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.
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: