"Lighting the Path to Student Success"

Alessandro Montanari - School Improvement Planning & NCSTAR

Dr. Chris Vecchione - School Improvement Grants (PRC117)
Priority Funds (PRC105)
Title I Monitoring & Support

Districts Using NCStar Districtwide in 2017-18

- Anson
- Asheboro City
- Beaufort
- Bertie
- Bladen
- Burke
- Caldwell
- Carteret
- Caswell
- Catawba
- Chatham
- Columbus
- Craven
- Cumberland
- Currituck
- Davidson
- Durham
- Edenton-Chowan
- Elizabeth-City Pasquotank
- Granville
- Greene
- Guilford
- Halifax
- Hickory City
- Iredell-Statesville
- Jackson
- Kannapolis City
- Lenoir
- Lincoln
- McDowell
- Newton-Conover
- Northampton
- Orange
- Perquimans
- Randolph
- Richmond
- Robeson
- Rockingham
- Sampson
- Scotland
- Stanley
- Stokes
- Thomasville City
- Wayne
- Weldon City
- Whiteville City
- Wilkes
- Wilson
- Winston-Salem/Forsyth

Public Schools of North Carolina

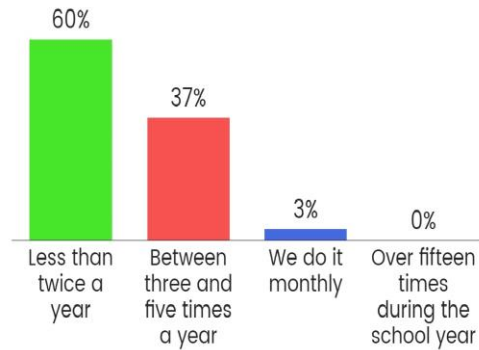# Our NCStar Weebly

www.ncstar.weebly.com

Public Schools of North Carolina

4

2

Northeast Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?
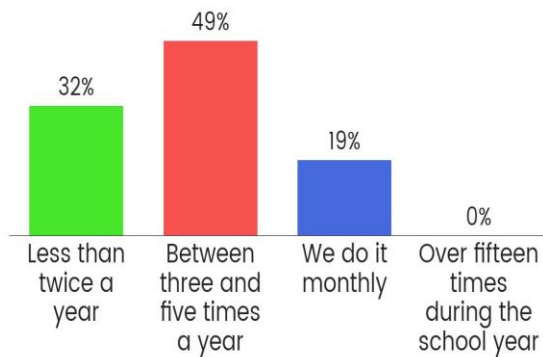
Mentimeter

Public Schools of North Carolina

Southeast Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?
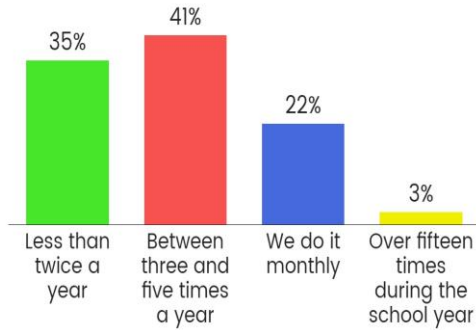
Mentimeter

Public Schools of North Carolina

North Central Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?

Mentimeter

35% — Less than twice a year
41% — Between three and five times a year
22% — We do it monthly
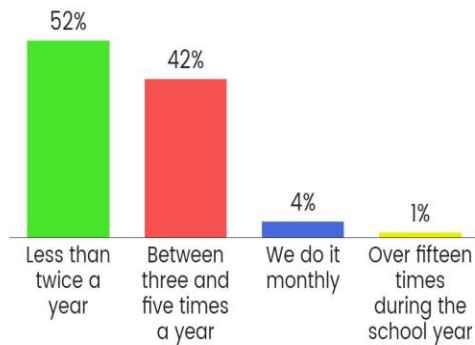3% — Over fifteen times during the school year

Public Schools of North Carolina

Sandhills Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?

Mentimeter

52% — Less than twice a year
42% — Between three and five times a year
4% — We do it monthly
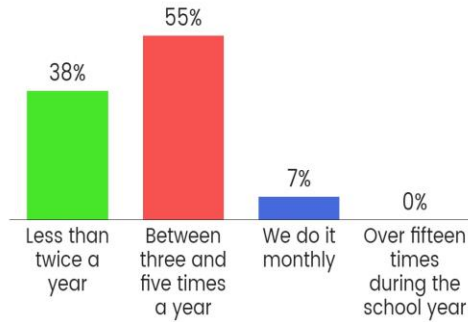1% — Over fifteen times during the school year

Public Schools of North Carolina

Piedmond-Triad Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?
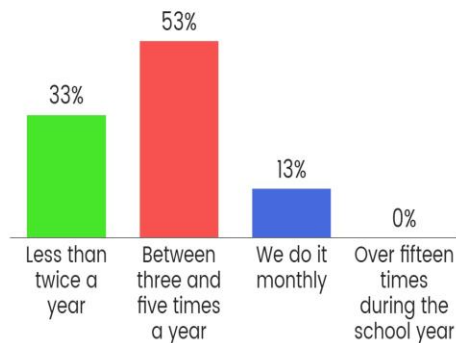
Mentimeter

55%

38%

7%

0%

Less than
twice a
year

Between
three and
five times
a year

We do it
monthly

Over fifteen
times
during the
school year

Public Schools of North Carolina

Southwest Regional Training

How often does your school revise or edit their
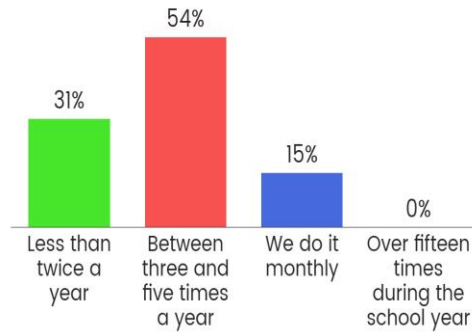school improvement plan once it has been submitted?

Mentimeter

53%

33%

13%

0%

Less than
twice a
year

Between
three and
five times
a year

We do it
monthly

Over fifteen
times
during the
school year

Public Schools of North Carolina

Northwest Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?

54%

31%

15%

0%

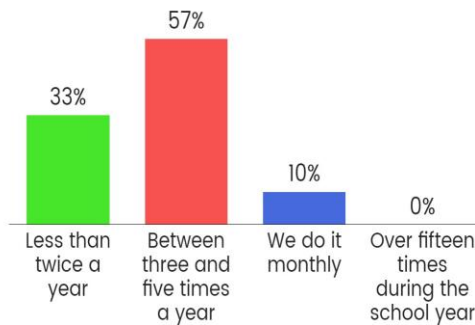| Less than twice a year | Between three and five times a year | We do it monthly | Over fifteen times during the school year |

Public Schools of North Carolina

Western Regional Training

How often does your school revise or edit their
school improvement plan once it has been submitted?

57%

33%

10%

0%

| Less than twice a year | Between three and five times a year | We do it monthly | Over fifteen times during the school year |

Public Schools of North Carolina

Most SIP Plans……
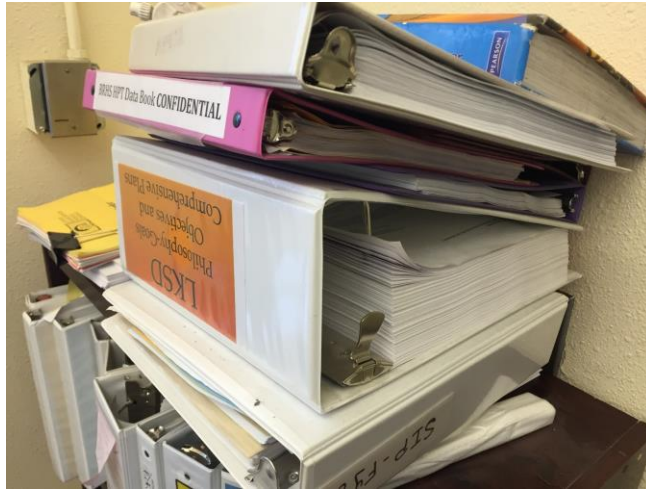
NCStar® is a web-based tool that guides a district or school Leadership Team in charting its improvement and <u>managing</u> the continuous improvement process

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

−TODD WHITAKER, WHAT GREAT PRINCIPALS DO DIFFERENTLY

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.
- **Task** – 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.

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

Public Schools of North Carolina

Virginia had a problem

- Not satisfied with school improvement planning process
- Wanted focus on Indicators, like those in Handbook
- Wanted way for SEA to coach schools more effectively
- Wanted to relieve everyone of the paperwork
- Wanted district and school teams to take charge of improvement

Public Schools of North Carolina

Indistar ® was born in 2007

- Web-based system to solve Virginia's problems
- First two years, 26 of 27 restructuring schools made big progress and exited restructuring
- Not just the web system, but focus on effective practice
- And support from the SEA

Public Schools of North Carolina

Indistar ® caught on

- 2008: New Hampshire and Idaho adopted Indistar ®
- 2009: Alaska, Oklahoma, and Arkansas jumped on board
- 2010: North Dakota, Illinois, and Bureau of Indian Education joined
- 2011: North Carolina, Maine, District of Columbia, Mississippi, Alabama, South Dakota, Wisconsin, Wyoming, and Washington adopted Indistar ®.
- 2012: Kansas, Arizona, Oregon, Louisiana, Minnesota, Vermont, Georgia, and Ohio

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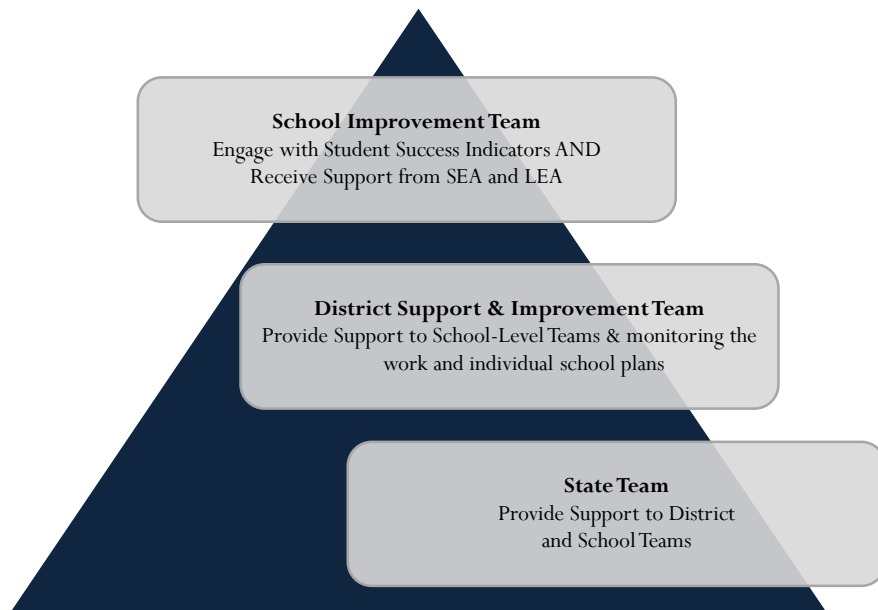
The Indistar Network…

Public Schools of North Carolina

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)

Public Schools of North Carolina

"IF YOU WANT TO GO FAST, GO ALONE. IF YOU WANT TO GO FAR, GO TOGETHER."

– AFRICAN PROVERB

EdUKaid

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
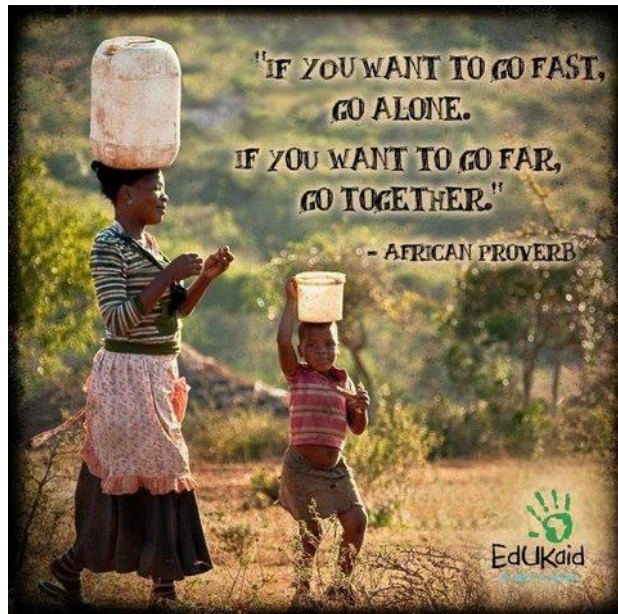
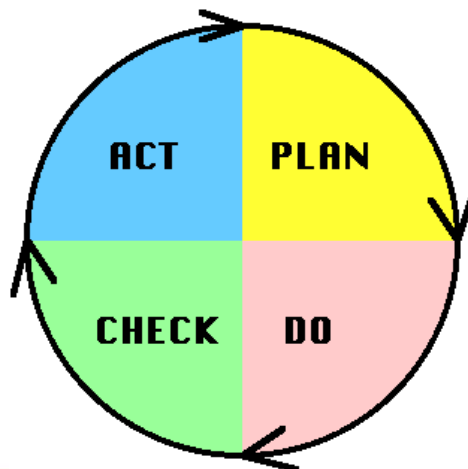# School Team Meetings

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)

P.D.C.A. – Deming Cycle

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)

Public Schools of North Carolina

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
Comprehensive Plan Report
Summary Report
Task Report
SIT Members Contact Info
Coaching Report
Agendas + Minutes
WiseWays

District Support & Improvement Team

View Only Access to everything the Principal or Process Manager sees
Provide Coaching Comments

Rest of Faculty
Parents/Guardians
School Board Members
View Only Access
Comprehensive Plan Report
Summary Report
Dates of Next & Last Meeting
SIT Member Names & Roles

Public Schools of North Carolina

School Improvement Plan

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 guests7??7, Password is guests7??7)

2015-2016 Executive Summary

School Improvement Team Members

Current School Improvement Team Minutes

School Improvement Team (SIT) Meeting Dates

School Improvement Plan Archives

★ Home ★ About Us ★ Administration ★ Faculty/Staff ★ Students ★ Parents ★ Teachers ★

Public Schools of North Carolina

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NCStar is NOT

A traditional school improvement plan

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School Improvement of the PAST…

- Goal setting
  - Student outcome focused
  - Improving scores on standardized measures

- Review of plan
  - Stagnant
  - Compliance-based

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School Improvement of the PRESENT

Plan Development + Implementation

- Data-Driven Decisions

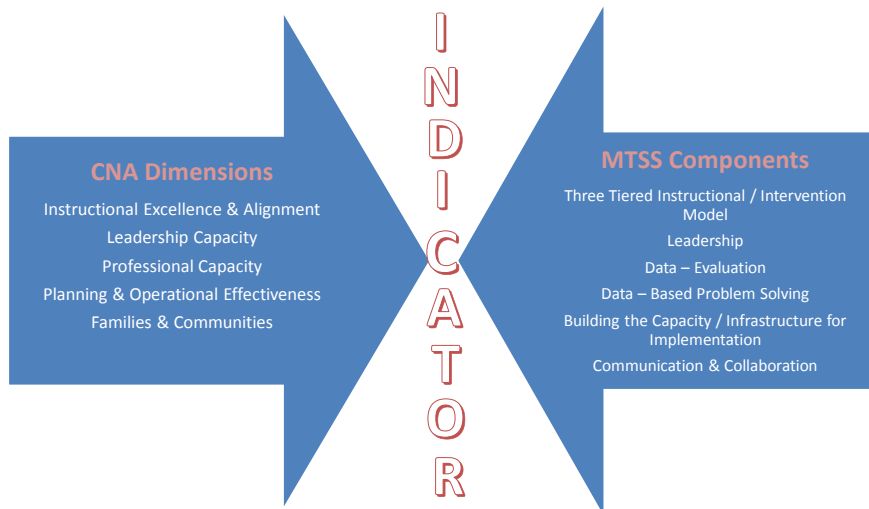- Focus on Practice + Adult Tasks

- Think Small

Plan Evaluation

- Occurs throughout the academic year ~ continuous process

- Progress captured and new objectives set

- School Improvement coaching supports from the district

Public Schools of North Carolina

Alignment of the 105 Indicators
or "Research-Based Effective Practices"

INDICATOR

CNA Dimensions

Instructional Excellence & Alignment

Leadership Capacity

Professional Capacity

Planning & Operational Effectiveness

Families & Communities

MTSS Components

Three Tiered Instructional / Intervention Model

Leadership

Data – Evaluation

Data – Based Problem Solving

Building the Capacity / Infrastructure for Implementation

Communication & Collaboration

Public Schools of North Carolina

NCDPI's Framework for Action (2005-2014):
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

Public Schools of North Carolina
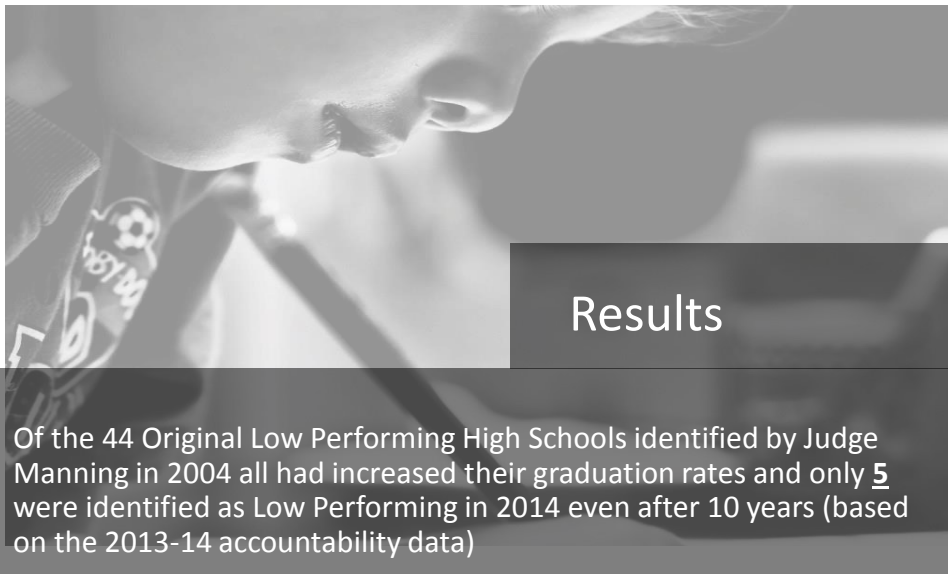
Results

Of the 44 Original Low Performing High Schools identified by Judge Manning in 2004 all had increased their graduation rates and only **5** were identified as Low Performing in 2014 even after 10 years (based on the 2013-14 accountability data)

Public Schools of North Carolina

The 12 Key Indicators

- The LEA has an **LEA Support & Improvement team**
- The LEA selects and **hires** qualified principals with the necessary competencies to be **change leaders**. (changing)
- A **Leadership Team** consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (**twice a month or more** for an hour each meeting) to review implementation of effective practice.
- The **principal monitors curriculum and classroom instruction** regularly and provides timely, clear, constructive feedback to teachers.
- The LEA/School regularly looks at school performance data and aggregated classroom observation data and **uses the data to make decisions** about school improvement and professional development needs.
- The LEA/School **monitors progress of the extended learning time programs and strategies** being implemented, and uses data to inform modifications. (changing)
- The school has established a **team structure among teachers** with specific duties and time for instructional planning
- Instructional Teams **develop standards-aligned units of instruction** for each subject and grade level.
- The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the individual needs of student across all tiers.
- The LEA/School has established a system of **procedures and protocols for recruiting, evaluating, rewarding, and replacing staff**.
- **All teachers are attentive to students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- The **school regularly communicates with parents (families)** 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).

Public Schools of North Carolina

The NCStar Continuous Improvement Cycle

The School 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

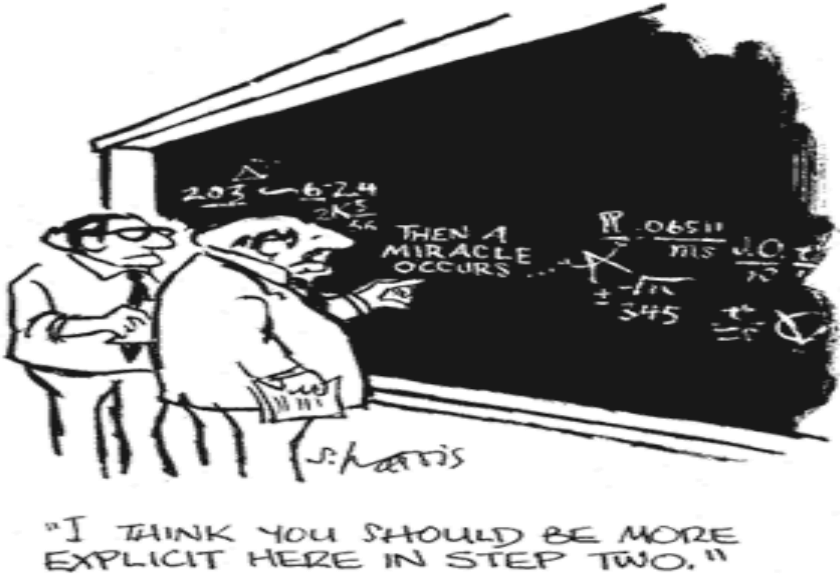## Roadblocks to School Improvement

❖ 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*

http://linoit.com/users/amontanari/canvases/Coach

"I THINK YOU SHOULD BE MORE
EXPLICIT HERE IN STEP TWO."

The need for Leadership Coaching

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

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.

School Leaders Network. (2014). *CHURN: The high cost of principal turnover*. Retrieved from http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf

Public Schools of North Carolina

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1. Select Indicator	2. Indicators to Assess	3. Indicators Assessed	**4. Assess Indicator**

Wise Ways ®

(Key) A2.04 - **Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)**

1. Choose your level of Development or Implementation for this Indicator. **required*

◯ No Development or Implementation ☑ Limited Development or Implementation ◯ Full Implementation

2. Priority Score: **required*
- 🔘 3 - highest priority
- ◯ 2 - medium priority
- ◯ 1 - lowest priority

3. Opportunity Score: **required*
- ◯ 3 - relatively easy to address
- ◯ 2 - accomplished within current policy and budget conditions
- 🔘 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. **required*

Currently, we do not have standards-aligned units of instruction for each subject and grade level as it relates to content integrated units the include ELA, math, science, and social studies. There is a lack of consistency from grade to grade and across content areas.

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SAMPLE COACHING COMMENTS

- ✓ Key Indicator A2.04 – You gave this indicator a "1" with regard to "Opportunity Score" which indicates a change in "policy". Is this response in fact correct? I realize you have self-assessed that this is not consistent across grade levels but does it really take a "change in policy" or is it really something that just needs improvement in practice at your school? Change in policy usually indicates something that needs board approval

- ✓ 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. Additionally, you might want to add one or two District people to the team so that they can be found in the drop down menus when assigning tasks, objectives, etc.

"A coach is not necessarily an expert who trains others in a way of doing something; a coach helps build the capacity of others by facilitating their learning."
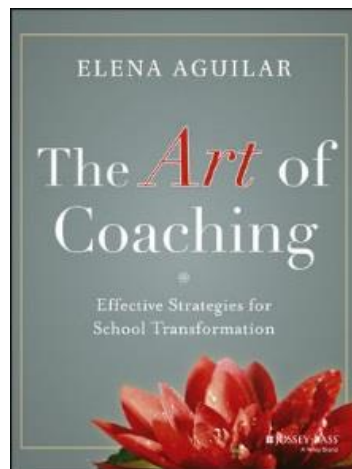
"Coach" sees a team as learners (relationship becomes one of support and mutual respect)

"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 task completion