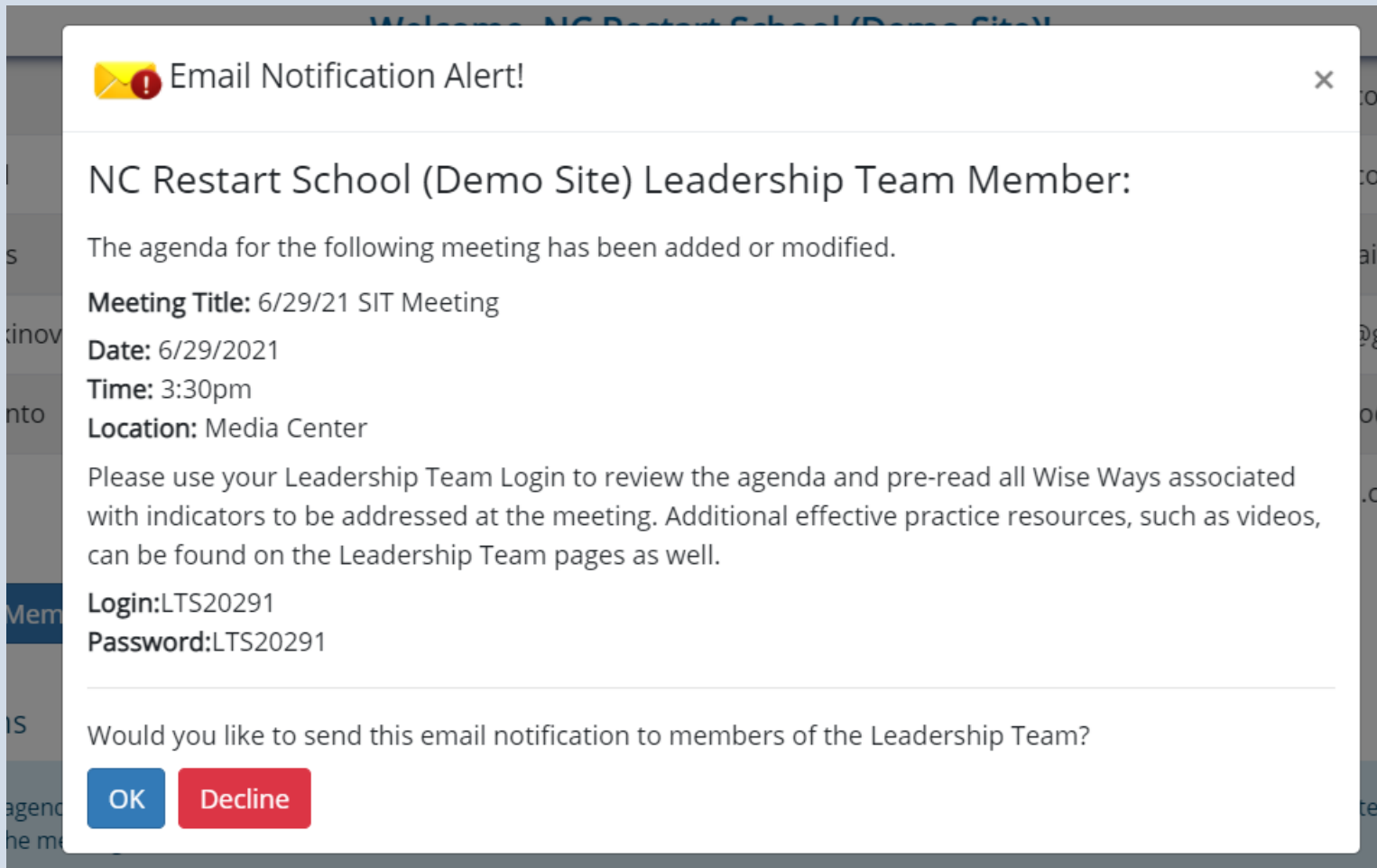
[Edit Agenda Link](#) [Remove Agenda Link](#)

[🔗 8/29/2022 SIT Meeting Agenda](#)

[Save Agenda](#)

- Your link will appear
- When finished, click “Save Agenda”

Creating an Agenda in NCStar



Managing Minutes

A



Managing Minutes

NCStar Lighting the Path to Student Success

North Carolina Department of PUBLIC INSTRUCTION

Our Direction

Normative Objectives (Ongoing)

7

Update Profile

Set Direction

Mission/Goals - Data Review - Select Indicators

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Our Plan

Actions Completed (Last 90 Days)

5

Assess, Create, Monitor

Our Progress

Objectives Met (Last 90 Days)

1

View Reports

View Feedback

Complete Forms ▼ Submissions ▼ Snapshot ▼

Home

Our Direction

Profile & Team

Set Direction

Our Meetings

Manage Meetings

Our Plan

Assess, Create, Monitor

Our Progress

Reports

Feedback

Complete Forms

Submissions

Resources

Need Help?

On your NCStar Home Page, click on “Manage Meetings”

A



Managing Minutes

[Set up a new Meeting Agenda](#)

Filter to display meeting agendas or minutes by specified date range.

Start Date: **End Date:**

[Filter](#) [Reset Dates](#)

Meeting Agendas and Minutes may be shared with Guests by checking the "Guest Page Share" box below. Guest logins can be found under the "Logins" button located above and may be distributed to teachers, parents, school board members, or school community in order to provide transparency in planning and implementation.

View/Update Meeting	Meeting Title	Location	View Report	Remove Agenda	Guest Page Share
06/29/2021	6/29/21 SIT Meeting	Media Center	Agenda	Remove	<input type="checkbox"/>
06/22/2021	6/22/21 SIT Meeting		Meeting Minutes		<input type="checkbox"/>
05/26/2021	Test 123		Agenda	Remove	<input type="checkbox"/>

Scroll down and click on the meeting date for the meeting in which you want to create minutes.

A




Managing Minutes

[Home](#) / [Meetings](#) / [Team Meetings](#)

Team Meetings

[Create or Edit Agenda](#)[Enter or Edit Minutes](#)[Print Meeting Documents](#)



Remove formatting when copy/pasting into the text box(es) below to avoid any issues with rendering the report. (Right-click, paste as plain text)

[← Go back to My Meetings](#)

Meeting Information

*Meeting Date:

8/26/2022

*Time:

1:30pm

*Meeting Title:

8/26/2022 SIT Meeting

Location:


(Optional)

Click “Enter or Edit Minutes”

A

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State Board of Education | Department of Public Instruction

Managing Minutes



[← Go back to My Meetings](#)

[Insert Minutes Link](#)

Or
Create Meeting Minutes

- Team/Guest Attendance

Team Members in Attendance:

<input type="checkbox"/> Daffy Duck	<input type="checkbox"/> Jessica Johnson
<input type="checkbox"/> Bridget Jones	<input type="checkbox"/> Alessandro Montanari
<input type="checkbox"/> Keisha O'Neil	<input type="checkbox"/> Julia Roberts
<input type="checkbox"/> Annette Shakinovsky	<input type="checkbox"/> Ed Shofestall
<input type="checkbox"/> Michael Taranto	

Guests in Attendance:

i Check each agenda item below that was completed during the meeting.

- ☐ Celebrate recent successes
- ☐ Review and respond to Coaching Comments
- ☐ Approval of last meeting's minutes
- ☐ Old business
- ☐ Indicators to Assess-Create-Monitor
- ☐ Other Business
- ☐ Next Meeting
- ☐ *Adjourned Time

*Adjourned Time:

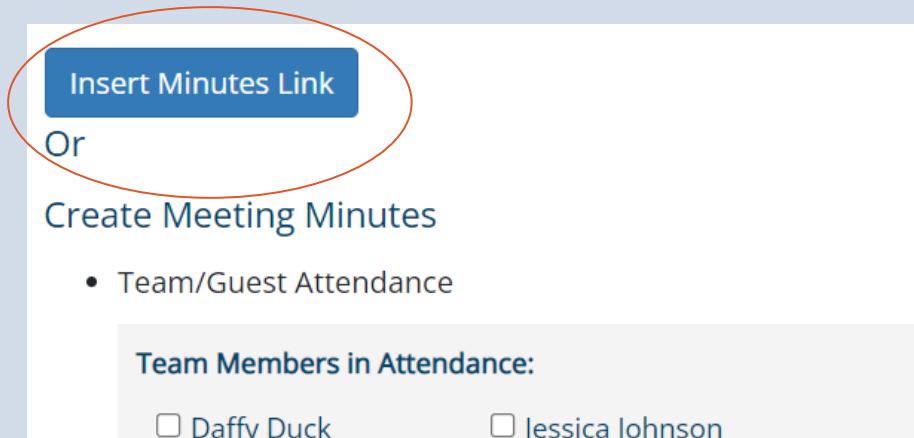
[Save Meeting Minutes](#) [Save and Print Meeting Minutes](#)

Click on team members in attendance. Click on each agenda item to open a dialog box to record your minutes.

A



Linking Minutes to Google



Insert Minutes Link

Or

Create Meeting Minutes

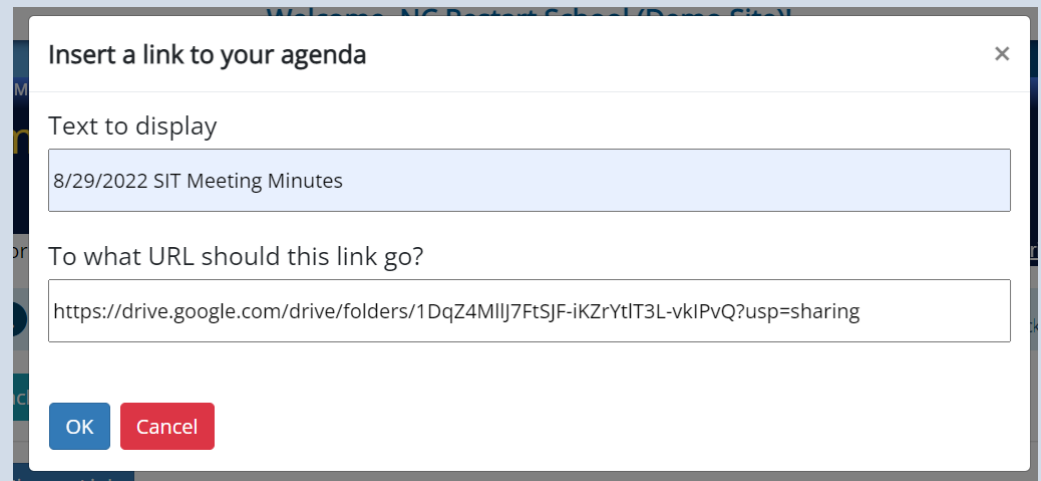
- Team/Guest Attendance

Team Members in Attendance:

☐ Daffy Duck ☐ Jessica Johnson

Click “Insert Minutes Link”

- Type the text to display and paste the URL
- Click “OK”
- Make sure share settings allow anyone with the link to “View Only”



Insert a link to your agenda

Text to display

8/29/2022 SIT Meeting Minutes

To what URL should this link go?

<https://drive.google.com/drive/folders/1DqZ4MlIj7FtSJF-iKZrYtIT3L-vkIPvQ?usp=sharing>

OK Cancel

Linking Minutes to Google

[Create or Edit Agenda](#) [Enter or Edit Minutes](#) [Print Meeting Documents](#)

i Remove formatting when copy/pasting into the text box(es) below to avoid any issues with rendering the report. (Right-click, paste as plain text)

[← Go back to My Meetings](#)

[Edit Minutes Link](#) [Remove Minutes Link](#)

[8/29/2022 SIT Meeting Minutes](#)

- Next Meeting
- *Adjourned Time
- *Adjourned Time:

[Save Meeting Minutes](#) [Save and Print Meeting Minutes](#)

- Your link will appear
- Add the time your meeting adjourned
- When finished, click “Save Meeting Minutes”

Managing Minutes

Home / Meetings

Meetings

Set up a new Meeting Agenda

Filter to display meeting agendas or minutes by specified date range.

Start Date: End Date:

Meeting Agendas and Minutes may be shared with Guests by checking the "Guest Page Share" box below. Guest logins can be found under the "Logins" button located above and may be distributed to teachers, parents, school board members, or school community in order to provide transparency in planning and implementation.

View/Update Meeting	Meeting Title	Location	View Report	Remove Agenda	Guest Page Share
06/29/2021	6/29/21 SIT Meeting	Media Center	Meeting Minutes		<input checked="" type="checkbox"/>
06/22/2021	6/22/21 SIT Meeting		Meeting Minutes		<input type="checkbox"/>

- Click on the box in the “Guest Page Share” column to share your minutes with the public. They’ll use the Guest login to access this. If you have minutes linked to an online drive (like Google or Sharepoint), make sure share settings allow anyone with the link to “View Only”

A



Manage Meetings Best Practices

A



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Managing Minutes

Three Ways to Manage Minutes

1. Capture minutes live in NCStar as the meeting is going on
2. Take notes and transfer to minutes in NCStar later
3. Capture minutes in Google agenda and link them in NCStar

No matter which option you choose, you'll need to capture your minutes in NCStar.

Managing Minutes

Reminders

- Monitor selected indicators at every SIT meeting
- Be sure to record in your minutes any **discussion** and **actions required** during your team's conversation about indicators selected for monitoring.



A

Preparing to Discuss Indicators

Who Leads the Discussion?

- The SIT member assigned to the indicator leads the discussion and reports out on progress
 - This promotes distributive leadership and team member voice
- Give advance notice
 - They will need to meet with anyone who has an upcoming action step or past due action step to discuss progress before reporting to the SIT

Preparing to Discuss Action Steps

Questions to ask of staff working on action steps up for discussion at next SIT meeting. Consider giving the person the questions in advance or capturing responses on a form to make it easier to discuss and capture in meeting minutes.

Upcoming Action Steps

- Where are you in terms of completing this action step?
- Will you complete it by the target date?
- If not, why? What can the team do to help you complete it? Do we need to push back the target date?

Past Due Action Steps

- What barriers prevented completion of the action step?
- How can the team help you complete this?
- Do we need to keep the action step, adjust it, or change the target date?
- When do you think you might be able to complete it?

Acting on Action Steps

When a target date for an action is approaching and the school has not completed the action:

- Extend the target date to continue working on that action step.
- Add a note to the action stating why this action is no longer in use. Then, use the date when this note was added as the completion date.
- Revise the action if the SIT determines that the way it was written is no longer relevant. Then, adjust the target date accordingly to align with the revised action.
- Irrelevant actions may be deleted.

A



Time Management Tip

- SITs have other items that need discussion in addition to monitoring indicators. Set a time for discussion of indicators.
- **When time is up, move on.**
- Continue discussion at your next SIT meeting and go on to next agenda item.



A

Managing Minutes: An Exemplar

Individually review the exemplar minutes & reflect on the following questions:

- What do you notice about these minutes that would make them an exemplar?
- How will the information captured help the SIT and school move forward?
- What one or two things will you glean from these minutes in order improve your minutes in the coming months?

<https://bit.ly/SampleAgendaMinutes>

Managing Minutes: Another Exemplar

8:00-8:10	Enter Evidence (Subcommittee Facilitator)	Evidence Folders Quarterly Notes	<p>*fill in [Teacher Name]</p> <ul style="list-style-type: none"> -Evidence Folders are public facing (anyone in the world can access) so cannot include any student identifying information -the person responsible for that action step is responsible for placing this in the Evidence Folder and making sure the evidence does not include any student identifying information -all Committees need to make sure that all evidence has been included in the Evidence Folder
8:10-8:20	Complete new action step (D1.02)		<p>(new District required Action Step)</p> <ul style="list-style-type: none"> -discussion around what our school focus could be -Team feels we need additional time -we will revisit this in January <p>Within the 2023-24 school year, our school identified the following resource <u>inequity</u>, as a result, our school plans to mitigate this inequity by ____.</p>
8:20-8:30	Action Steps Due in the Next Month		<ul style="list-style-type: none"> • (Family Engagement - E1.06) K-5 teams will communicate with families about their child's grade level curriculum and what they can do to provide support at home in a detailed monthly newsletter using the BES template. (12/09/23) <ul style="list-style-type: none"> ◦ Mark Complete - Evidence: <u>newsletter</u> ◦ Grade Levels can use any template for the newsletter (no required template) • (Social Emotional - A4.06) Students will be issued a survey about their SE health and perspective of the school. 2 different versions will be created (K-2, 3-5) (1/30/24) <ul style="list-style-type: none"> ◦ The survey will be created and distributed by <u>1/30/24</u> ◦ Suggested: digital survey ◦ [Teacher Name]: lead K-2 ◦ [Teacher Name]: lead 3-5
8:30-8:40	Professional Development Plan		<ul style="list-style-type: none"> • (Classroom Management - A1.07) PBIS follow-up professional development will be provided to the staff on teacher workdays as determined by collected data. (6/30/24) <ul style="list-style-type: none"> ◦ Sub-Committee will plan for date for this during next Sub-Committee <u>meeting</u> • (Differentiation - A4.01) Staff will be trained on effective small group best practices. (6/9/24) <ul style="list-style-type: none"> ◦ Still working toward this Action Step ◦ Sub-Committee could discuss this during next Sub-Committee <u>meeting</u> • (Differentiation - A4.01) Staff will be instructed in the TIPS protocol. <ul style="list-style-type: none"> ◦ Still working toward this Action Step ◦ Sub-Committee could discuss this during next Sub-Committee meeting

Think-Pair-Square

Stand up and group into pairs. Share your reflections to the following questions with your partner:

- What do you notice about these minutes that would make them an exemplar?
- How will the information captured help the SIT and school move forward?

Combine two partner pairs and discuss the following question:

- What one or two things will you glean from these minutes in order improve your minutes in the coming months?

A



Celebrate Accomplishment

Look at the Celebrations section at the top of the minutes.

What is being celebrated?

Celebrate the people, too!

- Identify and act on opportunities to acknowledge others' performance and contributions.

How will you celebrate others?



Questions?



A



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LUNCH TIME



A



Welcome! Lighting the Path to Student Success

Spring 2024 NCStar Training

Day 2 Afternoon



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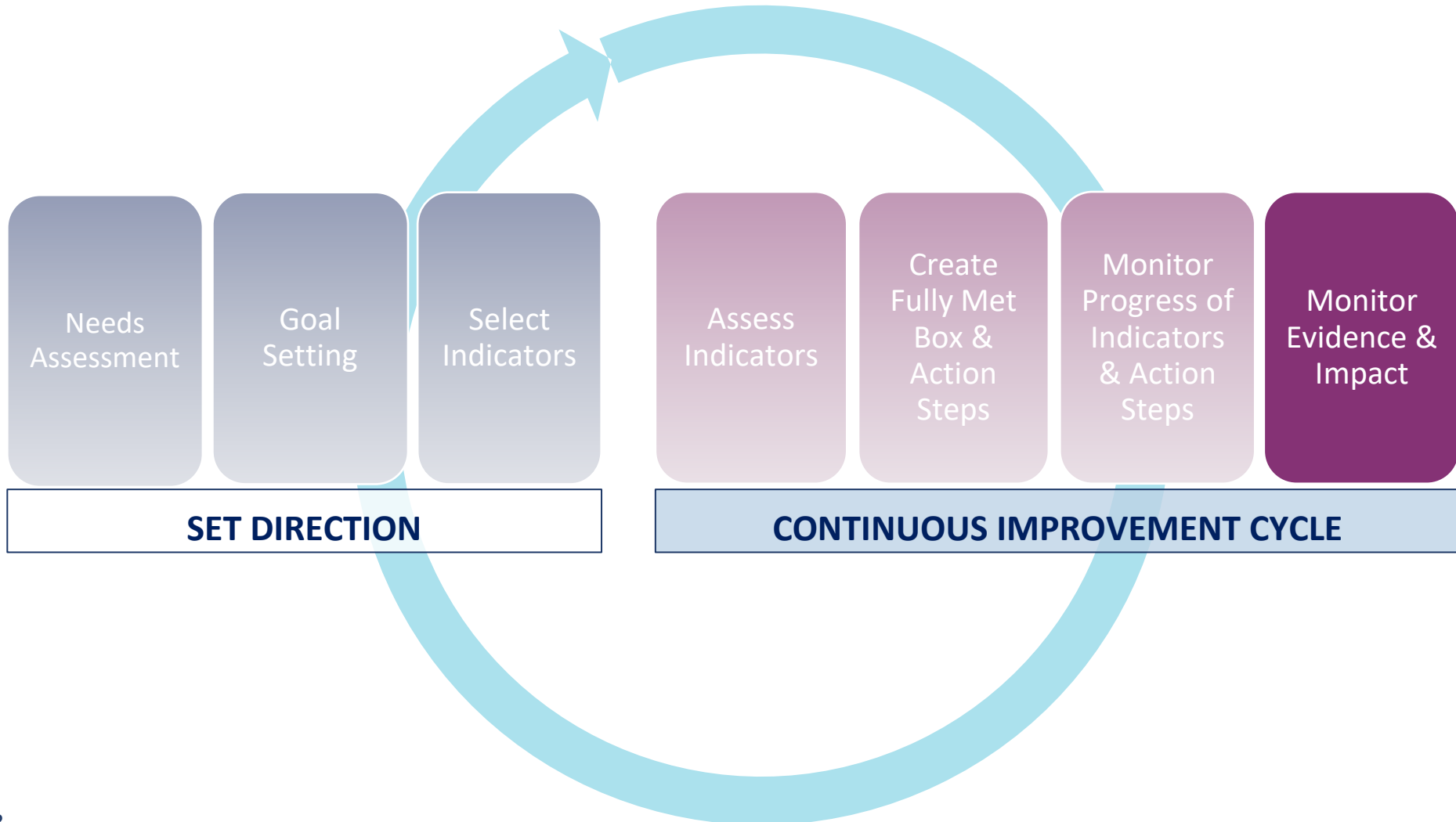
State Board of Education | Department of Public Instruction

Monitoring the School Improvement Process

A



NCStar Continuous Improvement Pathway



B



When is an Indicator at Full Implementation?

- ✓ All action steps for the Indicator are marked as complete, and
- ✓ The School Improvement Team establishes that the institution/school is consistently doing what is in the “How it will look when Fully Met Box,” and
- ✓ Data supports reaching, or positive movement towards reaching, outcomes of a goal connected to the Indicator.

If any of the above are NOT met, then...

- Revisit Assess, Create, and Monitor, revising or adding additional action steps as needed.

If they are all met, then...

- ✓ Upload or link Evidence of implementation into Document Upload
- ✓ The Indicator is at Full Implementation

When is an Indicator at Full Implementation?

Schools with the following designations must consult with the Office of Federal Programs before marking these indicators at Full Implementation:

- **CSI-LG, CSI-LP, ATSI: D1.02 (Key Indicator)**
- **CSI-LG: A4.10**
- **CSI-LP and ATSI: A4.01 (Key Indicator)**



Choosing Evidence

A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction

Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes...

Given the Fully Met description above, what might be some artifacts Awesome Middle School might choose to upload as evidence?

Live Demo 5

indistar.org



- Follow along by logging into NCStar using your school's login and username

- Marking an Indicator at Full Implementation
- Document Upload

B



Building the Capacity of Your School Improvement Team

B



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"IT'S NEVER ABOUT
PROGRAMS; IT IS ALWAYS
ABOUT PEOPLE."

-TODD WHITAKER, *WHAT GREAT
PRINCIPALS DO DIFFERENTLY*

TODD WHITAKER

WHAT GREAT
PRINCIPALS DO
DIFFERENTLY

~~15~~¹⁸ Things That Matter Most

SECOND EDITION

An Eye On Education Book

Checklist of SIT Member Best Practices



SIT Member Checklist of Best Practices

- ☐ I act with integrity, confidentiality, and only share relevant information to the broader school team
- ☐ I actively participate in SIT discussions & decisions as a participative leader - volunteering my strengths to work the collective plan
- ☐ I analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions
- ☐ I attend SIT meetings regularly
- ☐ I bring ideas forward and actively participate in deliberation with a solution-oriented approach
- ☐ I celebrate incremental success and use it as a catalyst to move the school achievement needle
- ☐ I collaborate with my colleagues to mentor and support teachers to improve the effectiveness of my departments or grade level
- ☐ I contribute to the establishment of positive working conditions in our school
- ☐ I encourage, support, and create opportunities for involvement from parents/guardians
- ☐ I offer guidance in the selection of professional development opportunities to support SIP goals
- ☐ I participate in developing policies and practices to improve student learning
- ☐ I promote a clear, consistent, and compelling vision by cultivating trust through effective collaboration within the SIT and my broader team
- ☐ I provide input in determining the school budget priorities that meet the needs of students
- ☐ I serve as a liaison between the SIT & my constituents (grade-level team, subject team, etc.)
- ☐ I take ownership of my assigned indicators/action steps - completing them prior to the target date & following through on reporting back to the entire team
- ☐ I work to establish and support the implementation of focused priorities for improving school, teacher, and classroom effectiveness
- ☐ School Team Idea : _____

<https://bit.ly/MemberChecklist>

Personal Reflection

After skimming through the checklist reflect on the following:

- What is one item on the checklist that you do really well?
- What is one item on the checklist that needs a little work? How will you address this?

Checklist of SIT Leader Best Practices

SIT Leader Checklist of Best Practices

- ☐ I build a strong instructional community, intensely focused on student learning
- ☐ I celebrate incremental success and use it as a catalyst to move the school achievement needle
- ☐ I communicate the urgency of improvement so that all students can get a high quality education
- ☐ I conduct transparent school-wide elections to select SIT members
- ☐ I create focused agendas which include monitoring of indicators and are available ahead of time
- ☐ I cultivate trust through effective collaboration within the SIT and the broader school community
- ☐ I empower members of the team to bring ideas forward and encourage goal committees/task forces/teams to make decisions
- ☐ I encourage, support, and create opportunities for involvement from parents/guardians
- ☐ I engage in conversations to analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions
- ☐ I ensure that all district and state recommended SIP requirements are met
- ☐ I guide the SIT to select priorities for improvement based on data
- ☐ I lead the development of policies and practices to improve student learning
- ☐ I model the establishment of positive relationships that contribute to improved working conditions in our school
- ☐ I monitor short and long term goals
- ☐ I plan regular SIT meetings and hold team members accountable for their attendance and participation
- ☐ I promote a clear, consistent, and compelling vision for our school's improvement
- ☐ I provide budget transparency as appropriate
- ☐ I select targeted and aligned professional development plan offerings
- ☐ I solicit and act upon stakeholder input
- ☐ I support SIT members in their ownership of assigned indicators and action steps
- ☐ I take a solution-oriented approach to problems and challenges that arise



<https://bit.ly/SITLeaderChecklist>



Share, Connect, Reflect

Find a partner (at or away from your table) and alternate with your partner in sharing a brief response to the following question:

- How might you use these checklists at your school to support effective school improvement planning?

Expanding Leadership Opportunities in Your School

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“Great leaders do not create followers; they create more leaders.” - Tom Peters

Shared Leadership

- Shared leadership is the practice of governing a school by **expanding the number of people involved in making important decisions** related to the school's organization, operation, and academics.
- In general, shared leadership entails the creation of leadership roles or decision-making opportunities for:
 - Teachers
 - Staff members
 - Students
 - Parents
 - Community members

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Meeting Roles

These are a good way to involve multiple people in your school-based meetings.

Your school may require more roles based on your needs, such as a Parliamentarian, for example.



From <https://www.conferencecalling.com/blog/meeting-roles>

Distributed Leadership in NCStar

- Indicators
 - Distributed broadly across **SIT representatives**
- Action Steps
 - Distributed broadly across **all staff** and/or committees/teams

A



Types of Teams & Committees

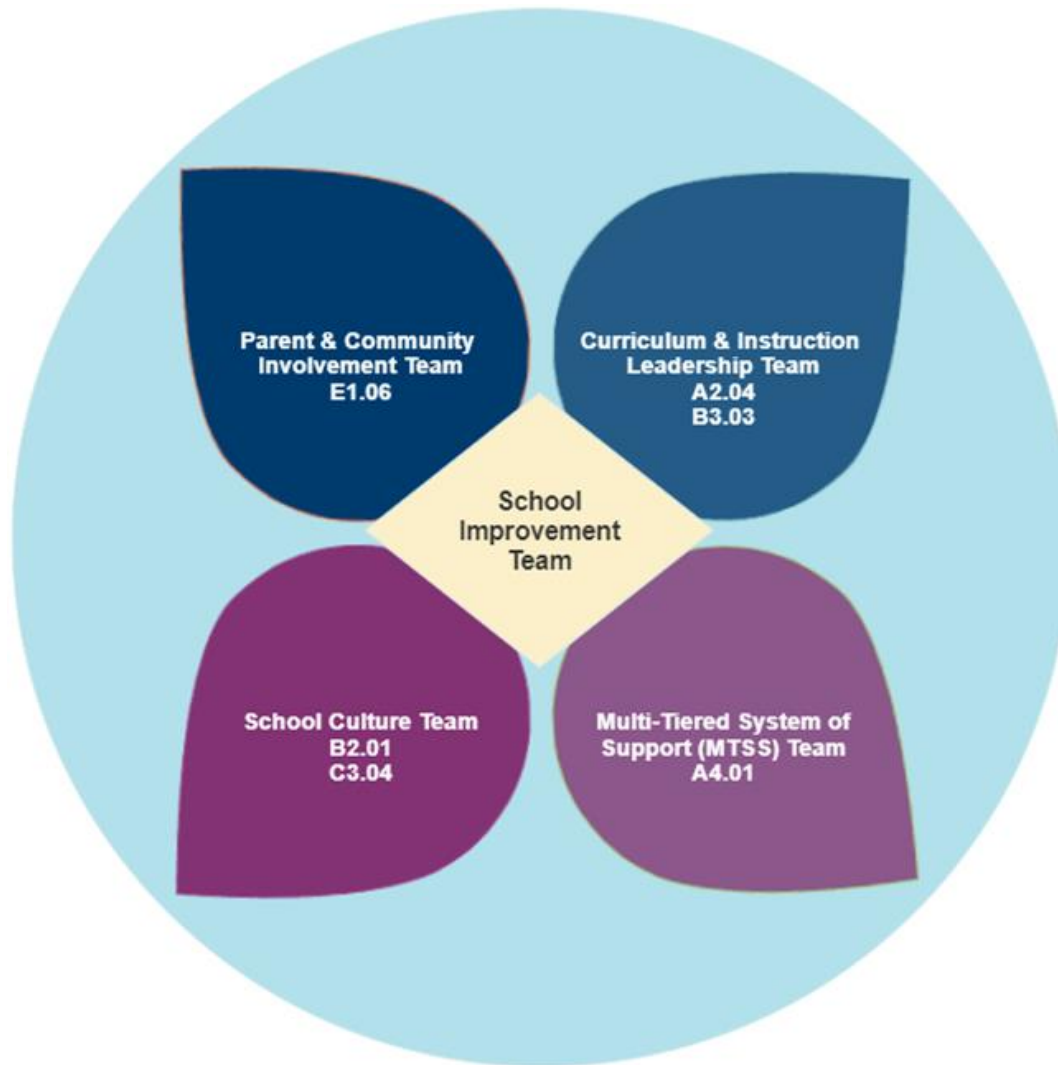
- Indicator Teams
- Goal Teams
- Committees/Subcommittees

Everyone in your school can serve on a team or committee even if they are not an elected member of the school improvement team!

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Committees and Teams Can Support the Indicators



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Sample Monthly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
		SIT Meeting		
		Staff Meeting		
		Indicator Team Meetings		
		Staff Meeting		

Alternatively, each team or committee could pick their own day & time to meet. Each one would need to meet at least once between monthly SIT meetings.

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Turn - Talk - Share

- What are you doing at your school to meet the demands of 2 meetings a month which involve a variety of staff members?
- What can you do at your school level to ensure that all members of your SIT can attend SIT meetings?
- Be prepared to share your conversation with the whole group!

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Documentation

- Be sure to document the work of your teams and committees **within NCStar** by reflecting the work in the minutes
- This can be the **second meeting** of the month
- Consider **utilizing roles to ensure that the minutes are reflected** (secretary) and information is shared back with SIT (reporter)

A



Three Stay-One Stray

Form groups of 4. Identify a team leader. As a group, respond to the following questions:

1. What strategies does your SIT use to distribute leadership?
2. What methods can your SIT use to increase teacher voice?

Three Stay-One Stray

When time is called, each team leader must stray to a new group. No more than one team leader per group please! The team leader will share their previous group's responses to these questions:

1. What strategies does your SIT use to distribute leadership?
2. What methods can your SIT use to increase teacher voice?

A Case Study of SIT Distributive Leadership

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Distributive Leadership Case Study

- Choose a narrative to read from the document [Distributive Leadership Case Studies](#) describing the Distributive Leadership practices at 2 North Carolina Schools:
 - Teams at School 1 (handout - the smaller school)
 - (ABC Elementary in the digital copy)
 - Committees at School 2 (handout - the larger school)
 - (XYZ Elementary in the digital copy)
- Reflect on the following questions:
 - What specific Distributive Leadership practices did you glean from the case study that you will implement at your school?
 - Be ready to share your reflections with the group!

Give 1, Get 1

- What specific Distributed Leadership practices did you glean from the case study that you will implement at your school?
- What will be the first steps you will take to support school improvement efforts utilizing Distributed Leadership?

A





30 minutes



THIS IS YOUR OPPORTUNITY TO...

- Focus on addressing any areas that require attention based on the valuable insights you have gained over the past two days.
- Please do not hesitate to call us over if there is anything we can assist you with.
- Thank you for your hard work and dedication to your school improvement goals.

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Evaluating Your School Improvement Plan

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School Improvement Plan Rubric

Needs Assessment		
Areas of Improvement	Criteria <i>Standards for this Performance</i>	Evidence of Meeting or Exceeding Standards
	<p>A Needs Assessment has been completed, with data gathered in the following areas:</p> <ul style="list-style-type: none"> • <i>Student Achievement and Growth</i> • <i>Student Attendance, Discipline, Demographic and Retention</i> • <i>Teacher Recruitment, Retention, and Attendance</i> • <i>Perception (e.g., TWC, culture/climate)</i> 	
	<p>Data in the following areas has been analyzed with conclusions drawn and areas of need identified:</p> <ul style="list-style-type: none"> • <i>Student Achievement and Growth</i> • <i>Student Attendance, Discipline, Demographic and Retention</i> • <i>Teacher Recruitment, Retention, and Attendance</i> • <i>Perception (e.g., TWC, culture/climate)</i> 	
	<p>A Root Cause analysis has been completed to support data analysis, conclusions, and targeted areas of support within an identified need.</p>	

<https://bit.ly/SIPRubric>

School Improvement Plan Rubric

Directions for Completing the Rubric

This rubric is meant to be used as a tool for evaluating and improving components of your School Improvement Plan.

For each row in the rubric:

1. **Read the Criteria:** Standards for Performance. This is the minimum requirement for this component of the rubric.
2. **Evidence of Meeting or Exceeding Standards:** Use this box to celebrate success! Write down your evidence demonstrating that you have met or exceeded standards.
3. **Areas of Improvement:** Are there parts of your plan that need work? Use this box to take note of places in your plan that need improvement. Consider including what actions might need to be taken to make corrections.
4. This is not a checklist and requires thoughtful analysis.
5. Use the rubric to update your plan!
6. Complete the rubric in a way that meets your school needs. Feel free to complete it all at once or chunk it into smaller pieces as you work on your plan.

School Improvement Plan Rubric

An Example

Prioritization		
Areas of Improvement	Criteria <i>Standards for this Performance</i>	Evidence of Meeting or Exceeding Standards
We have 9 indicators with target dates at the end of this school year. We need to narrow our focus.	Indicator target dates demonstrate only 3-6 indicators that are prioritized for work during any given school year.	
We'll need to refocus some of our action step target dates to align with our prioritization of indicators.	Action steps for a selected indicator demonstrate incremental progress throughout the year by having target dates spread throughout the school year instead of clustered at the end of the year.	Our action steps are strategically spread throughout the school year.

Questions?



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Wrapping Up

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Turn & Talk AHA! Moments

- What are some AHAs! that you discovered as a result of your learning today?
- What is the next thing you will do to act on this new learning?

District Training Opportunities!

Are you interested in a training for your district this summer?

Reach out to your Comprehensive Support Specialist to schedule a training.

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