

# Welcome!

# Lighting the Path to Student Success

*Fall 2023/Spring 2024 NCStar Training*

## Day 1 Morning



# Introductions

# Who We Are

**Suzanne Owen**

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**Michael Taranto**

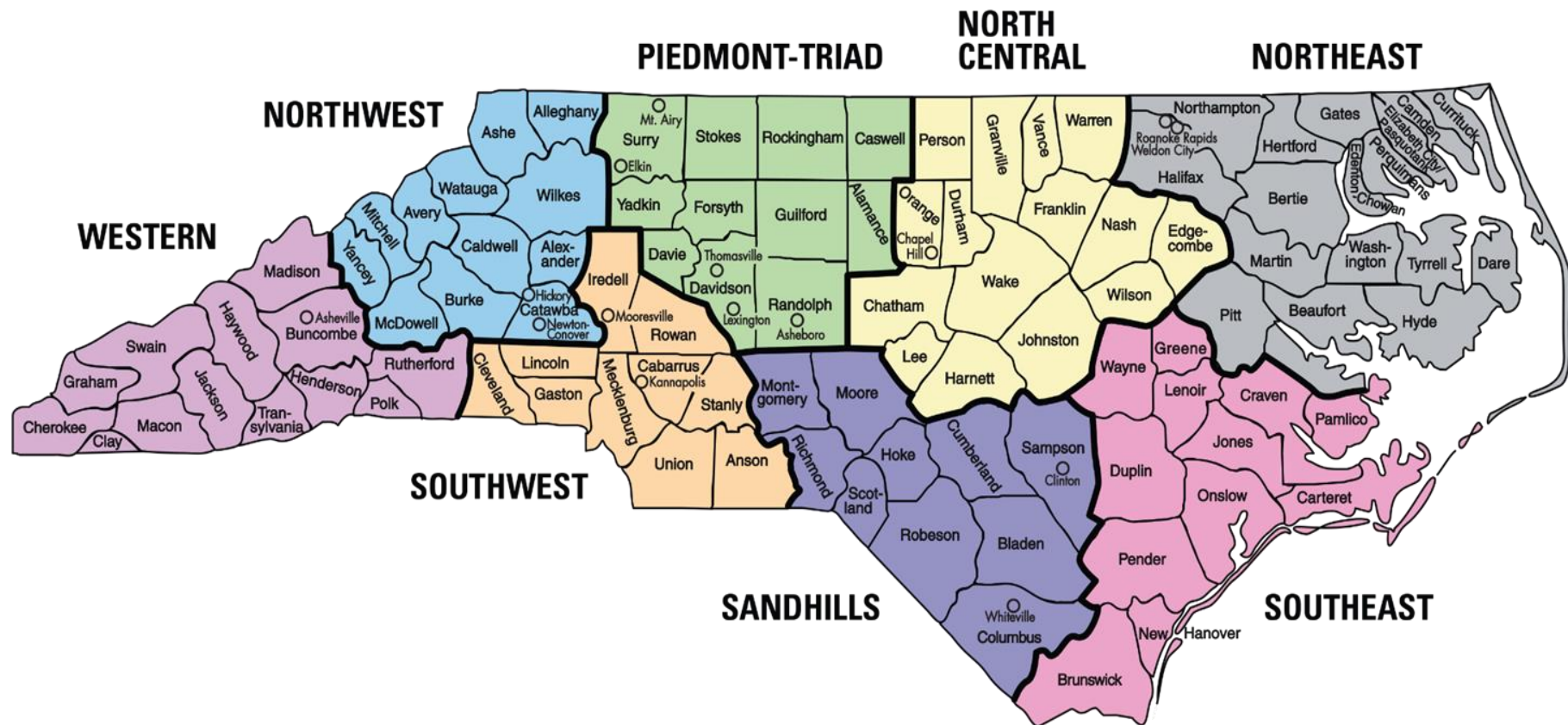
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### COMPREHENSIVE SUPPORT SPECIALISTS

Natalie Sasser – Southwest, Western

TBD – Piedmont-Triad, Northwest

Suzanne Owen – Southeast, Sandhills

Michael Taranto – Northeast, North Central

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# Icebreaker

- Power of 3



# Meeting Norms

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

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# Before We Begin...

- Bathroom locations
- Water
- Sign-in
- Name Plates
- Juggling Nearpod & NCStar
- Taking Notes in Nearpod
- Saving Documents from Today's Session
- Questions

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# NCStar Training Resource Page

One Stop Shop to Access All of These  
Links

<https://bit.ly/NCStarTrainingResources>

# Outcomes

**As a result of today's learning, you will...**

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# ...Know

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

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# ...Understand

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

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# ...Be Able to Do

- Use the NCStar platform for school improvement planning to establish and maintain systems and structures needed to support student achievement.
- Write effective goals and monitor their progress.
- 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.

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# One Caveat

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

# Introduction to NCStar

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# What is NCStar?

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



# NCStar Need to Know

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# NCStar Vocabulary

# NCStar Vocabulary

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

# Our NCStar Weebly

[www.ncstar.weebly.com](http://www.ncstar.weebly.com)



# Who Has Access?



## Principal/Process Manager

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



## Leadership Team / SLT

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



## District Support & Improvement Team

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



## Rest of Faculty Parents/Guardians

## School Board Members

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





# Let's Login!

Go to [www.indistar.org](http://www.indistar.org)

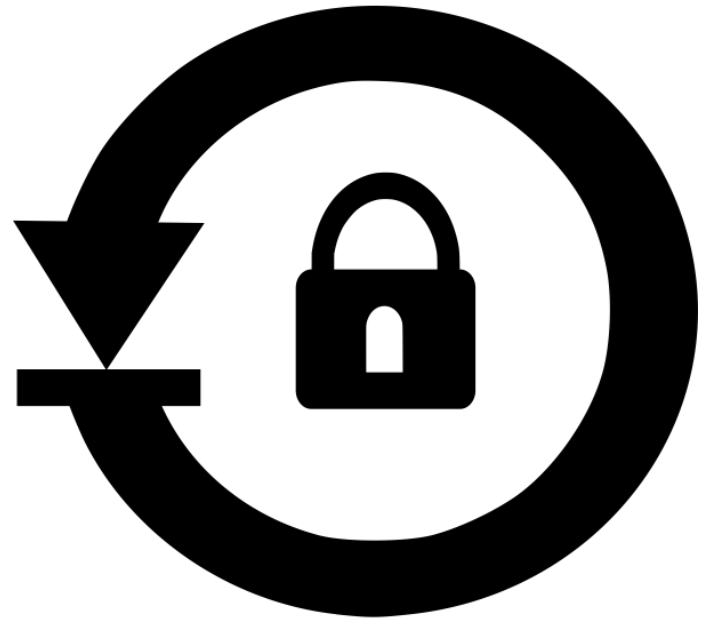
*Principals or Process Managers* log in using your NCS account credentials.

*All others SIT members*, please use the LTS account.

- We will show you how to access LTS login credentials.

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](https://indistar.org)



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

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

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# Work Time

- Working with your table, choose one or more of these areas to refine within your SIP.
- 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
- If you have individual questions, now is a great time to ask.

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# 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.



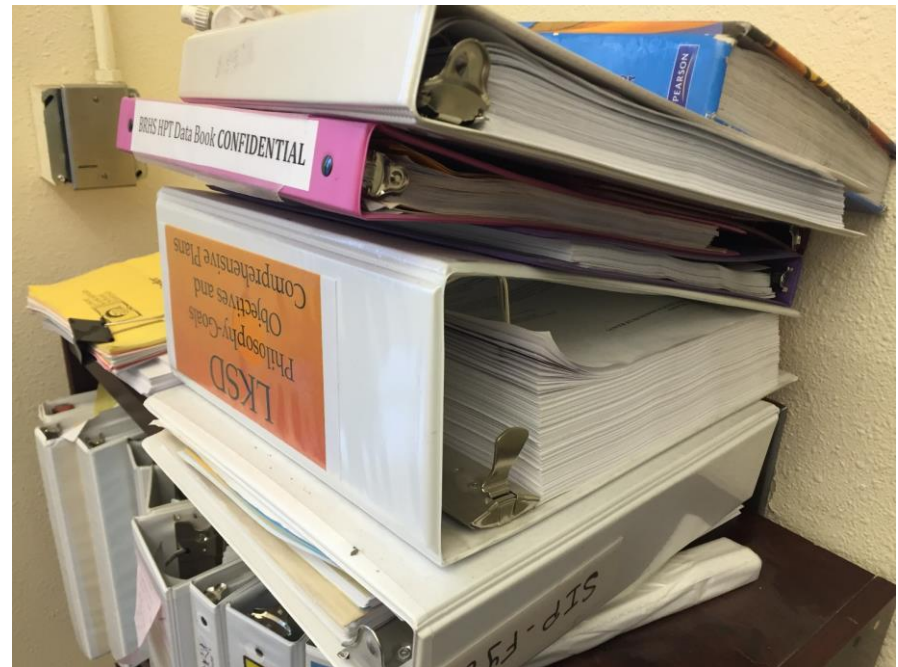
# School Improvement in the Past

## Goal setting

- Student outcome focused
- Standardized measures

## Review of plan

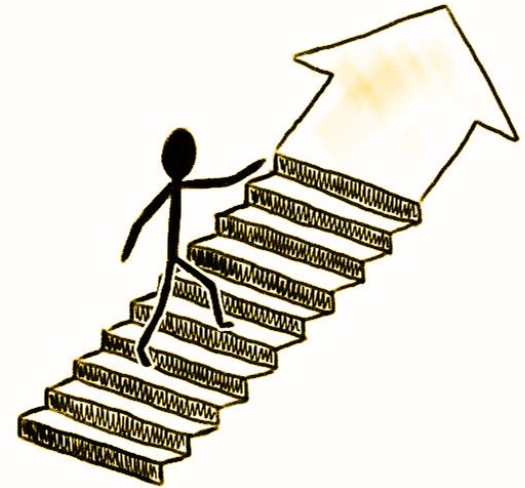
- Stagnant
- Compliance-based



# School Improvement in the Present

## Plan Development + Implementation

- Data-Driven Decisions
- 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

# 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://bit.ly/SIPHanoverResearch>

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

# Hanover Research

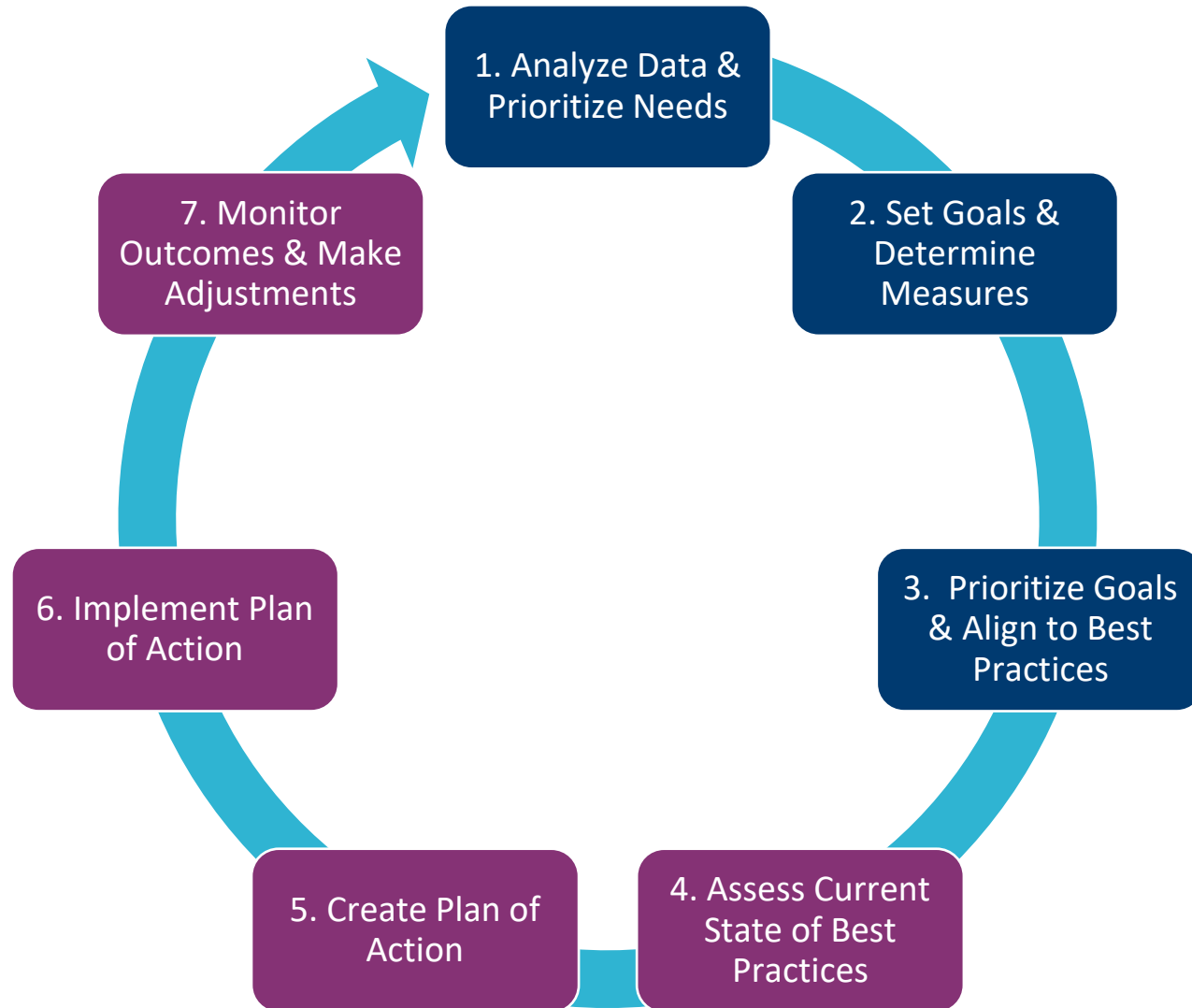
## *Best Practices for School Improvement Planning*

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

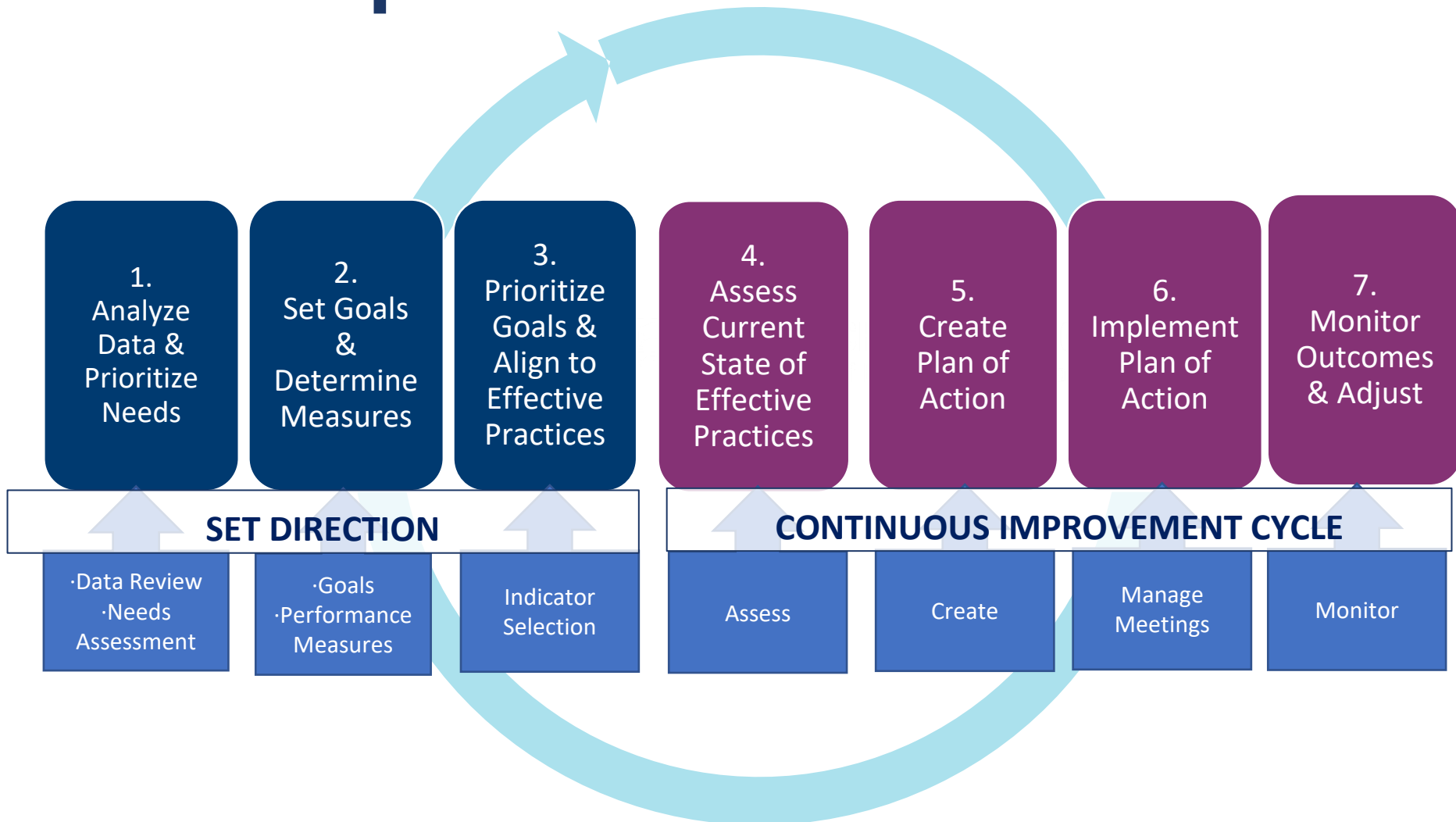
[Hanover Research](#)



# Continuous Improvement Process



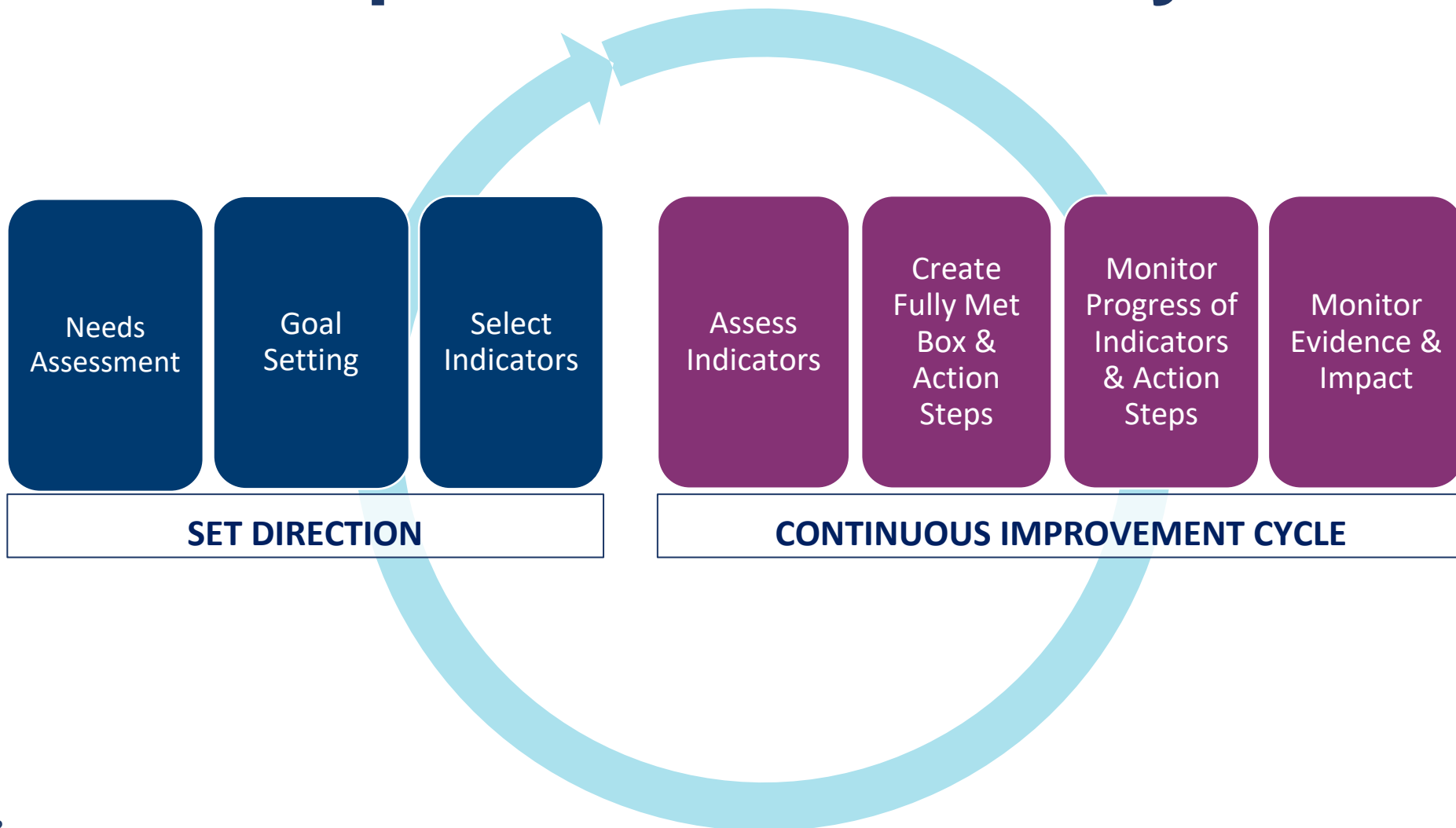
# NCStar Supports the Continuous Improvement Process



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# NCStar Continuous Improvement Pathway



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# Let's Discuss!

At your table, discuss the question:

**What is the most important job of the School Improvement Team?**

Share your response in Nearpod.



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# Questions?



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# School Improvement Team Knowledge Quick Check



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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

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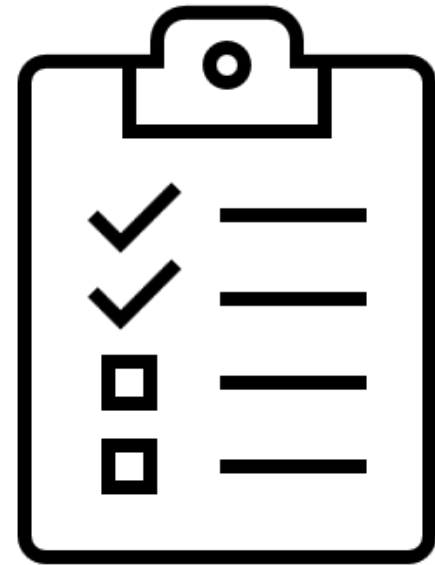
# Building Blocks of an Effective SIT

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



# School Improvement Team Checklist of Best Practices

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



# 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.

# NCStar and the School Improvement Planning Process

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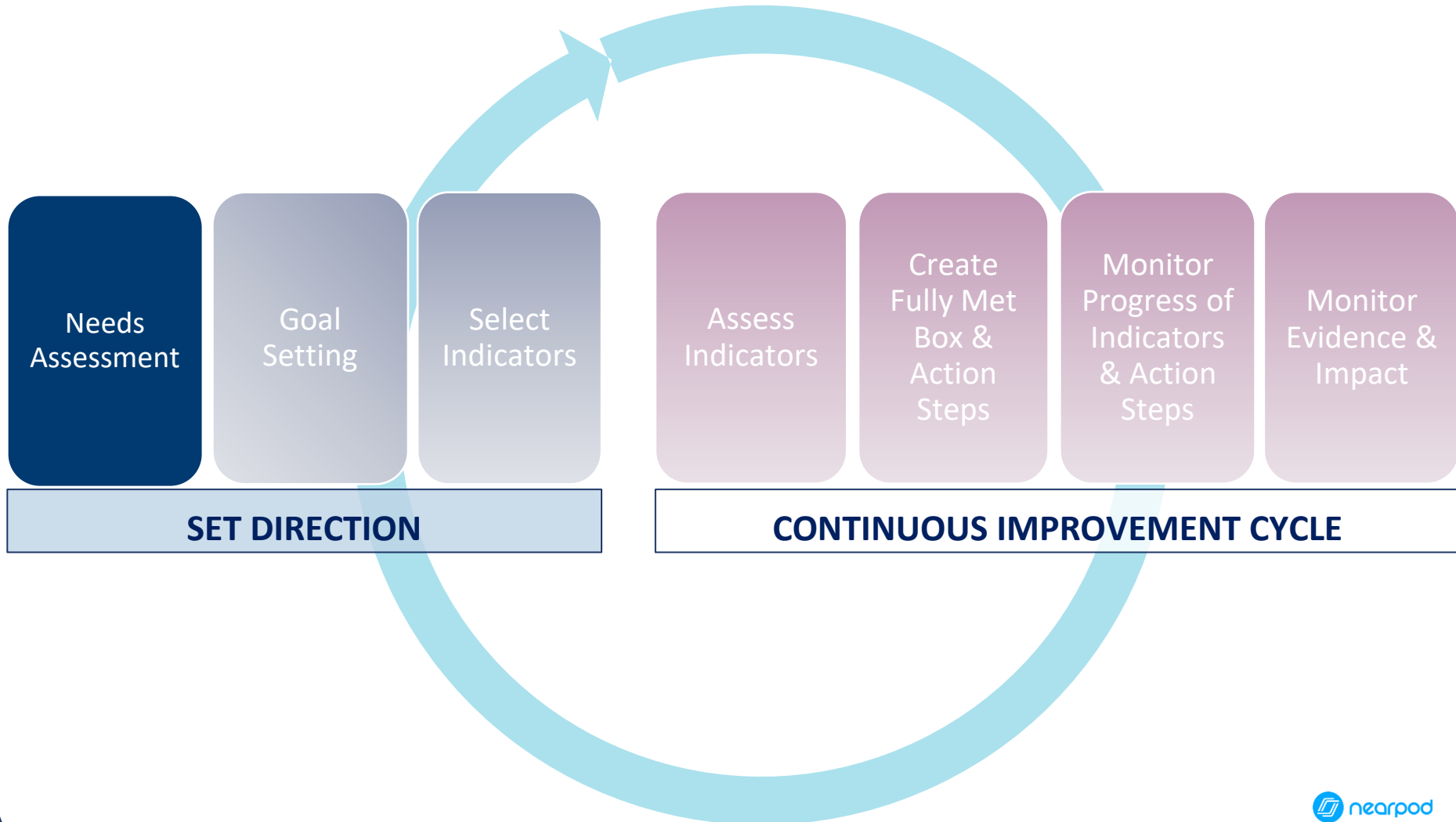


# NCStar – Set Direction

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# NCStar Continuous Improvement Pathway





# Needs Assessment - School Self-Assessment

What?

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

Why?

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

When?

Anytime.

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

How?

Select a tool:

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

Establish process, participants & timeline for completion

# Multiple Measures of Data

## Demographics

Enrollment, Attendance, ESSA goals



## Student Learning

Assessments, Observations, Interventions



## Engagement

Absentee Rates, Discipline



## School Practices

Schedules, Procedures, Processes



## Perception & Beliefs

Student Surveys, TWC, Focus Groups



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# Conduct a Needs Assessment

## OVERVIEW

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

## TABLE OF CONTENTS

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

### Student Achievement and Growth Data

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

**B** *I* U  $X^2$   $X_3$  12 ▾ A ▾ GQ

# Conduct a Needs Assessment

## DIMENSION B: Leadership Capacity

### B2. Distributed Leadership and Collaboration

#### Guiding Questions


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

#### RUBRIC

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

# Access the Needs Assessment - School Self-Assessment in NCStar

**Our Direction**



Normative Objectives  
(Ongoing)


7

[Update Profile](#)

[Set Direction](#)

Mission/Goals - Data Review - Select Indicators

**Our Meetings**




Leadership Team Meetings  
(Last 90 Days)

10

[Manage Meetings](#)

**Our Plan**




Actions Completed  
(Last 90 Days)

5

[Assess, Create, Monitor](#)

**Our Progress**



Objectives Met  
(Last 90 Days)

1


[View Reports](#)

[View Feedback](#)

Complete Forms ▼

Submissions ▼

Snapshot ▼

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

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

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# Submit the Needs Assessment - School Self-Assessment in NCStar

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

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

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

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

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# Work Time

- Consider big ideas & trends that may need to be addressed in your school improvement plan.
  - If you have access to your current needs assessment take time now to review it.
  - If you don't have your current needs assessment, take a moment to explore the School Self-Assessment in NCStar.
- If you have individual questions, now is a great time to ask.

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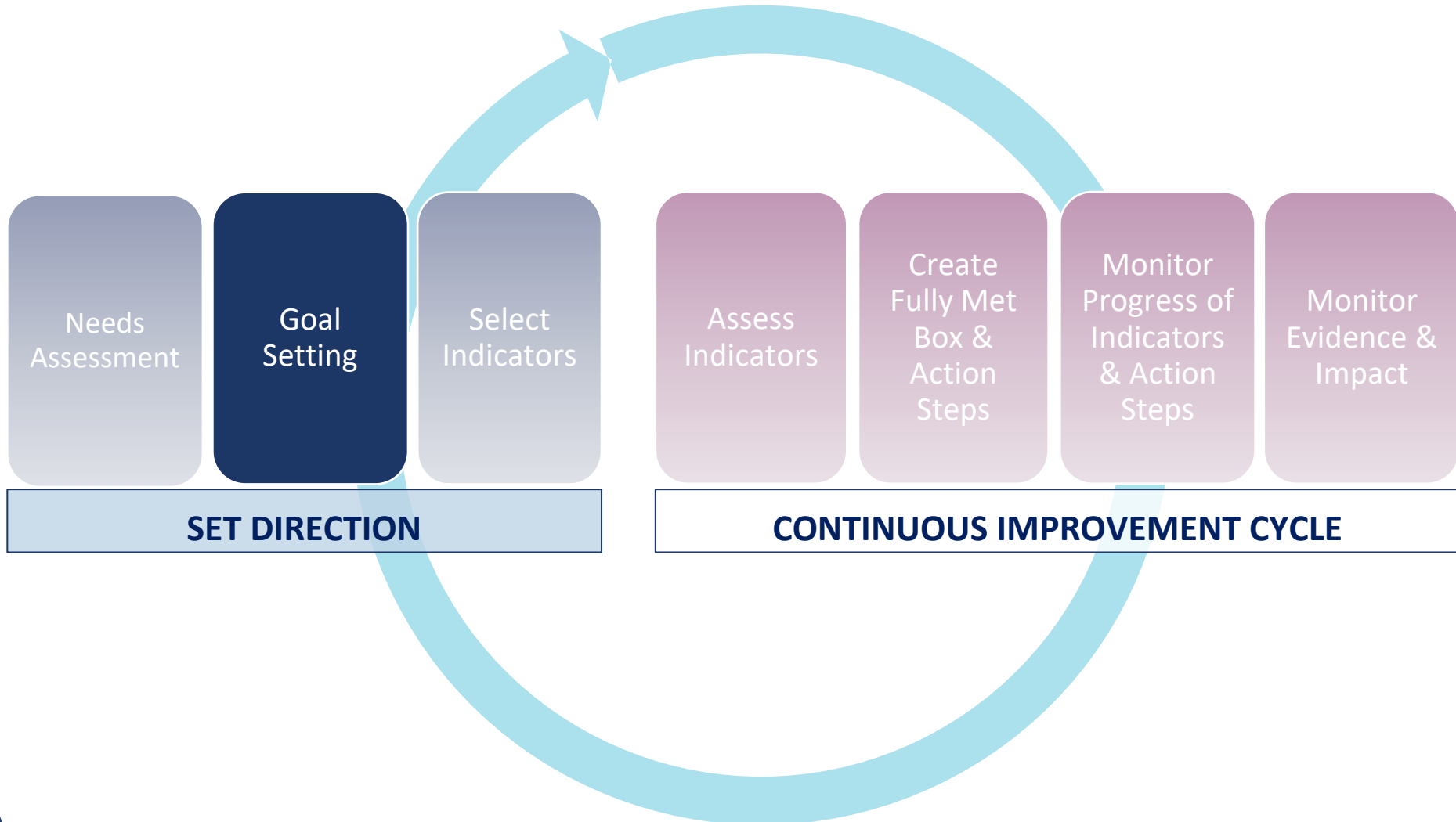
# Writing Goals

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# NCStar Continuous Improvement Pathway



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# Table Talk

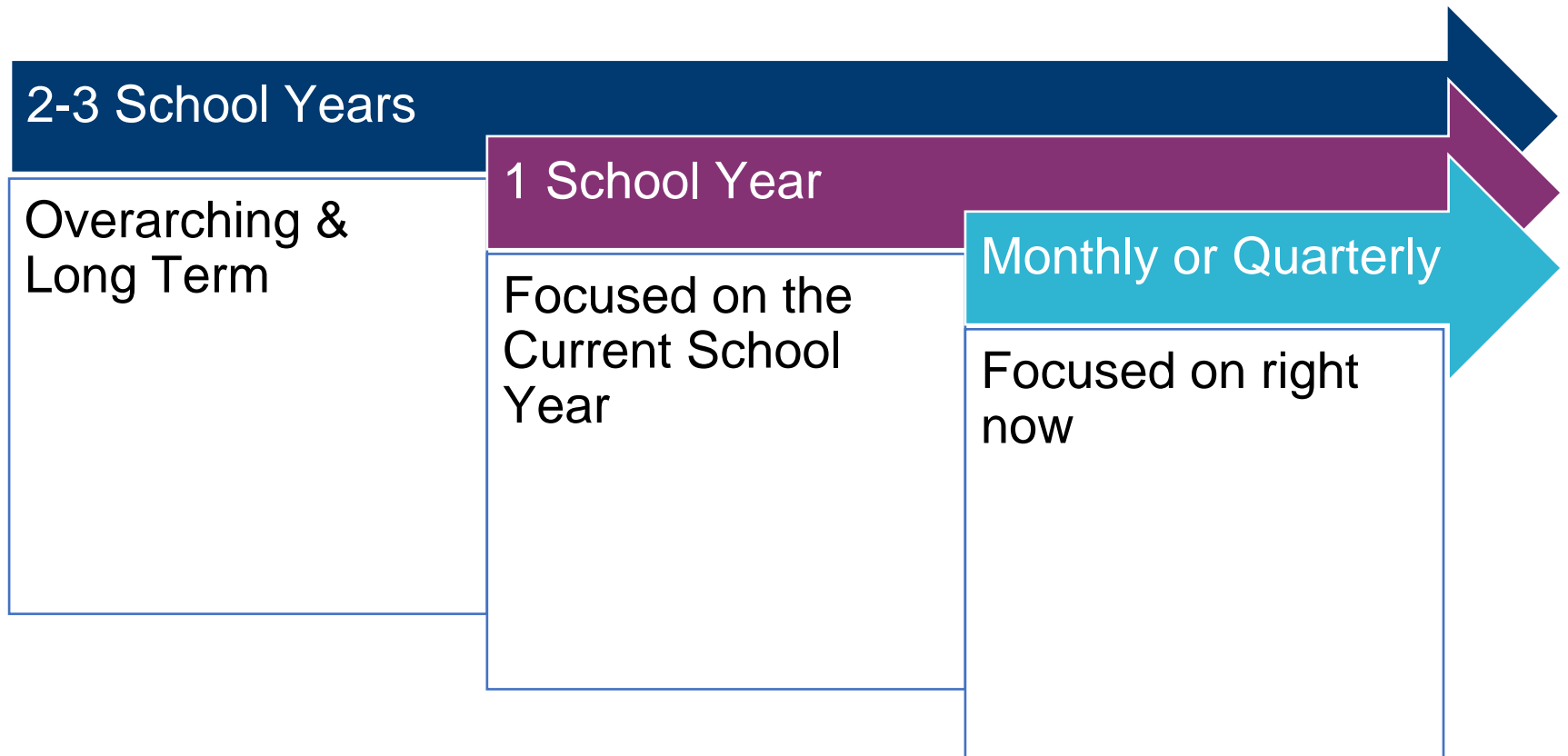
At your table or with your school team, discuss the following:

- What were your school improvement goals for the 2022-2023 school year?
- Did you meet at least one of your school improvement goals from this past year (Yes/No)?
  - If yes, what is one thing that facilitated this success?
  - If no, identify at least one barrier to your success.

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# Writing Goals



# Tips for Writing Goals

- 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 (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely) 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.

# 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)*

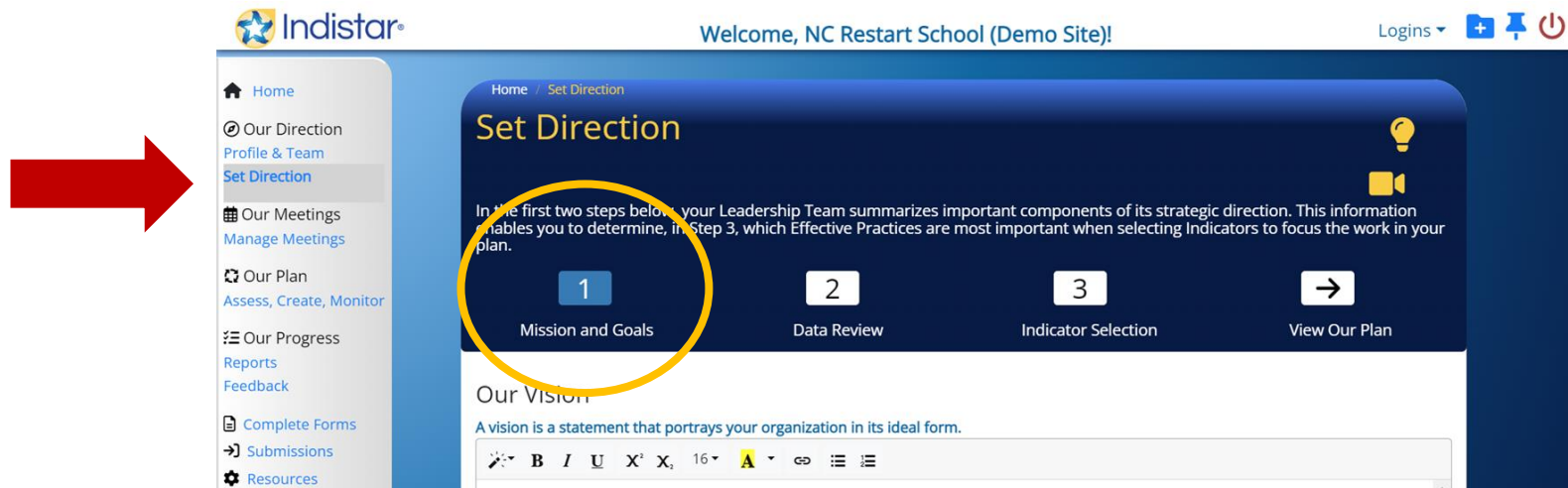
## Indicator Alignment

- **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.

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# Where to Find it in NCStar



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

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# Work Time

- Working with your table, choose one or more of these areas to refine within your SIP.
  - Update goals to ensure that they are current.
  - Write any new goals for the upcoming school year, based on your Needs Assessment.
- Choose a goal to work with in more depth after we return from lunch.
- If you have individual questions, now is a great time to ask.

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# Questions?



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# LUNCH TIME



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# Lighting the Path to Student Success

*Fall 2023/Spring 2024 NCStar Training*

## Day 1 Afternoon







WELCOME  
BACK



# Example Performance Measures



North Carolina Department of  
**PUBLIC INSTRUCTION**

## Example Performance Measures

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

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

<https://bit.ly/ExPerfMeas>



# Work Time

- Take a few minutes to review at least two examples from the *Performance Measures Planning Examples* document.
- 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.

# Using Performance Measures

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# What Are Performance Measures?

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

# 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



# The Goal Determines the Performance Measure

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

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



# Performance Measures Vocabulary

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

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

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

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

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

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

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

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

# Accessing the Performance Measures in NCStar

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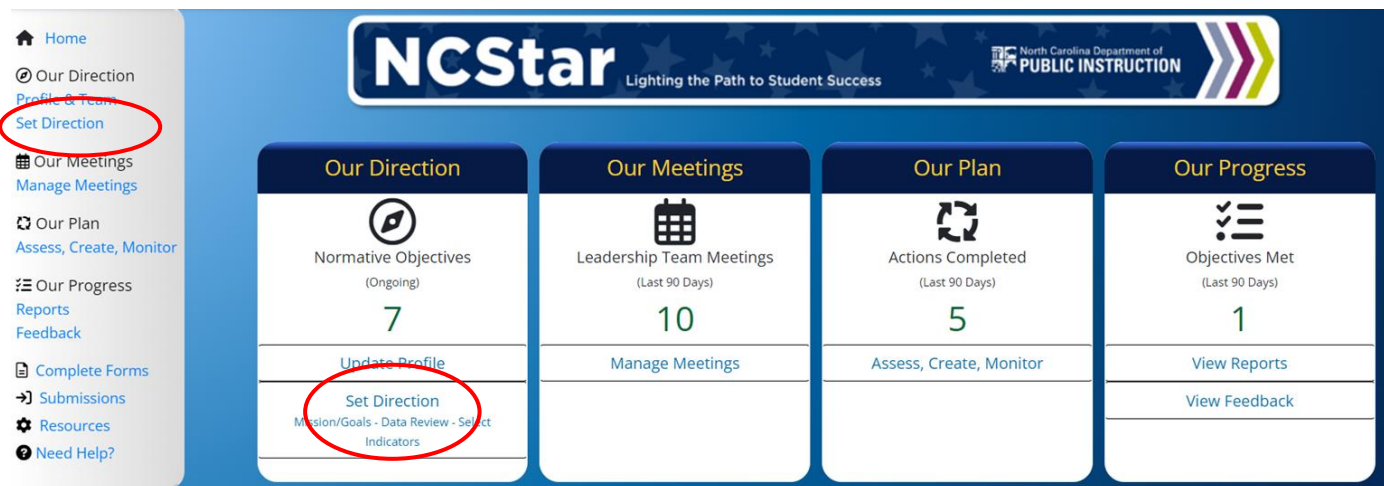


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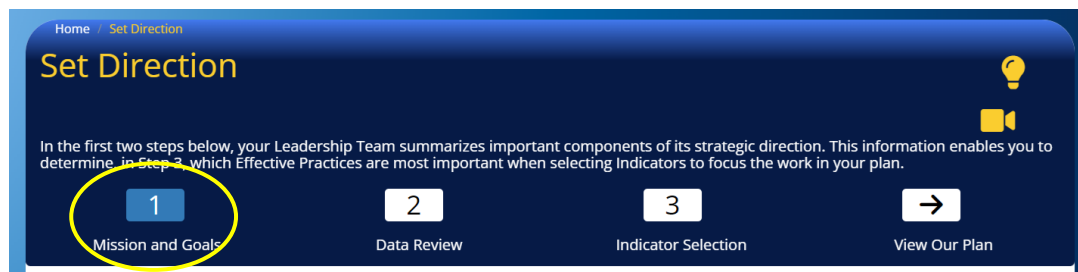
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# Accessing the Performance Measures in NCStar

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



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



# Accessing the Performance Measures in NCStar

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

[Add Goal](#)

Click on the goal you want to work with

# Creating Performance Measures

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# Performance Measures Example

## Goal:

Increase composite math achievement to 70% by June 2024.

## Performance Indicator:

4th Grade Math Achievement

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

## Performance Indicator:

5th Grade Math Achievement

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

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# Creating Performance Measures

Goal:

Increase composite math achievement to 70%  
by June 2024.

B





# Creating Performance Measures

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

## Performance Measure(s)\*

\*A Performance Measure is the sum of all parts: Performance Indicator, Data Source(s), Baseline, and annual targets.

Performance Indicator

Grade 5 Math Achievement

Data Source

Math EOG

Baseline Year

2020

Baseline\*

50

☒ %

\* Mark the checkbox if the number is %.

Target Year/Date

2021

Target\*

57

☒ %

Actual\*

55

☒ %

\* Mark the checkbox if the number is %.

Target Year/Date

2022

Target\*

64

☒ %

Actual\*

☐ %

\* Mark the checkbox if the number is %.

Target Year/Date

2023

Target\*

70

☒ %

Actual\*

☐ %

\* Mark the checkbox if the number is %.

Add Target Year/Date

Add Performance Measure

Delete Goal

Save

Close



# Creating Performance Measures

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

Performance Indicator

Grade 3 Math Achievement

Data Source

Math EOG

Baseline Year

2020

Baseline\*

43 ☒ %

\* 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.


B



# Creating Performance Measures

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

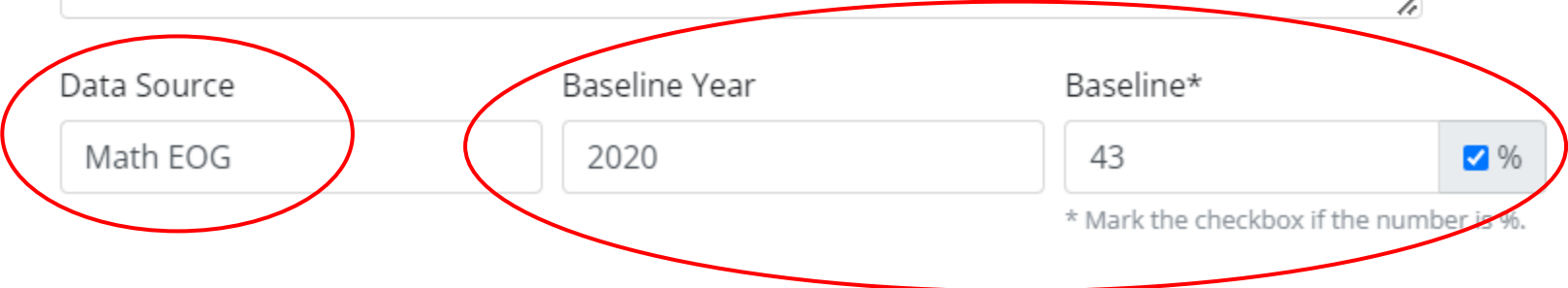
Performance Indicator

Grade 3 Math Achievement 

**Data Source** **Baseline Year** **Baseline\***

Math EOG 2020 43 ☒ %

\* Mark the checkbox if the number is %.



B



# Creating Performance Measures

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

Performance Indicator

Grade 3 Math Achievement

Data Source: Grade 3 Math EOG

Baseline Year: 2020

Baseline\*: 43 ☒ %

\* Mark the checkbox if the number is %.

Target Year/Date	Target*	Actual*
2021	50 <input checked="" type="checkbox"/> %	52 <input checked="" type="checkbox"/> %
2022	57 <input checked="" type="checkbox"/> %	<input type="checkbox"/> %
2023	64 <input checked="" type="checkbox"/> %	<input type="checkbox"/> %

\* Mark the checkbox if the number is %.

Add Target Year/Date

# Performance Measures Planning Template

<b>Goal #1:</b>		
<b>Performance Indicator:</b>		
<b>Data Source:</b>	<b>Baseline Year:</b>	<b>Baseline:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Performance Indicator:</b>		
<b>Data Source:</b>	<b>Baseline Year:</b>	<b>Baseline:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Performance Indicator:</b>		
<b>Data Source:</b>	<b>Baseline Year:</b>	<b>Baseline:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>
<b>Target Date:</b>	<b>Target:</b>	<b>Actual:</b>

<https://bit.ly/PerformanceMeasuresPlanning>

# Work Time

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

# Questions?



B



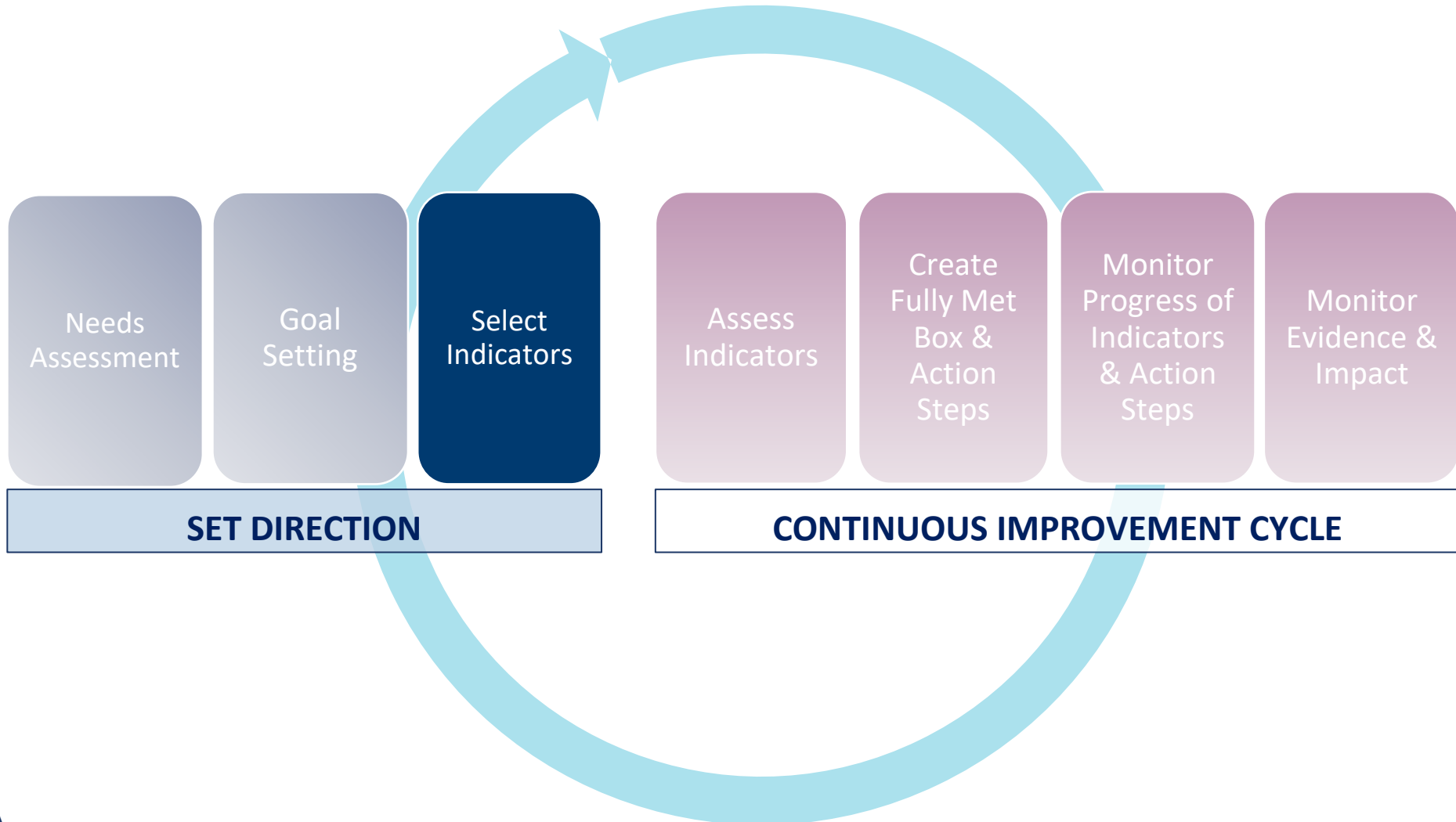


# Selecting Indicators

A



# NCStar Continuous Improvement Pathway



A



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

## CNA Dimensions (Default Setting)

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

## Digital Learning Focus Areas

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

## MTSS Components

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

## 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.
- Choose 3-6 indicators to work on during any school year
- Look for additional indicators that might be “quick wins.”
- Consult the indicator's WiseWays for information about expectations for the indicator, strategies, and the research behind the indicator.

A



# CSI and ATSI Plans



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

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

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

For example:

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

\* Not a **KEY** Indicator



# The 12 Key NCStar Indicators

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

**A2.04:** Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

**A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**A4.06: ALL** teachers are attentive to students' emotional states, guide students in managing their emotions and arrange for supports and interventions.



# The 12 Key NCStar Indicators

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

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

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

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



# Leadership Team Meetings – Key Indicator B1.03

NCStar users are required to have 2 meetings per month:

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

Minutes for both meetings are captured in NCStar



# The 12 Key NCStar Indicators

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

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

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



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



# Questions?



A



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A



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# Prioritization & Target Dates

A



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



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



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



# Cleaning Up Your SIP & Archiving

B



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# 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

B



# Archiving Indicators

The screenshot shows the Indistar Success Cycle interface. On the left is a sidebar menu with options: Main Menu, Our Direction, Our Meetings, Success Cycle (highlighted with a red circle), Our Progress, Resources, Program Contact, and Tech Support. The main content area is titled 'Success Cycle' and includes a header with 'Home' and 'Success Cycle'. Below the header, there's a message: 'The Success Cycle will default to display all selected indicators.' and buttons for 'Add or Edit Selected Indicators' and 'Archive Indicators' (highlighted with a yellow arrow). There are also 'Filters' and 'Reports' tabs. A warning icon indicates a 'Past Due Objective\* or Action(s)' with a note: '\*An objective must include at least 1 action in order to be marked "past due"'. Below this, there's a 'Key Indicator' section with a table showing indicators. The table has columns for 'Indicator/Objective (Count 13)', 'Initial Implementation', 'Index Score', 'Assigned to', 'Target date', '# of Actions', 'Progress Status', and 'Completed Date'. The table lists two indicators under 'Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.10)'. The first indicator is 'A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them, (5088)' with a 'Full' implementation, index score of 0, assigned to '09/27/2018', and 'Fully Objective Met' status. The second indicator is 'A2.04 Instructional Teams develop standards-aligned units of' with a 'Limited' implementation, index score of 6, assigned to '06/28/2018', and 'Fully Objective' status.

Indicator/Objective (Count 13)	Initial Implementation	Index Score	Assigned to	Target date	# of Actions	Progress Status	Completed Date
Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.10)							
A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them, (5088)	Full 09/27/2018	0				Fully Objective Met	09/27/2018
Dimension A - Instructional Excellence and Alignment - Curriculum and Instructional alignment - (A2.01 - A2.28)							
A2.04 Instructional Teams develop standards-aligned units of	Limited	6	removed	06/28/2018	4	Fully Objective	09/27/2018

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

# Archiving Indicators

Home > Archive Indicators

## Archive indicators

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

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

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

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

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

Print Page

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

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

# Archiving Indicators

The screenshot shows a web application interface for 'Assess'. The top navigation bar includes 'Home', 'Success Cycle', and 'Assess Create Monitor'. A sidebar on the left contains a 'Main Menu' with links to 'Home', 'Our Direction', 'Our Meetings', 'Success Cycle', 'Our Progress', 'Resources', 'Program Contact', and 'Tech Support'. The main content area is titled 'Assess' and features four tabs: 'Wise Ways', 'Indicator in Action', 'Tools', and 'Indicator History'. The 'Indicator History' tab is circled in orange. Below the tabs, a message states: 'All fields in the Assess section are required.' The form contains three sections: 'Initial Level of Development' with radio buttons for 'No Development or Implementation', 'Limited Development or Implementation', and 'Full Implementation'; 'Priority Score' with radio buttons for '3 - Highest priority', '2 - Medium priority', and '1 - Lowest priority'; and 'Opportunity Score' with radio buttons for '3 - Easy to address', '2 - Accomplished in current policy/budget', and '1 - Requires changes in current policy/budget'. A red error message is visible: 'A plan has already been created for this objective. The Leadership Team should continue to complete all actions in order to meet the objective.'

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

# Archiving Documents

Home / Document Upload

## Document Upload

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

[Upload a New File](#)

Selected Folder: Indicator A1.07 Evidence

[View Archived Files](#)

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

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

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

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

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



# Live Demo 2

[indistar.org](https://indistar.org)



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

- Set Direction
  - Needs Assessment – School Self Assessment
  - Mission and Goals
  - Performance Measures
  - Data Review
  - Indicator Selection

B



# Work Time

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

# Questions?



B



# Lighting the Path to Student Success

*Fall 2023/Spring 2024 NCStar Training*

## Day 2 Morning



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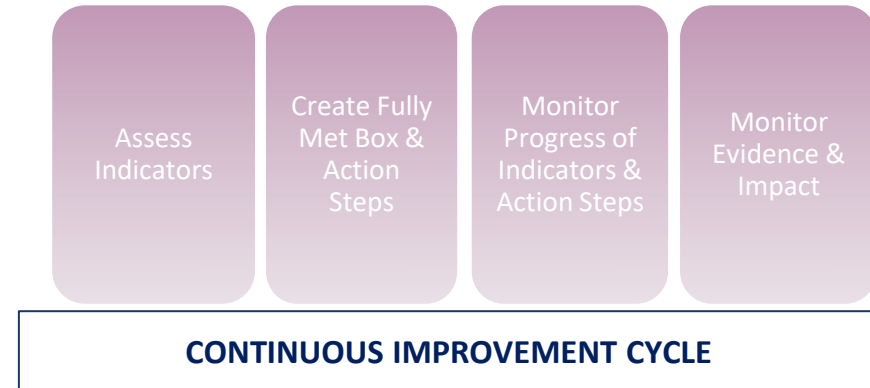
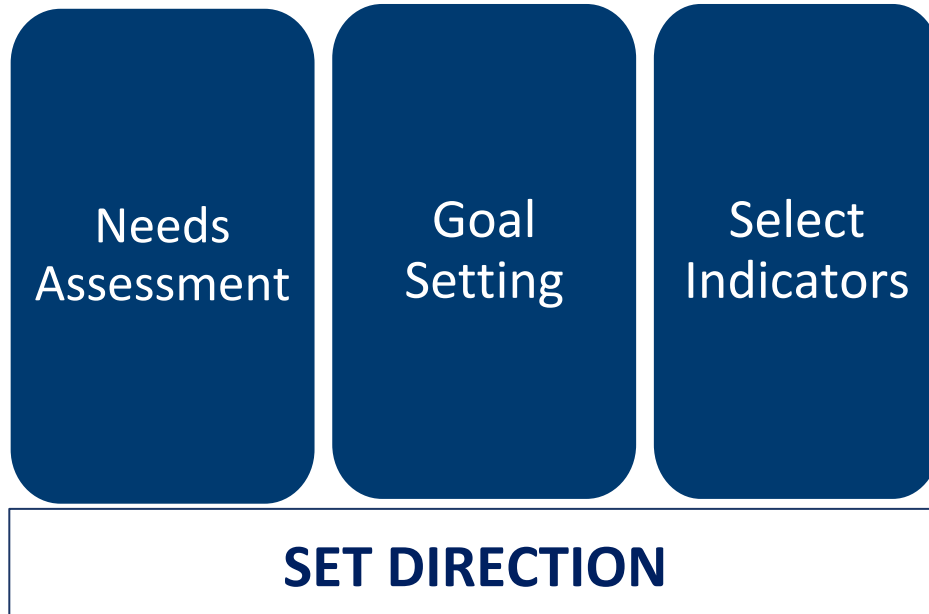
State Board of Education | Department of Public Instruction

# NCStar - Continuous Improvement Cycle

A

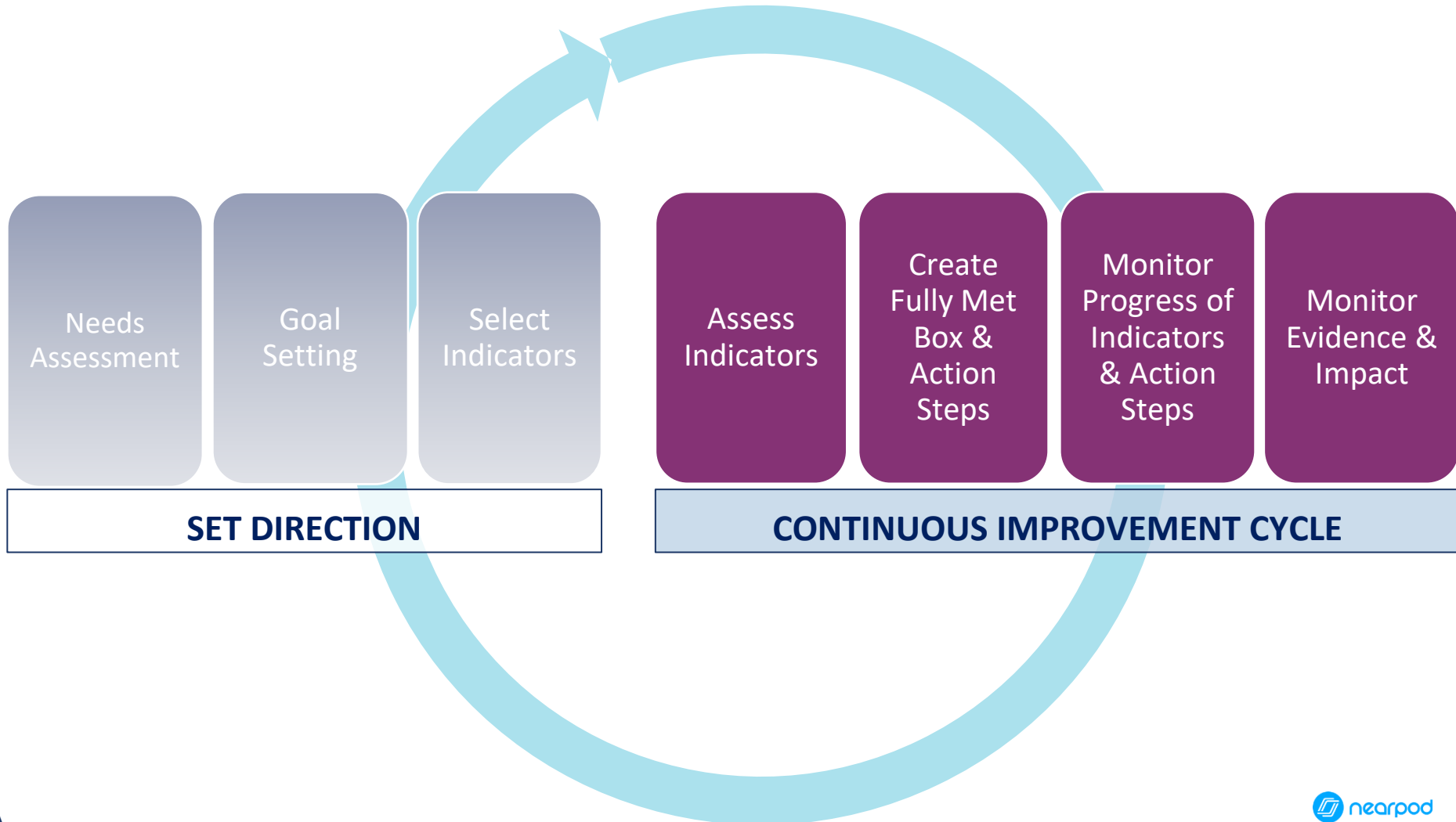


# Review from Yesterday



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

# NCStar Continuous Improvement Pathway



# Work Time - Choose An Indicator

- 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 B1.03 and D1.02.
- Write down your selected indicator
- Find & read the [WiseWays](#) for your selected Indicator.



# Continuous Improvement Cycle Overview

A



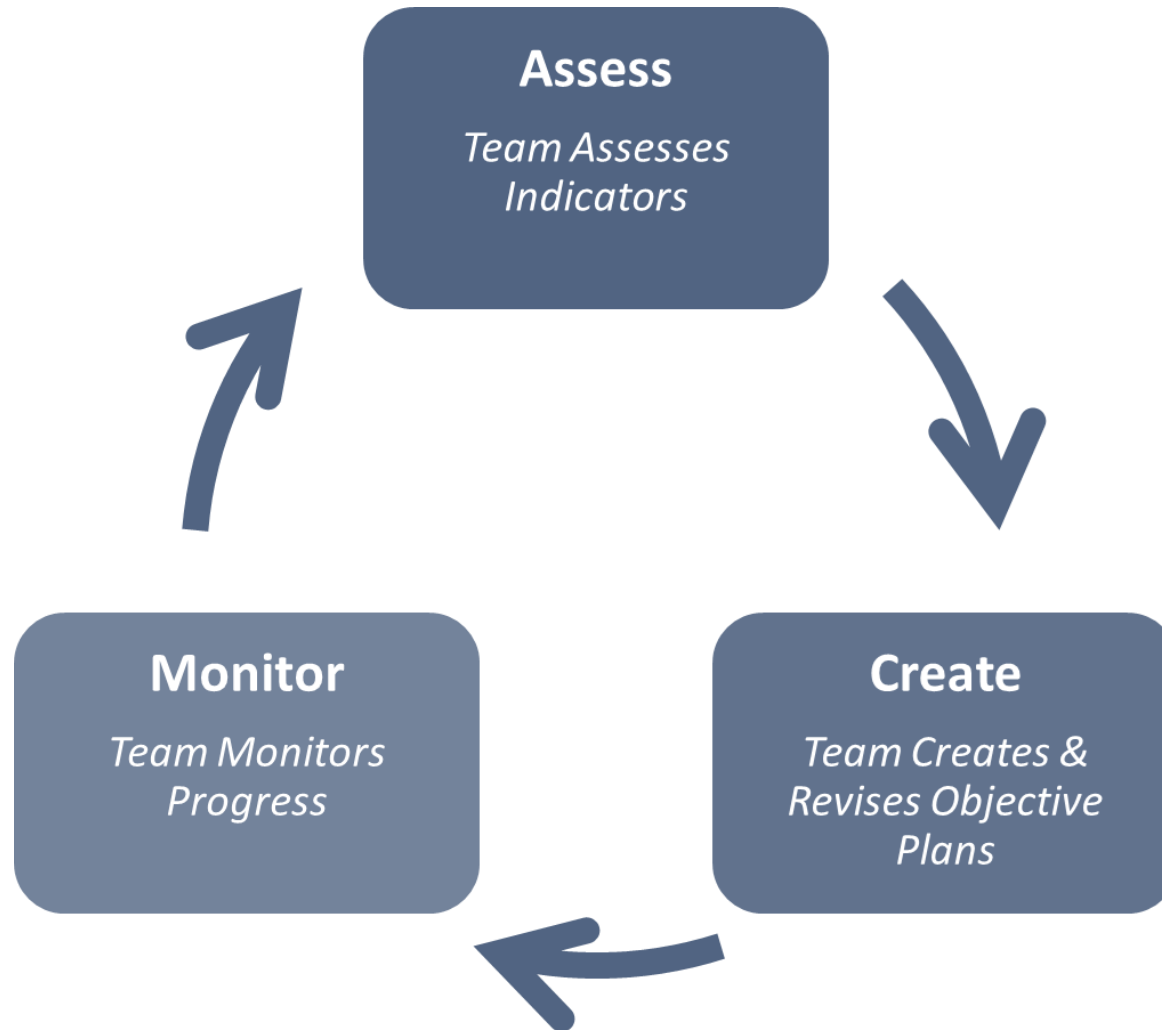
# P.D.S.A. – Deming Cycle



A



# The NCStar Continuous Improvement Cycle



A

# Indicator Assessment Planning Template

A



# Indicator Assessment Planning Template

Copy of Indicator Planning Template\_Fall 2023 ☆ 📁 ☁

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L21 | fx

	A	B	C	D	E	F	G	H	I	J	K
1	<b>Indicator</b>	<b>Key?</b>	<b>Assessed?</b>	<b>Assigned To</b>	<b>Target Date</b>						
2	A1.07	Yes									
3	A2.04	Yes									
4	A4.01	Yes									
5	A4.06	Yes									
6	A4.16	Yes									
7	B1.03	Yes									
8	B2.03	Yes									
9	B3.03	Yes									
10	C2.01	Yes									
11	C3.04	Yes									
12	D1.02	Yes									
13	E1.06	Yes									
14											
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[bit.ly/IndicatorPlanning1](https://bit.ly/IndicatorPlanning1)

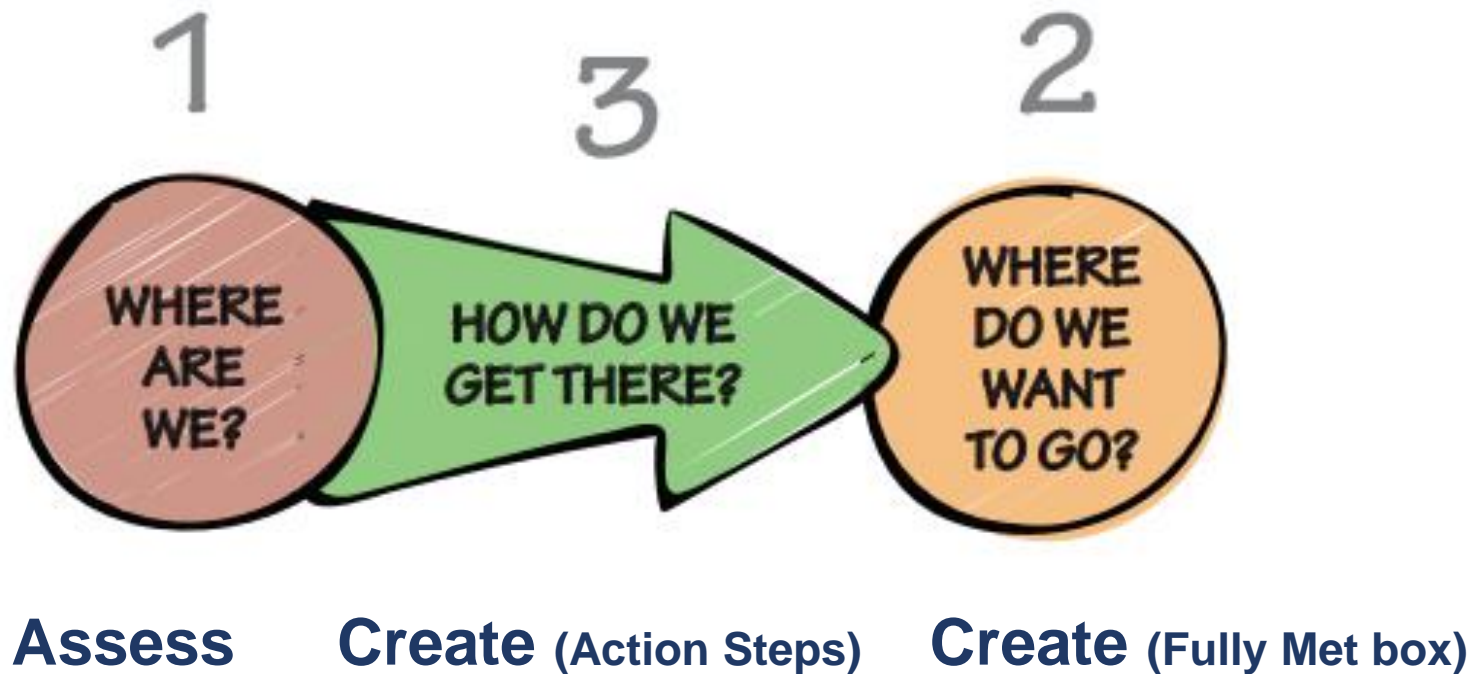
nearpod

+ ≡ Master Tracking ▾ A1.07 ▾ A2.04 ▾ A4.01 ▾ A4.06 ▾ A4.16 ▾ B1.03 ▾ B2.03 ▾ B3.03 ▾ C2.01 ▾ C3.04 | < >



# Strategic Moment

**Strategic Moments** are those points in a discussion or team process when people are faced with a choice about what to do next and how to do it.



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



# Assess

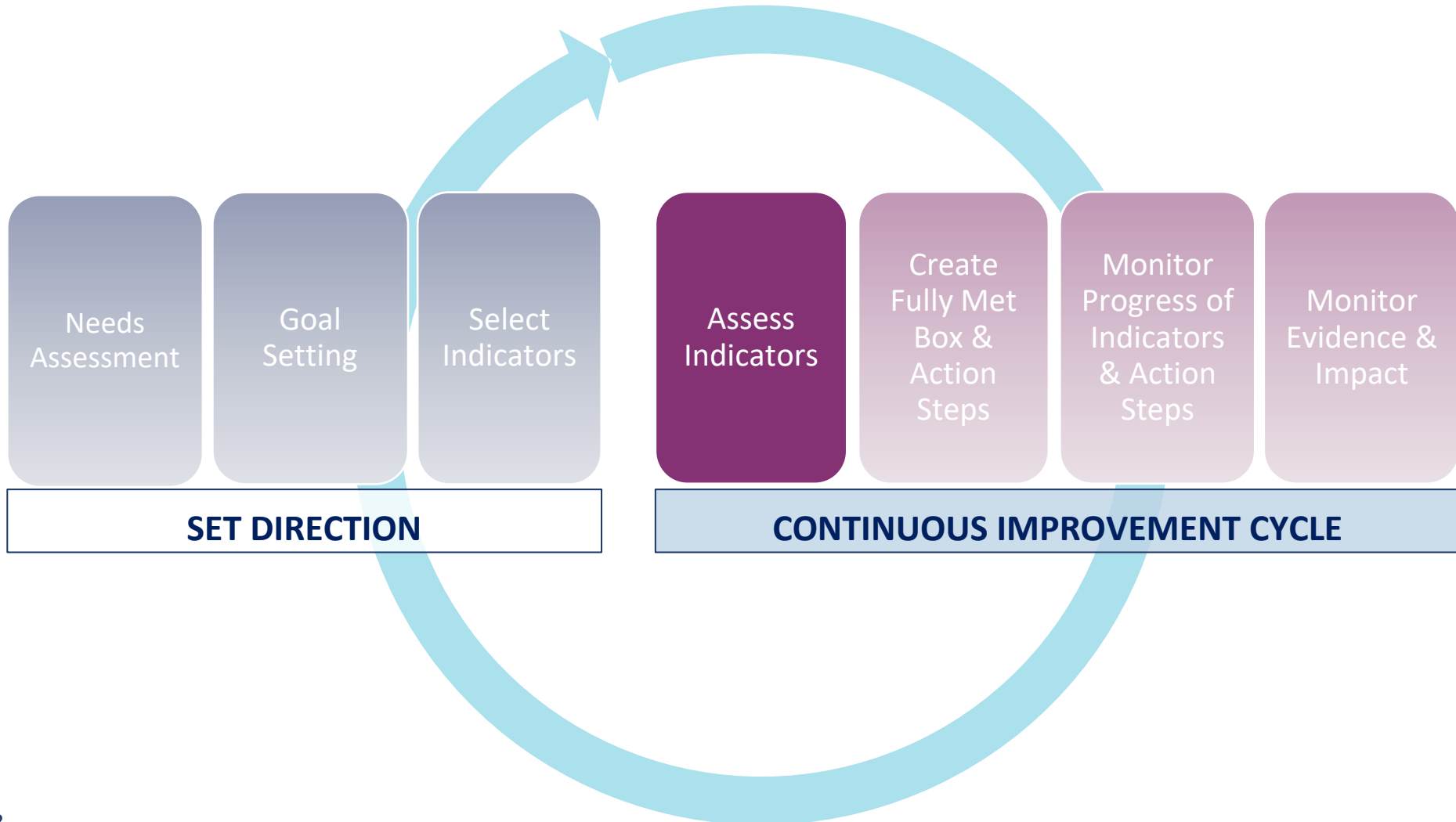
B



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# NCStar Continuous Improvement Pathway



B





# Assess – Initial Level of Development

Home / Our Plan / Assess Create Monitor

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

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

Assess

Wise Ways Indicator in Action

All fields in the Assess section are required.

Initial Level of Development:

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

Save

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

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

B

# Assess – Priority and Opportunity Scores

Home / Our Plan / Assess Create Monitor

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

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

Assess

Wise Ways Indicator in Action

All fields in the Assess section are required.

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

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



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

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

# Assess – Index Score

[Home](#) / [Our Plan](#)


## Our Plan




The Success Cycle will default to display all selected Indicators.



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

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

 Past Due Objective\* or Action(s)  
\*An objective must include at least 1 action in order to be marked "past due"  
*\*past due target dates*

 Key Indicator

[Print Page](#)

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

The 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.

B



# Assess – Current Implementation Efforts

Assess

Wise Ways Indicator in Action

All fields in the Assess section are required.

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

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

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

Describe your current implementation efforts:

Save

- 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.

B

# Assess – Current Implementation Efforts

Assess

Wise WaysIndicator in ActionIndicator History

All fields in the Assess section are required.

Initial Level of Development:

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

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

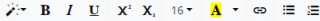
Priority Score:

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

Opportunity Score:

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

Describe your current implementation efforts:



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

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

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

Save

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

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

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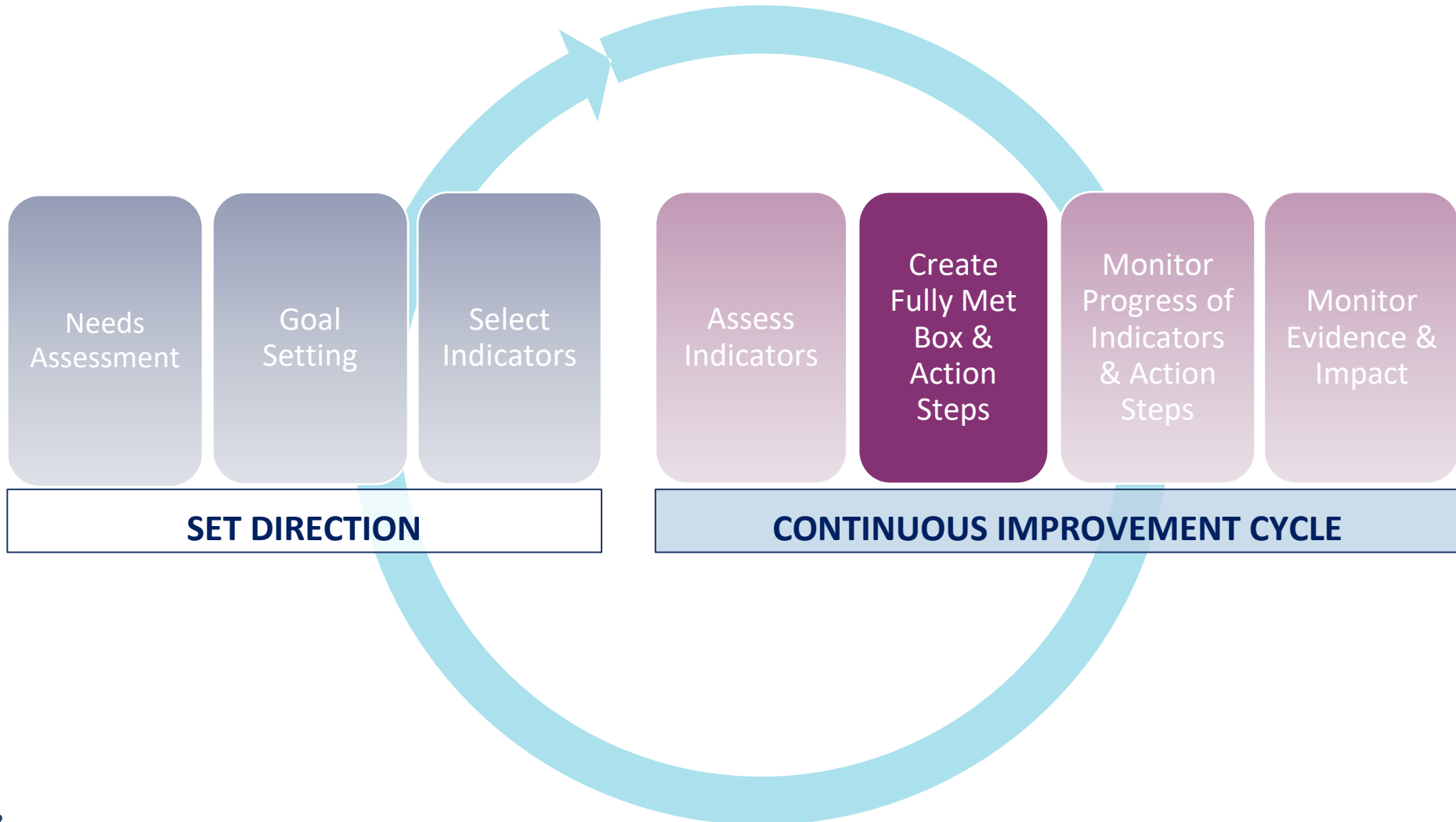


# Work Time

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

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

# NCStar Continuous Improvement Pathway



B



# Create

B



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# Create – Assign a Team Member



Create & Monitor

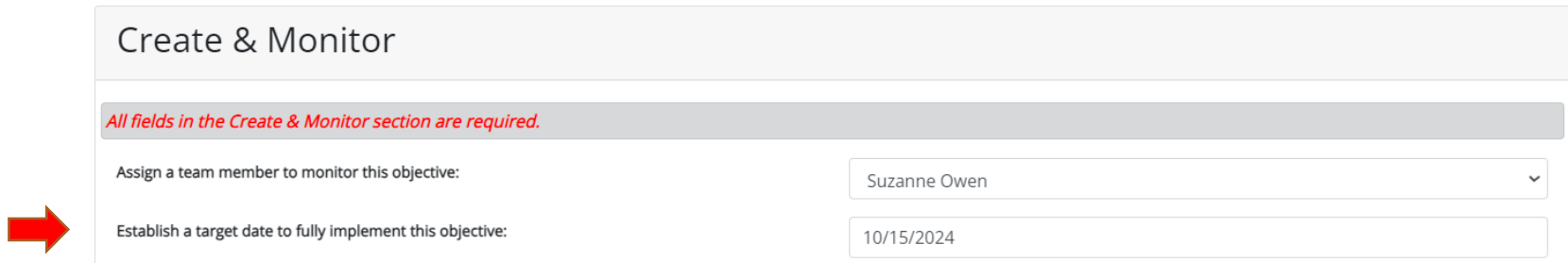
All fields in the Create & Monitor section are required.

Assign a team member to monitor this objective:

Suzanne Owen

- 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



Create & Monitor

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

Assign a team member to monitor this objective: Suzanne Owen

Establish a target date to fully implement this objective: 10/15/2024

- 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

B



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# Create – Complete the Fully Met Box



Create & Monitor

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

Assign a team member to monitor this objective:

Establish a target date to fully implement this objective:

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

B



# Create – Complete the Fully Met Box



### Create & Monitor

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

Assign a team member to monitor this objective:

Establish a target date to fully implement this objective:

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.

**B** **I** **U** **X<sup>2</sup>** **X<sub>2</sub>** 16 **A** **∞** **≡** **≡**

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

**Save**

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

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

B



# Create – Complete the Fully Met Box

## Tips for Completing the Fully Met Box

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

# Create – Complete the Fully Met Box

## Tips for Completing the Fully Met Box

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

# Create – Fully Met Box Examples

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

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

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





# Fully Met Box Examples

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

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

Completing the How It Will Look When Fully Met Box and Aligning Action Steps	
Completing the <u>How It Will Look When Fully Met Box</u>	
<b>The How it Will Look When Fully Met box:</b>	
<ol style="list-style-type: none"><li>1. Describes your vision for full implementation.<ul style="list-style-type: none"><li>• What would full implementation look like if your school was a model for this indicator?</li><li>• What would people see and/or hear, etc., if they visited your school?</li><li>• What would it look like if this indicator was fully ingrained into the culture and daily life of your school?</li></ul></li><li>2. Describes the information you will use to determine that the objective has reached full implementation.<ul style="list-style-type: none"><li>• Include data, resources, and other evidence</li></ul></li><li>3. Does not include actions steps</li><li>4. Written in present tense<ul style="list-style-type: none"><li>• Think about your target date and pretend it's that date.</li><li>• Write about what one would see, hear, etc., if visiting the school at that time.</li></ul></li></ol>	
How it Will Look When Fully Met box Examples	
Indicator	How it Will Look When Fully Met
<b>A2.05</b> - ALL teachers develop weekly lesson plans based on aligned units of instruction	Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Lesson plans are stored in a Shared Drive that is accessible to all staff. Evidence of full implementation includes samples of weekly lesson plans, examples of feedback, and increased academic achievement across all subject areas.
<b>E1.06</b> : The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).	Families are well informed about student expectations and the importance of academic learning. Teachers send home weekly newsletters and communicate with parents using a variety of other tools. The Family Engagement team meets regularly to discuss ways to increase family involvement at school. Families have opportunities to engage with administration and staff through quarterly coffee chats and a variety of evening events. Parents regularly attend school wide celebrations and events. Student led conferences engage families with learning. Staff conducts regular home visits to build positive relationships with families. Evidence of success will be gathered using parent attendance records, the Panorama survey, and student achievement data.

<https://bit.ly/FMBexamples>

# Create – Fully Met Box Non-Example

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

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

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?

# Stand Up, Pair Up

## Non-Example Debrief

- What was it like for you to try to rewrite this Fully Met box?
- What are some things you had to consider as you tried to rewrite the Fully Met box?

# Participant Exemplar

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

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

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

# Turn and Talk

- Take a look at the Fully Met box for the indicator that you're currently working on.
  - Does this Fully Met box reflect what you have learned today?
  - If not, what is one area you can quickly change to improve your Fully Met box vision?

# Work Time

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

- Create
  - Assign or Replace Removed Team Members
  - Adjust Indicator Target Dates
  - Fully Met Box
- If you have individual questions, now is a great time to ask

# Questions?



B







B



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# Action Steps

B



# Create – Action Steps

Develop

Communicate

Support Implementation

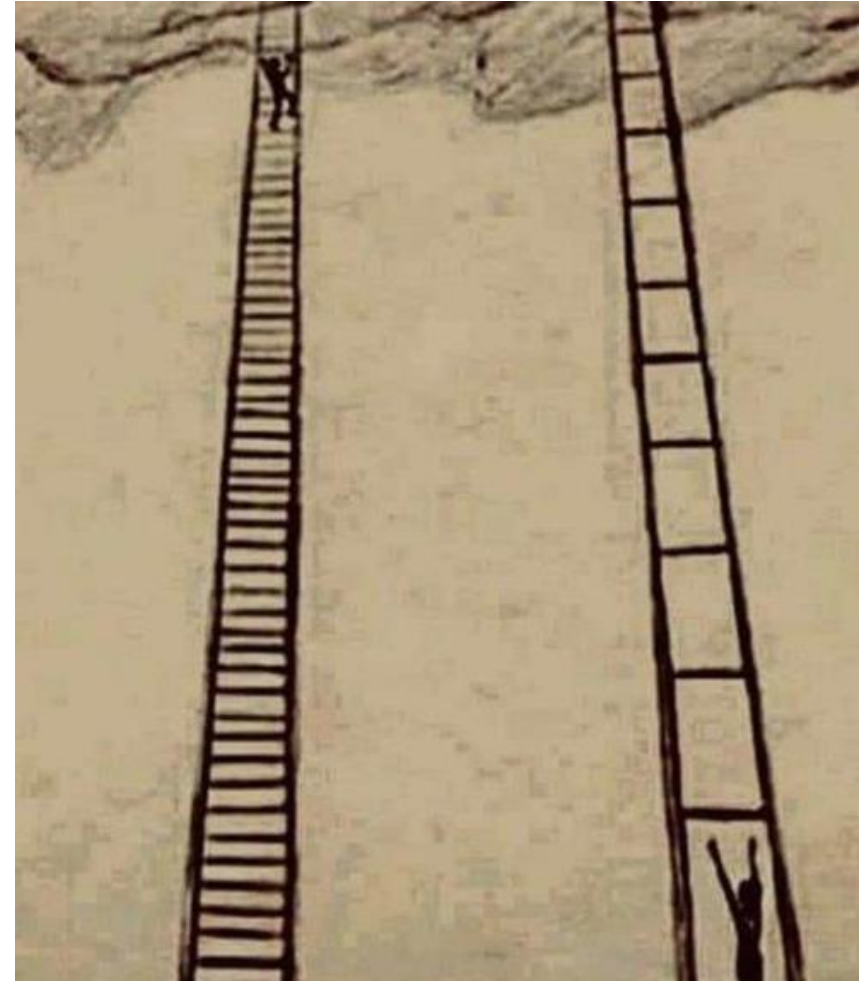
Monitor Impact

Sustain Practice

# Create – Action Steps

## Action Steps...

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



B

# Your Turn to Develop Action Steps

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

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

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



# Create – Action Steps

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

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

# Create – Action Steps

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

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

# Create – Action Steps

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

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

# Create – Action Steps

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

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



# Create – Action Steps

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

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

# Create – Action Steps

## Assign the Action Step

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

**Add / Update an Action**

\* Create one action in the series for this objective.

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

\* Assigned to

- Select a Team Member - or David Brown

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

09/15/2023

Recurrence

Recurrence

Notes:

DELETE Save Close

# Create – Action Steps

## Target Date

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

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

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

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

# Create – Action Steps

## Recurrence

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

Add / Update an Action ×

\* Create one action in the series for this objective.

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

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

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

Recurrence  
Recurrence

Notes:

DELETE Save Close

# Create – Action Steps

## Notes

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

Add / Update an Action

\* Create one action in the series for this objective.

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

\* Assigned to

- Select a Team Member - or David Brown

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

09/15/2023

Recurrence

Recurrence

Notes:

DELETE Save Close

# Federal Programs Expectations for Action Steps

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

B



# Work Time

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

- Create
  - Action Steps for the Indicator you are working on today.
  - Assign Action Steps Strategically Across the School
- Use your Fully Met Box handout for an example of how actions steps can be aligned to a fully met box
- If you have individual questions, now is a great time to ask

# Assess-Create-Monitor



## Process

1. **Select** and **Assess** all 12 Key Indicators. (Set Direction
2. Assess ALL other indicators in your plan. (Create an Index Score and write your Current Implementation box)
3. Select a *member of your SIT* to monitor each indicator and set target dates for ALL indicators.
4. For the 3-6 indicators you are working on in the 2023-2024 school year:
  1. Complete the Fully Met box.
  2. Create action steps.
5. Over the rest of the school year begin work on the Fully Met box and action steps for remaining indicators. Consider working on one each month.



# Live Demo 3

[indistar.org](https://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?



B



# Building the Capacity of Your School Improvement Team

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

-TODD WHITAKER, *WHAT GREAT  
PRINCIPALS DO DIFFERENTLY*

TODD WHITAKER

WHAT GREAT  
PRINCIPALS DO  
*DIFFERENTLY*

~~15~~<sup>18</sup> Things That Matter Most

SECOND EDITION

An Eye On Education Book

A



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# Checklist of SIT Member Best Practices



## SIT Member Checklist of Best Practices

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

<https://bit.ly/MemberChecklist>

# Personal Reflection

After skimming through the checklist reflect on the following:

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



# Checklist of SIT Leader Best Practices

## SIT Leader Checklist of Best Practices

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



<https://bit.ly/SITLeaderChecklist>



# Rally Robin

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

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



# Distributive Leadership

A



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

# 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/>

A



# Principles of Distributive Leadership



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# 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.

A



# Opportunities for SIT & Full School Distributive Leadership

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# 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.

A



# 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>

# Running an Effective School Improvement Team Meeting

A



# Distributive Leadership in NCStar

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

A



# Types of Teams & Committees

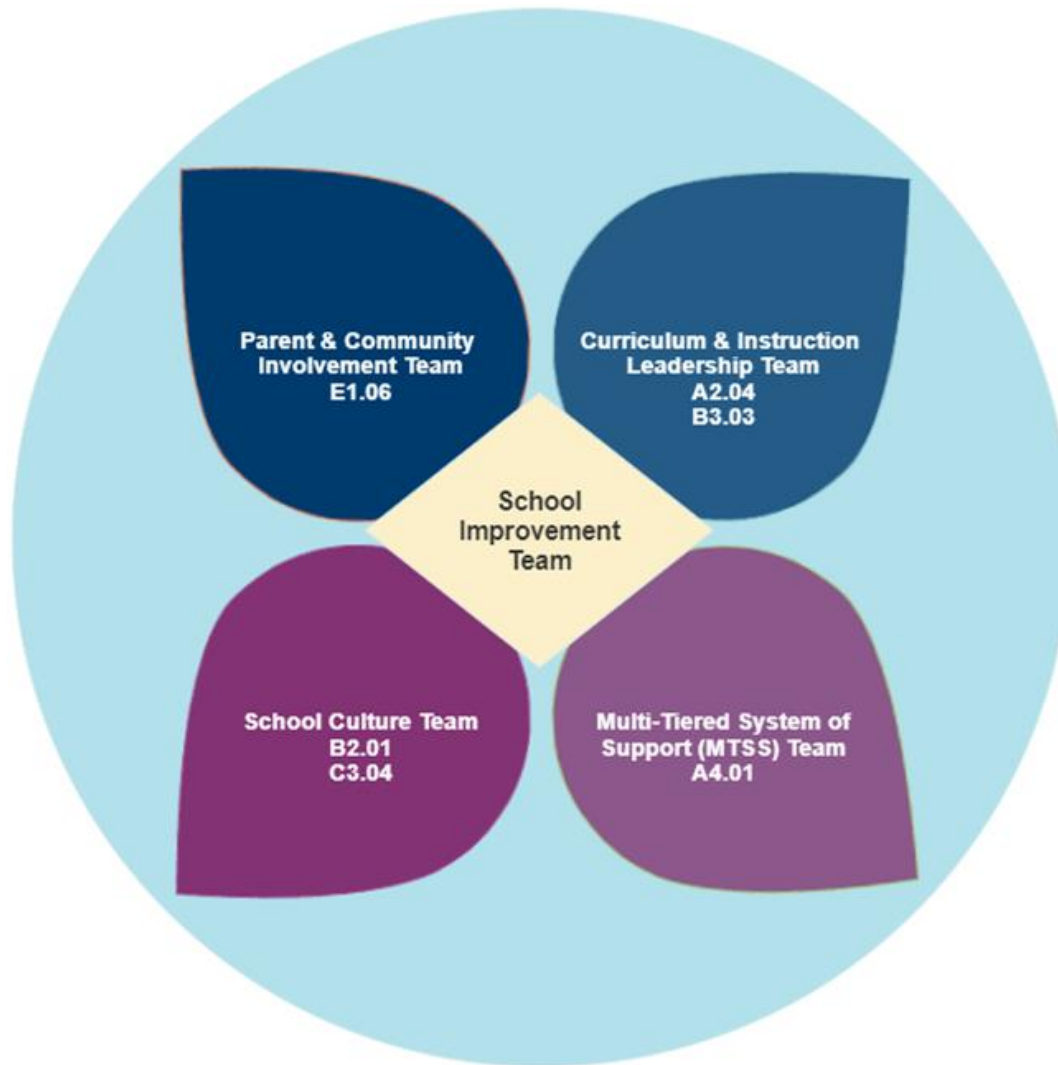
- Indicator Teams
- Goal Teams
- Committees/Subcommittees

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

A



# Committees and Teams Can Support the Indicators



A



# Sample Monthly Schedule

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

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

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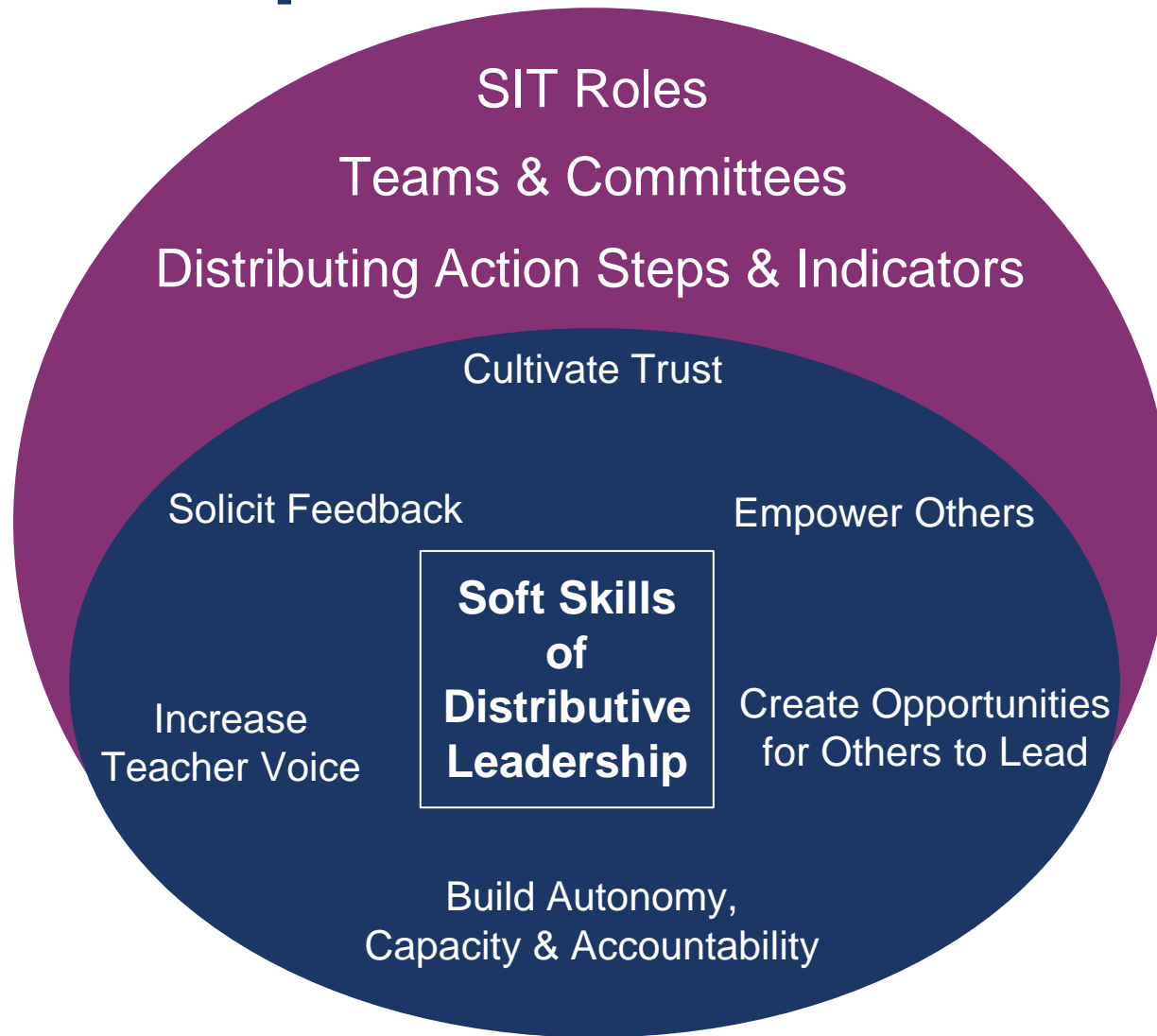
# Documentation

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

A



# Soft Skills Support School Improvement Work



A





# Three Stay-One Stray

Form groups of 3. Identify a team leader. As a group, respond to the following questions:

1. What strategies does your SIT use to distribute leadership?
2. What methods can your SIT use to increase teacher voice?
3. Where is it found in NCStar?

A



# Three Stay-One Stray

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

1. What strategies does your SIT use to distribute leadership?
2. What methods can your SIT use to increase teacher voice?
3. Where is it found in NCStar?

# Questions?



A



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**LUNCH  
TIME**



A



# Lighting the Path to Student Success

*Fall 2023/Spring 2024 NCStar Training*

## Day 2 Afternoon







WELCOME  
BACK



# A Case Study of SIT Distributive Leadership

A



# 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 (the smaller school)
  - Committees at XYZ Elementary (the larger school)
- Reflect on the following questions:
  - What specific Distributive Leadership practices did you glean from the case study that you will implement at your school?
  - Be ready to share your reflections with the group!



# Give 1, Get 1

- What specific 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?

# School Improvement Team Systems & Structures

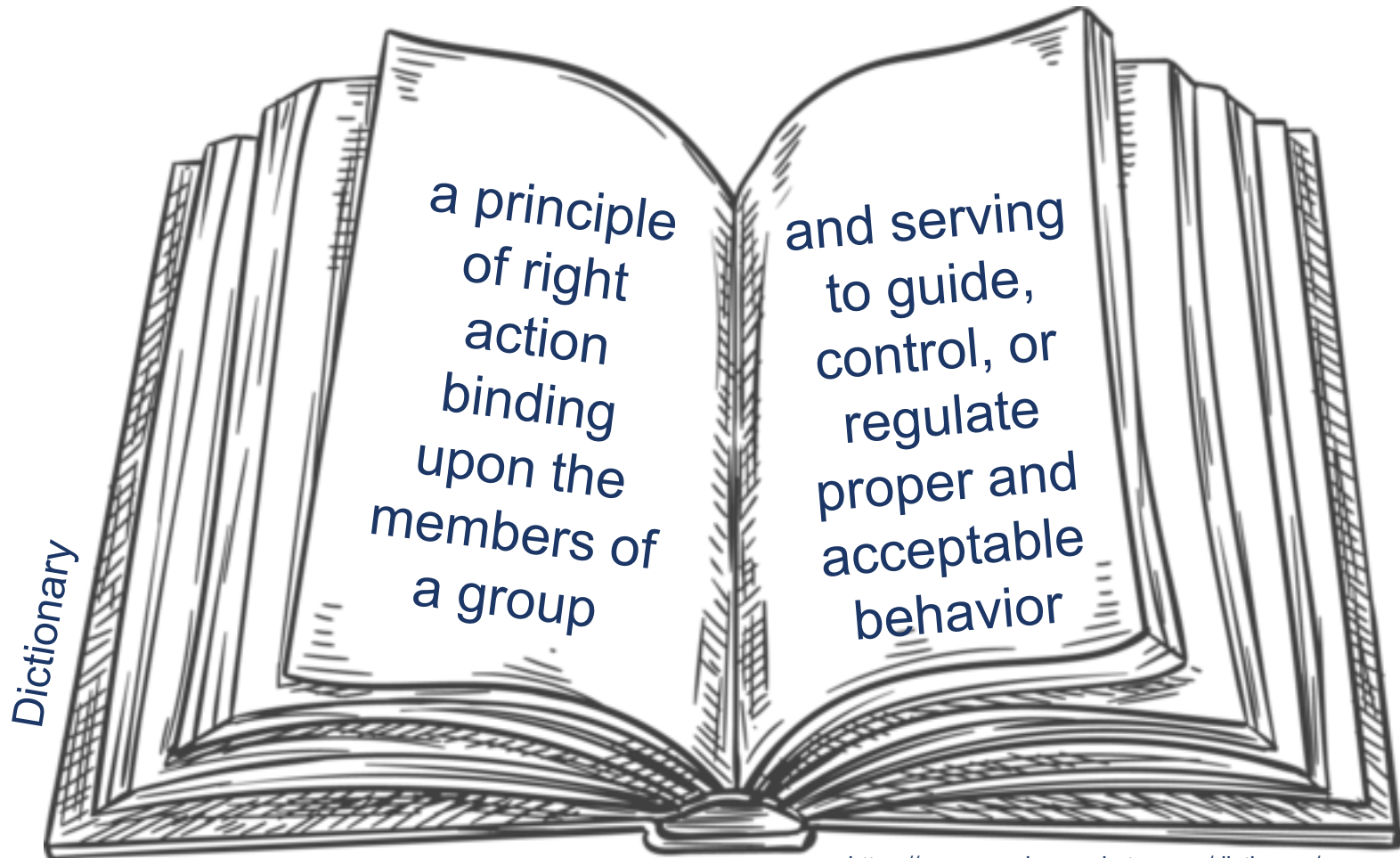
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# What are Norms?



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

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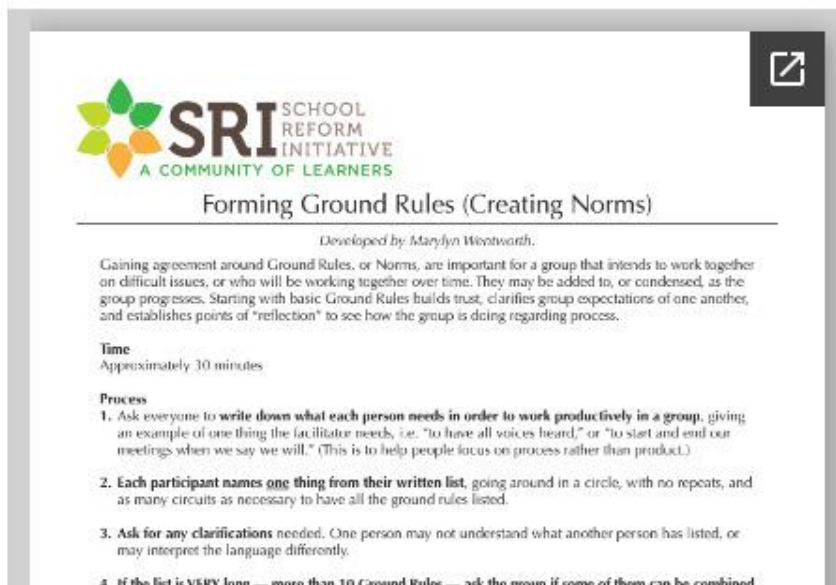
# Why Norms (Ground Rules)?

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

From [http://schoolreforminitiative.org/doc/forming\\_ground\\_rules.pdf](http://schoolreforminitiative.org/doc/forming_ground_rules.pdf)



## Forming Ground Rules (Creating Norms)



**SRI** SCHOOL REFORM INITIATIVE  
A COMMUNITY OF LEARNERS

### 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 10 Ground Rules — ask the group if some of them can be combined

Title	Forming Ground Rules (Creating Norms)
Attribution	[acf_ProtocolInfo_Attribution]
Description	Gaining agreement around Ground Rules, or Norms, are important for a group that

## 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.



# 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.

# Preventions and Interventions

Preventions and Interventions can be used by a leader to create a safe environment for collaboration and move the process along to a successful conclusion.



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



# Preventions

**At the beginning of a meeting or discussion...**

## **Get Agreement on:**

- Desired Outcomes
- Agenda
- Roles
- Decision Making
- Ground Rules

*“Before we get into our meeting for today, I’d like to make sure we all agree on our desired outcomes and our agenda.”*





# Preventions

**During a meeting or discussion...**

## **Clarify the Process**

- Make sure the group is clear about, and agrees to, the process being suggested.

*“Does everyone understand how to brainstorm? Do I have your agreement to brainstorm for the next five minutes?”*

## **Focus on Agreement, Not Disagreement**

- Build a safe environment and avoid counter-productive debate by focusing on agreement rather than disagreement.

*“Did the group agree on the problem statement? Great, let’s begin generating solutions.” “We’ve already agreed to three important points: (1) where we’re holding the event, (2) how much money we will spend, and (3) who will give the keynote address. Am I on track here? OK, let’s focus now on other activities for the event.”*



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# Interventions

## **Boomerang**

Return a question to the person who asked it or to the team

- Team Member: *“How can we possibly meet that schedule?”*  
Facilitative Leader: *“What do you think will get in the way?”*

## **Ask/Say “What’s Going On?”**

Name something that isn’t working; i.e., get it out in the open so the group can deal with it.

- *“It’s very quiet here. What does the silence mean?”*



# Interventions

## **Enforce Process Agreements**

Remind the team of a previous agreement.

- *“It sounds like we’re redefining the problem here rather than generating possible solutions. Remember, we agreed to focus on solutions. Does this problem statement still work for everyone? Good, let’s continue generating alternative solutions.”*

## **Regain Focus**

Make sure everyone is working on the same content, using the same process, at the same time.

- *“Let’s stay focused on identifying problems, Jeff. I know you have some great solutions to offer, and we’re still brainstorming problem areas. Can you hold onto your ideas for a few minutes until we finish this brainstorming? Are we all together?”*



# Interventions

## Accept/Legitimize/Deal With or Defer

Create a safe environment for participation

- *“You’re not convinced we’re getting anywhere? That’s OK, you may be right. Would you be willing to hang on for ten more minutes and see what happens? Yes? Thanks.”*
- *“This issue you just raised sounds like an important one to you. It’s not on our agenda today. Because it’s so critical for us to get through our agenda this morning, I’d like to put this issue on our issues list, and we can discuss it at our next meeting. Is that acceptable to you?”*

## Use Humor

Make a joke to relieve the tension.

- *“There are more of you lined up to give an opinion than planes trying to land at O’Hare.”*



# Table Activity - Scenarios



North Carolina Department of  
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## Preventions and Interventions

### *The Scenario*

Almost every School Improvement Team (SIT) meeting facilitator will eventually have to deal with people who exhibit difficult behavior. Disruptive behaviors may seem normal to most; however, they have the power to destroy the flow of a presentation or meeting should you let them.

**Vocabulary** (from *Facilitative Leadership* by Interactions Associates):

- **Preventions:** Preventions are used at the beginning of or during a discussion to prevent the discussion from getting off track.
- **Interventions:** Interventions are used during a discussion to help people get focused and back on track.

### **About the Meeting:**

Becca Barnes is the SIT Chair and meeting facilitator at Awesome Middle. Becca is planning a school meeting to discuss Indicator E2.01: "Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations."

In the previous meeting, the team looked through their Needs Assessment and determined that E2.01 needs to be an Indicator prioritized for this school year. Becca is enthusiastic about beginning the work and has scheduled a meeting to work on this indicator.

<https://bit.ly/SITMeetingScenarios>



# Preventions & Interventions

## Preventions

- **Clarify the Process**

Make sure the group is clear about, and agrees to, the process being suggested.

- **Focus on Agreement, Not Disagreement**

Build a safe environment and avoid counter-productive debate by focusing on agreement rather than disagreement.

## Interventions

- **Boomerang**

Return a question to the person who asked it or to the team

- **Ask/Say “What’s Going On?”**

Name something that isn’t working; i.e., get it out in the open so the group can deal with it.

- **Enforce Process Agreements**

Remind the team of a previous agreement.

- **Regain Focus**

Make sure everyone is working on the same content, using the same process, at the same time.

- **Accept/Legitimize/Deal With or Defer**

Create a safe environment for participation

- **Use Humor**

Make a joke to relieve the tension.

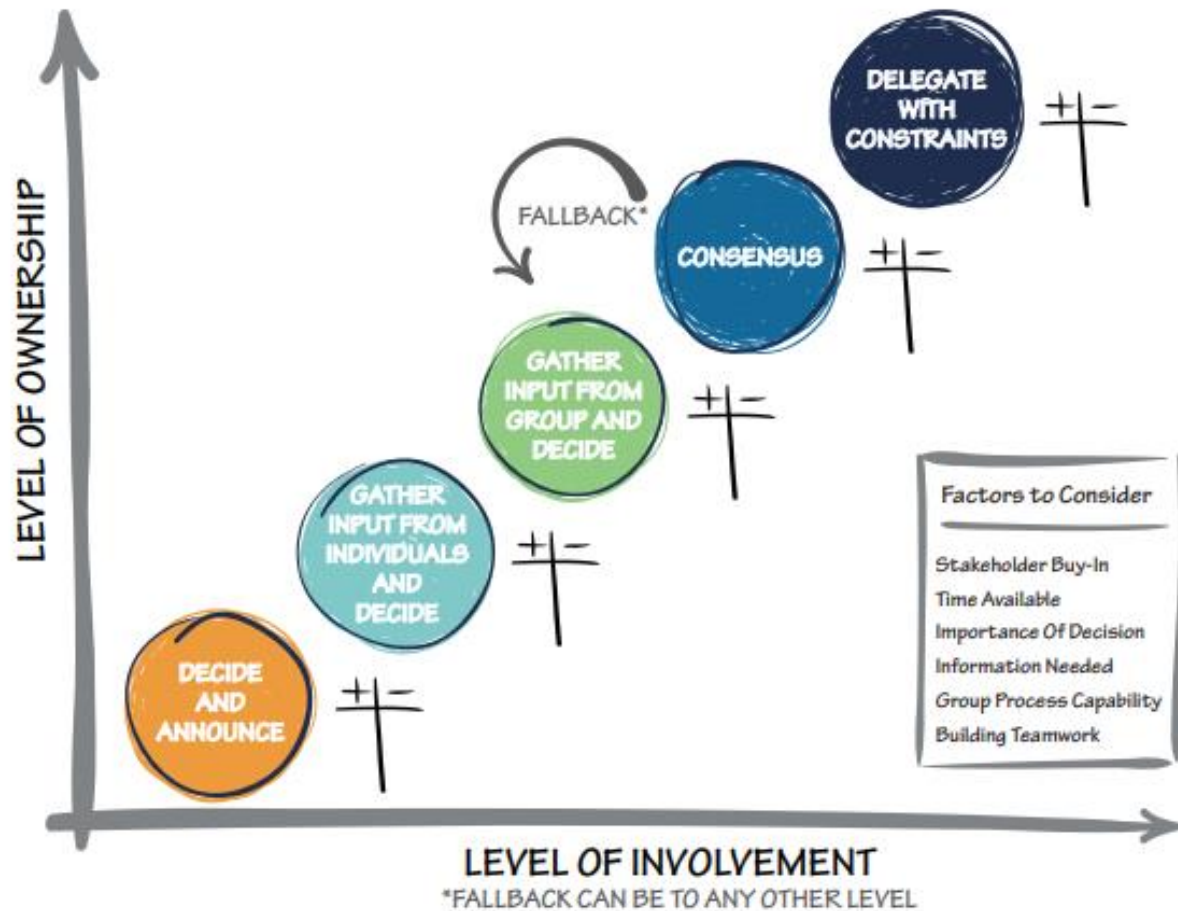


# Personal or Table Reflection

Thinking about these scenarios and your table discussion, reflect on the following:

- How does your SIT ensure everyone is aligned with the objective of the meeting?
- What strategies can your SIT implement to encourage positive contributions from all members?
- What benefits could arise from handling these disruptions effectively in real-life meetings?

# Decision-Making Method



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# Consensus

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

- Lawrence Susskind

# Consensus

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



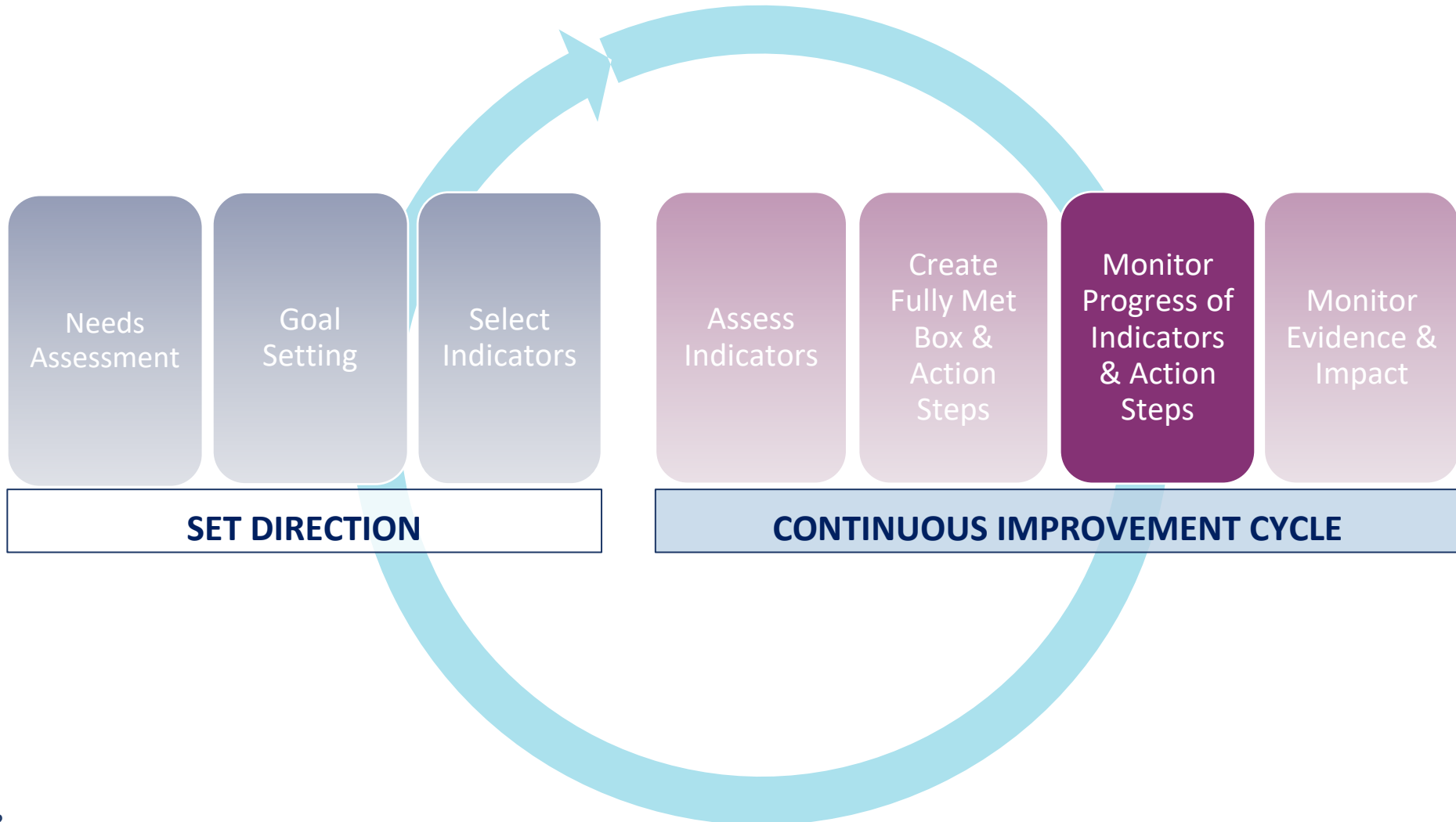
# Consensus

## 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



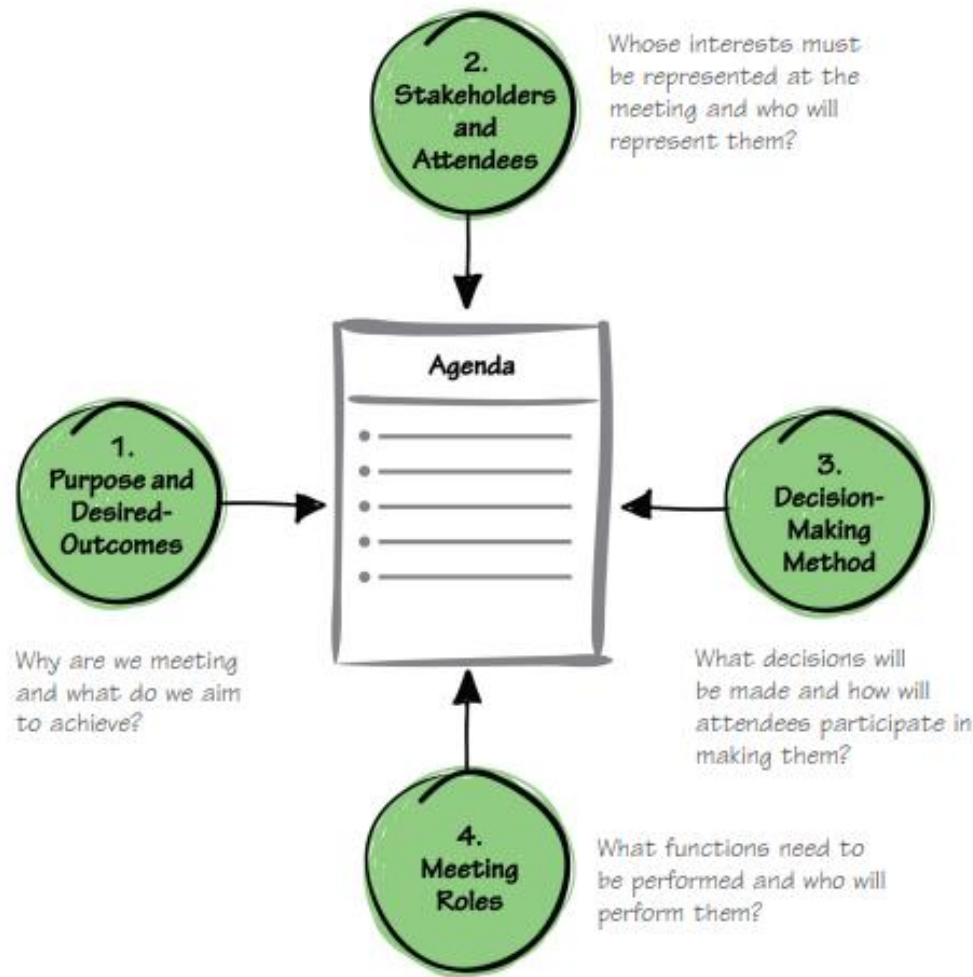
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# What Do We Monitor?

- 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

# Key Elements for Planning Meetings



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# Live Demo 4

[indistar.org](https://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

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# Determining Indicators & Action Steps to Discuss

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# 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

Home / Our Plan

## Our Plan

The Plan will default to display all selected Indicators.

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

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

**Warning:** Past Due Objective\* or Action(s)  
\*An objective must include at least 1 action in order to be marked "past due"  
*\*past due target dates*

**Key Indicator**

[Print Page](#)

	Assess	Create	Monitor
	Initial Implementation	Index Score	Assigned to: Target date: # of Actions: Progress Status Completed Date
Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.10)			
	A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)	Limited 02/25/2021 4	Annette Shakinovsky 05/02/2023 2 0.00%

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

A



# Choosing Indicators to Monitor

## Actions Report

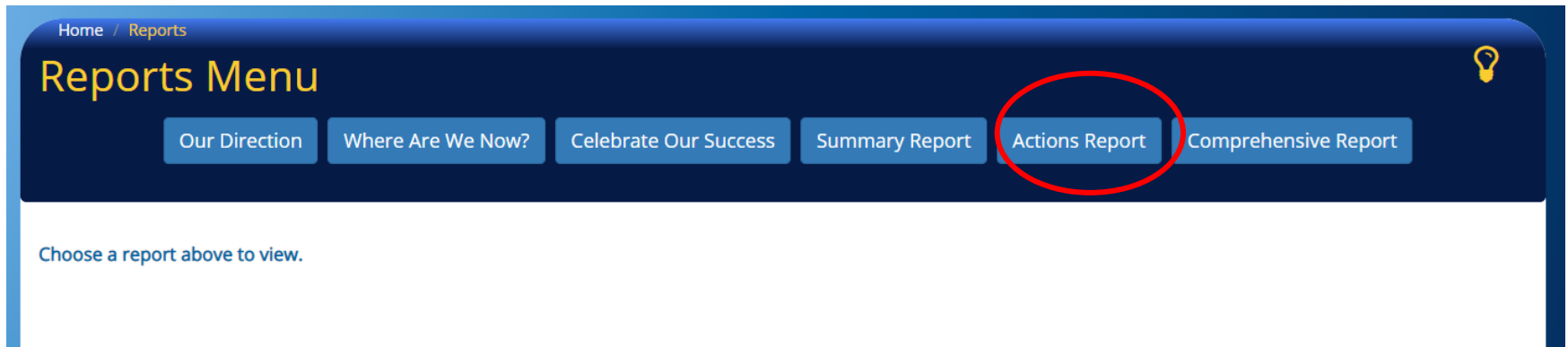
The screenshot displays the NCStar dashboard interface. On the left is a navigation menu with the following items: Home, Our Direction (Profile & Team, Set Direction), Our Meetings (Manage Meetings), Our Plan (Assess, Create, Monitor), Our Progress (Reports, Feedback), Complete Forms, Submissions, Resources,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

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

Click on “Reports” or “View Reports”

# Choosing Indicators to Monitor

## Actions Report



Click on “Actions Report”

# Choosing Indicators to Monitor

NC Restart School (Demo Site)

6/17/2021

## Actions Report

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

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

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

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

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# Creating an Agenda

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# Creating an Agenda in NCStar

**NCStar** Lighting the Path to Student Success

North Carolina Department of **PUBLIC INSTRUCTION**

**Our Direction**

Normative Objectives (Ongoing)

7

Update Profile

Set Direction

Mission/Goals - Data Review - Select Indicators

**Our Meetings**

Leadership Team Meetings (Last 90 Days)

11

Manage Meetings

**Our Plan**

Actions Completed (Last 90 Days)

5

Assess, Create, Monitor

**Our Progress**

Objectives Met (Last 90 Days)

1

View Reports

View Feedback

Complete Forms ▼ Submissions ▼ Snapshot ▼

Home

Our Direction

Profile & Team

Set Direction

**Our Meetings**

**Manage Meetings**

Our Plan

Assess, Create, Monitor

Our Progress

Reports

Feedback

Complete Forms

Submissions

Resources

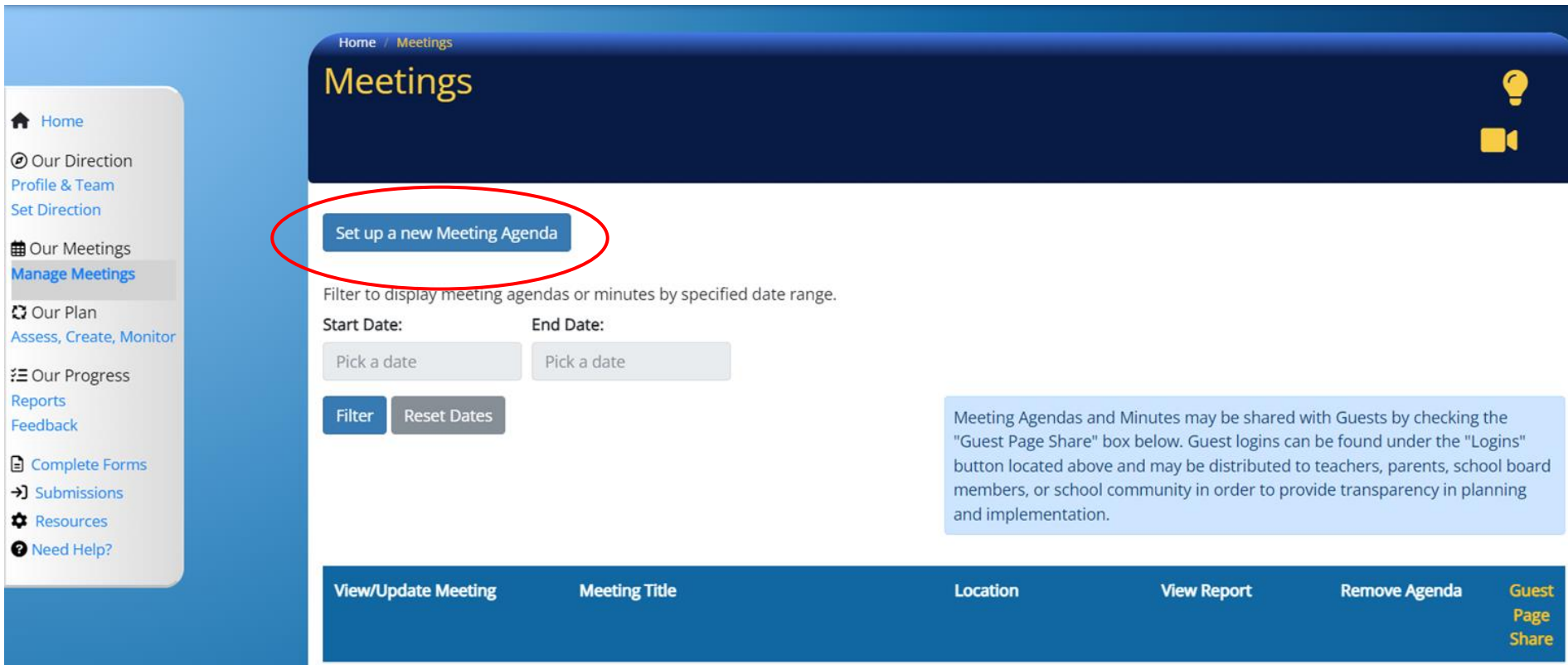
Need Help?

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

A



# Creating an Agenda in NCStar



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

Click on “Set up a new Meeting Agenda”


A

# Creating an Agenda in NCStar

Home / Meetings / Team Meetings

## Team Meetings

Create or Edit Agenda Enter or Edit Minutes Print Meeting Documents

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

[← Go back to My Meetings](#)

Meeting Information

\*Meeting Date:

\*Time:

\*Meeting Title:

Location:

Save Agenda

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



# Creating an Agenda in NCStar

## Leadership Team Members

Select a team member to edit or remove.

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

Insert Agenda Link

Or

Create Agenda

Add a Team Member

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

Team/guest attendance

Celebrate recent successes

Review and respond to coaching comments

Approval of last meeting's minutes

Old business

Indicators to Assess-Create-Monitor

Add to Agenda

Assess Indicators

No indicators have been added to this agenda

Create Plans Actions

No indicators have been added for this step plans have been added to this agenda

Monitor (See Actions Report)

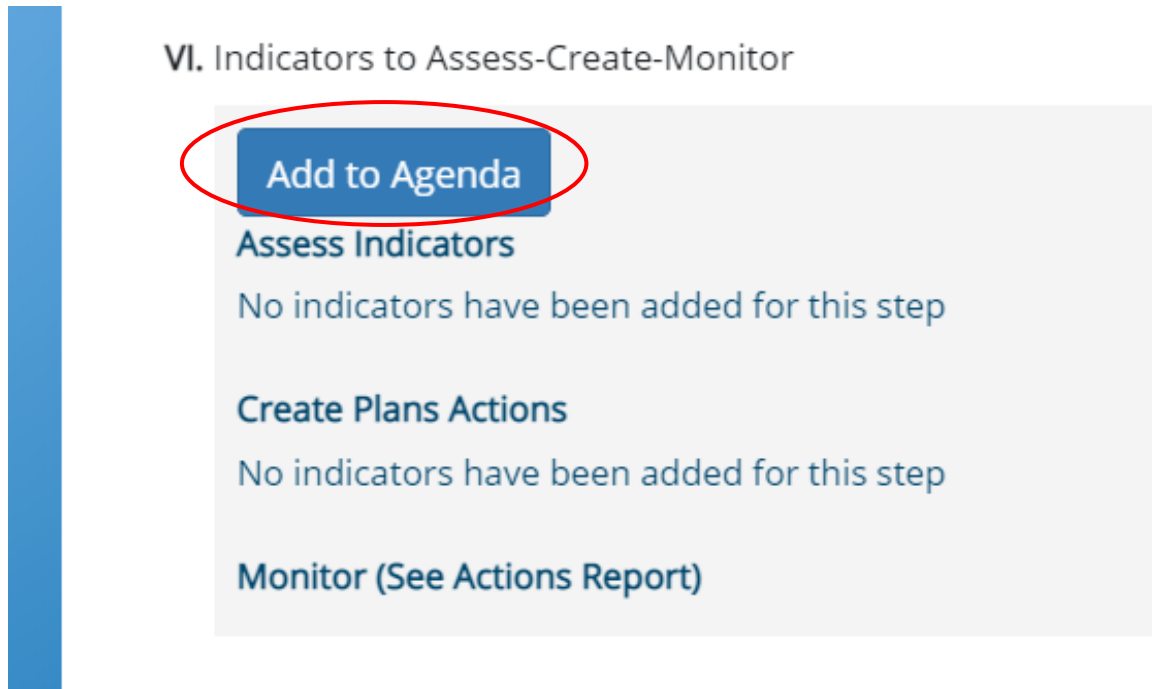
Additional Agenda Items

Scroll down to see Team Members and Agenda Items

A

# Creating an Agenda in NCStar

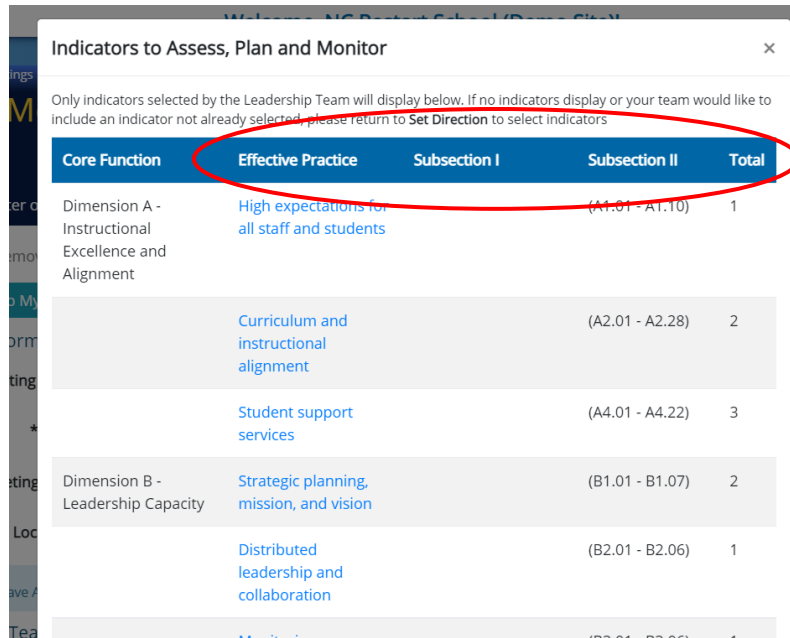
## Adding Indicators to Monitor



Click on “Add to Agenda”

# Creating an Agenda in NCStar

## Adding Indicators to Monitor



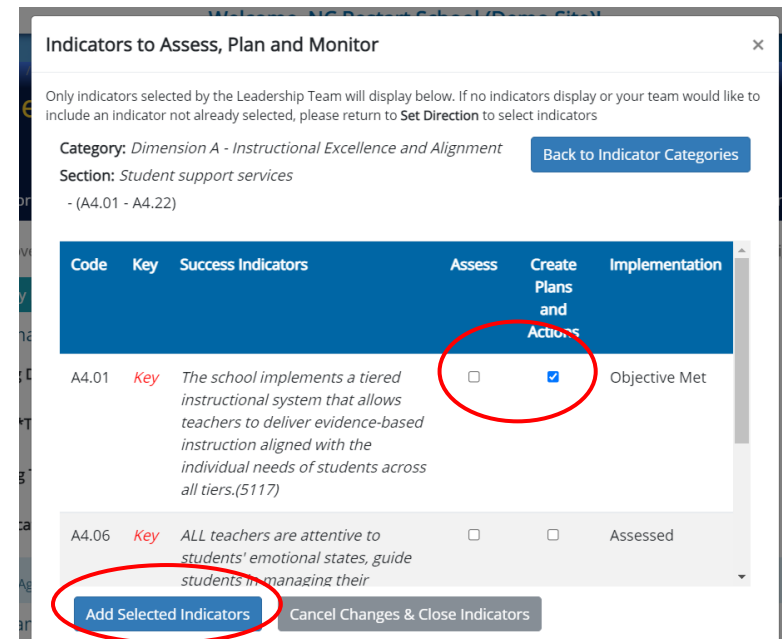
Indicators to Assess, Plan and Monitor

Only indicators selected by the Leadership Team will display below. If no indicators display or your team would like to include an indicator not already selected, please return to **Set Direction** to select indicators

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

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



Indicators to Assess, Plan and Monitor

Only indicators selected by the Leadership Team will display below. If no indicators display or your team would like to include an indicator not already selected, please return to **Set Direction** to select indicators

Category: *Dimension A - Instructional Excellence and Alignment*  
Section: *Student support services*  
- (A4.01 - A4.22)

[Back to Indicator Categories](#)

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

[Add Selected Indicators](#) [Cancel Changes & Close Indicators](#)

3. Click "Add Selected Indicators"

# Creating an Agenda in NCStar

## Adding Indicators to Monitor

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

Add to Agenda

Assess Indicators





No indicators have been added to this agenda

Create Plans Actions

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

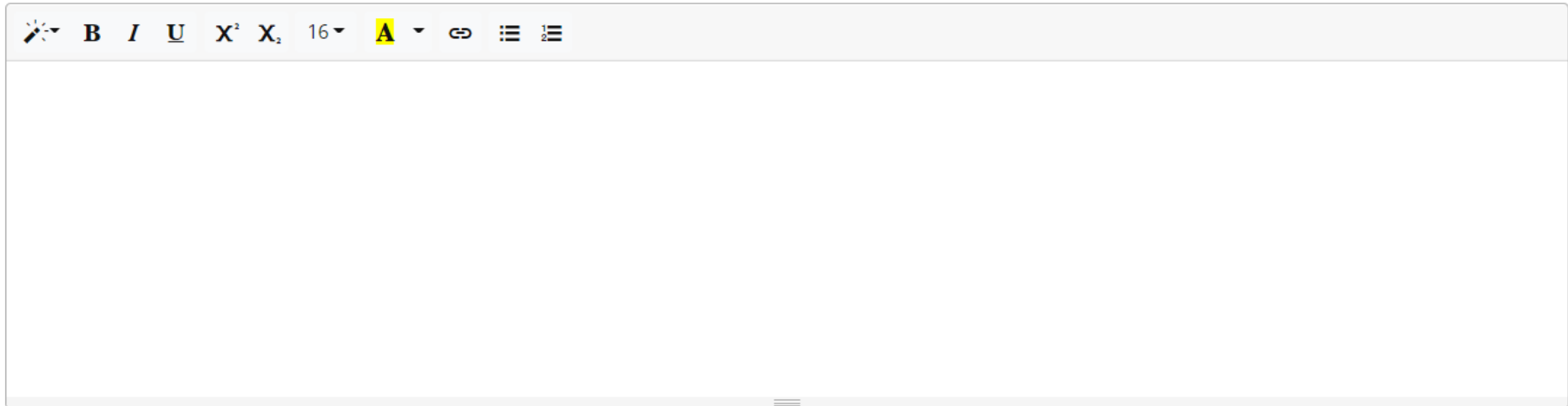
Monitor (See Actions Report)

- Additional Agenda Items

 **B** *I* U  $X^2$   $X_2$  16 ▾ **A** ▾   

# Creating an Agenda in NCStar

- Additional Agenda Items

A screenshot of the 'Additional Agenda Items' section in the NCStar application. It features a rich text editor toolbar with icons for bold (B), italic (I), underline (U), text color (X²), background color (X₂), font size (16), text color (A), link (chain icon), list (three horizontal lines), and indent (two horizontal lines). The main area is a large, empty text box for adding agenda items.

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

# Linking Agendas to Google

Insert Agenda Link

Or

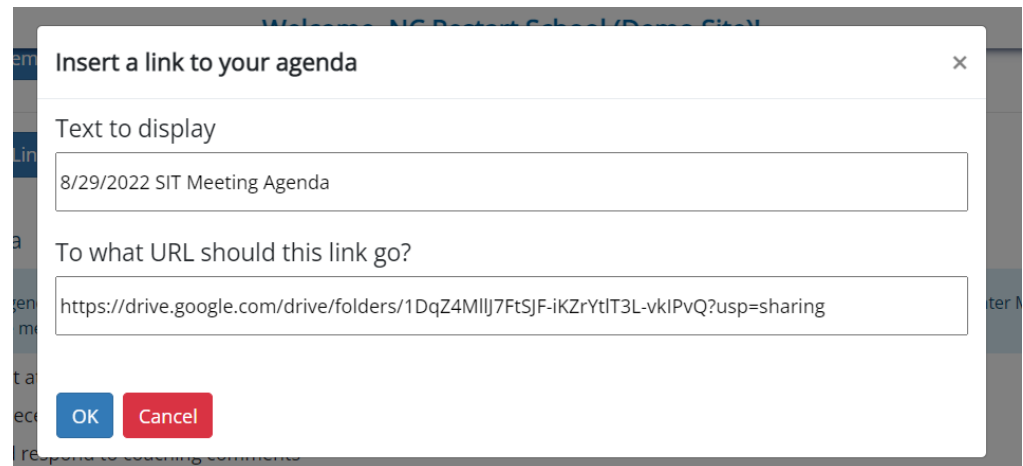
Create Agenda

**i** Use these agenda items as a guide for your meeting sections 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”

Click “Insert Agenda Link”



The screenshot shows a dialog box titled "Insert a link to your agenda" with a close button (X) in the top right corner. It contains two text input fields. The first field, labeled "Text to display", contains the text "8/29/2022 SIT Meeting Agenda". The second field, labeled "To what URL should this link go?", contains the URL "https://drive.google.com/drive/folders/1DqZ4MlIj7FtSJF-iKZrYtIT3L-vkIPvQ?usp=sharing". At the bottom of the dialog are two buttons: "OK" (blue) and "Cancel" (red).

A





# Linking Agendas to Google

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

Add a Team Member

Edit Agenda Link

Remove Agenda Link

[🔗 8/29/2022 SIT Meeting Agenda](#)

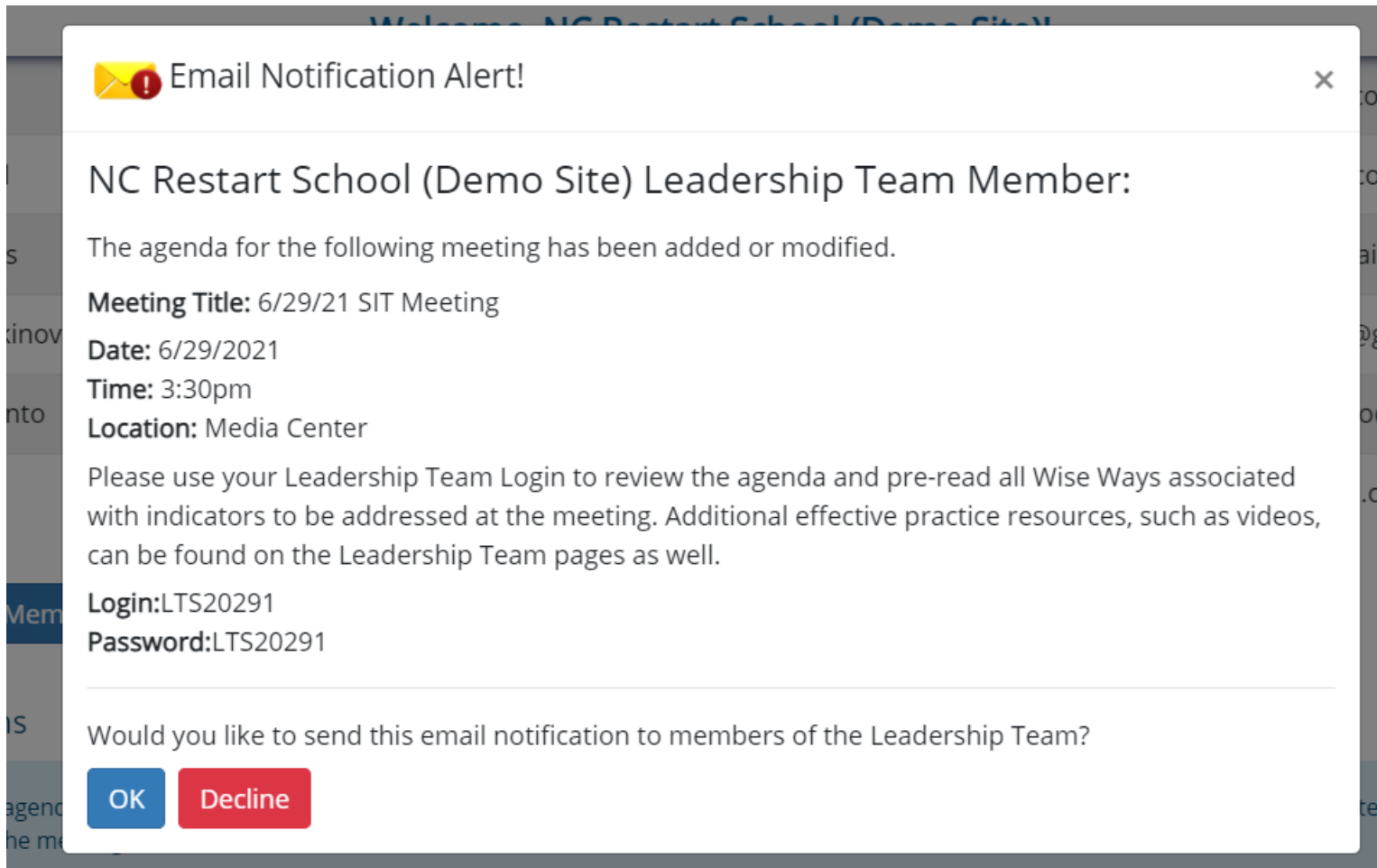
Save Agenda

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

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# Creating an Agenda in NCStar



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# Managing Minutes

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# Managing Minutes

**NCStar** Lighting the Path to Student Success

North Carolina Department of PUBLIC INSTRUCTION

**Our Direction**

Normative Objectives (Ongoing)

7

Update Profile

Set Direction

Mission/Goals - Data Review - Select Indicators

**Our Meetings**

Leadership Team Meetings (Last 90 Days)

11

Manage Meetings

**Our Plan**

Actions Completed (Last 90 Days)

5

Assess, Create, Monitor

**Our Progress**

Objectives Met (Last 90 Days)

1

View Reports

View Feedback

Complete Forms ▼ Submissions ▼ Snapshot ▼

**Left Sidebar:**

- Home
- Our Direction
  - Profile & Team
  - Set Direction
- Our Meetings**
  - Manage Meetings
- Our Plan
  - Assess, Create, Monitor
- Our Progress
  - Reports
  - Feedback
- Complete Forms
- Submissions
- Resources
- Need Help?

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

A

# Managing Minutes

Set up a new Meeting Agenda

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

Start Date:

End Date:

Pick a date

Pick a date

Filter

Reset Dates

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

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

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

A



# Managing Minutes

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

## Team Meetings

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

8/26/2022 SIT Meeting

8/26/2022 1:30pm

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

[← Go back to My Meetings](#)

Meeting Information

\*Meeting Date:

8/26/2022

\*Time:

1:30pm

\*Meeting Title:

8/26/2022 SIT Meeting

Location:

(Optional)

Click “Enter or Edit Minutes”

A

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# Managing Minutes

← Go back to My Meetings

Insert Minutes Link

Or

Create Meeting Minutes

- Team/Guest Attendance

Team Members in Attendance:

- ☐ Daffy Duck
- ☐ Jessica Johnson
- ☐ Bridget Jones
- ☐ Alessandro Montanari
- ☐ Keisha O'Neil
- ☐ Julia Roberts
- ☐ Annette Shakinovsky
- ☐ Ed Shofestall
- ☐ Michael Taranto

Guests in Attendance:

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

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

\*Adjourned Time:

Save Meeting Minutes Save and Print Meeting Minutes

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

A



# Linking Minutes to Google

Insert Minutes Link

Or

Create Meeting Minutes

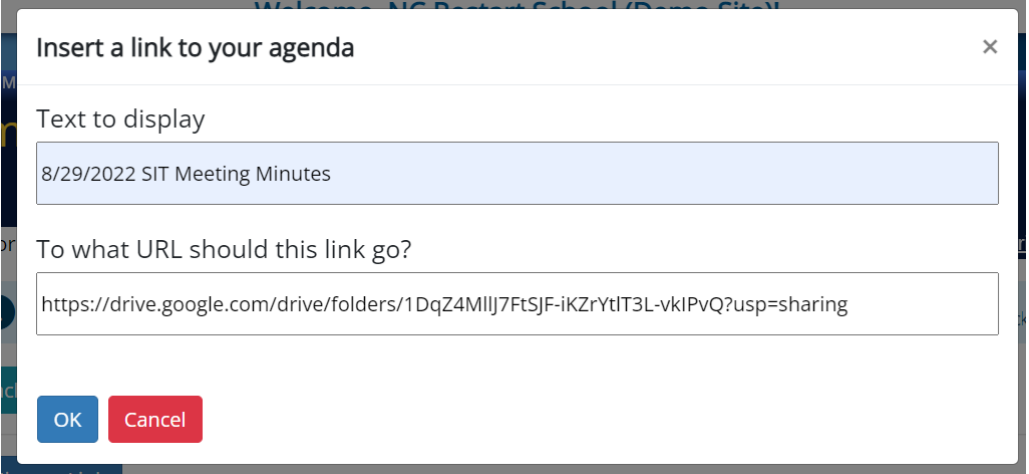
- Team/Guest Attendance

Team Members in Attendance:

☐ Daffy Duck ☐ Jessica Johnson

Click “Insert Minutes Link”

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



The screenshot shows a dialog box titled "Insert a link to your agenda" with a close button (X) in the top right corner. It contains two text input fields. The first field, labeled "Text to display", contains the text "8/29/2022 SIT Meeting Minutes". The second field, labeled "To what URL should this link go?", contains the URL "https://drive.google.com/drive/folders/1DqZ4MlIj7FtSJF-iKZrYtIT3L-vkIPvQ?usp=sharing". At the bottom of the dialog are two buttons: "OK" and "Cancel".



# Linking Minutes to Google

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

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

[← Go back to My Meetings](#)

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

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

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

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

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

# Managing Minutes

Home / Meetings

## Meetings

Set up a new Meeting Agenda

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

Start Date:  End Date:

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

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

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

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# Manage Meetings Best Practices

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# 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.



A

# Preparing to Discuss Indicators

## Who Leads the Discussion?

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

# Preparing to Discuss Action Steps

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

## Upcoming Action Steps

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

## Past Due Action Steps

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

# Acting on Action Steps

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

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



# 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?

<https://bit.ly/SampleAgendaMinutes>

# Think-Pair-Square

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

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

**Combine two partner pairs and discuss the following question:**

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

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# Celebrate Accomplishment

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

**What is being celebrated?**

**Celebrate the people, too!**

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

**How will you celebrate others?**



# Questions?



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# Monitoring the School Improvement Process

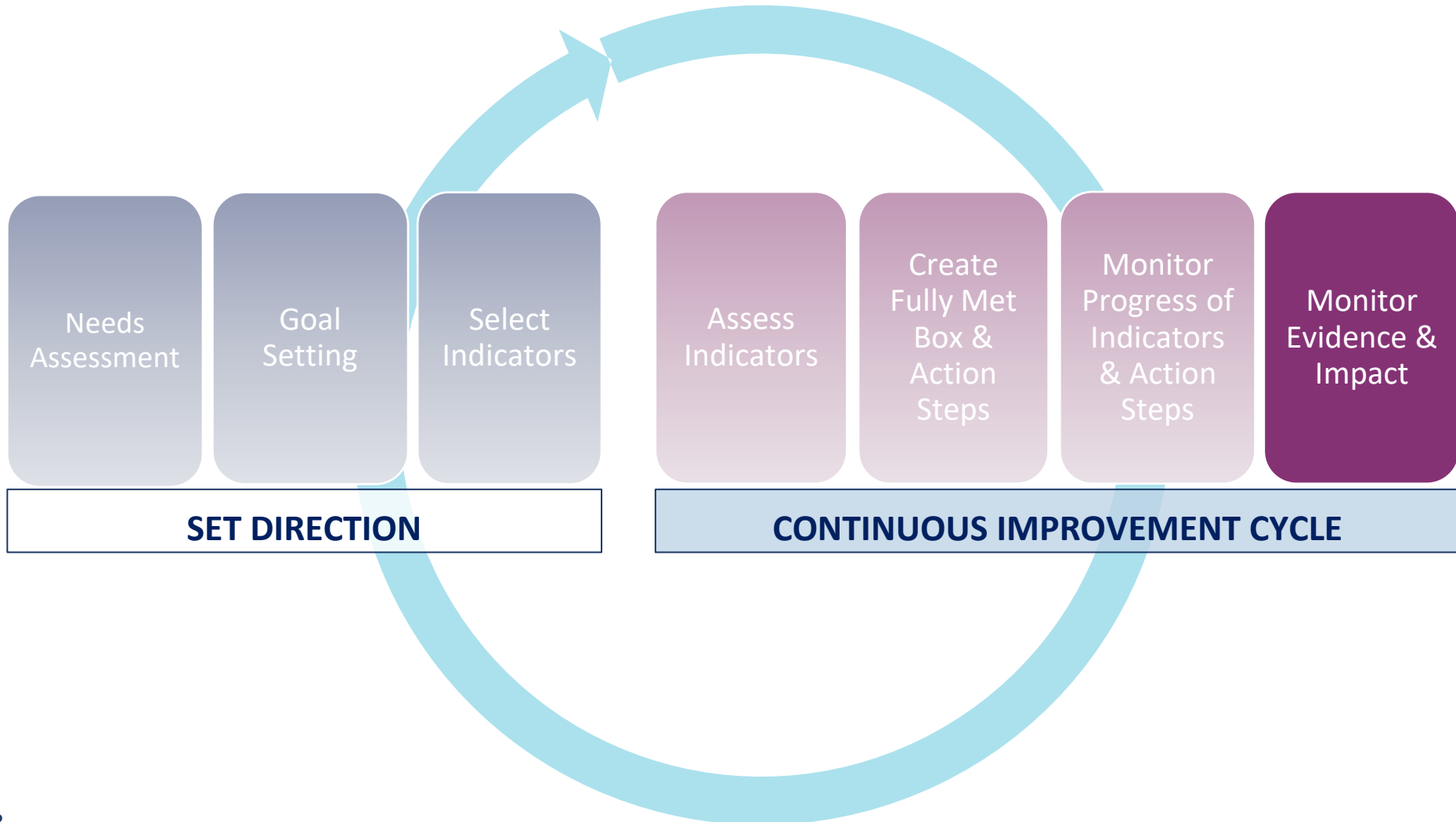
B



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# NCStar Continuous Improvement Pathway



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# 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

# When is an Indicator at Full Implementation?

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

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



# Choosing Evidence

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

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

# Questions?



B







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# Live Demo 5

[indistar.org](https://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

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# Educational Leadership: *The Best-Laid Plans Can Succeed - Essential Components of a School Improvement Plan*

<https://bit.ly/BestLaidPlansCan>



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April 2021 | Volume **78** | Number **7**

**The Empowered Principal** Pages 50-55

[Issue Table of Contents](#) | [Read Article Abstract](#)

## The Best-Laid Plans Can Succeed

*Coby V. Meyers and Bryan A. VanGronigen*

School leaders often neglect a key mechanism for empowerment: The 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



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# Educational Leadership:

*The Best-Laid Plans Can Succeed*

Essential Components of a School Improvement Plan	NCStar Connection
<b>Driving Purpose</b>	Mission and Vision Goals Indicator How it Will Look When Fully Met boxes
<b>Root Cause Analysis</b>	Needs Assessment – School Self Assessment Data Review
<b>Action Steps</b>	Action Steps for each indicator
<b>Measurement</b>	Performance Measures How it Will Look When Fully Met box Notes section for each action step
<b>Alignment</b>	Action Steps and Fully Met Box

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# Why Evaluate Your School Improvement Plan?

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# 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

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# School Improvement Plan Rubric

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

<https://bit.ly/SIPRubric>

# School Improvement Plan Rubric

## Directions for Completing the Rubric

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

For each row in the rubric:

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

# School Improvement Plan Rubric

## An Example

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

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# Guided Work Time

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

- Tools:
  - *Assess, Create, Monitor*
  - *Actions Report*



# Questions?



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# Wrapping Up

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# Turn & Talk AHA! Moments

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

A



# Survey

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

