



Indistar® Web-based Planning Tool

User's Guide

2015-2016

The purpose of this guide is to provide assistance to users of the Indistar® Web-based Planning Tool (www.indistar.org).

Indistar® is a Web-based tool that guides a division or school team in charting its improvement and managing the continuous improvement process. Indistar® is premised on the firm belief that division and school improvement is best accomplished when directed by the people closest to the students. While the state provides a framework for the process, each division team and school team applies its own ingenuity to achieve the results it desires for its students.

Providing a division or school team with an improvement process that encourages local ingenuity and responsibility changes the dynamic between localities and the state. It also requires a “culture of candor” in which division and school personnel talk openly and honestly about their professional practices that contribute to student learning. Placing this high level of confidence in the ability of division and school personnel to chart their own course also requires that the division or school team is given convenient access to tools, resources, and effective practices to get the job done.

The Indistar® Web-based tool assists school-level and division-level teams with assessing, planning, implementing, and monitoring progress toward accomplishing the rapid improvement indicators (school-level teams) or district improvement indicators (division-level teams).

The improvement planning process includes the following components:

- Register school
- Provide school information
- Form school team
- Assess school indicators
- Create school plan
- Monitor school plan

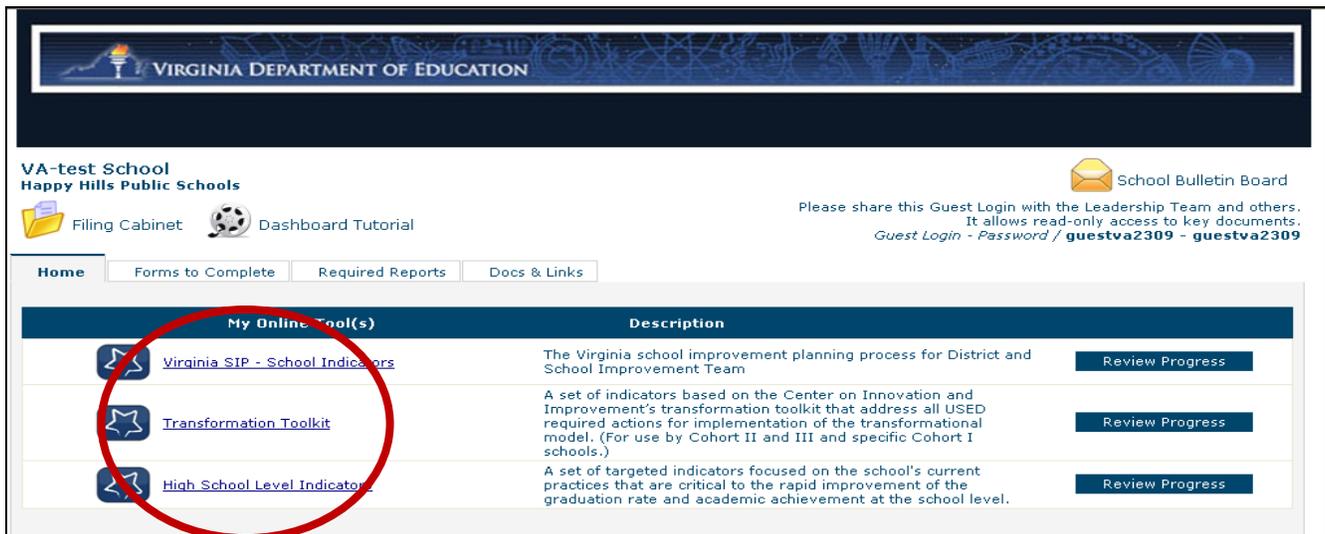
This guide is designed to serve as a companion to the pre-recorded Indistar® instructional videos that may be accessed at:

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

Step 1: Log-in to the Indistar® Web-based Planning Tool using your log-in and password.



Step 2: Enter the school’s Indistar Dashboard by clicking on the assigned set of indicators.



- **Elementary and middle schools** will use the *Transformation Toolkit (new users in 2015)* or the *Rapid Improvement School indicators (seasoned users – before Fall 2015)* indicators.
- **High schools** will use the *High School-level indicators*.
- **Priority schools** will use the *Transformation Toolkit indicators*.
- Schools using the tool on a **voluntary basis** will use the *Continuous Improvement indicators*.

Step 3: A Navigation Toolbar is located in the top right-hand corner of each page to assist users with accessing other options such as school teams, school information, demographics, assessment, coaching comments, resources, worksheets, and reports.

Virginia Virginia Indistar
Main Menu

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

Help

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

New Celebration Report -->	Celebrate Our Success!
Last login:	07/24/2014
Last coaching comment received:	08/11/2011
Last Leadership Team Meeting:	10/17/2013
Last Indicator assessed:	03/20/2014
Last Task added:	03/20/2014
Number of Objectives past due:	8 (view)
Number of Tasks past due:	20 (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 -

Back to Main Menu | Assess | Create | Monitor | School Information | School Team | Demographics | Assessment | Coaching Comments | Meeting Agenda Setup | Where Are We Now? | Resources

Worksheets | Reports

Step 4: Select the icon for *School Team*.

Back to Main Menu | Assess | Create | Monitor | School Information | **School Team** | Demographics | Assessment | Coaching Comments | Meeting Agenda Setup | Where Are We Now? | Resources

Worksheets | Reports

Enter information about the school improvement team members by selecting the **Add a Team Member** button.

VA-test School Virginia
School Team

[Back to Main Menu](#)

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.


Help

Add a Team Member

Team Member	Association	Phone	Email
Yetta Doe	Reading Specialist	555-555-5555	yetta@email.com
Luna Doe	Paraprofessional	555-555-5555	ldoe@email.com
Gary Duck	Principal	555-555-5555	5@email.com
Yvonne Holloman	Formative Assessment Coach	ththththththth	thththththth

Guiding questions:

- Does the school improvement team include at least one central office representative?
- Are there gaps in representatives who should be included as team members?

Step 5: Select the icon for Demographics from the *Navigation Toolbar*.



Enter the school’s demographic information and save your work.

VA-test School Virginia
School Demographics




Help

Percentage of Students by Ethnicity
Percentages should equal 100%. Round each percent to the nearest percentile, i.e. 28.5 = 27. (numbers only)

% Hispanic/Latino of any race % Native Hawaiian or Other Pacific Islander
 % American Indian or Alaskan Native % White
 % Asian % Two or more races
 % 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 Family / Parent Liaison
 Special Education Teachers Reading Specialists
 Specialist (Art, Music, PE, etc.) Teacher Aides
 Assistant Principal Counselor
 Social Worker Support Staff
 Technology Specialist Nurse
 Dean

School Grade Levels and Enrollment

What grade levels are in your school (e.g. K-5)?
 What is your total enrollment?

Note: Mobility percentage refers to the percent of student who transferred in/out of the school during the previous school year.

Assessing Indicators



Assessing Indicators

School improvement teams will review the appropriate list of improvement plan indicators (i.e., rapid improvement, high school, Transformation Toolkit) and begin the process of selecting indicators to assess.



VA-test School Virginia
Assess - Team Assesses Indicators

In the Assessment process, tabs serve as a way to navigate through the indicators that need to be assessed or to view previous assessments.

- **Tab 1** will help narrow your search for an indicator. Choose a filter option, a section to view indicators by a specific area, or choose Display All Indicators to see a complete list.
- **Tab 2** will display indicators that have not been assessed, or those needing to be reassessed.
- **Tab 3** will display assessment information for indicators previously assessed. Once a plan has been created for an indicator, the Level of Development cannot be changed. However, Priority and Opportunity Scores, as well as current implementation description and evidence can be updated.
- **Tab 4** will display when initially adding or updating an assessment for an indicator.

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

Filter(s): Choose a filter to narrow your Indicator search.
 Indicators ready to be re-assessed only
apply Crosswalk Filter [v]
Remove Filter(s)

To view Indicators, choose a section below or [Display all Indicators](#)

Category	Section	Subsection I	SubSection II	Assessed
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Based on the school’s needs, indicators will be selected for assessment. Each school required to develop an improvement plan must select the following three indicators:

- **TA01** - 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.
- **TA02** - 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).

- **TA03** - 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.

Note: The school improvement team may use the *Selecting Indicators Worksheet* to assist them with the process for selecting additional indicators. The worksheet may be found at: http://www.doe.virginia.gov/support/school_improvement/indistar/index.shtml .

Once the indicators have been selected, the school team will enter the *Assess* component.

To display the entire list of indicators, please click on the *Display all indicators* button.

The screenshot shows the '1. Select Indicator' step of the Indistar process. It includes a filter section with options like 'Indicators ready to be re-assessed only' and 'apply Crosswalk Filter'. A red circle highlights the 'Display all Indicators' button at the bottom of the filter section.

Select the indicator that will be assessed.

The screenshot shows the '2. Indicators to Assess' step. It displays a table of indicators with columns for 'Code', 'Key', and 'Indicator'. A red arrow points to the indicator ID03.

Code	Key	Indicator
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)
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)
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
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)
IE05		The principal participates actively with the school's teams. (56)

Note: Priority schools will assess the **24 required** *Transformation Toolkit* indicators. All other users should not assess more than 10 indicators.

The school improvement team will read the **Wise Ways® research brief** associated with the selected indicator. Select the Wise Ways® link to access the information.

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

[Wise Ways @](#)

ID03 - All teams operate with work plans for the year and specific work products to produce. (38)

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

No development or Implementation Limited Development or Implementation Full Implementation

* Please complete required fields

Save This Indicator

The **Wise Ways® research brief** contains pertinent information about the specific indicator. School improvement team members should review the document to ensure that they understand the literal meaning of the indicator. The document may be downloaded and saved in portable document format (pdf).

Wise Ways® / Center on Innovation & Improvement

Indicator: All teams operate with work plans for the year and specific work products to produce. (38)

Evidence Review:

DEVELOPING A PRODUCTIVE TEAM

Team-building is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members. Their energies are directed toward problem-solving, task-effectiveness, and maximizing the use of all members' resources to achieve the team's purpose. Sound team-building recognizes that it is not possible to fully separate one's performance from those of others.

Team-building works best under the following conditions (Francis and Young, 1979):

- There is a high level of interdependence among team members. The team is working on important tasks in which each team member has a commitment and for which teamwork is critical for achieving the desired results.
- The team leader has good people-skills, is committed to developing a team approach, and allocates time to team-building activities. Team management is seen as a shared function, and team members are given an opportunity to exercise leadership when their experiences and skills are appropriate to the needs of the team.
- Each team member is capable and willing to contribute information, skills, and experiences that provide an appropriate mix for achieving the team's purpose.

After reviewing the Wise Ways® research brief, the school improvement team will assess their level of development for the specific indicator.

The options are:

- *No development or implementation*
- *Limited development or implementation*

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

[Wise Ways @](#)

ID03 - All teams operate with work plans for the year and specific work products to produce. (38)

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

No development or Implementation Limited Development or Implementation Full Implementation

** Please complete required fields*

Save This Indicator

School improvement teams will assign a **Priority Score** and **Opportunity Score** to the selected indicator.

- **Priority Score** – Is the indicator a highest, medium, or lowest priority for the school?
- **Opportunity Score** – Is the indicator relatively easy to address or will it be very difficult for the school to implement?

A description of the current level of development or implementation should be entered into the text box. **Remember to save your work prior to exiting the page.** Return to the *Main Menu*.

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

[Wise Ways @](#)

ID03 - All teams operate with work plans for the year and specific work products to produce. (38)

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

No development or Implementation Limited Development or Implementation Full Implementation

2. Priority Score: * required field

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

3. Opportunity Score: * required field

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 field

** Please complete required fields*

Save This Indicator

Guiding Questions:

- Are the 3 required indicators (TA01, TA02, and TA03) assessed as “no development or implementation” or “limited implementation”?
- Does description of current level of implementation explain the level of implementation chosen? Does it indicate the gap between what is being done now and what needs to be done? Hint: if not, review *Wise Ways*.
- 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?

Creating Tasks



Creating Tasks

The school improvement team will enter the *Create* component of the *Navigation Toolbar*.



School improvement teams will select indicators for planning based on the **index** (Priority Score x Opportunity Score). Any indicator with an **index between 6 and 9** represents a “quick win” for the school, and should be considered for inclusion in the improvement plan.

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks
ID01	A team structure will be officially incorporated into the school governance policy. (36)	7/24/2013				0
ID04	All teams will prepare agendas for their meetings. (39)	7/16/2013	4	Susie Sunshine	8/01/2013	3
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	Luna Doe	10/14/2013	4
ID10 undecided	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)	6/25/2013	9	Tom Jones	6/06/2014	1
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)	9/23/2010	9	Karen Jappy	6/21/2013	5
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (104)	11/09/2011	9	- removed -	9/30/2013	3
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)	7/14/2011	9	Yetta Doe	12/12/2013	4

The school leadership team will select a member to oversee all work associated with the indicator. In addition, they will write a description of how the indicator will look when it is fully implemented in the school. This should be written in the form of a **SMART goal**:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound

Finally, the school improvement team will enter a date that the indicator should be fully implemented.

[Wise Ways @](#)

TA01 -

REQUIRED - The school will use 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)

ASSESS

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

Current Level Description:

Happy Hills Elementary currently does not have a system for identifying students for interventions. The school will begin using iStation as the adaptive reading assessment program and the Happy Town math assessment.

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. Gary Duck  

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.

Focus School (FS): By October 2013, 100% of intervention students at Happy Hills Elementary as identified by the iStation adaptive reading assessment and the Happy Town Math assessment will be selected for participation in additional targeted interventions.

School rated Accredited with Warning (SAW): By December 2012, 100% of students who failed an SOL assessment will be identified for targeted interventions.



3. Establish a date by which your description above will be a reality. 12/12/2013  

After saving their work, the school improvement team will begin developing tasks associated with the selected indicator. They will select the **Add a Task** button and begin creating tasks.

Tips for creating tasks:

- **Begin with the end in mind** – the school indicator.
- **Review the Wise Ways® research briefs and other research** related to the selected improvement indicators. This information will provide ideas for possible tasks.
- **Begin drafting the “recipe”**(series of tasks) for the **“pie”** (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.
- 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.

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

5 a. Create one task in the series for this objective.

5 b. Assign a person to be responsible for this task. or Enter -->

5 c. Establish a date this task will be completed or will become routine.

- Is this a recurring task? (if no, go to 5d.)

5 d. Record notes from your discussion that will be helpful to the person responsible for this task.

Guiding Questions:

- Is description of “how it will look when fully implemented” in the form of a SMART goal?
- Does the plan include a data point for at least one task per indicator?
- Do all tasks describe “who” will do “what”, and “when” it will occur?

Example of a robust task:

On a monthly basis (When), collaborative learning teams (Who) will meet with the Literacy Team to review student data and develop intervention lessons (What).

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. [Luna Doe](#)

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.

On a quarterly basis, 100% of the intervention plans for identified Tier 2 and 3 students will be monitored by the Happy Hills Student Support Team (including teachers and parents) to determine the impact of selected interventions on student progress.

3. Establish a date by which your description above will be a reality. [6/24/2013](#)

4. Edit information in items 1 - 3 above.

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

5 a. Create one task in the series for this objective.

#3: During monthly meetings with the division leadership team, the principal will share teacher observation data related to intervention lessons and formative assessment data (teacher-made and those associated with the Roaring Reader and Magnificent Math programs). This information will be used to determine additional support needed from the division.

5 b. Assign a person to be responsible for this task. or Enter -->

5 c. Establish a date this task will be completed or will become routine.

- Is this a recurring task? (if no, go to 5d.)

- **Required indicator TA01:**
 - What reading and/or mathematics assessment will be used to identify intervention students?
 - How and when will teachers be trained to administer the assessments?
 - What is the timeline for administering the assessments?
 - How and when will teachers be trained to analyze the data gleaned from the assessments?
- **Required indicator TA02:**
 - What are the tiered, differentiated intervention options available to assist the identified students in reading and mathematics?
 - How will the school implement a research-based, tiered, differentiated intervention process for identified students?
 - When will identified students receive the tiered, differentiated intervention?
 - In addition to the classroom teacher, who will be involved in providing the tiered, differentiated interventions to identified students?
 - What type of professional development will be provided to teachers to assist them with implementing tiered, differentiated interventions for identified students?
- **Required indicator TA03:**
 - How will teachers monitor the tiered, differentiated intervention process for identified students?
 - What type of professional development will teachers receive regarding procedures for monitoring and evaluating the impact of tiered, differentiated interventions?
 - How will the division staff person assigned to the team be involved in the monitoring?
 - What data will be used on a quarterly basis to determine the effectiveness of the interventions provided to the identified students?
- 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?

Note: The school improvement team may view an example of tasks for the required target intervention indicators (TA01, TA02, and TA03) at:

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

Monitoring the Improvement Plan



Monitoring the Improvement Plan

School improvement teams will implement their improvement plans and enter monitoring comments regarding individual tasks.



After entering the *Monitoring* component of the improvement plan, the school improvement team will select an indicator to monitor.

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
ID01	A task structure will be officially incorporated into the school governance policy. (36)	Luna Doe	08/12/2013	0	0 %	
ID04	All teams will prepare agendas for their meetings. (39)	Susie Sunshine	08/01/2013	3	66 %	
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)	Luna Doe	10/14/2013	4	75 %	

The frequency of monitoring is dependent upon the type of task. If the school team has indicated that the task is recurring, then the task should be monitored:

- Monthly;
- Quarterly;
- Semi-annually; **OR**
- Annually

Monitoring comments should include the following:

- **Dates** indicating when individual tasks were monitored;
- **A description of what occurred** when the individual tasks were implemented; and
- **A description of the next steps** for the school leadership team.

Example of monitoring comments for a task:

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.

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: 2 #1: In November 2012, the Happy Town mathematics and reading coordinators will provide training for teachers regarding the Roaring Reader and Magnificent Math intervention programs. These programs are designed for both Tier 2 interventions and Tier 3 interventions. 2013-2014: In November 2013, thththththththththththththth

Frequency: (frequency not set or not applicable)

Comments: 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 Dea, attended two sessions. The special education teachers requested an additional session to assist

Completed date: [Clear Completed Date](#)

X Delete This Task

Guiding Questions:

- 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?
- If there is no evidence of progress on a task(s), does the plan describe the barriers and how they will overcome them?
- Does the Comments section under "Monitor the Plan" include real-time narrative on progress?

Note: School teams will continue monitoring tasks until all work has been completed. This may be require that the plan be implemented over multiple years. Schools are not required to close-out tasks by June 30 of the academic year.

Next Steps for School Teams After All Tasks Have Been Completed

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.

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**

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**

Answer the questions and provide data for evidence

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**

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

Updating the Plan



Revising the Improvement Plan

Leadership teams will revise their improvement plans based on data and evaluation of tasks.

Step 1: Review the student performance data (i.e., Spring SOL scores, Spring PALS data, formative assessments).

Step 2: Review the tasks and determine success based on the student performance and other relevant data.

Step 3: Update or develop new tasks associated with the indicators.

- **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.

The image displays two screenshots from the Indistar system. The left screenshot shows the 'New Look for Indistar' main menu with three main components: 'Assess School Indicators', 'Monitor School Plan', and 'Create School Plan'. An arrow points from the 'Create School Plan' component to the right screenshot. The right screenshot shows the 'Action Plan' form in a web browser. The form contains the following text:

Objective: 8188 [Link]
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 Nabby Hills elementary does not differentiate services for teachers. We have whole group workshops every month about a variety of topics.

CREATE A PLAN
1. Assign a team member to manage and monitor your work on this objective. [Date Due]
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.
By June 2013, 100% of Nabby Hills Elementary teachers will have a job-embedded, individualized professional development plan that addresses identified areas of need.

3. Establish a date by which your description above will be a reality. 05/12/13
4. Edit information in items 1 - 3 above. [Save] [Cancel]
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 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.

The image shows a screenshot of the Indistar web application. On the left, the 'Monitor School Plan' component is highlighted in the main menu. A callout box on the right contains the following text:

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

The main screenshot shows the 'Monitor Action Plan' page for a specific task. The task is assigned to 'NBA Core' with an objective target date of '06/21/2013'. The 'Update or Complete Task Status' section includes instructions for updating comments and dates. A 'Comments' field contains the following text:

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 zaapoulous and 2) use of the SmartBoard.

The 'Completed date' is set to 10/12/2010. At the bottom of the form, there are buttons for 'Save / Update', 'Cancel', and 'Delete this task'.

Viewing Selected Indicators

The school/division team may opt to review a selected group of indicators at a time. **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 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

Monitor
Team Monitors Progress

Last Update: 11/14/2014
Progress: 3 of 11

Create
Team Creates & Revises Objective Plans

Last Update: 11/05/2014
Progress: 11 of 20

Theory of Action

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](#)

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

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)

Office of School Improvement

Page 24

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
<input checked="" type="checkbox"/>	ID01	A team structure is officially incorporated into the school governance policy. (36)	None/Will Include
<input checked="" type="checkbox"/>	IE05	The principal participates actively with the school's teams. (56)	Full
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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)	
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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

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”.

Step 1: Enter the **Main Menu**, and select the “Create School Plan” component.

Virginia Indistar
Main Menu

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

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
0	0	0

Snapshot

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

Last login:	06/15/2015
Last coaching comment received:	02/20/2015
Last Leadership Team Meeting:	10/20/2015
Last Indicator assessed:	04/01/2015
Last Task added:	04/01/2015
Number of Objectives past due:	10 (view)
Number of Tasks past due:	16 (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

Mrs. Yvonne Holloman - indistar@adi.org
Mrs. Yvonne Holloman - publishing@adi.org

Assess
Team Assesses Indicators
Last Update: 04/10/2015
Progress: 25 of 117
3 indicators to re-assess

Monitor
Team Monitors Progress
Last Update: 03/05/2015
Progress: 2 of 15

Theory of Action

Create
Team Creates & Revises Objective Plans
Last Update: 04/01/2015
Progress: 15 of 24

Step 2: Place a check inside of the box labeled “Hide Completed Plans”. This will remove all indicators that have been completed. If a school team wishes to view the indicators at a later time, they may remove the check mark.

Select Objectives by Section

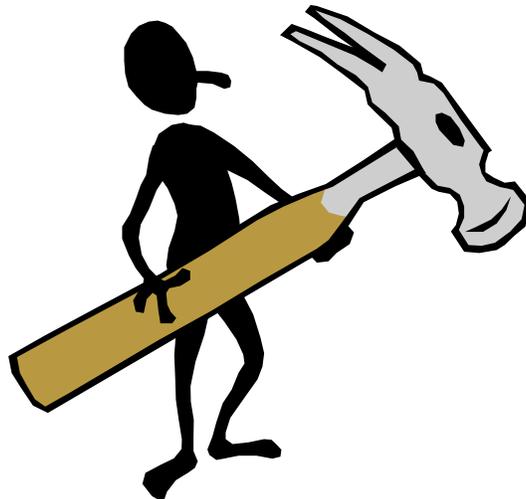
All Objectives

Your school plan has a total of 24 objectives. *Note: Index = Priority Score x Opportunity Score

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 officially incorporated into the school governance policy. (36)	7/24/2013	9	Susan FitzPatrick	11/28/2014	3	

Tools for Central Office Staff



Tools for Central Office Staff

Indistar® includes a variety of tools to assist central office staff with monitoring school improvement efforts.

Each central office staff person (coach) assigned to monitor a school will receive an individualized log-in and password. This will provide access to an individualized dashboard which includes the assigned schools. Click on the “My District Schools” tab.

The screenshot shows the Happy Hills Public Schools dashboard. At the top left, there are links for 'Document Upload' and 'Dashboard Tutorial'. On the right, there is a 'Coach Bulletin Board' icon and a 'New Look!' announcement: 'Share this Guest Login with the Leadership Team and others. It allows read-only access to key documents. Guest Login - Password / **gustedva1320** - **gustedva1320**'. Below the announcement is a navigation bar with tabs: 'Home', 'Complete Forms', 'Submit Forms/Reports', 'Docs & Links', and 'My District Schools'. The 'My District Schools' tab is circled in red. Below the navigation bar is a table with two columns: 'My Online Tool(s)' and 'Description'. The table contains one row with a star icon, the text 'Virginia SIP - District Indicators', and a description: 'The Virginia school improvement planning process for District and School Improvement Team'. To the right of the description is a 'Coaching Review' button.

A list of the assigned schools will be displayed. Select a school to review by clicking on the “Show Dashboard” button.

The screenshot shows the Happy Hills Public Schools dashboard with the 'My District Schools' tab selected. At the top left, there are links for 'Document Upload' and 'Dashboard Tutorial'. On the right, there is a 'Coach Bulletin Board' icon and a 'New Look!' announcement: 'Share this Guest Login with the Leadership Team and others. It allows read-only access to key documents. Guest Login - Password / **gustedva1320** - **gustedva1320**'. Below the announcement is a navigation bar with tabs: 'Home', 'Complete Forms', 'Submit Forms/Reports', 'Docs & Links', and 'My District Schools'. Below the navigation bar is a red button labeled 'Show My Districts'. Below that is a message: '*This icon denotes that a new Coaching Comment is available for review.' Below the message is a table with two columns: 'School' and 'Dashboard'. The table contains two rows: 'VA-Practice School - Happy Hills Public Schools' and 'VA-test School - Happy Hills Public Schools'. Each row has a 'show dashboard' button, which is circled in red.

The school's dashboard will be displayed. By clicking on the "Review Progress" button, the coach will be able to access a variety of reports.

VA-Practice School - Happy Hills Public Schools

Coach Bulletin Board

New Look! - Share this Guest Login with the Leadership Team and others. It allows read-only access to key documents. Guest Login - Password / **guest4143 - guest4143**

Document Upload | Dashboard Tutorial

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

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 tabbed sections provide the coach with access to all work completed by school improvement team.

VA-Practice School Virginia Indistar (Rapid Improvement) [Back to Dashboard](#)

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

Summary Report – A summary of the entire improvement plan elements such as the number of meetings conducted, indicators assessed and planned, and reports submitted.

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

1 of 2

Virginia Indistar Summary Report

A summary report of information such as the number of meetings held, numbers of indicators assessed and planned, number of coaching comments, and forms submitted, as well as leadership team information.

Date 07/25/2014

School VA-Practice School

District Happy Hills Public Schools

State VA

Virginia Indistar (Rapid Improvement)

Principal Mr. Princ Ipal

Process Manager

Coach/Capacity Builder/Consultant

District Liaison Mrs. Yvonne Holloman

Members of the Team

Name	Position
Emily Peters	Assistant Principal
Cheryl Toth	Principal

Team Meetings

Date of first Meeting Minutes entered

Task Report – The coach may monitor the progress of tasks using this report.

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

Assigned to : all team members Submit

1 of 1

Tasks Reports

The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.

July 25, 2014

VA-Practice School NCES - na

Key Objectives are shown in RED.

0

Tasks Included in the Plan (0)

Objective	Task	Frequency	Assigned	Due Date	Completed
Page: 1 of 1					

Where Are We Now? Report – This report contains a graphic representation of the Summary Report.

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

1 of 2

Where Are We Now?

An overview report of the schools execution of its plan in graph form, as well as a list of fully implemented and completed indicators.

VA-Practice School

Virginia Indistar (Rapid Improvement)

Activity Summary

Total number of meetings with minutes entered in the last 90 days = 0

Average number of team members present at meetings in last 90 days = 0

Number of Logins / month

Month	Logins
January	0
February	0
March	0
April	2.2
May	0
June	0
July	0

Coaching Comments / Review & Responses

Month	CC received	CC sent
January	0	0
February	0	0
March	0	0
April	0	0
May	0	0
June	0	0
July	0	0

Team Meetings – This report contains a listing of all meetings planned and conducted by the school team. The *agenda link* contains a copy of the meeting agenda. The *meeting minutes link* contains a copy of the meeting minutes.

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
Location	Date	Meeting	View Meeting				
Library	10/22/2013	Assessing Indicators	Agenda				
Library	10/20/2013	Testing	Agenda				
Library	10/17/2013	SIP Meeting	Meeting Minutes				
Library	10/02/2013	SIP Meeting	Meeting Minutes				
Conference Room	04/01/2013	SIP - Writing Tasks	Agenda				

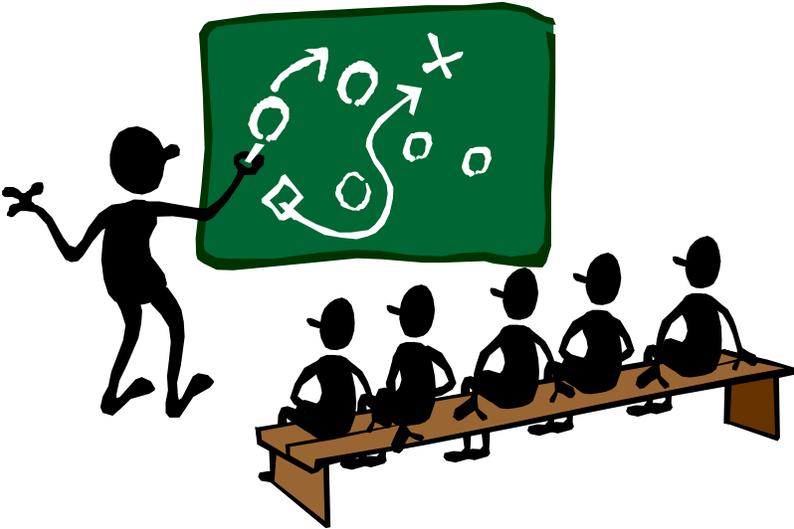
Quick Score – This report serves as a progress report for the school regarding all components of the improvement plan.

Summary Report	Comprehensive Report	Comments & Reviews	Task Report	Where Are We Now	Team Meetings	Quick Score	Critique/Feedback
Quick Score calculations. <small>hide report calculations.....</small>							
<small>-- click - hide report calculations above to close this window.</small>							
Quick Score calculations	High	Medium	Low	Minimal	None		
Recent activity, logins in the last 90 days	15 or more	10 - 14	5 - 9	1 - 4	0		
Team meetings / month since team was formed	2 or more	1.5 - 1.9	1 - 1.4	less than 1	0		
Percent of indicators assessed	75% - 100%	50% - 74%	25% - 49%	1% - 24%	0		
Planned objectives with at least 1 task created	75% - 100%	50% - 74%	25% - 49%	1% - 24%	0		
Objectives with one task completed	75% - 100%	50% - 74%	25% - 49%	1% - 24%	0		
Objectives met with evidence provided	75% - 100%	50% - 74%	25% - 49%	1% - 24%	0		
<p>VA-test School Happy Hills Public Schools, VA</p> <p>Full implementation / objective met - 3 % As a percent of total indicators.</p> <p>Implementation Index 1.60 Advanced - 47 months in the system</p> <p>* Items included in the Implementation Index (ratings are averaged for Index Score)</p>							

Critique/Feedback – Any reports completed by state-approved personnel will be posted in this location.

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
There are no critiques to display at this time.							
Form	Description	Submissions					

Coaching Comments



Division- and school-level leadership teams served by the Office of School Improvement (OSI) are often assigned the responsibility of working with a central office or VDOE-appointed coach who:

- **Assists** with development of team norms;
- **Provides** guidance regarding development of tasks associated with specific indicators;
- **Monitors** team function and fosters positive interactions;
- **Provides** technical assistance with implementation of tasks; and
- **Suggests** resources aligned with specific tasks.

Coaching comments are an excellent vehicle for assisting school- and division-level teams with developing, implementing, and monitoring improvement plans.

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). In addition, the comments **must include** specific guidance to the school- or division-level team regarding the subgroup(s) or proficiency gap group(s) missing an annual measurable objective (AMO).

For focus schools and Title I schools required to develop an improvement plan, the assigned school- or division-level coach will be required to enter **monthly** coaching comments regarding each step of the improvement planning process. Sample questions for coaches to consider when making coaching comments are included below:

- **Assessment of indicators**
 - Did the improvement team select the appropriate indicators to assess?
 - Was the level of implementation selected accurate and based on the *Wise Ways*[®] research brief?
 - Were the priority and opportunity scores accurate? Should the division leadership team be consulted regarding the assessment of indicators?
 - Are the 3 required indicators (TA01, TA02, and TA03) assessed as “no development or implementation” or “limited implementation”?
 - Does description of current level of implementation explain the level of implementation chosen? Does it indicate the gap between what is being done now and what needs to be done? Hint: if not, review *Wise Ways*.
 - 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?
- **Development of tasks**
 - Is description of “how it will look when fully implemented” in the form of a SMART goal?
 - Does the plan include a data point for at least one task per indicator?
 - Do all tasks describe “**who**” will do “**what**”, and “**when**” it will occur?
 - **Required indicator TA01:**
 - What reading and/or mathematics assessment will be used to identify intervention students?

- How and when will teachers be trained to administer the assessments?
 - What is the timeline for administering the assessments?
 - How and when will teachers be trained to analyze the data gleaned from the assessments?
- **Required indicator TA02:**
 - What are the tiered, differentiated intervention options available to assist the identified students in reading and mathematics?
 - What are the tiered, differentiated intervention options available to address the proficiency gap group(s) causing the school to be identified as a:
 - **Focus school?**
 - **Title I school required to create an improvement plan?**
 - How will the school implement a research-based, tiered, differentiated intervention process for identified students?
 - When will identified students receive the tiered, differentiated intervention?
 - In addition to the classroom teacher, who will be involved in providing the tiered, differentiated interventions to identified students?
 - What type of professional development will be provided to teachers to assist them with implementing tiered, differentiated interventions for identified students?
- **Required indicator TA03:**
 - How will teachers monitor the tiered, differentiated intervention process for identified students?
 - What type of professional development will teachers receive regarding procedures for monitoring and evaluating the impact of tiered, differentiated interventions?
 - How will the division staff person assigned to the team be involved in the monitoring?
 - What data will be used on a quarterly basis to determine the effectiveness of the interventions provided to the identified students?
 - 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?
- **Monitoring of tasks**
 - 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?
- If there is no evidence of progress on a task(s), does the plan describe the barriers and how they will overcome them?
- Does the Comments section under “Monitor the Plan” include real-time narrative on progress?

Process for Entering Coaching Comments

To begin the process of entering coaching comments, coaches should log-in to Indistar® (www.indistar.org).

The dashboard features a top navigation bar with icons for: Back to Main Menu, Assess, Create, Monitor, School Information, School Team, Demographics, Assessment, **Coaching Comments** (circled in red), Meeting Agenda Setup, and Where Are We Now?. Below this are icons for Resources, Worksheets, and Reports. A central flowchart shows three interconnected steps: **Monitor** (Team Monitors Progress, Last Update: 0 of 0), **Assess** (Team Assesses Indicators, Last Update: 0 of 117), and **Create** (Team Creates & Revises Objective Plans, Last Update: 0 of 0). To the right, a 'Snapshot' box displays metrics such as 'Last login: 10/10/2012', 'Last coaching comment received: -', and 'Number of Objectives past due: 9 (view)'. A 'Close Toolbar' button is also visible.

The coach may create a new coaching comment by clicking-on the “Create New Coaching Comment” button.

The page header shows 'Happy Hills Public Schools Virginia' and 'Coaching Comments'. A 'Back to Main Menu' button is in the top right. The main text explains how to respond to comments and provides instructions to 'click the "Create New Coaching Comment" button below'. The 'Create New Coaching Comment' button is circled in red. Below the instructions is a table of coaching comments:

Sender	Added	Added By	Reference	Indicator	Comments
Coach	08/06/13	Yetta Doe	Monitor	IA13	I reviewed the status comments regarding the monthly data reviews. How is the division team planning to address the needed professional development in data analysis? Let's consider adding this as an agenda item for the upcoming meeting. Reply

The coach will enter information in reference to:

- General information
- Demographic information
- Team members
- Assessment of indicators
- Planning tasks
- Monitoring tasks

Add a New Coaching Comment

Name:

Reference: General

Indicator: (if applicable)

Comments:

Tips for Writing Coaching Comments

Note: Coaching comments must include specific guidance to the school- or division-level team regarding the sub-group(s) or proficiency gap group(s) missing an annual measurable objective (AMO).

Step 1: The designated coach will review the school/division 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 representing proficiency gap group 2 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.*

Step 2: The designated school/division coach 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?*

Step 3: The designated school/division coach 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.*

Step 4: The designated school/division coach 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.*

Reminders

- Office of School Improvement (OSI) approved personnel and central office personnel associated with focus schools or Title I schools required to develop an improvement plan are required to enter **monthly coaching comments** via Indistar®. Within **one week** of receiving the coaching comments, the school- and division-level teams will respond to their respective coaches.
- Per the Freedom of Information Act (FOIA), all coaching comments and responses are subject to public release.
- School- or division-level teams will receive notification that coaching comments have been entered by their respective coaches when they log-in to Indistar®. The Main Menu will contain a notification statement that a coaching comment has been received.

Virginia Indistar - Support for School Improvement
Main Menu

Navigation Toolbar

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

VA-Practice School - Happy Hills Public Schools Virginia SIP - School Indicators (RI)
Happy Hills Public Schools, VA

Assess
Team Assesses Indicators
Last Update:
Progress: 0 of 117

Monitor
Team Monitors Progress
Last Update:
Progress: 0 of 0

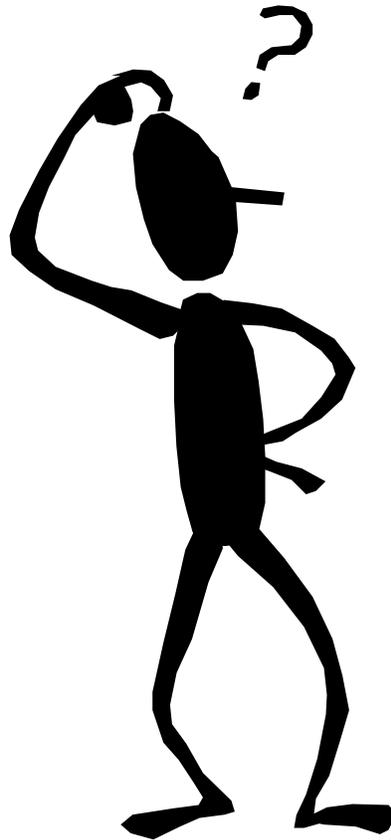
Create
Team Creates & Revises Objective Plans
Last Update:
Progress: 0 of 0

A Coaching Comment was added on 10/1/2013

Snapshot

Last login:	10/10/2012
Last coaching comment received:	10/01/2013
Last Leadership Team Meeting:	-
Last Indicator assessed:	-
Last Task added:	-
Number of Objectives past due:	0 (view)
Number of Tasks past due:	0 (view)
Where are we now Report:	-

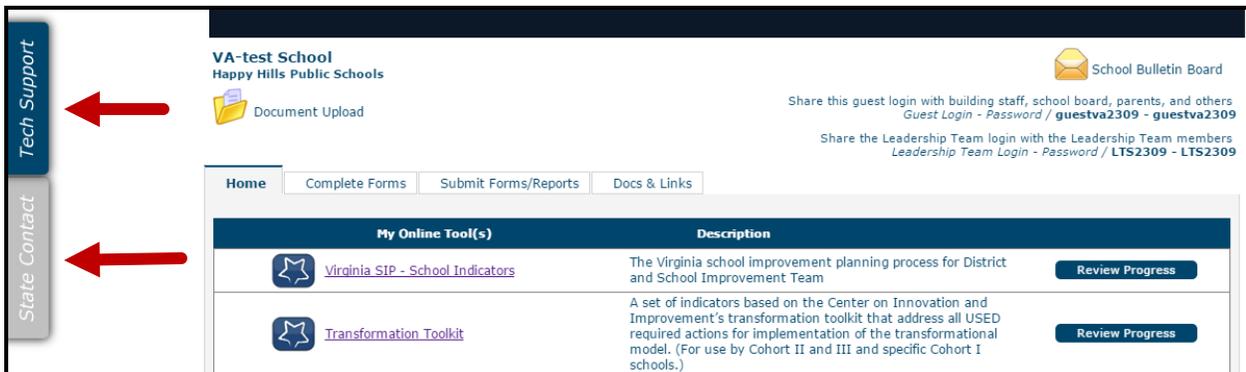
Frequently Asked Questions



Requesting Assistance

Q-1: What is the process for requesting assistance with using the Indistar® tool?

A-1: Users may request assistance by logging-on to the tool and clicking on the appropriate support tab located on the left side of the Indistar® Dashboard.



Technical Support – Users may send a message to the Academic Development Institute (ADI) staff requesting assistance with technical issues by clicking-on the *Tech Support* tab. The window below will appear, and the information should be completed and submitted.

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.

State Contact Information – Questions related to the specific requirements for Virginia users should be sent to Dr. Yvonne Holloman by clicking-on the State Contact tab. The window below will appear, and the information should be completed and submitted.

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](#)

Tasks/Indicators

Q-2: How many indicators should be included in a school's plan?

A-2: The number of indicators will vary based on the school's status:

- **Focus schools** – Five indicators are required including the three required indicators (TA01, TA02, and TA03).
- **Priority schools Using the Transformation Toolkit** - Schools assess the 24 required indicators, and develop initial tasks for key indicators; then work on indicators and tasks as appropriate to the needs of the school (A few of the indicators may be fully implemented in the initial assessment).
- **Schools rated Accredited with Warning** – The three required indicators (TA01, TA02, and TA03) must be included as well as any additional indicators that are aligned with the Essential Actions from the academic review report.
- **Title I schools that did not meet an annual measurable objective (AMO)** - The three required indicators (TA01, TA02, and TA03) must be included in the school improvement plan.

Q-3: What is the process for removing specific indicators or tasks?

A-3: Indistar® is a continuous improvement process and is not designed for indicators to be removed. When a school/division leadership team makes the decision to discontinue work with a specific indicator, then comments to this effect should be made in the *Monitoring the Plan* component of the Indistar® Web-based planning tool. Retaining indicators and tasks enable the school/division team to keep a historical record of all previous school improvement efforts. Please contact Dr. Yvonne Holloman (Yvonne.holloman@doe.virginia.gov) to discuss any issues related to removal of indicators.

Q-4: My school/division leadership team has completed several indicators, but they continue to be displayed as a part of the improvement plan. Will CIL remove "old" indicators?

A-4: Indistar® is premised on the concept of continuous improvement; therefore, it is imperative for all work to be displayed so that everyone is able to view the "historical record" of

improvement efforts at the school- or division-level. The school may “hide” any completed indicators by clicking on the box labeled “Hide Completed Plans”. This is located in the *Create School Plan* component.

Your school plan has a total of 24 objectives. *Note: Index = Priority Score x Opportunity Score

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 officially 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	

Updating an Improvement Plan

Q-5: May my school/division team continue our work with an indicator if all tasks have been completed?

A-5: Yes. Your team would need to update information in the *Create School Plan* component of the main menu by changing the indicator’s target date and adding new tasks. You may also update your description of what the objective (indicator) will look like when it is fully implemented.

Q-6: What is the process for editing/revising information (i.e. tasks, dates) included in the school improvement plan?

A-6: Any information entered into the school improvement plan may be edited/revised at any time by revisiting the *Create School Plan* component of the main menu, and editing the appropriate components.

Monitoring an Improvement Plan

Q-7: How often should the school team enter comments about tasks into the *Monitor School Plan* component of the main menu?

A-7: The frequency of monitoring is dependent upon the type of task. If the school team has indicated that the task is recurring, then the task should be monitored:

- Monthly;
- Quarterly;
- Semi-annually; OR
- Annually

Entering Data

Q-8: What type of data should a school team enter into the *Assessment* component of the Main Menu?

A-8: Formative data associated with tasks included in the improvement plan should be entered into the *Assessment* component of the main menu. Please **do not** enter benchmark or Standards of Learning (SOL) data.

Submitting Forms

Q-9: One of the schools in my division has completed a form on the Indistar® Dashboard, but I am unable to view it using the division's password. What should I do?

A-9: Forms that are posted on a school's dashboard will not be visible to anyone entering the Indistar® Web site using the division's password until after the school has **saved** the form. Once a school has entered and saved any information in the form, it will be visible to the division team.

Q-10: I submitted a form on the Indistar® Dashboard by mistake. What should I do?

A-10: The school principal should send an e-mail to Dr. Yvonne Holloman (Yvonne.holloman@doe.virginia.gov) requesting that the "Submit" button be reset.

Q-11: I have entered information into Indistar® for one of the schools in my division that I supervise. However, I am unable to save the information. What should I do?

A-11: Indistar® is designed for all school-related information to originate from the school. If someone attempts to enter information using an access-level other than the school's, then the information will not be saved or the user will be unable to enter information. A red message at the top of each page will alert the user to this restriction.