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The Idaho Building Capacity Project (IBC) partners with school & district leadership to create sustainable, collaborative, data driven systems that promote student achievement. Through collective efficacy, IBC centers on these Five Foundational Focuses:

1. **Leadership**
2. **Safe & Supportive Learning Environment**
3. **Curriculum, Instruction, & Assessment**
4. **Focused Professional Development**
5. **Family & Community Engagement**

Capacity Builders provide schools/districts on-site support through:

- **Coaching**
- **Professional Development**
- **Technical Assistance**
- **Resources**

To reach IBC Goals of:

- **High Student Achievement**
- **Continuous Improvement**
- **Building Leadership Capacity**
- **Sustainability**
Idaho’s Statewide System of Support

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 partners with school & district leadership to create sustainable, collaborative, data driven systems that promote student achievement. Through collective efficacy, Capacity Builders work 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 & 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
- The STAT provides a network approach to improving instruction and achievement for identified schools. The purpose of this approach is to align technical assistance and support available through the ISDE with the needs of schools to improve student outcomes. The STAT works with LEAs and schools to ensure that improvement plans are evidence-based and managed for high performance.

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)
Idaho Building Capacity Project Sites and Capacity Builders 2018-19

Idaho State Department of Education
Federal Programs Department
Idaho Building Capacity Project

Regions 1 and 2
University of Idaho
Deb Long, Regional Coordinator

2018-19 Sites
CSI UP
Lakeside Elementary
Lakeside Middle
Lakeside High
(Plummer-Worley #044)
Elk City Public
(Mountain View #244)
Culdesac School (#342)

CSI Grad
(ServiceTBD)

TSI
(ServiceTBD)

CBs
Bev Benge
Judy Bieze
Dick Cvitanich
Bonnie Ducharme
Kim Keaton
Doug Olin
Joel Palmer

Regions 3 and 4
Boise State University
Lori Furgerson, Regional Coordinator

2018-19 Sites
CSI UP
Pathways Middle
Crossroads Middle
(West Ada #002)
Wilder Middle
(Wilder #133)
Rivervue Academy Alt
(Vallivue #139)
Gooding Middle
(Gooding #231)
Wendell Middle
(Wendell #232)
High Desert
Shoshone Middle
(Shoshone #312)
Bruneau Elementary
Rimrock Jr-Sr High
(Bruneau Grandview #365)
McCain Middle
(Payette #371)
Magic Valley Alt
Twin Fall Bridge Academy
(Twin Fall #411)
Heritage Academy (#479)
Another Choice Virtual Charter (#476)

CSI Grad
(ServiceTBD)

TSI
(ServiceTBD)

CBs
Norma Bailey
Sue Beitia
Phil Cano
Barb Chester
Dana DeHaan
Terry Garner
Lauri Heward
Earnie Lewis
Amber Pearson
Tammy Young

Regions 5 and 6
Idaho State University
Deb Pfost, Regional Coordinator

2018-19 Sites
CSI UP
Kinport Academy
(Frocetello #025)
Fort Hall Elementary
(Blackfoot #055)
Firth Middle
(Firth #059)
Howe Elementary
(Butte County #111)
West Jefferson Jr High
(West Jefferson #253)
Madison Jr High
(Madison #321)
Stone Elementary
(Oneida #351)
Teton Middle
(Teton County #401)

CSI Grad
(ServiceTBD)

TSI
(ServiceTBD)

CBs
Val Copyak
Dotty Evenson
Jan Green
Ken Meacham
Kay Moor
Jeff Read
Evelyn Robinson
Anne Seifert
Dave Wheat

Idaho Building Capacity Project Sites and Capacity Builders 2018-19

Idaho State Department of Education
Federal Programs Department
Idaho Building Capacity Project

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(ServiceTBD)

TSI
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CBs
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Ken Meacham
Kay Moor
Jeff Read
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Anne Seifert
Dave Wheat
# CB Site Assignments by Region & Contact Information 2018-19

## IBC Contacts

<table>
<thead>
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<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
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</table>

## North Idaho (Regions 1 & 2)

<table>
<thead>
<tr>
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<th>Email</th>
<th>Phone</th>
<th>Site Assignments</th>
</tr>
</thead>
<tbody>
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## Southwest Idaho (Regions 3 & 4)

<table>
<thead>
<tr>
<th>Capacity Builder</th>
<th>Email</th>
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<th>Site Assignments</th>
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<tbody>
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Southeast Idaho (Regions 5 & 6)

<table>
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<tr>
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<th>Email</th>
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</tbody>
</table>
Idaho Department of Education’s School Improvement Process

SCHOOL IMPROVEMENT PROCESS

STEP 1
- Identified as a comprehensive support school

STEP 2
- Formation of school / LEA leadership team / SDE

STEP 3
- Conduct Comprehensive Needs Assessment - School Level

ANALYZE NEEDS ASSESSMENT

DEVELOP THE SCHOOL IMPROVEMENT PLAN

IMPLEMENT THE PLAN

TEST A FOCUS

PRIORITIZE NEEDS

ANNUAL SUMMATIVE EVALUATION

PROGRESS MONITOR / COLLECT DATA

RECHANGE AND SUSTAIN

UNDERTAKE CHANGE
Capacity Builder Scope of Work

IBC provides on-site technical assistance to support schools and districts in their efforts to improve systems 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 on-site visit. On-site visit activities will be based on district/school need, and may include:

- Facilitating data analysis of student achievement using multiple sources of data with the site leader and staff.
- Facilitating the collection and analysis of qualitative data, including the Implementation Rubric for Leadership Teams & Team Trust Survey.
- Supporting the site leader and leadership team in the development of sustainable plans for school improvement.
- Supporting the implementation of school improvement plans by working to systematically address issues, establish structures, and sustain efforts.
- Facilitating and/or co-facilitating of collaborative meetings or professional learning communities.
- Facilitating the use of protocols as a structured process to promote meaningful and efficient communication, problem solving, and learning.
- Conducting planning, reflecting, and/or problem solving 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.

**Monthly Service Report**

- Electronically submit results-oriented Monthly Service Report 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.
- **Distance Coaching:** When distance coaching is necessary it must be preapproved by the Regional Coordinator and each event entered separately. Virtual coaching includes actions such as email correspondence, virtual 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.

**Cycle of Work for Capacity Builders**

**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.

**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 superintendent and/or principal. The CB may also conduct entry conversations with the leadership team.

Data Review and Analysis
CBs will support the use of 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
- ISAT Interim Assessments
- Progress Monitoring
- College Entrance Exams (SAT/ACT)
- Additional information that may provide a more complete picture of the district, school and community.

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.

Qualitative Data
The CB will facilitate and administer qualitative data activities with leadership teams multiple times per year. The following will be used to collect data for the 2018-19 school year:

*Team Trust Survey*
Taken from *Leading Impact Teams* by Paul Bloomberg and Barb Pichford, the Team Trust Survey will be used to inform how well a team practices behaviors that build trust.

*Implementation Rubric for Leadership Teams*
This rubric will be used to identify strengths and challenges in current leadership teams, as well as to measure the growth and level of implementation throughout the year.

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 Capacity Builder Action Plan.
Data Review
With the leadership team and instructional teams, Capacity Builders continue to monitor progress and review new data.

Distance Support
Additional support is given offsite, via email, phone or virtual conferences. Off-site coaching strategies must be consistent with the on-site coaching model and supplement the on-site coaching.

Monthly Service Report
Each month Capacity Builders are responsible for completing a Monthly Service Report. The narrative will include SMART goals, current action steps, celebrations, challenges, and next steps. The 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.

Guiding Documents and Tools
School-wide Improvement Plan (SWIP)
Using the School-wide Improvement Planning Tool (SWIP), the school leadership team will complete a school improvement plan that incorporates a comprehensive needs assessment, prioritized needs, action plans and intervention strategies tied to those needs, a plan to monitor progress, and a budget, that are all focused on supporting 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 School-wide Improvement Plan itself is the responsibility of the district/school leadership team. The Capacity Builder (CB) uses the SWIP 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 through planning, reflecting, and/or problem solving coaching conversations. The CB provides support toward the implementation of the school’s plan. The SWIP application can be found here http://apps.sde.idaho.gov/SWIP/Home/Home on the State Department of Education’s website under School Improvement.

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.

Protocols
When used in facilitating leadership team meetings, professional learning communities, or impact teams, a protocol is a structured process for promoting 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.

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
- State Technical Assistance Team (STAT) within the Idaho State Department of Education

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 Idaho 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 the Idaho State Department of Education staff, the state legislature, the university and the public.
- All written and oral communication should 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.
- 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.
Appendices
Appendix A: IBC Improvement Process Path – Road Map to Improvement

IMPROVEMENT PROCESS PATH
ROADMAP TO IMPROVEMENT

Leadership Team
Data
Comprehensive Needs Assessment
Goals
Improvement Plan
Implementation
Evaluation

SET A FOCUS
PLAN FOR CHANGE
UNDERTAKE CHANGE
RECHARGE AND SUSTAIN
## Appendix B: Capacity Builder Action Plan

### SET A FOCUS
(August – September)

<table>
<thead>
<tr>
<th>Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct and complete the Entry Conversation with the district/school leader (Aug)</td>
</tr>
<tr>
<td>• Define the Capacity Builder’s role in support of the team (Aug)</td>
</tr>
<tr>
<td>• Establish a Leadership Team that includes relevant stakeholders (Aug-Sept)</td>
</tr>
<tr>
<td>• Introduce and administer the Team Trust Survey (Aug-Sept)</td>
</tr>
<tr>
<td>• Introduce and administer the Implementation Rubric for Leadership Teams (Aug-Sept)</td>
</tr>
<tr>
<td>• Provide guidance on skills and competencies for effective team membership, including: (Aug-Ongoing)</td>
</tr>
<tr>
<td>• Establishing team norms of interaction</td>
</tr>
<tr>
<td>• Clarifying the purposes and desired outcomes of the Leadership Team</td>
</tr>
<tr>
<td>• Defining roles and responsibilities, especially decision making and communication</td>
</tr>
<tr>
<td>• Determining strategies for gathering input and reaching consensus</td>
</tr>
<tr>
<td>• Researching and selecting protocols that guide team activities (meeting schedule, agendas, norms, work products, etc.)</td>
</tr>
<tr>
<td>• Monitoring of team function (norms, participation, attendance, communication, etc.)</td>
</tr>
<tr>
<td>• Support teams in obtaining buy-in from the school community for the improvement process (Aug-ongoing)</td>
</tr>
<tr>
<td>• Introduce the SWIP tool to the Leadership Team and start the improvement process (Sept)</td>
</tr>
<tr>
<td>• Guide the Leadership Team to Input the information in the SWIP Tool (Sept-ongoing)</td>
</tr>
<tr>
<td>• Collect artifacts to share with other CBs (Leadership Team, norms, schedules, agenda templates, S.I. process, SWIP) (Aug-Sept)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
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</thead>
<tbody>
<tr>
<td>• Examine and provide guidance on the development, modification, refinement or approval of the guiding principles of the district/school – vision, mission, beliefs (Aug-Sept)</td>
</tr>
<tr>
<td>• Design, co-facilitate, and implement activities to review &amp; analyze data with the Leadership Team and staff (Aug-ongoing)</td>
</tr>
<tr>
<td>• Examine current data and evidence:</td>
</tr>
<tr>
<td>- student achievement (formative and summative assessments, attendance, discipline, graduation rates, etc.)</td>
</tr>
<tr>
<td>- school procedures (attendance, schedules, interventions, etc.)</td>
</tr>
<tr>
<td>- culture/climate</td>
</tr>
<tr>
<td>- district policies</td>
</tr>
<tr>
<td>• Design, co-facilitate, and implement root cause analysis with the Leadership Team and staff (August-ongoing)</td>
</tr>
<tr>
<td>• Advise and guide the collection of missing data on practices, policies, and climate. (Aug-ongoing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin the work of completing the Comprehensive Needs Assessment in the SWIP (Sept)</td>
</tr>
<tr>
<td>• Use a backward timeline for the successful completion of the SWIP, including check-ins, and the due date for the final review (Aug-Sept)</td>
</tr>
<tr>
<td>• Identify gaps between current status and desired outcomes (Sept)</td>
</tr>
<tr>
<td>• With the Leadership Team and staff, research and evaluate possible change strategies for impact and “fit to district’s/school’s context (Sept-ongoing)</td>
</tr>
<tr>
<td>• Support the team in developing a communication system to ensure regular and meaningful communication with stakeholder groups (Sept-ongoing)</td>
</tr>
</tbody>
</table>
## PLAN FOR CHANGE
(October – January)

### Goals
Begin the work of completing the SMART Goals in the SWIP
- Provide PD and guide the development of SMART Goals based on multiple sources of data (Oct-Nov)

### Improvement Plan
Continue the work of completing the improvement plan in the SWIP
- Guide the prioritization of needs for greatest impact on student learning. Facilitate/co-facilitate priority-setting activities (Oct)
- Guide the development of intervention strategies to address priority needs (Nov-Dec)
- Guide the identification of resources and tasks needed for each intervention strategy (Nov-Dec)
- Support the identification of technical/adaptive challenges for the school year (Nov-Dec)
- Support development of a process for collecting evidence of implementation and impact (Dec)
- Provide training in the use of protocols for team building, collaboration and distributive leadership (Nov-ongoing)
- Identify professional development needs for the Leadership Team charged with designing and implementing the Improvement Plan (Dec-Jan)
- Guide district review process of Improvement Plan (Dec-Jan)
- **Superintendent/designee press the submit button in the SWIP (Jan)**

## UNDERTAKE CHANGE
(February – June)

### Implementation
- Offer guidance on identifying and prioritizing professional development needs for the staff (ongoing)
- Provide or arrange for professional development from peers, local experts, or other high quality providers (ongoing)
- Link the school to existing resources available in the community, region, and state (ongoing)
- Provide technical support in efficient implementation of action plans (ongoing)
- Communicate regularly with the leader and Leadership Team about plan activities, outcomes and anticipated impact (ongoing)
- Support the use of various media to communicate the district/school’s efforts to the wider community (ongoing)
- Carry out regular monitoring activities as defined in the plan to track progress toward intervention completion (ongoing)
- Meet regularly with the Leadership Team to document plan implementation in the SWIP Tool (ongoing)

### Evaluation
- Support the use of periodic assessments of student achievement and professional practice as defined in the improvement plan (ongoing)
- Provide examples and training in the use of instructional observation methods (ongoing)
- Continue to provide training in data analysis to assess plan effectiveness and regularly review new data and reassess (ongoing)
### MONITOR

- Monitor implementation and assess plan effectiveness (ongoing)
- Revisit and administer the Implementation Rubric for Leadership Teams (May)
- Revisit and administer the Team Trust Survey (May)
- Build and nurture relationships, rapport, and positive interactions with the leader and Leadership Team (ongoing)
- Monitor sustained attention to team norms and protocols (ongoing)
- **Celebrate successes each step of the way!** (ongoing)

### RECHARGE & SUSTAIN

- Conduct and complete the Exit Conversation with the district/school leader (May-June)
- Review and analyze new data
- Provide team members with information, including recent research on strategies to address improvement needs
- Support the Leadership team as they adjust and revise the improvement plan to address needed changes in either strategies or implementation processes
- Review and modify, as needed, protocols for evaluating strategies and processes
- Monitor implementation and impact of the revised/updated plan
Appendix C: Idaho Building Capacity Project Performance Agreement

The purpose of this agreement is to outline the reciprocal expectations among the District Leadership, Site Leadership, and Capacity Builder (CB), as sponsored and supported by the Idaho State Department of Education through the Idaho Building Capacity Project (IBC) necessary for all parties to achieve results.

Leadership Teams
- The CB actively engages a School Leadership Team that meets at least twice per month to focus on the work of improvement.
- The leadership team will complete the Implementation Rubric for Leadership Teams and the Team Trust Survey near the beginning and end of the school year.

Access to Data
The administration will provide the CB access to information vital for working with the site, including access to assessment data and the SWIP application.

Schedule
The site leader and CB will collaboratively decide upon a monthly schedule. The CB and site leader will commit to this schedule and will communicate unavoidable changes as soon as possible. This schedule will include:
- Weekly site visits that provide protected time and maximum opportunity to discuss current status of the schoolwide improvement plan (SWIP), goals, implementation, and next steps.
- Statewide Technical Assistance Team (STAT) collaborations (kickoff, check-ins, convenings, and SWIP final review).

Coaching, Technical Assistance, Professional Development, and Resources
Through coaching conversations the CB will focus on developing a professional relationship with the site leader, Leadership Team, and staff that provides opportunity for growth, successful implementation of the planned goals, and a deeper understanding and application of improvement processes and systems. The CB will provide support to create sustainable, collaborative systems that promote student achievement in these Five Foundational Focuses:
- Leadership
- Safe & Supportive Learning Environment
- Curriculum, Instruction, & Assessment
- Focused Professional Development
- Family & Community Engagement

Schoolwide Improvement Plans (SWIP)
Schoolwide Improvement Plans will be created collaboratively between site leaders, the leadership team, and CBs during site visits. SWIP components include:
- Leadership Team
- Comprehensive Needs Assessment
- SMART goals aligned to student achievement
- Evidence based interventions
- Budget (if applicable)
Idaho Building Capacity Project Performance Agreement Signature Page

Date: _____________________________

Attendees/Titles:

________________________________________  __________________________________
Capacity Builder Name                     Capacity Builder Signature

________________________________________  __________________________________
Principal Name                             Principal Signature

________________________________________  __________________________________
Superintendent Name                       Superintendent Signature
Appendix D: Entry Conversations

This is the first step in beginning to work with an IBC site. Entry conversations are an essential piece of effective consulting and sets the course for the work that is before you and the leadership team. Through the entry conversation the Capacity Builder can begin to determine the technical and adaptive challenges that the site faces. A successful or unsuccessful entry conversation can have a lasting impact on the relationship between the school leaders and the Capacity Builder. Attributes of a successful conversation:

1. Open Ended but focused on discovering the current state
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

| Introduction | 1. Can you tell me a little bit about your school?  
2. What are you most proud of?  
3. What are you most concerned about? What keeps you awake at night?  
4. What are the district and school initiatives that are a focus for this year? |
|--------------|--------------------------------------------------------------------------------|
| Assessment   | 1. What does your assessment system look like?  
□ Can you tell me about any universal screening, diagnostic, or common assessments used in your school?  
2. How are assessments results shared with staff, parents, students, and community? |
| Instruction  | 1. What is currently happening for your school’s core instruction in English language arts and math?  
2. What type of variance or consistency do you see throughout the school with core instruction in English language arts and math?  
3. What would you say are the strengths of instructional delivery in your school?  
□ What conversations or professional development have you had about good instruction? |
| Intervention | Capacity Builder 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  

| 1. | When you think about your struggling students, what does your intervention design look like?  
|    |   - How are students placed in intervention?  
|    |   - What kind of materials do you use?  
|    |   - When does intervention take place?  
|    |   - Who provides intervention?  
|    |   - What is the process for moving students out of interventions?  

| Leadership | Capacity Builder gently probes to examine **instructional leadership.**  
|------------|------------------------------------------------------------------|
|            | Involvement in collaborative meetings  
|            | Time in classrooms  
|            | Distributive leadership opportunities  

| 1. | Tell me about your leadership team.  
|    |   - Who is on it?  
|    |   - How often do you meet?  
|    |   - Who is responsible for the agenda?  
|    |   - What work has been done in the SWIP?  
| 2. | What other teams or standing committees do you have?  
|    |   - What is the purpose of each of these teams?  
| 3. | How often are you able to observe instruction?  

| Collaboration | Capacity Builder 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  

| 1. | When is there time set aside for regular collaboration for teachers?  
|    | 2. What is the expectation for how collaboration time is used?  
|    | 3. Which collaborative teams are working well and why?  

| Negotiated Work | Secure time on the calendar for regular visits  
|                | Secure a regular morning or afternoon debriefing for site visits  

| 1. | In twelve weeks, when you look back at the work we’ve done together, what would cause you to say, “Wow, we’ve come a long way?”  
|    | 2. What I heard you say today was... and that I can be most useful to you by...  

Adapted from information presented by Gary Whiteley and Lexi Domaradzki, January 2013.
Appendix E: Team Trust Survey

**HOW WELL DOES YOUR TEAM PRACTICE BEHAVIORS THAT BUILD TRUST?**

Take a few moments to evaluate.

**How to score:**

1. Almost never (AN)
2. Occasionally (O)
3. Some of the time (ST)
4. Frequently (F)
5. Almost always (AA)

<table>
<thead>
<tr>
<th>Question</th>
<th>1 AN</th>
<th>2 O</th>
<th>3 ST</th>
<th>4 F</th>
<th>5 AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do we keep agreements or renegotiate if we can’t?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do we have clear and explicit expectations regarding measurable goals for learning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do we act with mutually serving intentions without hidden agendas?</td>
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</tr>
<tr>
<td>4. Do we share classroom strategies and educational practices weekly/biweekly that are pertinent to increasing learning?</td>
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<tr>
<td>5. Do we speak our minds and tell the truth, even when others disagree?</td>
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<tr>
<td>6. Do we openly admit and take responsibility for the mistakes we have made?</td>
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<tr>
<td>7. Do we avoid gossiping or participating in unfair criticism about other people?</td>
<td></td>
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<tr>
<td>8. Do we have confidence in our abilities to keep up with the changing demands of our profession?</td>
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</tr>
<tr>
<td>9. Do we acknowledge the skills and abilities of others?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10. Do we help each other learn new skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up all your scores for the above questions to come up with your score of the team.

**Scoring**

The highest possible score is 50, and the lowest is 10. The higher the score, the greater you perceive your team practices trust-building behaviors and the likelihood the team has effective working relationships. How often your team practices trust-building behaviors:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 to 15</td>
<td>AN</td>
<td>Almost never. Create a goal to improve. There is serious room for improvement!</td>
</tr>
<tr>
<td>16 to 25</td>
<td>O</td>
<td>Occasionally, which damages trust within the team. Create a goal to improve.</td>
</tr>
<tr>
<td>26 to 35</td>
<td>ST</td>
<td>Some of the time, which does not build sustainable trust. Create a goal to improve.</td>
</tr>
<tr>
<td>36 to 45</td>
<td>F</td>
<td>Frequently and are most likely to have effective working relationships. Name what is working and replicate.</td>
</tr>
<tr>
<td>45 to 50</td>
<td>AA</td>
<td>Almost always and are probably viewed as a highly effective team. Keep up the good work! How can you teach others to develop trust in their team?</td>
</tr>
</tbody>
</table>

Appendix F: Team Trust Survey Compilation Sheet

FOR CB USE ONLY

SCHOOL NAME: ___________________________                       DATE ___________
NUMBER OF LEADERSHIP TEAM MEMBERS: ________________________
SUBMITTED BY: ___________________________

Capacity Builder administers the Team Trust Survey to members of the Leadership Team prior to Statewide Technical Assistance Team (STAT) Check-in #1. Each team member completes the survey independently and the Capacity Builder compiles the scores for each question and submit this compilation form to Regional Coordinator. See example below.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>1 AN</th>
<th>2 O</th>
<th>3 ST</th>
<th>4 F</th>
<th>5 AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Do we keep agreements or renegotiate if we can’t?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do we have clear and explicit expectations regarding measurable goals for learning?</td>
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<td>14. Do we share classroom strategies and educational practices weekly/biweekly that are pertinent to increasing learning?</td>
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<td></td>
</tr>
<tr>
<td>17. Do we avoid gossiping or participating in unfair criticism about other people?</td>
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<td></td>
</tr>
<tr>
<td>18. Do we have confidence in our abilities to keep up with the changing demands of our profession?</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19. Do we acknowledge the skills and abilities of others?</td>
<td></td>
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</tr>
<tr>
<td>20. Do we help each other learn new skills?</td>
<td></td>
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</tr>
</tbody>
</table>

CB should also complete the Team Trust Survey individually and submit along with the compilation sheet to the Regional Coordinator.
### Leadership Teams

<table>
<thead>
<tr>
<th>Concept</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprised of the right people and represents the school community</td>
<td>No leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community.</td>
<td>A school leadership team exists but is composed only of a limited number of administrators and/or instructional staff without intentional selection of the team members to reflect representation of the school community.</td>
<td>Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. The right people are in the right role. Duties and responsibilities change as tasks evolve. Team members clearly understand the role of the team. When appropriate, the team involves a wider range of stakeholders for relevant issues.</td>
<td></td>
</tr>
<tr>
<td>2. Meets Regularly</td>
<td>The leadership team does not meet.</td>
<td>The leadership team meets as needed. Meetings are rarely scheduled in advance.</td>
<td>The leadership team develops a year-long schedule and meets regularly (once or twice per month).</td>
<td>The leadership team develops a year-long schedule and meets regularly (a minimum of twice per month). The leadership team meetings are a valued part of the school’s culture and take place with or without the principal serving as the facilitator.</td>
</tr>
<tr>
<td>3. Establishes processes and protocols for team collaboration</td>
<td>A clear protocol for conducting business and processes for collaborative decision making do not exist.</td>
<td>School decisions are centrally controlled and distributed to the team with minimal evidence of collaborative decision making. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.</td>
<td>The leadership team has a clearly defined process for shared decision making and problem solving. There is some evidence of collaborative decision making. A protocol for conducting business and an organized framework exist to guide the work of the team.</td>
<td>The leadership team has flexible but clearly defined processes for shared decision making and problem solving. There is strong evidence that decisions are made collaboratively. Protocols and an organized framework for conducting business are consistently implemented. These processes keep the work of the leadership team focused and maximize the talents of the team members involved.</td>
</tr>
<tr>
<td>Concept</td>
<td>Not Evident</td>
<td>Emerging</td>
<td>Operational</td>
<td>Exemplary</td>
</tr>
<tr>
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</tr>
<tr>
<td>4. Is data-driven</td>
<td>There is little or no evidence of the use of data to guide and inform decision-making and problem-solving tasks. Data is rarely used to develop, implement, and monitor school improvement processes.</td>
<td>The school leadership team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.</td>
<td>The school leadership team gathers and analyzes a variety of data in a timely manner to make decisions, solve problems, and implement the school improvement process. The team uses diagnostic, process, and formative assessment data in addition to summative data.</td>
<td>The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.</td>
</tr>
<tr>
<td>5. Is engaged in the right work</td>
<td>Topics relate to management only with no clear purpose or vision for the team’s work. Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.</td>
<td>The team understands the vision and purpose of the leadership team. Topics extend beyond management issues to include student achievement, but tend to be unsystematic and without a clear focus.</td>
<td>The work of the leadership team aligns with its established purpose and vision. School leadership team meetings are centered on student achievement and continuous school improvement issues or initiatives.</td>
<td>The leadership team systematically focuses their work within the established purpose and vision. Members play an active role in implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team frequently reflects on their actions to ensure alignment to the purpose and vision and to ensure effective strategies and processes are in place. The team is open to modify actions, strategies, and processes as circumstances change.</td>
</tr>
<tr>
<td>6. Ensures a process of continuous improvement</td>
<td>There is little or no evidence of a systematic process for continuous improvement.</td>
<td>There is some evidence that improvement processes exist, but these process are random and do not intentionally target issues directly impacting student achievement or instructional practices.</td>
<td>Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions:</td>
<td>Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Where are we now?</td>
<td>● Where are we now?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Where are we going?</td>
<td>● Where are we going?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● How will we get there?</td>
<td>● How will we get there?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>These questions serve as a means to monitor the implementation of initiatives and evaluate their impact on student achievement and instructional effectiveness.</td>
<td>The school improvement cycle includes a fully operational school improvement plan, monitoring the implementation of initiatives, and using data to evaluate the impact of interventions. This cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.</td>
</tr>
<tr>
<td>Concept</td>
<td>Not Evident</td>
<td>Emerging</td>
<td>Operational</td>
<td>Exemplary</td>
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<tr>
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</tr>
<tr>
<td>7. Communication is effective and consistent</td>
<td>A system to ensure the flow of information and exchange of ideas does not exist.</td>
<td>A method for communication exists that allows for information to be effectively distributed out to stakeholders, but a process for two-way communication is not effectively implemented.</td>
<td>A process is in place that ensures communication is two way. Information and ideas reach classroom teachers. Likewise, teachers not on the leadership team engage in a process that allows for the exchange of ideas and input regarding important decisions.</td>
<td>The school community is aware of and engages in a process to exchange ideas and provide input to the leadership team. The leadership team actively seeks input and encourages multiple perspectives. The leadership team reviews and takes into account the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.</td>
</tr>
<tr>
<td>8. Develops the leadership skills of team members and builds leadership capacity</td>
<td>Team members rarely receive professional learning to build leadership skills or enhance personal growth. Efforts to build leadership capacity, within the school, do not exist.</td>
<td>Team members sporadically receive training to develop leadership skills, but topics are often isolated and not embedded in the work of the team. Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.</td>
<td>Team members are provided with and pursue professional learning opportunities to enhance their personal growth as a team member. Professional learning is ongoing and embedded in the work of the team. Leadership team members ensure the formation and training of a variety of schoolwide teams whose members perform essential tasks linked to the school vision and goals.</td>
<td>The leadership team exhibits a sense of collective responsibility and has the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The leadership team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of the staff members.</td>
</tr>
</tbody>
</table>
Appendix H: Implementation Rubric for Leadership Teams Compilation Sheet

FOR CB USE ONLY

SCHOOL NAME: __________________________________________ DATE: __________
NUMBER OF LEADERSHIP TEAM MEMBERS: __________________
SUBMITTED BY: __________________________________________

Capacity Builder administers the Implementation Rubric for Leadership Teams prior to State Technical Assistance Team (STAT) Check-in #1. Each team member completes the rubric independently. After a team discussion and consensus for each concept area is determined, the Capacity Builder records the score for each question.

<table>
<thead>
<tr>
<th>Leadership Teams</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprised of the right people and represents the school community</td>
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<td>2. Meets Regularly</td>
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<td>3. Establishes processes and protocols for team collaboration</td>
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<td>4. Is data-driven</td>
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<td>5. Is engaged in the right work</td>
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<td>6. Ensures a process of continuous improvement</td>
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<tr>
<td>7. Communication is effective and consistent</td>
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<td></td>
</tr>
<tr>
<td>8. Develops the leadership skills of team members and builds leadership capacity</td>
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</tr>
</tbody>
</table>

CB should also complete the Implementation Rubric for Leadership Teams individually and submit along with the compilation sheet to the Regional Coordinator.
Appendix I: Monthly Service Report

School:

District:

Capacity Builder:

SMART Goals:

Month:

Hours at the Site this Month (do not include travel time):

Action Steps:

Strengths, Celebrations, and Successes:

Challenges and Opportunities for Growth:

Next Steps:
Appendix J: Exit Conversation

DISTRICT/SCHOOL:  
CAPACITY BUILDER:  
DATE:  
PARTICIPANTS:  
YEARS IN THE PROJECT:  


What have been the greatest successes and celebrations for you, your leadership team, and school this year?

What have been the greatest challenges for you, your leadership team, and school this year? How did you and your team overcome these challenges?

What has been the value of the IBC project involvement in your district/school? In what ways has having a CB been helpful to you, your leadership team, and school?
To what degree do you think that you have been able to maximize on the resources and expertise offered as part of the IBC project? Knowing what you know now, in what ways do you think we could improve upon the services and support the IBC project offers?

Next steps

What plans are in place to assure sustainability of gains in student achievement? Leadership capacity? Continuous improvement?

If you don’t have a CB next school year, how will you maintain the momentum?

Do you have any feedback for me as your CB that would improve my work with future schools and districts?