“Lighting the Path to Student Success”

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REGIONAL CASE MANAGERS

Western – Jeremy Gibbs
Northwest – Stephanie Dischiavi
Southwest – Chris Triolo
Piedmont-Triad – Fran Harris Burke
Northeast – Catherine Stickney
Southeast – Beth Metcalf
North Central – Melany Paden
Sandhills – Jessica Swencki
2015 DATA: How Often Does Your School Revise/Edit The SIP Yearly?

- Over Fifteen Times: 1%
- Monthly: 12%
- Three to Five: 41%
- Never to Twice: 46%
Most SIP Plans......

NCStar® is a web-based tool that guides a district or school Leadership Team in charting its improvement and managing the continuous improvement process.
“It’s never about programs; it is always about people.”

-Todd Whitaker, What Great Principals Do Differently

Every system is perfectly designed to get the results it gets.

-W. Edwards Deming
Success at Low-Performing Schools

479 Low-Performing Schools in 2018

155 schools exited “low-performing” status

221 schools improved a letter grade and/or growth

Roadblocks to School Improvement

❖ A Desire to Please
❖ Personal Comfort
❖ Fear of the Unknown
❖ Passive Culture – No Sense of Urgency
❖ Waiting for the Right Moment
❖ School is Too Close to Home

Modified from Jennifer Abrams’ Having Hard Conversations
NCStar Vocabulary

- **Indicator** – research based effective practice related to an area of school improvement.
- **Wise Ways** – research-based evidence and examples that help the SIT team assess each indicator.
- **Objective** – an indicator chosen to be included in the SIP. Once Indicator has been assessed, it is now called an objective through the school improvement process.
- **Actions** – an action step that is necessary in order to achieve the objective.
- **Process Manager** – the individual at a school that will assist the Principal in managing the school improvement process.

NCStar District Planning Portal

- LEAs will have 36 District indicators to choose from.
- Districts do not have any Key Indicators.
- Process is identical to school side. LEAs will focus on the three stages of Assess-Create-Monitor with the indicators that they have chosen to work on.
Where it all began...

Academic Development Institute applied for a federal grant

- One of five national content centers (2005-2012)
- Center on Innovation & Improvement, administered by the Academic Development Institute
- Funded by U. S. Department of Education
- Purpose: Assist regional centers and State Education Agencies (SEAs) with:
  - Statewide systems of support
  - District and school improvement
  - Restructuring and turnaround
  - Family and community engagement

The Indistar Network...

[Bureau of Indian Education]
PROS

✓ TEAMING process
✓ State accessibility to REAL TIME work
✓ SEA, LEA, and coaching support
✓ Electronic submissions
✓ Interactive, online coaching feature
✓ Indicators of effective practice
✓ Research support (Wise Ways and Indicators in Action)
School Improvement Team
Engage with Student Success Indicators AND
Receive Support from SEA and LEA

District Support & Improvement Team
Provide Support to School-Level Teams & monitoring the
work and individual school plans

State Team
Provide Support to District and School Teams

## The need for Leadership Coaching

<table>
<thead>
<tr>
<th>What percentage of new principals are still at their school after 3 years?</th>
<th>What percentage of funding for training programs goes to principal development?</th>
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<tbody>
<tr>
<td>About half of new principals leave their schools within 3 years.</td>
<td>Of the approximately $1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.</td>
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</tbody>
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BENEFICIAL ASPECTS OF DISTRICT COACHING

- Respondents indicated that the support and guidance provided by coaches were of great help, as coaches offered constructive communication in the form of clarifying questions and consistent feedback.
- Knowing our district coach is aware of our goals and is willing to give feedback for us to accomplish these goals is the most beneficial aspect of coaching for this process. This helps us fine tune our SIP in order to achieve our goals.
- The most beneficial aspect of the district coach is when she comes to School Improvement Team meetings and participates in the discussions because the feedback is immediate and she understands the decision-making process at our school.

LEAST BENEFICIAL ASPECT OF DISTRICT COACHING

- A number of survey respondents shared that no coach was assigned, or that they were not aware of a coach.
  - Coaching implies there is a cycle of improvement. There is no coaching cycle in place. A training here or there is not the same as coaching. No one has come to any SIT meetings to see how we do things. No one has provided feedback to let us know what we could improve upon. There is no coaching.
- Among the most consistent feedback from those who could identify a coach were infrequent comments, digital only comments, and sometimes minute/vague comments which were not viewed as supportive of the NCStar model, nor the overall school improvement process.
  - Sometimes the coaching seems nit-picky and focused on what is missing, rather than what is present or what actual improvement is occurring. In my opinion, comments created seem more focused on meeting the quota provided to coaches by the district and not on providing meaningful feedback that contributes to school improvement.
SAMPLE COACHING COMMENTS

✓ Indicator A1.05 – I like that you have included this objective even after marking B2.03 (team structures) as fully implemented. This shows me that the school improvement team agrees that structures are in place at ----- but probably the time during that structure is not being used as efficiently as possible by those teams. I would again increase accountability by creating grade level actions that will allow you to monitor the use of data in these teams.

✓ Indicator B3.01 – How will the extended learning time happen during the school day? In other words, try to upload some evidence that shows this increase in time. Great job focusing on EVAAS data as the setting up for the extended learning time. What will you use to monitor the time’s effectiveness throughout the year?

✓ Key Indicator E1.06 – Parental engagement/participation will always be difficult, however, how can ----- do more to make curriculum information available at home? Think of action steps that can keep parents/guardians informed and also provide good parental practices. If teacher’s have their own websites, they can mention specific homework, reading, or enrichment strategies. How will the school reach parents/guardians that never come to the school but are trying at home to help their children succeed?

✓ Regarding your “School Team” – I noticed that you had two parent reps which is great. Make sure you have provided the parent reps with the Leadership Team login information. Also, it might be best to be more specific with each teacher’s role. For example, for Ms. ----, instead of writing teacher you would write 2nd grade teacher by selecting the “other” option.

T.A.G. Method for Coaching/Consulting

Tell the school or district something you liked
Ask the school or district at least one question
Give the school or district at least one suggestion
"Coach" sees a team as learners (relationship becomes one of support and mutual respect)

"Coach" sees a team as broken or in need of fixing (relationship becomes defensive and not collaborative)

Role of an NCStar Coach

- Support the team in the process of assessing indicators, creating the plan, & monitoring the plan
- Help the school understand the indicators (use WiseWays as needed)
- Offer reminders and suggestions
- Assure a ‘culture of candor’ exists during SIT meetings
- Advise and guide the collection of missing data
- Celebrate achievements
- Challenge schools to do better (even great schools have areas of improvement)
- Provide SIT members resources that will lead to action completion
P.D.C.A. – Deming Cycle

The NCStar Continuous Improvement Cycle

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

Monitor
Team: Monitors Progress
Last Update: 11/30/2016
Progress: 6 of 15

Create
Team: Creates & Revises Objective Plans
Last Update: 11/14/2016
Progress: 15 of 15

Theory of Action
ASSESSING An Indicator

- **No Development** - The desired practice is NOT ingrained in the institution

- **Limited Development** - The desired practice is ingrained in parts of the institution

- **Full Implementation/Completed** - The desired practice (or action step) is ingrained in the culture of the day-to-day work of the institution

Who has access?

**NCStar allows for 5 separate logins to each school**

- District Support & Improvement Team (coaching comments)
- Principal / Process Manager (shared between the two people)
- Leadership Team (School Improvement Team members)
- NCDPI
- Guest (only allows for visibility)
Structuring District Coaching on NCStar

- **Structure A** – Shared Username/Password (Default Setting)
  - Everyone on a District Support & Improvement Team sees all schools and is able to coach all schools
  - 1 person (default is Superintendent) receives all reply emails from schools (system also allows the addition of a district process manager that will also receive emails) OR this can be changed to the entire District Support & Improvement Team receives all reply emails

- **Structure B** – Regional or School Level Teams
  - East/West/North/South Regional Teams – everyone in the team receives reply emails from that region
  - Elementary/Secondary Teams – everyone in the team receives reply emails from their designated schools
  - Elementary/Middle/High Teams – everyone in the team receives reply email from their designated schools

- **Structure C** – Individual Coach per school
  - A coach has one or a set of schools – coach receives emails from his/her schools

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Access Levels Recap

- **Principal/Process Manager**
  - Full Editable Access
  - Assess/Create/monitor
  - Documents Upload
  - WiseWays
  - ALL Reports
  - ALL Worksheets
  - Reply to Coaching Agendas + Minutes

- **Leadership Team / SIT**
  - 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
  - SIT Member Names & Roles
  - SHARED Meeting Agendas / Minutes
School Improvement Plan for 2014-2015 is located in Indistar®. This is a web-based tool that guides our school team in charting its improvement and managing the continuous improvement process. (Username is guests77, Password is guests77)

NCStar is NOT

A traditional school improvement plan
School Improvement of the PAST...

- Goal setting
  - Student outcome focused
  - Improving scores on standardized measures
- Review of plan
  - Stagnant
  - Compliance-based

School Improvement of 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 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 (could be MTSS Team)

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
- Families & Communities
The 12 Key NCStar Indicators

- ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (A1.07)
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level (A2.04)
- 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 (A4.01)
- ALL teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions. (A4.06)
- The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (A4.16)
- The LEA has an LEA Support & Improvement Team (B1.01)
- 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. (B1.03)
- The school has established a team structure among teachers with specific duties and time for instructional planning. (B2.03)
- The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (B3.03)
- 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. (C2.01)
- The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (C3.04)
- 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). (E1.06)

Best Practices for Effective Schools

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

1. What is the straight-forward, literal meaning and intent of the indicator?
2. How would we know the extent to which the indicator is implemented?
3. What data must be analyzed to determine the level of implementation?
4. What instruments must be created to gather the data?
5. Who will make the data available?
6. What does it look like now?

Indistar “Practice/Discovery” Site:

1.) Go to www.Indistar.org
2.) Username: ncschool
3.) Password: ncschool
Completing Your Comprehensive Plan

Conduct a Needs Assessment

DIMENSION B: Leadership Capacity
B2. Distributed Leadership and Collaboration

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

RUBRIC

<table>
<thead>
<tr>
<th>School administration has well-established, effective, ongoing processes for collaboration with the faculty.</th>
<th>School administration has regular processes for collaboration with the faculty.</th>
<th>School administration has some processes for collaboration with the faculty.</th>
<th>School administration has few processes for collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The development and distribution of leadership is clearly understood, equitable, and transparent.</td>
<td>The development and distribution of leadership is mostly understood, equitable, and transparent.</td>
<td>The development and distribution of leadership is somewhat understood, equitable, and transparent.</td>
<td>The development and distribution of leadership at the school is unclear.</td>
</tr>
<tr>
<td>School administration frequently models expectations set for staff and students.</td>
<td>School administration regularly models expectations set for staff and students.</td>
<td>School administration occasionally models expectations set for staff and students.</td>
<td>School administration does not model expectations set for staff and students.</td>
</tr>
<tr>
<td>There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</td>
<td>There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.</td>
<td>There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</td>
<td>There is no defined plan to encourage collaboration or to empower staff.</td>
</tr>
</tbody>
</table>

B2 % = \( \frac{\text{B2 Total}}{20} \times 100 \)
Needs Assessment in NCStar may be submitted yearly in order to keep an archived copy each year.

Note – School each year 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).

Create Your Goals for the Year

- Create your goals in the “Set Direction” section of NCStar
  - These will be placed at the top of your school’s Plan
- Use data analysis from Needs Assessment (look at trends)
- Write goals as SMART goals
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Timely
- Connect the goals to specific Indicators
  - Remember that the Indicators are the “effective practices” that will help you achieve your SMART goals
Connecting your Goals with Indicators

By June 2018, as measured by our performance composite scores, ABC School will increase our school performance grade score by 5% from 40 to 42. (A1.07; A2.05; A2.07; A4.01)

Indicator Alignment

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

• **A2.07**: ALL teachers include vocabulary development as learning objectives

• **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.

Adding Performance Measures to a Goal

- Helps in breaking down the data for a particular school or district goal
- Performance Measures data can then be printed out in Our Direction report
Use your ESSA Long Term Goals

✓ Visit http://accrpt.ncpublicschools.org/essa_ltg/ltg.html
✓ Look up your school
✓ Go to Set Direction
✓ Create a SMART Goal (It can be deleted)
✓ Create Performance Measures for that SMART Goal you just wrote
Selecting Your School’s Indicators

✓ Select and Assess the 12 Key Indicators
✓ Develop a realistic timeline for implementing the 12 Key Indicators
✓ Look for additional indicators that might be “quick wins” or “stepping stones” on your way to achieving Full Implementation with the 12 Key Indicators

Indicators as Stepping Stones

By 2021-22, we will have instructional units that will guide teaching in reading, math, science, and social studies. Since this will take us a few years to accomplish, we have included in the plan indicators A2.05, A2.07, & A2.11. We feel that these practices will help us achieve full implementation with the Key Indicator by the target date.
“Begin With The End In Mind”

By June 2018, as measured by our performance composite scores, ABC School will increase our school performance grade score by 5% from 40 to 42. (A1.07; A4.01; A2.05; A2.07)

A2.05 - How It Will Look When Fully Met

100% of our teachers will develop weekly lesson plans that are aligned to standards and include challenging learning activities for all students. A standard template for all teachers in the school will be created to ensure quality and uniformity across all grades. Teachers will organize learning activities that target instruction to each student’s level of mastery. Administration will receive lesson plans and provide feedback within a week.
Thinking About Action Steps

Develop

Communicate

Support Implementation

Monitor Impact

Sustain Practice

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 template that will be used across all grade levels and subjects at school for lesson planning.
- Administrative team will create 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.
Thinking About 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 newly developed lesson plan template and its critical components.*

Thinking About Action Steps

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

   • *During grade level/team meetings immediately after the professional development, instructional coaches will work with teachers on creating team lesson plans following the new template.*
4. **Monitor Impact** – How will you monitor the work?

- *Leadership will check lesson plans for evidence of learning activities personalized to student needs.*
- *Leadership will conduct specific walkthroughs that monitor instructions fidelity to plan.*

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*
After 2 years of “Full Implementation”…

Please be aware that when a school marks an indicator as Fully Implemented or Completed, a timer begins behind the scenes in NCStar for that specific indicator. If that indicator is not touched for 2 years, then automatically NCStar will reset the indicator so that the school has the opportunity to re-assess (24 months is a long time and a lot can change in a school building with regards to a particular practice). The indicators that may be re-assessed are marked with a red flag in the Set Direction area of NCStar. At the same time, any previous work on the indicator is automatically archived and would be seen in a new button that appears titled “Indicator History”

Reminders…

- Use your data to help create your goals in the Set Direction section of NCStar
- Tie your goals to specific Indicators
  ~ A goal can be linked to multiple Indicators
  ~ An Indicator can be linked to multiple goals
- Plan for multiple years
- Make sure action steps fully address your “How it will look when fully met” box
- When all action steps have been marked as complete, you will be asked to document how you will sustain implementation of the Indicator as a whole
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 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, and

• Evidence of implementation is uploaded/linked into Document Upload

When is an Indicator Not at Full Implementation?

If...
• Action steps have been completed but the school is not consistently doing what is in the “How it will look when fully met box”

And/Or...
• The school is not meeting outcomes set in a goal connected to an Indicator

Then...
• Revisit the Success Cycle: Assess, Create, and Monitor, revising or adding additional action steps as needed.