

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: 2007 - 2008**

NCLB Goals (Check all that apply)	State Goals (Check all that apply)	Absolute Priorities (Check all that apply)
<input checked="" type="checkbox"/> All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-14. <input checked="" type="checkbox"/> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. <input checked="" type="checkbox"/> By 2005-2006, all students will be taught by highly qualified teachers. <input checked="" type="checkbox"/> All students will be educated in learning environments that are safe, drug free, and conducive to learning. <input checked="" type="checkbox"/> All students will graduate from high school.	<input checked="" type="checkbox"/> High student performance <input checked="" type="checkbox"/> Safe, orderly, and caring schools <input checked="" type="checkbox"/> Quality teachers, administrators, and staff <input checked="" type="checkbox"/> Strong family, community, and business support <input checked="" type="checkbox"/> Effective and efficient operations	<input checked="" type="checkbox"/> Focus on states <input checked="" type="checkbox"/> Crosscutting expertise <input checked="" type="checkbox"/> Assess the improvement needs of districts and schools and assist in developing solutions to address those needs <input checked="" type="checkbox"/> Build and sustain systemic support for district and school improvement efforts to close existing achievement gaps, adopt proven practices to improve instruction and achievement outcomes, and improve the tools and systems for school improvement and accountability for achievement outcomes <input checked="" type="checkbox"/> Knowledge and expertise <input checked="" type="checkbox"/> Coordination and cooperation

Approved by

Director's Signature/Date

SEA Official/Date

State Liaison/Date

ARCC Evaluator/Date

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

State: NC **Project Title:** Teacher Leaders for Systemic Change in Science Education in NC **Project Number:** NC01

NCLB Area: State System of Support. State education agencies will create and sustain statewide systems of support and technical assistance for districts and schools identified as in need of improvement. School support teams, assistance from distinguished educators, and other ongoing and coordinated approaches will be employed to support districts and schools.

Vision for state capacity: By 2010, the North Carolina Department of Public Instruction will implement a statewide science initiative focusing on teacher leadership for systemic change in science instruction. This project will model and support the ongoing collaboration between special education and regular educators with the intent of creating diversified leadership.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
Capacity Building	State accurately assesses the improvement needs of its districts and schools	Year 1			
	State develops solutions to address those needs	Year 2			
	State builds and sustains systemic support for district and school improvement efforts		Year 3		
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: The foundational work of this project focused on designing a plan to enhance the collaboration between SEA regular and special educators, eventually becoming a model for collaboration between these two groups.

Year 2 description: The focus of Year 2 was centered on researching and compiling a list of resources for both regular and special educators. ARCC facilitated SEA efforts to connect existing science initiative with curriculum and reform units.

Year 3 description: In Year 3, the work will focus on assisting SEA to develop and support teacher leadership for systemic change in science instruction. Support will be offered to facilitate ongoing collaboration between regular and special educators, diversifying leadership in the science initiative.

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

PROJECT NARRATIVE

Project Title: Teacher Leaders for Systemic Change in Science Education in NC
Project Number: NC01

All state projects are designed to increase the capacity of the SEA and must meet one or more each of the NCLB Goals, State Goals, and Absolute Priorities.

Context and current status of the state work	<p>Over the previous 2 years, the SEA has focused on improving collaboration between special educators and regular educators. To ensure inclusive and quality education for all students by encouraging collaboration across core academic divisions, the SEA sought to model strategies that provided the following:</p> <ol style="list-style-type: none"> 1. guidelines for transforming local school systems to “learning for all” organizations 2. a focus on leadership and technical assistance activities of state, regional, and local education agencies <p>Science was selected as a content topic for focus, given its increasing NCLB and global significance. Discussions across the Office of Curriculum and School Reform Services resulted in the selection of the science leaders project as an initiative for intensive collaboration. Special educators are key members of the core curriculum team and will be actively involved in the development of the project.</p>
Rationale for the current project	<p>This project builds on efforts to improve collaboration between special educators and regular educators by focusing on a key content area. Science is moreover a significant focus because states must develop, by the 2007–2008 academic year, science assessments to be administered at least once in each of three grade spans: 3-5; 6-9; and 10-12. Involving science consultants and special education leaders at the SEA level will enhance SEA capacity to assist divisions with the implementation of a content initiative that models collaboration in identifying evidence-based instructional strategies for science that are effective with all students at the elementary, middle, and secondary levels.</p>

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

Project Title: Teacher Leaders for Systemic Change in Science Education in NC

Project Goal: To build SEA capacity to support teacher leadership for systemic change

Integration with previous and projected projects: Continuation of *Project 1 Collaboration Between SEA Regular and Special Educators*

Project Number: NC01

Project Area: Assessment & Accountability Teacher Quality State System of Support Instructional Improvement Parent Involvement

Focus area or category: Reading Math Science Technology All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
1. Assist the Curriculum and Reform Division in the development and implementation of a science initiative that focuses on teacher leadership for systemic change	1.1. Organize and review the progress of the science initiative	July 15 – August 30, 2007	Project Leadership meets with key directors in the SEA.	Science Consultants, ARCC staff and partners	SEA provides leadership for the project.	Staff works across units to organize, develop, and implement the project (i.e., staff from ELL, Exceptional Children, and Instructional Technology).	Evidence that K-12 teachers understand and use the units effectively with all students	Vertical alignment within the K-12 science program by April 30, 2008
	1.2. Develop a protocol for evaluation of science units	September 1, 2007 – June 30, 2008	Districts/schools selected for pilot.	John Putnam John Ross	ARCC offers resources and expertise as needed.			
	1.3. Conduct a 3-day training for select teachers on the importance of fidelity to the units.	September 15, 2007 – April 30, 2008	Plan for implementing professional development is developed by October 15, 2007					
	1.4. Use the results of the pilot to finalize the units from phase one and begin the development of phase two units.	February 29, 2008						
	1.5. Develop a plan to scale up the field-tested units	May 30, 2008						
	1.6. Offer ongoing professional development that is research-based with long-term support	June 16-30, 2008						
							Science units that include strategies to address diverse learners	Teacher leaders who are competent in providing leadership for diverse schools and students by April 30, 2008
							Teacher leaders actively applying knowledge and skills acquired from professional development	Increase in student interest in science by April 30, 2008
								Increase in teachers' use of inquiry-based lessons by April 30, 2008

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

State: NC **Project Title:** Using Formative Assessment Data to Change Instructional Planning and Practices **Project Number:** NC02

NCLB Area: Assessment and Accountability. States will assess student performance in reading/language arts and mathematics in Grades 3-8 and at least once in Grades 10-12 each year. By the 2007–2008 academic year, states must also develop science assessments, to be administered at least once in each of three grade spans: 3-5; 6-9; and 10-12. States will develop plans to close the achievement gap and ensure that all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not achieve Adequate Yearly Progress (AYP) must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not achieving AYP targets after five consecutive years, make dramatic changes to school operations.

Vision for state capacity: By 2010, the North Carolina Department of Public Instruction will have in place a formative assessment plan that will help educators understand and use state accountability data to inform effective instruction.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
Capacity Building	State accurately assesses the improvement needs of its districts and schools	Year 3			
	State develops solutions to address those needs				
	State builds and sustains systemic support for district and school improvement efforts				
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: Project not in year 1 plan.

Year 2 description: Project not in year 2 plan.

Year 3 descriptions: The foundational work of this project will focus on using data as a formative assessment diagnostic tool that can be used to inform efforts to improve instruction.

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

PROJECT NARRATIVE

**Project Title: Using Data to Change Instructional Planning and Practices
Project Number: NC02**

All state projects are designed to increase the capacity of the SEA and must meet one or more each of the NCLB Goals, State Goals, and Absolute Priorities.

Context and current status of the state work	Improving teaching and learning continues to be a high priority for the SEA. The SEA has worked on a number of projects on large-scale assessment and an initiative with CCSSO. The project proposed here on formative assessment will expand the capacity of selected SEA staff to understand the purposes of, and identify or design, high-quality formative assessments, and to in turn offer support to LEAs as they implement formative assessments as a tool for improving instruction.
Rationale for the current project	The current project will enhance SEA capacity through a collaborative process involving a team of staff from across content areas from secondary and elementary levels. The project will include high-quality technical assistance and planning sessions for the establishment of a small-scale project on formative assessment. The project will focus on assisting SEA staff to understand the uses of formative assessments, identify or design formative assessments to improve instruction, and then disseminate information about the uses and design of formative assessment to LEAs and schools. SEA staff will work with the ARCC and consultants to design and implement this formative assessment initiative.

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

Project Title: Using Data to Change Instructional Planning and Practices

Project Goal: To build SEA capacity to support and inform LEAs and schools about how to identify, design, and use assessment during instruction to improve learning for all students (subgroups).

Integration with previous and projected projects: Proposed regional project on formative assessment will support and extend the efforts of SEA project

Project Number: NC02

Project Area: Assessment & Accountability Teacher Quality State System of Support Instructional Improvement Parent Involvement

Focus area or category: Reading Math Science Technology All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
2. Design a professional plan that will help educators use assessment data to make informed decisions about teaching and learning.	2.1. Organize and facilitate the establishment of a committee for the project.	July 15 – July 30, 2007	An assessment committee is established by August 1, 2007	SEA Leadership Team, ARCC staff and partners	The SEA staff will be instrumental in identifying or developing formative assessments. SEA staff will identify districts/schools for the pilot initiative. SEA staff will be major leaders for the Formative Assessment Project (FAP). ARCC will provide leadership as needed, provide consultants, and opportunities for professional development.	This project builds the capacity of the SEA through providing opportunities for them to learn as they lead the FAP.	Guidance documents or PD Plan for LEAs and schools drafted by June 30, 2008	Evidence that SEA staff understand the purposes of formative assessment
	2.2. Identify a focus for the project based on data from core assessments.	July – September 2007	Review SEA’s participation in CCSSO assessment initiatives and others as appropriate by October 15, 2007.					
	2.3. Coordinate and advise committee members as they develop or identify formative assessments in each content area.	October – December 2007	Formative assessments identified or developed in each content area by end of December 2007					
	2.4. Coordinate and advise committee as they pilot such assessments, analyze data, and refine assessments.	January – March 2008	Formative assessments refined by end of March 2008					
	2.5. Coordinate the translation of the pilot process into guidance, or a PD Plan, to support LEA and school use of formative assessments.	April – June 30, 2008	Guidance or PD Plan on formative assessment drafted by June 30, 2008					
							Plans for scaling the initiative to various units within the SEA by April 30, 2008	Evidence that SEA staff are able to assist LEAs and schools identify or develop formative assessments Evidence of SEA staff leadership in the implementation of this project

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

State: NC **Migrant Education Service Delivery Plan** **Project Number:** NC03

NCLB Area: Instructional Improvement. To achieve Adequate Yearly Progress (AYP) for all student subgroups, instruction must be of high quality. States will assist districts and schools in learning to identify and implement effective, research-based instructional strategies.

Vision for state capacity: By 2010 the North Carolina Department of Public Instruction will have a service delivery plan for migrant families and students that impacts the application process, program evaluation, and monitoring mechanisms.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
Capacity Building	State accurately assesses the improvement needs of its districts and schools	Year 1			
	State develops solutions to address those needs		Year 2		
	State builds and sustains systemic support for district and school improvement efforts			Year 3	
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: The project foundational work centered on using the Comprehensive Needs Assessment (CNA) Framework to determine the needs and concerns of migrant students and families, and validate data from the CNA.

Year 2 description: Furthering the data validation activities conducted during Year 1, this project centered on additional data collection and the conduct of deeper data analyses. A collection plan that allows new and exiting data to be reviewed and summarized was established.

Year 3 description: Building on the efforts of Years 1 and 2, this project will focus on using the data gathered to implement a service delivery plan that will impact how migrant education funds are allocated, what data will be collected, and how migrant education programs will be monitored for effectiveness. These data will also be used to guide decisions about technical assistance and professional development for teachers, thereby building their capacity to better serve the migrant population.

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Project Year: July 1, 2007 through June 30, 2008**

PROJECT NARRATIVE

**Project Title: Migrant Education Service Delivery Plan
Project Number: NC03**

All state projects are designed to increase the capacity of the SEA and must meet one or more each of the NCLB Goals, State Goals, and Absolute Priorities.

Context and current status of the state work	During the 2006–2007 year, the SEA completed the Comprehensive Needs Assessment (CNA) process in an effort to validate data on the needs of migrant students and their families. Data results will be used to better understand the profile of the migrant population, and findings from the CNA process will be used to guide the state’s service delivery plan.
Rationale for the current project	Migrant education continues to be a key issue in implementing NCLB requirements to provide quality educational opportunities to all students. Knowledge gained from the data collected via the CNA process in 2006–2007 will enable the SEA to design activities that address specific needs, such as closing the achievement gap between migrant and non-migrant students in the areas of reading and math, increasing the migrant high school graduation rate, and increasing migrant parental involvement. With the support of ARCC staff and other migrant information systems, the capacity of the SEA to enhance all aspects of the migrant education program will be built comprehensively.

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Project Year: July 1, 2007 through June 30, 2008**

Project Title: Migrant Education Service Delivery Plan

Project Goal: To build SEA capacity to address the needs of migrant students

Integration with previous and projected projects:

Project Number: NC03

Project Area: Assessment & Accountability Teacher Quality State System of Support Instructional Improvement Parent Involvement

Focus area or category: Reading Math Science Technology All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
3. Assist the SEA as it develops a Service Delivery Plan based the Comprehensive Needs Assessment (CNA) conducted in 2006–2007	3.1. Consult with and provide resources (research, experts, other state plans) to SEA during development of Service Delivery Plan based on CNA data	July 2007 – June 2008	Planning committee established by August 31, 2007	Title I and other designated staff, ARCC staff, Dee Braley, and ESCORT; Title III staff as appropriate	SEA will provide internal leadership of planning process; ARCC staff and partners will recommend resources and strategies	ARCC staff and ESCORT will provide expertise that will guide the project.	SEA will develop Service Delivery Plan	Evidence that SEA staff understand migrant student needs in the state Service Delivery Plan will propose means of addressing needs identified by CNA data

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

State: NC **Project Title:** Developing and Building District and School Leadership Capacity **Project Number:** NC04

NCLB Area: State System of Support. State education agencies will create and sustain statewide systems of support and technical assistance for districts and schools identified as in need of improvement. School support teams, assistance from distinguished educators, and other ongoing and coordinated approaches will be employed to support districts and schools.

Vision for state capacity: By 2010, the North Carolina Department of Public Instruction will have an enhanced plan to support districts and schools in need of improvement.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
Capacity Building	State accurately assesses the improvement needs of its districts and schools				
	State develops solutions to address those needs		Year 2		
	State builds and sustains systemic support for district and school improvement efforts		Year 3		
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: Project not included in Year 1 plan.

Year 2 description: The project centered on providing technical assistance and ongoing support on topics or issues SEA staff identified as areas of greatest need for districts failing to achieve AYP targets.

Year 3 description: The project will focus on offering technical assistance to the SEA to build its capacity to develop and build district and school leadership for improvement. The project will integrate these efforts with the state's commitment to ensuring its students receive an education that prepares them for the 21st century.

**Appalachia Regional Comprehensive Center
ARCC Management Plan
North Carolina
Project Year: July 1, 2007 through June 30, 2008**

PROJECT NARRATIVE

**Project Title: Developing and Building School Leadership Capacity
Project Number: NC04**

All state projects are designed to increase the capacity of the SEA and must meet one or more each of the NCLB Goals, State Goals, and Absolute Priorities.

Context and current status of the state work	The ARCC has provided technical assistance at varying levels to the SEA staff who work with districts and schools failing to achieve AYP targets. Through the combined efforts of ARCC, SREB, and the SEA, a leadership institute was designed and conducted on research about effective strategies for building leadership capacity and effective monitoring techniques for district-level staff. Technical assistance was also offered to enhance SEA staff knowledge of coaching, walkthroughs, and curriculum alignment.
Rationale for the current project	As North Carolina continues to address goals outlined in the NCLB legislation and to build leadership capacity, the SEA will plan and offer professional development opportunities that provide the knowledge and skills to help districts and schools in need of improvement. In addition to implementing NCLB goals, the State Board of Education’s guiding mission is that every student in North Carolina will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21 st century (21 st Century Goals/Skills). To that end, the SEA will provide support for the implementation of identified state-based initiatives and polices that address 21 st century teaching and learning.

**Appalachia Regional Comprehensive Center
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Project Year: July 1, 2007 through June 30, 2008**

Project Title: Developing and Building District and School Leadership Capacity

Project Goal: To build SEA capacity to build district and school leadership to implement state-based initiatives

Integration with previous and projected projects:

Project Number: NC04

Project Area: Assessment & Accountability Teacher Quality State System of Support Instructional Improvement Parent Involvement

Focus area or category: Reading Math Science Technology All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
4.1. Design and implement a professional development plan that will better prepare state education agency (SEA) staff in their efforts to build district and school capacity to prepare students for the 21 st century.	4.1a. Offer a series of seminars intended to build SEA capacity to assist low-performing schools. Topics may include research on effective strategies for helping districts improve low-performing schools, using data to improve instruction, and/or curriculum alignment understanding assessment.	July 2007 – April 2008	Planning team completes a framework to address priority topics by August 31, 2007. A draft of the proposed seminars (including timeline) completed by September 15, 2007.	Selected SEA staff will serve on the planning team and assist with the development and facilitation of seminars. Other SEA staff roles include serving as points of contact to the specific topic.	SEA staff, ARCC staff, and other appropriate staff (partners, Content Centers,) Francena Cummings, Treana Bowling	The project provides opportunities for SEA and local staff to learn together and to develop a shared vision based on the identified needs of schools and districts and the students they serve.	Materials developed for use with current and future SEA staff	SEA staff participate in seminars offered by April 30, 2008. Participating SEA staff indicate activities are of value and relevant to their needs by April 30, 2008.
4.2. Assist SEA in resetting AMAOs for LEP subgroup.	4.1b. Provide support for the implementation of the 21 st Century Teaching Initiative, which focuses on digital-age teaching and learning and its implications for policy and practice. 4.2.a. Provide a specialist, such as Robert Linqanti, to offer a series of seminars related to data analysis, target setting, and revising AMAOs for LEP students.	August 1, 2007 – June 30, 2008 January – April 30, 2008	Planning team convened by November 1, 2007 Initiative selected by December 2007 Draft implementation plan by February 28, 2008	ARCC staff will serve as facilitators and coordinators, providing access to resources from partners and the content centers.	SEA staff will determine topics and sessions.	Staff members will acquire new skills and knowledge to support ongoing SEA initiatives. This project convenes those involved on a regular basis to help participants stay focused and maintain the momentum.	Specific roll-out plans for state-based initiative	SEA staff indicate ARCC support increases their capacity for implementation of state-based initiatives and policies by April 30, 2008. SEA will increase its capacity to address the needs of LEP subgroup.

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	<p>4.2.b. Offer a state forum to share examples of English language proficiency tests, outcomes, and the lessons learned. Share AMAO targets and cohorts.</p> <p>4.2.c. Consult with the SEA staff about ways to train teachers and administrators in program models such as SIOP training, on-line courses, literacy/language supports, e-coaching.</p> <p>4.2.d. Facilitate SEA revision of the English Language Development Standard Course of Study so that it aligns with North Carolina's academic content areas standard courses of study.</p>	<p>February – April 30, 2008</p> <p>March – May 2008</p> <p>February – June 2008</p>	<p>Draft of proposed forums with timeline completed by December 31, 2007</p> <p>Plans for PD completed by December 31, 2007. Develop list of resources by December 31, 2007.</p> <p>Draft of revised ELD Standard Course of Study completed by April 15, 2008</p>	<p>SEA staff</p> <p>ARCC staff, ESCORT, CEEE</p>	<p>SEA staff plan and convene forums, ARCC staff provide technical assistance as needed.</p> <p>ARCC staff provide access to consultants and experts in the field who can facilitate and/or conduct training on identified topics.</p> <p>SEA staff facilitate and lead the revision process. ARCC staff assist in the review and revision of the ELD Standard Course of Study.</p>	<p>SEA monitors and makes revisions based on data.</p>	<p>Improved assessment for LEP subgroup</p>	<p>SEA will increase the number of LEAs making AYP</p>
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