“Lighting the Path to Student Success”

**NCStar Q&A for Experienced Users**

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Outcomes

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.

Know:
- NCStar
- Key Indicator
- Create, Assess, Monitor
- Action Step

Do:
Use the NCStar platform for school improvement planning to assess, create, and monitor effective practices needed to support student achievement.
Agenda

- Introductions
- NCStar Weebly
- Tips for Creating a School Improvement Plan
  - Creating Goals
  - Selecting and assessing indicators
  - Creating action steps
  - Archiving indicators
  - Monitoring for full implementation
- Q & A
- Individual Planning Time
- Final Reflection

Q & A

Ask us a question!

Go to www.menti.com
Code: 49 2486 9
**Conduct a Needs Assessment**

**DIMENSION B1: Leadership Capacity**  
**B2. Distributed Leadership and Collaboration**

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

**RUBRIC**

<table>
<thead>
<tr>
<th>Leading=4</th>
<th>Embedded=3</th>
<th>Emerging=2</th>
<th>Lacking=1</th>
<th>Rubric Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.</td>
<td>School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.</td>
<td>School administration monitors student achievement results with limited shared responsibility for staff.</td>
<td>School administration has no clearly defined process for monitoring student achievement data.</td>
<td></td>
</tr>
<tr>
<td>School administration has well-established, effective, ongoing processes for collaboration with the faculty.</td>
<td>School administration has regular processes for collaboration with the faculty.</td>
<td>School administration has some processes for collaboration with the faculty.</td>
<td>School administration has few processes for collaboration.</td>
<td></td>
</tr>
<tr>
<td>The development and distribution of leadership is clearly 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 is unclear.</td>
<td>The development and distribution of leadership at the school is unclear.</td>
<td></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>
<td></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>
<td></td>
</tr>
</tbody>
</table>

**B2 Total**  

\[ B2 \% = \left( \frac{B2 \text{ Total}}{20} \right) \times 100 \]**
Access a Needs Assessment

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 2021, 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

**Goal:** By June 2021, as measured by our performance composite scores, School Awesome will increase our school performance grade score by 5% from 40 to 42. (A1.07; A2.05; A2.07; A4.01)

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
- Consult the indicator’s WiseWays for information about expectations for the indicator, strategies, and the research behind the indicator
Indicators as Stepping Stones

**Key Indicator**

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

**Stepping Stones**

- A2.05 - ALL teachers develop weekly lesson plans based on aligned units of instruction.
- A2.07 - ALL teachers include vocabulary development as learning objectives.
- A2.11 - ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.

By 2022-2023, we will have instructional units that will guide teaching in all core subjects. Since this will take us a few years to accomplish, we have included in the plan the following 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.
Assessing An Indicator

An Improvement Team should ask:

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?

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
“Begin With The End In Mind”

By June 2021, 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. As evidence we will provide samples of weekly lesson plans and examples of feedback.

“Begin With The End In Mind”

By June 2021, 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

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. Evidence of full implementation includes samples of weekly lesson plans and examples of feedback.
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 a template that will be used across all grade levels and subjects at school for lesson planning.
- Administrative team will 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.
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 the 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.
Thinking About Action Steps

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.

Thinking About 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
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.
Archiving Indicators

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

Archiving Indicators

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

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

Archiving Documents

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

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

Live Demo

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

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

Please use the following link to provide a final reflection and feedback on today’s session.

http://bit.ly/Fall2020NCStar

Reach out to us! We’re here to help!

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Individual Planning Time
indistar.org

- Use this time to do some planning in NCStar
- 15 minutes