



Indistar® Open Lab for OSI-approved Personnel

James Monroe Building
Jefferson Conference Room

October 15, 2015

Presenter: Yvonne A. Holloman, Ph.D.



Norms for Today's Meeting

- 1. Arrive on time and stay the entire session**
- 2. Be an active participant.**
- 3. Be a courteous listener when others are speaking.**
- 4. Ask lots of questions 😊**



Part I: Introduction to Indistar®

- **Required vs. Voluntary Users**
- **School/Division Dashboard**
- **Main Menu**
- **Indicators – Transformation Toolkit**
- **Six step improvement planning process**
- **Spotlight Indicators**
- **Hiding Completed Indicators**

Pages 3-20 of User's Guide

Getting Started

You will need:

- A copy of the Indistar® User's Guide
- A laptop computer
 - Log-on to Indistar (www.indistar.org)
 - Use your assigned log-in and password

Today's Lesson

I Do – I will demonstrate each step in the school improvement process using the Indistar® Web-based Planning Tool.

We Do – We will practice together.

You Do – You will practice each step with your partner.

The state-determined improvement planning tool (currently Indistar®) will “house” all required documents for schools and their respective division leadership teams.

**Improvement
Plans –
Division and
School**

**Monitoring
Reports**

**Quarterly
Data Analysis
Reports**

**Required
Approval
Forms**



Indistar[®] was born in 2007

At the request of the Office of School Improvement (OSI), the Center on Innovation and Improvement (CII) created the Indistar[®] Web-based planning tool for use in 30 Virginia schools that were rated *Conditionally Accredited*.

- School and division-level leadership teams used the tool as a component of their restructuring efforts by:
 - **focusing** on indicators of effective practice;
 - **increasing** the effectiveness of team structures; and
 - **developing** continuous improvement processes.
- As a result of the capacity-building activities, 16 of the 30 schools earned *Full Accreditation* in 2008.

Center on Innovation and Improvement (CII)

- One of five national content centers
- Administered by the Academic Development Institute
- Funded by the U. S. Department of Education
- Began in 2005
- Purpose: Assist regional centers and State Education Agencies (SEAs) with:
 - Statewide systems of support
 - District and school improvement
 - Restructuring and turnaround
 - Family and community engagement

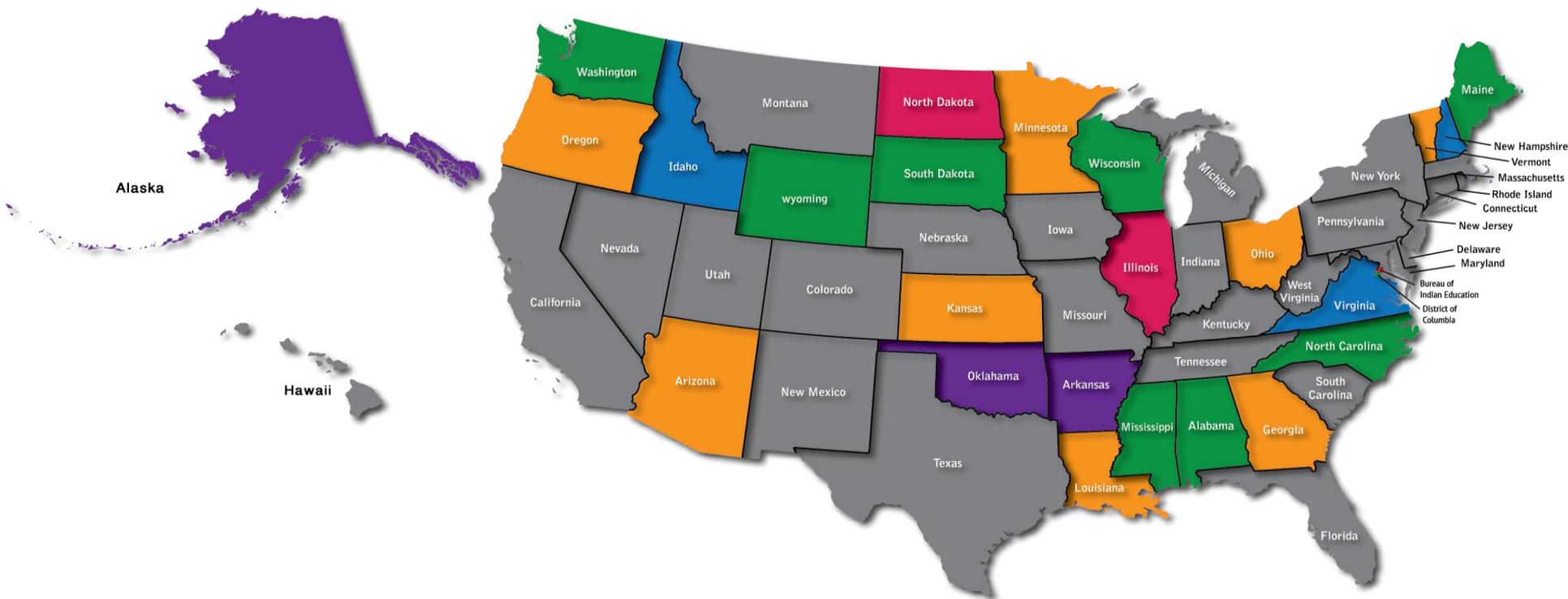
CII published a book in 2007

Handbook on Restructuring and Substantial School Improvement

- American Educational Research Association (AERA) named it “publication of the year” in 2008
- Research syntheses by experts
- From school board to district office to principal to teachers
- Includes Indicators of Effective Practice
 - Specific, behavioral, plain language indicators of what works

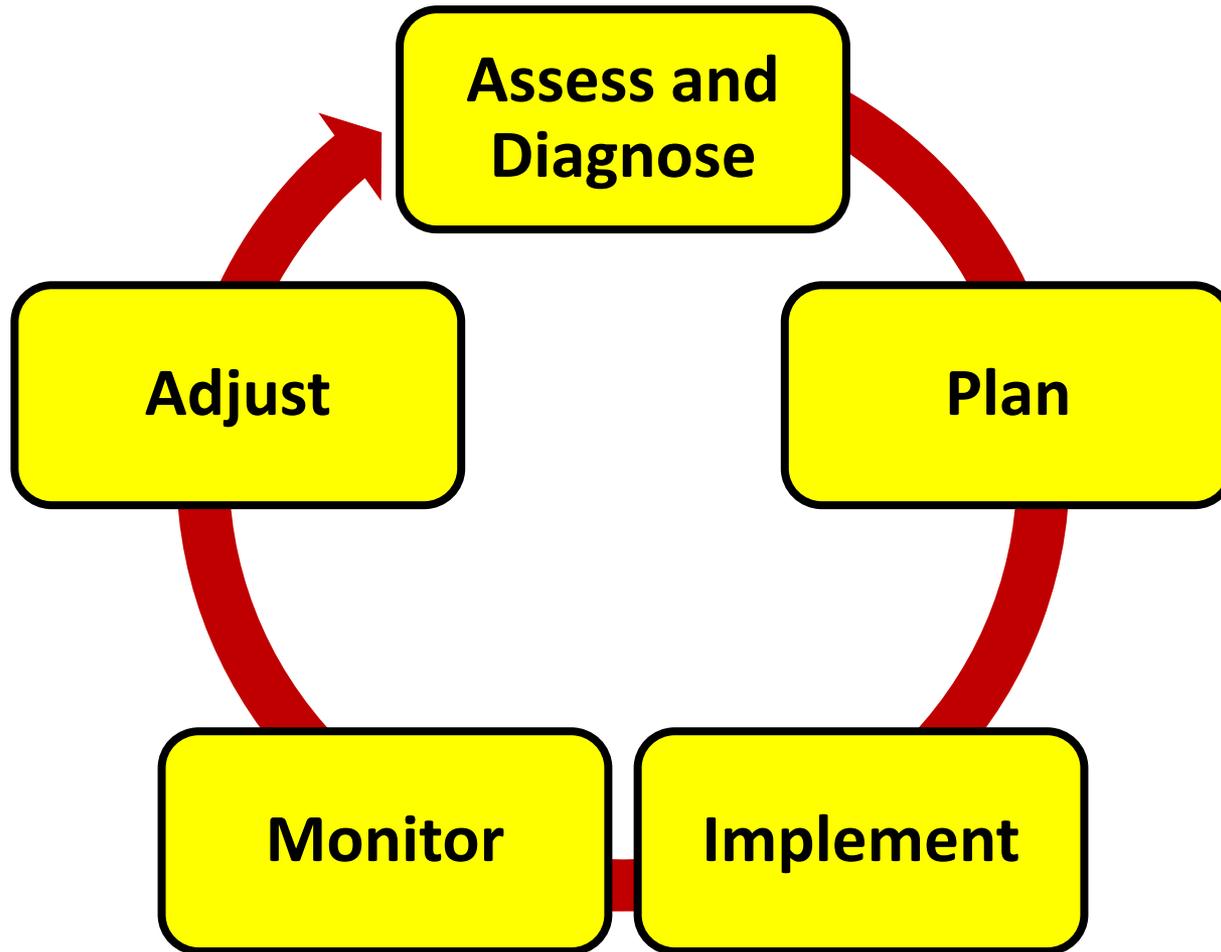


Other states soon joined the Indistar® network

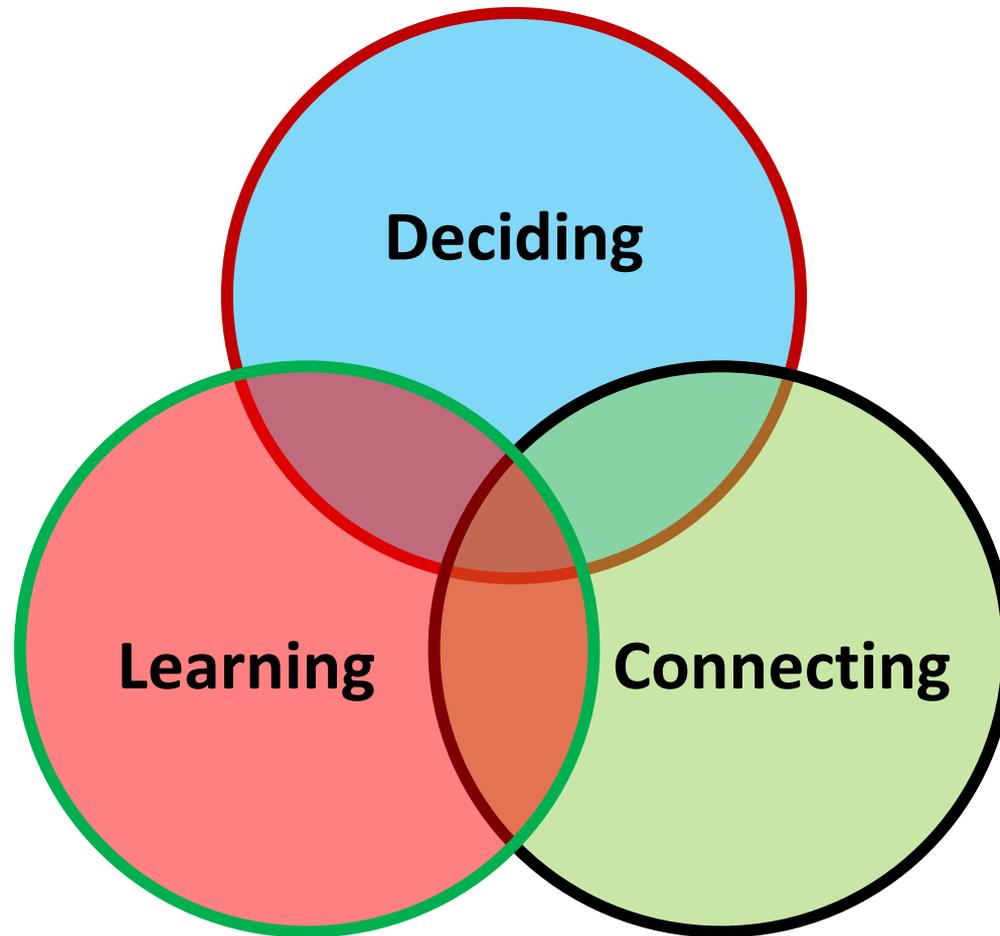


- 2008: New Hampshire and Idaho adopted Indistar®
- 2009: Alaska, Oklahoma, Arkansas, and Nevada jumped on board
- 2010: North Dakota, Illinois, and Bureau of Indian Education joined
- 2011: North Carolina, Maine, District of Columbia, Mississippi, Alabama, West Virginia, South Dakota, Wisconsin, Wyoming, and Washington adopted Indistar®.

The Continuous Improvement Cycle



Three Lenses of School Improvement



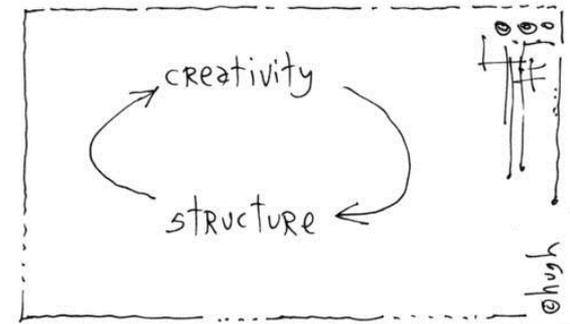
Indicators of Effective Practice

in-di-ca-tor [in-di-key-ter] (noun) A pointer or a gauge for assessing progress toward the destination.

Indicators provide the structure for building a continuous school improvement plan, while still allowing each school flexibility and creativity on how it implements the plan. Indicators point the way toward effective practices.

Indicators are:

- Guideposts for effective practice
- Plain language, behavioral (Who does what?)
- Aligned with research base (Wise Ways)
- Drivers of planning and improvement





Lists of School-level Indicators

All new users will be assigned
the Transformation Toolkit
indicators



Rapid Improvement

Transformation Toolkit

High School

Virginia / Support for School Improvement (SSI)

Indicator Report - School Indicators

Virginia SIP - Rapid Improvement

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

- ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
- ID02 All teams have written statements of purpose and by-laws for their operation. (37)
- ID03 All teams operate with work plans for the year and specific work products to produce. (38)
- ID04 All teams prepare agendas for their meetings. (39)
- ID05 All teams maintain official minutes of their meetings. (40)
- ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
- ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
- ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
- ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
- ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
- ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

- IE05 The principal participates actively with the school's teams. (56)
- IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)
- IE07 The principal monitors curriculum and classroom instruction regularly. (58)
- IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
- IE09 The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
- IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)

Virginia / Virginia Indistar

Indicator Report - School Indicators

Required Indicators - Priority Schools...assess allplan all except K11 if full

Transformation Toolkit

Transformation Toolkit - Strand A: Establishing and Orienting the District Transformation Team

- A3 The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (862)

Transformation Toolkit - Strand B: Moving Toward School Autonomy

- B2 The LEA has reoriented its culture toward shared responsibility and accountability. (865)
- B4 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (867)

Transformation Toolkit - Strand C: Selecting a Principal and Recruiting Teachers

- C1 KEY The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)
- C6 KEY The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)
- C8 KEY The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)

Transformation Toolkit - Strand D: Working with Stakeholders and Building Support for Transformation

- D1 The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)
- D3 KEY The LEA/School has engaged parents and community in the transformation process. (901)

Transformation Toolkit - Strand E: Contracting with External Providers

- E5 KEY The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)
- E6 KEY The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and

Virginia / Support for School Improvement (SSI)

Indicator Report - School Indicators

High School Improvement Indicators

High School Rapid Improvement - Team Structure

- HS1.01 The division and school teams regularly examine individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school. (2478)
- HS1.02 The division and school teams monitor rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. (2479)
- HS1.03 The division and school teams implement, monitor, and analyze results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. (2480)
- HS1.04 A team structure is officially incorporated into the school improvement plan and school governance policy. (2525)
- HS1.05 All teams have written statements of purpose and by-laws for their operation. (2526)
- HS1.06 All teams operate with work plans for the year and specific work products to produce. (2527)
- HS1.07 All teams prepare agendas for their meetings. (2528)
- HS1.08 All teams maintain official minutes of their meetings. (2529)
- HS1.09 The principal maintains a file of the agendas, work products, and minutes of all teams. (2530)
- HS1.10 The division and school teams meet regularly (twice a month or more for an hour each meeting). (2481)
- HS1.11 The division and school team serve as a conduit of communication to the faculty and staff. (2482)
- HS1.12 The division and school teams regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (2483)
- HS1.13 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (2531)
- HS1.14 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (2532)

High School Rapid Improvement - Principal's Role

- HS2.01 The traditional roles of the principal and other administrators (e.g., management, discipline,

Required Improvement Indicators for All Schools

School leadership teams must assess and include the three targeted interventions indicators below in their improvement plans.

Targeted Interventions	
TA01	<p>The school uses an identification process (including ongoing conversations with instructional leadership teams and data points) to identify students who are failing or in need of targeted interventions.</p> <p>← Aligns with Teacher Performance Standard 4</p>
TA02	<p>The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual student's needs (the process includes a description of how interventions are created and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</p> <p>← Aligns with Teacher Performance Standards 2,3, and 4</p>
TA03	<p>The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted interventions to ensure fidelity and effectiveness.</p> <p>← Aligns with Teacher Performance Standards 2, 3, and 4</p>



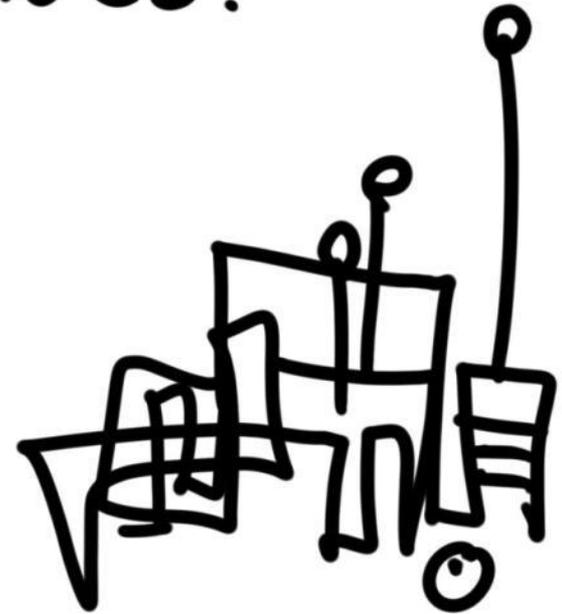
School Improvement Planning

The **development, implementation, and monitoring** of improvement plans involve a laser-like focus on the nexus between strategies and data. To this end, schools and their respective divisions will review data on a consistent basis to determine the effectiveness of strategies embedded within their plans. The Indistar® Web-based planning tool, in combination with quarterly review of data, will provide teams with **tools** to affect change at both the school- and division-level.

The following questions, developed by Edie Holcomb, represent the **phases or stages** of the school improvement process, and will serve as the foundation of the process:

- **Where are we now? *What caused your school to miss state and/or federal benchmarks?***
- **Where do we want to go? *What indicators will be selected?***
- **How will we get there? *What strategies (tasks) will be developed to support the selected indicators?***
- **How will we know we are (getting) there? *What quarterly data will your team review?***
- **How will we sustain focus and momentum? *How will your team use the quarterly data to modify your strategies (tasks)?***

it's not what
the software does.
it's what the
user does.



@hugh

WHAT'S NEW: [See the NEW Indistar Connect](#)

[South Dakota LEAP](#)

[Search for Research, Reports, Resources](#)



WHAT IS INDISTAR?

Indistar® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

[Learn More >](#)



What is Indistar?

7:15 mins. | YouTube

[Watch Video >](#)



Leadership Team Video

13:57 mins. | YouTube

[Watch Video >](#)



Indistar Login

Enter your State, District, or School login and password.

LOGIN

[Success Stories](#)

Websites

- [Academic Development Institute](#)
- [School Community Network](#)
- [Center on Innovations in Learning](#)
- [Building State Capacity and Productivity Center](#)

Communities of Practice

- [Indistar Connect](#)
- [Annual Indistar Summit](#)
 - [Summit 2012](#)
 - [Summit 2013](#)
 - [Summit 2014](#)
 - [Summit 2015](#)
- [Ed Leaders Network](#)

Resources

- [Documents](#)
- [PowerPoints](#)
- [Video-Based Professional Development](#)
 - [Indicators in Action](#)
 - [Indicators NOW!](#)
 - [What is Indistar?](#)
 - [Leadership Team Video](#)

Who has Access to Improvement Plans?



Guests (Read-only)

To be shared with parents, teachers, and community members.

- Wise Ways®
- Indicator Lists
- Latest Updates/Progress
- View-only Charts/Reports
 - Celebrate Our Success!
 - Where are We Now
 - Comprehensive Report
 - Summary Report
 - Accomplishments Report



Leadership Team (Read-only)

To be shared with Leadership Team members.

- Wise Ways®
- Indicator Lists
- Latest Updates/Progress
- View-only Charts/Reports
 - Same as guest
- Coaching Comments
- Leadership Team Agendas and Meeting Minutes
- Team Roster



Principal/Superintendent & Process Manager (Full/Editable Access)

- Wise Ways®
- Indicator work
- All Reports
- All Forms
- Submissions/Due Dates
- Coaching Comments
- Agendas and Minutes

Welcome

Please enter your Login and Password below

Please Enter Your Login

Please Enter Your Password

LOGIN

 **Contact Us**



School Community Network 

Indistar® 
Lighting our path to stellar learning™

 **What is Indistar®?**

 **Indistar: Making It Work For You**

Indicators in ACTION™

Star Hitcher's, LLC 
Always Reaching Higher™

Log-in Page for Indistar®
www.indistar.org

The Dashboard...

Indistar
Getting better together™

Abraham Elementary School
Lincoln District 121

Document Upload

Home Complete Forms Submit Forms/Reports Docs & Links

My Online Tool(s)	Description
Effective Practice Indicators	The Indistar school improvement planning process for the Leadership Team (School Improvement Team). Review Progress

School Bulletin Board

Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestAD15525 - guestAD15525**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LT55525 - LT55525**

SITE NAME

UPLOAD DOCUMENTS

GUEST AND LEADERSHIP LOGIN INFORMATION

CHECK FOR BULLETINS/MESSAGES

TABS

HOME – My Online Tools

Indicator process where Leadership Teams create plans to implement and sustain effective practices; Main Menu

COMPLETE FORMS

Link(s) to supplemental forms to help fulfill state or federal requirements

SUBMIT FORMS/REPORTS

Submit improvement plans/indicator progress and forms

DOCS & LINKS

Links provided by the state as additional resources for Leadership Teams

The School Dashboard



VIRGINIA DEPARTMENT OF EDUCATION

VA-test School
Happy Hills Public Schools



School Bulletin Board



Document Upload



Dashboard Tutorial

Share this guest login with building staff, school board, parents, and others
*Guest Login - Password / **guestva2309 - guestva2309***

Share the Leadership Team login with the Leadership Team members
*Leadership Team Login - Password / **LTS2309 - LTS2309***

Home

Complete Forms

Submit Forms/Reports

Docs & Links

My Online Tool(s)	Description	
 Virginia SIP - School Indicators	The Virginia school improvement planning process for District and School Improvement Team	Review Progress
 Transformation Toolkit	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	Review Progress
 High School Level Indicators	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	Review Progress
 Lead Turnaround Partner Requirements	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	Review Progress

The School Dashboard allows the user to **complete required forms** and receive feedback.

VA-test School
Happy Hills Public Schools

 School Bulletin Board

 Document Upload  Dashboard Tutorial

Share this guest login with building staff, school board, parents, and others
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Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTS2309 - LTS2309**

Home

Complete Forms

Submit Forms/Reports

Docs & Links

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Submit Forms/Reports' tab to find the due date and submit button.

 *This icon denotes a reviewable form.

Form	Status	Description/Instructions
Form completion and submission instructions		<p>For all reviewable forms: once the form has been completed, the school team will need to send it for review. After review, the team should make suggested updates and submit when the form has been accepted. Submissions can be made on the Submit Forms/Reports Tab.</p> <p>For all non-reviewable forms, the school team may submit once the form has been completed. Due dates for most forms are available on the Submit Forms/Reports Tab as well.</p>
 Focus Schools - Adaptive Reading Assessment Approval Form		Focus Schools - This form will be completed by each focus school regarding the selected adaptive reading assessment.
 Focus Schools - Data Query System Approval Form		Focus Schools - This form will be completed by each focus school regarding the selected data query system. Submit for review.
Focus Schools - Algebra Readiness Diagnostic Test (ARDT) Reporting Report 2014-2015		Focus Schools - Algebra Readiness Diagnostic Test (ARDT) Reporting Form - This form is completed by each focus school with grade 5 or higher.
Focus School Quarterly Data Analysis Report - Quarter 1		This form will be completed by the school's improvement team each quarter and reviewed at the division team's required quarterly data meeting with the principal. Submit immediately after the division meeting.
Focus School Quarterly Data Analysis		This form will be completed by the school's improvement team each quarter and reviewed at the division team's required quarterly data

The School Dashboard allows the user to **submit required forms** to the Office of School Improvement.

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Guest Login - Password / **guestva2309 - guestva2309**

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Leadership Team Login - Password / **LTS2309 - LTS2309**

Home Complete Forms **Submit Forms/Reports** Docs & Links

To submit, click the submit button for each form or report that is due.
Click the date of the Submitted and Previous to view these reports.

Report Name	Submit By	Submit	Submitted	Previous
School Improvement Plan-(Focus-Cohort I, II) 11/21/14	November 21, 2014		 10/14/2014	 11/21/13
School Improvement Plan-(Focus-Cohort I, II) 02/19/15	February 19, 2015	<input type="button" value="submit"/>		
School Improvement Plan-(Focus-Cohort I, II, III) 04/24/15	April 24, 2015	<input type="button" value="submit"/>		
School Improvement Plan-(Focus-Cohort I, II, III) 06/30/15	June 30, 2015	<input type="button" value="submit"/>		
School Improvement Plan-(Focus-Cohort III only) 01/30/15	January 30, 2015	<input type="button" value="submit"/>		 08/20/13
School Improvement Plan-(Title I AMO) 11/21/14	November 21, 2014	<input type="button" value="submit"/>		
School Improvement Plan-(Title I AMO) 02/19/15	February 19, 2015	<input type="button" value="submit"/>		
School Improvement Plan-(Title I AMO) 04/24/15	April 24, 2015	<input type="button" value="submit"/>		
School Improvement Plan-(Title I AMO) 06/30/15	June 30, 2015	<input type="button" value="submit"/>		
Priority Schools Only - Transformation Implementation Plan	June 30, 2015	<input type="button" value="submit"/>		 08/20/13
High School Level Indicators Report-02/14/14	February 14, 2014	<input type="button" value="submit"/>		 08/20/13
High School Level Indicators Report-06/30/14	June 30, 2014	<input type="button" value="submit"/>		
Focus Schools - Aradntive Reading Assessment Approval Report-				

The School Dashboard contains links to a variety of improvement planning resources.

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School Bulletin Board



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Home

Complete Forms

Submit Forms/Reports

Docs & Links

Document - Resource	Description
 GENERAL INFORMATION	
 Indistar FAQs	This document contains answers to the most frequently asked questions regarding the Indistar Web-based planning tool.
 2014 Indistar User Guide	Link to the 2014 Indistar User Guide
 Transformation Toolkit	Link to Transformation Toolkit Indicators
 Transformation Toolkit - Wise Ways	Link to full set of Wise Ways for Transformation Toolkit Indicators
 Lead Turnaround Partner Requirement	Link to Lead Turnaround Partners Indicators
 High School Improvement Indicators	Link to High School Improvement Indicators
 Continuous Improvement Indicators	Link to Virginia SIP - Continuous Improvement Indicators
 Rapid Improvement School Indicators	Indistar Quick Links - Indicators and Indicator Resources
 Early Childhood Indicators	Link to Early Childhood Indicators
 Sample Division Improvement Plan Tasks	Link to Sample Division Improvement Plan Tasks

www.indistar.org

State-determined Improvement Plan (currently Indistar®) Six-Step Process

- A Web-based tool for **assessing, planning, implementing,** and **monitoring** progress toward the improvement school indicators.

Step 1 – Register school

Step 2 – Provide school information

Step 3 – Form school team

Step 4 – Assess school indicators

Step 5 – Create school plan

Step 6 – Monitor school plan

VA-test School
Happy Hills Public Schools

Document Upload Dashboard Tutorial

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Guest Login - Password / [guestva2309](#) - [guestva2309](#)

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / [LTS2309](#) - [LTS2309](#)

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+ Navigation Toolbar

Quick Start

Welcome!

The Internet-based platform you are using is called Indistar, but it goes by different names in different states and districts where it has been customized. For lots of resources about the platform and the process, go to [www.Indistar.org](#). Especially you will find videos, PDFs, training modules, and documents.

For district Leadership Teams, the superintendent and a Leadership Team member designated as the Process Manager receive a login and password that enables them to enter and edit information. For school Leadership Teams, the principal and a Process Manager receive the login and password. The process is Getting Better Together™, and it centers on a Leadership Team, with a special login for the Leadership Team and a separate Guest Login for a wider group of stakeholders—teachers, parents, school board, for example. These logins and their passwords are found on your Dashboard page.

Some hints in getting started:

1. Keep the School Information and Team Members updated with current information.
2. Use the Meeting Agenda and Minutes feature to document your meetings. Also the information is part of several reports.
3. Be sure Leadership Team members have the Leadership Team login and password, and distribute the Guest login and password to stakeholders to keep everyone on the same page.
4. Work on a few indicators at a time, replacing one that becomes fully implemented with a new one.
5. Narrow the display of indicators to the ones you are focusing on with the Spotlight Indicators feature.

Most of all, enjoy the deep professional conversation and the satisfaction of getting better together.

To introduce you to the two primary pages and the process itself, you may click below and view or download and print a screen shot with explanations. Also, the Help buttons on the page will be useful for you.

* *The Process* - A one-page depiction of the Getting Better Together™ process.



Enter & keep your school information current
 Enter & keep your school team information current

Quick Start

Tech Support

State Contact

Contact Technical Support

Before submitting a technical support request, please review our [Browser Settings & Troubleshooting Guide](#) to make sure that your browser settings are compatible with the Indistar system.

To successfully submit a request for technical support, you will need to fill out the fields below. If you have a question that would be more appropriately directed to your state contact, please close this form and click the State Contact tab.

Please Provide Your Name.

*First Name *Last Name

How Can We Reach You?

*Email *Phone Number

How Can We Help You?

*Please provide a description of the problem or question you have.

Light Indicators

State Contact Information

For state specific questions regarding the use of this online tool, please contact your state support person(s) as listed below.

State Contact 1
 Yvonne Holloman
 804-225-2064
 Yvonne.Holloman@doe.virginia.gov

For Indistar support, please contact Dr. Yvonne Holloman at the Virginia Department of Education.

Close State Contact

Successes Indicators

Last Update: 01/06/2015
 Progress: 14 of 94

Theory of Action

Create
 Team Creates & Revises Objective Plans

Last Update: 11/14/2014
 Progress: 5 of 14

Last Update: 10/10/2013
 Progress: 0 of 5

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
0	0	0

Snapshot

New Celebration Report -->	Celebrate Our Success!
Last login:	09/04/2015
Last coaching comment received:	-
Last Leadership Team Meeting:	09/12/2013
Last Indicator assessed:	11/14/2014
Last Task added:	11/14/2014
Number of Objectives past due:	3 (view)
Number of Tasks past due:	8 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where are we now Report	

Principal: Mr. Michael Henry - bob'sEmail@adi.org
Process Mgr.: Mr. John Happy, Jr. - bob'sEmail@adi.org

The Main Menu

Quick Tips to Get Started
...and Stay on Track



Navigation Toolbar

Abraham Elementary School
Effective Practice Indicators
Lincoln District 121, ADI

Enter & keep your **school information** current
Enter & keep your **school team information** current

Update Steps 1-2-3 as needed with the most current information

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
2	3	4

Step 1
Add or update your site information (names & emails), Mission, and Goals

Step 2
Add or update your Leadership Team (names & emails)

Step 3
Add or update Demographics/Assessment Scores*
*not required in all states

Step 4
Create Leadership Team meeting agendas and record minutes

Snapshot

New Celebration Report -->	Celebrate Our Success!
Last login:	08/31/2015
Last coaching comment received:	06/05/2015
Last Leadership Team Meeting:	06/19/2015
Last Indicator assessed:	08/10/2015
Last Task added:	08/10/2015
Number of Objectives past due:	0 (view)
Number of Tasks past due:	0 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where are we now Report	

Principal: Mrs. Cecily Banks - cbanks@email.com
Process Mgr.: Mr. John Kamden - jkamden@email.com

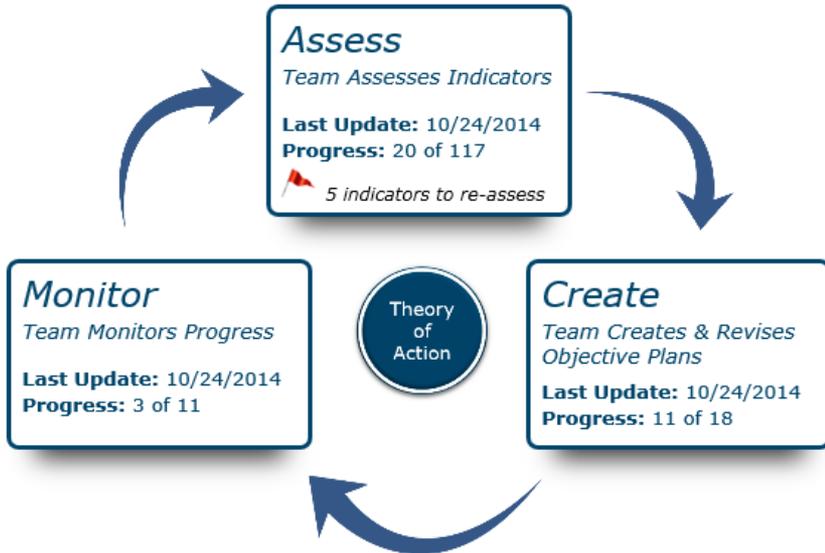
Dr. Josie Cooper - jcooper@email.com
Dr. Perry Hutchins - phutchins@email.com



The Continuous Process (Assess—Create—Monitor) Indicators Coaching Comments

Navigation Toolbar

Tech
State Contact



✕ Close Toolbar

Snapshot

New Celebration Report -->	Celebrate Our Success!
Last login:	11/03/2014
Last coaching comment received:	08/11/2011
Last Leadership Team Meeting:	10/22/2013
Last Indicator assessed:	10/24/2014
Last Task added:	10/24/2014
Number of Objectives past due:	9 (view)
Number of Tasks past due:	21 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where are we now Report	

Principal: Mr. Michael James - sbenedict@adi.org
Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holloman - steph@email.com
Mrs. Yvonne Holloman - yvonne.holloman@doe.virginia.gov

Forming a School Team

The dashboard features a top navigation bar with icons for Back to Main Menu, Assess, Create, Monitor, Spotlight, Information Mission & Goals, **School Team** (circled in red), Demographics, Assessment, Coaching Comments, and Team Agendas & Minutes. Below this is a secondary bar with Where Are We Now?, Resources, Worksheets, and Reports. The main content area displays a cycle diagram with three boxes: 'Assess' (Team Assesses Indicators, Last Update: 09/16/2015, Progress: 1 of 94), 'Monitor' (Team Monitors Progress, Last Update: 09/16/2015, Progress: 0 of 1), and 'Create' (Team Creates & Revises Objective Plans, Last Update: 09/16/2015, Progress: 1 of 1), all connected to a central 'Theory of Action' circle. To the right, there are 'Leadership Team Meetings' (0), 'Close Toolbar', and a 'Snapshot' section with various reports and a contact list including Principal Mrs. Jodi Lowery, School Consultant Dr. John Raffa, and Curriculum Director Mr. Brad Martin.

Virginia Test School Virginia School Team

Here you will enter information pertaining to the members of your School Improvement team. This team should include your principal, the process manager (if other than the principal), and others you choose to include from the school or community.



Add a Team Member

Team Member	Association
Sugar Plum	Assistant Principal

To add a new team member, please fill out the fields in the following form.

First Name:
 Last Name:
 Association:
 Phone:
 Email:

Add this Team Member

Cancel & Close Form

Demographic Information

Percentage of Students by Ethnicity

Percentages should equal 100%. Round each percent to the nearest percent.

- % Hispanic/ Latino of any race
- % American Indian or Alaskan Native
- % Asian
- % Black or African American
- % Total

Other Student Demographics (numbers only)

- % Percent of Students Qualifying for Free or Reduced Lunch
- % Percent of Students Receiving Special Education (IEP students)
- % School Attendance Percentage
- % School Mobility Percentage
- % Percent of Students that are Limited English Proficient (LEP)

School Personnel (numbers only)

Indicate the number of staff at your school in each of the following categories:

- Include only personnel who are at least half-time in building
- Include each person only once

- Classroom Teachers
- Special Education Teachers
- Specials (Art, Music, PE, etc.)
- Assistant Principal
- Social Worker
- Technology Specialists
- Dean

- Family / Parent Liaison
- Reading Specialists
- Teacher Aides
- Counselor
- Support Staff
- (If Other, add name here)

School Grade Levels and Enrollment

What grade levels are in your school (e.g. K-8)?

What is your total enrollment?

Save

Save and Go to School Assessment Scores

Indistar® (www.indistar.org) Six-Step Improvement Plan

- Step 1 – Register school
- Step 2 – Provide school information
- Step 3 – Form school team
- **Step 4 – Assess school indicators**
- Step 5 – Create school plan
- Step 6 – Monitor school plan



Assess – Plan - Monitor

Tech

State Contact

✖ Close Toolbar

Assess
Team Assesses Indicators

Last Update: 10/24/2014
Progress: 20 of 117

📌 5 indicators to re-assess

Monitor
Team Monitors Progress

Last Update: 10/24/2014
Progress: 3 of 11

Create
Team Creates & Revises Objective Plans

Last Update: 10/24/2014
Progress: 11 of 18

Theory of Action

Snapshot

New Celebration Report -->	Celebrate Our Success!
Last login:	11/03/2014
Last coaching comment received:	08/11/2011
Last Leadership Team Meeting:	10/22/2013
Last Indicator assessed:	10/24/2014
Last Task added:	10/24/2014
Number of Objectives past due:	9 (view)
Number of Tasks past due:	21 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where are we now Report	

Principal: Mr. Michael James - sbenedict@adi.org
Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holloman - steph@email.com
Mrs. Yvonne Holloman - yvonne.holloman@doe.virginia.gov

Focus Questions: (Assess school indicators) Pages 6-11 of Indistar User's Guide

- How will the school improvement team **involve** the **entire staff** in the selection of indicators that address the **needs** of the school?
- What **data** were used to determine the needs of the school?
- How was **consensus** reached regarding the indicators that were ultimately selected?



Selecting Additional Indicators to Assess

Grade-level /Content Area Teams review Academic Review Essential Actions and FAMO Reports, and align this information with specific indicators

Entire staff meets to **review each team's** suggested list of indicators aligned with the Essential Actions

Entire staff reaches consensus regarding additional indicators **for the school.**

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed 4. Assess Indicator

Filter(s): Choose a filter to narrow your Indicator search.

Key Indicators only Show Spotlight Indicators Only

apply Crosswalk Filter ▼

Title | AMO Schools & Accredited with Warning/Denied/Conditionally Accredited/Focus Schools ▼

Remove Filter(s)

To view Indicators, choose a section below or **Display all Indicators**

The dashboard features a top navigation bar with icons for Back to Main Menu, Assess, Create, Monitor, Spotlight, Information Mission & Goals, School Team, Demographics, Assessment, Coaching Comments, and Team Agendas & Minutes. Below this is a secondary bar with icons for Where Are We Now?, Resources, Worksheets, and Reports. The main content area contains a circular process diagram with four steps: Monitor (Team Monitors Progress, Last Update: 10/24/2014, Progress: 3 of 11), Assess (Team Assesses Indicators, Last Update: 10/24/2014, Progress: 20 of 117), Create (Team Creates & Reviews Objective Plans, Last Update: 10/24/2014, Progress: 11 of 18), and a central Theory of Action. The 'Assess' step is circled in red. To the right is a 'Snapshot' panel with a 'Close Toolbar' button. The snapshot includes a 'New Celebration Report' link, a 'Celebrate Our Success!' section with a table of dates and events, and a 'Who are we now Report' section with a table of metrics. At the bottom, it lists user information for Principals and Process Managers.

The indicator filter will display the list of indicators intended for use by the school team

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed 4. Assess Indicator

Filter(s): Choose a filter to narrow your Indicator search.

Key Indicators only Show Spotlight Indicators Only

apply Crosswalk Filter ▼

Required Indicators - Priority Schools... assess all/plan all except K11 if full ▼

Remove Filter(s)

To view Indicators, choose a section below or **Display all Indicators**

Step 1: Click-on the link for the selected indicator.

1. Select Indicator **2. Indicators to Assess** 3. Indicators Assessed 4. Assess Indicator

Select Indicator to assess (97)

Code	Key	Indicator	Filter Tag(s)
ID13		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	Re-Assess
IE06		The principal keeps a focus on instructional improvement and student learning outcomes. (57)	
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)	
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)	
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)	
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)	
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	

Step 2: Click-on the Wise Ways® link to review research about the selected indicator .

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed **4. Assess Indicator**

[Wise Ways ®](#) Indicator History

ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

1. Choose your level of Development or Implementation for this Indicator. **required*

No Development or Implementation Limited Development or Implementation Full Implementation

Save This Indicator

Notice the Wise Ways® link?

[Wise Ways®](#)

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

Wise Ways® Is a Built-In Reference Tool that Provides a Synthesis of the Research that Supports the Indicator AND Provides Real, How-to, High-leverage Strategies for Attaining It

Wise Ways® / Center on Innovation & Improvement

Indicator: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

Evidence Review:

In an effective system, teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional Teams organize the curriculum into unit plans that guide instruction for all students and for each student. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.

A unit of instruction is typically three to six weeks of work within a subject area for a particular grade level or course sequence. To pool teacher expertise and secure a guaranteed, taught curriculum, an Instructional Team can develop a plan for each unit. The plan is shared by all the teachers who teach that subject and grade level. The alignment process serves two related purposes: It serves as a check on guide/text/test congruence, and it provides teachers with an organizational structure for their own planning (Glatthorn, 1995).

The unit plan is developed by the Instructional Team to define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction.

The Instructional Team:

1. Determines the concepts, principles, and skills that will be covered within the unit.
2. Identifies the standards/benchmarks that apply to the grade level and unit topic.
3. Develops all objectives that clearly align to the selected standards/benchmarks.
4. Arranges the objectives in sequential order.
5. Determines the best objective descriptors.
6. Considers the most appropriate elements for mastery and constructs criteria for mastery.

Develops pre/post-test items that are clear and specific and would provide evidence necessary consistent with the criteria established.

Handbook on Restructuring and Substantial Change

Wise Ways® Research Briefs

Each school indicator has a corresponding Wise Ways® research brief containing a succinct synthesis of the related research, examples, and resources.

Indicator: Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

Explanation: Instructional Teams typically meet regularly for “business” meetings, maybe a couple times a month. But they also need blocks of time to dig into formative assessment data and develop and refine units of instruction and differentiated lessons.

Question: In addition to regular business meetings, do your Instructional Teams get scheduled blocks of time in sufficient quantity for the deep work of instructional planning?

We have established the importance of instructional teams, and that teams need specific plans and work products to produce. In order to do this, teams need time to meet. For many schools, this is one of the most difficult indicators to address. Schools are hemmed in by union agreements about how much time teachers are at the school.

Marzano (2003) points out that leadership should not reside with one: individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require *teams, time, and access to timely information*. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data. (Redding, 2007, p. 101)

There are limits on the number of days a teacher is required to be at the school. Schedules are established long before a school year begins. To have a 6 hour block of time for a team to meet is a challenge. However, it is not impossible, and it is necessary. Hattie (2012)

School
Indicator

Wise
Ways®
Research
Brief

Analyzing Wise Ways® Research Briefs

- The school improvement team **analyzes the Wise Ways® research briefs** associated with the selected school indicators.

Read the indicator description and **highlight** the most important elements

Read the Wise Ways® research brief and **look** for examples of the indicator's most important elements

Determine the literal meaning of the Wise Ways® research brief

After reviewing the Wise Ways® research brief, the school leadership team will assess the specific indicator by identifying the *level of development, priority score, and opportunity score*

1. Select Indicator

2. Indicators to Assess

3. Indicators Assessed

4. Assess Indicator

[Wise Ways ®](#)

Indicator History

ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

1. Choose your level of Development or Implementation for this Indicator. **required*

No Development or Implementation Limited Development or Implementation Full Implementation

2. Priority Score: **required*

- 3 - highest priority
 2 - medium priority
 1 - lowest priority

3. Opportunity Score: **required*

- 3 - relatively easy to address
 2 - accomplished within current policy and budget conditions
 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. **required*

Save This Indicator

Save and Go To Plan

I Do, We Do, You Do

- Add a team member
- Click-on the **Assess Component** of the Main Menu
- Display all indicators
- Assess and save one indicator *Remember to review the **Wise Ways** document

<http://www.online-stopwatch.com/egg-timer-countdown/full-screen/>

Indistar® (www.indistar.org) Six-Step Improvement Plan

Step 1 – Register school

Step 2 – Provide school information

Step 3 – Form school team

Step 4 – Assess school indicators

Step 5 – Create school plan

Step 6 – Monitor school plan



Assess – Plan – Monitor

Arkansas AR-Support
Main Menu

 Resources & Reports

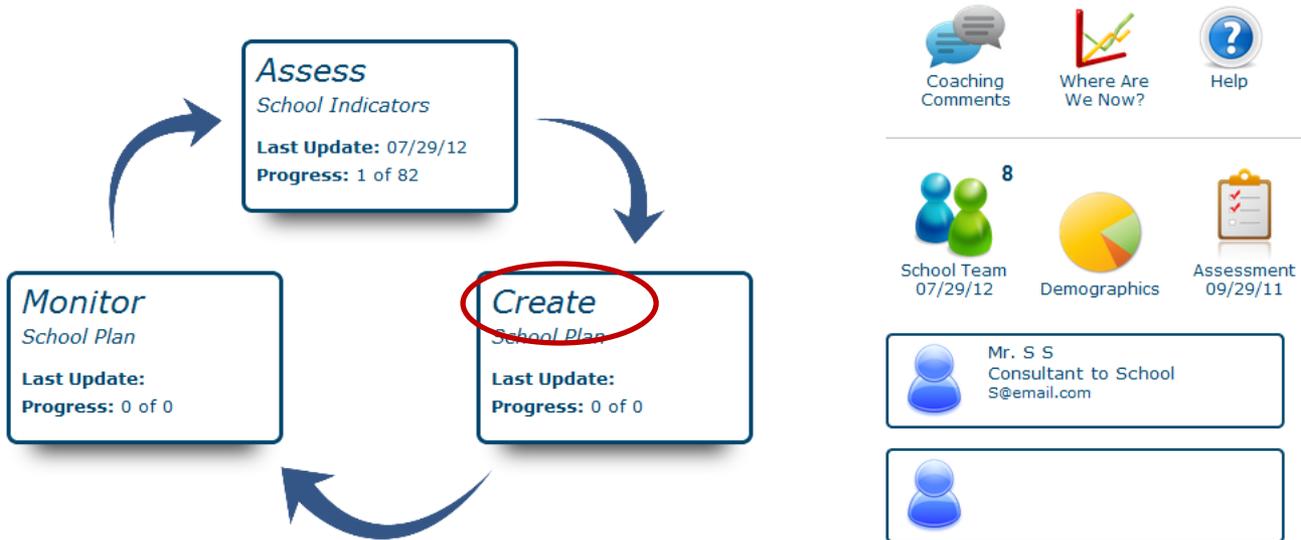
 Plan Your Meeting

AR-test School *School Leadership Indicators (RI)*
AR-test District, AR

[Edit School Information](#)

 **Principal**
Mr. Janie Russell - x
 **Process Manager**

 **New Look for Indistar**
[Click here to see what's new...](#)



For technical questions concerning this tool contact us at Indistar@adi.org

Indistar 
Lighting our path to stellar learning™

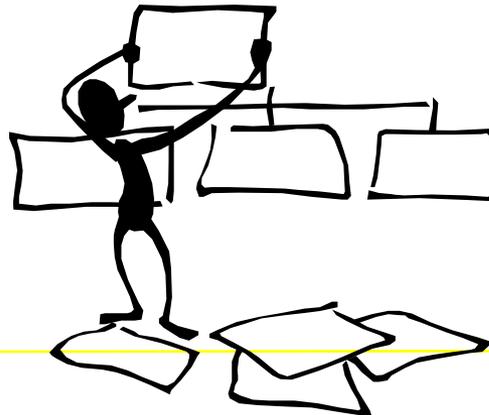
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 adi


VIRGINIA DEPARTMENT OF
EDUCATION

Focus Questions: (Creating Tasks) Pages 12-16 of Indistar User's Guide

- How will the school team ensure that tasks are **directly associated** with **strategies** to help the school address identified areas of need?
- Describe the **process** that the school team used to determine the **appropriate tasks** needed to **accomplish** each objective (indicator).
- **How** did the school team decide who would manage or be responsible for task attainment?
- **How** and **when** will **task managers report** to the school team? Entire faculty?
- **How** is the **continual review of data**, for possible plan revision, built into the planning process?

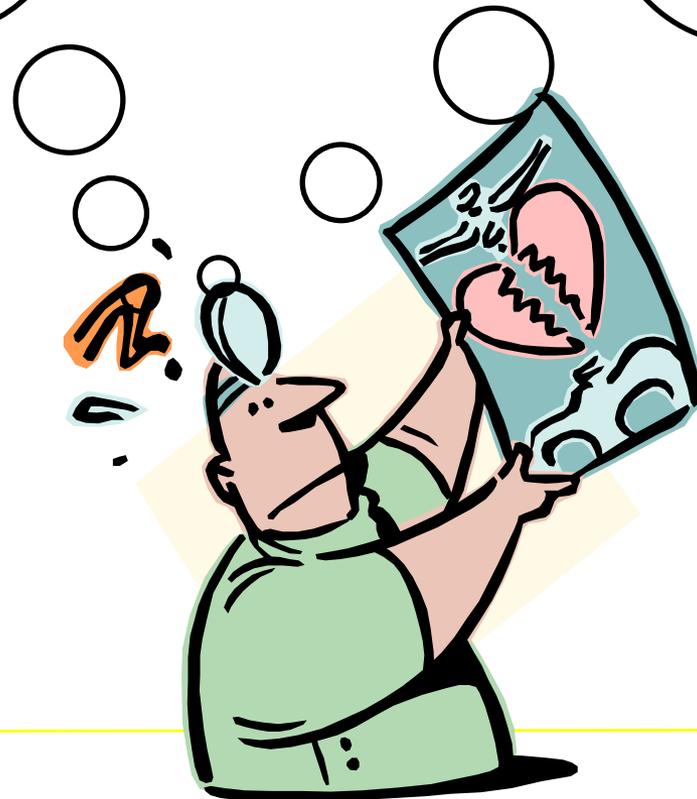


The **indicator** is the **diagnosis (What?)**.

- What needs to change at the school?

The **task** is the **prescription (How?)**.

- How will the school institute the change?



Developing Tasks for an Improvement Plan

Step 1: Begin with the end in mind – the school indicator.

Step 2: Review the Wise Ways® research briefs and other research related to the selected improvement indicators. This information will provide ideas for possible tasks.

Step 3: Begin drafting the “prescription”(series of tasks) for the “diagnosis” (indicator). The tasks should clearly outline the steps involved in making the indicator (objective) a reality in the school. The **indicator** tells “**what**” will happen. The **tasks** tell “**how**” the indicator will be accomplished.

- Tasks must describe “**who**” will do “**what**”, and “**when**” this will occur.

Step 4: After developing a series of tasks for an indicator, **revisit the Wise Ways® research briefs and other research** to determine whether your team has adequately addressed the **literal meaning** of the indicator.

The school leadership team at Happy Hills Elementary selected the following rapid improvement school indicator to include in their improvement plan:



IID11 - Instructional Teams will review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

← **What?**

Prior to developing tasks, the **school leadership team** will review the **Wise Ways® research brief** and **other related research** to determine the literal meaning of the indicator.

The Wise Ways® research brief will also provide ideas for tasks that could be included in the improvement plan.

A link to the **Wise Ways® research brief** is always located **above** the indicator.

VA-test School Virginia

Create - Team Creates & Revises Objective Plans

 Back to Main Menu

For each plan, the team will assign a leadership team member to monitor the plan, set a target date for completion, and create a series of tasks to reach full implementation. Each task created will also be assigned and have a target date by which it will be complete or become routine.



[Back to All Objectives](#)

[Wise Ways®](#)

IID11 -

Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Wise Ways® / Center on Innovation & Improvement

Indicator: Instructional Teams review the results of unit pre-/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of the early mastery of objectives). (109)

Evidence Review:

In an effective system, teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional Teams organize the curriculum into unit plans that guide instruction for all students and for each student. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.

A unit of instruction is typically three to six weeks in length and covers a particular grade level or course sequence. To pool teacher expertise and resources, an Instructional Team can develop a unit plan. In this way, teachers who teach the same course can share their expertise and resources to create a unit plan that meets the needs of all students.

1. Determine the standards and objectives for the unit.
2. Identify the resources and materials needed for the unit.
3. Develop the unit plan, including the sequence of instruction and the assessment plan.
4. Arrange for the resources and materials needed for the unit.
5. Determine the criteria for mastery.
6. Consider the unit plan and constructs criteria for mastery.
7. Develops pre- and post-tests that are specific and would provide evidence of mastery consistent with the criteria established.

Examples of Objectives in a Unit Plan

Target Objective: The student will be able to name the four primary directions on a navigational compass. (This is an objective at the level of general knowledge.)

Criteria for Mastery: Given a blank compass face, the student will write the name of the four primary directions in the correct locations.

Sample Wise Ways®

IID11 – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

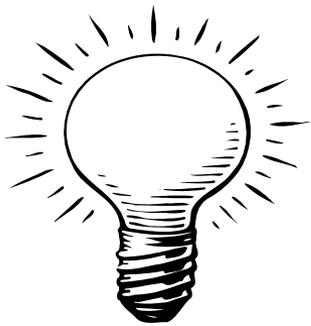
(Remember, an **indicator** tells you *what* will happen.)

Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

Task #1: The Happy Hills Division Assessment Specialist will provide a series of **formative assessment workshops** regarding the development and use of unit pre- and post-tests in reading on **the first and second Monday of each month**

(November 2011-January 2012).



***Who + What + When* = Robust Task**

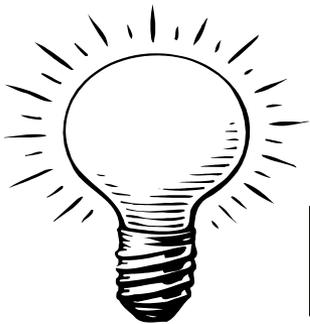
IID11 – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

(Remember, an **indicator** tells you *what* will happen.)

Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

Task #2: Instructional teams will meet for an extended planning block (4 hours) on the **4th week of each month** (January 2014-September 2014) to develop unit pre- and post-tests in reading. Meeting schedule: Mon. K-1; Tues. 2nd; Wed. 3rd; Thurs. 4th; Fri. 5th.



***Who + What + When* = Robust Task**

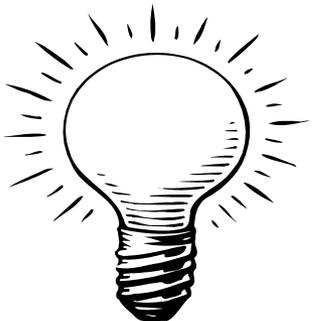
IID11 – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to "**red flag**" **students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

(Remember, an **indicator** tells you *what* will happen.)

Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

Task #3: On a **monthly basis**, the **Happy Hills Elementary lead reading teacher and the Title I reading specialist** will **review unit pre- and post-tests** developed by the instructional teams, and **provide feedback**.



***Who + What + When* = Robust Task**

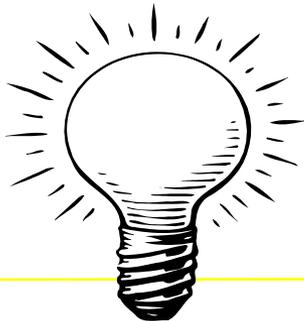
IID11 – Instructional Teams will review the results of **unit pre/post-tests** to make **decisions** about the **curriculum and instructional plans** and to **"red flag" students** in need of **intervention** (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

(Remember, an **indicator** tells you *what* will happen.)

Tasks developed by the Happy Hills Elementary School Leadership Team

(Remember, a **task** tells you *how* the indicator will be accomplished.)

Task #4: Instructional teams will administer unit pre- and post-tests to students **before and after units of instruction in reading**. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.



***Who + What + When* = Robust Task**

Exercise Caution When Developing Tasks



Avoid

Try This Instead

Writing generic tasks

- Sequence the steps involved in making the indicator a reality in the school (developing the prescription).
- Be specific about the actions of individuals and groups (i.e. teachers, leadership team, administrators).

Ask yourself, "For indicator ___ to become a reality at my school, _____ will need to _____."

Listing programs/materials as tasks

- Identify the specific inputs that will be needed to implement the program.

Example:

Instead of writing, "Students will use iPads to improve reading comprehension," consider:

"Third grade teachers will participate in a series of four workshops presented by Dr. John Doe regarding the use of iPad applications (apps) to teach reading comprehension skills to intervention students."

Using indicators as tasks

- Indicators should not be used as tasks.

The team, with input from stakeholders, will complete Steps 1-5.

[Wise Ways ® Rubric](#)

IF08 - Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

ASSESS

Level of Development or Implementation: No Development Priority Score: 3 Opportunity Score: 3

Current Level Description:

The professional development program at Happy Hills Elementary does not differentiate services for teachers. We have a variety of topics.

The **indicator** tells you **“what”** will happen.

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. [Karen Jappy](#) **required*
2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to show that this objective is fully met. **required*

By June 2014, 100% of Happy Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses areas of need.

3. Establish a date by which your description above will be a reality. [5/20/2014](#)
4. Edit information in items 1 - 3 above.

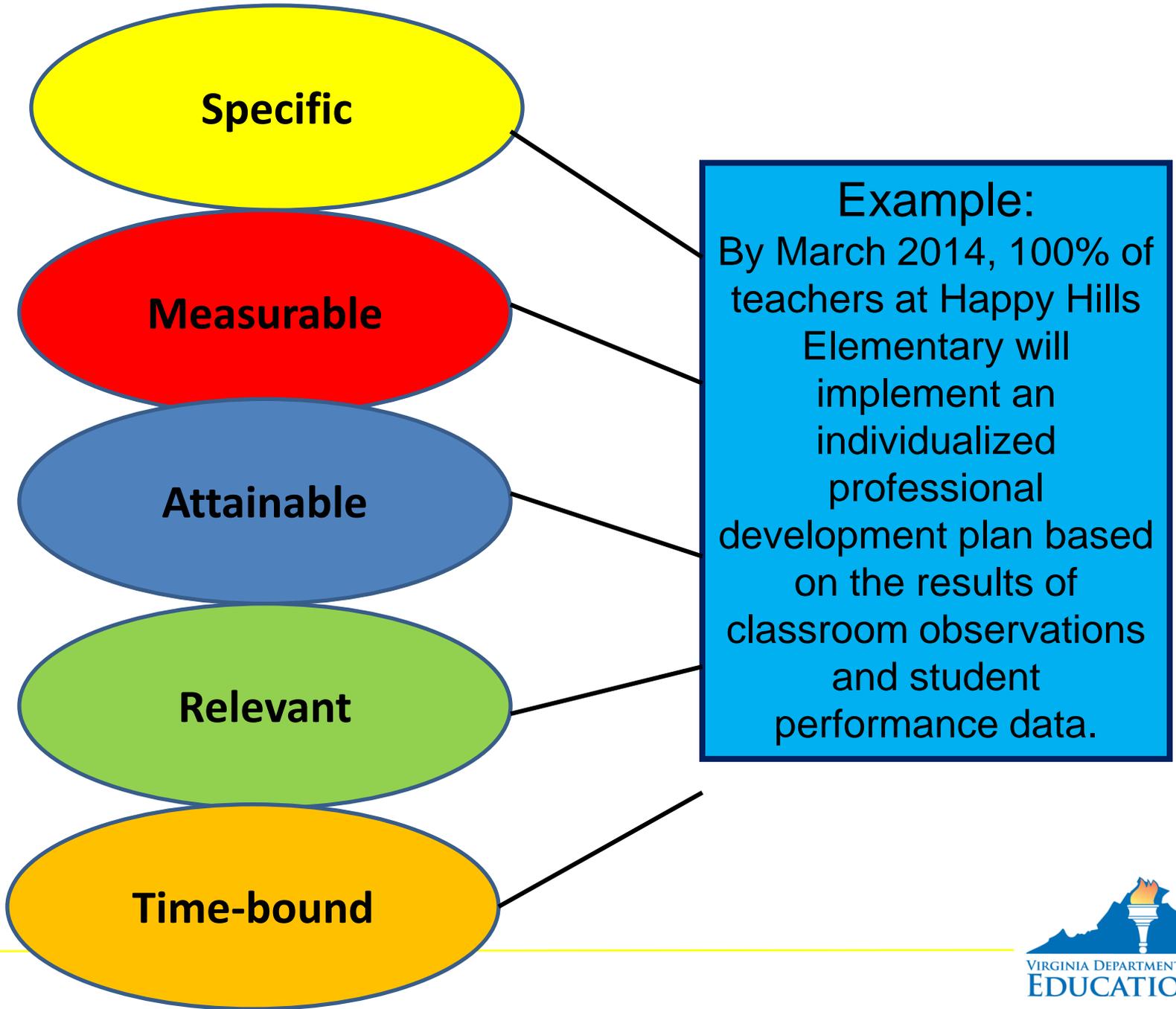
Edit

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add a task

This should be in the form of a **SMART** goal

**S
M
A
R
T**



A task tells you “how” the indicator will be accomplished. The task should also describe “who” will do “what”, and when it will occur.

Information needed to show evidence of full implementation:

Add a task

Task(s) created to meet this objective are shown below. Click a task to update or edit. To delete a task, go to the Monitoring process.

Sort	Task(s)	Recurrence	Assigned to	Target Date	Completed
1	During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation schedule: September 13-17, 2010 (Kindergarten and first grade); September 20-24, 2010 (second grade and third grade); September 27, 2010 - October 1, 2010 (fourth grade and fifth grade). 2013-2014: ththththththththththththththththth	three times a year	Karen Jappy	3/17/2014	
2	On a quarterly basis, the principal and assistant principal will conduct follow-up observations to monitor implementation of instructional strategies gleaned from the PLT group meetings.	four times a year	Tom Shrimp	12/10/2011	08/22/2013
3	Dr. John Doe will meet with the principal and assistant principal to review instructional supervision procedures.	monthly	Gary Duck	9/10/2013	
4	2013-2014: thththththththththththth		Tom Jones	12/26/2013	
5	2013-2014: thththththththththth	three times a year	Yetta Doe	2/19/2014	
6	Following initial observations of classrooms in grades K-5, the principal and assistant principal will create professional learning teams (PLT) containing teachers with similar needs based on the following topics: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced 4) formative assessment of student learning		Hilda Core	10/16/2013	
7	The school leadership team members will develop a professional development calendar for their assigned PLT groups: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning Each team member is responsible for contacting the content area specialists and the Happy Hills Elementary master teachers to obtain assistance with designing the sessions		School leadership team	12/12/2012	08/19/2013

Save Sort Order

Sample School Improvement Plan

Indistar™

Create School Plan

Gate City High School test

School Process Main

The indicators that you have chosen to include in your plan are stated below as objectives. They will be referred to as "objectives" through the remainder of the process. Select objective to create and assign tasks for the School Plan.

Objectives shown in Blue
Objectives shown in Green
Objectives shown in Red

Display All Objectives

All Objectives

Priority Score x Opportunity Score = Index

School Plan (36 objectives) Note: Index = Priority Score x Opportunity Score

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks
ID01 add task	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	3/30/2010	4	Jan Brett	5/03/2010	2
ID02	All teams will have written statements of purpose and by-laws for their operation. (37)	3/31/2010	4	Bobby		
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	1/27/2010	6	Jan B		
ID05	All teams will maintain official minutes of their meetings. (40)	1/29/2010	4	Sandr		
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	1/29/2010	4			
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	1/29/2010	6	Jan B		
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)	8/10/2009	6	Micha		
ID13	Instructional Teams will meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	4/05/2010	4	Bobby Go	6/06/2010	9
IE05 undecided	The principal will participate actively with the school's teams. (56)	9/11/2009	9	Jack Johnson	9/28/2009	7
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)	11/19/2008	6	Brennon Jones	6/22/2009	2
IE09	The principal will challenge, support, and monitor the correction of unsound teaching practices. (60)	4/14/2010	9			0

An **Index** between **6** and **9** indicates a **quick win** for the school/division.

I Do, We Do, You Do

- Click-on the **Create Component** of the Main Menu
- Select the indicator that was assessed
- Assign a team member for the indicator
- Write a SMART goal for the indicator
- Enter a target date and save your work
- Add one task and save your work

<http://www.online-stopwatch.com/eggtimer-countdown/full-screen/>

Indistar® (www.indistar.org) Six-Step Improvement Plan

Step 1 – Register school

Step 2 – Provide school information

Step 3 – Form school team

Step 4 – Assess school indicators

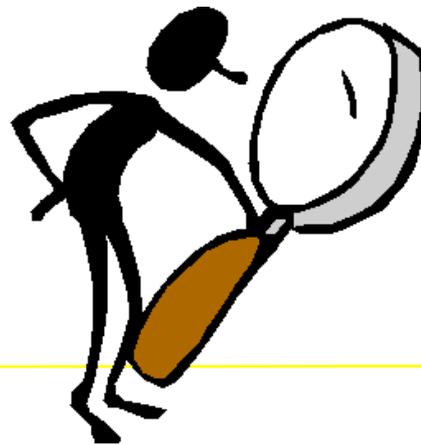
Step 5 – Create school plan

Step 6 – Monitor school plan



**Focus Questions:
(Monitoring the Plan)
Pages 17-20 of Indistar User's Guide**

- Are the school indicators and the resulting tasks included as **integral components** of staff meeting agendas?
- Describe how the online monitoring tool will be used during **staff meetings** as well as **grade-level/content area team meetings**.
- What **steps** have been developed to monitor the school plan?



Assess – Plan - Monitor

Arkansas AR-Support
Main Menu

Resources & Reports

Plan Your Meeting

AR-test School *School Leadership Indicators (RI)*
AR-test District, AR

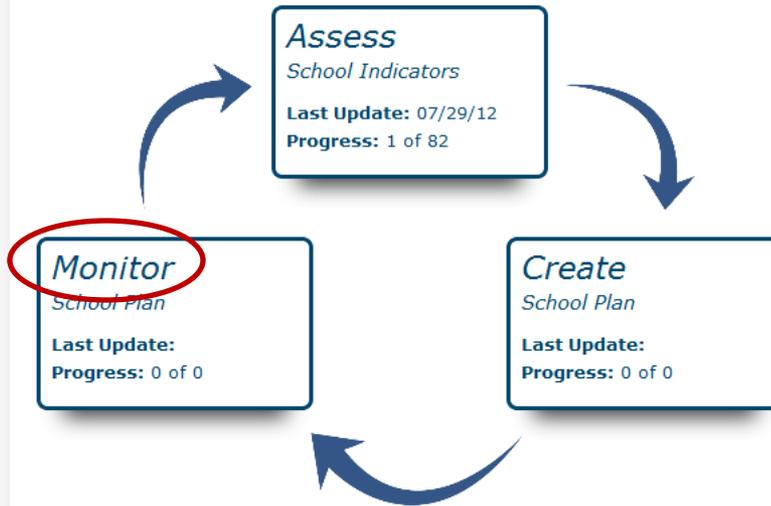
Edit School Information

Principal
Mr. Janie Russell - x
Process Manager
-



New Look for Indistar

Click here to see what's new...



Coaching
Comments

Where Are
We Now?

Help

8
School Team
07/29/12

Demographics

Assessment
09/29/11

Mr. S S
Consultant to School
S@email.com

For technical questions concerning this tool contact us at Indistar@adi.org

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adi

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.



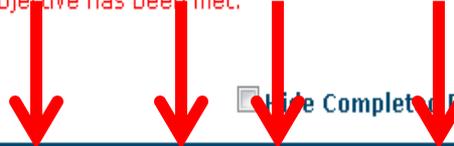
Objectives shown in blue have not been completed.

Objectives shown in green have been met, with evidence and sustained implementation.

Objectives shown in red have not been met, with evidence and sustained implementation, or the team is undecided if the objective has been met.

Select the indicator to monitor

Status of indicators



School Plan (8 total objectives)

Hide Completed Plans

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	Yetta Doe	09/20/2013	3	33 %	
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)	Tom Jones	06/06/2014	1	0 %	
IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)	Luna Doe	06/21/2013	5	60 %	
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (104)	Julie Doe	09/30/2013	3	0 %	
IID11	Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)	Yetta Doe	12/12/2013	4	100 %	

Indistar® enables school teams to monitor their improvement plans online.

Indistar™

Monitor School Plan

Gate City High School test

School Process Main

Plan List

?

Indicator: **IF08** [View Ways](#)

Objective: Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

Describe how it will look when this objective is being fully met in your School:

Happy Hills Elementary School will have a systematic, job-embedded professional development process which includes differentiated technical assistance for individual as well as groups of teachers.

Assigned to: **Bobby Goodrich** Objective Target Date: **04/08/2011**

Select Task to Enter Monitoring Information	Assigned to	Target Date	Completed
During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation Schedule September 13- 17, 2010 (Kindergarten and First grade) September 20- 24, 2010 (Second grade and Third grade) September 27, 2010 - October 1, 2010 (Fourth grade and Fifth grade)	Jan Brett	09/30/2011	10/01/2010
Following initial observations of classrooms in grades K-5, the principal and assistant principal will create professional learning teams (PLT) containing teachers with similar needs based on the following topics: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning	Jan Brett	10/08/2010	10/11/2010
The school leadership team members will develop a professional development calendar for their assigned PLT groups: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning 5) virtual manipulatives 6) SmartBoard. Each team member will be responsible for contacting the content area specialists and Happy Hills Elementary master teachers to obtain assistance with designing the sessions.	School leadership team	10/29/2010	11/12/2010
PLT groups will receive professional development on the second and third Tuesday of every month. Following each session, teachers will participate in peer observations to receive feedback regarding implementation of the focus strategies.	School leadership team	04/30/2011	05/05/2011
On a monthly basis, the principal and assistant principal will conduct follow-up observations to monitor implementation of instructional strategies gleaned from the PLT group meetings.	Jan Brett	05/15/2010	04/30/2011

“Click” on the task to display monitoring information

Indistar™ School Process Main
 Monitor School Plan Plan List
 Gate City High School test ?

Indicator: **IF08** [Wise Ways](#)

Objective: Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

Describe how it will look when this objective is being fully met in your School:
Happy Hills Elementary School will have a systematic, job-embedded professional development process which differentiated technical assistance for individual as well as groups of teachers.

Created by: **Bobby Goodrich** Objective Target Date: **04/08/2011**

or Complete Task Status

Enter task comments as necessary.
 "Completed date" (mm/dd/yyyy) when task has been completed.
 "Save/Update" to save changes.
 Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working meeting the objective.

Task: 1 During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation Schedule September 13- 17, 2010 (Kindergarten and First grade) September 20- 24, 2010 (Second grade and Third grade) September 27, 2010 - October 1, 2010 (Fourth grade and Fifth grade)

Comments:

Completed date: Save / Update Cancel Delete this task

Task to Enter Monitoring Information	Assigned to	Target Date	Completed
During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation Schedule September 13- 17, 2010 (Kindergarten and First grade) September 20- 24, 2010 (Second grade and Third grade) September 27, 2010 - October 1, 2010 (Fourth grade and Fifth grade)	Jan Brett	09/30/2011	10/01/2010

Detailed comments regarding the status of tasks should be entered here on a consistent basis.



What should be included in **status comments** for each task?

- **Monthly/Quarterly dates** indicating when individual tasks were monitored. The frequency is dependent upon the frequency-level entered when the task was developed.
- **A description of what occurred** when the individual tasks were implemented.
- **A description of the next steps** for the school/division leadership team.

**Monitoring
Date**

**Description of
what occurred**

**Description of
next steps**

October 17, 2012 - On October 17, 2012, the Happy Town division leadership team conducted a planning meeting to develop a timeline for training Happy Hills teachers to begin implementing the Roaring Reader and Magnificent Math intervention programs. The building principal suggested conducting the training in two day sessions at the request of the teachers. Assistance with securing substitute teachers is needed from the division. John Mackerel will follow up with the team.

November 1, 2012 - The two day training has been scheduled for November 29-30, 2012 and December 6-7, 2012. Kindergarten - second grade teachers will participate on November 29, 2012 and December 6, 2012. Third - fifth grade teachers will participate on November 30, 2012 and December 7, 2012.

December 10, 2012 - All teachers have received training regarding the Roaring Reader and Magnificent Math intervention programs. The division liaison, Dr. Boyd Doe, attended two sessions. The special education teachers requested an additional session to assist them with implementing the programs with their students and possibly making a few modifications.

The school leadership team at Happy Hills Elementary selected the following rapid improvement school indicator to include in their improvement plan:



IID11 - Instructional Teams will review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Display Objective Status

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 The Happy Hills Division Assessment Specialist will provide a series of formative assessment workshops regarding the development and use of unit pre- and post-tests in reading on the first and second Monday of each month (November 2011-January 2012).

Frequency: (frequency not set or not applicable)

Comments: November 15, 2011 - On November 9, 2011, the division assessment specialist conducted the first session of the formative assessment workshop regarding assessment for understanding.
December 12, 2011 - On December 5, 2011, the division assessment specialist conducted the second session of the formative assessment series. In addition, he met the third grade team to provide follow-up training during their weekly team planning.
January 13, 2012 - The final session was conducted with all teachers, and no follow-up was necessary.

Completed date:  [Clear Completed Date](#)

MONITOR PLAN

Display Objective Status

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 4 Instructional teams will administer unit pre- and post-tests to students before and after units of instruction in reading. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.

Frequency: (frequency not set or not applicable)

Comments: September 2012 - Instructional teams have begun meeting for half-day planning sessions. They have completed units of instruction with the assistance of the lead teachers. Third grade teachers requested additional sessions with Ms. Happy to design intervention lessons using the PALS resources to address fluency concerns.
October 2012 - The administrators reviewed samples of the unit pre- and post-tests and test results with individual teachers during post-observation conferences. During the week of October 7, 2012, instructional walkthroughs were conducted to determine level of implementation of intervention lessons based on the unit pre- and post-test data. Additional assistance is needed in second, third, and fifth grade. Ms. Happy will meet with the grade-level teams during their planning time.
February 28, 2013 (Quarterly Data Review) - Based on analysis of the Super Reader Test B, intervention students met or exceeded the benchmark: 52% of second students; 44% of third grade students; 71% of fourth grade students; and 21% of fifth grade

Completed date: 06/05/2013  [Clear Completed Date](#)

Save / Update

Cancel

 Delete This Task

I Do, We Do, You Do

- Click-on the **Monitor Component** of the Main Menu
- Select the indicator containing the task that you created
- Select the task that you created
- Enter a sample monitoring comment containing the following:
 - Today's date
 - A description of what occurred
 - A description of next steps

<http://www.online-stopwatch.com/eggtimer-countdown/full-screen/>



What happens after a school has completed all tasks for an individual indicator?

After all tasks associated with an indicator have been completed, the window below will appear. The school leadership team will need to select one of the three options.

Return to **Create Plan** and add tasks

Objective Status

Tasks created for this objective are now complete. Select your level of development after the team has discussed the current status of this objective.

- This objective has not been met. More tasks are needed to reach full implementation.
- This objective has been fully met. Evidence can be provided.
- Team is undecided. More discussion is needed.

Submit

Cancel & Close

After all tasks associated with an indicator have been completed, the window below will appear. The school leadership team will need to select one of the three options.

Answer the questions and provide data for evidence

Objective Status

All tasks created for this objective are now complete. Select your level of development after the team has discussed the current status of this objective.

- This objective has not been met. More tasks are needed to reach full implementation.
- This objective has been fully met. Evidence can be provided.
- Team is undecided. More discussion is needed.

Submit **Cancel & Close**

After all tasks associated with an indicator have been completed, the window below will appear. The school leadership team will need to select one of the three options.

The indicator will remain open and will appear in "red"

Objective Status

All tasks created for this objective are now complete. Select your level of development after the team has discussed the current status of this objective.

- This objective has not been met. More tasks are needed to reach full implementation.
- This objective has been fully met. Evidence can be provided.
- Team is undecided. More discussion is needed.

Submit **Cancel & Close**

Show Spotlight Indicators Only Hide Completed Plans

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks	Filter Tag(s)
ID01	A team structure will be officialy incorporated into the school governance policy. (36)	7/24/2013	9	Susan FitzPatrick	11/28/2014	3	
ID02	All teams will have written statements of purpose and by-laws for their operation. (37)	8/22/2013	9	Gary Duck	11/12/2013	2	
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	1/16/2014	6	Gary Duck	10/31/2014	0	
ID04	All teams will prepare agendas for their meetings. (39)	3/20/2014	9	bob bob	3/15/2017	2	
ID05	All teams will maintain official minutes of their meetings. (40)	10/17/2013	4			0	
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	2/24/2014	6	Susan FitzPatrick	2/25/2015	1	
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	9/14/2010	6	Susie Doe	10/14/2013	5	
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (43)	11/21/2013	6			0	
ID09	The Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)	6/25/2013	9	- removed -	6/06/2014	1	
ID11	Teachers will be organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	10/24/2014	6	- removed -	12/08/2015	1	



What should a school leadership team do if their monitoring indicates that certain **tasks** included in their plans are **not successful**?

Hint: The answer **does not** involve deleting the task.

After **implementing** and **monitoring** a task for a **period of time**, the school leadership team may determine that it is not effective. There are **two available options** to address this:

Option A

The school leadership team may **revise** the task by **adding additional information**. This may be accomplished by returning to the “**Create School Plan**” component of the Main Menu.

Option B

The school leadership team may enter **comments** regarding their **efforts to implement the task** (including related data) and indicate that it will be discontinued. This may be accomplished by returning to the “**Monitor School Plan**” component of the Main Menu. A **new task** will need to be created.

Arkansas AR-Support
Main Menu

Resources & Reports

Plan Your Meeting

AR-test School School Leadership Indicators (RI)
AR-test District, AR

Edit School Information

Principal
Mr. Jamie Russell - x
Process Manager

New Look for Indistar
Click here to see what's new...

Coaching Comments
Where Are We Now?
Help

School Team 07/29/12
Demographics
Assessment 09/29/11

Mr. S S
Consultant to School
SS@email.com

For technical questions concerning this tool contact us at indistar@adi.org

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Option 1: Add additional information to an existing task by revisiting the **Create School Plan** component. Select the task, and edit the information. Save your work.

Action Plan - Windows Internet Explorer provided by Virginia IT Partnership

http://www.centeri.org/SchoolRestructuring/SchoolActionPlan.aspx

Objective: **IF08** [View Items](#)

Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching (72)

ASSESS
Level of Development or Implementation: **No Development**
Priority Score: 3
Opportunity Score: 3
Current level description: The professional development program at Happy Hills Elementary does not differentiate services for teachers. We have whole group workshops every month about a variety of topics.

CREATE A PLAN

- Assign a team member to manage and monitor your work toward this objective.
- Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.

By June 2013, 100% of Happy Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses identified areas of need.

- Establish a date by which your description above will be a reality.
- Edit information in items 1 - 3 above.
- Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Arkansas AR-Support
Main Menu

Resources & Reports Plan Your Meeting

AR-test School School Leadership Indicators (RI)
AR-test District, AR

Principal
Mr. Janie Russell - x
Process Manager

Edit School Information

New Look for Indistar
Click here to see what's new...

Assess School Indicators
Last Update: 07/29/12
Progress: 1 of 82

Monitor School Plan
Last Update: Progress: 0 of 0

Create School Plan
Last Update: Progress: 0 of 0

Coaching Comments Where Am I? Help

School Team 07/29/12 Demographics Assessment 09/29/11

Mr. S S Consultant to School S@gmail.com

For technical questions concerning this tool contact us at Indistar@adi.org

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Option 2: Revisit the **Monitor School Plan** component. Enter **comments** regarding **efforts to implement the task** (including related data) and indicate that it will be discontinued.

Monitor Action Plan - Windows Internet Explorer provided by Virginia IT Partnership

http://www.centerii.org/SchoolRestructuring/SchoolActorPlanMonitor.aspx

Describe how it will look when this objective is being fully met in your school:
By June 2013, 100% of Happy Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses identified areas of need.

Assigned to: **Hilda Core** Objective Target Date: **06/21/2013**

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Enter "Completed date" (mm/dd/yyyy) when task has been completed
3. Click "Save/Update" to save changes.

Note: Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 2 Following initial observations of classrooms in grades K-5, the principal and assistant principal will create professional learning teams (PLT) containing teachers with similar needs based on the following topics: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced 4) formative assessment of student learning

Comments: October 12, 2010 - The Happy Hills Elementary administrators developed PLT groups. During a meeting on October 10, 2010, the school leadership team reviewed the PLT group plan and decided to create two additional groups based on teacher self-assessment. The two new groups are: 1) use of virtual manipulatives and 2) Use of the SmartBoard

Completed date: 10/12/2010

Save / Update Cancel Delete this task

Spotlight Indicators

Pages 6-11 of Indistar User's Guide

VA-test School

Virginia Indistar (Rapid Improvement)

Happy Hills Public Schools, VA



Enter & keep your [school information](#) current

Enter & keep your [school team](#) information current



Spotlight Indicators



Help

Assess

Team Assesses Indicators

Last Update: 11/10/2014

Progress: 22 of 117

4 indicators to re-assess

Snapshot

New Celebration Report -->

[Celebrate Our Success!](#)

Last login: 11/15/2014

Last coaching comment received: [08/11/2011](#)

Last Leadership Team Meeting: [10/22/2013](#)

Last Indicator assessed: 11/10/2014

Last Task added: 10/24/2014

Number of Objectives past due: [9 \(view\)](#)

Number of Tasks past due: [17 \(view\)](#)

Number of Tasks due in the next 30 days: [0 \(view\)](#)

[Where are we now Report](#)

Monitor

Team Monitors Progress

Last Update: 11/14/2014

Progress: 3 of 11



Theory
of
Action

Create

Team Creates & Revises
Objective Plans

Last Update: 11/05/2014

Progress: 11 of 20



Principal: Mr. Michael James - sbenedict@adi.org

Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holloman -
steph@email.com

Mrs. Yvonne Holloman -
yvonne.holloman@doe.virginia.gov

The **Spotlight Indicators** feature enables a school or division team to focus on a specific set of indicators as they assess, create, and monitor an improvement plan.

Step 1: The school/division team selects the **Show Spotlight Indicators Only** box.

VA-test School Virginia
Spotlight Indicators

 Navigation Toolbar

Welcome to the Spotlight Indicator selection page. Spotlight Indicators are a way to streamline and focus the work of the Leadership Team. Indicators selected here will be included in the Spotlight Indicator filter on the Assess, Create, and Monitor sections as well as reports.

To select the Spotlight Indicators, either:

Select indicators from Sections: Select the section of indicators to view only the indicators in that section.

Select from the complete list: Use the Display all Indicators button to view the complete list of indicators.

To add an indicator to the Spotlight Indicators list, simply check the box. A message in a green box will appear at the top of the page confirming that the indicator has been added to the list.

Choose a filter to narrow your Indicator search.

Key Indicators only Show Spotlight Indicators Only (3 of 4 spotlight indicators have been assessed)

apply Crosswalk Filter



Remove Filter(s)

Step 2: The school/division team selects indicators to view in the **Assess**, **Create**, and **Monitor** components of Indistar®.

Spotlight	Code	Indicator	Status
<input checked="" type="checkbox"/>	ID01	A team structure is officially incorporated into the school governance policy. (36)	None/Will Include
<input type="checkbox"/>	ID02	All teams have written statements of purpose and by-laws for their operation. (37)	Limited
<input type="checkbox"/>	ID03	All teams operate with work plans for the year and specific work products to produce. (38)	Limited
<input type="checkbox"/>	ID04	All teams prepare agendas for their meetings. (39)	Full
<input type="checkbox"/>	ID05	All teams maintain official minutes of their meetings. (40)	Limited
<input type="checkbox"/>	ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)	None/Will Include
<input type="checkbox"/>	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	None/Will Include
<input type="checkbox"/>	ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)	Limited
<input type="checkbox"/>	ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	Limited
<input type="checkbox"/>	ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	Limited
<input type="checkbox"/>	ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	Limited

Step 3: The school/division team views only the selected Spotlight Indicators.

Spotlight	Code	Indicator	Status
✓	ID01	A team structure is officially incorporated into the school governance policy. (36)	None/Will Include
✓	IE05	The principal participates actively with the school's teams. (56)	Full
✓	IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)	None/Will Include
✓	VC05	Staff members plan ways to increase and support the student's role in their learning - metacognition, self-regulation, peer feedback, students as instructional resources for one another. (1626)	
✓	TA01	REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)	Limited
✓	TA02	REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)	Limited
✓	TA03	REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)	None/Will Include

Hiding Completed Indicators

Pages 6-11 of Indistar User's Guide

The screenshot shows the Indistar dashboard for VA-test School. It features a navigation toolbar, a help icon, and a 'Spotlight Indicators' section. A central cycle of four boxes is shown: 'Assess' (Team Assesses Indicators, Last Update: 04/10/2015, Progress: 25 of 117), 'Monitor' (Team Monitors Progress, Last Update: 03/05/2015, Progress: 2 of 15), 'Create' (Team Create & Revises Objective Plans, Last Update: 04/01/2015, Progress: 15 of 24), and 'Theory of Action'. The 'Create' box is circled in red. To the right, there are activity statistics for the last 90 days (Leadership Team Meetings: 0, Tasks Completed: 0, Objectives Met: 0) and a 'Snapshot' section with various reports and dates.

School/division teams may hide from view all indicators that have been completed. This may be accomplished by entering the “Create School Plan” component and checking the box labeled “Hide Completed Plans”.

The screenshot shows the 'All Objectives' page. At the top, there are buttons for 'Select Objectives by Section' and 'Display All Objectives'. Below, it states 'Your school plan has a total of 24 objectives. *Note: Index = Priority Score x Opportunity Score'. There are two checkboxes: 'Show Spotlight Indicators Only' (unchecked) and 'Hide Completed Plans' (checked and circled in red). Below the checkboxes is a table of objectives.

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks	Filter Tag(s)
ID001	A team structure will be officially incorporated into the school governance policy. (36)	7/24/2013	9	Susan FitzPatrick	11/28/2014	3	

Lunch



Part II: Updating/Revising Improvement Plans

- **Reports and Worksheets**
- **Inserting Essential Actions**
- **Guest and Leadership Team Log-ins**

Reports

Users may generate a variety of reports to assist with assessing, planning, and monitoring the school improvement plan. All reports may be downloaded and printed for use by leadership team members.

The screenshot shows a software interface with a top navigation bar containing icons for: Back to Main Menu, Assess, Create, Monitor, Spotlight, Information Mission & Goals, School Team, Demographics, Assessment, Coaching Comments, and Team Agendas & Minutes. Below this is a secondary row with icons for: Where Are We Now?, Resources, Worksheets, and Reports (which is circled in red). A central diagram illustrates the 'Theory of Action' cycle with three main stages: 'Assess' (Team Assesses Indicators, Last Update: 01/06/2015, Progress: 14 of 94), 'Monitor' (Team Monitors Progress, Last Update: 09/11/2015, Progress: 0 of 5), and 'Create' (Team Creates & Implements Objective Plans, Last Update: 11/11/2015, Progress: 5 of 14). A 'Spotlight Indicators' section is visible at the top, and a 'Snapshot' box shows 'New Celebration Report --> Celebrate Our Success!' and 'Last login: 09/15/2015'.

General	School Information	This report holds registration information for the school, principal, and process manager.
	School Demographics	Here you will see the demographic, personnel and enrollment information as entered by the school.
	School Assessment	This report shows assessment information for state and standardized tests as entered by the school.
	School Team Members	Information pertaining to the members of the School Improvement Team including the principal, the process manager, and others chosen from the school or community to be part of the leadership team is displayed here.
Assess	List of Indicators Included in Plan	This report holds a list of all assessed indicators that will be included in your plan.
	Detailed Report of Assessed Indicators	This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.
	Flag to Reassess Report	This report will display all indicators that have been marked ready for reassessment, according to timelines specified by your state.
Plan	List of Objectives Included in Plan	Here you will find a list of all objectives included in the plan.
	Detailed Report of Objectives Included in Plan	This report holds a list of all objectives, the index score, target date, and team member assigned to it, as well as a description of what the fully implemented objective will look like.
Monitor	Tasks Report	The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.
	Progress Report	This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.
	Comprehensive Plan Report	This report shows detailed activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation filtered by one month, three month, six month, nine month and twelve month time intervals.
	last 3 months 6 months 12 months	
	12 Month Activity Report	A 12 month Report showing detailed activity of the leadership team's work on the action plan, including plans with tasks and indicators assessed as fully implemented or not a priority.

Guest and Leadership Team Access

Each registered school has access to a **Guest Log-in** and **Leadership Team Log-in** that may be shared with stakeholders.

VA-test School
Happy Hills Public Schools

 Document Upload  Dashboard Tutorial

 School Bulletin Board

Share this guest login with building staff, school board, parents, and others
→ *Guest Login - Password /* **guestva2309 - guestva2309**

Share the Leadership Team login with the Leadership Team members
→ *Leadership Team Login - Password /* **LTS2309 - LTS2309**

Home Complete Forms Submit Forms/Reports Docs & Links

My Online Tool(s)	Description	
 Virginia SIP - School Indicators	The Virginia school improvement planning process for District and School Improvement Team	Review Progress
 Transformation Toolkit	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	Review Progress
 High School Level Indicators	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	Review Progress
 Lead Turnaround Partner Requirements	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	Review Progress

Guest Page

Working together for our students' success!

Welcome Reports/WiseWays/Indicators & Rubrics Resources Mission / Goals Leadership Team

Working Together With Georgia - Indistar (Click to Expand/Collapse)

Indicator Group(s)

Choose an indicator group below to view progress for that group.

Indistar - SIP - School Indicators
The Indistar school improvement planning process for the School Improvement Team, using indicators of effective practice.

Sharing Our Progress

Priority Indicators (RT3, SIG, Priority)

Past Activity

-  **First Team Member Added:**
11/04/2013
-  **Last Leadership Team Meeting:**
05/06/2014
-  **Last Indicator Assessed:**
05/06/2014
-  **Last Task Added:**
05/06/2014
-  **Last Coaching Comment Received:**
04/14/2014

Next Steps

-  **Next Leadership Team Meeting:**
Not Scheduled
-  **Past Due Objectives:**
2 Objectives
-  **Past Due Tasks:**
4 Tasks
-  **Tasks Due in Next 30 Days:**
0 Tasks

The **Guest Page** shares the ongoing progress and achievements of a school or district with its teachers, parents, school board, community, and others.

1- Welcome Tab

The **Welcome Tab** displays information about work the school or district leadership team has just completed and upcoming due dates for the ongoing work on their improvement plan. Several graphs display progress of their leadership team's efforts in implementing effective practices.

Sharing Our Progress

Priority Indicators (RT3, SIG, Priority)

Past Activity

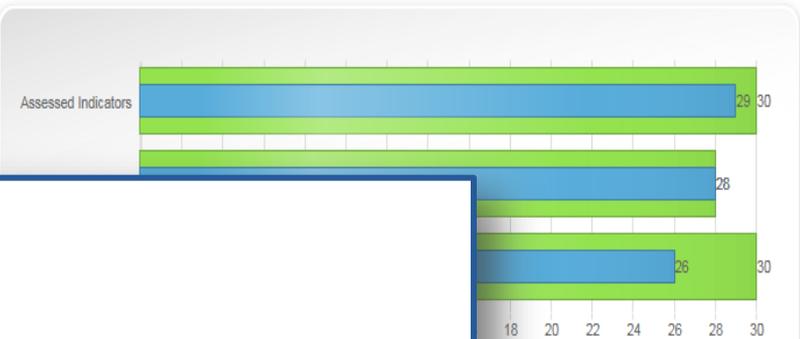
-  **First Team Member Added:**
11/04/2013
-  **Last Leadership Team Meeting:**
05/06/2014
-  **Last Indicator Assessed:**
05/06/2014
-  **Last Task Added:**
05/06/2014
-  **Last Coaching Comment Received:**
04/14/2014

Next Steps

-  **Next Leadership Team Meeting:**
Not Scheduled
-  **Past Due Objectives:**
2 Objectives
-  **Past Due Tasks:**
4 Tasks
-  **Tasks Due in Next 30 Days:**
0 Tasks

Progress Overview

Note: Hover over the bars in the graph to view data details.



Progress by Effective Practice

Note: Hover over the bars in the graph to view data details.



2- Reports/Wise Ways/Indicators/Rubric

Indicators of effective practice...

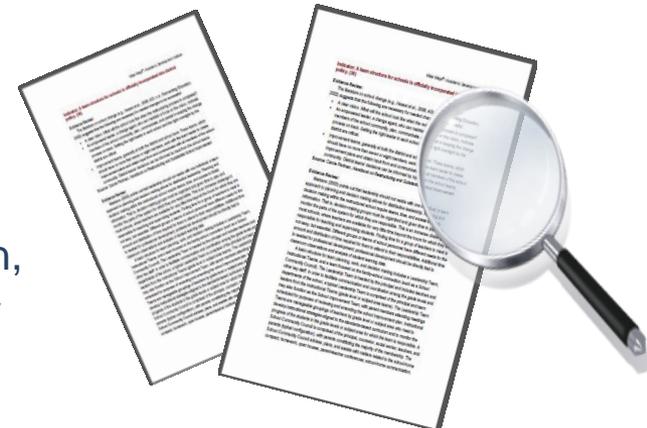
Example:

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID10 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.



Indistar - SIP - School Indicators

The Indistar school improvement planning process for the School Improvement Team, using indicators of effective practice.

Indicators: [\(View List\)](#)

WiseWays/Rubrics: [\(View List\)](#)

Reports

- [Celebrate Our Success!](#)
- [Where Are We Now?](#)
- [Comprehensive Plan](#)
- [Summary Report](#)
- [Accomplishment Report](#)

Celebrate Our Success!

This report shows indicators which have been determined by the Leadership Team to be fully implemented, either in the team's initial assessment or after meeting the objective for the indicator. These indicators are the school's norms, what is done routinely and with high quality.

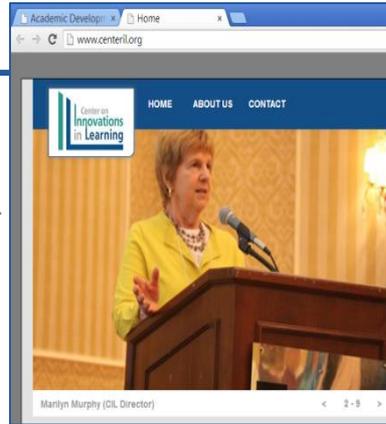
Reports – several reports to display progress

Wise Ways – research briefs that provide an explanation, relevant research, and citations of resources for each indicator of effective practice.

3- Resources

Websites

- Academic Development Institute
- School Community Network
- Indistar
- Center on Innovations in Learning



Videos

- What is Indistar?
- The Indistar Leadership Team
- Indicators in Action
- Indicators Now



Communities of Practice

- Ed Leaders Network
- Indistar Connect



A space for Indistar users to
meet, share, ask & let each other know
about Indistar in *your* part of the world.

MAIN DISCUSSION BOARDS IN YOUR WORDS WHAT IS INDISTAR? RESOURCES GO TO INDISTAR INDICATORS NOW MY PAGE

Documents

- Making Indistar Work for You
- Theory of Action

Indistar®: Making It Work For You

- 1 The Team: Principal**
Superintendent leads the team. The team takes charge of the direction of improvement.
- 2 The Process Manager**
Keeps the team on track. Enters information into the system.
- 3 The Process**
Discuss indicators of effective practice. Use included research tools. Allow transparency through use of guest login.
- 4 Teaming Protocol: Attend**
Start on time. Focus. Participate. Record. Repeat.
- 5 Information: Use the Wise Ways!**
Task report, and documentation of implementation to guide your decisions.
- 6 The Coach**
If you've been provided a coach, review what the coach recommends. Establish a relationship.
- 7 Build from Strength**
Celebrate accomplishments. Start from what you are already doing well and build from there.
- 8 Keep It Simple**
Don't over-complicate simple ideas. Break down tasks.
- 9 Assess, Plan, Implement, Monitor**
The whole process in a nutshell.
- 10 The Right Spirit**
This is your professional practice. Make it count.

4- Mission/Goals/Spotlight Indicators

Welcome

Reports/WiseWays/Indicators & Rubrics

Resources

Mission / Goals / Spotlight Indicators

Leadership Team

The Mission Statement for **Mt. Adams School**:

this is my statement.....

Mt. Adams School established the following goals in alignment with the school's mission statement.

- Goal #2
- Goal #3.....

To achieve these goals, **Mt. Adams School** has chosen to focus on implementing these Spotlight Indicators:

Support for School Improvement, "Steps to Success" - School Indicators (RI)

No Spotlight indicators have been selected for this group.

Transformation Implementation Indicators

A1 The LEA has an LEA transformation team. (1629)

A2 The LEA has assessed its LEA capacity to support transformation. (1630)

A3 The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (1631)

A4 The LEA has designated an internal lead partner for each transformation school. (1632)

B1 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)

B2 The LEA has reoriented its culture toward shared responsibility and accountability. (1634)

C1 The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)

J5 The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)

Mission



Goals →

Spotlight
Indicators

Mt. Adams School

Working together for our students' success!

Welcome

Reports/WiseWays/Indicators & Rubrics

Resources

Mission / Goals / Spotlight Indicators

Leadership Team

Use the links on the Reports/WiseWays/Indicators & Rubrics tab to review and print Indicator lists, WiseWays list, and Comprehensive Report for your Leadership Team meeting.

Support for School Improvement, "Steps to Success" - School Indicators (RI)

Indicators of effective practice to assess, plan, and implement.

- [Team Agendas & Minutes](#)
- [Team Members](#)
- [Coaching Comments](#)
- [Tasks Report](#)

Transformation Implementation Indicators

SIG implementation indicators to assess, plan and monitor, designed to promote school improvement, while meeting federal requirements.

- [Team Agendas & Minutes](#)
- [Team Members](#)
- [Coaching Comments](#)
- [Tasks Report](#)

Turnaround Indicators

Research-based effective practice indicators utilized for school improvement.

- [Team Agendas & Minutes](#)
- [Team Members](#)
- [Coaching Comments](#)
- [Tasks Report](#)

Leadership Team members now have access to Coaching Comments and Meeting Agendas by using the Leadership Team login that can be found on the school or district dashboard.



Part III: Coaching Schools/ Divisions Using Indistar®

- Coach's Dashboard
- Coaching Comments

Pages 27-39 of User's Guide

Coaching Comments



OSI-approved personnel and division leadership team members assigned to schools may enter coaching comments regarding the following:

- Implementation of tasks
- Monitoring of tasks
- Preparations for upcoming meetings
- Suggestions/commendations to the division leadership team
- Next steps

Coaching Comments are meant to be specific comments and/or suggestions in relation to an indicator or area of leadership team planning (i.e., team meetings, forms, updates).

Navigation Bar: Back to Main Menu, Assess, Create, Monitor, Spotlight, Information Mission & Goals, School Team, Demographics, Assessment, **Coaching Comments**, Team Agent & Minute

Secondary Navigation: Where Are We Now?, Resources, Worksheets, Reports

Assess
Team Assesses Indicators
Last Update: 04/30/2014
Progress: 19 of 117
5 indicators to re-assess

Monitor
Team Monitors Progress
Last Update: 01/16/2014
Progress: 3 of 10

Create
Team Creates & Revises Objective Plans
Last Update: 07/10/2014
Progress: 10 of 17

Theory of Action

Snapshot [Close Toolbar]

New Celebration Report --> [Celebrate Our Success!](#)

Last login:	10/01/2014
Last coaching comment received:	08/11/2011
Last Leadership Team Meeting:	10/22/2013
Last Indicator assessed:	03/20/2014
Last Task added:	03/20/2014
Number of Objectives past due:	8 (view)
Number of Tasks past due:	21 (view)
Number of Tasks due in the next 30 days:	0 (view)

[Where are we now Report](#)

Principal: Mr. Michael James - sbenedict@adi.org
Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holloman - steph@email.com
Mrs. Yvonne Holloman - yvonne.holloman@doe.virginia.gov

Procedures for Entering Coaching Comments

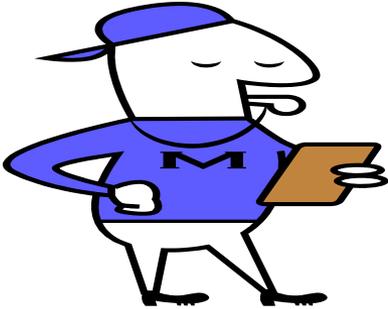


Step 1: Division leadership team member/OP will review the division/school improvement plan, and enter detailed comments about the areas of strength (“glows”).

Examples:

- Your improvement team did a great job developing a school-specific matrix for identifying students at each tier. This will ensure consistency throughout the building. I am looking forward to our upcoming meeting to discuss students who have been identified for Tier 2 and 3 interventions in reading.*
- I have reviewed the status comments for tasks associated with indicator TA03. It appears that the Student Intervention Team process is quite successful based on the movement of 15% of your students from a Tier 3 intervention level to a Tier 2 intervention level in reading.*

Procedures for Entering Coaching Comments



Step 2: Division leadership team member/OP will ask **probing questions** about the series of tasks or status comments.

Examples:

- *How is your division leadership team planning to provide support to Happy Town ES regarding implementation of extended planning time for each grade-level? This task was recently added to their school improvement plan. Have you considered the possibility of adding a task to the division's improvement plan regarding this?*
- *Based on the low attendance at the Happy Hills After-School Tutorial Program as reported in your status comments for task 3 (TA02), what alternatives have your team members discussed? Would you like to add this as an agenda item for next week's meeting?*

Procedures for Entering Coaching Comments



Step 3: Division leadership team member/OP will include detailed information about areas for improvement (“grows”).

Examples:

- *During the quarterly data review meetings with schools, it would be helpful to have a copy of the division’s improvement plan available. This will assist your division team with ensuring that tasks are evaluated and revised based on student performance data.*
- *While reviewing the school improvement plan tasks for indicator TA02, I noted that tasks associated with interventions for students only included references to programs. Your team may want to consider adding a task regarding professional development for teachers to assist them with providing Tier 2 interventions. This will build their capacity.*

Procedures for Entering Coaching Comments



Step 4: Division leadership team member/OP will suggest **next steps** for the improvement team to complete.

Examples:

- *Prior to our upcoming meeting, please review with your staff members the status of tasks for indicator IF08. Based on the monitoring comments, there appears to be a need for additional professional development regarding use of virtual manipulatives. You may enter comments relative to the discussion into the monitoring component of your plan. Jane Doe is scheduled to join us for the meeting in an effort to provide additional math support to your teachers.*
- *It appears that your improvement team has completed all tasks associated with indicator IA13. Please revisit the “Create Division Plan” component and determine whether the description entered under “How will it look when fully implemented?” accurately describes the current state of implementation.*

Sample Coaching Comments

Summary Report Comprehensive Report **Comments & Reviews** Task Report Where Are We Now Team Meetings Quick Score Critique/Feedback

Respond to Coaching Comment

2 of 2

<i>Coach (CD)</i>	<i>11/14/13</i>	<i>Yvonne Holloman</i>	<i>Monitor Plan</i>	<i>IA13</i>	<i>Glows</i> <i>Probing questions</i> <i>Grows</i> <i>Next steps</i>
-------------------	-----------------	------------------------	---------------------	-------------	---

<i>Coach (CD)</i>	<i>08/14/13</i>	<i>Yvonne Holloman</i>	<i>Create Plan</i>	<i>TA02</i>	<i>Your leadership team has done an excellent job assisting Happy Town ES with selecting an adaptive reading assessment to identify students needing Tier 2 and 3 intervention. (Glow)</i> <i>Have you considered contacting the TTAC to get assistance with professional development for teachers regarding tiered interventions? (Probing question)</i> <i>During the upcoming meeting, it would be helpful for interventionists to share information about their previous professional development activities. (Grow)</i> <i>Since the Happy Town ES leadership team has added a task regarding interventions for identified students, your division team should consider adding a task that is aligned with this. (Next step)</i>
-------------------	-----------------	------------------------	--------------------	-------------	--

Please enter your Login and Password below

Please Enter Your Login

Please Enter Your Password

LOGIN

Contact Us

What's Happening in Indistar?

Activity in the last 7 days across all of Indistar

Leadership Team Meetings	Tasks Completed	Objectives Met
141	709	852

We're Celebrating Indistar Stars

Read about schools celebrating their Indistar Successes. Celebrate your successes with your Leadership Team in 2015 then use the "Contact Us" link above to share your success with us!

- Academic Development Institute
- School Community Network
- Indistar
- Center on Innovations in Learning

Communities of Practice

- Ed Leaders Network
- Indistar Connect

Videos

- What is Indistar?
- The Indistar Leadership Team
- Indicators in Action
- Indicators Now

Documents

- Making Indistar Work for You
- Browser Settings & Troubleshooting Guide

OSI-approved personnel will receive **division consultant access** to review reports and monitor implementation of improvement plans



 Coach Bulletin Board

Share this guest login with building staff, school board, parents, and others
Share the Leadership Team login with the Leadership Team members

- Home
- Complete Forms
- Submit Forms/Reports
- Docs & Links
- My Districts**

District Activity

 *This icon denotes that a new Coaching Comment is available for review.

District **Dashboard**

Happy Hills Public Schools

show dashboard

District Consultant's Dashboard

Happy Hills Public Schools

Coach Bulletin Board

Document Upload

Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestdva1320 - guestdva1320**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTD1320 - LTD1320**

Home Complete Forms Submit Forms/Reports Docs & Links My District Schools

My Online Tool(s)	Description
 Virginia SIP - District Indicators	The Virginia school improvement planning process for District and School Improvement Team

Coaching Review

Happy Hills Public Schools

Back to Dashboard

Coaching Review (show - hide) Coaching Comment (show - hide) Critique/Feedback (show - hide) View Indicators View WiseWays

Summary Report Comprehensive Report Comments & Reviews Task Report Where Are We Now Team Meetings Quick Score Critique/Feedback

1 of 2



Inserting Essential Actions into an Improvement Plan



Sample Planning Worksheet for Schools

Improvement Planning Worksheet

Per 8 VAC 20-131-310, schools rated *Accredited with Warning* must develop improvement plans including the Essential Actions and the nine required SOA components.



SOA Required Improvement Plan Components	Related Indistar® Indicator(s) <u>OR</u> page number in the plan using the LEA template
Example: <i>G.7: Strategies to involve and assist parents in raising their child's academic performance</i>	VD03
G.1: A description of how the school will meet the requirements to be Fully Accredited, for each of the years covered by the plan	
G.2: Specific measures for achieving and documenting student academic improvement	
G.3: A description of the amount of time in the school day devoted to instruction in the core academic areas	
G.4: Instructional practices designed to remediate students who have not been successful on SOL tests	
G.5: Intervention strategies designed to prevent further declines in student performance and graduation rates	
G.6: Staff development needed	
G.7: Strategies to involve and assist parents in raising their child's academic performance	
G.8: The need for flexibility or waivers to state or local regulations to meet the objectives of the plan	
G.9: A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan	
Essential Actions	Related Indistar® Indicator(s) <u>OR</u> page number in the plan using the LEA template
Example:	K4 – Transformation



Process for Inserting Essential Actions and the Nine Required Components into an Existing Improvement Plan Using the Indistar® Web-based Planning Tool

Schools have **two options** for inserting the Essential Actions and the nine required components into an existing improvement plan housed in Indistar®:

Option 1

Revisiting the Assessment feature of an indicator that was marked “Fully Implemented,” and adding the Essential Action and appropriate SOA improvement planning component as tasks

Option 2

Inserting the Essential Action and appropriate SOA improvement planning component as tasks within a specific indicator.

Option 1: Revisiting the Previous Assessment of an Indicator and Adding the Essential Action as Task

[Wise Ways @](#)

K4 - The principal ensures that teachers align instruction with standards and benchmarks.(974)

ASSESS

Level of Development or Implementation: Limited Development **Priority Score:** 3 **Opportunity Score:** 3

Current Level Description:

Based on the results of the 2014 academic review, a need exists for teachers to unpack the Virginia Standards of Learning in reading and mathematics, and use the information to develop daily lesson plans aligned in both content and cognitive level.

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. [Bob Goodrich](#) **required*
2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met. **required*

By December 2014, 100% of teachers at Happy Hills ES will be proficient in developing lesson plans that are aligned in both content and cognitive level to the Virginia Standards of Learning.

3. Establish a date by which your description above will be a reality. [12/19/2014](#)
4. Edit information in items 1 - 3 above.

Edit

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add a task

Option 2: Adding the **Essential Action**/SOA Component as a Task for an Existing Indicator

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add a task

Task(s) created to meet this objective are shown below. Click a task to update or edit. To delete a task, go to the Monitoring process.

<u>Sort</u>	<u>Task(s)</u>	<u>Recurrence</u>	<u>Assigned to</u>	<u>Target Date</u>	<u>Completed</u>
0	<p><u>(Essential Action) The principal will establish and implement a system for providing guidance to teachers regarding lesson planning expectations to include the following: a) Aligns with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level (evidence of standard unpacked) b) Links to the unit or curriculum Big Ideas (e.g., Essential Questions, Enduring Understandings, Themes, etc.) c) Outlines objective (includes the behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors) d) Outlines the criteria used to determine whether learners have met the objective</u></p>	monthly	Jane Doe, principal	12/19/2014	

Option 2: Adding the Essential Action/ **SOA Component** as a Task for an Existing Indicator

<u>Sort</u>	<u>Task(s)</u>	<u>Recurrence</u>	<u>Assigned to</u>	<u>Target Date</u>	<u>Completed</u>
1	<u>(SOA Component: G.6) During the month of September, the principal and assistant principal will conduct initial observations of teachers at each grade-level to obtain baseline data regarding strengths and weaknesses. Observation schedule: September 13-17, 2014 (Kindergarten and first grade); September 20-24, 2014 (second grade and third grade); September 27, 2014 - October 1, 2014 (fourth grade and fifth grade).</u>	three times a year	Karen Jappy	10/10/2014	10/10/2014
2	<u>Following initial observations of classrooms in grades K-5, the principal and assistant principal will create professional learning teams (PLT) containing teachers with similar needs based on the following topics: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced 4) formative assessment of student learning</u>		Hilda Core	10/16/2013	11/12/2014
3	<u>The school leadership team members will develop a professional development calendar for their assigned PLT groups: 1) classroom management 2) development of lesson plans 3) differentiation of instruction (prerequisite, target, and enhanced) 4) formative assessment of student learning Each team member is responsible for contacting the content area specialists and the Happy Hills Elementary master teachers to obtain assistance with designing the sessions</u>		School leadership team	12/12/2012	08/19/2013

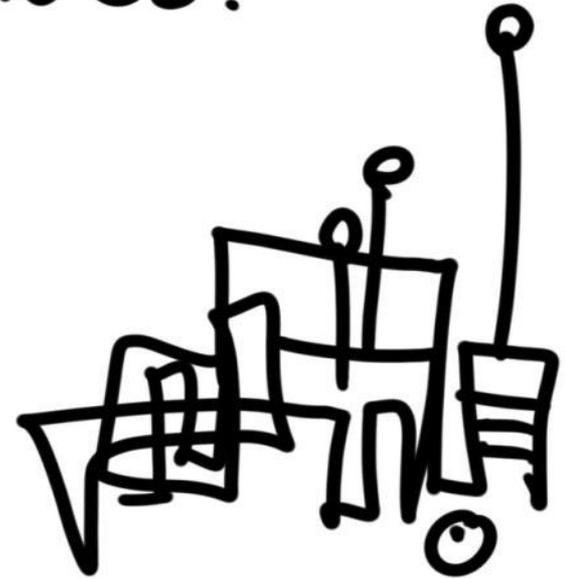
Next Steps:

- 1) Review resources including videos posted on the OSI webpage at:

http://www.doe.virginia.gov/support/school_improvement/indistar/index.shtml

- 2) Practice using the tool.
- 3) Practice using the tool again. 😊
- 4) Practice using the tool again. 😊
- 5) Share your expertise with school- and division-level personnel.

it's not what
the software does.
it's what the
user does.



@hugh

Contact Information

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