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NCStar Training Resource Page

One Stop Shop to Access All of These Links

NCStar Training Resource Page

One Stop Shop to Access All of These Links

Resource Links
Nearpod - https://join.nearpod.com
Weebly - www.ncstar.weebly.com
Indistar/NCStar - https://www.indistar.org/

How to Edit
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Outcomes
As a result of today’s learning, you will…
…Know

- NCStar
- School Improvement Process
- Best Practices for SIT Members & Leaders
- 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
• 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
...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.
- Lead an effective School Improvement Team (SIT)
- Distribute responsibility for Indicators and Action Steps throughout your entire school
- Use the School Improvement Pathway to create and monitor your School Improvement Plan (SIP)
- Regularly evaluate your SIP & Processes
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
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
NCStar Vocabulary Matching
<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important part of your plan.</td>
</tr>
<tr>
<td>Wise Ways</td>
</tr>
<tr>
<td>Has been assessed and chosen to be included in the SIP</td>
</tr>
<tr>
<td>Improvement Plan</td>
</tr>
<tr>
<td>Indicator</td>
</tr>
<tr>
<td>Process Manager</td>
</tr>
<tr>
<td>research-based evidence and examples that help the SIT team assess each indicator</td>
</tr>
<tr>
<td>Comprehensive Report</td>
</tr>
<tr>
<td>the individual at a school that will</td>
</tr>
<tr>
<td>research-based</td>
</tr>
</tbody>
</table>

**How to Edit**

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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
Our NCStar Weebly

www.ncstar.weebly.com
Welcome North Carolina Educators

NCSTAR & FAM-S Crosswalk available under the MTSS section in Docs

NEW NCSTAR & FAM-D Crosswalk available now in Docs

NCStar SIP Statute Connections Document available in Docs

NEW Resources Available under Docs

NEW Presentations Available under Docs

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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

Public Schools of North Carolina
State Board of Education | Department of Public Instruction
Let’s Login!

If you need your login credentials, please raise your hand and a member of our team will support

Remember:
- One Login, One Device
Live Demo 1

indistar.org

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

- NCStar Home Page
- Bulletin Board
- Feedback
- Update Profile
- Reports
Work Time

• Homepage, Update Profile, Feedback
  • Logins
    • Plan how you will share the Leadership Team (LTS login with SIP members)
  • Update Profile
    • Confirm school, principal, & process manager information
    • Delete members no longer on the team
    • Add new members
  • 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
• 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
What do you think of when you hear the term “School Improvement”? 

Think about your experiences with School Improvement. 
- What was your most rewarding experience? 
- What was your most frustrating? 
Discuss with the people around you and post your reflection to the Nearpod collaborate board.
How to Edit

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Most SIP Plans...
School Improvement in the Past

Goal setting
• Student outcome focused
• Standardized measures

Review of plan
• Stagnant
• Compliance-based

Discipline
Teacher Retention
Growth
Parent Engagement
Attendance
Graduation
Performance
ACT
School Improvement in the Present

Plan Development + Implementation

• Data-Driven Decisions
• 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*

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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.

https://www.hanoverresearch.com/media/Best-Practices-for-School-Improvement-Planning.pdf
## Hanover Research

**Best Practices for School Improvement Planning**

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

1. Analyze Data & Prioritize Needs
2. Set Goals & Determine Measures
3. Prioritize Goals & Align to Best Practices
4. Assess Current State of Best Practices
5. Create Plan of Action
6. Implement Plan of Action
7. Monitor Outcomes & Make Adjustments
NCStar Supports the Continuous Improvement Process

1. Analyze Data & Prioritize Needs
2. Set Goals & Determine Measures
3. Prioritize Goals & Align to Effective Practices
4. Assess Current State of Effective Practices
5. Create Plan of Action
6. Implement Plan of Action
7. Monitor Outcomes & Adjust

SET DIRECTION
- Data Review
- Needs Assessment
- Goals
- Performance Measures
- Indicator Selection

CONTINUOUS IMPROVEMENT CYCLE
- Assess
- Create
- Manage Meetings
- Monitor
NCStar Continuous Improvement Pathway

**SET DIRECTION**
- Needs Assessment
- Goal Setting
- Select Indicators

**CONTINUOUS IMPROVEMENT CYCLE**
- Assess Indicators
- Create Fully Met Box & Action Steps
- Monitor Progress of Indicators & Action Steps
- Monitor Evidence & Impact
Let’s Discuss!

At your table, discuss the question:
What is the most important job of the School Improvement Team?

Choose one person from your table to share your group’s response in Nearpod.
How to Edit

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School Improvement Team Knowledge Quick Check
Quiz

A. True

B. False

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Nearpod Quiz: True or False?

• **True:** The School Improvement Team (SIT) must be elected by secret ballot.
• **True:** SIT should include APs, teachers, support personnel, teacher assistants, and parents of students enrolled in the school.
• **False:** Parent rep can be a staff member who has a child at the school.
Nearpod Quiz: True or False?

- **False:** SIT meetings are closed to everyone except the elected members.
- **False:** The School Improvement Plan (SIP) is completely different and distinct from the work the SIT does in NCStar.
- **True:** The SIP should be voted on by secret ballot and approved by the full staff.
Building Blocks of an Effective School Improvement Team
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
Web Content

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Nearpod Reflection

• After you review and discuss the checklist of best practices with your tablemates, list on the discussion board one thing your team does well consistently and one thing your team needs to work into your practice.

• Be sure to label your positives and your areas for growth in your response.
Collaborate Board

work into your practice. Be sure to label your positives and your areas for growth in your response.

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NCStar and the School Improvement Planning Process
NCStar – Set Direction
NCStar Continuous Improvement Pathway

Needs Assessment
Goal Setting
Select Indicators
Assess Indicators
Create Fully Met Box & Action Steps
Monitor Progress of Indicators & Action Steps
Monitor Evidence & Impact

SET DIRECTION
CONTINUOUS IMPROVEMENT CYCLE
Poll

A. School Created tool
B. District Designated tool
C. FAM-S Assessment
D. NCStar School Self Assessment
E. We haven’t done a Needs Assessment

How to Edit
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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
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.

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| 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?
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

<table>
<thead>
<tr>
<th>Leading = 4</th>
<th>Embedded = 3</th>
<th>Emerging = 2</th>
<th>Lacking = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>School administration frequently models expectations set for staff and students.</td>
<td>School administration regularly models expectations set for staff and students.</td>
<td>School administration occasionally models expectations set for staff and students.</td>
<td>School administration does not model expectations set for staff and students.</td>
</tr>
<tr>
<td>There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</td>
<td>There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.</td>
<td>There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</td>
<td>There is no defined plan to encourage collaboration or to empower staff.</td>
</tr>
</tbody>
</table>

B2 Total

\[ B2 \% = \frac{(B2 \text{ Total})}{20} \times 100 \]
Access the Needs Assessment - School Self-Assessment in NCStar

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.
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).
Work Time

• Consider the needs of your school:
  • Locate and review your school’s current data and/or needs assessment
  • If you don’t have a current needs assessment, explore the School Self-Assessment in NCStar
• Consider big ideas & trends that you want to address in your school improvement plan based on this data
• If you have individual questions, now is a great time to ask
Writing Goals
NCStar Continuous Improvement Pathway

**SET DIRECTION**
- Needs Assessment
- Goal Setting
- Select Indicators

**CONTINUOUS IMPROVEMENT CYCLE**
- Assess Indicators
- Create Fully Met Box & Action Steps
- Monitor Progress of Indicators & Action Steps
- Monitor Evidence & Impact
Writing Goals

2-3 School Years
Overarching & Long Term

1 School Year
Focused on the Current School Year

Monthly or Quarterly
Focused on right now
Writing Goals: Tips

• Create your goals in the “Set Direction” section.
• Follow your district guidance around goal setting.
• Your data should inform the goals you set.
• Use SMART characteristics (Specific, Measurable, Attainable, Relevant, and Timely) when setting goals.
• 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.
Work Time

• Goals
  • Update goals to ensure that they are current
  • Write any new goals for the upcoming school year, based on your Needs Assessment
• 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
Questions?
LUNCH TIME
Work Time

• Take a few minutes to review the Performance Measure Planning Examples

• Review the current Performance Measures in NCStar for your school in the mission/goals section by clicking on Set Direction (if you need help navigating there, raise your hand and I will be happy to help)
Example Performance Measures

Contents (Use CTRL+Click to jump to the section you need)

Overview & Resources .................................................. 2

Vocabulary ................................................................. 2

Accessing Performance Measures in NCStar Screenshots .................................................. 3

Directions – Tracking by Grade Level Example ................................................................. 4

Example – Tracking Data by Subgroups ........................................................................... 8

Example – Tracking Data by Cohort ............................................................................. 9

Example – Parental Engagement .................................................................................... 11

Example – Out of School Suspension Tracked Quarterly ............................................... 12

Example – Formative Assessments Tracked Quarterly .................................................... 13

Example – Teacher Attendance Tracked Monthly ............................................................ 15

How to Edit

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Using Performance Measures
The Goal Determines the Performance Measure

Goal: 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)

What data points might Awesome Middle School decide to monitor to support the progress of this goal?
How to Edit

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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
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.

<table>
<thead>
<tr>
<th>Data Source:</th>
<th>Baseline Year:</th>
<th>Baseline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>tool</strong> you are using to measure the Performance Indicator.</td>
<td>The <strong>initial date</strong> from which you are measuring progress.</td>
<td>The <strong>data point from your initial date</strong> from which you’ll be measuring progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Date:</th>
<th>Target:</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first <strong>date</strong> in which you are going to <strong>monitor progress</strong>.</td>
<td>The <strong>goal</strong> you want to reach by the first Target Date.</td>
<td><em>The actual number or percent you reached at the first Target Date.</em></td>
</tr>
</tbody>
</table>
Accessing the Performance Measures in NCStar
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

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

Click on the goal you want to work with
Creating Performance Measures
Performance Measures Example

Goal:
Increase composite math achievement to 70% by June 2023.

Performance Indicator:  
4th Grade Math Achievement

<table>
<thead>
<tr>
<th>Data Source: 4th Grade Math EOG</th>
<th>Baseline Year: 2018-2019</th>
<th>Baseline: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Date:</strong> 2020-21</td>
<td><strong>Target:</strong> 60%</td>
<td><strong>Actual:</strong> 53%</td>
</tr>
<tr>
<td><strong>Target Date:</strong> 2021-22</td>
<td><strong>Target:</strong> 70%–62%</td>
<td><strong>Actual:</strong> 64%</td>
</tr>
<tr>
<td><strong>Target Date:</strong> 2022-23</td>
<td><strong>Target:</strong> 80% 70%</td>
<td><strong>Actual:</strong></td>
</tr>
</tbody>
</table>

Performance Indicator:  
5th Grade Math Achievement

<table>
<thead>
<tr>
<th>Data Source: 5th Grade Math EOG</th>
<th>Baseline Year: 2018-2019</th>
<th>Baseline: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Date:</strong> 2020-21</td>
<td><strong>Target:</strong> 57%</td>
<td><strong>Actual:</strong></td>
</tr>
<tr>
<td><strong>Target Date:</strong> 2021-22</td>
<td><strong>Target:</strong> 64%</td>
<td><strong>Actual:</strong></td>
</tr>
<tr>
<td><strong>Target Date:</strong> 2022-23</td>
<td><strong>Target:</strong> 70%</td>
<td><strong>Actual:</strong></td>
</tr>
</tbody>
</table>
Creating Performance Measures

Goal:
Increase composite math achievement to 70% by June 2023.
Creating Performance Measures

- Click on Add Performance Measure to get started.
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

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Baseline Year</th>
<th>Baseline*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math EOG</td>
<td>2020</td>
<td>43</td>
</tr>
</tbody>
</table>

* Mark the checkbox if the number is %.
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](image)

- **Data Source**: Math EOG
- **Baseline Year**: 2020
- **Baseline**: 43

*Mark the checkbox if the number is %.*
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.
### How to Edit

Click **Edit This Slide** in the plugin to make changes.

Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.

---

**Drag & Drop**

- **Performance Indicator:**
  - **Data Source:**
  - **Baseline Year:**
  - **Baseline:**
  - **Target Year:**
  - **Target:**
  - **Actual:**

---

**The School Improvement Goal you are working with.**

**The INITIAL DATE from which you are measuring progress.**

**The first target DATE in which you are going to reach the first target date.**
## Performance Measures

### Planning Template

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Performance Indicator:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Source:</th>
<th>Baseline Year:</th>
<th>Baseline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
</tr>
<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
</tr>
<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator:</th>
</tr>
</thead>
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<table>
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<th>Baseline Year:</th>
<th>Baseline:</th>
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<td>Actual:</td>
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<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
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<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
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<th>Baseline Year:</th>
<th>Baseline:</th>
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<tbody>
<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
</tr>
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<td>Target Date:</td>
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<td>Actual:</td>
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<tr>
<td>Target Date:</td>
<td>Target:</td>
<td>Actual:</td>
</tr>
</tbody>
</table>

How to Edit

Click **Edit This Slide** in the plugin to make changes.

Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Work Time

• Goals & Performance Measures
  • Choose a goal
  • 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?
Selecting Indicators
NCStar Continuous Improvement Pathway

SET DIRECTION

CONTINUOUS IMPROVEMENT CYCLE

Needs Assessment
Goal Setting
Select Indicators
Assess Indicators
Create Fully Met Box & Action Steps
Monitor Progress of Indicators & Action Steps
Monitor Evidence & Impact
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

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
- Time
- Facilities & Resources
- Community Support & Involvement
- Managing Student Conduct
- Teacher Leadership
- Student Leadership
- Professional Development
- Instructional Practices & Support
- Retention
- Equity
- New Teacher Support
Selecting Your School’s Indicators

• Select and Assess the 12 Key Indicators
• Develop a realistic timeline for implementing the 12 Key Indicators
• 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

- Develop goals and priorities with an effective plan for implementation
- Use data to drive decisions
- Recruit, train, and retain high quality staff
- Implement quality PLCs
- Implement strategies for ensuring ALL students are learning
- Implement a strategic literacy plan
- Maintain student engagement and assist students with transitions
- Re-evaluate practices and procedures impact on learning
- Engage the community in partnerships to support high quality education for ALL students
NCStar Key Indicators (12)

- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (NEW)
- 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.
- 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. (NEW)
- B1.01: The LEA has an LEA Support & Improvement Team
- 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.

How to Edit

Click [Edit This Slide] in the plugin to make changes.
Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
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.

**B1.01:** The LEA has an LEA Support & Improvement Team.

**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.
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

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

**C2.01**: The **LEA/School** regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**C3.04**: The **LEA/School** has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

**E1.06**: The school regularly communicates with parents/guardians about 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).
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.
Prioritization & Target Dates
Instead of...
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Key?</th>
<th>Assessed?</th>
<th>Assigned To</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.07</td>
<td>Yes</td>
<td>Yes</td>
<td>Principal</td>
<td>June 2023</td>
</tr>
<tr>
<td>A2.04</td>
<td>Yes</td>
<td>No</td>
<td>AP</td>
<td>June 2023</td>
</tr>
<tr>
<td>A4.01</td>
<td>Yes</td>
<td>Yes</td>
<td>Process Manager</td>
<td>June 2023</td>
</tr>
<tr>
<td>A4.06</td>
<td>Yes</td>
<td>No</td>
<td>Principal</td>
<td>June 2023</td>
</tr>
<tr>
<td>A4.16</td>
<td>Yes</td>
<td>Yes</td>
<td>AP</td>
<td>June 2023</td>
</tr>
<tr>
<td>B1.01</td>
<td>Yes</td>
<td>No</td>
<td>Process Manager</td>
<td>June 2023</td>
</tr>
<tr>
<td>B1.03</td>
<td>Yes</td>
<td>Yes</td>
<td>Principal</td>
<td>June 2023</td>
</tr>
<tr>
<td>B2.03</td>
<td>Yes</td>
<td>No</td>
<td>Principal</td>
<td>June 2023</td>
</tr>
<tr>
<td>B3.03</td>
<td>Yes</td>
<td>Yes</td>
<td>AP</td>
<td>June 2023</td>
</tr>
<tr>
<td>C2.01</td>
<td>Yes</td>
<td>No</td>
<td>AP</td>
<td>June 2023</td>
</tr>
<tr>
<td>C3.04</td>
<td>Yes</td>
<td>Yes</td>
<td>Process Manager</td>
<td>June 2023</td>
</tr>
<tr>
<td>E1.06</td>
<td>Yes</td>
<td>No</td>
<td>Process Manager</td>
<td>June 2023</td>
</tr>
<tr>
<td>E1.08</td>
<td>No</td>
<td>Yes</td>
<td>Principal</td>
<td>June 2023</td>
</tr>
</tbody>
</table>
Try this...
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Key?</th>
<th>Assessed?</th>
<th>Assigned To</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.07</td>
<td>Yes</td>
<td>Yes</td>
<td>1st Grade Teacher</td>
<td>June 2024</td>
</tr>
<tr>
<td>A2.04*</td>
<td>Yes</td>
<td>Yes</td>
<td>AP</td>
<td>February 2023</td>
</tr>
<tr>
<td>A4.01</td>
<td>Yes</td>
<td>Yes</td>
<td>MTSS Facilitator</td>
<td>August 2024</td>
</tr>
<tr>
<td>A4.06</td>
<td>Yes</td>
<td>Yes</td>
<td>Counselor</td>
<td>December 2024</td>
</tr>
<tr>
<td>A4.16*</td>
<td>Yes</td>
<td>Yes</td>
<td>4th/5th Grade Teacher</td>
<td>March 2023</td>
</tr>
<tr>
<td>B1.01</td>
<td>Yes</td>
<td>Yes</td>
<td>Process Manager</td>
<td>Fully Implemented</td>
</tr>
<tr>
<td>B1.03*</td>
<td>Yes</td>
<td>Yes</td>
<td>Process Manager</td>
<td>November 2023</td>
</tr>
<tr>
<td>B2.03</td>
<td>Yes</td>
<td>Yes</td>
<td>Coach</td>
<td>June 2025</td>
</tr>
<tr>
<td>B3.03*</td>
<td>Yes</td>
<td>Yes</td>
<td>Principal</td>
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</tr>
<tr>
<td>C2.01</td>
<td>Yes</td>
<td>Yes</td>
<td>Principal</td>
<td>Fully Implemented</td>
</tr>
<tr>
<td>C3.04</td>
<td>Yes</td>
<td>Yes</td>
<td>Counselor/Kinder Teacher</td>
<td>August 2025</td>
</tr>
<tr>
<td>E1.06</td>
<td>Yes</td>
<td>Yes</td>
<td>Parent</td>
<td>December 2025</td>
</tr>
<tr>
<td>E1.08*</td>
<td>No</td>
<td>Yes</td>
<td>2nd/3rd Grade Teacher</td>
<td>December 2023</td>
</tr>
</tbody>
</table>
Then Try This…
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Key?</th>
<th>Assessed?</th>
<th>Assigned To</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.03*</td>
<td>Yes</td>
<td>Yes</td>
<td>Process Manager</td>
<td>November 2023</td>
</tr>
<tr>
<td>E1.08*</td>
<td>No</td>
<td>Yes</td>
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<td>Fully Implemented</td>
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<td>C2.01</td>
<td>Yes</td>
<td>Yes</td>
<td>Principal</td>
<td>Fully Implemented</td>
</tr>
</tbody>
</table>
Cleaning Up Your SIP & Archiving
Clean-Up Options

Three Options

• Unselecting Indicators
• Overwriting
• Archiving
Unselecting Indicators

Allows you to remove an indicator from your plan

• Won’t appear in the Success Cycle (Assess, Create, Monitor) or your Comprehensive Report (SIP)

• Information about the indicator (e.g., Initial Assessment, Fully Met box, Action Steps) is not lost
Overwriting

• Anything in a text box or drop down can be changed
• Priority and Opportunity Scores
• Initial Assessments
• Fully Met box
• Indicator Assignments
• Indicator Target Dates
Archiving

Allows you to permanently restart the work of an indicator in your plan

- Once you archive, you can start over with the indicator by going through Assess and Create from the beginning
- If you archive one of the 12 Key Indicators, you would need to REASSESS the indicator
- If you are not working on the indicator at this time and it is not one of the 12 Key Indicators, then you can just leave it archived until you are ready to prioritize that indicator
- Information about archived indicators is stored in NCStar, but not available to add back into your plan
Archiving Indicators

• 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.
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.
Archiving Indicators

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

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

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

• **Monitor**
  • **Clean-Up**
    • Adjust target dates for indicators
    • Adjust target dates for action steps
    • Make edits, as needed

• **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**
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
Work Time

• 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
End of Day 1
NCStar - Continuous Improvement Cycle
Review from Yesterday

CONTINUOUS IMPROVEMENT CYCLE

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

**SET DIRECTION**
- Needs Assessment
- Goal Setting
- Select Indicators

**CONTINUOUS IMPROVEMENT CYCLE**
- Assess Indicators
- Create Fully Met Box & Action Steps
- Monitor Progress of Indicators & Action Steps
- Monitor Evidence & Impact
Poll

A. Before assessing an indicator

B. When we are selecting (or narrowing down) indicators for our plan

C. While creating the Fully Met Box & action steps

D. When determining if we are at full implementation of an indicator

E. We haven’t used the Wise Ways in the past

How to Edit
Click [Edit This Slide] in the plugin to make changes. Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Choose An Indicator

• Choose an Indicator. You will use this for all planning activities today.
  • Utilize Assess, Create, Monitor
  • If all 12 Key Indicators are not present, consider adding them to your plan under Indicator Selection in Set Direction
• Choose an Indicator that you know will not be initially assessed at Full Implementation, your school is already working on, but may need some refining, or a Key indicator your school has not yet assessed.
• Avoid choosing B1.01 or B1.03.
• Write down your selected indicator
• Find & read the WiseWays for your selected Indicator.
Continuous Improvement Cycle Overview
P.D.C.A. – Deming Cycle

Act

Plan

Study

Do
The NCStar Continuous Improvement Cycle

Assess
Team Assesses Indicators
Last Update: 11/10/2016
Progress: 21 of 105

Monitor
Team Monitors Progress
Last Update: 11/10/2016
Progress: 6 of 15

Create
Team Creates & Revises Objective Plans
Last Update: 11/14/2016
Progress: 15 of 15
Indicator Assessment Planning Template
## Indicator Assessment Planning Template

- Allows for planning outside of NCStar
- Open a copy & share with members of your team in attendance

### Effective Use of the Success Cycle in NCStar
Indicator Assessment Planning Template

<table>
<thead>
<tr>
<th>Assess</th>
<th>Example</th>
<th>My Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Selected</td>
<td>A2.05: ALL teachers develop weekly lesson plans based on aligned units of instruction</td>
<td></td>
</tr>
<tr>
<td>Initial Level of Development</td>
<td>☐ Full Implementation</td>
<td>☐ Full Implementation</td>
</tr>
<tr>
<td></td>
<td>☑ Limited Development or Implementation</td>
<td>☑ Limited Development or Implementation</td>
</tr>
<tr>
<td></td>
<td>☐ No Development or Implementation</td>
<td>☐ No Development or Implementation</td>
</tr>
<tr>
<td>Priority Score</td>
<td>☑ 3-Highest priority</td>
<td>☑ 3-Highest priority</td>
</tr>
<tr>
<td></td>
<td>☐ 2-Medium priority</td>
<td>☐ 2-Medium priority</td>
</tr>
<tr>
<td></td>
<td>☐ 1-Lowest priority</td>
<td>☐ 1-Lowest priority</td>
</tr>
<tr>
<td>Opportunity Score</td>
<td>☐ 3- Easy to address</td>
<td>☐ 3- Easy to address</td>
</tr>
<tr>
<td></td>
<td>☕ 2- Accomplished in current policy/budget</td>
<td>☕ 2- Accomplished in current policy/budget</td>
</tr>
<tr>
<td></td>
<td>☐ 1- Requires changes in current policy/budget</td>
<td>☐ 1- Requires changes in current policy/budget</td>
</tr>
<tr>
<td>Describe your current implementation efforts:</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Create:  
Assign a team member to:


PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction
How to Edit
Click Edit This Slide in the plugin to make changes.
Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Assess
NCStar Continuous Improvement Pathway

**CONTINUOUS IMPROVEMENT CYCLE**

1. **Needs Assessment**
2. **Goal Setting**
3. **Select Indicators**
4. **Assess Indicators**
5. **Create Fully Met Box & Action Steps**
6. **Monitor Progress of Indicators & Action Steps**
7. **Monitor Evidence & Impact**

**SET DIRECTION**
Assess – Initial Level of Development

- **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

A2.05 - **ALL teachers develop weekly lesson plans based on aligned units of instruction**
Assess – Priority and Opportunity Scores

- **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.
The two scores are multiplied together, given an **Index Score** from 1 – 9. The higher the number the easier it is to implement the indicator. The Index Score is found on the “Our Plan” page.
Assess – Current Implementation Efforts

- A “State of the Union” for the indicator
- Reflects what the school has in place at time of assessment
- Does not describe where you are headed or what you want to do
- Be brutally honest
- Written as a narrative
- Consider including a date. Some schools update this as they implement to capture what they have in place. They add the date for each update.
Assess – Current Implementation Efforts

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.
Work Time

• Finish Clean-Up
• Assess
  • 12 Key Indicators
  • Additional prioritized indicators
• 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
Create
Create – Assign a Team Member

- An SIT member who monitors progress towards full implementation.
- 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

• 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.
Fully Met Box
NCStar Continuous Improvement Pathway

- Needs Assessment
- Goal Setting
- Select Indicators
- Assess Indicators
- Create Fully Met Box & Action Steps
- Monitor Progress of Indicators & Action Steps
- Monitor Evidence & Impact

SET DIRECTION

CONTINUOUS IMPROVEMENT CYCLE
Create – Complete the Fully Met Box

“All fields in the Create & Monitor section are required.

Assign a team member to monitor this objective: Michael Taranto

Establish a target date to fully implement this objective: 09/01/2022

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.

“Begin with the end in mind.” - S. Covey
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.
Create – Complete the Fully Met Box

Tips for Completing the Fully Met Box

• Describes your vision for full implementation and is specific for your school.
  • 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?

• 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
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.

Rewrite this Fully Met Box to capture the characteristics we have discussed. As you work, consider:

- What’s missing? What needs to be added?
- What doesn’t belong?
- What needs to be elaborated on or revised?
Ready? Enter your answer here.

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Work Time

• Create
  • Assign or Replace Removed Team Members
  • Adjust Indicator Target Dates
  • Fully Met Box

• 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
Action Steps
Create – Action Steps

Action Steps…

• Are discrete and sequential

• Begin with a verb and have one small step for each action.

• Directly align to the vision in the Fully Met box.

• Reflect ALL the things needed to get from where you are to the Fully Met vision.
Create – Action Steps

Develop

Communicate

Support Implementation

Monitor Impact

Sustain Practice
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?
Collaborate Board

Learning activities target instruction to each student’s level of mastery. Administration regularly reviews lesson plans, and gives feedback. Lesson plans are stored in a Shared Drive that is accessible to all staff.

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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
## Matching Pairs

<table>
<thead>
<tr>
<th>Instructions</th>
<th>FMB: Learning activities target instruction to each student’s level of mastery.</th>
<th>Action: Create a detailed lesson plan review process that will allow teachers to have feedback within a week of submission.</th>
<th>FMB: ...aligned to standards, and include challenging learning activities for all students.</th>
<th>FMB: Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement.</th>
</tr>
</thead>
</table>

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# Create – Action Steps Alignment

<table>
<thead>
<tr>
<th>How it Will Look When Fully Met</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| **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. | • 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.  
• Deliver professional development to the whole staff on the lesson planning, personalized learning, and the newly developed lesson plan template and its critical components.  
• Provide planning time with instructional coaches and teachers to work on creating team lesson plans following the new template.  
• Check lesson plans for evidence of learning activities personalized to student needs.  
• Conduct specific walkthroughs that monitor instructional fidelity to plan.  
• Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school  
• Create a folder in the school’s shared drive to store all lesson plans by grade level and subject. |
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.
Create – Action Steps

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

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

Julie Reynolds or Enter a name

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

10/01/2021

* Recurrence

Recurrence

Notes:
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.
Create – Action Steps

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
Julie Reynolds

* Target Date  Date this action will be completed or will become routine:
10/01/2021

* Recurrence
Recurrence

Notes:

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)
Work Time

• Create
  • Action Steps
  • Assign Action Steps Strategically Across the School

• 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
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
Questions?
Building the Capacity of Your School Improvement Team
"It's never about programs; it is always about people."

-Todd Whitaker, What Great Principals Do Differently
Checklist of SIT Member 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
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Checklist of SIT Leader 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

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“It’s never about programs; it is always about people.”

-Todd Whitaker, What Great Principals Do Differently
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Distributive Leadership
“Great leaders do not create followers; they create more leaders.” - Tom Peters
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Distributive Leadership Defined

- Distributive leadership is not delegating.
- Increase the leadership capacity within a school so that the school can improve and grow in an authentic manner.
- Giving leaders in schools ownership by empowering them to lead their teams and drive forward their strategies that contribute towards the whole-school priorities.

https://www.sec-ed.co.uk/best-practice/distributed-leadership-explained/
Principles of Distributive Leadership
Fostering Development of the Principles to Distributive Leadership

- **Coaching** is widely recognized as having high impact in the leadership development.
- A true distributive leadership approach requires **patience, trust and a genuine belief that your school can become more effective** as a result of investing time, effort and resource into developing the professional capital of your staff.
Opportunities for SIT & Full School Distributive Leadership
The Value of Teacher Voice

- **The 2022 NC Teacher Working Condition Survey**
  - 34.74% of teachers responded unfavorably to “Teachers have an appropriate level of decision making in this school”.

- **The 2020 Voices from the Classroom Survey**
  - 48% of teachers agreed with the statement “Teacher perspective is sought out at least monthly by school leaders”.
  - Teachers want to be agents of change for their profession and their students but feel unheard by decision-makers.

- **The Teacher Voice Report 2010-2014**
  - 53% of teachers agreed with the statement, "I have a voice in decision-making at my school."
  - That report also found that teachers who are comfortable expressing honest opinions and concerns are four times more likely to be excited about their future career in education.
  - It also found implications for students. When teachers have a voice in decision-making, they are four times more likely to believe that they can make a difference and three times more likely to encourage students to be leaders and make decisions.
3-Step Method for Increasing Teacher Voice

• Listen
• Learn
• Lead
Listen

• Seek opinions of all staff
• Provide alternative methods for those uncomfortable with sharing to face-to-face
• Personally invite the missing voice
• Do not wait for teachers to come to you
Learn

- Be prepared
- Expand your comfort zone
- Trust your teachers
- Adopt a new idea
- Ask questions
Lead

• Facilitating
• Provide support & time
• Support success in the classroom and leadership opportunities
• Generate solutions as a team
Stand Up – Hand Up – Pair Up

What are some ideas that you are going to utilize to enhance teacher voice in your school improvement work?
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
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
Distributive Leadership in NCStar

- Indicators
  - Distributed broadly across SIT representatives

- Action Steps
  - Distributed broadly across all staff and/or committees/teams
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!
Committees and Teams Can Support the Indicators

- Parent & Community Involvement Team E1.06
- Curriculum & Instruction Leadership Team A2.04 B3.03
- School Culture Team B2.01 C3.04
- Multi-Tiered System of Support (MTSS) Team A4.01
## Sample Monthly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SIT Meeting</td>
<td></td>
<td>PLCs</td>
</tr>
<tr>
<td>Admin Meeting</td>
<td></td>
<td>Staff Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator Team</td>
<td>Indicator Team</td>
<td>Staff Meeting</td>
<td></td>
<td>PLCs</td>
</tr>
<tr>
<td>Meetings</td>
<td>Meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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).
Application

• Review the elements of distributive leadership
• Determine your school’s strengths and areas for improvement in terms of distributive leadership
• Consider how you might address your school’s needs
A Case Study of SIT Distributive Leadership
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 ABC Elementary
  • Committees at XYZ Elementary
• 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!
1. What type of committee or teaming structure do you use and what does it look like at your school? (Examples of structure – goal teams, indicator teams, specific committees, etc.)

The ABC School hierarchy of support is as follows:

Teachers are at the top of our hierarchy because they have direct contact with scholars and families. We address our teachers as “Facilitators of Student Learning” or FOSLs. FOSLs are required to set at least one Professional Development Plan (PDP) goal that includes their work on a committee and/or School Improvement Plan indicator. FOSLs share their PDP goals with their coach and/or Multi-Classroom Leader (MCLs).

Committees are made up of at least one School Improvement Team serving as chair. The list below is our current collaborate on the following school wide sections:
- MTSS/PBIS and Attendance
- Community Outreach
- Hospitality and Wellness
- Clubs and Student Involvement
- SIT
- SOAR (Strengths, Opportunities, Aspirations, and Results Committee). The SOAR team uses a protocol to address staff concerns. This is a solution-oriented design process that allows FOSLs the opportunities to voice to solve issues that arise. This is the only committee that does not have an admin member because we wanted to make sure all conversations that occur in SOAR are honest, transparent, non-threatening, and FOSLs lead.

Each committee is assigned specific SIP indicators and goals to address within their committee work. Minutes from each committee are shared during SIT meetings. Committees meet once per month.

Our School Improvement Team (SIT) is next in our hierarchy. They are responsible for reporting out about committee work. Members of the SIT are chairs or co-chairs on one school wide committee. The SIT provides reports to the administrative team. Indicators are assigned to members of SIT. SIT in turn shares progress, goals, and new information with their respective committee.

The administrative team consists of our MCLs, Innovative Partnership Grant Coach, assistant principal, school counselor, principal, and MTSS Facilitator. The administrative team is responsible for monitoring the work of the committees by clarifying information communicated.
Give 1, Get 1

• What specific Distributive 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 Distributive Leadership?
Questions?
School Improvement
Team Systems & Structures
What are Norms?

Merriam-Webster dictionary defines norms as

- a principle of right action binding upon the members of a group and serving to guide, control, or regulate proper and acceptable behavior.

https://www.merriam-webster.com/dictionary/norms
Why Norms?

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

Forming Ground Rules (Creating Norms)

Developed by Marilyn Wentworth.

Gaining agreement around Ground Rules, or Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic Ground Rules builds trust, clarifies group expectations of one another, and establishes points of "reflection" to see how the group is doing regarding process.

Time
Approximately 30 minutes.

Process
1. Ask everyone to write down what each person needs in order to work productively in a group, giving an example of one thing the facilitator needs, i.e. "to have all voices heard," or "to start and end our meetings when we say we will." (This is to help people focus on process rather than product).

2. Each participant names one thing from their written list, going around in a circle, with no repeats, and as many circuits as necessary to have all the ground rules listed.

3. Ask for any clarifications needed. One person may not understand what another person has listed, or may interpret the language differently.

4. If the list is VERY long — more than 30 Ground Rules — ask the group if some of them can be combined.

Attrition
[acf_ProtocolInfo_Attribution]

Description
Gaining agreement around Ground Rules, or Norms, are important for a group that

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Improving education to meet the needs of all students requires that we deliberately engage the voices of all educators. In our experience working with schools and school systems around the world, we have found that norms can play a powerful role in eliciting the breadth of perspectives that is needed for a group of educators to tackle hard problems. And, along the way, teams that lean into norms often find that they ratchet up the “joy factor” of their collaborative work.

Norms are shared agreements about how a group will work together. They help us answer questions like: How will we treat one another? How will we engage with challenging content? What will we do if we disagree? Without having an explicit conversation about these questions, collaborative work tends to reinforce inequitable patterns that exist within an organization or society. People with less positional power than others in the room may be hesitant to speak up. People from identity groups whose voices have historically been privileged may dominate conversations. As educators, we have the power to work toward a “new normal” on our teams. But it requires intentional effort to make this happen.

Setting and Clarifying Norms
Groups approach setting norms in different ways. Some start with a blank slate and brainstorm norms together. In other cases, the facilitator may propose a set of norms that are particularly useful for fostering equitable collaboration. If the team will be exploring how issues of race, diversity, inclusion, and equity play out within their school or system, it is especially important to consider a set of norms that will make that conversation productive.1

In our work guiding teams doing collaborative data inquiry, we often open by sharing the norms adapted from Meeting Wise: Making the Most of Collaborative Time for Educators (Harvard Education Press, 2014). Although these norms were originally developed to support school-based teams as they work through the Data Wise Improvement Process, we have found that they can be useful in a variety of settings, from teacher team meetings to central office workshops to faculty meetings at colleges and universities. As a general rule, limiting the number of norms to 5–7 makes it easier for teams to keep them in mind. Longer lists can send the message that everything is a priority, which of course means that nothing

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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
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

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/
NCStar Continuous Improvement Pathway

SET DIRECTION

CONTINUOUS IMPROVEMENT CYCLE

Needs Assessment
Goal Setting
Select Indicators
Assess Indicators
Create Fully Met Box & Action Steps
Monitor Progress of Indicators & Action Steps
Monitor Evidence & Impact
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
Creating an Agenda
Determining Indicators & Action Steps to Discuss
Choosing Indicators to Monitor

How do I choose indicators to monitor?

Two Tools

• Use Assess, Create, Monitor
• Use the Actions Report
Choosing Indicators to Monitor

- 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

Click on “Reports” or “View Reports”
Choosing Indicators to Monitor

Actions Report

Click on “Actions Report”
Choosing Indicators to Monitor

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

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

On your NCStar Home Page, click on “Manage Meetings”
Creating an Agenda in NCStar

Click on “Set up a new Meeting Agenda”
Creating an Agenda in NCStar

- Complete the Meeting Date, Time, Meeting Title, and optional Location.
- Click on “Save Agenda”
Creating an Agenda in NCStar

Leadership Team Members

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Association</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald Duck</td>
<td>3rd grade teacher</td>
<td><a href="mailto:dd@gmail.com">dd@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>John Jones</td>
<td>Principal</td>
<td><a href="mailto:jjones@email.com">jjones@email.com</a></td>
<td></td>
</tr>
<tr>
<td>Keisha O’Neil</td>
<td>Assistant Principal</td>
<td><a href="mailto:koneii@email.com">koneii@email.com</a></td>
<td></td>
</tr>
<tr>
<td>Julie Reynolds</td>
<td>Technology Coordinator</td>
<td><a href="mailto:jreynolds@email.com">jreynolds@email.com</a></td>
<td></td>
</tr>
<tr>
<td>Annette Shakinovsky</td>
<td>Community Leader</td>
<td><a href="mailto:akjohnston4@gmail.com">akjohnston4@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Michael Taranto</td>
<td>Teaching and Learning Coach</td>
<td>michael.ta</td>
<td></td>
</tr>
<tr>
<td>A V</td>
<td>Art Teacher</td>
<td>annettigp</td>
<td></td>
</tr>
</tbody>
</table>

Select a team member to edit or remove.

Insert Agenda Link

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>No indicators have been added to this agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Plans</td>
<td>No indicators have been added for this step plans have been added to this agenda</td>
</tr>
<tr>
<td>Monitor</td>
<td>(See Actions Report)</td>
</tr>
</tbody>
</table>

- Additional 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.

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

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](image)

**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)

**Monitor (See Actions Report)**

**Additional Agenda Items**

![Image]
Creating an Agenda in NCStar

- Additional Agenda Items

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

Click “Insert Agenda Link”

Or

Create Agenda

Use these agenda items as a guide for your meetings after the meeting has occurred.

- Team/guest attendance
- Celebrate recent successes

- 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

Your link will appear
When finished, click “Save Agenda”
Creating an Agenda in NCStar

NC Restart School (Demo Site) Leadership Team Member:

The agenda for the following meeting has been added or modified.

**Meeting Title:** 6/29/21 SIT Meeting

**Date:** 6/29/2021

**Time:** 3:30pm

**Location:** Media Center

Please use your Leadership Team Login to review the agenda and pre-read all Wise Ways associated with indicators to be addressed at the meeting. Additional effective practice resources, such as videos, can be found on the Leadership Team pages as well.

**Login:** LTS20291

**Password:** LTS20291

Would you like to send this email notification to members of the Leadership Team?

[OK] [Decline]
Managing Minutes
On your NCStar Home Page, click on “Manage Meetings”
Managing Minutes

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

Click “Enter or Edit Minutes”
Click on team members in attendance. Click on each agenda item to open a dialog box to record your minutes.
Linking Minutes to Google

Click “Insert Minutes Link”

Or

Create Meeting Minutes

- Team/Guest Attendance

Team Members in Attendance:

☐ Daffy Duck  ☐ Jessica Johnson

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

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

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 Google, make sure share settings allow anyone with the link to “View Only”.
Manage Meetings
Best Practices
Managing Minutes

Three Ways to Manage Minutes

• Capture minutes live in NCStar as the meeting is going on
• Take notes and transfer to minutes in NCStar later
• 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.
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
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.
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?

Meeting Date: 02/22/2021 - 2:30pm  
Title: 2/22/21 SIT Meeting  
Location: Zoom Meeting

I. Attendance Team
   Members:  
       First & Last Names of 15 Team Members in Attendance
   Guests:

II. Celebrate recent successes
   • ENCORE team for implementing IBL lessons. Reinforcing Benchmark Advancecurriculum. K-2 PLC good conversation around establishing SMART goals.
   • Started implementing NNN routines with ELA team PBIS committee - set date for Dejo training
   • NNN refresher training date set, March 4
   • Leadership feedback survey at 20% completion since this morning
   • IPG Maker Space materials starting to come in. Viewboards and furniture should be delivered around mid-March.

III. Review and respond to coaching comments
   Opened the floor for discussion on the Comprehensive Plan feedback shared via email.
   • Comments: None shared
   • Questions: None shared
   • Recommendations/Suggestions: None shared
   “To provide clarity and ensure representation across the school, consider being more specific when defining member roles.”
   • Notes: Done
   “Consider updating the information in your “Needs assessment, accreditation reports, similar feedback and “Student outcome data”;
   • Notes: All of our data is from 2 years ago because we did not give EOG/EOG final turn readiness benchmark data last year. We will update with BOY/MOP data this week with notes that there was no testing last year.
   “Consider archiving indicators throughout the next year.”
   • Notes: Requested to archive R1.01. The motion to approve this was made by Person, Person seconded, all agreed. Person will mark as accomplished, include notes from the District representatives as artifacts, and archive.
   “As an approved Restart Model, your school’s improvement plan provides limited evidence of the practices and strategies implemented as a result of your Restart Flexibilities...”
   • Notes: Person just received a restart feedback form from the state. Person is requesting the team allows Person and Person to tackle those pieces with district support. Team agreed to this motion. Person and Person will share final update and action steps that result as a response to the feedback.

IV. Approval of last meeting’s minutes

V. Old Business

How to Edit
Click Edit This Slide in the plugin to make changes.
Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Birth Month Buddy Debrief

Share your reflections to the following questions with your birth month buddy:

• 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?
Questions?
BREAK
Monitoring the School Improvement Process
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 the Success Cycle: 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
Evidence Best Practices
Organizing Evidence
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 samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.

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

Aligned to standards, and include challenging learning activities that target instruction to each student's level of mastery. Administration reviews lesson plans each week, and gives feedback as needed.

How to Edit

Click **Edit This Slide** in the plugin to make changes.

Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
indistar.org

- Follow along by logging into NCStar using your school’s login and username
- Marking an Indicator at Full Implementation
- Document Upload
Evaluating Your School Improvement Plan
Educational Leadership:

The Best-Laid Plans Can Succeed - Essential Components of a School Improvement Plan

School improvement planning has been described as many things, but empowering is likely not one of them. However, does anyone think that a school would be better off with leaders who do not plan?

High-quality improvement planning is a way for leaders to implement change and contribute to higher levels of student achievement. In general, two types of planning are predominant in today's organizations. Strategic planning—a long-term, systematic process of steering an organization through a changing environment—empowers leaders to set an organization's direction, allocate resources, and build coalitions, all in service of making progress. Operational planning—the translation of a strategic plan's abstract goals into manageable tasks—increases an organization's maneuverability to respond quickly to real-time issues (Bridle, 2010).

In education, improvement planning has been viewed mostly as something strategic rather than operational—a focus on "big" over "small." Although strategic planning is important, too much reliance on it can result in bureaucratic compliance, where broad elements of planning, like visions and objectives, are clear, but the specific action steps needed to achieve them are not (Mintrop & MacLellan, 2002; VanGroningen & Meyers, 2020). When developing plans, school leaders tend to engage in "satisficing" behavior—a term Nobel Prize winner Herbert Simon used to describe people settling for a "good enough" solution to a complex challenge instead of an "optimal" solution.

For example, in research we recently conducted looking at hundreds of school improvement plans, we found that some principals submitted the very same plan to district leaders across multiple time points (Meyers & VanGroningen, 2019). Critical logistical aspects of the plan—devising a timeline, determining those responsible for completing tasks, and identifying needed resources—were sometimes blank, frequently ambiguous or incoherent, and seldom meaningful. Moreover, district leaders were responsible for coaching principals on developing as well as approving these plans, so they, too, seemed either unable or unwilling to shift expectations of and approaches to high-quality plan development. Nothing illustrates this better than our review of plans created by principals from ten different schools in one district: All of the plans were identical despite wildly different school contexts!

Thinking Short-Cycle
To get out of the rut of "satisficing" plans, we believe that short-cycle (operational) improvement plans produced at least each semester can be an empowering departure from traditional (strategic) improvement plans. The main reason for this is that short-cycle plans are developed more often and
# Educational Leadership:  
*The Best-Laid Plans Can Succeed*

<table>
<thead>
<tr>
<th>Essential Components of a School Improvement Plan</th>
<th>NCStar Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driving Purpose</strong></td>
<td>Mission and Vision Goals</td>
</tr>
<tr>
<td></td>
<td>Indicator How it Will Look When Fully Met boxes</td>
</tr>
<tr>
<td><strong>Root Cause Analysis</strong></td>
<td>Needs Assessment – School Self Assessment</td>
</tr>
<tr>
<td></td>
<td>Data Review</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td>Action Steps for each indicator</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>Performance Measures</td>
</tr>
<tr>
<td></td>
<td>How it Will Look When Fully Met box</td>
</tr>
<tr>
<td></td>
<td>Notes section for each action step</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>Action Steps and Fully Met Box</td>
</tr>
</tbody>
</table>
Why Evaluate Your School Improvement Plan?
Self-Assessment of Our SIP...

...answers 3 questions that are critical to improvement

**Question 1:** Where do we need to focus our efforts to maximize our success? (What’s our problem?)

*It helps us define any potential problems in our plan that may need to be corrected*

**Question 2:** How do we get there? (What’s our plan?)

*It helps us figure out what changes may need to be made to achieve our goals*

**Question 3:** What’s the impact?

*It helps us determine what impact our plan is having on overall improvement of our school*
The Rubric
<table>
<thead>
<tr>
<th>Areas of Improvement</th>
<th>Criteria Standards for this Performance</th>
<th>Evidence of Meeting or Exceeding Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Needs Assessment has been completed,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with data gathered in the following areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Student Achievement and Growth</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• *Student Attendance, Discipline,</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Demographic and Retention</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Teacher Recruitment, Retention, and</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Attendance</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Perception (e.g., TWC, culture/climate)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data in the following areas has been</td>
<td></td>
</tr>
<tr>
<td></td>
<td>analyzed with conclusions drawn and areas of need identified:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Student Achievement and Growth</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• *Student Attendance, Discipline,</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td><em>Attendance</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Perception (e.g., TWC, culture/climate)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Root Cause analysis has been completed to support data analysis, conclusions, and targeted areas of support within an identified need.</td>
<td></td>
</tr>
</tbody>
</table>

How to Edit
Click **Edit This Slide** in the plugin to make changes.
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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

<table>
<thead>
<tr>
<th>Prioritization</th>
<th>Evidence of Meeting or Exceeding Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Improvement</strong></td>
<td><strong>Criteria Standards for this Performance</strong></td>
</tr>
<tr>
<td>We have 9 indicators with target dates at the end of this school year. We need to narrow our focus.</td>
<td>Indicator target dates demonstrate only 3-6 indicators that are prioritized for work during any given school year.</td>
</tr>
<tr>
<td>We’ll need to refocus some of our action step target dates to align with our prioritization of indicators.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Guided Work Time

Guided work time using the *Distributive Leadership* section of the rubric

- Tools:
  - Assess, Create, Monitor
  - *Actions Report*
Questions?
Wrapping Up
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?
Survey

Please use this link to access our survey!
NCStar Training Evaluation Survey