



NC SIP Connect

Program Improvement & Professional Development

IN THIS ISSUE

NC SIP Road Trip

Burns Middle School:
Journey to Becoming
a PLC

Spotlighting Our
Demonstration Site

Meet Our
Regional Coaches

Who's Coaching
Coaches?

Let's Get Engaged

IDEAS

Professional Learning
Opportunities

Updates & Reminders

2020 Infographics

NC SIP Road Trip



We are excited to let you know about a new feature that will be included in our NC SIP Connect Newsletter! We always enjoy sharing the work of our NC SIP sites and giving you the opportunity to meet our Regional Coaches within our communication! This issue, we will begin recognizing the work of LEAs, schools, and/or individuals that are impacting educators and students that are non- NC State Improvement Project grant recipients!

If you know of LEAs, schools, and/or individuals, that are making an impact on educators and students aligned with the goals of the NC State Improvement Project, please contact your regional consultant. Maybe your suggestion will be featured in the next issue of NC SIP Connect!



Burns Middle School: Journey to Becoming a Model PLC School

Four years ago, Burns Middle School in Lawndale, North Carolina began to indirectly focus on a critical question: “What do we do if they don’t learn?” They began to integrate a system of interventions for students with academic skill deficits. In order to efficiently and effectively implement a multi-tiered system of support to address students’ academic, behavior, and social emotional needs (SEL), they strategically built a collaborative system into the culture of our school to ensure total school improvement. To achieve this, they worked to embed professional learning communities across campus to build a collaborative culture and collective responsibility with these three critical components of a PLC:

1. Focus on learning
2. Build a collaborative culture
3. Create a results orientation

Burns Middle School demonstrated growth mindset in this process by reaching out to become a Model PLC with All Things PLC. Their main goal of applying for this recognition was to receive feedback on their systems. They had no idea they would be designated, but the Evidence of Effectiveness Committee was highly impressed, and they were awarded this distinguished rare honor!

Burns Middle School is the first school in North or South Carolina to earn this recognition. They are one of only ~300 in the United States, only ~60 are middle schools and there are 25 international schools designated.

This designation is not only focused on results, but the systems in place to achieve the results. Burns Middle School has been recognized by Solution Tree for its sustained success in raising student achievement. The school’s successful implementation of the Professional

Learning Communities at Work™ process was a major contributing factor in the improved achievement of its students.

Their improved student outcomes over the last two years are a shining example of the commitment to the question they set out to answer: “What do we do if they do not learn?” As identified by state testing; Burns Middle School students exceeded growth and scored in top 15% and 10% the last two years of testing of all K-12 schools in NC!

Schools are recognized for this status based on strict criteria, including demonstration of a commitment to PLC concepts, implementation of these concepts for at least three years, and clear evidence of improved student learning over that period. Once measurable results can be seen, the school must explain its practices, structures, and culture and submit its application for consideration by the PLC Review Committee. According to the Champions of PLC at Work™, educators in the schools and districts selected for this recognition have shown “a sustained commitment to helping all of their students achieve at high levels.

Burns Middle School was willing to alter the structure and culture of their school to reflect deep ongoing, relentless commitment to reach all learners equally. We applaud them and congratulate them for achieving this very significant award!

Recognized model PLC schools are listed on allthingsplc.info, where they share implementation strategies, structures, and performance with other educators interested in improving their schools. Tools for team collaboration, articles and research about PLCs, blog posts, and other related resources are also available on the site.

Burns Middle School’s video was featured at the Office of Special Education Programs National State Personnel Development Grants Conference in October. It may be found here:

<https://www.youtube.com/watch?v=R2RX5XB8g4Y&feature=youtu.be>



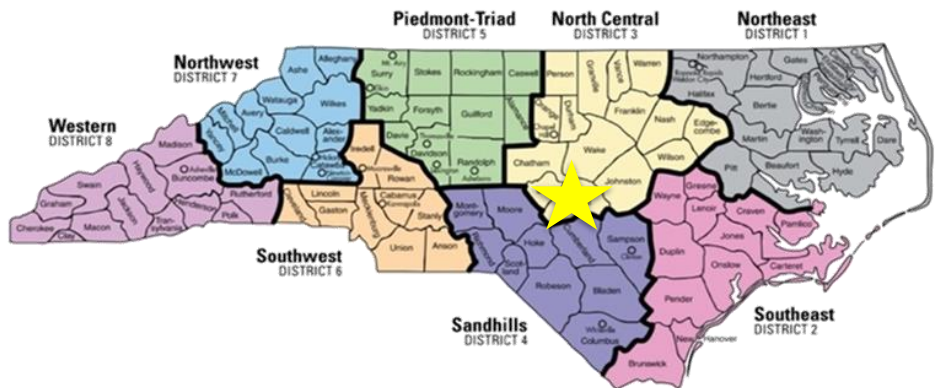
Spotlighting our Demonstration Site

Harnett County Schools’ Exceptional Children’s Department has been a part of NC SIP for many years. We have had various transitional changes throughout our time with NC SIP, but we have remained strong in working with the project. The guidance that NC SIP provides to our district allows us to make impactful decisions and is vital to helping us provide support to our teachers through meaningful professional development.

We have a very strong implementation team that meets regularly to discuss ways to support teachers and students in the areas of reading and math. Our EC Advisory Board has grown over the past few years to include twenty-two people that encompass a wide range of areas within our district. This group meets throughout the year to review our plan, discuss what we’ve accomplished, as well as advise and give different perspectives as we plan to further our efforts.

Harnett County has had an emphasis on providing professional development in the following areas within our NC SIP plan: All Leaders Understand, Support, and Collaborate to Provide Evidence-Based Instruction, Foundations of Mathematics (FoM), Reading Research to Classroom Practice (RRtCP), Co-Teaching, Adolescent Literacy, Evidence-Based Program Training/Coaching in Math and Reading. Currently, we have two trainers for RRtCP, two trainers for FoM, trainers for a variety of our evidence-based programs for reading and math, a co-teaching trainer, and a Regional Coach for FoM. We feel we are very blessed to have such a strong core group to help support our endeavors with our NC SIP plan.

Through our work in NC SIP, we have had the opportunity to network with so many wonderful educators across the state as well. The collaboration that we have had with other districts within NC has been amazing. NC SIP allows us a platform where our members can support and help others, and we in turn can receive that same support and help. It’s true teamwork at its best!



Our focus schools, Gentry Primary and Erwin Elementary, have combined into one location and continue to be the example location for our work within NC SIP. Over the past couple of years, we have added the feeder middle school, Coats Erwin Middle, as a focus site as well. At this time, we have all teachers trained in RRtCP at Erwin Elementary and Gentry and are working to get all trained in FoM. A good number of teachers from Coats Middle have been trained in both of these powerful professional developments as well. Through our work at these sites other schools have taken notice and have sent their teachers to obtain these trainings as well. Last year we were able to train over 60 teachers in RRtCP! We have seen special education and general education uniting and a common understanding that we serve ALL students is apparent.



Literacy Regional Coach

**Lea Anna
Fernandez**

1. What LEA do you serve? **Hoke County Schools**
2. What is your role in your LEA? **My title is the EC Academic/Autism/Extend Coordinators. I also serve as the NC SIP Coordinator and instructor for RRTCP and FoM**
3. Are you a reading or math regional coach? **I am a reading regional coach.**
4. How many years have you been involved with NC SIP? **I have been involved in NC SIP for six years.**
5. What is something in your professional development in coaching that has influenced you and how has it impacted your interactions with the support you provide to the NC SIP grant work? **One of the most important influences in my professional development for coaching has been developing more effective coaching skills, specifically the questioning and leading techniques. It is easy to walk into a coaching situation and simply try to tell the teacher/coach what you feel they need to do. It was a significant learning experience and change in my thinking to let teachers take the lead and use questioning techniques to help them identify their needs and improve their skills. I think it has made me a much more effective coach within my district as well as when working as a regional coach.**
6. What made you want to become a regional coach? **I truly believe in the Reading Research to Classroom Practice course and how it positively impacts teaching and student outcomes. The opportunity to support that more broadly was important to me. I also wanted the opportunity to develop my own skills further and grow as an educator.**
7. Can you provide us with a fun fact about you, a tidbit, or a hobby that is interesting? **Little known fun fact about me is that between my husband and I, we have eight children ranging in age from 29 down to 9, and one grandbaby who is 2. Six of them live at home with us right now.**



Math Regional Coach

Olia Storz

1. What LEA do you serve? **Anson County Schools**
2. What is your role in your LEA? **Math Instructional Coach**
3. Are you a reading or math regional coach? **Math Regional Coach**
4. How many years have you been involved with NC SIP? **9 years as a participant, trainer and Regional Coach since 2018**
5. What is something in your professional development in coaching that has influenced you and how has it impacted your interactions with the support you provide to the NC SIP grant work? **Each and every time I participate in professional development I learn so much from my fellow educators. Professional development should not be a solo activity, but collaborative at the heart. Building relationship is key in the coaching role, but structure and goal setting is imperative. Having a framework of improvement helps to facilitate the teacher's growth. The work of Dr. Marcia Rock especially resonates with me and has been invaluable during the uncertain times with remote teaching and learning.**
6. What made you want to become a regional coach? **I believe so strongly in the concepts and strategies from which Foundations of Math has been developed. I have seen first hand how developing teacher knowledge is instrumental in true systemic change regardless of school population. Moving to a new district and region, I saw with fresh eyes the need to support teachers through the quality courses offered by NC SIP. It was at this time, I wanted to broaden my involvement in the NC SIP grant by becoming a regional coach and helping to support our region in expanding the NC SIP influence.**
7. Can you provide us with a fun fact about you, a tidbit, or a hobby that is interesting? **I have 4 daughters – that's a lot of pink and bows through the years!**

Have an idea for the NC SIP Connect?

Share it on our survey and maybe you will see your suggestion in the next edition!

[NC SIP Connect Survey](#)

Who’s Coaching Coaches?

By: Laura Marsden, Western Region Literacy Consultant



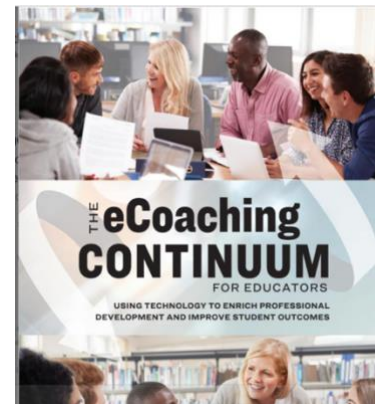
From top left- Laura Marsden, Carla Melton (Haywood), Renee Peoples (Swain), Elsa Iglesias (Buncombe), Kathee Jones (Jackson), Stacey Collins (Jackson), Michelle Alcorn (Rutherford), Cindy Malgadey (Buncombe), Kelli Rhoads (Jackson). Not pictured: Katrina Turbyfill (Swain), Amanda Sutton (Swain), and Ellen Girardi (IC Imagine Charter)

With a strong desire to coach and have positive impact on teaching, coaches from Western Region NC SIP sites came together for what started as a simple book study and evolved into a Coaching Community of Practice. A theme emerged quickly while engaging in our no-obligation book study: coaches in small districts are pretty isolated. In the best-case scenarios coaches are one of a small team of two or three or they are the only one for a district working to support instruction for an entire school system. As our small group discussed District Support and Peer Support from the text *Coaching Matters* (Killian, et.al. 2012, p. 94-95) someone said, “That’s us, we are coaching champions for one another!” Others affirmed this notion and agreed this team of professionals coming together with the expressed interest of growing in knowledge and skills regarding instructional coaching was a safe space for real and meaningful coaching of coaches. Killian (2012) states, “Coaches, like all educators, must continually improve their practice to better their results. Their ongoing learning includes a balance of formal professional learning and informal, peer-to-peer collaborative learning.” That is what this team has

committed to engage in as a Community of Practice. Many have started their learning journey as Dr. Rock (2019) describes as the Study of Theory and Practice, one element of four on the Coaching Continuum, through participating in the EC Division’s PIPD professional learning titled *Coaching Basics*. This Western Region Coaching Community of Practice will further engage in other elements of the Coaching Continuum as needs are expressed and connections are made. The group plans to connect participants with others for observation of best practice and possibly one-on-one coaching provided by one another, State Consultants or Regional Coaches. Through technology, the group meets virtually once a month to discuss a problem of practice and possible solutions while providing feedback and support. No longer feeling isolated, coaches in the Western Region have found a way to connect with others in similar roles in different districts across the region. By doing so they are truly championing opportunities to grow and support one another for increased outcomes of students with disabilities.

What are We Reading?

Western Region is not alone in the book study process. NC DPI’s EC Division and NC SIP Regional Coaches across the state are engaging in a book study of Dr. Marcia Rock’s *The eCoaching Continuum for Educators* (ASCD 2019). Regional Coaches have engaged in a number of professional development opportunities led by Dr. Rock. The book study is an extension of previous learning and will support efforts related to coaching *Reading Research to Classroom Practice* and *Foundations of Mathematics* instructors. All of this is grounding coaching efforts in current research with the goal of having an impact on outcomes for exceptional children across the state.





Let's Get Engaged!

As we have found in the last several months, it really does take a village to make an impact on a child's life. From teachers to parents to aunts, uncles, cousins, brothers, sisters, grandparents, and close friends, we have witnessed that the impact caregivers and teachers have on a child is tremendous. With this knowledge, all NC SIP sites will be embarking on implementing the Family Engagement Quality Indicators Checklist. Last year, our **Demonstration Sites** took the lead in utilizing this tool and identifying areas to continue to strengthen and grow. **Now we are ready for Networking and Best Practices sites to implement the checklist and begin to make stronger connections with families.**

Back in May, we recorded and shared a webinar to explain the tool and the resources we have included to assist schools with the implementation. If you are new to NC SIP or need a refresher on this tool, [this folder](#) includes the instructions, an At-A-Glance timeline, recording, and the checklist, as well as the hyperlinked checklist that has an abundance of strategies for each indicator. In

the video, you will find how to include the indicators your team selected to strengthen your Implementation Plan. If you have any questions on how to use this tool, please reach out to your regional consultant.

As we continue to place more intense focus on family engagement, our partner, ECAC, is planning to dedicate the whole month of November to spotlight opportunities and ways to strengthen the partnership between home, community, and school. Once again ECAC will be disseminating the Family Engagement Month Calendar of activities for families and schools including hyperlinks with additional resources. New this year will be a fact sheet for businesses with tips on how to support working family's involvement in their children's education. ECAC will facilitate and identify remote learning opportunities during Family Engagement Month for family and community stakeholders. Schools will be invited to showcase their innovative ideas and strategies that nurture and promote family engagement. Additional details will be forthcoming in October.

IDEAS!

A Different Kind of Distance Learning

MARCIA ROCK is one of the preeminent researchers on bug-in-ear coaching. In this method, an instructional coach watches a live video feed of a teacher's classroom and provides in-the-moment feedback via a wireless earpiece. The process, which is sometimes compared to a football coach communicating with a quarterback, is becoming increasingly feasible and popular thanks to ubiquitous videoconferencing and mobile technology. Rock spoke with *The Learning Professional* to share insights and advice based on her research. [Continue Reading](#)



Congratulations to Dr. Marcia Rock for being promoted to full professor at UNC-Greensboro!

The Virtual Days of Summer



- Exceptional Children Division ~First Ever~Virtual Summer Institutes 2020
- Courses were offered in three formats: Recorded, Live, and a Combination
- Offered throughout the month of July instead of just one week
- 25 Sessions offered from multiple divisions within DPI
- 1,614 people registered!
- Think you've missed out? There are courses still available online at the following link:

[2020 Summer Institutes Recorded Professional Development](#)

While CEUs and evaluation links may be mentioned at the end of the recording, the opportunity for obtaining these CEUs from DPI has expired.

Evidence-Based Program Collaboration

We had a very successful first session of collaboration in August for Language!, Letterland Intervention, and S.P.I.R.E. and the participants indicated they would like to see it continue. So, we have set up three more collaborative meetings for these programs. Check out the [NC SIP Events Calendar](#) on the specified date for registration information. The dates will be:



S.P.I.R.E. Monday, November 30 from 3:30 - 4:30

Letterland Intervention Tuesday, December 1 from 3:30 - 4:30

Language! 4th Ed. or Live Thursday, December 3 from 3:30 - 4:30

These are not trainings or times to get more information about the programs.

Instead, they are a time to share success stories and brainstorm solutions to barriers that teachers may be experiencing with virtual and face-to-face learning with the current safety precautions.

You will want to visit the [Supplemental Optional Remote Learning Resources for Students with Disabilities](#) as well. A link can also be found on the EC Division website. We look forward to continued collaboration.

**Spring Network Conference 2021 will be
held virtually on April 27-29!
Stay tuned for additional details!**

Updates & Reminders



Asheboro City Schools: How NC SIP Has Supported Their Initiatives

- Networking - not with just regional PSUs, but throughout the state
- Excellent resources with National Presenters!
- Systematic way to improve literacy & math instruction for all
- Providing resources to be able to provide evidence-based instruction for SWDs
- Ways to systematically address problem solving (Implementation Science)

NC SIP Coordinators Information for Coordinators - hyperlinked

~ ~ ~ ~ ~
Update NC SIP Site Information
NC SIP site (hyperlinked)

November 1

~ ~ ~ ~ ~
NC SIP Coordinator's Meeting
 Recorded Webinar

November 5

Watch your email for the link!

~ ~ ~ ~ ~

NC SIP - PRC 082 Expenditure Report									
Please see the instructions tab prior to completing the form.									
YEAR:		Mid-Year: <input type="checkbox"/>		End of Year: <input type="checkbox"/>					
LEA Name:	Remaining Funds:	\$0.00	Date:	Funds Spent:	\$0.00	Ind. Cost & Sales Ref.:	\$0.00		
Sub-Totals:	Ad. Literacy:	\$0.00	Literacy:	\$0.00	Math:	\$0.00	Leadership:	\$0.00	Other:
NC SIP Foundational Courses:									
Line:	Ad. Lit.	Literacy	Math	Coaching	Co-Teaching	Leadership	Other	Description	
A.								FoM, RRICP, Adolescent Literacy Overview	
B.								Travel Expenses	
C.								Materials to support the PD not to exceed 10% of funds	
Total Foundational PD Expenses per Category:		\$0.00	\$0.00	\$0.00				Grand Total: \$0.00	
Follow-up Professional Development and Conference Expenses:									
Line:	Ad. Lit.	Literacy	Math	Coaching	Co-Teaching	Leadership	Other	Description	
D.								Facility and Instructor Cost	
E.								Registrations	
F.								Travel Expenses	
G.								Fidelity Observations	
H.								Coaching	
I.								Materials to support the PD not to exceed 10% of funds	
Total Follow-up PD and Conference Expenses:		\$0.00	\$0.00	\$0.00	\$0.00			Grand Total: \$0.00	

New Categories Added


~ PRC 082 Expenditure Report ~

With the addition of the new categories of coaching, co-teaching, and leadership being added to the report, we are hopeful that it will be even easier to determine where to enter funds and indicate clearly where funds are being spent. Stay tuned...more details to follow at the NC SIP Coordinator's recorded webinar.

NC SIP Sites' 2020 Infographics!

Arapahoe Charter School


Year 1 NCSIP




RRtCP

During the 2018-2019 school year, 2 exceptional children's teachers and 8 classroom teachers completed the Reading Research to Classroom Practice course.

During the 2019-2020 school year, ACS's first year as a NCSIP partner, 4 more exceptional children's teachers and 5 more classroom teachers are completing RRtCP. One staff member is also going through level 2 RRtCP to become an instructor.





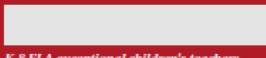
85%

of K-8 ELA teachers will have completed RRtCP by the end of the 2019-2020 school year.

The other 15% of K-8 ELA teachers will complete RRtCP in the 2020-2021 school year.

How much is enough?

By the end of the 2019-2020 school year, 100% of K-8 ELA exceptional children's teachers will have completed RRtCP.



K-8 ELA exceptional children's teachers

Moving Forward

ACS's 2020-2021 SIP Plan will shift focus to Foundations of Math.

Over the next two school years, we plan to send all K-8 exceptional children's teachers and classroom teachers to Foundations of Math and to grow at least one instructor on site.


Arapahoe Charter School At A Glance

ACS is a K-12 free public regional school of choice located in Arapahoe, NC. We are a teacher, parent, community directed school – all of which are involved in the governance of the school and share the responsibility to provide an exceptional educational environment for our students.


Our Board of Directors includes three staff members, three members of the community and three parent representatives creating individualized instruction and a family atmosphere that is unique among Pamlico County Schools. Of the 550 students we now serve, over one-half come from outside Pamlico County, covering four counties.

ACS is a K-12 school with a 13-1 teacher-student ratio, housed in a newly expanded campus – two wings for K-8 classrooms, administrative offices and a modern cafeteria. A third wing is planned to house state of the art science labs, art labs, modern cafeteria. This new facility connects to the existing gymnasium.


Desired Outcomes by Fall 2020



All Leaders
2 administrators and 2 teachers will be instructed in the usage of the All Leaders Hexagon Tool.



RRtCP
All K-8 ELA teachers will participate in Reading Research to Classroom Practice.



Adolescent Literacy
A team will be sent to Adolescent Literacy to create a plan to be implemented during 2020-2021 school year.

Our History

Arapahoe Charter School opened its doors in 1997, relying on modular facilities to create a learning environment that offers the kind of individualized instruction and family atmosphere that is unique among Pamlico County Schools. Enrollment has doubled in the twenty years since its creation, in part because its academic excellence and supportive learning environment have attracted students beyond Pamlico County.

<https://www.arapahoecharter.org>

DAVIE COUNTY SCHOOLS

NORTH CAROLINA SCHOOL IMPROVEMENT PROGRAM NETWORK SITE SPRING 2020


READING RESEARCH TO CLASSROOM PRACTICE

Here, in Davie County, we are growing capacity by training all teachers in Reading Research. Our special education teachers use a variety of evidence-based programs, including:

- Hill Rap
- Corrective Reading
- LetterLand
- Fusion


2019-2020

READING RESEARCH ACCOMPLISHMENTS



- June 2019 Session Complete
- December/January 2019-2020 Session Complete
- 2 Current In-County Instructors
- Developing 3 Additional In-County Instructors
- Family Engagement Night Sharing of Resources

FOUNDATIONS OF MATH



Our focus with Foundations of Math has currently been with training special education teachers. Evidence-based programs used:

- NumberWorlds
- TransMath

2019-2020

FOUNDATIONS OF MATH ACCOMPLISHMENTS


- October 2019 Session Complete
- Developing 2 In-County Instructors
- Family Engagement Night Sharing of Resources with Families

CO-TEACHING

Davie County is working to increase understanding, knowledge, and best practices of co-teaching in our middle and high schools.

2019-2020

CO-TEACHING ACCOMPLISHMENTS



- High School Team sent to NC SIP Co-Teaching Training in Thomasville
- Co-Teaching Best Practices Training Provided to all middle and high school co-teaching teams
- NC SIP Coordinator Developed a Co-Teaching Walk-Through Feedback Form

