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Idaho Building Capacity Project (IBC)

*Vision of the Idaho State Department of Education*
Supporting schools and students to achieve.

*Strategic Plan Goals of the Idaho State Department of Education*

1. All Idaho students persevere in life and are ready for college and careers.
2. All education stakeholders in Idaho are mutually responsible for accountability and student progress.
3. Idaho attracts and retains great teachers and leaders.

*Idaho Building Capacity Vision*
Idaho Building Capacity partners with school and district leadership to create sustainable, collaborative systems that promote student achievement. The four goals of IBC are high student achievement, continuous school improvement, building leadership capacity and sustainability.

*Idaho Building Capacity Mission*
Idaho Building Capacity supports schools and districts to continuously increase student achievement.

*Idaho Building Capacity’s Contribution to the Idaho State Department of Education Mission*
The purpose of IBC is to support districts as they build their capacity to implement sustainable school improvement strategies with fidelity. IBC provides aligned resources, information, professional development, and technical assistance within the Nine Characteristics of High Performing Schools that represent aspects of best practices that substantially influence district, school and student performance. The project is sponsored and directed by the Idaho State Department of Education. Services are designed and delivered in partnership with the Colleges of Education at Boise State University, Idaho State University, and the University of Idaho.

*IBC Tenets*
We believe that educators and community members have the capability to address the issues affecting the performance of their students; the Capacity Builder’s role is to support the self-directed learning of educators through effective coaching strategies that facilitate change.

We believe that it is essential to use multiple sources of data to inform our coaching. The Capacity Builder’s role is to support the understanding and application of student data by educators in order to facilitate root cause analysis and precision goal setting.

We believe that our role is to be well informed regarding the most current effective models of leadership and instructional practices and to share and model these practices with the educators we serve.
Idaho’s Statewide System of Support

Idaho State Department of Education

Idaho Principal Network
IPN is a professional learning community that focuses on increasing the effectiveness of the instructional core by supporting the work of building level administration in improving outcomes for all students by focusing on the quality of instruction.

Idaho Superintendents Network
ISN is a network of superintendents that work together to develop a cohesive and dedicated leadership community focused on teaching and learning and improving outcomes for all students.

Idaho Principal Mentoring Project
IPMP is a mentoring project designed for early career principals. This project provides new to position principals multiple levels of support through on-site visits, high performing calls and in-person team meetings.

Idaho Building Capacity Project
IBC provides services and support to schools and districts to improve systems and structures that increase student achievement. Capacity Builders work collaboratively with educators to assess needs, and to design and implement interventions based on research.

Multi-tiered System of Support
MTSS coordinates the delivery of MTSS information, staff development, and technical assistance that will build capacity to carry out and sustain research-based practices.

Family and Community Engagement
FACE provides technical assistance to districts to create processes that meaningfully engage families and community in improvement decisions that will increase student achievement.

State Technical Assistance Team (STAT Phase 1)
STAT will develop processes and procedures through a pilot partnership with up to 12 schools during the 2017-18 school year for the purpose of aligning technical assistance and support available through ISDE with the needs of the schools to improve student outcomes.

Schoolwide Improvement Planning
Utilizes improvement tools as a process of planning to strengthen leadership, instruction, collaboration, assessment and intervention.

Educator Effectiveness
Supports the use of educator effectiveness standards to inform evaluation and professional development.

Additional Supports:

Idaho Content Literacy Coaches
Idaho English Learner Program
Idaho Regional Mathematic Centers
Special Education Statewide Technical Assistance (SESTA)

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## Capacity Builder Coaching Competencies

### SET A FOCUS (Analyze Needs Assessment/Prioritize Needs)

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<td>•</td>
<td>Engages appropriate decision makers within LEA/school leadership and obtains their support.</td>
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<td>Works with LEA/school leadership to identify resources and supports necessary to implement change.</td>
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<td>Works with LEA/school leadership to identify student need(s).</td>
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<td>Works with LEA/school leadership to identify root causes at each pertinent level within the LEA (i.e., district, school, and classroom) for the identified areas of student need.</td>
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<td>Works with LEA/school leadership to prioritize needs.</td>
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<td>Assists LEA/school leadership to review system conditions and their impact upon the identified student need.</td>
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<td>•</td>
<td>Guides LEA/school leadership to communicate and demonstrate that the Schoolwide Improvement Plan is a high priority.</td>
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<td>•</td>
<td>Provides mentoring and coaching to the principal and leadership team to set a focus among staff and the community for the school’s improvement efforts.</td>
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### PLAN FOR CHANGE (Development of Schoolwide Improvement Plan)

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<td>•</td>
<td>Facilitates development of SMART goals for the improvement process.</td>
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<td>Facilitates development of the Schoolwide Improvement Plan that includes appropriate evidence based content and instructional interventions to target the identified student need.</td>
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<td>Facilitates the development of a process to monitor the implementation of the Schoolwide Improvement Plan and make adjustments as needed.</td>
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<td>Facilitates in the development of an evaluation process for monitoring the effectiveness of the Schoolwide Improvement Plan.</td>
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<td>•</td>
<td>Provides mentoring and coaching to the principal and leadership team to plan for change among staff and the community for the school’s improvement efforts.</td>
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UNDEVERAKE CHANGE (Implementation of Plan and Progress Monitoring/Data Collection)

- Supports the implementation of the Schoolwide Improvement Plan’s evidence-based instructional and intervention strategies.

- Assists with data analysis and interpretation to support decisions regarding progress, successes, and adjustments to the implementation of the Schoolwide Improvement Plan.

- Provides mentoring and coaching to the principal and leadership team for undertaking change among staff and the community for the school’s improvement efforts.

- Facilitates communication of the implementation of the Schoolwide Improvement Plan to stakeholders.

RECHARGE AND SUSTAIN (Annual Summative Evaluation)

- Guides LEA/school leadership in reflecting and analyzing the effectiveness of the Schoolwide Improvement Plan, which includes SMART goals, interventions, and student outcomes.

- Assists in the planning to sustain implementation and impact.

- Guides LEA/school leadership in the summative evaluation of the Schoolwide Improvement Plan, which includes documenting changes to the plan.

- Provides mentoring and coaching to the principal and leadership team to recharge and sustain school improvement efforts among staff and the community.

- Encourages LEA/school leadership to formally celebrate areas of progress and success.
Capacity Builder Scope of Work

IBC provides on-site technical assistance to support schools and districts in their efforts to improve systems and structures that increase student achievement. Capacity Builders work collaboratively with educators to assess district and school needs, and to design and implement interventions based on educational research.

Capacity Builders will visit their site(s) each month according to an assigned schedule of support. They are expected to work alongside the site leader and collaborative teams for the majority of the onsite visit. On-site visit activities will be based on district/school need, and may include:

- Utilizing the CB Coaching Competencies and School Improvement Process.
- Facilitating data analysis of student achievement using multiple sources of data with the site leader and staff.
- Facilitating the collection and analysis of student and staff data including Educational Effectiveness Surveys (EES).
- Supporting the site leader and leadership team in the development of sustainable plans for school improvement.
- Supporting the implementation of school improvement by working to systematically address issues, establish structures, and sustain efforts.
- Providing specific technical expertise in the Nine Characteristics of High Performing Schools.
- Facilitating and/or co-facilitating of collaborative meetings or professional learning communities.
- Facilitating the use of protocols as a structured process or set of guidelines to promote meaningful and efficient communication, problem solving, and learning.
- Conducting planning, reflecting, and/or problem resolving conversations.
- Modeling leadership practices.
- Promoting effective practices that lead to a supportive school wide learning environment (maximized student learning time, school-wide positive behavior support, classroom management).
- Providing support for implementation of the district-adopted curricula and Idaho Core Standards.
- Designing, facilitating and/or delivering professional development.

In addition to on-site visits, Capacity Builders:

- Provide continuing support to their site throughout the month via phone, email, and other distance communication tools.
- Communicate regularly and in a timely fashion with other Capacity Builders assigned within the district and the Regional Coordinator. The Capacity Builder assigned to the district office facilitates regular communication among CBs assigned to school sites within the district.
- Stay current on professional practices and professional literature/research.
- Contribute to the ongoing assessment and refinement of IBC.
Deliverables

On-site Visits
Visit assigned sites based on the contracted time commitments. Hours for each site to be determined for the year based on the school improvement status and needs of the site.

Distance Support
- Provide between visit support or virtual coaching as appropriate and agreed upon by the CB, Regional Coordinator and site leader.

Schedule of on-site visits
- Attempt to adhere to the schedule developed in partnership between the site leader and the Capacity Builder.

Plan of Action/Monthly Service Report
- Electronically submit results-oriented Plan of Action/Monthly Service Report (see Appendix B) to the Regional Coordinator no later than the 10th of each month.
- The purpose of this report is to maintain communication between the CB; Regional Coordinator; and ISDE, Federal Programs Director. Essential information regarding data, progress toward goals, successes, challenges, and resources needed will be included in this report.

Invoice
- Invoices are a record of each CB’s deliverables. The Capacity Builder will complete the invoice provided by the university following the agreements in the contract. Forms must be submitted electronically to the Regional Coordinator by the 10th of each month.
- **On-site Coaching:** Record the date and hours spent for each onsite visit to the nearest half hour. When additional on-site coaching is necessary it must be pre-approved by the Regional Coordinator.
- **Virtual Coaching:** When virtual coaching is necessary it must be preapproved by the Regional Coordinator and each event entered separately. Virtual coaching includes actions such as email correspondence, Skype calls, phone calls, and follow-up actions from the site visit.
- **Collaborations:** Record the date and hours spent for each collaborative meeting to the nearest half hour.

Collaboration Meetings
- Prepare for and attend Regional Collaboration Meetings that are organized by the Regional Coordinator.
- Prepare for and attend statewide Fall and Spring IBC Institutes.
# Scope of Work Calendar

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<td>Entry Conversations</td>
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<td>CB Collaboration</td>
<td>Fall Statewide IBC Institute (19th-20th)</td>
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<td>District Team Check-in</td>
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<td>Site Visits &amp; Virtual Coaching</td>
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<td>CB Collaboration</td>
<td>Spring Statewide IBC Institute (14th-15th)</td>
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<td>Plan of Action/Monthly Service Report</td>
<td>District Team Check-in</td>
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<td>Monitor and Adjust the Plan of Action</td>
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**Cycle of Work for Site Visits**

**Idaho Building Capacity Performance Agreement**

The Performance Agreement defines the structures required to be in place and maintained to support the collaborative work of the CB and site staff. The purpose of the Performance Agreement is to establish a framework for a collaborative relationship between the CB and site leader. The Regional Coordinator, CB and site leader will review the Performance Agreement prior to the first site visit. A list of the names/titles for attendees will be included on the final page as well as discussion notes. See Appendix A for a copy of the agreement.

**Data Review and Analysis**

CBs are expected to use multiple sources of data to formulate questions and to determine celebrations, challenges, opportunities for growth. The Capacity Builder will require access to the following data:

- Graduation Rates
- Attendance Reports
- Administrator/Teacher Retention Rates
- Academic Assessments (IRI, ISAT, etc.)
- Universal Screeners
- Interim Assessments/Progress Monitoring
- College Entrance Exams (SAT/ACT)

Additional information that may provide a more complete picture of the district, school and community.

**Initial Visits**

**Entry Conversations**

The Capacity Builder will begin the first site visit with an entry conversation. The purpose of the entry conversation is to determine the current situation, as defined by the educators on-site. The goal is to identify and define the technical problems and the adaptive challenges that the school or district is facing. The initial conversation is with the site leader (superintendent, principal, or principal-teacher). The CB may also conduct focus group conversations with the leadership team. (See Appendix I)

**Observations**

The CB will review school/district processes, observe instruction and examine documents to verify the information and issues brought forward by the research and entry conversations.
Plan of Action/Monthly Service Report (Appendix B)
Each month Capacity Builders are responsible for completing a Plan of Action/Monthly Service Report including the progress on SMART Goals, the coaching competencies rubric, and the 9 Characteristics of High Performing Schools. The narrative will include action steps and next steps. The Action Plan/Monthly Service Report completed by the CBs are evidence-based documents resulting from direct observations and data analysis of multiple sources. These reports are aligned to the improvement plans developed by the leadership teams.

Charts describing the essential components of district and school improvement found in Appendices E and F may be used as a resource for establishing goals and determining next steps.

EES Surveys
Educational Effectiveness Surveys (EES) are administered to staff and students at school sites annually. Perceptual data is used to identify readiness to benefit; identify strengths and opportunities; support data driven decision making; and measure progress. EES data is formative not evaluative, allowing every voice in the organization to be heard. The Nine Characteristics of High Performing Schools are quantified. EES data provides quantifiable evidence to start the conversation around improvement/transformation.

The Capacity Builder will:

- Arrange for the staff surveys to be administered, collected, and shipped to the Center for Educational Effectiveness.
- Arrange for the student surveys to be copied, administered, collected, and shipped to the Center for Educational Effectiveness.
- Review results of the surveys with the site leader and leadership team. Determine the most effective way to share results with the staff and celebrate successes.

Monthly Site Visits: Ongoing Coaching and Technical Assistance
Subsequent on-site visits build on prior work. The CB instills a sense of urgency and assists with barriers as they present themselves. The superintendent, principal and the district/building leaders of the school work with the CB to set the agenda for the support services. Every effort should be made to work alongside the site leader for the majority of the visit. While serving the site, the CB will follow established district procedures and guidelines. Each month on-site visits should follow the outline as described in the IBC Performance Agreement and should include the following elements:

- Entry and exit meeting with the superintendent/principal for planning, goal setting and reflection;
- Attendance at the site’s leadership team meeting;
- Data review and application of data analysis to instructional program;
- Instructional walk-throughs and informal observations;
- Instruction and/or classroom management models;
- Specific actions focused on analyzing, facilitating, and implementing the improvement plans and goals.
Data Review and Distance Support

CBs continue to monitor progress and review new data. Offsite support is given via email, phone or virtual conferences. Off-site coaching strategies must be consistent with the on-site coaching model and supplement the onsite coaching.

Reporting

CBs are responsible for completing a Plan of Action/Monthly Service Report (Appendix B) regarding progress.
Guiding Documents and Tools

IBC strives to provide responsive support that is based on the context of each site and district. All Capacity Builders use similar processes, but each makes ongoing decisions about when a protocol or other tool will be most useful to the educators with whom they are working. CBs are expected to use the processes and resources of IBC and to not deviate from the basic tenets and project objectives. This ensures consistency and coherency.

The following guiding documents and tools provide CBs with a foundation for the approach and goals of IBC.

- Nine Characteristics of High-Performing Schools
- District and School Improvement Plans
- Coaching Models
- National School Reform Faculty Protocols
- Collaborations

Nine Characteristics of High-Performing Schools

In 2002, Office of Superintendent of Public Instruction (OSPI) research staff identified and reviewed more than 20 recent studies that focused on schools in which students were achieving at greater levels than would be predicted based on their demographic characteristics. Some of the studies reviewed other research on the same topic, while others examined high-performing schools in specific settings and locations with specific student demographics. This body of research includes findings from both Washington State and around the nation.

Each study was analyzed to determine which characteristics were found most often among high-performing schools. Performance was usually measured in terms of high or dramatically improving scores on standardized tests, often in spite of difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research found that high-performing schools tend to have a combination of common characteristics. A description of the Nine Characteristics of High-Performing schools can be found in Appendix C.

District and School Improvement Plans

Districts and schools assess their implementation of effective practices, create action plans to address focus areas, and monitor progress, revising when needed, to support increased student achievement. The process is intended to be carried out by a team of educators and others who are committed to the growth of the school. The improvement plan itself is the responsibility of the district/school leadership team. The Capacity Builder uses the improvement plan as a vehicle to assist the site leaders to find potential gaps in the system and structures of the school or district. The CB assists the leadership team to define and focus their improvement goals. The team and CB discuss these goals using the planning, reflecting, and/or problem resolving coaching conversations. The CB provides support toward the implementation of the school’s plan.
Coaching Models

Coaching is the primary function of IBC. Capacity Builders are trained in coaching models to ensure skills and strategies are used effectively in supporting their sites. Planning, reflecting and problem solving conversations are used to facilitate the decision making of the educators with whom they work.

National School Reform Faculty Protocols

Facilitating leadership team meetings, professional learning communities or critical friends groups is indispensable to moving toward a more positive school culture and a crucial ally in raising student achievement. A protocol is a structured process or set of guidelines to promote meaningful and efficient communication, problem solving, and learning. Protocols give time for active listening and reflection so all voices on the team are heard and honored. Please refer to the National School Reform Faculty website: nsrfharmony.org

Collaborations

Capacity Builders participate in a variety of collaborations including those of leadership teams, staff, Professional Learning Communities, Multi-tiered System of Support and instructional teams providing facilitation assistance when requested, and offering resource support for the staff.
Communication

IBC consists of:
- District/School Leaders
- Site Leadership Teams
- Capacity Builders
- Regional Coordinators located at University of Idaho, Idaho State University, Boise State University
- Idaho State Department of Education, Federal Programs Department

As part of Idaho Building Capacity Project, Capacity Builders are representatives of the Idaho State Department of Education and the respective universities.

- All information related to IBC sites should be communicated to the Regional Coordinators.
- All IBC members are expected to support the initiatives and policies of the State Department of Education when working with school district staff, speaking with members of the public while in work status, and in written documents that pertain to their work with IBC.
- All written documents, including email, notes, and reports are public documents. These may be shared with State Department of Education staff, the state legislature, the university and the public.

Communication within the IBC team

- All written and oral communication should always be respectful, particularly of third parties. Language that demeans others should never be a part of IBC communication (for example: it is inappropriate to include demeaning or derogatory comments regarding any educator, district or school in an email).
- The IBC team relies upon transparent, open communication to work effectively. Capacity Builder judgment is relied upon to determine at which point to include others. Regional Coordinators should be included at the beginning of a potentially high-risk issue.

Communication with Districts that IBC Serves

Each district has unique protocols regarding communication between the district and the IBC team. In general, CBs communicate directly with superintendents, principals and teachers between site visits in order to design their time on-site and to follow up as necessary.
Appendix A: Idaho Building Capacity Performance Agreement

The purpose of IBC is to support districts as they build their capacity to implement sustainable school improvement strategies, aligned to the *Nine Characteristics of High Performing Schools*. The Capacity Builder (CB) works collaboratively with district administrators, site leaders, and staff to implement sustainable, quality educational practices. Capacity Builders are skilled educators who are chosen for their coaching aptitude and expertise in education systems. Capacity Builders receive training in the tools and protocols most relevant to their work, including root cause analysis, precision goal setting, school improvement planning, systems change, and specific leadership and instructional practices. The CB’s role is to shine a spotlight of awareness on data in the environment and to support self-directed learning and change; the CB is not a solver of another’s problems. The Capacity Builder’s role is to provide assistance to the site leader and staff to achieve their school improvement goals. The Capacity Builder should work alongside the site leader for the majority of the onsite visit. **Capacity Builders do not evaluate district/school staff, nor do they participate in discussions regarding hiring, plans of improvement, or dismissal of employees.**
Idaho Building Capacity Performance Agreement

The purpose of this document is to outline the reciprocal agreements among the District Leadership, Site Leadership, Capacity Builder, and the Idaho State Department of Education necessary for all parties to achieve results.

Agreements among District Leadership, Site Leadership and the Capacity Builder:

1. The superintendent will communicate with the site leader and staff regarding purpose and role of Idaho Building Capacity (IBC) in collaboration with the Regional Coordinator; further clarification will be provided by the CB. The superintendent will inform the local school board of progress made as a result of IBC.
2. Actively engage a District Leadership Team and School Leadership Team that meets at least twice per month to focus on the work of improvement.
3. The site leader and CB will collaboratively decide upon a monthly calendar of site visits. The CB and site leader will commit to this schedule and will communicate unavoidable changes well in advance. This schedule should:
   a. Provide protected time and maximum opportunity for working on district/school improvement goals.
   b. Accommodate the needs of the site leader, staff and CB.
   c. Not occur during major school events or when the majority of staff is scheduled to be out of the building.
4. Improvement Plans will be created collaboratively between site leaders, the leadership team, and CBs during site visits. The team will mutually agree upon:
   a. One to four specific, measurable goals that will result in increased student achievement.
   b. Specific actions necessary for achieving those goals in a designated timeline.
5. The site leader and CB will communicate between site visits to determine the specific plan for each site visit.
6. Leader and CB will work together throughout the day of the site visit. This will include:
   a. Designated meeting times to discuss current status, data, goals, progress, and next steps.
   b. Joint observations of instruction.
   c. Planning and reflecting conversations regarding leadership team, instructional team, response to intervention team, professional development and staff meetings.
   d. Data analysis and data briefings.
Support provided by the Idaho Building Capacity Project (IBC) and the Idaho State Department of Education in cooperation with Idaho State University, Boise State University and the University of Idaho to Districts and Schools.

1. The CB will focus on developing a professional relationship with the site leader that provides opportunity for growth, successful implementation of the site leader’s goals, and a deeper understanding and application of improvement processes and systems.

2. Through coaching conversations with the leader, the CB will provide support targeted to the goals and action plans of the site’s leadership team.

3. The CB will provide assistance and professional development in improvement processes that increase the capacity of the site leader and staff to improve student achievement. These processes include:
   a. Data briefing systems, systematic use of assessment data, and the use of data to determine instruction.
   b. Professional learning community protocols and structures.
   c. Systems for implementation of district-adopted curricula and instructional materials and the use of research-based instructional practices.
   d. Intervention systems for students with low performance.
   e. Principal observations and walk-throughs to increase the use of effective instructional practices by all teachers.
   f. Practices that promote a school-wide supportive learning environment (maximized student learning time, school-wide positive behavior support, classroom management).
   g. The implementation of the district/school improvement plans including SMART Goals and action steps.

4. The CB will assist the site leader with data collection, review, and analysis in order to set goals and determine progress. The Capacity Builder will assist in the administering of the EES surveys and arrange for collection and shipment of completed forms.

5. Regional Coordinators will provide, as requested, additional information and support as it relates to the site’s improvement work.
Logistical Support Provided by District and School for the Capacity Builder

1. The CB may provide instructional support, such as observation, modeling, or co-facilitating in collaboration with the site leader.
2. The district/school will provide the CB access to assessment data.
3. The site leader will provide logistical support to ensure that collaborative teams have time and resources needed to work with the CB (e.g., release time, flexibility with master school schedule). The district administration will support these efforts, removing barriers, and providing resources when possible.
4. The administration will provide access to information vital for working with the site, including but not limited to:
   - School and district calendar
   - Site staffing configuration and names of staff members
   - District curricula
   - List of adopted and commonly used instructional materials
   - Access to websites in order to be informed about district-wide communications
   - List of all consultants/contractors working with the site
   - District and school professional development plan
   - School schedule
5. Participate in any federal or state program evaluation related to the project or funding stream.
Idaho Building Capacity Performance Agreement

Date:

Attendees/Titles:

Discussion Notes:
## Appendix B: Plan of Action/Monthly Service Report Template

<table>
<thead>
<tr>
<th>Site Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB Name:</td>
</tr>
<tr>
<td>School/District Name:</td>
</tr>
<tr>
<td>Month/Year:</td>
</tr>
<tr>
<td>Number of hours worked at site this month:</td>
</tr>
<tr>
<td>Site Classification:</td>
</tr>
<tr>
<td>o K-8</td>
</tr>
<tr>
<td>o High School</td>
</tr>
<tr>
<td>o Alt. High School</td>
</tr>
<tr>
<td>o District</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SMART Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Goal #3</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #4</td>
</tr>
</tbody>
</table>
### SET A FOCUS (Analyze Needs Assessment/Prioritize Needs)

<table>
<thead>
<tr>
<th>Description</th>
<th>Not a Current Focus</th>
<th>Planning</th>
<th>Implementing</th>
<th>Evaluating</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages appropriate decision makers within LEA/school leadership and obtains their support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with LEA/school leadership to identify resources and supports necessary to implement change.</td>
<td></td>
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</tr>
<tr>
<td>Works with LEA /school leadership to identify student need(s).</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Works with LEA /school leadership to identify root causes at each pertinent level within the LEA (i.e., district, school, and classroom) for the identified areas of student need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with LEA/school leadership to prioritize needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists LEA/school leadership to review system conditions and their impact upon the identified student need.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Guides LEA/school leadership to communicate and demonstrate that the Schoolwide Improvement Plan is a high priority.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Provides mentoring and coaching to the principal and leadership team to set a focus among staff and the community for the school’s improvement efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Plan of Action/Monthly Service Report Template (Page 3)

## PLAN FOR CHANGE (Development of Schoolwide Improvement Plan)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not a Current Focus</th>
<th>Planning</th>
<th>Implementing</th>
<th>Evaluating</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates development of SMART goals for the improvement process.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Facilitates development of the Schoolwide Improvement Plan that includes appropriate evidence-based content and instructional interventions to target the identified student need.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates in the development of an evaluation process for monitoring the effectiveness of the Schoolwide Improvement Plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides mentoring and coaching to the principal and leadership team to plan for change among staff and the community for the school’s improvement efforts.</td>
<td></td>
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</tr>
</tbody>
</table>

## UNDERTAKE CHANGE (Implementation of Plan and Progress Monitoring/Data Collection)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not a Current Focus</th>
<th>Planning</th>
<th>Implementing</th>
<th>Evaluating</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports the implementation of the Schoolwide Improvement Plan's evidence-based instructional and intervention strategies.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assists with data analysis and interpretation to support decisions regarding progress, successes, and adjustments to the implementation of the Schoolwide Improvement Plan.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provides mentoring and coaching to the principal and leadership team for undertaking change among staff and the community for the school’s improvement efforts.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates communication of the implementation of the Schoolwide Improvement Plan to stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Plan of Action/Monthly Service Report Template (Page 4)

### RECHARGE AND SUSTAIN (Annual Summative Evaluation)

<table>
<thead>
<tr>
<th></th>
<th>Not a Current Focus</th>
<th>Planning</th>
<th>Implementing</th>
<th>Evaluating</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guides LEA/school leadership in reflecting and analyzing the effectiveness of the Schoolwide Improvement Plan, which includes SMART goals, interventions, and student outcomes.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Assists in the planning to sustain implementation and impact.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Guides LEA/school leadership in the summative evaluation of the Schoolwide Improvement Plan, which includes documenting changes to the plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides mentoring and coaching to the principal and leadership team to recharge and sustain school improvement efforts among staff and the community.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Encourages LEA/school leadership to formally celebrate areas of progress and success.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### 9 Characteristics

Which of the 9 Characteristics of High Performing Schools were a focus for the team’s work this month?

- [ ] 1) Clear and Shared Focus
- [ ] 2) High Standards and Expectations for All Students
- [ ] 3) Effective School Leadership
- [ ] 4) High Levels of Collaboration and Communication
- [ ] 5) Curriculum, Instruction and Assessment Aligned with Standards
- [ ] 6) Frequent Monitoring of Learning and Teaching
- [ ] 7) Focused Professional Development
- [ ] 8) Supportive Learning Environment
- [ ] 9) High Levels of Family and Community Involvement
### Plan of Action/Monthly Service Report Template (Page 5)

<table>
<thead>
<tr>
<th>List Action Steps (Bullet Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps (Bullet Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Nine Characteristics of High Performing Schools

1 **Clear and Shared Focus.** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2 **High Standards and Expectations for All Students.** Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3 **Effective School Leadership.** Effective instructional and administrative leadership is required to implement change processes. Effective leaders proactively seek needed help. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.

4 **High Levels of Collaboration and Communication.** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5 **Curriculum, Instruction and Assessment Aligned with Standards.** The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6 **Frequent Monitoring of Learning and Teaching.** A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7 **Focused Professional Development.** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8 **Supportive Learning Environment.** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9 **High Levels of Family and Community Involvement.** There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.
**Appendix D: Essential Components of District Improvement**

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>Site Leader/CB Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum, Instruction and Assessment Aligned with Standards</strong></td>
<td></td>
</tr>
<tr>
<td>The district approved curricula is aligned with the Idaho Core Standards.</td>
<td>Districts adopt a core reading and math program and ensure that it is aligned.</td>
</tr>
<tr>
<td>The district uses established procedures to monitor aligned curricula.</td>
<td>Districts establish a system that ensures implementation of the adopted core programs (district oversight), including development of supporting documents for teachers to use in implementation.</td>
</tr>
<tr>
<td>District wide assessment data are used to identify gaps in the curricula.</td>
<td>District designs and provides training in data review protocols that determine if supplementary instructional materials are needed.</td>
</tr>
<tr>
<td>District-wide assessments are aligned with the Idaho Core Standards and district approved curricula.</td>
<td></td>
</tr>
<tr>
<td>Universal screening assessments are administered district-wide multiple times a year in reading and math.</td>
<td>District implements the universal screener. Screeners are given three times a year. Data from screeners is used by the district to guide professional development, support, and systems development.</td>
</tr>
<tr>
<td>District leaders analyze district-wide data to evaluate student achievement in district/school curricular programs, and to make changes to improve student achievement.</td>
<td>District decisions regarding resources, materials, and support are made based on multiple sources of student data.</td>
</tr>
<tr>
<td>District monitors that instructional activities are aligned to the Idaho Core Standards.</td>
<td>District establishes a system that ensures instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to, site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.</td>
</tr>
</tbody>
</table>
| Districtwide efforts to help low-performing students become proficient are coordinated. | District establishes Response to Intervention (RTI) plan that provides district guidance to all schools regarding core instruction and targeted, additional instruction that meets students’ instructional needs. This should include, but is not limited to:  
  - Materials matched to student need  
  - School and classroom schedules  
  - Universal screeners and diagnostic assessments  
  - Replacement core for students who are 2+ years below grade level  
  - Remediation plans  
  - Professional development |
| District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools. | District expectations are clear regarding instructional expectations. This should include, but is not limited to such recommendations as:  
- 90 minutes of literacy instruction daily  
- Explicit instruction  
- Literacy instruction across content areas  
- 60 minute math instruction daily |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District monitors the effectiveness of instruction by examining data from district-wide formative assessments.</td>
<td>District uses formative assessments to gather data about the effectiveness of instructional practices. District defines expectations of teachers in the use of formative assessments and provides training and support to ensure implementation. Formative assessments are examined in team meetings district-wide.</td>
</tr>
</tbody>
</table>
| District provides resources that support a school environment that is conducive to learning. | District adopts policies and procedures for district-wide positive behavior/intervention support (PBIS) or similar programs to address student behavior support. This includes, but is not limited to, the following elements:  
- Student and parent handbooks  
- District-wide expectations for addressing student behavior issues  
- District-wide expectations regarding the amount of student learning time and limiting disruptions to instruction. |
<p>| Equitable support and resources are provided by the district to extend learning opportunities to all students in need of additional support or advanced opportunities. | Use of EES surveys and other perceptual data to assess district support of culturally relevant strategies. |
| District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community. | District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home. |</p>
<table>
<thead>
<tr>
<th><strong>Focused Professional Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>District achievement data are a primary factor in determining professional development priorities.</td>
</tr>
<tr>
<td>District allocates sufficient time and resources to support professional development outlined in the improvement plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effective School Leadership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.</td>
</tr>
<tr>
<td>District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction.</td>
</tr>
<tr>
<td>District staff systematically monitors the implementation of the school improvement plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High Levels of Community and Parent Involvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.</td>
</tr>
</tbody>
</table>

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## Appendix E: Essential Components of School Improvement

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>Site Leader/CB Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum, Instruction and Assessment Aligned with Standards</strong></td>
<td></td>
</tr>
<tr>
<td>The district-approved curricula, which are aligned with Idaho Core Standards, are being implemented.</td>
<td>Teachers use district-adopted curricula and related materials (pacing guides, instructional materials, assessments).</td>
</tr>
<tr>
<td>Statewide assessment data are used to identify gaps in the curricula.</td>
<td>Site uses established data review protocols that determine if supplementary instructional materials are needed.</td>
</tr>
<tr>
<td>School-wide assessments are aligned with Idaho Core Standards, and district curricula.</td>
<td></td>
</tr>
<tr>
<td>Universal screening assessments are administered multiple times a year, in reading and math.</td>
<td>School has system to ensure that all students are screened using district adopted screener; site leader and teachers review data and use to determine how to best meet the educational needs of students. Diagnostic assessments are used when further information regarding a student’s learning is needed.</td>
</tr>
<tr>
<td>School staff reviews multiple sources of data to evaluate school programs and student performance.</td>
<td>Site decisions regarding resources, materials, and support must be made based on multiple sources of student data.</td>
</tr>
<tr>
<td>There is a system in place to ensure that classroom instructional objectives and activities are aligned with Idaho Core Standards.</td>
<td>Site leader implements district procedures that ensure instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to, site leader walkthroughs, pacing guides, instructional meetings, and lesson plan reviews.</td>
</tr>
<tr>
<td>A coherent, written, school-wide plan to help low-performing students become proficient has been implemented.</td>
<td>Response to Intervention protocols are implemented by site leader and staff. MTSS is evident in school and classroom schedules and is available to all students based on needs. District-adopted intervention materials are matched to student need and used by all staff. Diagnostic assessments are used when needed. A district-adopted replacement core at an accelerated pace is considered for students who are 2+ years below grade level. Remediation plans are designed, implemented and monitored.</td>
</tr>
<tr>
<td>The use of research-based instructional practices guides planning and teaching.</td>
<td>All teachers implement district expectations regarding instruction. This should include, but is not limited recommendations such as: 90 minutes of literacy instruction daily  Explicit instruction  Literacy instruction across content areas  60 minutes of math instruction daily</td>
</tr>
<tr>
<td>Teachers regularly measure the effectiveness of instruction using formative assessment.</td>
<td>Site leader and all teachers use formative assessments to guide instruction and determine the effectiveness of instructional practices. Formative assessments are examined in collaborative meetings.</td>
</tr>
</tbody>
</table>
### Supportive Learning Environment

| Effective classroom management strategies that maximize instructional time are evident throughout the school. | Site leader and all staff implement the district’s policies and procedures for district-wide positive behavior/intervention support (PBIS), or similar program, to address student behavior support. This includes, but is not limited to, the following elements:  
Student and parent handbooks  
School-wide expectations for addressing student behavior issues  
School-wide expectations regarding the amount of student learning time and limiting disruptions to instruction |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Extended learning opportunities are made available and utilized by students in need of additional support.</td>
<td></td>
</tr>
<tr>
<td>The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.</td>
<td>Use of EES surveys and other perceptual data to assess district support of culturally relevant strategies.</td>
</tr>
<tr>
<td>Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</td>
<td></td>
</tr>
</tbody>
</table>

### Focused Professional Development

<table>
<thead>
<tr>
<th>Student achievement data are a primary factor in determining professional development priorities.</th>
<th>The site leader implements the district professional development plan and develops a complementary site-specific plan that is based on the needs of the students and provides training and support to all teachers on district curricula, instructional materials, and expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring is provided to support new teachers in the development of instructional and classroom management skills.</td>
<td>Development of site level mentorship.</td>
</tr>
</tbody>
</table>
## Effective School Leadership

<table>
<thead>
<tr>
<th>Instructional leader facilitates the development of the school improvement plan and goals.</th>
<th>Site leader and team develop a School Improvement Plan that addresses the needs of the students and is in alignment with the district improvement plan. The site leader holds regular leadership team meetings that monitor the implementation of the plan. The site leader communicates goals, plan and progress in staff meetings and facilitates the use of time for collaborative meetings that are in alignment with the plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.</td>
<td>Site leader uses structures in place, such as early release time, to provide teachers with opportunities to analyze and discuss multiple sources of data (screeners, diagnostic, progress monitoring, etc.) and supports efforts to adjust instructional practices to address the areas of need identified through this analysis.</td>
</tr>
<tr>
<td>Instructional leader conducts formal and informal observations and provides timely feedback to teachers on their instructional practice.</td>
<td>Site leader implements the district-approved process and timeline for formal observations, which includes a pre- and post-conference. Site leader communicates this process to staff. Site leader also conducts regular walk-throughs (or a similar model that fits the context of the school) to provide ongoing feedback to teachers on their instruction.</td>
</tr>
<tr>
<td>Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.</td>
<td>Site leader establishes a data briefing system that ensures that all staff members are aware of relevant data and are working to improve the implementation of the established school improvement goals.</td>
</tr>
<tr>
<td>Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.</td>
<td>Site leader establishes a data briefing system that ensures that all staff members are aware of relevant data and are working to improve the implementation of the established school improvement goals.</td>
</tr>
</tbody>
</table>
### Appendix F: How Effective Districts and Schools Work Together For School Improvement

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District facilitates collaborative process to establish a clear and shared district-wide vision regarding: powerful teaching, powerful learning, effective leadership, and commitment to equity and excellence.</td>
<td>School improvement and district improvement plans are aligned with this common vision. Leadership is a shared process across the district.</td>
</tr>
<tr>
<td>District develops improvement goals and action plans using an interactive process that recognizes and incorporates information gained in the data review and trend analyses developed by each school as part of their school improvement planning.</td>
<td>School improvement goals and action plans include core learning goals identified in the district improvement plan as well as data-driven goals customized to fit their unique school profile and data.</td>
</tr>
<tr>
<td>District reviews and revises policies and practices to align with and support the learning improvement efforts described in school and district improvement plans.</td>
<td>Schools review procedures and practices and align them to district goals.</td>
</tr>
<tr>
<td>District establishes district-wide curriculum standards, which are supported by the adoption of curriculum and implementation of assessment processes that are aligned with the state standards. The district leads and supports frequent monitoring of teaching and learning to ensure implementation of the curriculum throughout the district.</td>
<td>Schools ensure that all students are taught and assessed in the defined curriculum in ways that meet individual learning needs. All students have access to rigorous and relevant course work with supports to succeed.</td>
</tr>
<tr>
<td>District provides a comprehensive professional development program, which includes job embedded staff development, builds capacity among all the adults in the system and focuses clearly on meeting the learning goals defined in the school and district improvement plans.</td>
<td>Schools monitor building-based staff development to ensure that it focuses on building the capacity of the adults in the school and on meeting the learning goals defined in the school and district improvement plans. Schools monitor participation in district-wide professional development and ensure school-wide dissemination.</td>
</tr>
<tr>
<td>District reviews budget and other resource allocations and realigns priorities where possible to support district and school improvement goals and action plans.</td>
<td>Schools review site-based budgets and resource allocations and realign priorities where possible to support their school improvement plan goals and action plans.</td>
</tr>
<tr>
<td>District guides and supports improvement planning processes and their implementation at each school.</td>
<td>Schools consider whole system as well as individual school and student outcomes in the development and implementation of school improvement planning.</td>
</tr>
<tr>
<td>District develops effective strategies to recruit, support and retain quality staff.</td>
<td>Schools develop effective strategies to support and retain quality staff.</td>
</tr>
<tr>
<td>District clarifies the roles and responsibilities of staff and administrators and monitors accountability of adults in the District.</td>
<td>Schools understand the roles and responsibilities of all employee groups in the District and look for ways to work within this system most effectively. Schools monitor staff accountability in their buildings.</td>
</tr>
</tbody>
</table>
Appendix G: Metacognition and Flexibility Protocol

1. What decisions need to be made?
2. Which decisions need to be made first, second, etc.?
3. Is this a phased initiative or an initiative brought to scale immediately?
4. Have I gathered the appropriate information?
5. What decisions should I make myself and what decisions should be made by the group?
6. What communication have I put forth to be sure that others have ample information?
7. What are the dates for important decisions to be made?

1. What will likely bother people about the change?
2. Who will likely be bothered?
3. What adjustments in relationships will this change initiate?
4. What discussions are people likely having behind the scenes?
5. What do I need to do to support those people already ready to implement?
6. What would support the people who feel...
   • loss of competence
   • loss of independence
   • loss of identity as a good __________.

1. Have I listened to all points of view?
2. Have I considered multiple options?
3. Have I given it enough time before I make my decision?
4. Am I postponing the decision due to fear of conflict?
5. Have I considered how to support those who are uncomfortable?
6. Have I removed most barriers that would create unnecessary conflict?
7. If we do not move forward, will we still accomplish our goals?
8. Am I prepared to be unpopular with some people and still support them through the change?

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School Leaders' Implementation Field Guide: Designing and Supporting High-Performance Teams
2012 by Gary Whitely and Lexie Domaradzki
Appendix H: Rehearsal Conversations Protocol

Elite performers say that their practices have to be so rigorous and true-to-life that by the time they get into true competition, game or match, their performance is almost automatic. If you practice well, slight changes in a performance or game time activity won’t throw you off. To the contrary, if you haven’t rehearsed enough, little things can have a big negative impact on performance.

Types of challenges that likely need rehearsal:

1. Changes in assessments being used, system-wide
2. Adoption and expectation of use of common curricula, materials
3. Expectation that all struggling students will receive additional intervention support
4. Expectation for frequent collaboration with colleagues
5. Expectation of public sharing of data and student performance results
6. Expectation of delivering instruction differently than previously implemented
Example of Rehearsal Cycle

1. Key message to be delivered
   - Results from universal screening will be discussed and shared during collaborative meetings

2. Potential Pitfalls
   - Teachers are fearful that their students’ results will not look strong
   - Teachers do not trust and philosophically believe in the assessment measure. Teachers are not sure how to interpret the results and do not want to be embarrassed in front of their peers
   - Teachers didn’t give the assessments and don’t want that to be noticed in the group
   - Teachers do not know how to retrieve the data displays and are too uncomfortable to ask for help

3. Who might be bothered by this conversation and meeting Second and Fifth grade teachers

4. Key vocabulary or phrases that I want to use Supporting all of our students
   - Celebrating what our students can do
   - New experience for all of us
   - Opportunity for us to learn together
   - No blame and team support
   - Any and all questions are safe and accepted I am learning alongside each of you

5. Sequence of conversation
   - Beginning a process of collaboratively reviewing student progress Results will be shared amongst our grade level teams
   - Goal is to provide collegially support, examine what is really happening with student performance and organize ourselves to support student learning in a stronger way
   - A few guidelines for our work (no blame, focus on students, solution focused, fact the facts)
   - Learning beside you and committed to the process of looking closely at what our students can do.

In order to have a collaborative, efficient meeting, here are the things I expect.
   - Each teacher will bring specific data to the meeting
   - We will use protocols for our discussions
   - We will analyze the data in a similar sequence each time
   - We will start meetings right on time
   - Your attendance is expected

6. Practice the conversation with a colleague if possible.

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## Appendix I: Entry Conversations

<table>
<thead>
<tr>
<th>Parts of Conversation</th>
<th>Attributes of successful conversation</th>
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| **Opening Questions:** | 1. Open Ended but focused on discovering the current state  
| determine technical and adaptive challenges  
| Start with broad focus | 2. Non-judgmental  
| | 3. Presuppose the positive  
| | 4. Focused on listening, not telling  
| | 5. Non-threatening  
| | 6. Uses brief para-phrasing when statements are made |
| **Areas of Focus:** | 1. **Assessment System** is fully described and gaps are noted (universal screening, diagnosis, progress monitoring, student work, informal assessments)  
| Assessment  
| Instruction  
| Intervention  
| Leadership  
| Collaboration | 2. **Instructional focus** is described and provider probes to understand agreed upon instructional strategies (student engagement, evidence based practices, explicit instruction, gradual release of responsibility model.)  
| | 3. Coach probes to understand intervention design.  
| | Placement of students  
| | Decision rules on placement  
| | Materials used  
| | Duration of intervention  
| | Assessments that are used in conjunction with intervention  
| | Exit plan for students who make sufficient gains.  
| | 4. Coach gently probes to examine instructional leadership  
| | Involvement in collaborative meetings  
| | Time in classrooms  
| | Professional development secured for teachers  
| | 5. Coach gently asks about collaboration structures and protocols that are used regularly  
| | Who meets  
| | How often they meet  
| | What is on the agenda  
| | How does it relate to the school goals  
| | What protocols do they use to get work done |
### Negotiated Work

| Use of Time together | 1. Coach secures time on the calendar for regular visits  
|                      | 2. Coach secures a regular morning or afternoon debriefing for site visits  
| On campus -          | 3. Coach conveys the areas of work that may be unfamiliar to the leader and proposes a potential discovery opportunity between them  
| Off campus -         | 4. There is a concrete plan for at least six months of work together  
| In classrooms -      |  
| During Leadership    |  
| Meetings -           |  
| Professional         |  
| Development -        |  
| How to start our day?|  
| How to end our day?  |  

| Goals | 1. Student achievement increases are a part of the goal  
|       | 2. Goals likely include growth in the areas of implementation of assessment, instruction and intervention  
| What do we want to accomplish first quarter, by spring and by the end of the year? | 3. Goals likely include implementing the MTSS process with a school wide goal  
|                                               | 4. Provider receives information about the goals that the school wants and also negotiates a goal/s or focus that they believe the school may need.  

### Re-Entry Conversations include:

| Tasks | 1. Dates and activities are delineated  
|       | 2. Tasks include involvement from multiple leaders and participants in the school  
| Tangible Plan of Action | 3. Tasks and timeline are written down and are visible for all involved  
| Potential adaptive challenges are identified and a plan for addressing them is discussed | 4. Plan of action includes a process to revisit tasks and follow up with actions completed  
|                                               | 5. Roles and Responsibilities are assigned to given tasks  

Copied from handouts of IBC Winter Institute Presentation, January 2013, by Gary Whitely and Lexie Domaradzki.
References


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