



OFFICE OF THE STATE SUPERINTENDENT

North Carolina Department of Public Instruction

Operation Polaris 2.0: District and Regional Support

*A Different Approach to How NC DPI Supports All Schools
with an Equity Lens on Low Performing Schools*

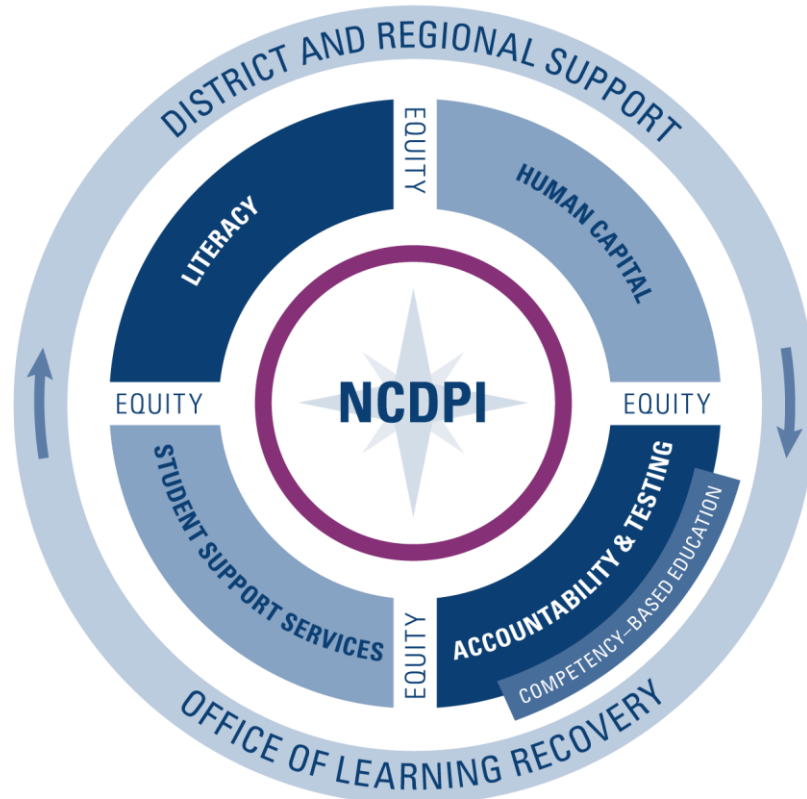
OPERATION POLARIS 2.0

Navigating Students Toward a Brighter Future



NORTH STAR:

Every student deserves a highly qualified, excellent teacher in every classroom.



What's New in 2.0?

- We provide updates to 1.0:
 - Smart Goals
 - Metrics
 - Action Items
- We outline ***new***
- Smart Goals
 - Metrics
 - Action Items
- Created a ***New*** “Next Steps” section

[Operation Polaris | NC DPI](#)

Operation Polaris 2.0 Priorities



Human Capital



District and Regional Support



Accountability and Testing



Student Support Services



Literacy



Office of Learning Recovery and Acceleration



Competency-Based Education



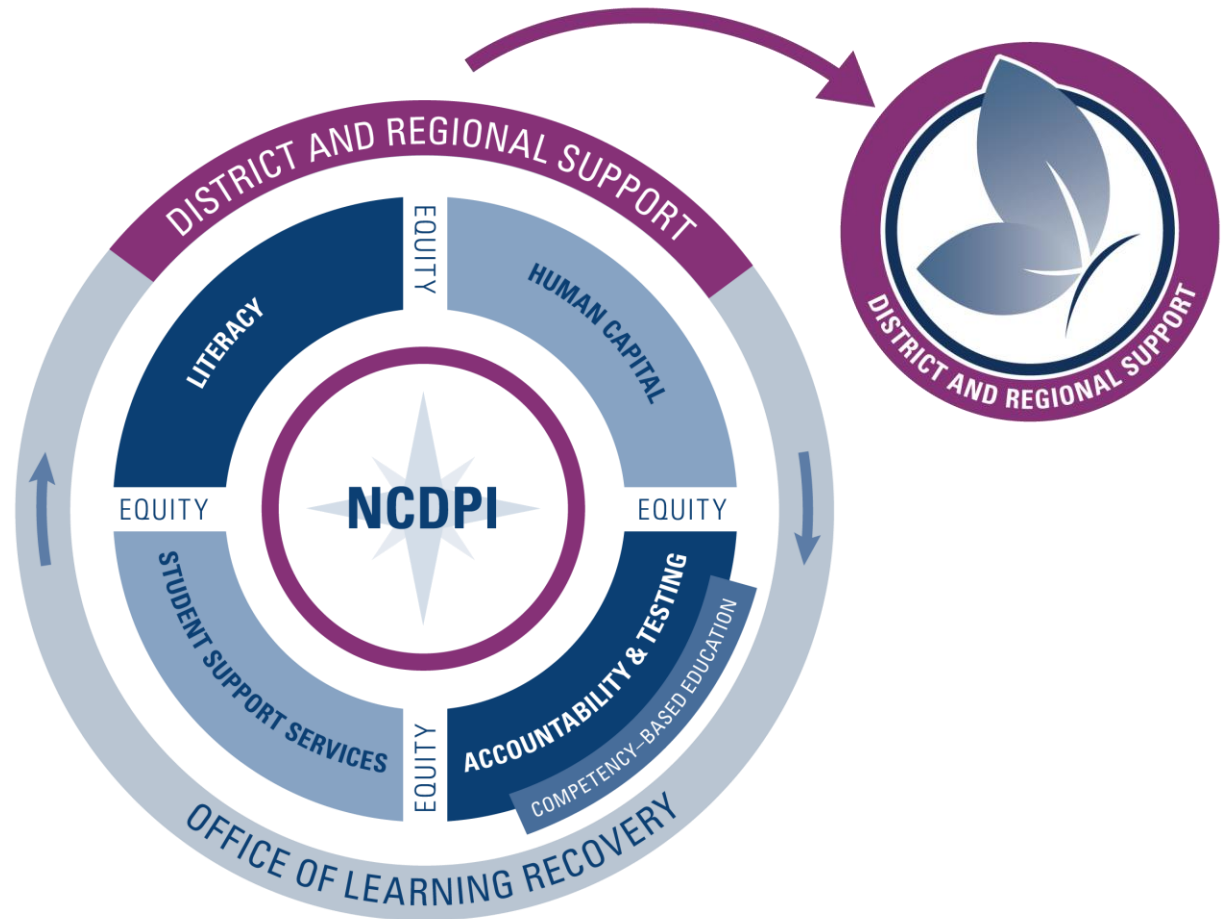
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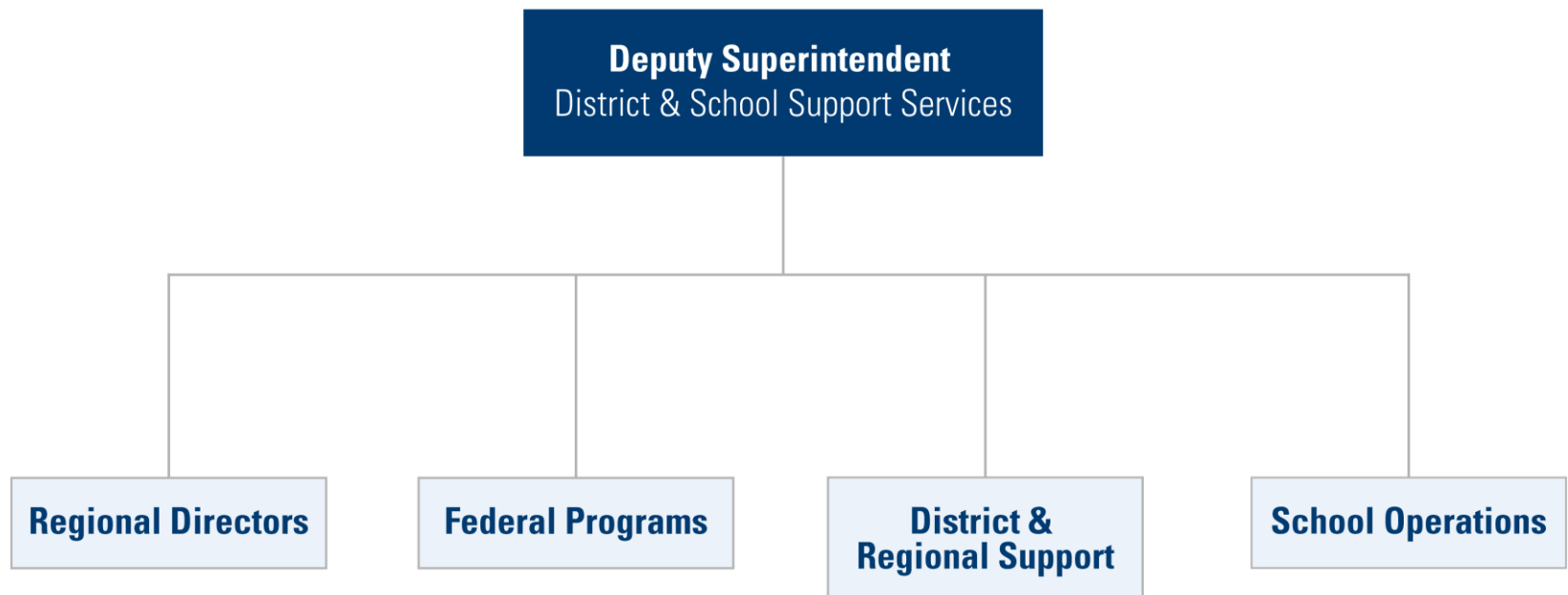
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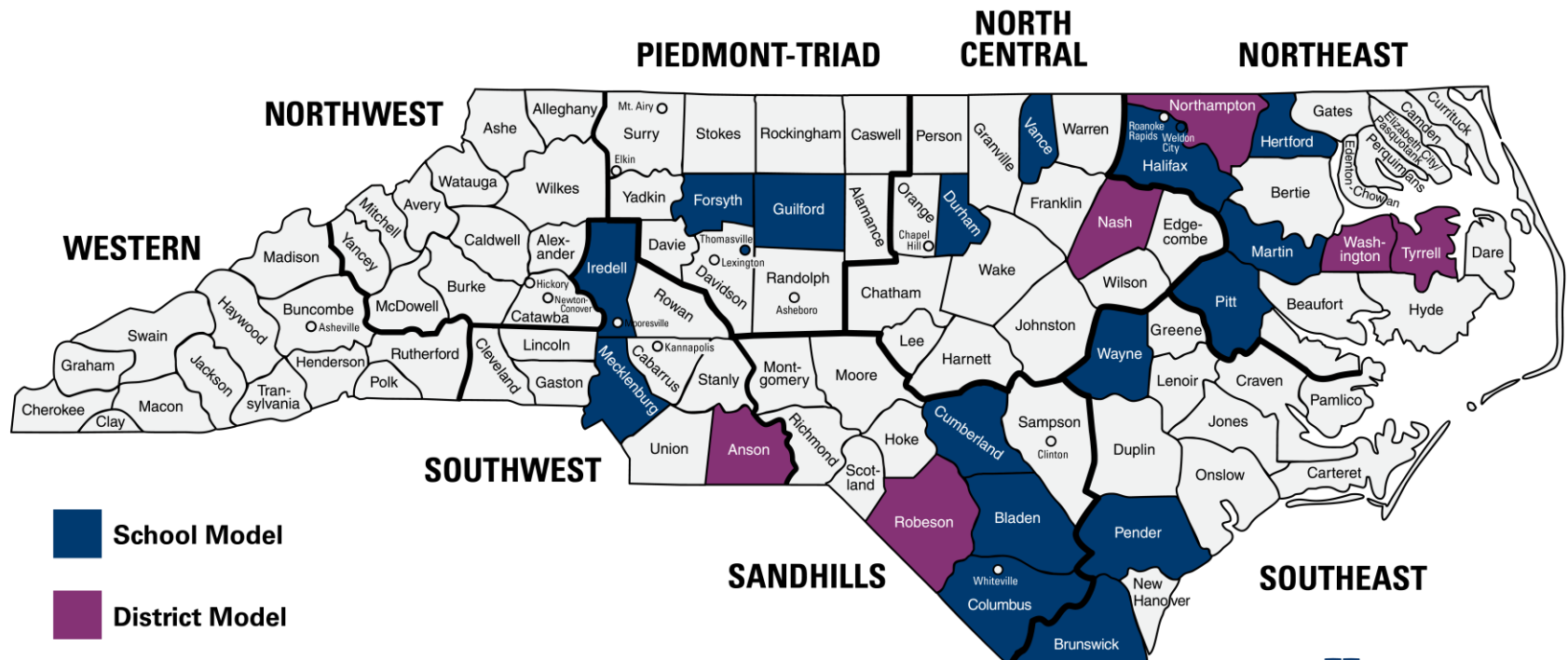
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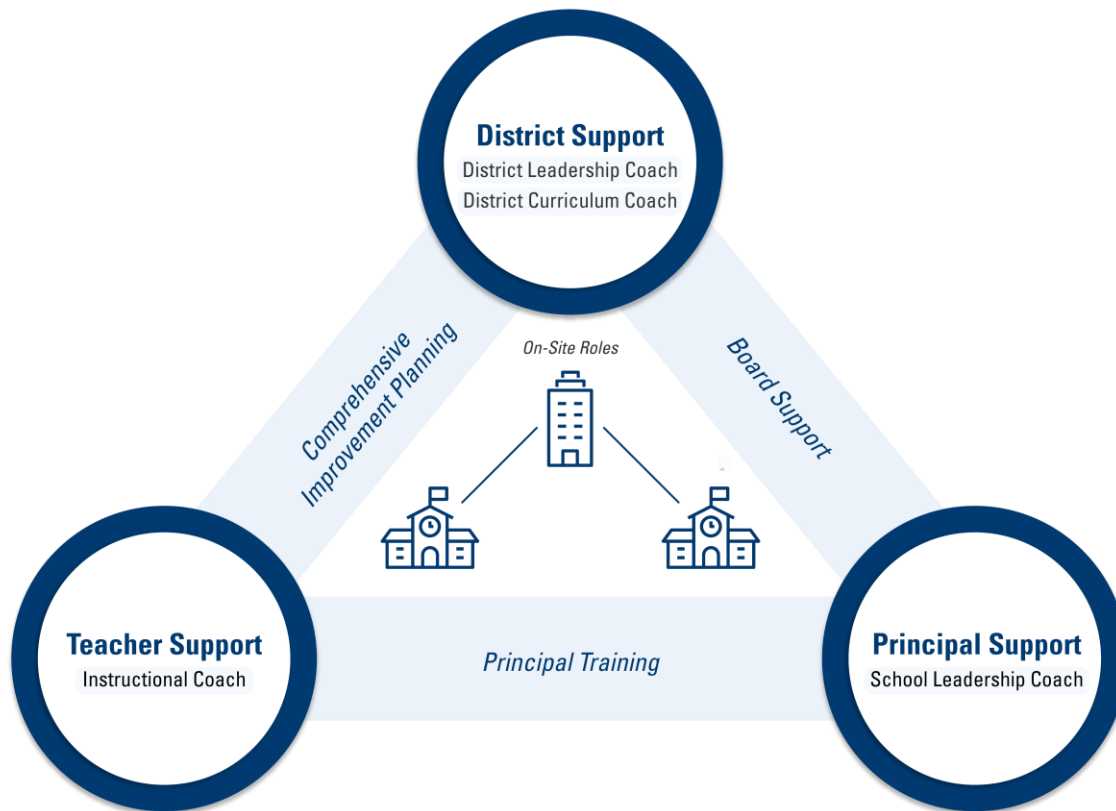
Current Structure



2021-22 Coaching Support



CARES Model Support Structure



- Highest Level of Support
- Formal Partnership
- Differentiated Support based on Needs
- Data Driven
- Comprehensive School Improvement
- \$12M investment/ESSER

Success Criteria

State
Accountability

Improvement
Metrics



Support for 150 Restart Schools

1 Reform Model Lead & 4 Comprehensive Support Specialists



Monitor

- Review & Provide Feedback on Restart Annual Report
- Review & Provide Feedback on Comprehensive Plan (SIP)
- Monitor school's progress in Academic Gain for Continued Authorization
- Provide required partnership support if Not on Track to reach Academic Gain (25 schools)



Support

- Orientation for Schools & Districts
- Professional Learning Opportunities
 - Monthly PLN, NCStar/School Improvement Sessions, Leading & Learning Visits
- Regular Communication to offer ongoing Coaching & Assistance on using flexibility for improvement
 - Flexibility Planning & Reporting, School Improvement Planning
- District Support to establish guidelines & systems of support for implementation



Comprehensive and Targeted School Support Services (Federal Programs)

- Supporting 105 Comprehensive Support and Improvement Schools (CSI - LP & LG),
- 35 Innovative Partnership Grant (IPG) Recipients
- 891 Targeted Support and Improvement Schools (TSI-AT)
- 1,039 Targeted Support and Improvement Schools (TSI-CU)
- \$34M investment





Support for Principals



Assistant Principal Accelerator Program (AP Accelerator)

- Program that identifies promising assistant principals and provides training, support, mentor/coaching to accelerate their readiness for the rigorous demands of the principalship
- Goal of bridging the divide between highly qualified and highly effective
- 21 of 25 APs in Cohort have been placed as principals in Title 1 schools; 9 are in LP schools
- We have expanded the number of seats from 25 to 48 (start date 1/19/23)
- Total investment = \$510K



Enhanced Partnership with NCPAPA

- DPI continues to support the principals currently participating in 3 other programs:
 - Distinguished Leadership in Practice (DLP) serves 68 principals
 - Future Ready Leadership (for APs) serves 69 principals
 - Practitioner's Network serves 151 new principals
- This network and PD engages 282 site-based school leaders every year
- Total investment of \$300K



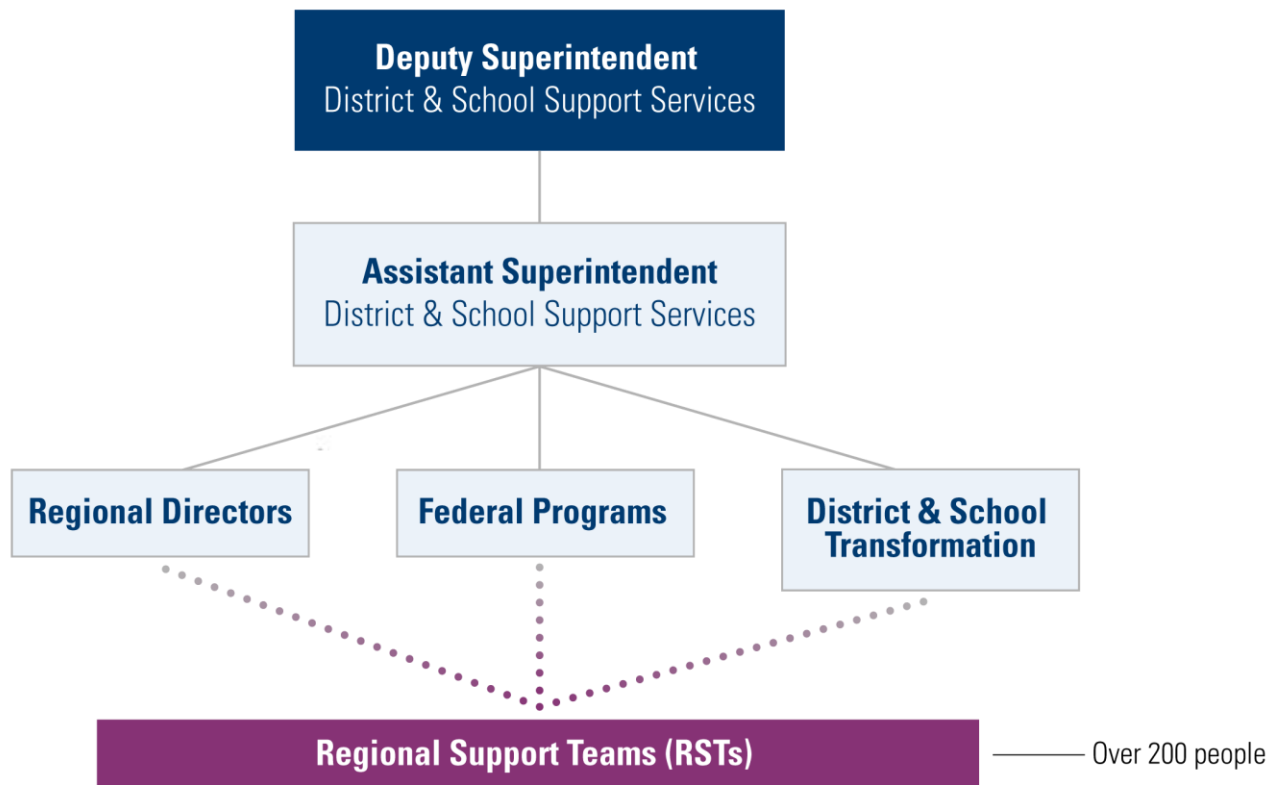
NC Instructional Leadership Academy (NCILA)

- 1,500 district and school leaders from 60 districts and 13 charters
- 337/426 schools served are LP
- Observation & Feedback
- Leading an Equity-Centered Student Culture
- Deconstructing Standards
- Data Meetings
- Planning Meetings
- \$10M ESSER investment





Regional Support Teams: Components



Regional Support Teams (RSTs)

Academic Support

EC
OEL
CTE

Digital Teaching & Learning
Office of Virtual Instruction

IABS/MTSS

Regional Educator Facilitators

Educator Support Services

Licensure

School Safety Specialists

Operational Support

School Nutrition
Transportation
Accountability



Office of District & Regional Support (DRS)



Vision: Theory of Change



We will improve outcomes for all students through a **coordinated system of field supports** that are centrally located at NCDPI but deployed through regional teams nimble enough to meet the needs of individual schools.

Mission



Identify, customize, and mobilize department resources to support the work of local districts in achieving positive outcomes for all students, particularly those in low-performing schools.

Regional Support Team: Characteristics



Have over-arching,
aligned goals



Have a culture & mindset
of collective impact



Clear reporting structure
that reinforces collaboration
across silos & ensures
efficiency of supports





What These Teams Do

- Use a **common language** to communicate with district educators and leaders
- Leverage **common data and a shared approach** to using the data to drive change and align resources to needs
- Enable **professional development**
- Establish and **adhere to protocols that prioritize students**





Regional Directors: *Liaise and Align*

- Provide **oversight & management** of RST work with other agency staff
- **Maintain communications** with local district leaders
- Ensure continuous improvement efforts are **centered around evidence-based practices**
- **Support districts' and schools'** strategic planning processes
- Facilitate **ongoing data analysis** and data-informed decision-making



Comprehensive & Targeted School Support: *Guide and Consult*



- **Administer** federal school improvement grant funds
- **Guide** the school improvement process through consultation for schools with a federal school improvement status (CSI and TSI)
- **Monitor** NCStar school improvement plans and offer coaching and feedback to ensure continuous improvement for select CSI and TSI schools
- **Offer** technical assistance with strategically braided local, state, and federal resources
- **Provide** high-impact professional development based on school and student needs
- **Facilitate** a community of practice for school leaders within CSI and TSI designated schools
- **Collect** and aggregate school and district level data for federal reporting



District and School Transformation: *Diagnose and Support*



- **Provide** comprehensive needs assessments and diagnostic services
- **Assist** districts and schools in their school improvement plan submissions
- **Deliver** strategic reform services (Restart)
- **Support** low-performing schools with leadership and instructional coaching
- **Implement** school turnaround models with CARES schools
- **Build** capacity in districts through targeted PD (NC ILA)
- **Facilitate** ongoing data analysis





Low-Performing Schools: an Equity Lens

- Coaching for LP schools must begin with principals
- “Instructional coaching is a reality in many schools today, yet administrators often lack experience or background on how to utilize this professional development model effectively.” (Johnson, 2016)
- “Given these problems, we propose two recommendations for creating the organizational contexts in schools that might improve the implementation of coaching programs. First, and most importantly, we suggest that districts and/or program designers assess principals’ readiness for change in advance of committing coaching resources to achieve particular instructional goals.” (Matsumura and Wang, 2014)



Legislative Agenda

- \$10M for professional development that can be targeted to the specific needs of schools and districts through NCCAT
- \$2M for seventeen principal coaches to serve 51 LP-designated schools not currently served
- \$4.5M unobligated ESSER III funds for immediate hiring of principal coaching and teacher PD