

School Improvement Planning

2022-2023



For the 2022-2023 school year,

- In September, principals met with district leadership to set academic goals based on data from the 2021-2022 school year.
- NC Checkins are administered for reading, math, and science for grades 3-8, Biology, Math I, Math III, and English II. These data points are combined with teacher-created and common formative assessments to inform and make instructional modifications to address student needs.
- Data meetings are scheduled with principals once the data from the Checkins is received in order to review school strengths, areas of opportunity, and next steps.
- Each quarter, grade span and content-specific meetings are held for grades K-8. Where available, data is shared with teachers and trends across the district are identified and addressed.
- Instructional coaches meet monthly to discuss teaching and learning trends across the district, plan for systemwide professional development needs and receive updates for dissemination to teachers.
- All middle schools are engaged in *Learning Focused*, a professional development series focused on instructional best practices and meaningful student engagement.

What is NC Star?

A web-based tool that guides a school leadership team in charting its improvement and managing the continuous improvement process.

Benefits:

- TEAM process
- State accessibility to real time work
- Interactive, online coaching feature
- Electronic submissions
- Indicators of effective practice
- Research support

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)*

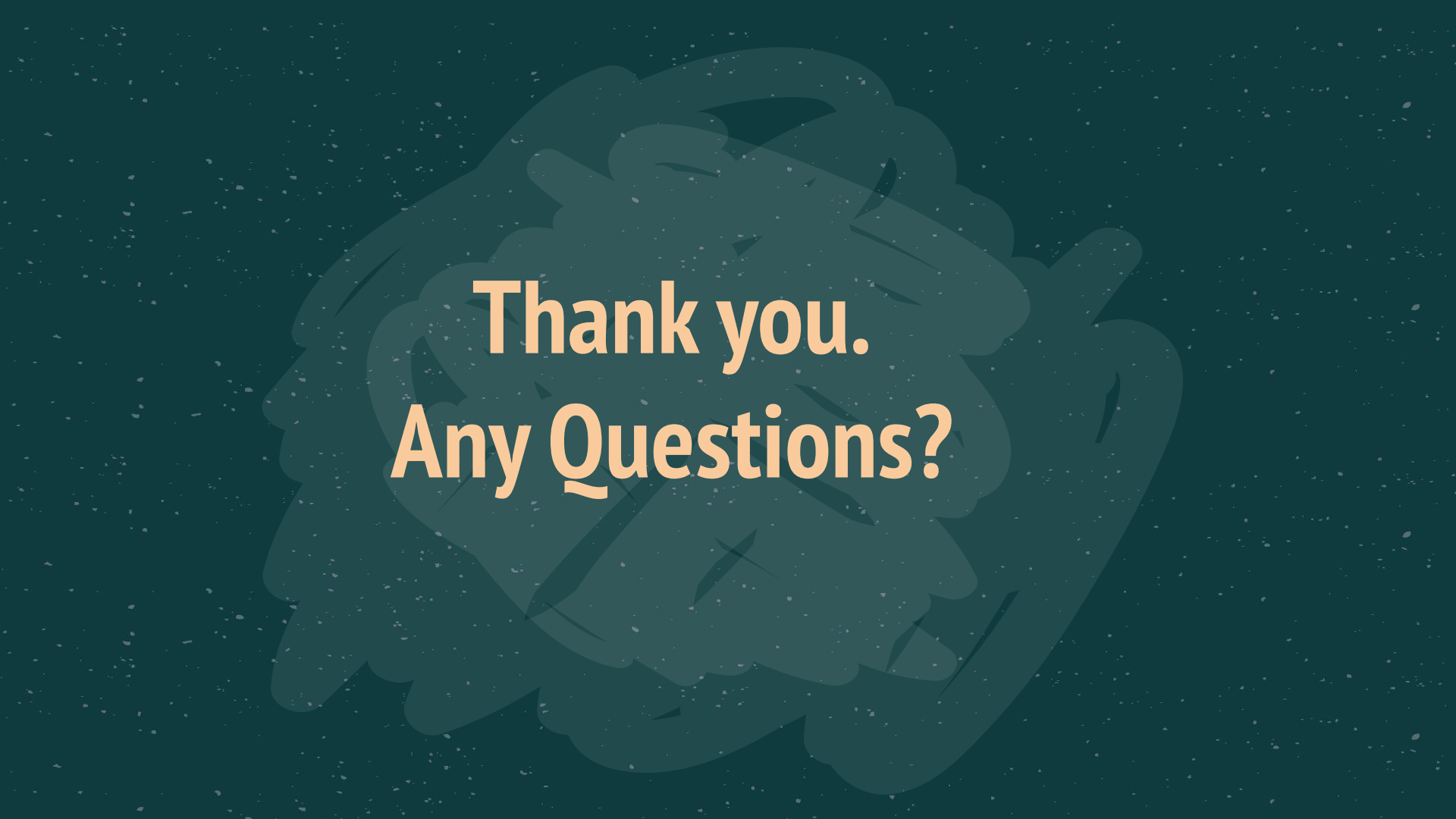


The NCStar Continuous Improvement Cycle



Items for Review

- Comprehensive plan for each school. This includes assessment of all twelve NC Star indicators with 3-5 indicators chosen as priorities for the 2022-2023 school year.
- [Goal-setting document](#) for each school (resembles more of the “traditional” school improvement plan; includes EOG/EOC specific goals)



**Thank you.
Any Questions?**