# Building Instructional Leadership Capacity: The Nash County Public Schools Journey

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Courtney Land,Principal
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NASHCOUNTY
PUBLIC SCHOOLS

# Session Objectives:

- Share Nash County School's model for building instructional leadership.
- Discuss continuation of reflectional improvements made in the last 5 years including:
  - Monthly Roundtables
  - Learning Walks
  - Advanced Teacher Learning Structures
  -
- Share examples of school level implementation of instructional leadership structures

**PARKING LOT**

NASHCOUNTY PUBLIC SCHOOLS

# 25-26 NCPS Instructional Leadership Cycle

## Data/Principal Debriefs

District team provides specific, actionable feedback to school level instructional leadership teams and uses this data to design future roundtable meetings.

## Monthly Roundtables

Administrator and instructional support professional learning community meetings. Share evidence-based instructional best practices and teaching and learning expectations.

## District Learning Walks

Routine visits to each school to monitor the implementation of instructional focus areas

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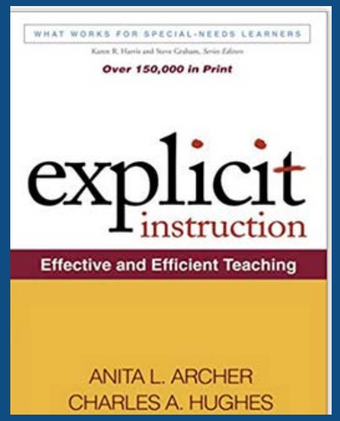
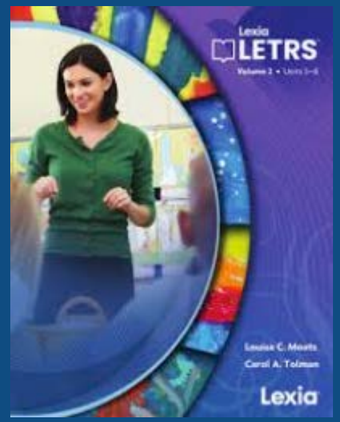
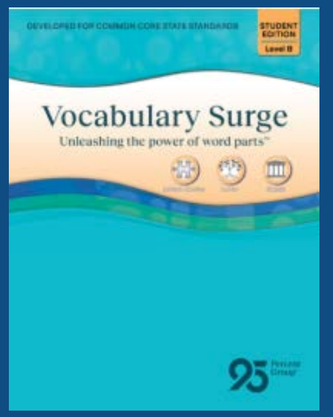
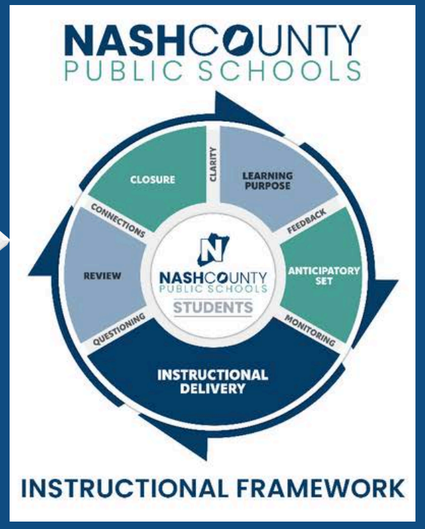
21-22 Principals Attend
22-23 Principals & MultiClassroom Leaders
Advanced Teacher Roles(ATR), Cohort 1
23-24 Principals, MultiClassroom Leaders
ATR Cohort 2
24-25 Principals & MCLS
ATR Cohort 3
25-26 Principals & MCLS & Additional Departments (Testing & Accountability, AIG, EC)

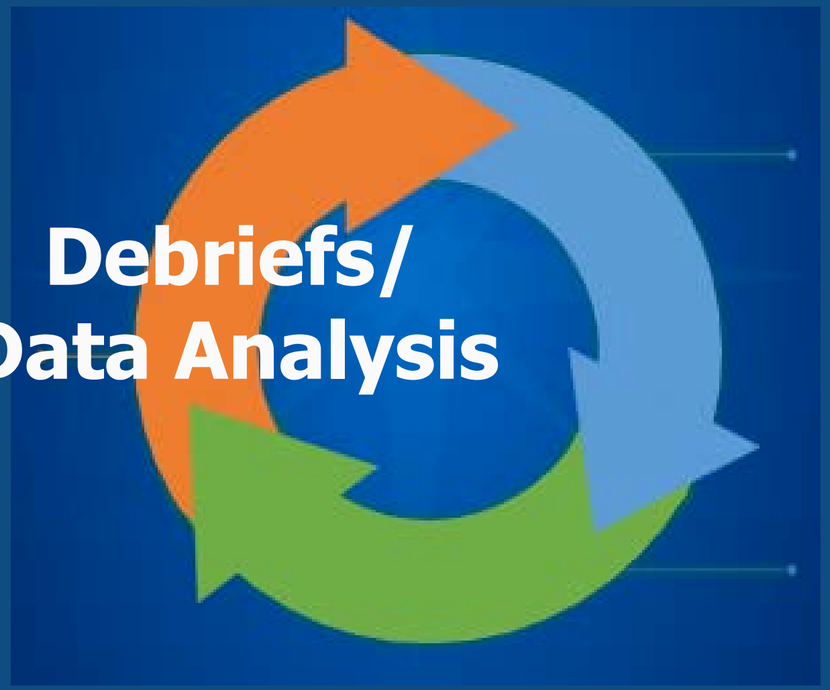
# Walkthrough Forms



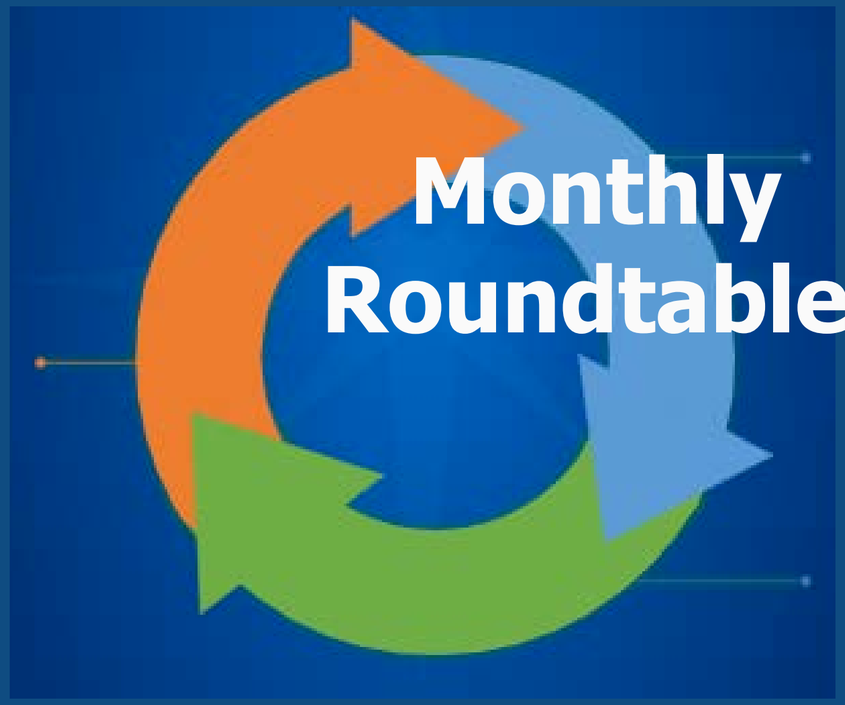






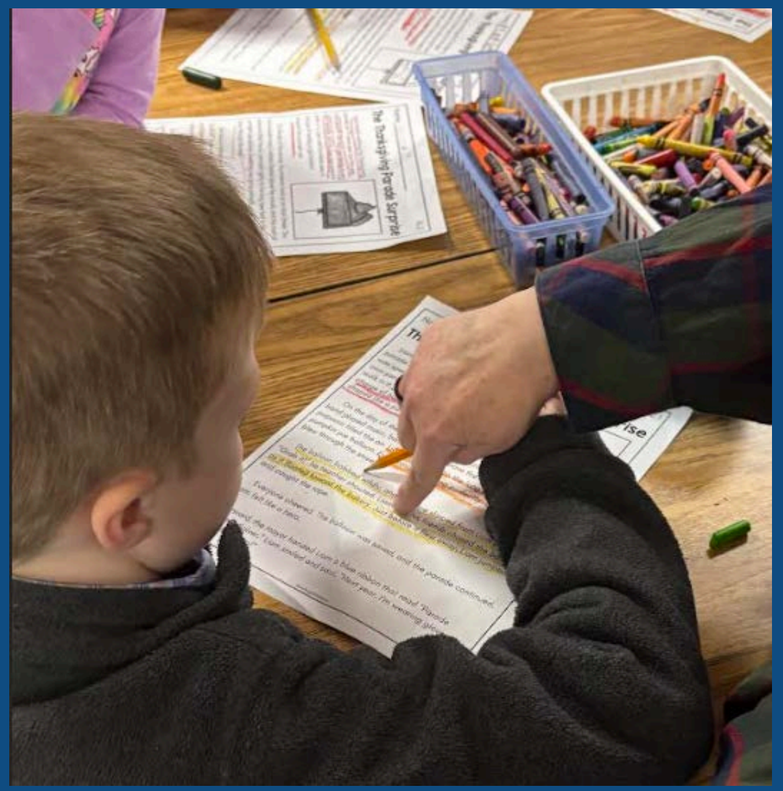

**Individual Debriefs w/Action Steps**
**District Trends Shared at following Roundtable w/Action Steps**

# Instructional Focus: Interventions



# Learning Walks

# Principals, MCLS & District Teams Complete Learning Walks



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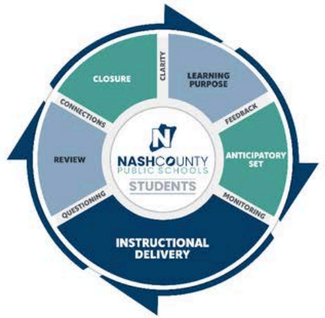
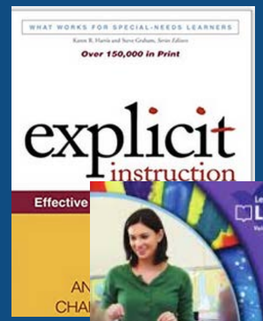
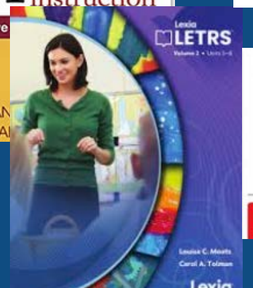



INSTRUCTIONAL FRAMEWORK



# Intervention Walkthrough Form

**Intervention Letterland Intervention Fidelity List**

**Is this intervention scheduled for a minimum of 45 minutes:**

- ◯ Yes
- ◯ No

**If "No", what is the scheduled time span for intervention?**

Your answer

**What intervention model is utilized?**

- ◯ "Walk to" across grade level
- ◯ "Walk to" across school/several grade levels
- ◯ In class (teacher works with her own students)
- ◯ Other

**If "Other", what does the intervention look like?**

Your answer

**Was attendance taken?**

- ◯ Yes
- ◯ No

**Check all that apply:**

- ☐ Skills taught were aligned with the students' needs (data-driven)
- ☐ District approved resources were utilized for the group based on the data
- ☐ District approved resources were utilized but not based on the data
- ☐ District resource was used with integrity
- ☐ Teacher monitored instruction and provided corrective feedback
- ☐ Evidence of intervention lesson plans

**Was this intervention/enrichment block of time effective for ALL (above, at, below benchmark) students?**

- ◯ Yes
- ◯ No

**Please list the teacher directed activities:**

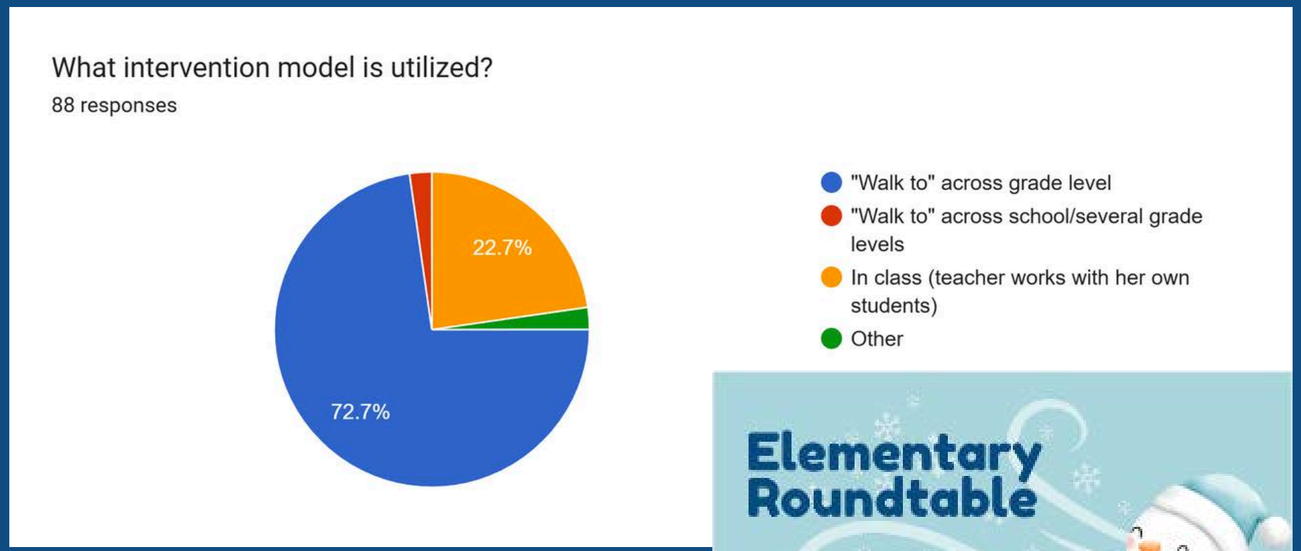
Your answer

**Please list the student directed activities**

**Debriefs/**
**Data Analysis**

# School Debrief Protocol

# District Trend Analysis



1. Welcome
2. Purpose of Visit

What was the focus area for this learning walk?

3. Celebrations

Strengths, successes, and bright spots observed during the visit.

4. School's Current Goals

List the school's existing instructional or improvement goals.

5. Visit Findings

Key observations, patterns, and opportunities for growth.

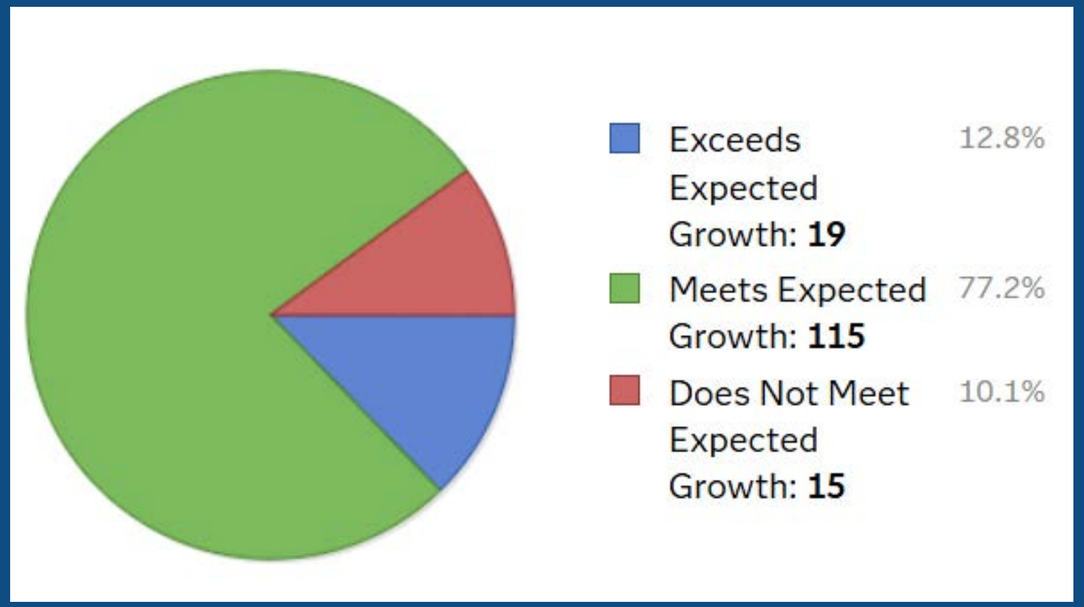
6. Next Steps / Actions

Specific action items that will support growth and alignment with goals.

Action Step  Responsible P  Date for Completion

7. Follow-Up Date

Date of next check-in / visit (if applicable).

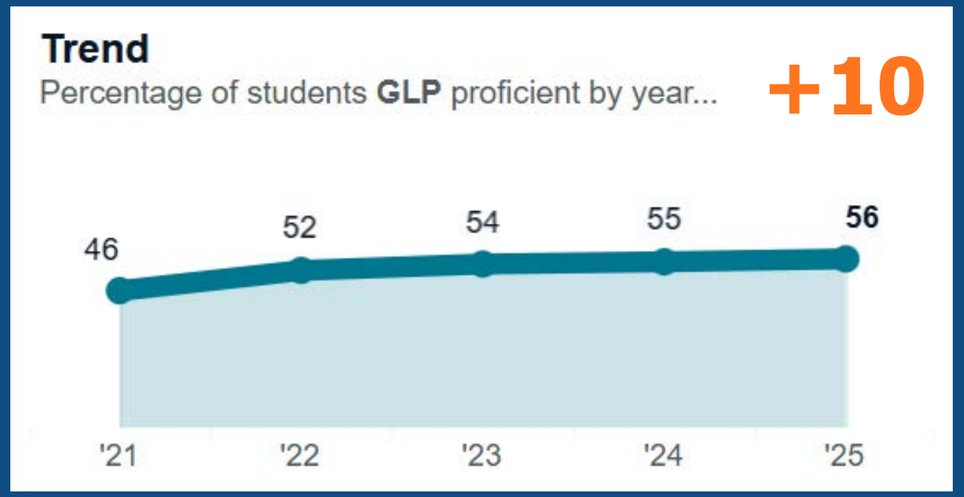



**22-23**

**What do you notice?**
**Why does it matter?**

**24-25**

# 3-8 Proficiency

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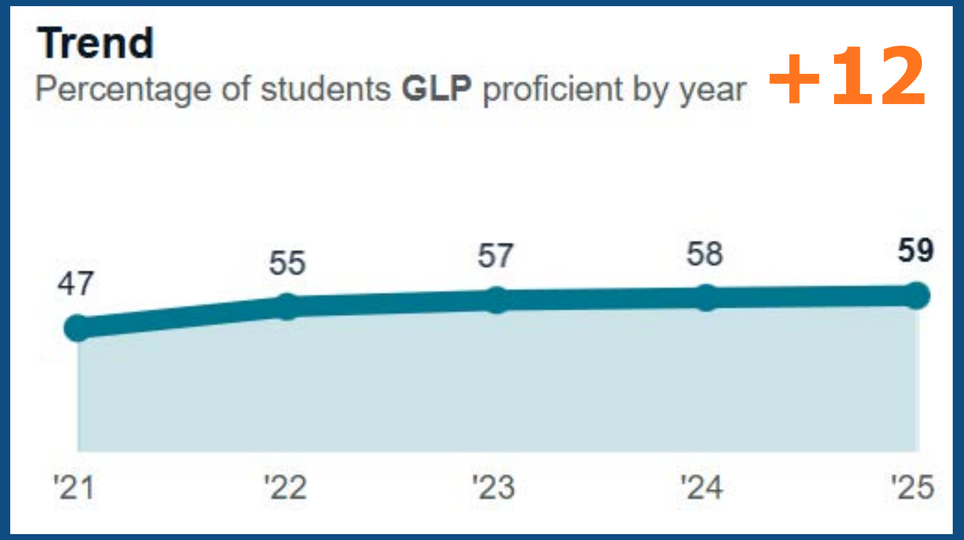


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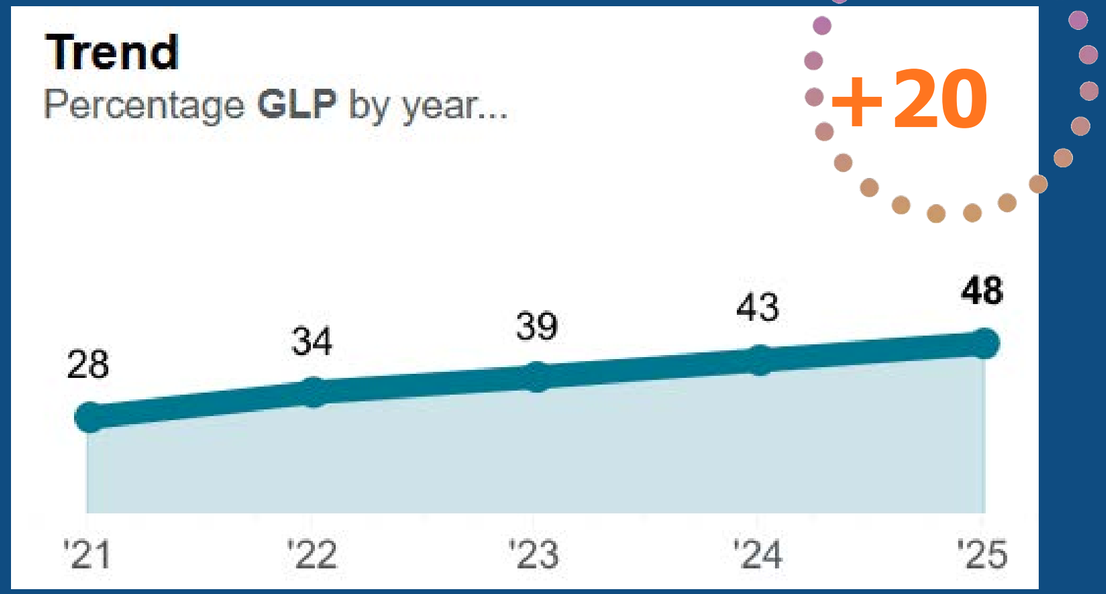
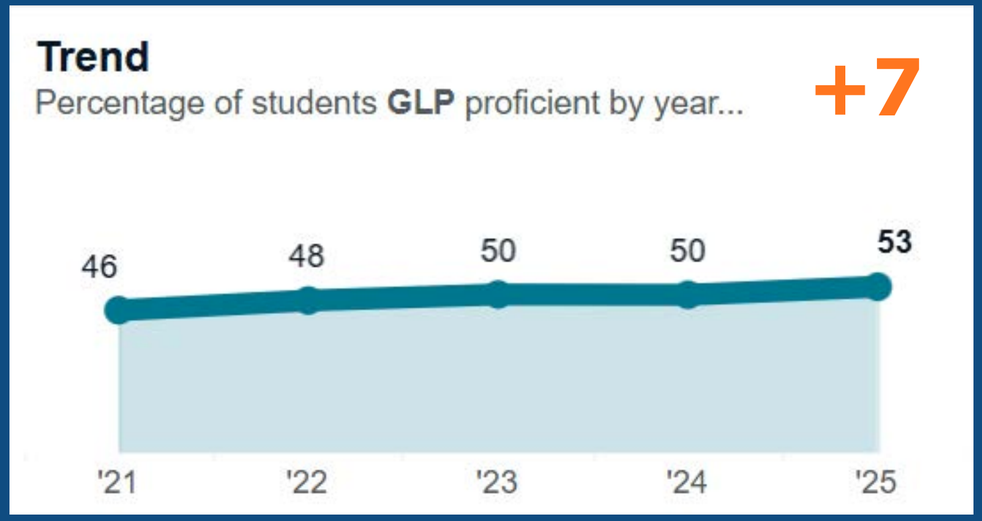



District

# 3-8 Reading Proficiency

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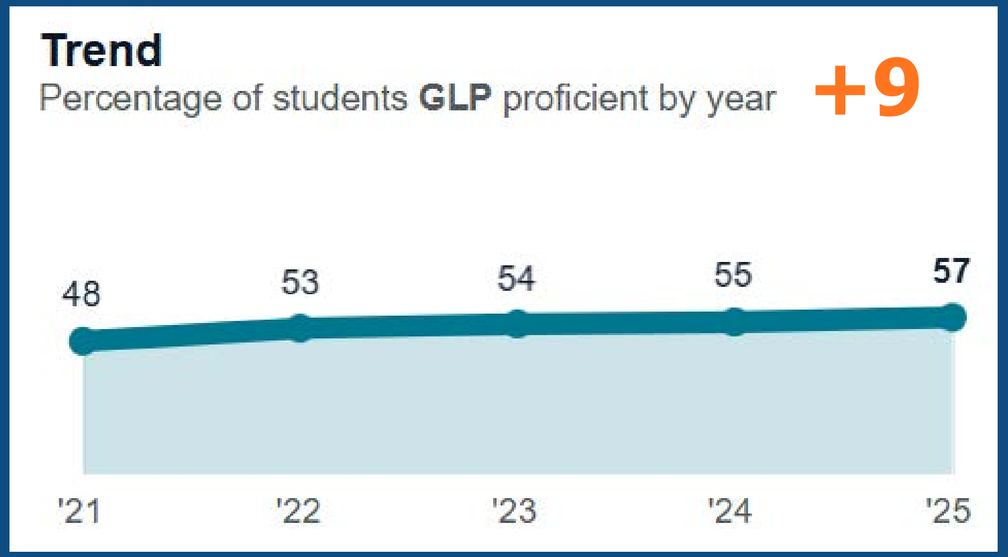


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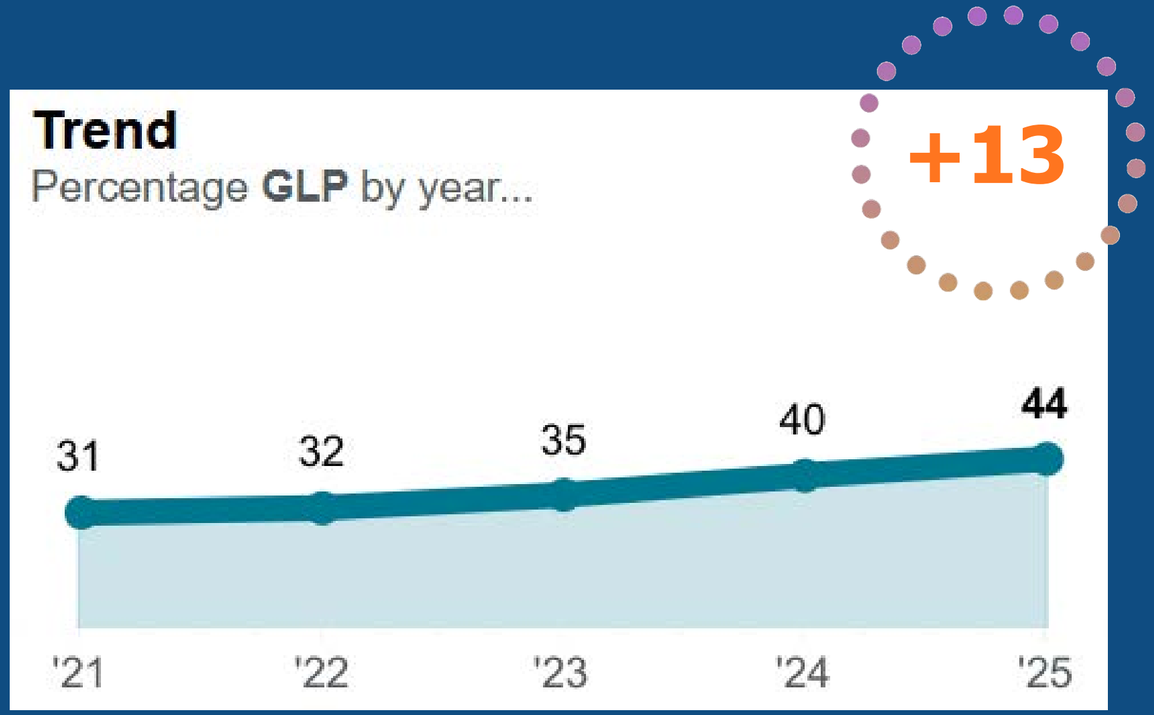
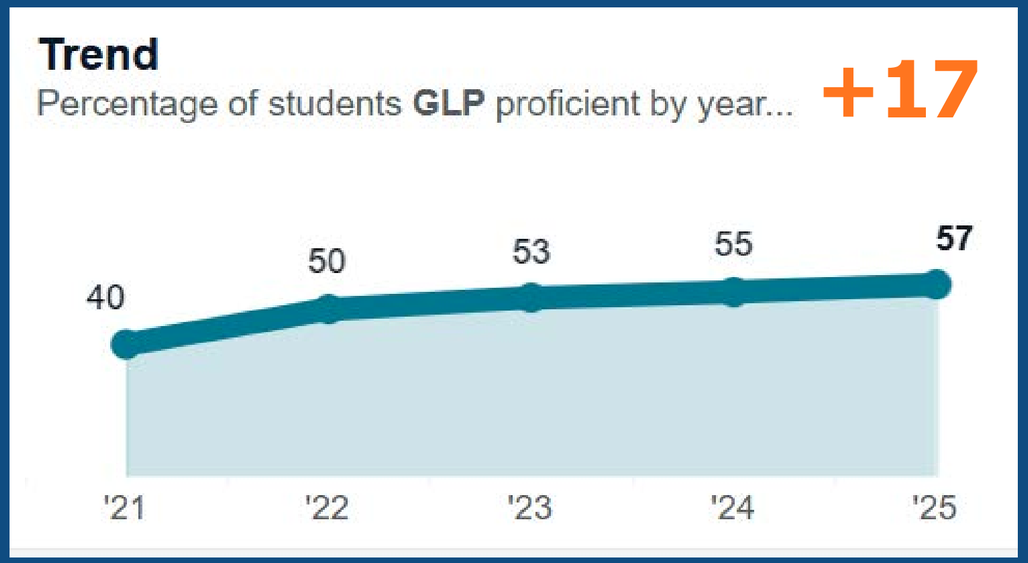



District

# 3-8 Math Proficiency

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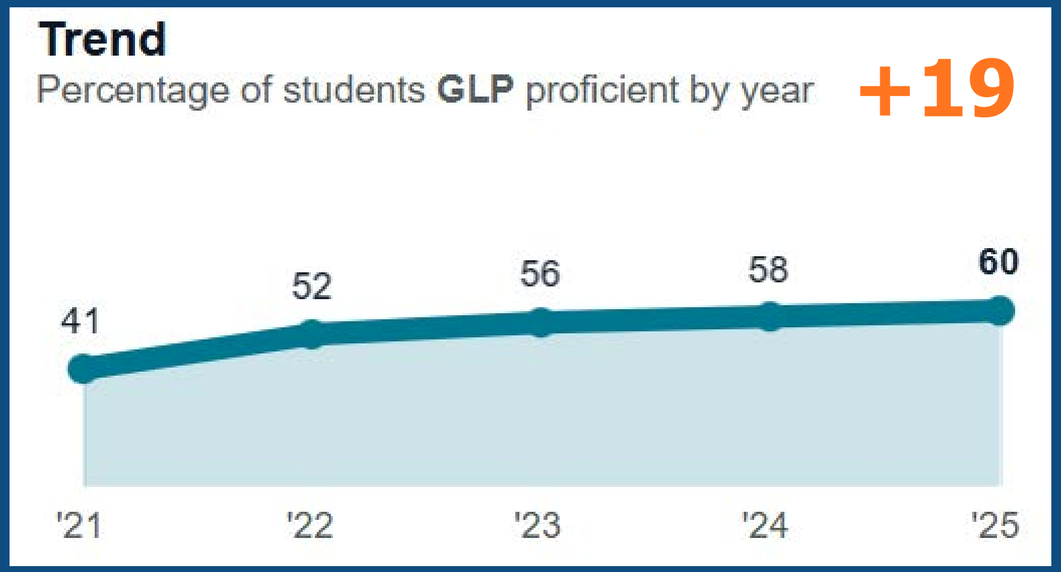


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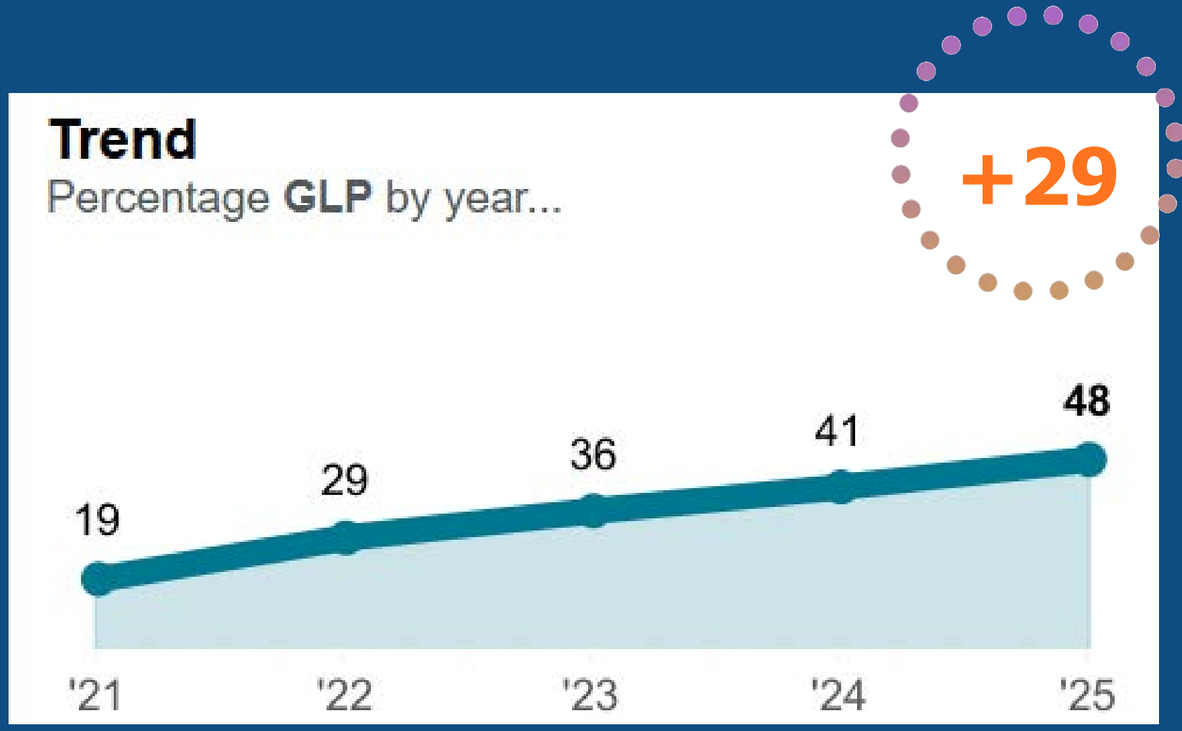



District

# School Level Instructional Leadership

- ATR Structure
- PLC Schedules
- Learning Walk
- Communication

# Padlet Share

**As principals share their practices, what key words/phrases resonate with you? What commonalities do they share?**

# Allen M. Wilson, Ed.D.
# Principal, G.R. Edwards Elementary School

- 12+ years in education
- 2 Years Principal at Bailey Elem. (ATR School)
- New Elementary School as of 2024-25 (District Demerger)
- Year 2 at GR Edwards Elem. (2nd year as an ATR)
    - 2024-25 Data is Our Baseline
- Title 1/CEP Participating School
- School Demographics:
    - 83% Black/African-American, 7% Multi-Racial, 6% Hispanic/Latino, 3% White, >1% Asian/Pacific-Islander
- Number of Students Enrolled: 640
- Number of Teachers: 40
- Number of EC Students: 138

# G.R. Edwards Elementary School

## ATR Structure

- 3 Full-Release MCLs (Multi-Classroom Leaders)
  - 1 (3-5 Math/Sci), 1 (3-5 ELA/SS), 1 (1st & 2nd Grade)
  - Focus Areas: PLCs, Data, Planning, Tutoring, and Coaching
- 2 MTRTs (Master Team Reach Teachers)
  - 1 (Kindergarten) and 1 (2nd Grade)
  - Focus Areas: PLCs/Data/Planning
- MCLs/MTRTs are on SIP Team and are leaders of Success Teams
  - Connected (Support MTSS Process of Total School Improvement)

# G.R. Edwards Elementary School

## Communication

- 1:1 Meetings with MCLs Weekly
  - Review Goals
- Weekly ILT (Instructional Leaders Team)
  - Rolling Agenda (Grows/Glows/Needs, PLC/Data Discussion)
- Weekly Staff Newsletters (Spotlights & Information)
- Weekly MCL Team Emails with Feedback/Updates

# G.R. Edwards Elementary School

## PLCS

- 2 Days a week (1 Day for Data and 1 Day for Planning)
- MCLs facilitate PLC/Planning
  - Data-Based Problem Solving Utilized
  - Data Tracking Spreadsheets (Growth Goals)
- Rolling Planning Documents
  - Planning meetings are focused on internalizing instructional resources (Engagement).

# G.R. Edwards Elementary School

## Learning Walks

- Principal/AP conducts 3 walk-throughs/day
- MCLs conducts walk-throughs weekly for each team member.
- Feedback is provided in an email/coaching meetings.
- Responses or OTR per minute are calculated and shared with each teacher. (Reviewed weekly)
- Trends are identified and discussed weekly.
    - Informs PLC and instructional focus.

# G.R. Edwards Elementary School

Met Growth

19/24 Teachers Met or Exceeded Growth

# Tiffany Hopkins
# Principal, Nashville Elementary School

- 23 years in education
- 13 Years Principal
- Year 2 at Nashville Elementary
- Title 1/CEP Participating School
- School Demographics:
    - 48% Black/African-American, 32% White, 12% Other, 7% Hispanic
- Number of Students Enrolled: 570
- Number of Teachers: 35
- Number of EC Students: 76

# Nashville Elementary School

## ATR Structure

## NES has 3 MCL Partials and 1 MTRC

**MCL Assignments**

- Partial MCL ELA 2nd
- Partial MCL ELA 3rd & 4th
- Partial MCL Math 3rd4th, 5th
- MTRC-MCL in training/support one BT 1st grade teacher

**Focus Areas**

- Planning PLCs, Data Tracking Support, Small Group Support, Coaching

# Nashville Elementary School Communication

- MCL Team Meetings Weekly
  - Discuss curriculum/standards/pacing guides instructional practices and instructional focus areas
  - Discuss data/problem solving techniques and coaching strategies
  - Plan facilitated PLC PD and best practices to share
- Frequent MCL Team Emails/Group Messages with Feedback/Suggestions/Updates

- **Stockholder Communication**
  - **Staff meetings**
  - **Monthly PTA meetings/events**
  - **Parent Teacher Conferences/Student Data Chart**
  - **3-5 Grade Level Chats/SMART Goals-Data Charts**

Cardinals Elevate
Student Data Form

My Learning Goals

Student Name: [redacted]

NC Check-In Math Benchmark

My Class Goal is 60 | 70.1 met

| BOY Goal | Actual Score | MOY Goal | Actual Score | EOY Goal | Actual Score |
|---|---|---|---|---|---|
| 70 | 84 yes met | | | | |

NC Check-In Reading Benchmark

My Class Goal is 60 | 61 met

| BOY Goal | Actual Score | MOY Goal | Actual Score | EOY Goal | Actual Score |
|---|---|---|---|---|---|
| 65 | 79 yes met | | | | |

NC Check-In Science Benchmark

My Class Goal is 70 73 | met

| BOY Goal | Actual Score | MOY Goal | Actual Score | EOY Goal | Actual Score |
|---|---|---|---|---|---|
| 85 | 72 | | | | |

not met

# Nashville Elementary School
# PLCS

## Planning PLCs (Weekly)

- MCL/Grade Level Chair Led
- Review pacing guides/standards/curriculum resources/data results
- Develop lesson plans/activities/assessments

## Facilitated PLCs (Weekly)

- Admin/MCL Led
- Provide district instructional focus areas, updates, resources
- Provide data driven professional development and best practices
- Conduct collaborative activities, lesson plan tuning,

## Data PLCs (Monthly)

- Review/analyze common assessments, benchmarks
- Data tracking activities
- Develop plans of action

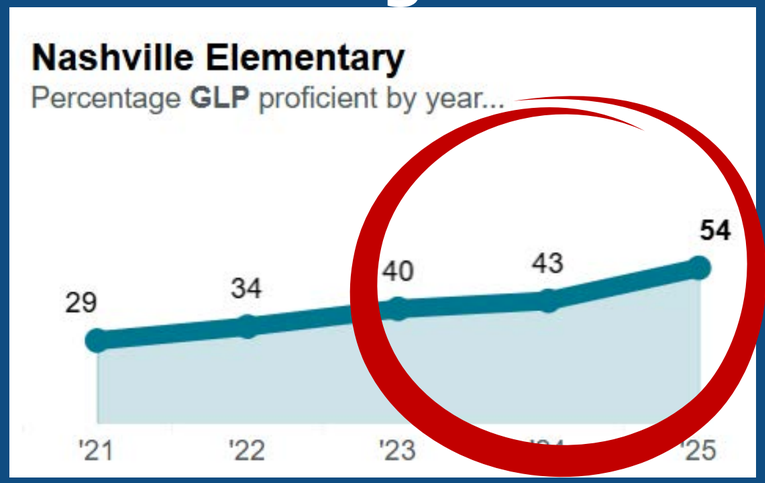
# Nashville Elementary School

## Learning Walks

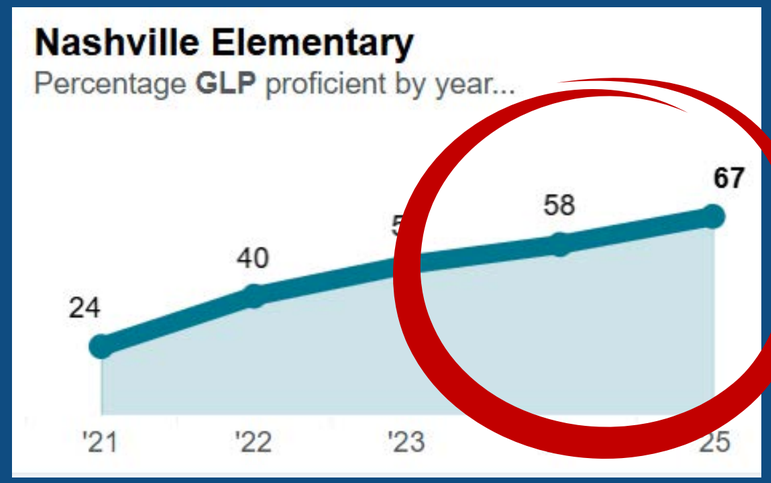
- Principal/AP conducts 3 learning walks daily
- Partial MCLs conducts a learning walk weekly for each teacher they support
- Immediate Feedback is provided in an email
- Individual meetings are scheduled as needed to provide feedback/support plan
- Areas of concern are identified and discussed during weekly PLCs
- Learning walk data drives facilitated PLC topics and strategies for improved instructional practices

# Nashville Elementary School

## Reading 3-5




## Math 3-5




| Subject | Year | Grade | Growth Indicator |
|---|---|---|---|
| **EOG Math** - Gain | 2025 | 4 | Meets Expected Growth |
| | | 5 | Meets Expected Growth |
| | | Across Grades | Meets Expected Growth |
| **EOG Reading** - Gain | 2025 | 3 | Exceeds Expected Growth |
| | | 4 | Exceeds Expected Growth |
| | | 5 | Exceeds Expected Growth |
| | | Across Grades | Exceeds Expected Growth |
| **EOG Science** - Predictive | 2025 | 5 | Exceeds Expected Growth |

# Nashville Elementary School

# Courtney Land
# Principal, Coopers Elementary School

**Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)**

**Coopers Elementary**

| Grade | 1:Hispanic/Latino | 2:American Indian or Alaska Native | 3:Asian | 4:Black or African American | 5:Native Hawaiian or Other Pacific Islander | 6:White | 7:Two or more races | Total |
|---|---|---|---|---|---|---|---|---|
| 1 | 2/7/9 | - | - | 13/11/24 | - | 15/28/43 | 4/3/7 | 34/49/83 |
| 2 | 6/11/17 | 1/0/1 | 2/2/4 | 15/5/20 | - | 32/37/69 | 5/3/8 | 61/58/119 |
| 3 | 3/7/10 | - | 0/1/1 | 13/10/23 | - | 22/20/42 | 5/3/8 | 43/41/84 |
| 4 | 7/9/16 | - | - | 15/14/29 | - | 40/33/73 | 2/1/3 | 64/57/121 |
| 5 | 6/11/17 | 1/0/1 | 1/0/1 | 12/11/23 | - | 21/29/50 | 3/0/3 | 44/51/95 |
| KG | 5/4/9 | - | 1/0/1 | 10/6/16 | - | 35/24/59 | 1/1/2 | 52/35/87 |
| PK | 2/3/5 | - | 0/1/1 | 11/14/25 | - | 8/7/15 | 3/1/4 | 24/26/50 |
| All Grades | 31/52/83 | 2/0/2 | 4/4/8 | 89/71/160 | - | 173/178/351 | 23/12/35 | 322/317/639 |

**Student Population Excluding White not of Hispanic Origin**

| School | Total | Percentage |
|---|---|---|
| Coopers Elementary | 288 | 45.07% |

**Courtney Land**

**17 + years in education**
**4 years AP**
**8+ years as a Principal**

**Wife and Mom**

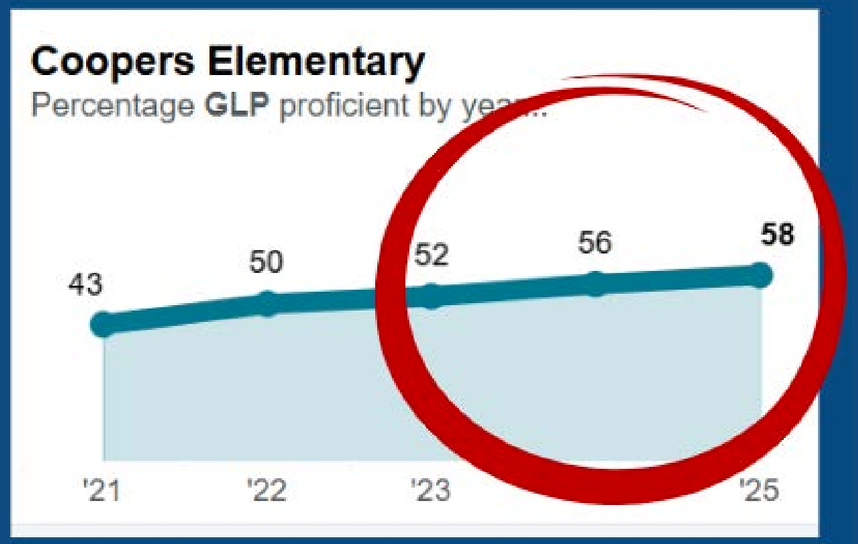
- **Coopers Elementary has four beginning teachers:  BT1: 1; BT2: 1; BT3:1**
- **Title 1 School**
- **Teachers: 37 certified staff members; 9 Instructional Assistants**
- **White- 55%; Black/ African American- 25%; Hispanic/ Latino- 13%; 2 or More Races- 5%; Other - 2%**
- **EC Numbers: 93 students**
- **2 years utilizing Multi-Classroom Leaders**

# Coopers Elementary School
# ATR Structure

**Kindergarten, 1st, 2nd Grade each have a MCL and RA**
**to build a SOLID foundation and to be proactive instead of reactive**

**1 Full Release MCL for 3-5 (ELA primary focus)**

## Reading 3-5

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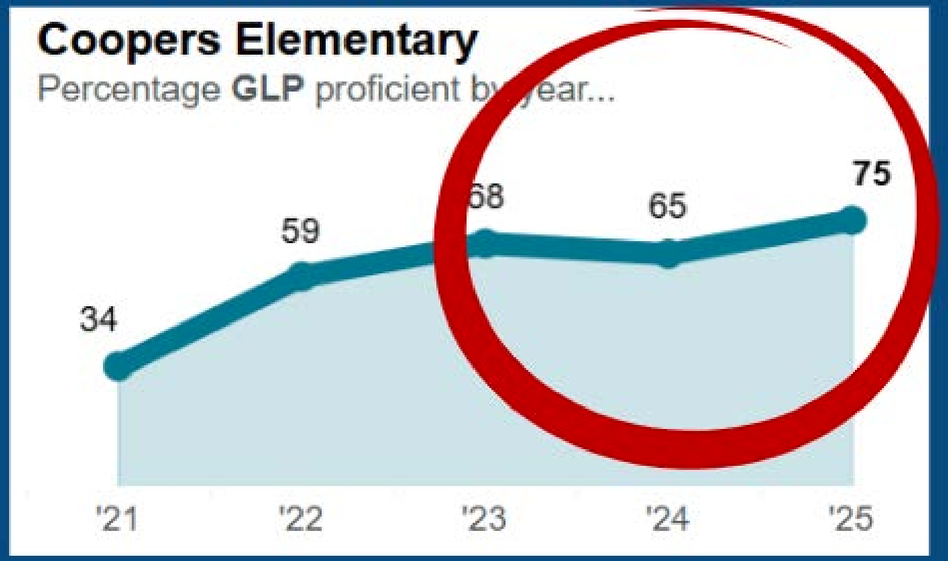


# Selecting Your MCLs is Critical

**Exceeds Expected Growth**

Significant evidence that students made more growth than expected

Growth Index 2.20

| Growth | State Achievement Group 1 Lowest | 2 Middle | 3 Highest |
|---|---|---|---|
| Average | -- | 2.0 | 2.6 |
| Standard Error | -- | 3.7 | 1.4 |
| Student Count | 1 | 8 | 13 |
| Percentage of Students | 4.5% | 36.4% | 59.1% |

**Exceeds Expected Growth**

Significant evidence that students made more growth than expected

Growth Index 6.28

| Growth | State Achievement Group 1 Lowest | 2 Middle | 3 Highest |
|---|---|---|---|
| Average | 13.4 | 14.5 | 12.1 |
| Standard Error | 4.9 | 3.8 | 5.2 |
| Student Count | 5 | 11 | 5 |
| Percentage of Students | 23.8% | 52.4% | 23.8% |

**Exceeds Expected Growth**

Significant evidence that students made more growth than expected

Growth Index 8.23

| Growth | State Achievement Group 1 Lowest | 2 Middle | 3 Highest |
|---|---|---|---|
| Average | 6.2 | -- | 17.3 |
| Standard Error | 3.7 | -- | 3.5 |
| Student Count | 5 | 4 | 15 |
| Percentage of Students | 20.8% | 16.7% | 62.5% |

# Coopers Elementary School Communication

**MCLs and Admin meet weekly- every Friday at 7:30am- as a group**

- **Analyze student progress monitoring data; NCCI;**
- **Student intervention grouping based on data**
- **BAIT - after 6 weeks: change intervention/ change student group/ change teacher**
- **Coaching sessions for the upcoming week- bounce off ideas**
- **Grows/Glows for weekly newsletter - weekly staff quote/ picture for newsletter**

**MCL 1-on-1 meeting with Admin (as needed) ; recommend bi-weekly**

**Be a part of PLCs/ Data Meetings WEEKLY**

**MCLs present in Staff Meetings- analyze data**

**Parent Communication:**

- **Introduced MCLs and RAs at our Title 1 Night,**
- **On each parent monthly newsletter,**
- **At our first Parent Night**
- **MCLs are in parent-conferences with their colleagues; will sit in IEP meetings**

# Coopers Elementary School

# PLCS/ Data Meetings

**PLCs and Data Meetings are led by PLCs**

**PLCs:**

- **Lesson planning based on the district's pacing guide**
- **Upcoming assessments**
- **Intentional student activities (cut the fluff)**
- **Analyze the district's monthly focus (ex. interventions, Wit and Wisdom, Heggerty, etc.)**
- **Professional Development (on Grade Level and district redelivery)**

**Data Meetings:**

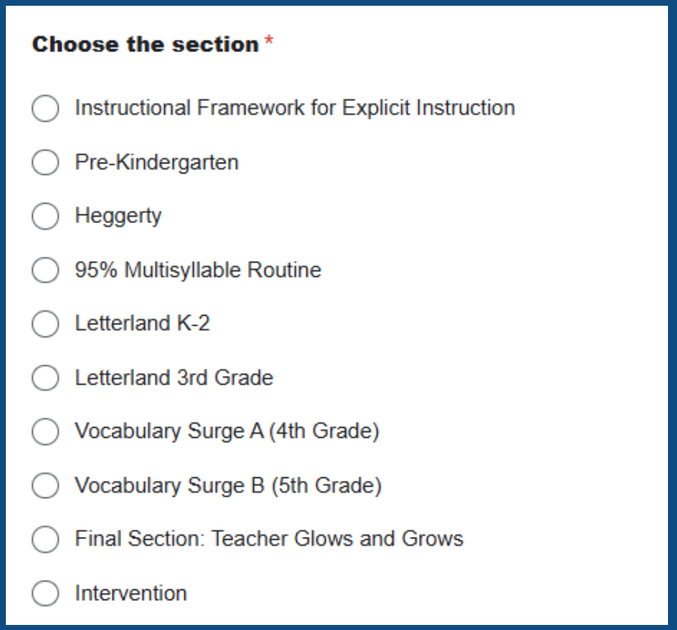
- **Analyze mClass data/ progress monitoring/ NCCIs/ SchoolNet assessments/ iReady**
  - **Assess by grade level, teacher, and by student**
  - **Look to see if students are on track to meet their EOY goals**
- **BAIT data**

# Coopers Elementary School

# Learning Walks

**Walkthroughs are completed by admin and MCLs: (Each staff member observed monthly/ CORE teachers by more than 1 staff member several times monthly):**

- **Admin 3 daily**
- **partial MCLs 3 per week**
- **full MCL 3 a day**




- **Feedback is emailed to teachers immediately**
- **used during teacher-admin conferences**
- **evidence for BT support**
- **coaching sessions**
- **evidence for action plans (as needed)**
- **data for NCEES evaluations**
- **able to show teacher growth**
- **evidence for teacher strengths/ areas of improvements... where modeling PD is needed**

# Coopers Elementary School

# Padlet Share

**As principals share their practices, what key words/phrases resonate with you? What commonalities do they share?**

# Questions

# Thank you!

## You can email us: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# Acknowledgements

NASH COUNTY PUBLIC SCHOOLS