Dr. Chris Vecchione
Mr. Alessandro Montanari

Dr. Chris Vecchione (Piedmont-Triad, Northwest, Southwest, Western & Halifax County)

Alessandro Montanari (North Central, Northeast, Sandhills, & Southeast)
## Training Dates & Locations

<table>
<thead>
<tr>
<th>REGION</th>
<th>MEETING CITY</th>
<th>VENUE</th>
<th>ADDRESS</th>
<th>DAY AND DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>Williamston</td>
<td>NC TeleCenter Martin Economic Development</td>
<td>415 East Blvd. Williamston, NC 27892</td>
<td>Monday February 1 9am – 1pm</td>
</tr>
<tr>
<td>Southeast</td>
<td>Kinston</td>
<td>Teachers Memorial School and Training Center</td>
<td>500 Marcella Drive Kinston, NC 28501</td>
<td>Monday February 15 9am – 1pm</td>
</tr>
<tr>
<td>North-Central</td>
<td>Wilson</td>
<td>Eagles Center at Wilson Community College</td>
<td>902 Herring Avenue E Wilson, NC 27893</td>
<td>Tuesday February 1 9am – 1pm</td>
</tr>
<tr>
<td>Sandhills</td>
<td>Fayetteville</td>
<td>Education Resource Center (ERC)</td>
<td>396 Elementary Drive Fayetteville, NC 28301</td>
<td>Tuesday February 16 9am – 1pm</td>
</tr>
<tr>
<td>Piedmont-Triad</td>
<td>Asheboro</td>
<td>Corporate Training Center at Randolph CC</td>
<td>413 Industrial Park Ave. Asheboro, NC 27205</td>
<td>Thursday February 4 9am – 1pm</td>
</tr>
<tr>
<td>Southwest</td>
<td>Cramerton</td>
<td>Rader Staff Development Center Gaston Co. Schools</td>
<td>240 Eighth Avenue Cramerton, NC 28032</td>
<td>Thursday February 18 9am – 1pm</td>
</tr>
<tr>
<td>Northwest</td>
<td>Newton</td>
<td>Corporate Training Center at Randolph Community College</td>
<td>413 Industrial Park Ave Asheboro, NC 27205</td>
<td>Wednesday February 3 9am – 1pm</td>
</tr>
<tr>
<td>Western</td>
<td>Asheville</td>
<td>ACS Boardroom</td>
<td>85 Mountain Street Asheville, NC 28801</td>
<td>Wednesday February 17 9am – 1pm</td>
</tr>
</tbody>
</table>

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**Priority**

From [USED](https://www.ed.gov) Flexibility Guidance:

A “priority school” is a *Title I or Title I-eligible* school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

(lowest 5%)

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**Focus**

From [USED](https://www.ed.gov) Flexibility Guidance:

A “focus school” is a *Title I* school in the State that, based on the most recent data available, is contributing to the achievement gap in the State.

(Gap between White / SWD, White / ELL)

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**Low Performing**

From [NC State Legislation](https://www.ncleg.gov) G.S. 115C-105.37:

(a) Identification of Low-Performing Schools. The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of *D or F* and a school growth score of “met expected growth” or not met expected growth” as defined by G.S. 115C-83.15.
## What Are The Numbers?

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIORITY (federal definition)</td>
<td>137</td>
</tr>
<tr>
<td>FOCUS (federal definition)</td>
<td>141</td>
</tr>
<tr>
<td>LOW-PERFORMING (state definition)</td>
<td>581</td>
</tr>
</tbody>
</table>

## Further Breakdown of Numbers

**137 Priority Schools**
- 64 new
- 73 continuing
- 45 local education agencies
- 11 charter schools
- 86 state low-performing

**141 Focus Schools**
- 19 new
- 122 continuing
- 49 local education agencies
- 2 charter schools
- 41 state low-performing
Memorandum from October 1st, 2015

The 2014-15 school year is the second year for which public schools and charter schools will receive a letter grade under the General Assembly’s A-F School Performance Grades. We recognize that LEAs and schools will be working over the next few months to meet the requirements for developing school improvement plans for low performing schools as outlined in G.S. 115C-105.37 of Session Law 2015-241. Therefore, no action is required for Priority and Focus schools until after January of 2016. (“planning” year)

Dr. Rebecca B. Garland
Deputy State Superintendent

Funding Available?

<table>
<thead>
<tr>
<th>Priority Schools</th>
<th>Focus Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Title I District Reservation</td>
<td>• Title I District Reservation</td>
</tr>
<tr>
<td>• Title I School Allotment</td>
<td>• Title I School Allotment</td>
</tr>
<tr>
<td>• School Improvement 1003(a) – formula</td>
<td></td>
</tr>
<tr>
<td>• School Improvement 1003(g) – competitive</td>
<td></td>
</tr>
</tbody>
</table>
1003(a) vs. 1003(g)

School Improvement 1003(a)
- Known in BAAS as:
  - PRC #: 105
  - PRC Title: ESEA Title I - School Improvement
- Timelines:
  - Encumbrance = 9/30/17
  - Liquidation = 12/31/17
  - Schools will receive a similar allotment again in 2016-2017

School Improvement 1003(g)
- Known in BAAS as:
  - PRC #: 117
  - PRC Title: School Improvement Grant 1003(G)
- Timelines:
  - Encumbrance = 9/30/16
  - Liquidation = 12/31/16
  - (No possible extension due to FY13 funding expiration)

PRC 117 SIG Competitive Grant

Who is eligible?
ALL currently identified Priority Schools that have not previously received a SIG Grant

How much are the School Improvement Grant awards?
Most recent competition totals ranged from $760k - $2.6m per school

How many years will SIG Cohort IV have?
Five years – Year 1 being "planning", Years 2-4 are "implementation" and Year 5 for sustainability efforts.

What is the timeline?
In years past we have announced the competition sometime around February with applications due to DPI in April with announcement of winners by June. We have NOT received the application at the state level from Washington so we are awaiting guidance from USED.
Priority and Focus Schools Timeline

**Priority Schools**
- Participate in NCStar training in February
- Notify parents by August 2016
- Select a model
  - Turnaround
  - Transformation
  - Restart
  - Closure
  - Turnaround Principles
- Utilize NCStar
  - 2015-16 Assess indicators (Due 5/27)
  - 2016-17 Create and Monitor plan (Due 11/4)
  - 2017-18 New CSI (Priority) List

**Focus Schools**
- Participate in NCStar training in February
- Notify parents by August 2016
- New Focus – Implement interventions for identified subgroups
- Continuing Focus – Utilize NCStar
  - 2015-16 Assess indicators (Due 5/27)
  - 2016-17 Create and Monitor plan (Due 11/4)
  - 2017-18 New TSI (Focus) List

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**PRC 105 Allotments (40% Submitted)**

In order for LEA’s to access their recently allotted PRC 105 budget, they must:
1.) Upload a budget to BAAS for PRC 105 (separate allotment from carryover)
2.) Create a Plan within CCIP - completing all the sections under School Improvement Grant 1003(a)

**On our end at NCDPI:**
1) We are alerted by email that a budget is uploaded to BAAS from a district
2) We enter BAAS insuring that allotment is correct and allotted as "allowable" expenses
3) We insure that the allotment is budgeted at the school site code(s)
4) Before we approve in BAAS we open CCIP to insure that the budget has been correctly transferred
5) We insure that the Grant Details section is completed and allowable
6) We then check the remainder of the Plan for consistency etc
7) If everything in CCIP is approved we make a notation in historical comments section
8) We then approve BAAS

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School Improvement Grant 1003(a) – “Grant Details” Section

1. Consultation
Describe the LEA’s process for collaborative, decision-making, technical assistance, and monitoring/oversight regarding the use of School Improvement 1003(a) funds and the Priority School(s) planning process.

2. Parent Notification
Describe the LEA’s process for the development and dissemination of parent notification letters for the Priority School(s). Include the date of letter distribution for each Priority School, along with the method of distribution (e.g., mailing, e-mail, online) and languages other than English, in which the notifications were provided, if applicable.

For each LEA Priority School, please complete the following:

<table>
<thead>
<tr>
<th>Priority School #</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td></td>
</tr>
</tbody>
</table>

Required Interventions - Each Priority School must align interventions with the Elementary and Secondary Education Act (ESEA) turnaround principles or implement one of the four School Improvement Grant (SIG) Models. The LEA will implement interventions aligned with the following for the Priority School: (check one):

- ESEA Turnaround Principles
- SIG Model

If you’ve chosen ‘SIG Model’, please identify the selected SIG model for this school: (check one)

- Transformation
- Turnaround
- Restart
- Closure

Principal Stabilization – The LEA is responsible for providing strong leadership by (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the LEA that the current principal has a track record of improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. The principal of this Priority School will be: (check one)

- Replaced
- Retained

Not Applicable (skip for LEAs implementing a SIG Closure or Restart Model)

Provide a justification for the selection of the principal who will be leading the reform effort at this Priority School: (check one)

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Public Schools of North Carolina

Five School Reform Models

- Transformation
- Turnaround
- Turnaround Principles
- Restart
- Closure

Public Schools of North Carolina
**Transformation Model Overview**

**Teachers and Leaders**
- Replace principal*
- Implement new evaluation system
- Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

**Instructional Support Strategies**
- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

**Time and Support**
- Provide increased learning time
  - Staff and students
  - Provide ongoing mechanism for community and family engagement
  - Partner to provide social-emotional and community-oriented services and supports

**Governance**
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

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**Turnaround Model Overview**

**Teachers and Leaders**
- Replace principal*
- Use locally adopted “turnaround” competencies to review and select staff for school (replace at least 50% of existing staff)
- Implement strategies to recruit, place and retain staff

**Instructional Support Strategies**
- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

**Time and Support**
- Provide increased learning time
  - Staff and students
  - Social-emotional and community-oriented services and supports

**Governance**
- New governance structure
- Grant operating flexibility to school leader

---

*Unless Principal has been at the school less than 2 years and/or LEA feels strongly that principal has the necessary competencies to produce positive change*
Restart Model Overview

Restart model is one in which an LEA converts a school or closes and reopens a school under a **charter school operator**, **a charter management organization (CMO)**, or **an education management organization (EMO)** that has been selected through a rigorous review process.

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school
- A rigorous review process could take such things into consideration as an applicant’s team, track record, instructional program, model’s theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

School Closure Model Overview

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

- These other schools should be within reasonable proximity to the closed school and my include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module – Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*
Turnaround Principles Overview

• Ensure that the principal has the ability to lead the turnaround effort
• Establish a school environment that supports the social, emotional, and learning needs of all students
• Ensure that teachers utilize research-based effective instruction to meet the needs of all students
• Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career-ready standards that have been adopted
• Develop skills to better recruit, retain, and develop effective teachers
• Ensure the school-wide use of data focused on improving teaching and learning
• Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning
• Increase academically focused family and community engagement

Approximately $514,000,000 in federal funds provided to districts and schools each year

- Title I (Economically Disadvantaged Youth)
- Title II (Improving Teacher Quality)
- Migrant Education Program (MEP)
- School Improvement Grants 1003a and 1003g
- Neglected and Delinquent Programs
- 21st Century Community Learning Centers (21st CCLC)
- Rural Low-Income Schools (RLIS)
- Small Rural Schools Achievement Program (SRSA)
- McKinney-Vento Homeless Education Program

State Run
4% to 7%
Principal
NCStar® is a web-based tool that guides a district or school Leadership Team in charting its improvement and managing the continuous 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
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

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
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
- 2012: Kansas, Arizona, Oregon, Louisiana, Minnesota, Vermont, Georgia, and Ohio
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)

But Remember, the Real Work Occurs in Teams
NCStar® Makes it Easy and Efficient to Know What to Improve
School Team
Engage with Student Success Indicators AND
Receive Support from SEA and LEA

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

State Team
Provide Support to District and School Teams

Now We’re Ready to Roll Up Our Sleeves

And start the improvement conversation
Who has access?

NCStar allows for 5 separate logins to each school

- Superintendent
  - Normally this is the username/password used by a Federal Programs Director if they have additional District Coordinators
- District Coordinator
- Principal / Process Manager (shared between the two people)
- NCDPI
- Guest (only allows for visibility)

The 12 Key Indicators

- Priority and Focus schools will have to assess at least the following 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.
  - 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.
  - 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).
12 Indicator Process

LEA + School assesses each of the 12 Key Indicators

All indicators that were not assessed as in “Full Implementation” moved to the Create stage. If you do not have 12 indicators here, please assess additional indicators so that you always have at least 12 that your LEA + School are working on.

LEA + School create tasks and assign duties that should lead to “Full Implementation”

LEA + School monitor tasks and choose to create more tasks or work done. If “Full Implementation” then assess another indicator so that Create always contains at least 12.

The Leadership 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

P.D.C.A. – Deming Cycle
SYSTEMATIC PROBLEM-SOLVING

Plan Evaluation

Problem Identification

Data

Problem Analysis

Plan Implementation

SMART

Specific
Who, What, Where, When, Why, Which

Define the goal as much as possible with no ambiguous language.

WHO is involved, WHAT do I want to accomplish, WHERE will it be done, WHY am I doing this (reasons, purpose), WHICH constraints / requirements do I have?

Measurable
From and To

Can you track the progress and measure the outcome?

How much, how many, how will I know when my goal is accomplished?

Attainable
How

Is the goal reasonable enough to be accomplished? How so?

Make sure the goal is not out of reach or below standard performance.

Relevant
Worthwhile

Is the goal worthwhile and will it meet your needs?

Is each goal consistent with other goals you have established and fits with your immediate and long term plans?

Timely
When

Your objective should include a time limit. “I will complete this step by month/day/year.”

It will establish a sense of urgency and prompt you to have better time management.