North Carolina District Support & Improvement Indicators

Dimension A - Instructional Excellence and Alignment

A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)
A02	The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)
A03	The district sets district, school, and student subgroup achievement targets. (5627)
A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (5642)

Dimension B - Leadership Capacity

B01	The LEA has oriented its culture toward shared responsibility and accountability. (5140)
B02	A team structure for the district and schools is officially incorporated into district policy. (5617)
B03	All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)
B04	The LEA has an LEA Support & Improvement Team. (5135)
B05	The school board and superintendent present a unified vision for district and school improvement. (5621)
B06	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement. (5170)
B07	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (5634)
B08	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (5639)

Dimension C - Professional Capacity

C01	The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes. (5624)
C02	The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (5136)
C03	The LEA has a plan and process to establish a pipeline of potential school leaders. (5166)
C04	The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement. (5167)
C05	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (5643)
C06	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (5644)
C07	The LEA has a team available to help principals as they support underperforming employees to minimize principal＇s time spent dismissing low performers (5158)

Dimension D - Planning and Operational Effectiveness

D01   The district provides the technology, training, and support to facilitate the school's data management needs. (5625)

D02   The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)

D03   The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (5629)

D04   The district regularly reallocates resources to support school, staff, and instructional improvement. (5630)

D05   The district intervenes early when a school is not making adequate progress. (5631)

D06   The district allows school leaders reasonable autonomy to do things differently in order to succeed. (5633)

Dimension E - Families and Community

E01   The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (5846)

E02   The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan. (5847)

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