U.S. Virgin Islands System of Support for School Success (VI-SOS)

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THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION

Acknowledgements

The Virgin Islands System of Support for School Success (VI-SOS) has been updated to reflect district and school transformation based on the Virgin Islands Department of Education 2022–2027 Strategic Plan. The Department gratefully acknowledges Dr. Allison Layland, Chief Education Strategist for Academic Development Institute (ADI), for direct assistance to VIDE to arrive at an updated system of support and school improvement process.

The following resources were particularly valuable in developing the Virgin Islands System of Support for School Success:

Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework*. WestEd.

Center on School Turnaround at WestEd. (2018). *Four domains for rapid school improvement: Indicators of effective practice.* WestEd.

Layland, A., & Corbett, J. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts, and state education agencies*. The Council of Chief State School Officers.

Redding, S., & Layland, A. (2015). *Strategic performance management: Organizing people and their work in the SEA of the future.* The Building State Capacity and Productivity Center.

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Introduction

School improvement is not a one-time project or one year event. School improvement is a continuous process of systems transformation through incremental changes over time. District and school leaders along with teachers, paraprofessionals, and other educators must have a strong commitment to and a sharp focus on student learning if we are to eliminate low performance in schools.[1] Continuous improvement to ensure all students successfully learn the skills and competencies to be successful beyond high school is the core of school and district work.

The U.S. Virgin Islands Department of Education (VIDE) has a longstanding commitment to school improvement and routinely engages in continuous improvement of its school improvement process and supports. In 2009, after a thorough review of its school improvement planning process, the VIDE, with assistance from the region's comprehensive center, developed the *Education System Improvement Process,* or *eSIP.*

In 2018, recognizing changing needs and context—including the disruption to teaching and learning caused by Hurricanes Irma and Maria the year before—the VIDE reviewed and revised its school improvement process to align with its strategic direction and emphasize a system of support for both schools and districts. *The Virgin Islands System of Support for School Support* (VI-SOS) was launched in 2018 and included a web-based platform to manage the process and plans.

Less than two years after the VI-SOS launch, the world experienced an unprecedented disruption in learning, work, and life due to the COVID-19 pandemic. Rolling school closures, staffing shortages, absenteeism, and quarantines had a significant impact on student learning. Nationally, students on average are five months behind in math and four months behind in reading.[2] For the Virgin Islands, 21% of students scored proficient or higher in English language arts, and only 11% were proficient or higher in math,[3] based on the 2020–2021 Smarter Balanced test.

[1] Walberg, H. (2007). *Restructuring and Substantial School Improvement.* Center on Innovations and Improvement, Information Age Publishing.

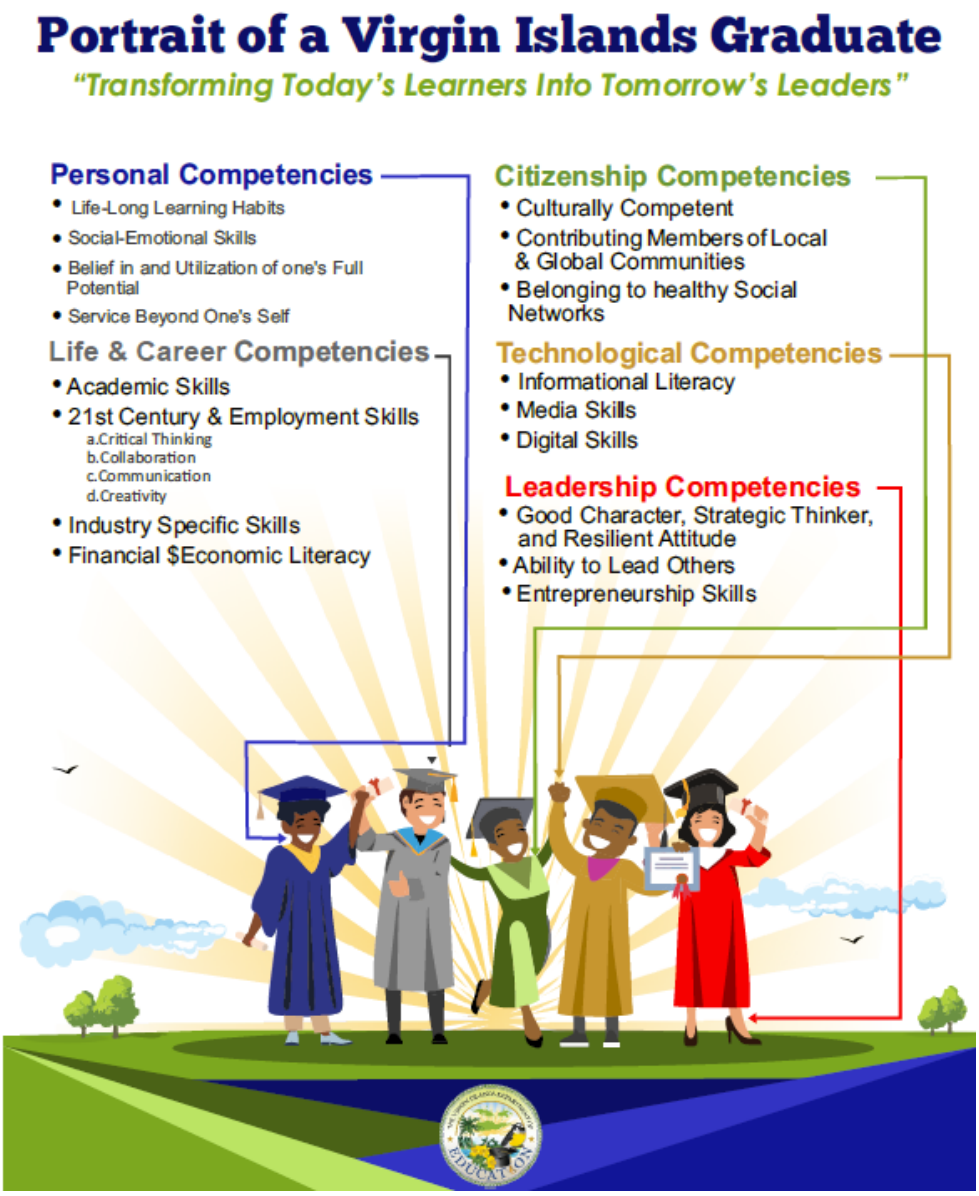
[2] Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2021). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company. https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning

[3] 2020-2021 VIDE Smarter Balanced State Assessment results

In response, the VIDE leadership along with the District Superintendents, the VIDE Council of stakeholder representatives, and others embarked on transforming the education system to not only address current needs, but also build strong leaders for tomorrow's future.

The VI-SOS was reviewed and revised to better align with VIDE's transformative vision to ensure every student graduating from a VIDE school has not only 21st century skills, but also social, emotional, and behavioral skills that translate into lifelong habits for effective communication, collaboration, critical problem-solving, and innovation. This work culminated in VIDE's new portrait of a graduate (See Figure 1).

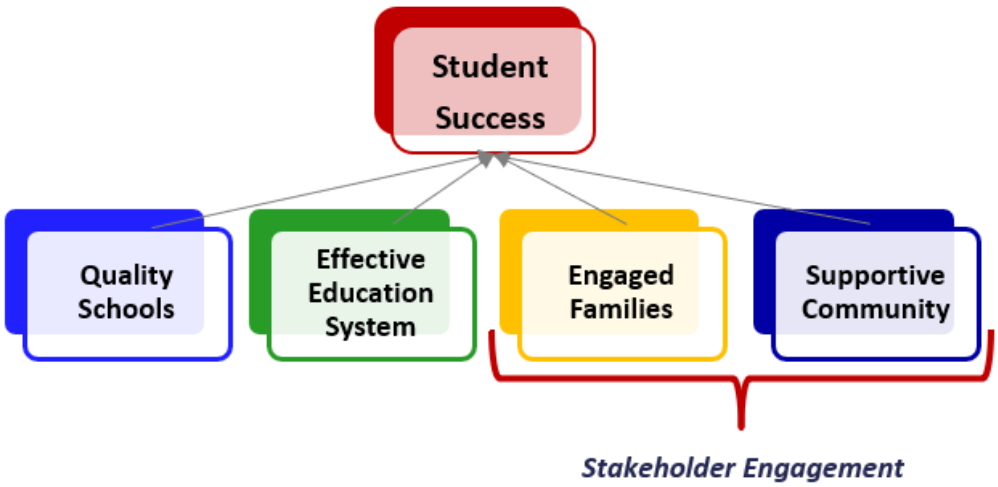
Figure 1: Portrait of a VI Graduate



The VI-SOS is aligned to the VIDE Strategic Plan which is grounded in research and evidence-based frameworks to address student learning and needs, the changing economy, and future workforce needs. The Strategic Plan has one goal: ***to have all students graduate from the U.S. Virgin Islands education system better prepared to transition and thrive in life. A student graduating from our education system has the competencies needed to be tomorrow's leaders.***

The plan has a sharp focus on four key priorities: **1) developing quality schools, 2) providing an effective education system, 3) engaging families as partners, and 4) garnering the support of the community.**

Figure 2: VIDE Strategic Plan Goal and Priorities



Vision

A premier student-centered education system that transforms today's learners into tomorrow's leaders. *(tag line: Transforming Today's Learners into Tomorrow's Leaders)*.

Mission

Provide high-quality equitable learning experiences, in partnership with families and the community, so all students are prepared to thrive in life.

VI-SOS Foundation and Alignment

VI-SOS Principles

VI-SOS is based on the following principles:

1. Our students are the nucleus of everything we do, and through high quality instruction, ALL students achieve their fullest potential.

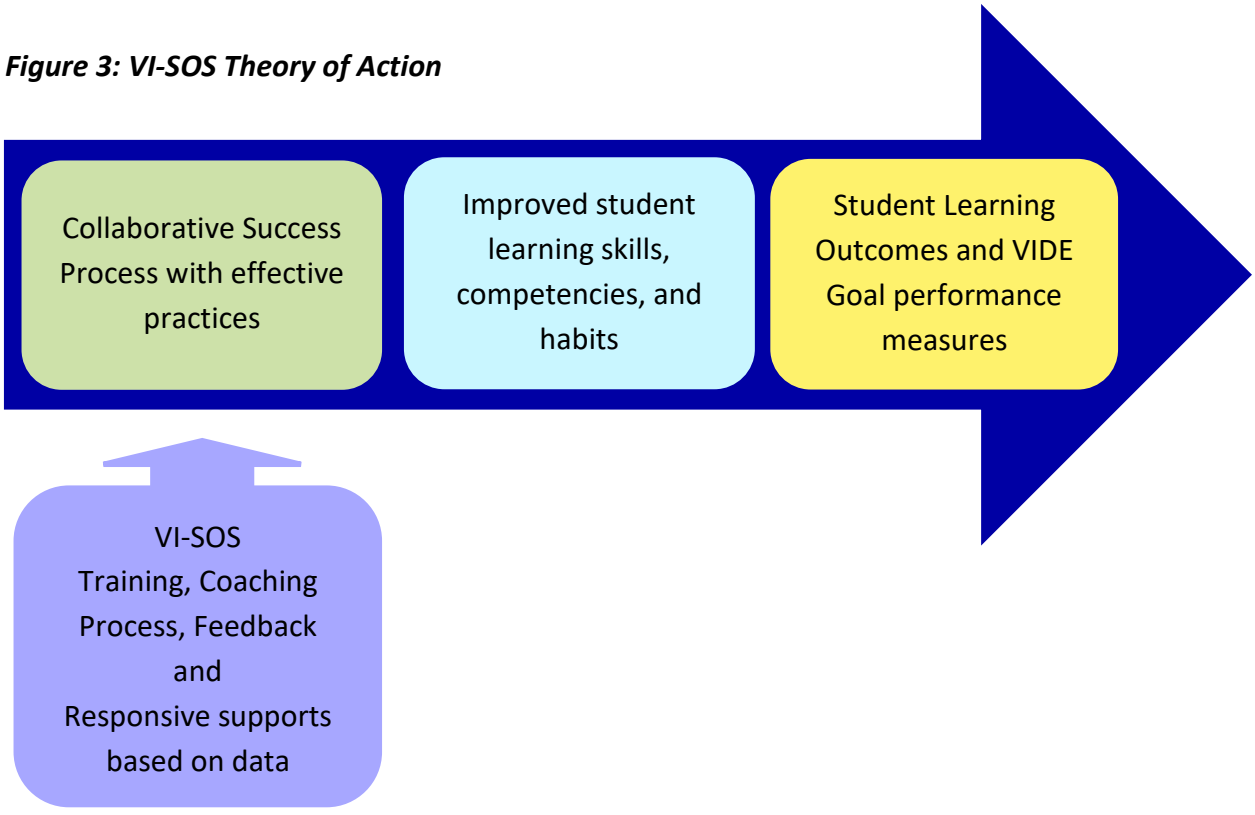
2. Student learning improves through the escalation of the professional practices of everyone in the education system.
3. Professional practice improves best when educators pursue it together.
4. Schools improve when everyone works together to get better at what they do.
5. A system of support is most effective when it assists educators in escalating their professional practice so that all students achieve their fullest potential.

VI-SOS Theory of Action

The VI-SOS is based on a Theory of Action to improve student outcomes by building both adult and student competences through training, coaching, feedback, and responsive supports.

IF WE provide a collaborative school improvement process that includes training, coaching, feedback, and responsive support,
THEN schools will create and implement a Collaborative Success Plan informed by data and focused on improving adult practices,
AND student learning skills, competencies, and habits will improve,
AND student learning outcomes and VIDE goals will be met so students graduate from the Virgin Islands education system better prepared to transition and thrive in life.

Figure 3: VI-SOS Theory of Action



VI-SOS Accountability

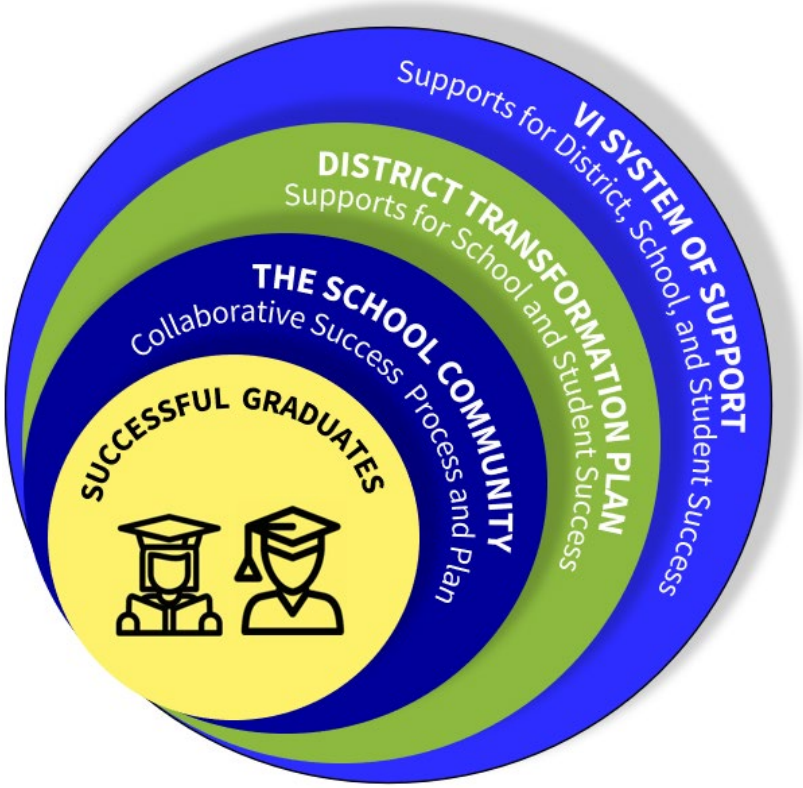
The Virgin Islands Accountability System provides useful data to all districts and schools to assist in their ongoing improvement and to identify areas of deficiency to target support services appropriately. The Accountability System data are used to prioritize, make decisions, measure improvement, and determine supports. Accountability is a shared responsibility at every level of the education system.

VI System of Support

The Virgin Islands System of Support for School Success (VI-SOS) garners the territory's energies to support each school's continuous improvement through the systematic implementation of effective (best) educational practices.

The VI-SOS is a layered system of support whereby each school district provides support to schools through its District Collaborative Success Plan (See Appendix C) and VIDE provides guidance and support to districts through its Strategic Plan.

Figure 4: VI-SOS Layered Supports for District, School, and Student Success



Differentiated Supports

VI-SOS is structured around three levels of support for the continuous improvement of its districts and schools, allowing for the differentiation necessary for each school to receive the responsive support it needs.

1) **Foundation Level of Support**

   VIDE provides

   - common academic standards,
   - an annual, standards-based assessment,
   - the VIDE Framework of Effective Practices aligned to VIDE priorities and Literacy Plan,
   - a Collaborative Success Process for continuous school improvement, and
   - feedback on Collaborative Success Plans and progress

   to support the continuous improvement of districts and schools.

2) **Targeted Level**

   In addition to foundation level supports, VIDE provides both districts and their schools designated for "targeted support" the following supports for continuous improvement:

   - Coaching on Collaborative Success Process and implementation of Collaborative Success Plans
   - Overview training on selected practices in the VIDE Framework of Effective Practices
   - At least one site visit per year by the VI-SOS Core Team

3) **Comprehensive Level**

   In addition to foundation level services provided by VIDE, the VI-SOS provides to both districts and their schools designated for "comprehensive support":

   - Quarterly coaching critique on Collaborative Success Process and implementation of Collaborative Success Plans
   - Deeper training on selected practices in the VIDE Framework of Effective Practices
   - District review of personnel placement
   - At least two site visits per year by Core Team

VI-SOS Alignment

VIDE Consolidated Grant

In the Consolidated Grant Applications (and in districts' other plans), the districts will develop and provide additional support services for schools, as needed.

Educator Effectiveness System

VI-SOS is focused on implementing and improving effective leader and teacher practices to improve a school's instructional system. The Virgin Islands Framework of Effective Practices includes practices and indicators that support Five Essential Practices for School Leadership and the Charlotte Danielson Framework for Teaching.

Strategic Performance Management

VIDE endorses a Collaborative Success Process that embeds strategic performance methods and routines at both the district and school levels and allows each school to take charge of its destiny within the boundaries of the VIDE strategic plan.

VI-SOS Structure and Collaborative Success Process

Structure, Roles, and Responsibilities

Support for the success of Virgin Islands districts, schools, and students is, indeed, a "system" responsibility and draws on all leaders, educators, and staff across the territory's education system. Three key teams oversee VI-SOS.

VI-SOS Management Team

The VI-SOS Management Team is a VIDE level team led by the Deputy Commissioner of Curriculum & Instruction. The VI-SOS Management Team oversees the system of accountability and supports, including monitoring and supporting implementation and determining differentiated supports for schools identified as Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI).

Responsibilities

- Sets VI-SOS policy
- Approves VI-SOS plans and materials
- Conducts quarterly review of VI-SOS operations based on district and school progress reports
- Conducts review of district supports, and schools' progress based on quarterly progress reports
- Conducts annual site visits with the District Superintendent or designee to selected schools

Membership

- Deputy Commissioner of Curriculum & Instruction
- Chief of Staff
- State Director of Assessment
- State Director of Instructional Development
- State Special Education Director
- State Director of Bilingual Education
- District Superintendents
- District Deputy Superintendents

VI-SOS Core Team

The VI-SOS Core Team provides direct assistance to schools.

Responsibilities

- Meets with school Collaborative Success Teams
- Provides coaching and feedback to the Collaborative Success Teams
- Provides differentiated supports to schools as needed
- Conducts quarterly site visits to selected schools

Membership

- State Director of Assessment
- State Director of Instructional Development
- District Superintendents or District Deputy Superintendents
- District Directors of Curriculum & Instruction
- District Coordinators
- Others designated by the District Superintendent

School Collaborative Success Team

The School Collaborative Success Team oversees the Collaborative Success Process at each school, conducting performance reviews, creating and implementing the Collaborative Success Plan, monitoring progress, making needed adjustments, and completing progress reporting.

Responsibilities

- Develops agendas and materials and prepares minutes for Collaborative Success meetings
- Meets with the VI-SOS Core Team and other district staff to plan for, create, and implement the school's Collaborative Success Plan
- Schedules and coordinates any related training and coaching sessions

- Prepares, submits, and manages the implementation of the Collaborative Success Plan

Membership

- Principal
- Assistant Principal
- Lead teachers or Department Chairs, including Special Education and EL Department Chairs
- School Test Coordinator
- Others as identified by the Principal

VI-SOS Collaborative Success Process

The Collaborative Success Process guides the School Collaborative Success Team through a continuous improvement cycle by conducting an extensive performance review, identifying effective practices and indicators based on performance review data, creating a Collaborative Success Plan, and implementing, monitoring, adjusting, and reporting progress on the plan.

Figure 5: VI-SOS Collaborative Success Process

Set the Direction

Step 1. Create or Revisit School's Direction

The School Collaborative Success Team creates or revises the school's vision and mission to align with the VIDE Portrait of a Graduate and its goal to have all students graduate from the U.S. Virgin Islands education system better prepared to transition and thrive in life. The team also establishes baselines and targets aligned to VIDE's goal and priority area measures.

Step 2. Assess Need

The School Collaborative Success Team engages in an Extensive Performance Review of the school and student performance. The Extensive Performance Review consists of a School Profile Review, a Program Review, and a Practice Review:

a. School Profile Review

The School Profile Review consists of analysis of both demographic and descriptive data as well as performance data.

i. Demographic/Descriptive Data

1. Enrollment
2. Ethnicity Percentages
3. English Language Learners (%)
4. Students with Disabilities (%)
5. List of supplemental programs implemented at the school. Supplemental programs are those NOT part of the core instructional program that all students receive. Examples include AVID, ECRI, RTI, iReady, ACHIEVE 3000, other intervention programs for EL, SPED, and struggling students, after-school and other programs as specified by district or school.

ii. Performance Data (based on VIDE accountability measures)

1. School Quality, including chronic absenteeism, educator attendance, and for high schools Advanced Placement (AP), Career and Technical Education (CTE), and Dual Enrollment performance
2. English Language Arts (ELA) and math proficiency
3. Student growth in English Language Arts (ELA) and math at the elementary and middle grades
4. English Language Proficiency
5. Cohort Graduation Rate (High School)

b. Program Review

The Program Review consists of reviewing implementation and impact of each program being implemented at the school. The School Collaborative Success Team reaches consensus on a rating for the level of current implementation fidelity and the level of program impact or effectiveness based on a rubric. (See the School and District Collaborative Success Plan Templates in the Appendix.)

c. Practice Review

The Practice Review is a review of the implementation of effective practices identified in the **Virgin Islands Framework of Effective Practices** (see Appendix A). The evidence-based practices and indicators in the framework are based on the *Four Domains for Rapid School Improvement*[4] and *Effective Practices: Research Briefs and Evidence Ratings*[5] and customized for the Virgin Islands. The practices and indicators are categorized by VIDE Strategic Plan priorities and strategies. The Team reaches consensus on the level of implementation of each practice and related indicators. Some practices and indicators are specific to elementary or high school, so the Team reviews those that apply to their school level. The Practice Review results are used to determine what Indicators of Effective Practice to focus the school's attention on and conduct ongoing assessment of the Indicators of Effective Practice.

Create School Plan

Step 3. Identify Effective Practices

The practices with corresponding indicators are a central component of the Virgin Islands Collaborative Success Process and, therefore, are the practices each school addresses in its continuous improvement process.

The School Collaborative Success Team selects practices to focus on based on the Extensive Performance Review, prioritizes the indicators, and uses the indicators to create objectives and actions in their Collaborative Success Plan. Each district may

[4] Redding, S., McCauley, C., Ryan Jackson, K., & Dunn, L. (2018). *Four domains for rapid school improvement: Indicators of effective practice*. WestEd.

[5] Donley, J. (2019). *Effective practices: Research briefs and evidence ratings*. Center on Innovations in Learning at Temple University. http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf

designate key Effective Practices for all its schools and/or for schools at different accountability levels.

Step 4. **Create Collaborative Success Plan**

The School Collaborative Success Team creates a Collaborative Success Plan for school improvement (see Appendix B). The Plan includes the effective practices and indicators the Team selected in Step 3 and creates specific actions and details timelines and responsible people to complete each action.

Implement Plan

Step 5. **Implement Plan**

The School Collaborative Success Team ensures all school staff are aware of the plan and understand their related roles and responsibilities. The Team engages everyone during plan implementation.

The Team also ensures progress data is collected and used to make any needed adjustments to ensure the work stays on track. The team is continuously planning, reviewing, and adjusting.

Manage Performance

Step 6. **Monitor Progress**

The School Collaborative Success Team monitors actions and progress on indicators of Effective Practice and adjusts courses as needed. Quarterly progress reports are completed and shared with the school community and district. The Team meets regularly with the VI-SOS Core Team to discuss progress and identify needed support.

Step 7. **Review and Adjust**

The School Collaborative Success Team reviews progress and makes needed adjustments to the Collaborative Success Plan for the next school year. The Team completes the end-of-year progress report for the district and works with the VI-SOS Core and VI-SOS Management Teams supports for the following school year.

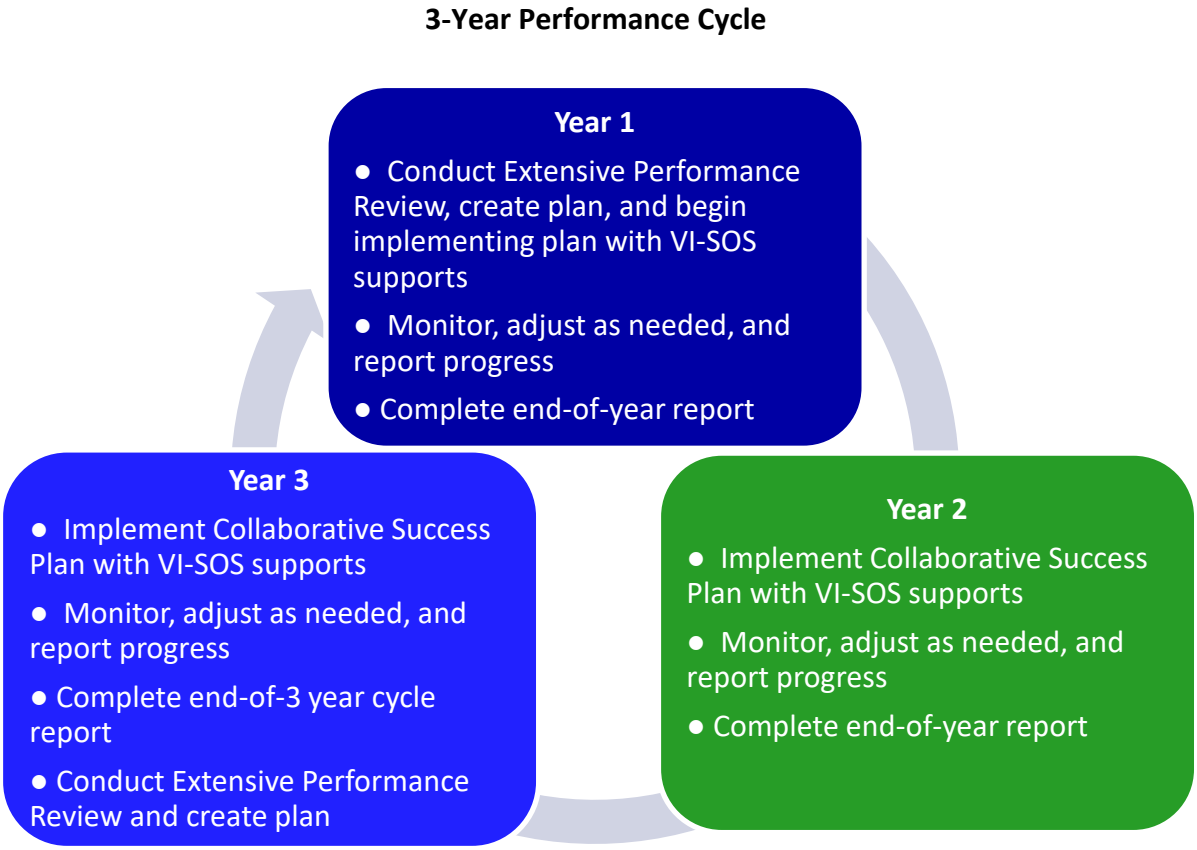
The school applies the *process* of strategic performance management through its Collaborative Success Plan. During implementation of the *approved* Collaborative Success Plan, the School Collaborative Success Team *meets at least twice each month* to focus on full implementation of effective practices and indicators. Agendas and minutes (including actions taken) are maintained. The School Collaborative Success Team also reviews student data periodically and advises school leadership on necessary changes in programs, policies, and procedures to improve outcomes.

An Annual Progress Review is conducted at the end of each year for two years to adjust the ongoing Collaborative Success Plan in light of new data. An Annual Progress Report is submitted, and feedback is provided by the VI-SOS Core Teams before the start of the next school year.

Three-Year Improvement Cycle

The Collaborative Success Process is a three-year cycle.

Figure 6: VI-SOS Three-Year Performance Cycle



Before the end of the third year of implementation, the School Collaborative Success Team conducts an Extensive Performance Review and creates a plan for the next three years. The Extensive Performance Review serves as a periodic validity check on the ongoing work of the Team and school and may inform the Team's adjustment to its plans for improved program and practice implementation. The team does not "start over," but continues its improvement work, adjusting in light of the Extensive Performance Review and using the data and analysis as a way

of telling the story of the school's progress and school and student performance improvement. Table 1 provides a timeline of the three-year cycle.

Table 1: VI-SOS Collaborative Success Process Timeline

Implementation Timeline

Second Semester before the start of the 3-year Collaborative Success Cycle
• Introduce **Collaborate Success Process** to all schools
 	
Year 1 of Collaborate Success Process
First Semester
• VI-SOS Management Team provides training for VI-SOS Core and school personnel on Collaborative Success Process.
• School Collaborative Success Teams are identified and confirmed.
• Collaborative Success Process is launched in all schools.
  ○ VI-SOS Core Teams provide support with site visits, access, and coaching on Indistar®, emails, and phone calls.
  ○ School Collaborative Success Teams complete Extensive Performance Review and create plans.
  ○ VI-SOS Core Teams review and provide feedback on draft plans.
  ○ School Collaborative Success Teams finalize and submit plans for approval by last working day in November.
  ○ District Superintendent or Designee reviews and approves school plans within 30 days of the submission date.
  ○ Unapproved plans are revised, with the assistance of VI-SOS Core Teams, and resubmitted for approval within 10 days of receiving notification if the plan is not approved.
  ○ District Superintendent or Designee reviews and approves resubmitted school plans within 10 days of resubmittal.
• Schools implement approved plans.
• VI-SOS Management and VI-SOS Core Teams provide supports to schools as needed.
Second Semester
• Collaborative Success Team submits Quarterly Progress Review by end of Quarter 3.
• VI-SOS Core Team provides feedback to schools on plan implementation progress by end of second week of Quarter 4.
• Collaborative Success Team reviews year-end student outcome and school practice data and submits Annual Progress Report by end of Quarter 4.
• Core Team provides feedback on Quarterly Progress Review and Annual Progress Report before last day of school.

Implementation Timeline
Year 2 of Collaborate Success Process **First Semester** • Collaborative Success Team submits Quarterly Progress Review by end of Quarter 1. • VI-SOS Core Team provides feedback to schools on their plan implementation progress by the end of the second week of Quarter 2. **Second Semester** • Collaborative Success Team submits Quarterly Progress Review by end of Quarter 3. • VI-SOS Core Team provides feedback to schools on their plan implementation progress by the end of the second week of Quarter 4. • Collaborative Success Team reviews year-end student outcome and school practice data and submits Annual Progress Report by end of Quarter 4. • Core Team provides feedback on Quarterly Progress Review and Annual Progress Report before last day of school. **Year 3 of Collaborate Success Process** **First Semester** • Collaborative Success Team submits Quarterly Progress Review by end of Quarter 1. • VI-SOS Core Team provides feedback to schools on their plan implementation progress by the end of the second week of Quarter 2. **Second Semester** • Collaborative Success Team submits Quarterly Progress Review by end of Quarter 3. • VI-SOS Core Team provides feedback to schools on their plan implementation progress by the end of the second week of Quarter 4. • Collaborative Success Team reviews year-end student outcome and school practice data and submits 3-Year Summary Report by end of Quarter 4. • Core Team provides feedback and recommendations for next 3-year collaborative Success Cycle and Plan before last day of school.

Collaborative Success Process Supports

Both the VI-SOS Management and the VI-SOS Core Teams provide supports to School Collaborative Success Teams, so they successfully complete the planning, implementation, and reporting process.

Training and Coaching

The VI-SOS Management Team provides initial and any needed follow-up training to the VI-SOS Core Teams and all School Collaborative Success Teams. Each district's VI-SOS Core Team, along with the VI-SOS Management Team, provides coaching to ensure all schools implement, makes

data informed adjustments as needed, and reports progress throughout the three-year improvement cycle.

Review and Feedback of Plans

The VI-SOS Core Teams review and provide feedback on plans during plan development. Each plan is then submitted for approval. Collaborative Success Teams can reach out for additional reviews, feedback, or support to ensure plans are complete and submitted within the established timeline.

Plan Approval

Once a Collaborative Success Plan is submitted, it is reviewed and approved by the District Superintendent or designee within 30 days of the submission date. Any unapproved plans are returned to the School Collaborative Success Team with specific recommendations and timelines for resubmission and approval. VI-SOS Core Team can provide support to ensure the school is able to resubmit an approvable plan within the timelines.

The VI-SOS Management Team also reviews approved plans and works with the District Superintendent or designee and the VI-SOS Core Team to address any concerns or issues.

Collaborative Success Team Visits

The VI-SOS Core Teams conducts site visits to selected schools, ensuring that each school has at least one visit each year. The VI-SOS Management Team conducts annual site visits with the District Superintendent or designee to selected schools, ensuring that each school has a site visit at least once within the three-year Collaborative Success cycle.

Collaborative Success Process Tools

The VIDE provides Indistar®, an online web-based platform and service to reduce paperwork, guide continuous improvement, deliver resources, facilitate coaching, and allow for electronic submission of forms and reports. The VI-SOS Core and School Collaborative Success Teams are provided ongoing training and support to use Indistar® to create, manage, and report on school plans. Indistar® resources and login are at: www.indistar.org. The VI-SOS Management Team can provide more information about Indistar® and ongoing training and resources.

Conclusion

The VI-SOS supports each school's continuous improvement as a critical part of VIDE's efforts to provide a safe and nurturing environment, high quality instruction, and continuous supports so each student succeeds and graduates prepared to transition and thrive in life, contributing to the community and building a strong future for the U.S. Virgin Islands. All levels of the education

system—the territory, districts, and schools—work together through the Collaborative Success Process to improve effective practices that have shown to improve student results.

This document, the *Virgin Islands Department of Education System of Support for School Success*, along with its companion document, *the Virgin Islands Department of Education Collaborative Success Process and Plan Template,* provide the guidance state, district, and school staff need to successfully implement the VI-SOS. More information is available on the VIDE website (https://www.vide.vi). The Indistar® login and resources are at www.indistar.org.

Appendices

Appendix A. The Virgin Islands Framework of Effective Practices

Effective practices and indicators are aligned and categorized by VIDE's priorities in the 2022–2027 Strategic Plan. The ID numbers represent the Level (S=School or D=District), Priority number (e.g., P1 = Priority 1: Quality Schools), Strategy number (e.g., SI = Strategy 1: Real World Curriculum - Schools provide well-rounded, relevant educational experiences to all students), and Indicator number (e.g., Indicator 1: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment). (LC) denotes those indicators that are also indicators in the VIDE Literacy Plan.

SCHOOL LEVEL PRACTICES AND INDICATORS

Priority 1: Quality Schools	
Priority 1. Strategy 1. *Effective Practice*: Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students.	
ID	***Indicator***
S-P1.S1.01	All teachers are guided by a curriculum document that aligns standards, instruction, and assessments.
S-P1.S1.02	All teachers develop weekly lesson plans that incorporate the Virgin Islands cultural standards and align to standards, units of instruction, and assessments.
S-P1.S1.03 (LC)	All teachers use supplemental and intervention materials that are aligned with standards and the comprehensive core program.
S-P1.S1.04	Instructional data teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention and enrichment (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
S-P1.S1.05	All teachers assess student progress frequently using a variety of evaluation methods (standards mastery, interim assessments, etc.) and maintain a record of the results.
S-P1.S1.06 (LC)	All teachers take timely action to make necessary adjustments to instruction that is informed by data when students do not achieve learning goals.
S-P1.S1.07(LC)	All teachers use evidence-based instructional materials—differentiated and tiered—that are individualized to meet the needs of students receiving intervention instruction.
S-P1.S1.08 (LC)	All teachers intentionally integrate classroom strategies and structures that help students draw upon prior knowledge, make connections to real-world (student centered) examples to support students' conceptual understanding.
S-P1.S1.09	All teachers include setting social and behavioral goals with their students as well as learning goals.

S-P1.S1.10	The school assesses each student at least 3 times each year (benchmark assessments) to determine progress toward standards-based objectives.
S-P1.S1.11 (LC)	School Leaders ensure grade level meetings are used for developing and/or reviewing instructional plans based on assessment data.
S-P1.S1.12	The school provides all teachers timely reports of results from standardized and objectives-based assessments.
S-P1.S1.13	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
S-P1.S1.14	The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.
S-P1.S1.15 (LC)	The school provides students with disabilities access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).
S-P1.S1.16 (LC)	The school provides English learners with developmentally appropriate academic language materials from each of the four domains (listening, speaking, reading, and writing) according to their language proficiency level.
S-P1.S1.17	All teachers follow the instructional system model designed by the VIDE to ensure high-quality planning, delivery, adjustment, and enhancement of instruction for all students.
Content Specific Indicators	
Reading	
S-P1.S1.18	Reading instruction is research-based and implemented with fidelity.
S-P1.S1.19 (LC)	All teachers teach the key elements of literacy at each elementary school grade level during the literacy block (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension).
S-P1.S1.20	All teachers incorporate close reading methods of literary analysis in their lessons.
S-P1.S1.21 (LC)	The school creates a literature-enriched environment where the community values literacy.
S-P1.S1.22 (LC)	The school provides an uninterrupted 90–120-minute block of daily systematic and explicit reading instruction (e.g., modeling, demonstrations, multiple examples to teach skills and strategies, frequent opportunities to respond) at the elementary level.
S-P1.S1.23 (LC)	The school provides additional time beyond the 90–120-minute block to provide intensive and individualized intervention for struggling readers within multi-tiered system of support framework.
S-P1.S1.24	All literacy lessons include opportunities that incorporates the Virgin Islands cultural standards for students to discuss and clarify literacy and content understanding(s) with their peers and teachers.
Math	
S-P1.S1.25	Teachers will provide math instruction that is research-based and implemented with fidelity.
S-P1.S1.26 (LC)	Teachers, students, and parents have access to a curated library of age appropriate, culturally relevant texts and materials to support student learning and interest in math.

S-P1.S1.27 (LC)	All teachers who teach mathematical concepts have access to age-appropriate hands-on materials that support student's developing mathematical literacy.
S-P1.S1.28 (LC)	Direct, math vocabulary instruction is an embedded practice at school.
S-P1.S1.29 (LC)	All math lessons integrate activities that ask students to draw and/or write about math understanding and knowledge.
S-P1.S1.30 (LC)	Classroom displays are (content) balanced and include examples of students' writing and drawing about mathematical concepts incorporating the Virgin Islands cultural standards.
S-P1.S1.31 (LC)	All math lessons include opportunities that incorporate the Virgin Islands cultural standards for students to discuss and clarify mathematical understanding(s) with their peers and teachers.
S-P1.S1.32 (LC)	All math lessons include opportunities for students to discuss and clarify mathematical understanding(s) with their peers and teachers.
S-P1.S1.33 (LC)	Teachers of math use hands-on materials or other resources to both "show and tell" during direct teaching or modelling activities.
S-P1.S1.34 (LC)	Teachers leverage activities that encourage students to work in cooperative groups to discuss, test, apply, reason and hypothesize.
Priority 1. Strategy 2. Effective and Personalized Instruction ***Effective Practice: Schools provide more personalized instruction matched to student needs and aspirations.***	
ID	***Indicator***
S-P1.S2.01	The principal monitors to ensure that curriculum and classroom instruction are aligned with the improvement goals and standards regularly.
S-P1.S2.02	All teachers review the previous lesson.
S-P1.S2.03	All teachers clearly state the lesson's topic, theme, and objectives.
S-P1.S2.04	All teachers stimulate student interest in the topics by connecting with prior knowledge or personal, cultural experiences.
S-P1.S2.05	All teachers use modeling, demonstration, and graphics.
S-P1.S2.06	All teachers explain new concepts and feedback directly and thoroughly to each student.
S-P1.S2.07	All teachers individualize instructional plans in response to individual student performance on pre-tests and other methods of assessment to provide support for some students and enhanced learning opportunities for others.
S-P1.S2.08	All teachers re-teach when necessary.
S-P1.S2.09	All teachers review with questioning.
S-P1.S2.10	All teachers use open-ended questioning and encourage elaboration.
S-P1.S2.11	All teachers interact instructionally with students (explaining, checking, giving feedback).
S-P1.S2.12	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

S-P1.S2.13	All teachers use a variety of instructional modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, homework).
S-P1.S2.14	All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks.
S-P1.S2.15	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
S-P1.S2.16 (LC)	Students with disabilities have access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).
S-P1.S2.17 (LC)	All teachers use developmentally appropriate academic language materials to promote the language development and instruction of English learners.
Priority 1. Strategy 3. Collaborative School Leadership ***Effective Practice: Stakeholders recognize themselves as equal and engaged partners in the education process.***	
ID	***Indicator***
S-P1.S3.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.
S-P1.S3.02	The Leadership Team serves as a conduit of communication to the faculty and staff.
S-P1.S3.03	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
Priority 1. Strategy 4. Healthy Learning and Working Environments ***Effective Practice: The school environment supports teaching and learning in a safe and supported environment.***	
ID	***Indicator***
S-P1.S4.01	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.
S-P1.S4.02	All teachers foster and manage a safe, positive learning environment by teaching and reinforcing classroom rules and procedures.
S-P1.S4.03	All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
S-P1.S4.04	The school Leadership Team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors such as social and emotional well-being).

Priority 2: Effective Education System	
Priority 2. Strategy 1. ***Effective Practice*: *High-Capacity Staff—Caring and competent employees effectively carry out their roles and responsibilities*.**	
ID	***Indicator***
S-P2.S1.01	All teachers exhibit and communicate high aspiration for each and every student and portray the idea that they believe in the student's ability to learn.
S-P2.S1.02	All teachers improve their practice by responding to the principal's observations relative to indicators of effective teaching and classroom management.
S-P2.S1.03	All teachers develop individual professional development plans based on classroom observations and self-assessments.
S-P2.S1.04 (LC)	All teachers receive ongoing professional learning in the implementation of the specific curriculum for all new staff who teach instructional groups.
S-P2.S1.05 (LC)	All teachers receive coaching or teacher leader support to ensure curriculum is implemented with fidelity.
S-P2.S1.06	Leaders' roles and responsibilities are defined, aligned, and monitored to maximize the effective implementation of system practices to improve teaching and learning.
S-P2.S1.07	Staff members understand respective roles and responsibilities for advancing school and district improvement.
S-P2.S1.08	Staff members report a high degree of competence, reliability, integrity, openness, and caring in each other and their leaders.
Priority 2. Strategy 2. Systems for Accountability ***Effective Practice*: *There is a culture of accountability that informs our work, supports, and interventions.***	
ID	***Indicator***
S-P2.S2.01	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
S-P2.S2.02	The school has reoriented its culture toward shared responsibility and accountability.
S-P2.S2.03	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.
S-P2.S2.04	The principal challenges and monitors unsound teaching practices and supports the correction of them.
Priority 2. Strategy 3. Strategic and Responsible Use of Funds ***Effective Practice: Schools are responsible stewards of Department funds (local, federal, donated), making informed budget and resource decisions.***	
ID	***Indicator***
S-P2.S3.01	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
S-P2.S3.02	School leadership provides adequate time and appropriate fiscal resources for professional development.

S-P2.S3.03	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain school improvement
Priority 2. Strategy 4. Conducive Learning and Working Spaces ***Effective Practice: Instructional and working spaces are conducive to learning*.**	
ID	***Indicator***
S-P2.S4.01	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

Priority 3: Family Engagement	
Priority 3. Strategy 1. Family Capacity ***Effective Practice*: *Families are empowered partners in the education system.***	
ID	***Indicator***
S-P3.S1.01	All teachers systematically report to parents the student's mastery of specific standards-based objectives.
S-P3.S1.02	Teachers communicate to parents the importance of the family communicating their aspirations for their child, to their child.
S-P3.S1.03	The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.
S-P3.S1.04	Professional development programs for teachers include assistance in working effectively with parents (families and communities).
Priority 3. Strategy 2. Communication ***Effective Practice*: *Families are authentic partners in the operations, teaching, and learning aspects of the education system*.**	
ID	***Indicator***
S-P3.S2.01	The school Leadership Team provides ongoing mechanisms for families and the community to be meaningfully engaged in decisions that impact school improvement and school environment.
S-P3.S2.02	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
S-P3.S2.03	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.

Priority 4: Community Support	
Priority 4. Strategy 1. Community Engagement ***Effective Practice*: *Schools integrate real world learning opportunities and application with instruction.***	
ID	***Indicator***
S-P4.S1.01	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).
S-P4.S1.02	The school encourages all students to participate in activities that provide opportunities to develop skills outside of the classroom (service learning, internships).
S-P4.S1.03	Relationships with businesses and community organizations are developed to enhance teaching and learning opportunities.
Priority 4. Strategy 2. Building Connections and Partnerships ***Effective Practice*: *Community members and partners are informed and able to contribute to the improvement and continued successes of our schools.***	
ID	***Indicator***
S-P4.S2.01	The school provides opportunities for members of the school community to meet for purposes related to students' learning.
S-P4.S2.02	The principal offers frequent opportunities for staff and parents (families, community members, and community organizations) to voice constructive critique of the school's progress and suggestions for improvement.
S-P4.S2.03	School staff creates and maintains connections between the school community and the broader community to support student learning.

DISTRICT LEVEL PRACTICES AND INDICATORS

Priority 1: Quality Schools	
Priority 1. Strategy 1. Real-World Curriculum ***Effective Practice: District has a challenging culturally relevant curriculum that includes academic and real-world learning.***	
ID	***Indicator***
D-P1.1.01	The District provides a cohesive district curriculum guide aligned with state standards.
D-P1.1.02	The District reviews the curriculum annually to determine what resources are being used, how resources are used, potential changes, and to inform professional development.
D-P1.1.03	The District defines and implements an effective instructional system with non-negotiable instructional programs and clear expectations related to instruction and fidelity.
D-P1.1.04	The District maintains and uses a curriculum that provides the appropriate literacy key elements in each grade. (e.g., phonological and phonemic awareness, phonics, fluency, oral language and vocabulary, listening and reading comprehension).
D-P1.1.05	The District maintains and uses a curriculum that is evidence-based (e.g., comprehensive core program, interventions, and supplementary materials).
D-P1.1.06	The District ensures the documented curriculum clearly illustrates where, how, and what types of materials teacher's access/use can integrate culturally relevant curriculum.
D-P1.1.07	The District ensures all school leaders and teachers understand and use the assessment plan that is in place for appropriate instructional purposes.
D-P1.1.08	The District ensures assessments are administered using standardized procedures and results are disaggregate for problem solving (e.g., to identify professional development needs, programmatic gaps, etc.)
D-P1.1.09	The District ensures students with disabilities are provided access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).
D-P1.1.10	The District ensures English language learners are provided access to materials in their first language that support their understanding as they transition their skills to include English.
Priority 1. Strategy 2. Effective and Personalized Instruction ***Effective Practice: District has an environment of high-quality teaching.***	
ID	***Indicator***
D-P1.2.01	The District systematically identifies barriers to student learning as well as provides opportunities to enhance learning for students who demonstrate early mastery.
D-P1.2.02	The District has a vertically aligned curriculum and trains principals to understand what students should have learned the prior year and what students will be expected to learn the following year.
D-P1.2.03	The District provides support to principals to design and implement flexible schedules and extended instructional opportunities to meet student needs.

D-P1.2.04	The District works with the school to provide early and intensive intervention for students not making progress.
Priority 1. Strategy 3. Collaborative School Leadership ***Effective Practice: District exemplifies and cultivates collaborative school leadership.***	
ID	***Indicator***
D-P1.3.01	The District uses root-cause analysis and school-level needs assessments to inform and provide intensive and tailored support to identified school-level priorities.
D-P1.3.02	The District regularly self-monitors and adjusts the effectiveness of district level supports based on implementation data and makes needed adjustments to support provided at the school-level.
Priority 1. Strategy 4. Healthy Learning and Working Environments ***Effective Practice: The school environment supports teaching and learning in a safe and supported environment*.**	
ID	***Indicator***
D-P1.4.01	The District provides training for its staff and principals to work effectively and equitably with diverse students.
D-P1.4.02	The District expects each school to nurture a culture that recognizes and celebrates academic achievement by providing expectations and evaluation tools.

Priority 2: Effective Education System	
Priority 2. Strategy 1. ***Effective Practice: The District has support systems to expand employee skills and personal competencies.***	
ID	***Indicator***
D-P2.1.01	The District provides principals with training, if needed, to select and operationalize evidence-based instructional practices and resources that meet the needs of students.
D-P2.1.02	The District provides ongoing coaching and support for district staff and principals on implementation of evidence-based instructional practices.
D-P2.1.03	The District implements and monitors the effectiveness of professional development.
D-P2.1.04	The District provides principals with technology, training, and support for integrated data collection, reporting, and analysis.
D-P2.1.05	The District provides training and support to principals and school leadership to set student-outcome goals, with baseline and annual target measures informed by various forms of assessment.
D-P2.1.06	The District provides professional learning to school leaders and teachers on how interpret the meaning and implication of data and its uses.

Priority 2. Strategy 2. Systems for Accountability ***Effective Practice*: *District has a system that includes routines, processes, data collection and analysis, and monitoring.***	
ID	***Indicator***
D-P2.2.01	District leadership sets a clear direction for the District with clear policies, structures, and expectations for ambitious improvement goals.
D-P2.2.02	District leadership oversees and supports the creation and implementation of district and school improvement plans.
D-P2.2.03	The District intervenes early when a school is not making adequate progress.
D-P2.2.04	The District provides principals with an easy-to-use data system to monitor implementation and student outcomes.
D-P2.2.05	The District conducts site visits to monitor goals/plan implementation.
D-P2.2.06	The District conducts an annual program review of the special education program, identifies areas of improvement, and develops and implements a program improvement plan.
D-P2.2.07	The District conducts an annual program review of the English learner program, identifies areas of improvement, and develops and implements a program improvement plan.
D-P2.2.08	The District supports a comprehensive assessment structure that includes implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments.
Priority 2. Strategy 3. Strategic and Responsible Use of Funds ***Effective Practice*: *District develops and implements a strategic budgeting process aligned with VIDE plans and continuous improvement processes.***	
ID	***Indicator***
D-P2.3.01	The District regularly works to remove barriers by reallocating resources that personalize supports based on school, staff, and instructional needs.
Priority 2. Strategy 4. Conducive Learning and Working Spaces ***Effective Practice*: *District transforms learning spaces to meet students' individual needs.***	
ID	***Indicator***
D-P2.4.01	The District provides and supports digital-age classrooms and learning opportunities through relevant and necessary infrastructure, acquisition, and technical assistance.
D-P2.4.02	The District supports schools working toward creating the conditions for personalized learning.

Priority 3: Family Engagement	
Priority 3. Strategy 1. Family Capacity ***Effective Practice: District provides opportunities for families to develop their own capacity to support their students' teaching, learning, and development.***	
ID	***Indicator***
D-P3.1.01	Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.
Priority 3. Strategy 2. Communication ***Effective Practice*: *District has a multi-level communication network between district, school, and families.***	
ID	***Indicator***
D-P3.2.01	The District includes parent organizations in district and school improvement planning and maintains regular communication with them.
D-P3.2.02	The District provides opportunities for "ongoing conversation" between district personnel and parents that is candid, supportive, and flows in both directions.

Priority 4: Community Support	
Priority 4. Strategy 1. Community Engagement ***Effective Practice: District authentically engages the community in supporting student and teacher learning.***	
ID	***Indicator***
D-P4. 1.01	District efforts lead to the engagement of all families as partners in raising student achievement.
Priority 4. Strategy 2. Building Connections and Partnerships ***Effective Practice*: *District invites and engages the community members and partners in knowing and connecting with our schools.***	
ID	***Indicator***
D-P4.2.01	The District partners with community-based organizations, such as health and wellness organizations, youth organizations, and other service providers, to support students in overcoming obstacles.
D-P4.2.02	The District includes community organizations in district and school improvement planning and maintains regular communication with them.
D-P4.2.03	The District assists school leaders in networking with potential partners and in developing partnerships.

Appendix B. VI-SOS Collaborative School Success Plan Template

VI-SOS School Collaborative Success Plan Template

Support for the success of Virgin Islands districts, schools, and students is, indeed, a "system" responsibility and draws on all leaders, educators, and staff across the territory's education system. The VI-SOS Collaborative Success Process has been designed to assist schools in the management of a cyclical and continuous improvement process by the school's **Collaborative Success Team** (principal, teacher representatives, and others as designated by the principal).

The School Collaborative Success Team uses this plan template to conduct and summarize an Extensive Performance Review, identify effective practices and indicators based on Virgin Islands Framework of Effective Practices and the Performance Review, create a Collaborative Success Plan, and implement, monitor, adjust, and report progress on the plan.

School Name: _____ **Grade Levels:** _____

School Address: _____ **Zip Code:** _____

Phone Number: _____ **Website:** _____

Principal: _____ **Assistant Principals:** _____

School ESSA Rating: _____ Targeted Support School ____ Comprehensive Support School

School Collaborative Success Team

Name	Position	E-Mail
	Principal	

Other Information:

SET SCHOOL'S DIRECTION

Step 1. Create/Revisit School's Direction

Instructions:

- *Create or revise the school's vision and mission to align with the VIDE Portrait of a Graduate and its goal to have all students graduate from the U.S. Virgin Islands education system better prepared to transition and thrive in life.*
- *Review school performance on VIDE accountability measures and create a school goal for each priority area. Identify targets for three years*.

School's Vision: _____

School's Mission: _____

School Goals and Targets:

<table>
<tr><td colspan="4">PRIORITY 1: QUALITY SCHOOLS</td></tr>
<tr><td colspan="4">School Goal:</td></tr>
<tr><td colspan="4">School Targets:
Kindergarten Readiness: (for schools with pre-kindergarteners/kindergartens only)
1. Percentage of students performing at an average or higher developmental age in the language domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.</td></tr>
<tr><td>Baseline</td><td>Year 1 Target</td><td>Year 2 Target</td><td>Year 3 Target</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">2. Percentage of students performing at an average or higher developmental age in cognitive domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.</td></tr>
<tr><td>Baseline</td><td>Year 1 Target</td><td>Year 2 Target</td><td>Year 3 Target</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">3. Percentage of students performing at an average or higher developmental age in self-help domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.</td></tr>
</table>

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
4. Percentage of students performing at an average or higher developmental age in fine motor domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
5. Percentage of students performing at an average or higher developmental age in gross motor domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
6. Percentage of students performing at an average or higher developmental age in personal/social domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
7. Percentage of students performing at an average or higher developmental age in pre-writing domain by the end of pre-kindergarten and/or kindergarten as measured by the LAP3.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
8. Percentage of students on grade level in Reading at the end of kindergarten (iReady).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
9. Percentage of students on grade level in Math at the end of kindergarten (iReady).			
Academic Growth and Achievement: English Language Arts			
1. Percentage of students that met or exceeded their growth targets in English language arts/literacy (SMARTER Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
2. Percentage of students that scored proficient or higher in English language arts/literacy (SMARTER Balanced).			

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
3. Percentage of students that scored on grade level in Reading (I-ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Academic Growth and Achievement: Math 4. Percentage of students that met or exceeded their growth targets in Math (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
5. Percentage of students that scored proficient or higher in Math (SMARTER Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
6. Percentage of students that are on grade level in Math (I-ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Academic Growth and Achievement: High School 7. Percentage of high school students meeting or exceeding the Common Core College and Career Readiness Standards (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
8. Percentage of students who earned dual enrollment credits.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
9. Percentage of students who took the SAT and scored at least 480 in Reading and Writing.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
10. Percentage of students who took the SAT and scored at least 530 in Math.			

Career & Technical Education

11. Percentage of students that are on a CTE track and completed the program and received Career Tech Program Certificate.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

High School Graduation:

12. Percentage of students who took the ACT and scored 18 or higher.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

13. Percentage of students in a cohort that graduate on time (4 years).

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

PRIORITY 2: EFFECTIVE EDUCATION SYSTEM

School Goal:

School Targets:

Employee Performance:

1. Percentage of employees evaluated.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

2. Of those employees evaluated, percentage of employees that received a performance rating of proficient or above on their annual evaluation.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

3. Percentage of employees who were satisfactory or higher on Employee Time and Attendance.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

Collaborative Success Plan:

1. Percentage of actions completed by end of the school year.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
2. Percentage of Indicators targeted for full implementation during this year that were fully implemented.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**

PRIORITY 3 / 4: STAKEHOLDER ENGAGEMENT			
School Goal:			
School Targets: **Family Capacity:**			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Communication:			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Community Engagement			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Building Connections and Partnerships			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**

Step 2. Assess Need

Instructions: *Review and analyze demographic/descriptive and performance data and answer questions under each section.*

School Profile Review

Demographic Trends

Student Enrollment

Student Group	Current Year	Previous Year	Two Years Past	Three Years Past
All				

Absenteeism Rate

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All Students				
All Teachers				
All Paraprofessionals				

Number of Teachers

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All				
Certified				
Non-Certified				

Number of Paraprofessionals/Coaches

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All				

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?

2. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan?

3. Other thoughts/conclusions:

Performance Trends

Subject/Content	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past
Reading/Language					
Mathematics					
Science					
Social Studies					

Additional Student Performance Data:

Assessment	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past

What strengths and challenges are indicated by student outcome data?

1. What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

2. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

3. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

4. What are the differences in growth performance by grade level, class, or subject?

5. What are the implications of student outcome data on school improvement?

6. Other thoughts/conclusions

School Environment and Culture Trends

Topic	Data Source	Most Recent	Previous Year	Two Years Past	Three Years Past

What are the strengths and challenges of our learning environment?

1. What are we doing well in terms of providing a safe learning environment? What else might be needed?

2. What are school climate and culture data telling us about our school and learning culture? What do the data tell us about patterns of students', parents', and school personnel's experience of school life?

3. How does our learning culture reflect our norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning?

4. Other thoughts/conclusions

2. Program Review

Instructions: *A program refers to one that supplements or is additional to the school's core instructional program, such as intervention programs for English learners, students with disabilities, or at-risk students, after-school programs, or programs specified by district. Review each program and agree on ratings using the rubrics below for the current level of implementation and the level of impact or effectiveness in addressing targeted student needs. Then answer the questions provided.*

Implementation Level Ratings and Descriptors

Developing	Initial	Full	Sustained
A program is being considered, explored, or created. The school or district is exploring the evidence, considering the school context, needed resources, and readiness. The first implementers are selected, trained, and trying the program to determine if it is a good match for the targeted students.	The new program is put into place, staff are trained and are trying to use the new skills, procedures, and materials with intended students. Kinks are being worked out. At this stage staff are concerned primarily with the mechanics of the program to create effective routines to manage the program.	The program is being implemented and fidelity is occurring at most levels. Program procedures are becoming routine and progress data are being collected and used to adjust when implementation or fidelity dips.	Program routines have been integrated in the school's established routines. Fidelity is consistently high. Staff discussions center around student learning and how to further enhance the program to raise student learning even higher.

Impact Level Ratings and Descriptors

Unknown	Low	Moderate	High
Program data (implementation level, fidelity, and student progress) are not being collected or are collected sporadically.	Program data (implementation level, fidelity, and student progress) are being collected and are available; however, use of data is low.	Teacher program practices are being reviewed and data are discussed to improve practices in effective implementation. Student progress data are being discussed by teacher teams and used to adjust increase impact on learning.	Program impact data collection and use are an integrated part of school routines. Data related to students with poor or no response, as well as students with high response are being examined to determine why response differs and additional

Unknown	Low	Moderate	High
			changes or programs need to be considered to meet the needs of targeted students.

1. **Program Name:**

Purpose: _____

Target Audience: _____

Number of Participating Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

2. **Program Name:**

Purpose: _____

Target Audience: _____

Number of Participating Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

3. Program Name:

Purpose: _____

Target Audience: _____

Number of Participating Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

What are the strengths and challenges of the programs we are providing?

1. What programs are being implemented with high fidelity?

2. What programs have the greatest impact on the largest number of students?

3. What programs lack fidelity and what needs to happen to increase fidelity?

4. What data are we lacking to accurately rate the programs?

5. What needs to happen to increase fidelity and impact data?

Practice Review

Instructions: *Review each practice and indicator in the* ***Virgin Islands Framework of Effective Practices*** *and determine the current level of implementation and if the indicator is of high priority to fully implement. Only those practices and indicators that are appropriate to the school level are rated, e.g., high school vs. elementary school.*

Priority 1: Quality Schools						
Priority 1. Strategy 1. *Effective Practice*: Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students.						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P1.S1.01	All teachers are guided by a curriculum document that aligns standards, instruction, and assessments.					
S-P1.S1.02	All teachers develop weekly lesson plans that incorporate the Virgin Islands cultural standards and align to standards, units of instruction, and assessments.					
S-P1.S1.03 (LC)	All teachers use supplemental and intervention materials that are aligned with standards and the comprehensive core program.					
S-P1.S1.04	Instructional data teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention and enrichment (both students in need of tutoring or extra help and students needing					

	enhanced learning opportunities because of their early mastery of objectives).					
S-P1.S1.05	All teachers assess student progress frequently using a variety of evaluation methods (standards mastery, interim assessments, etc.) and maintain a record of the results.					
S-P1.S1.06 (LC)	All teachers take timely action to make necessary adjustments to instruction that is informed by data when students do not achieve learning goals.					
S-P1.S1.07(LC)	All teachers use evidence-based instructional materials-differentiated and tiered- that are individualized to meet the needs of students receiving intervention instruction.					
S-P1.S1.08 (LC)	All teachers intentionally integrate classroom strategies and structures that help students draw upon prior knowledge, make connections to real-world (student centered) examples to support students' conceptual understanding.					
S-P1.S1.09	All teachers include setting social and behavioral goals with their students as well as learning goals.					
S-P1.S1.10	The school assesses each student at least 3 times each year (benchmark assessments) to determine progress toward standards-based objectives.					

S-P1.S1.11 (LC)	School Leaders ensure grade level meetings are used for developing and/or reviewing instructional plans based on assessment data.					
S-P1.S1.12	The school provides all teachers timely reports of results from standardized and objectives-based assessments.					
S-P1.S1.13	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.					
S-P1.S1.14	The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.					
S-P1.S1.15 (LC)	The school provides students with disabilities access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).					
S-P1.S1.16 (LC)	The school provides English learners with developmentally appropriate academic language materials from each of the four domains (listening, speaking, reading, and writing according to their language proficiency level.					
S-P1.S1.17	All teachers follow the instructional system model designed by the VIDE to ensure high-quality planning,					

	delivery, adjustment, and enhancement of instruction for all students.					
Content Specific Indicators						
Reading						
S-P1.S1.18	Reading instruction is research-based and implemented with fidelity.					
S-P1.S1.19 (LC)	All teachers teach the key elements of literacy at each elementary school grade level during the literacy block (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension).					
S-P1.S1.20	All teachers incorporate close reading methods of literary analysis in their lessons.					
S-P1.S1.21 (LC)	The school creates a literature-enriched environment where the community values literacy.					
S-P1.S1.22 (LC)	The school provides an uninterrupted 90–120-minute block of daily systematic and explicit reading instruction (e.g., modeling, demonstrations, multiple examples to teach skills and strategies, frequent opportunities to respond) at the elementary level.					
S-P1.S1.23 (LC)	The school provides additional time beyond the 90–120-minute block to provide intensive and individualized intervention for struggling readers within multi-tiered system of support framework.					

S-P1.S1.24	All literacy lessons include opportunities that incorporates the Virgin Islands cultural standards for students to discuss and clarify literacy and content understanding(s) with their peers and teachers.					
Math						
S-P1.S1.25	Teachers will provide math instruction that is research-based and implemented with fidelity.					
S-P1.S1.26 (LC)	Teachers, students and parents have access to a curated library of age appropriate, culturally relevant texts and materials to support student learning and interest in Math.					
S-P1.S1.27 (LC)	All teachers who teach mathematical concepts have access to age-appropriate hands-on materials that support student's developing mathematical literacy.					
S-P1.S1.28 (LC)	Direct, math vocabulary instruction is an embedded practice at school.					
S-P1.S1.29 (LC)	All math lessons integrate activities that ask students to draw and/or write about math understanding and knowledge.					
S-P1.S1.30 (LC)	Classroom displays are (content) balanced and include examples of students' writing and drawing about mathematical concepts incorporating the Virgin Islands cultural standards.					

S-P1.S1.31 (LC)	All math lessons include opportunities that incorporates the Virgin Islands cultural standards for students to discuss and clarify mathematical understanding(s) with their peers and teachers.					
S-P1.S1.32 (LC)	All math lessons include opportunities for students to discuss and clarify mathematical understanding(s) with their peers and teachers.					
S-P1.S1.33 (LC)	Teachers of math use hands-on materials or other resources to both "show and tell" during direct teaching or modelling activities.					
S-P1.S1.34 (LC)	Teachers leverage activities that encourage students to work in cooperative groups to discuss, test, apply, reason and hypothesize.					
Priority 1. Strategy 2. Effective and Personalized Instruction ***Effective Practice: Schools provide more personalized instruction matched to student needs and aspirations.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P1.S2.01	The principal monitors to ensure that curriculum and classroom instruction are aligned with the improvement goals and standards regularly.					
S-P1.S2.02	All teachers review the previous lesson.					
S-P1.S2.03	All teachers clearly state the lesson's topic, theme, and objectives.					

S-P1.S2.04	All teachers stimulate student interest in the topics by connecting with prior knowledge or personal, cultural experiences.					
S-P1.S2.05	All teachers use modeling, demonstration, and graphics.					
S-P1.S2.06	All teachers explain new concepts and feedback directly and thoroughly to each student.					
S-P1.S2.07	All teachers individualize instructional plans in response to individual student performance on pre-tests and other methods of assessment to provide support for some students and enhanced learning opportunities for others.					
S-P1.S2.08	All teachers re-teach when necessary.					
S-P1.S2.09	All teachers review with questioning.					
S-P1.S2.10	All teachers use open-ended questioning and encourage elaboration.					
S-P1.S2.11	All teachers interact instructionally with students (explaining, checking, giving feedback).					
S-P1.S2.12	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).					
S-P1.S2.13	All teachers use a variety of instructional modes (whole-class, teacher-directed groups, student-					

	directed groups, independent work, computer-based, homework).					
S-P1.S2.14	All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks.					
S-P1.S2.15	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.					
S-P1.S2.16 (LC)	Students with disabilities have access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).					
S-P1.S2.17 (LC)	All teachers use developmentally appropriate academic language materials to promote the language development and instruction of English learners.					
Priority 1. Strategy 3. Collaborative School Leadership ***Effective Practice: Stakeholders recognize themselves as equal and engaged partners in the education process.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P1.S3.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.					

S-P1.S3.02	The Leadership Team serves as a conduit of communication to the faculty and staff.					
S-P1.S3.03	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.					
Priority 1. Strategy 4. Healthy Learning and Working Environments ***Effective Practice: The school environment supports teaching and learning in a safe and supported environment*.**						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P1.S4.01	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.					
S-P1.S4.02	All teachers foster and manage a safe, positive learning environment by teaching and reinforcing classroom rules and procedures.					
S-P1.S4.03	All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.					
S-P1.S4.04	The school Leadership Team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors such as social and emotional well-being).					

Priority 2: Effective Education System						
Priority 2. Strategy 1. ***Effective Practice*: *High-Capacity Staff—Caring and competent employees effectively carry out their roles and responsibilities*.**						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P2.S1.01	All teachers exhibit and communicate high aspiration for each and every student and portray the idea that they believe in the student's ability to learn.					
S-P2.S1.02	All teachers improve their practice by responding to the principal's observations relative to indicators of effective teaching and classroom management.					
S-P2.S1.03	All teachers develop individual professional development plans based on classroom observations and self-assessments.					
S-P2.S1.04 (LC)	All teachers receive ongoing professional learning in the implementation of the specific curriculum for all new staff who teach instructional groups.					
S-P2.S1.05 (LC)	All teachers receive coaching or teacher leader support to ensure curriculum is implemented with fidelity.					

S-P2.S1.06	Leaders' roles and responsibilities are defined, aligned, and monitored to maximize the effective implementation of system practices to improve teaching and learning.					
S-P2.S1.07	Staff members understand respective roles and responsibilities for advancing school and district improvement.					
S-P2.S1.08	Staff members report a high degree of competence, reliability, integrity, openness, and caring in each other and their leaders.					
Priority 2. Strategy 2. Systems for Accountability ***Effective Practice*: *There is a culture of accountability that informs our work, supports, and interventions.***						
ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
S-P2.S3.01	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.					
S-P2.S3.02	The school has reoriented its culture toward shared responsibility and accountability.					
S-P2.S3.03	Principal establishes a sense of urgency and shared					

	accountability for meeting school improvement objectives.					
S-P2.S3.04	The principal challenges and monitors unsound teaching practices and supports the correction of them.					

Priority 2. Strategy 3. Strategic and Responsible Use of Funds

Effective Practice: Schools are responsible stewards of Department funds (local, federal, donated), making informed budget and resource decisions.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
S-P2.S3.01	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.					
S-P2.S3.02	School leadership provides adequate time and appropriate fiscal resources for professional development.					
S-P2.S3.03	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain school improvement					

Priority 2. Strategy 4. Conducive Learning and Working Spaces ***Effective Practice: Instructional and working spaces are conducive to learning.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P2.S4.01	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.					

Priority 3: Family Engagement						
Priority 3. Strategy 1. Family Capacity ***Effective Practice*: *Families are empowered partners in the education system.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P3.S1.01	All teachers systematically report to parents the student's mastery of specific standards-based objectives.					
S-P3.S1.02	Teachers communicate to parents the importance of the family communicating their aspirations for their child, to their child.					
S-P3.S1.03	The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.					
S-P3.S1.04	Professional development programs for teachers include assistance in working effectively with parents (families and communities).					

Priority 3. Strategy 2. Communication *Effective Practice*: *Families are authentic partners in the operations, teaching, and learning aspects of the education system*.						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P3.S2.01	The school Leadership Team provides ongoing mechanisms for families and the community to be meaningfully engaged in decisions that impact school improvement and school environment.					
S-P3.S2.02	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).					
S-P3.S2.03	The “ongoing conversation” between school personnel and parents is candid, supportive, and flows in both directions.					

Priority 4: Community Support						
Priority 4. Strategy 1. Community Engagement ***Effective Practice*: *Schools integrate real world learning opportunities and application with instruction.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
S-P4.S1.01	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual					

	enrollment, service learning, work-based internships).					
S-P4.S1.02	The school encourages all students to participate in activities that provide opportunities to develop skills outside of the classroom (service learning, internships).					
S-P4.S1.03	Relationships with businesses and community organizations are developed to enhance teaching and learning opportunities.					

Priority 4. Strategy 2. Building Connections and Partnerships

Effective Practice*: *Community members and partners are informed and able to contribute to the improvement and continued successes of our schools.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
S-P4.S2.01	The school provides opportunities for members of the school community to meet for purposes related to students' learning.					
S-P4.S2.02	The principal offers frequent opportunities for staff and parents (families, community members, and community organizations) to voice constructive critique of the school's progress and suggestions for improvement.					
S-P4.S2.03	School staff creates and maintains connections between the school community and the broader community to support student learning.					

What does our review tell us about the effective practices being used to support a strong school and instructional system?

1. What practices and indicators are we fully implementing and therefore are strengths?

2. What practices and indicators are we not implementing? Why?

3. What trends do we see in the practices and indicators we are not fully implementing?

4. What practices and indicators were of high priority? Why?

5. What needs to happen to improve the use and implementation of effective practices and indicators?

CREATE THE SCHOOL PLAN

Step 3. Identify Effective Practices

Instructions: *Select and list the effective practices and indicators to work on for the next three years using the template below or Indistar®.*

In Indistar® —Set Direction/Step 3 select each Effective Practice and specific Indicators.

Effective Practice:	
ID	**Indicator**
Effective Practice:	
ID	**Indicator**
Effective Practice:	
ID	**Indicator**

Step 4. Create Collaborative Success Plan

Instructions: *For each selected indicator, complete the following using the template below or Indistar®.*

- *Assign a member of the School Collaborative Success Team to monitor the indicator.*
- *Establish a target date for full implementation of the indicator.*
- *Describe what it will look like when the indicator is fully implemented, and create actions and assign people to complete the actions, target completion dates, and any important notes.*

In Indistar®—Success Cycle/Our Plan develop actions, including timelines and persons responsible, aimed at implementation of the Indicators.

Effective Practice: _____

ID and Indicator	Assigned Team member	Target Date

Description of what it will look like when fully implemented:			
Action(s)	**Assigned to**	**Target Date**	**Notes**

IMPLEMENT THE SCHOOL PLAN

Step 5. Implement

Instructions: *Engage staff in implementing the plan, completing the actions to improve or change staff performance so that Indicators are met, and effective practices are routine throughout the school. In Indistar®, complete Section IV.*

MANAGE PERFORMANCE

Step 6. Monitor Progress

Instructions: *Assigned Team Members monitor progress on actions related to each assigned indicator. Conduct Collaborative Success Team meetings at least twice a month to ensure actions are in progress, discuss progress and implementation challenges, and adjust actions or supports as needed.*

In Indistar®— Success Cycle, select the Indicator being reviewed/discussed and make any changes or add notes. The Team can also create agendas and maintain notes in Indistar®— My Meetings.

Step 7. Review and Adjust

Instructions: *Complete Quarterly Progress reviews and reports in* Indistar® *using the following steps:*

- *See Quarterly Progress Review in Indistar®—Complete Forms. A copy of your selected Indicators can be found on Indistar®—Reports/Our Direction.*
- *Submit your Collaborative Success Plan report in Indistar®— Submissions when you submit each Quarterly Progress Review. A PDF of the Comprehensive Report will be created automatically.*

Instructions: *Before the end of the school year, the Collaborative Success Team*

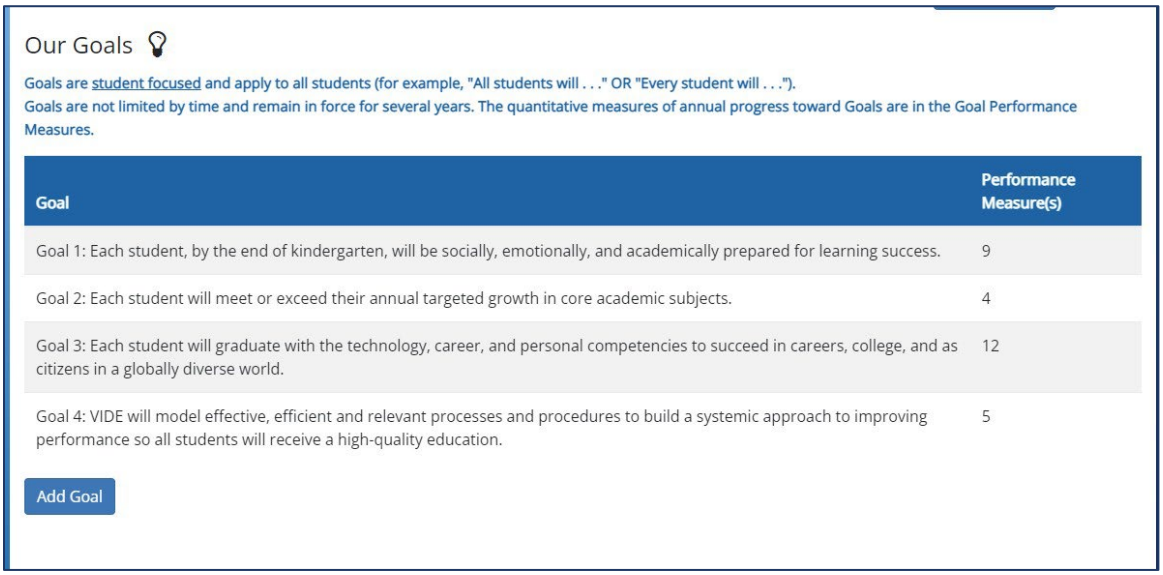
- *Submits a Comprehensive Report in* Indistar®*—Submissions.*
- *Reviews progress made on all actions and Indicators and any new data provided by VIDE along with any other school annual data and determines if any adjustments need to be made to the plan.*
- *Updates Set Direction in* Indistar®*.*
- *Completes the Annual Progress Report at Indistar®—Complete Forms.*

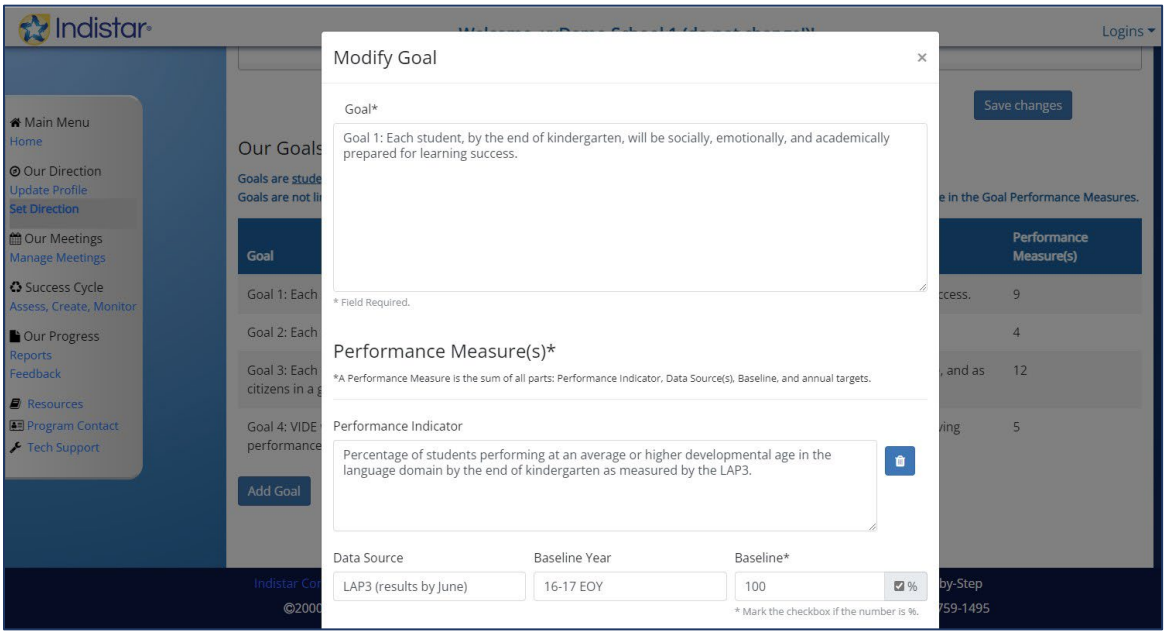
Go to www.indistar.org

Type in your **Login** and **Password.** If you have forgotten the login or password, never had a login or password, or if the screen says that your account has been deactivated, please select **Tech Support.**

ENTER VISION, MISSION, GOALS, AND PERFORMANCE TARGETS

To enter your Goals, either **Select Set Direction** from the side Menu**,** or stay on the page (**if you are still on Set Direction**) and **Select # 1.** You may also want to enter your **Vision, Values, and Mission**; however, if not, scroll to the bottom of the page to find **Goals.** Select **"Add Goal"** and type in your Goal. Once you have entered your goals, you may select that Goal to enter Performance Measures for that Goal.

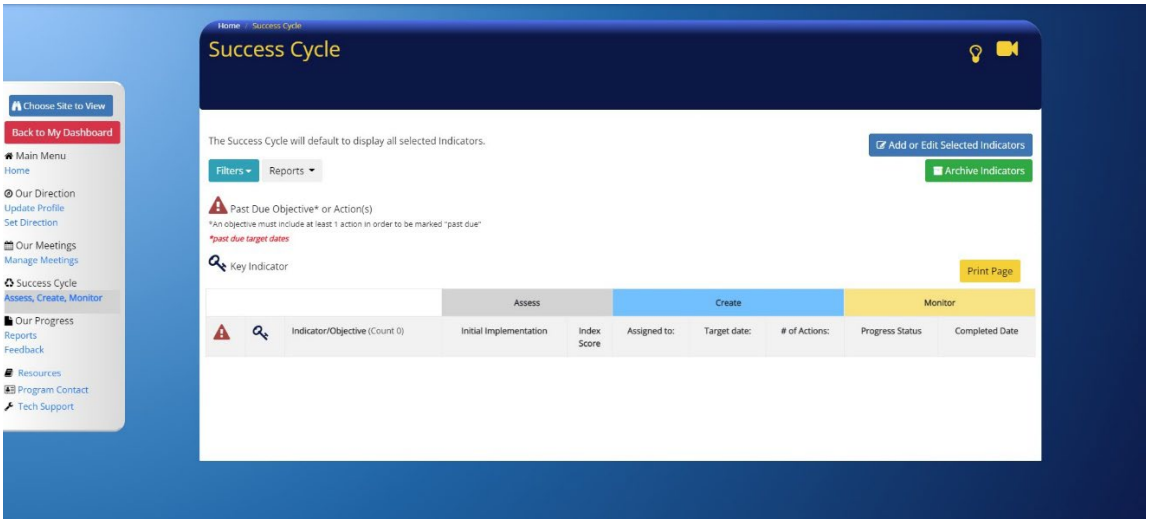




You may update and edit Goals and Performance measures at any time.

SELECT INDICATORS

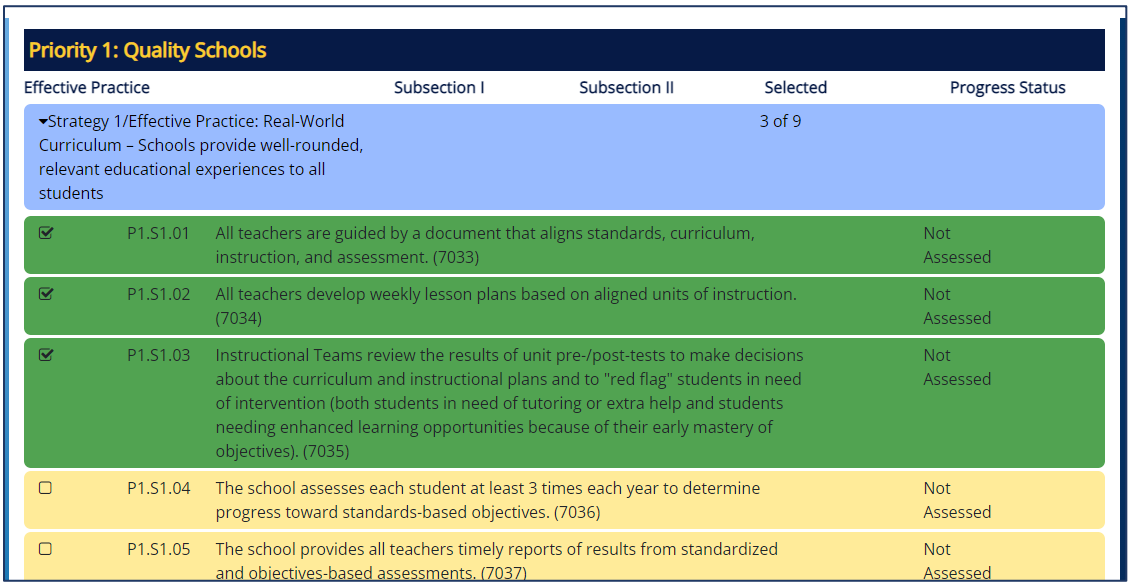
Open on the **Success Cycle/Our Plan** page.



To select the indicators that you will work on for each year, select the "**Add or Edit Selected Indicators**" button.

Under **# 3,** the Priorities, Strategy/Effective Practices will be displayed which correspond to your Practice Review. To see the Indicators, select the **Effective Practice.** The screen will open to show the Indicators for that Effective Practice.

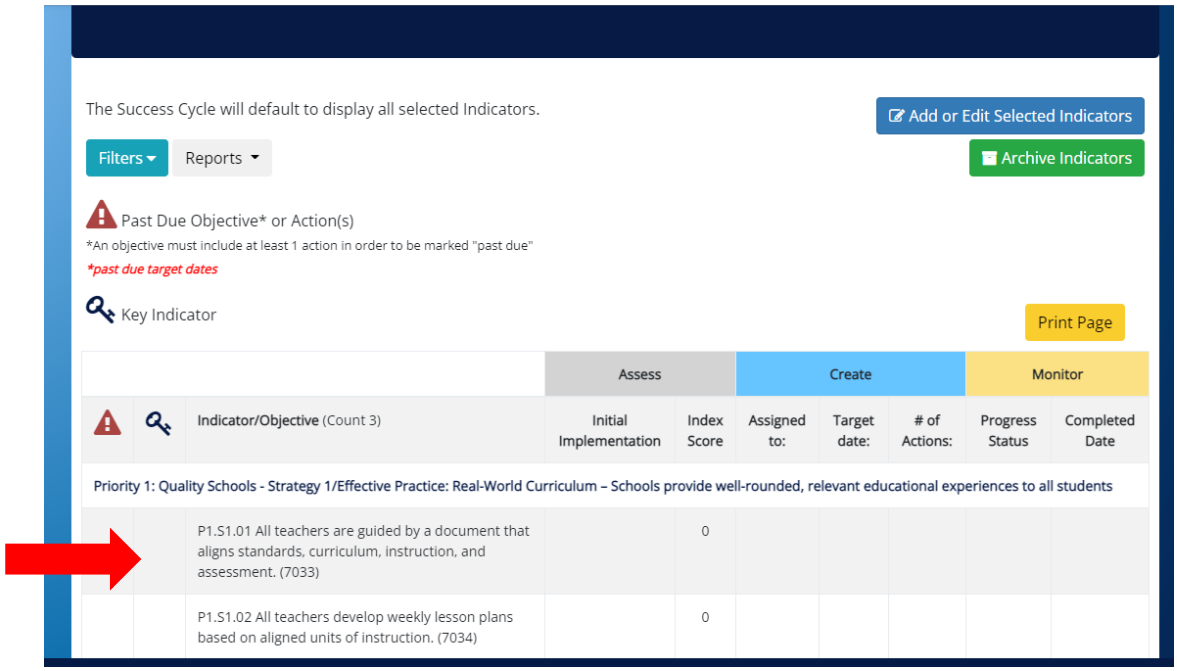
Check the box next to the Indicators you want to include in your Plan for the year.

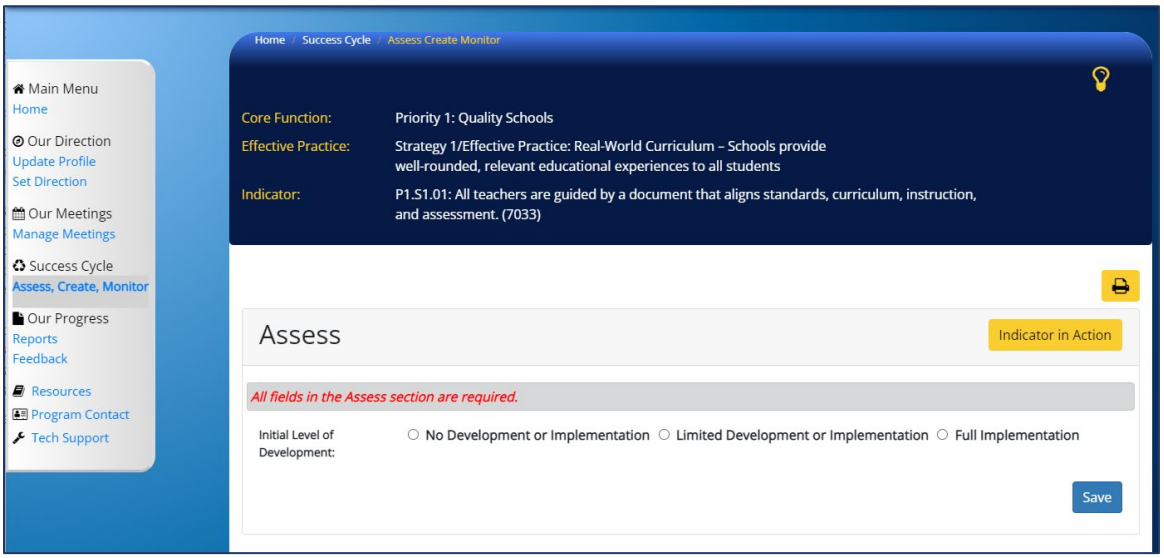


The indicators you check will automatically be added to your Plan and will now be visible on the Success Cycle/Our Plan page.

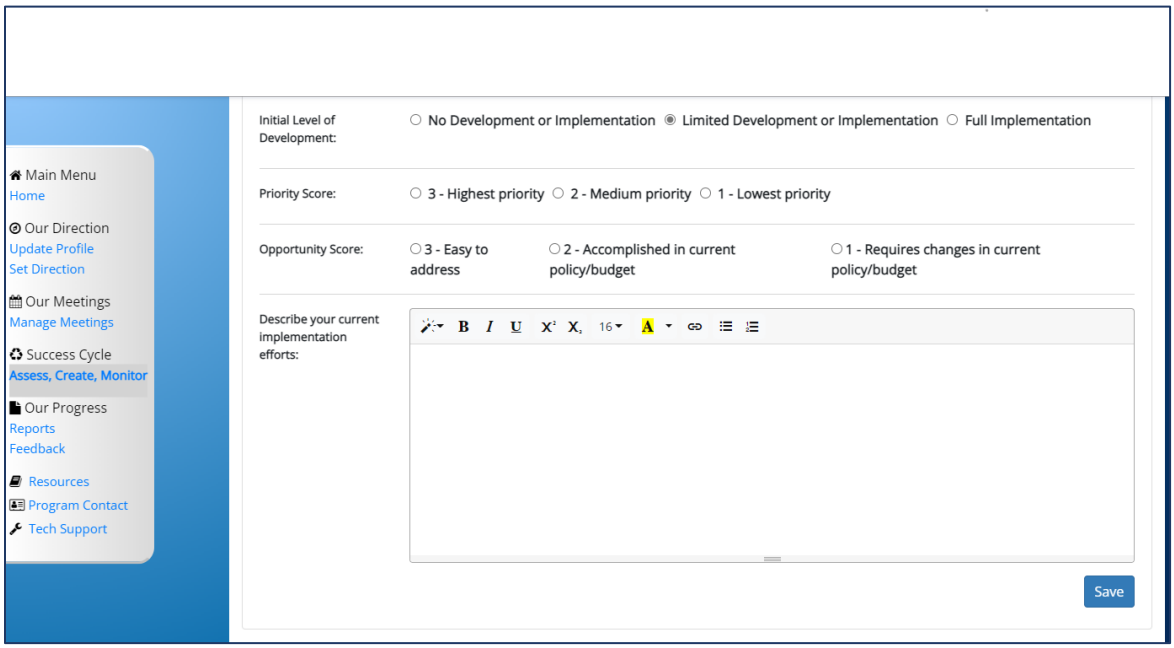
Entering the information from the Practice Review.

In Indistar, this is called **Assess**. From the **Success Cycle/Our Plan** page, select the **Indicator** for which you wish to enter information.





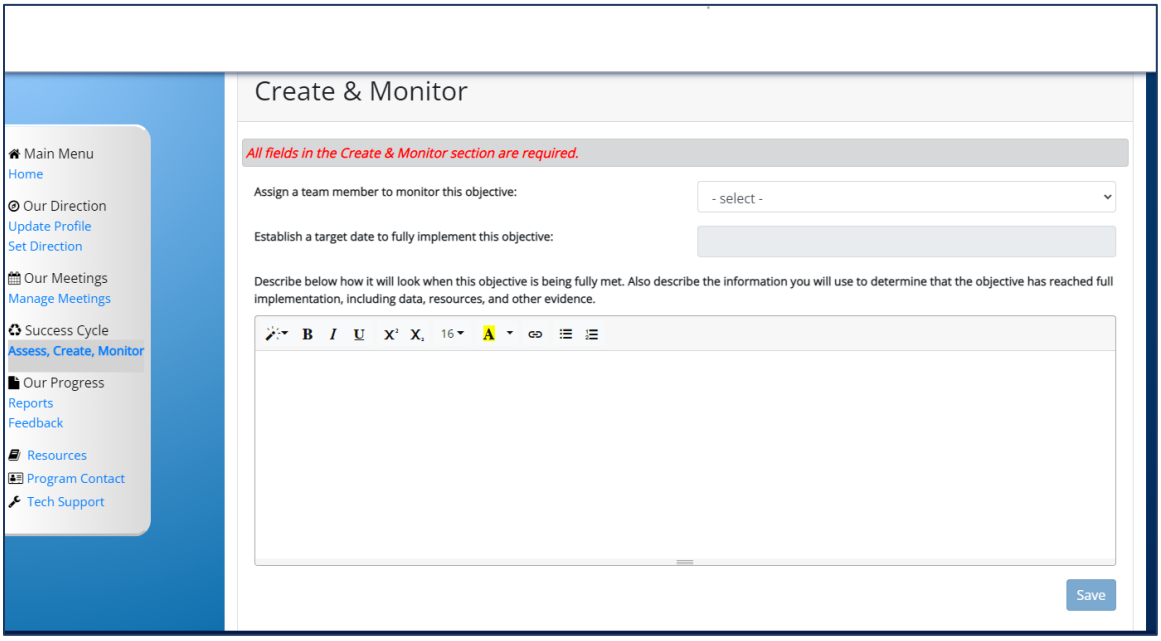
By selecting the indicator you wish to enter, you have opened up the screen where you will input the information from the Practice Review as well as begin to lay out the Implementation Plan for how your school will accomplish this Indicator. Mark your level of development, the priority, how easy it is to accomplish, and what your current implementation efforts look like.



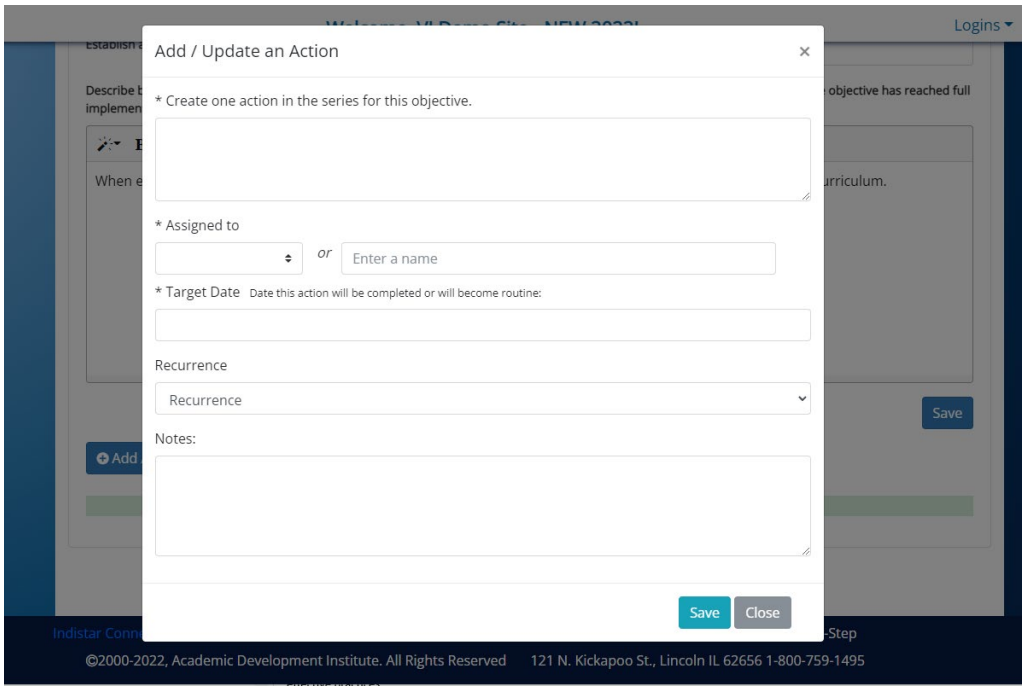
Once you have entered the Practice Review information, you will enter the Create and Monitor information. This screen opens as soon as you hit "**Save**" for the Assess section you just completed.

In order to Select a Team Member, you will need to enter your Collaborative Success Team members into the system. From the Main Menu on the side, select Update Profile. Once you have entered the Team Members, you may return to the Indicator and complete the Create section. The Team member selected will be responsible for seeing that this Indicator stays on track and gets completed. Choose a

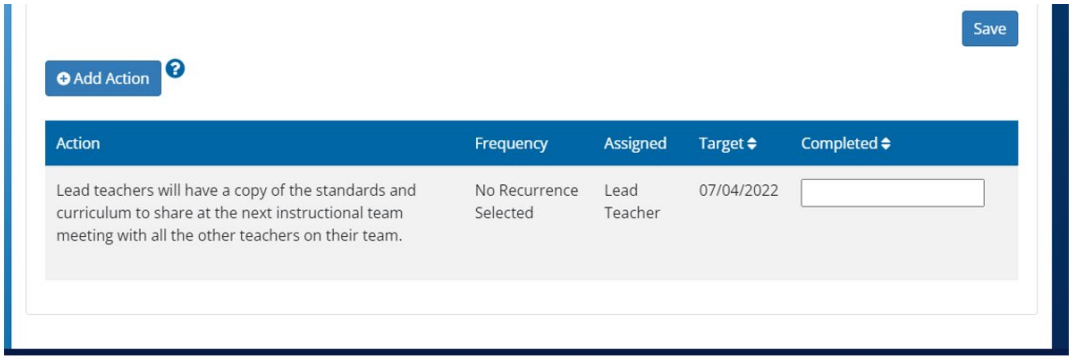
realistic due date and describe what this indicator will look like when it is fully implemented in your school. When you hit “Save,” the Actions section appears.



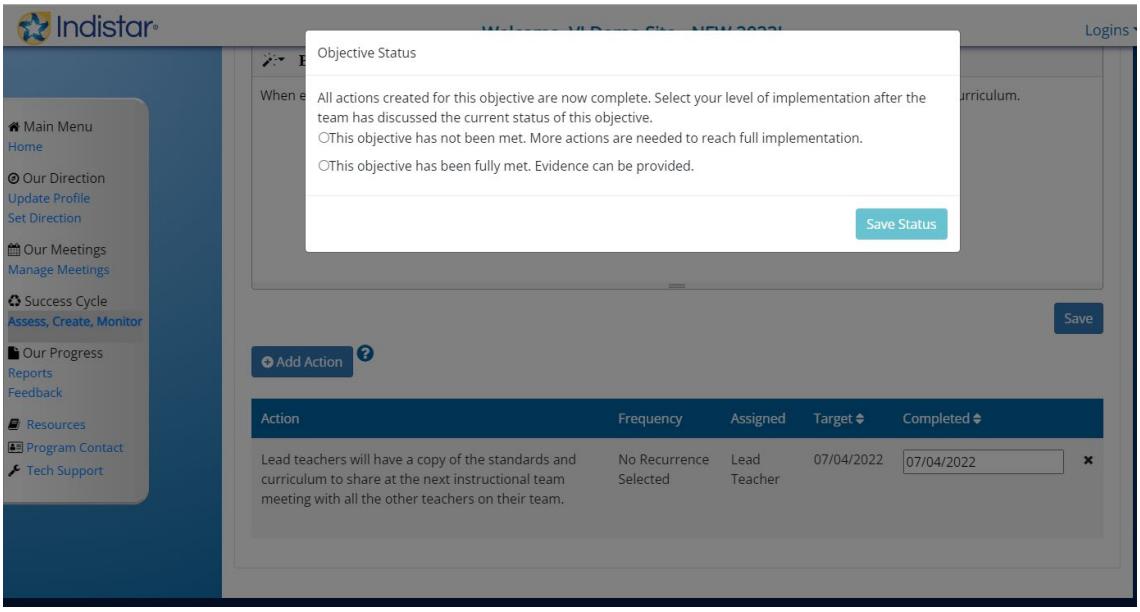
The Actions section is where you will enter the incremental steps that it will take to complete this indicator. You may add Actions at any time. Create realistic due dates and assign people to be responsible for seeing that the action is completed and will report back to the team on the progress.



Once you have entered the information, the Actions appear in a list.

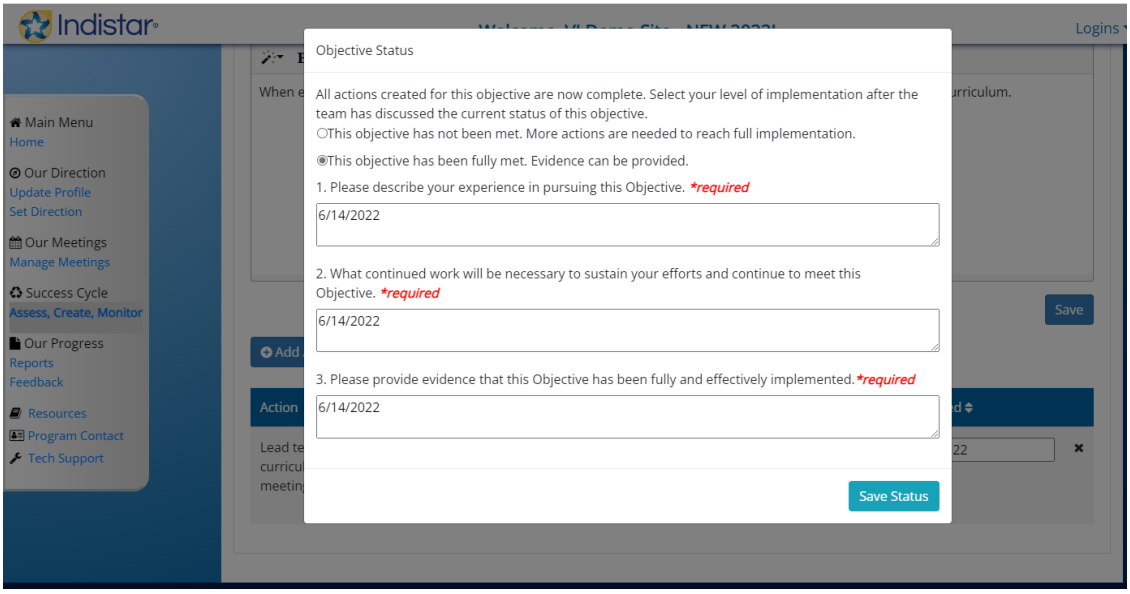


When each action is completed, put the completed date in the box. When all the actions listed are completed, you will be instructed to determine if the Indicator is fully met.

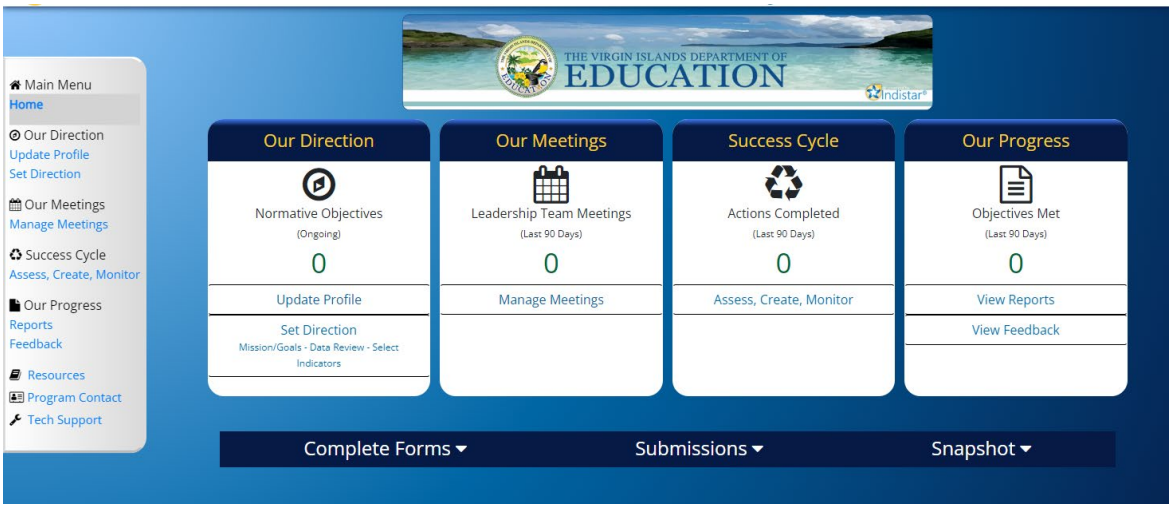


If the Team determines that the Indicator still is not fully implemented, simply go back, and add more actions that you feel will bring the school to full implementation.

If the Team determines that the Indicator is fully implemented, the Team will be asked to describe the experience, how the indicator will be sustained, and what is the evidence of implementation.



Quarterly, the school will be asked to submit a Comprehensive Report to show progress on their Plan. To submit the report, select Home from the Main Menu on the side of the screen. Then select Submissions.



Under Submissions, a list of the Quarterly Reports and their due dates will be listed with a Submit button to the side. Select Submit and a copy of the Comprehensive Report will be created—a pdf of the report will appear next to the due date. That is all you have to do.

Annually, an Annual Report will be due. To submit an Annual Report, select Complete Forms, and select the Annual Report. Complete the form and submit.

At any time you have questions about Indistar, please feel free to contact Tech Support**.**

Appendix C. VI-SOS District Collaborative Success Plan Template

VI-SOS District Collaborative Success Plan Template

Support for the success of Virgin Islands districts, schools, and students is, indeed, a "system" responsibility and draws on all leaders, educators, and staff across the territory's education system. The VI-SOS Collaborative Success Process has been designed to assist districts' schools in the management of a cyclical and continuous improvement process by the **District Leadership Team** (superintendent, deputy superintendent, and others as designated by the superintendent).

The District Leadership Team uses this plan template to conduct and summarize an Extensive Performance Review, identify effective practices and indicators based on Virgin Islands Framework of Effective Practices and the Performance Review, create a District Collaborative Success Plan, and implement, monitor, adjust, and report progress on the plan.

District Name: _____

District Address: _____ **Zip Code:** _____

Phone Number: _____ **Website:** _____

Superintendent: _____

Deputy Superintendent: _____

District Leadership Team

Name	Position	E-Mail
	Superintendent	

Other Information:

SET DISTRICT'S DIRECTION

Step 1. Create/Revisit District's Direction

Instructions:

- *Create or revise the district's vision and mission to align with the VIDE Portrait of a Graduate and its goal to have all students graduate from the U.S. Virgin Islands education system better prepared to transition and thrive in life.*
- *Review district performance on VIDE accountability measures and create a district goal for each priority area. Identify targets for three years*.

District's Vision: _____

District's Mission: _____

District Goals and Targets:

<table>
<tr><td colspan="4">PRIORITY 1: QUALITY SCHOOLS</td></tr>
<tr><td colspan="4">District Goal:</td></tr>
<tr><td colspan="4">District Targets:
Kindergarten Readiness: (for schools with kindergartens only)
1. Percentage of schools that have at least 65% of students are performing at or above grade level in the cognitive domain at the end of pre-kindergarten and/or kindergarten.</td></tr>
<tr><td>Baseline</td><td>Year 1 Target</td><td>Year 2 Target</td><td>Year 3 Target</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">2. Percentage of schools that have at least 65% of students are performing at or above grade level in the language domain at the end of pre-kindergarten and/or kindergarten.</td></tr>
<tr><td>Baseline</td><td>Year 1 Target</td><td>Year 2 Target</td><td>Year 3 Target</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">3. Percentage of schools that have at least 65% of students are performing at or above grade level in the personal/social domain at the end of pre-kindergarten and/or kindergarten.</td></tr>
</table>

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
4. Percentage of schools that have at least 65% of students are performing at or above grade level in the self-help domain at the end of pre-kindergarten and/or kindergarten.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
5. Percentage of schools that have at least 65% of students are performing at or above grade level in the pre-writing domain at the end of pre-kindergarten and/or kindergarten.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
6. Percentage of schools that have at least 65% of students are performing at or above grade level in the fine motor domain at the end of pre-kindergarten and/or kindergarten.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
7. Percentage of schools that have at least 65% of students are performing at or above grade level in the gross motor domain at the end of pre-kindergarten and/or kindergarten.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Academic Growth and Achievement: English Language Arts			
1. Percentage of students that met or exceeded their growth targets in English language arts/literacy (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
2. Percentage of students that scored proficient or higher in English language arts/literacy (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
3. Percentage of students that scored on grade level in Reading (i-Ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
4. Percentage of schools that have at least 70% of students meeting or exceeding their growth targets in English language arts/literacy (Smarter Balanced).			

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
5. Percentage of schools that have at least 50% of students that scored proficient or higher in English language arts/literacy (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
6. Percentage of schools that have at least 50% of students that scored on grade level in Reading (i-Ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Academic Growth and Achievement: Math 7. Percentage of students that met or exceeded their growth targets in Math (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
8. Percentage of students that scored proficient or higher in Math (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
9. Percentage of students that are on grade level in Math (i-Ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
10. Number of schools that have at least 70% of students meeting or exceeding their growth targets in Math (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
11. Number of schools that have at least 35% of students that scored proficient or higher in Math (Smarter Balanced).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
12. Number of schools that have at least 35% of students that scored on grade level in Math (i-Ready).			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**

Academic Growth and Achievement: High School

13. Percentage of 9th grade students being promoted (meeting credit requirements) to 10th grade.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

14. Percentage of students that graduate on time (4 year cohort).

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

15. Percentage of students who took the SAT and scored at least 530 in Math.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

16. Percentage of students who took the SAT and scored at least 480 in Reading and Writing.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

Career & Technical Education

17. Percentage of students that are on a CTE track, completed the program, and received Career Tech Program Certificate.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

High School Graduation:

18. Percentage of graduates who entered the military within one year of graduation.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

19. Percentage of graduates who entered postsecondary education within one year of graduation.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

20. Percentage of graduates who entered the workforce within one year of graduation.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

21. Percentage of students in a cohort that graduate on time (4 years).

Baseline	Year 1 Target	Year 2 Target	Year 3 Target

PRIORITY 2: EFFECTIVE EDUCATION SYSTEM			
District Goal:			
District Targets: **Employee Performance:** 1. Percentage of employees evaluated.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
2. Of those employees evaluated, percentage of employees that received a performance rating of proficient/satisfactory or above on their annual evaluation.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
3. Percentage of employees who were satisfactory or higher on Employee Time and Attendance.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
School Improvement Plans:			
3. Percentage of schools that completed at least 75% of their annual objectives.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
4. Percentage of schools that met their annual targets identified in their school improvement plans.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**

PRIORITY 3: Stakeholder Engagement			
District Goal:			
District Targets: **Family Capacity:**			
1. Percent of families that express satisfaction with events, programs, and resources.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Communication: 2. Number of district parent communications related to student programs, services, and learning each quarter.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Community Engagement.			
3. Number of stakeholder meetings and public events held quarterly.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**
Building Connections and Partnerships:			
4. Number of active public, private, and non-profit partnerships.			
Baseline	**Year 1 Target**	**Year 2 Target**	**Year 3 Target**

Step 2. Assess Need

Instructions: *Review and analyze demographic/descriptive and performance data and answer questions under each section.*

District Profile Review

Demographic Trends

Student Enrollment

Student Group	Current Year	Previous Year	Two Years Past	Three Years Past

All				
English Learners				
Students with Disabilities				
Students with 504 Plans				

Absenteeism Rate

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All Students				
All Teachers				
All Paraprofessionals				

Number of School Administrators

Group	Current Year	Previous Year	Two Years Past	Three Years Past
Certified				
Non-Certified				

Number of Teachers

Group	Current Year	Previous Year	Two Years Past	Three Years Past
Certified				
Non-Certified				

Number of Degreed Paraprofessionals

Group	Current Year	Previous Year	Two Years Past	Three Years Past

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the district's actionable plan?

2. How has the absenteeism rate changed over time? What are the implications for the district's actionable plan?

3. Other thoughts/conclusions:

Performance Trends

Subject/Content	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past
Reading/Language	All English Learners Students with Disabilities Students with 504 plans				
Mathematics	All English Learners Students with Disabilities Students with 504 plans				
Science	All English Learners Students with Disabilities Students with 504 plans				

Social Studies	All English Learners Students with Disabilities Students with 504 plans				

Additional Student Performance Data:

Assessment	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past

What strengths and challenges are indicated by student outcome data?

1. What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

2. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

3. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

4. What are the differences in growth performance by grade level, class, or subject?

5. What are the implications of student outcome data on school improvement?

6. Other thoughts/conclusions

District Environment and Culture Trends

Topic	Data Source	Most Recent	Previous Year	Two Years Past	Three Years Past
Number of schools with outstanding (more than a year) repairs needs	Maintenance, capital projects, and DLR assessment information	100%	100%		

What are the strengths and challenges of our learning environment?

1. What are we doing well in terms of providing a safe learning environment? What else might be needed?

2. What are district climate and culture data telling us about our district and learning culture? What do the data tell us about patterns of students', parents', and school personnel's experience of district and school life?

3. How does our learning culture reflect our norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the district's culture of learning?

4. Other thoughts/conclusions

Program Review

Instructions: *A program refers to one that is district wide and supplements or is additional to the district's core instructional program, such as intervention programs for English learners, students with disabilities, or at-risk students, or after-school programs. Review each program and agree on ratings using the rubrics below for the current level of implementation and the level of impact or effectiveness in addressing targeted school or student needs. Then answer the questions provided.*

Implementation Level Ratings and Descriptors

Developing	Initial	Full	Sustained
A program is being considered, explored, or created. The district is exploring the evidence, considering the district or school context, needed resources, and readiness. The first implementers are selected, trained, and trying the program to determine if it is a good match for the targeted schools or students.	The new program is put into place, staff are trained and are trying to use the new skills, procedures, and materials with intended students. Kinks are being worked out. At this stage staff are concerned primarily with the mechanics of the program to create effective routines to manage the program.	The program is being implemented and fidelity is occurring at most levels. Program procedures are becoming routine and progress data are being collected and used to adjust when implementation or fidelity dips.	Program routines have been integrated in the district's established routines. Fidelity is consistently high. Staff discussions center around school or student learning and how to further enhance the program to raise school or student performance even higher.

Impact Level Ratings and Descriptors

Unknown	Low	Moderate	High
Program data (implementation level, fidelity, and school or student progress) are not being collected or are collected sporadically.	Program data (implementation level, fidelity, and school or student progress) are being collected and are available; however, use of data is low.	Leadership or teacher program practices are being reviewed and data are discussed to improve practices in effective implementation. School or student progress data are being discussed by leadership	Program impact data collection and use are an integrated part of district routines. Data related to schools or students with poor or no response, as well as schools or students with high response are being examined to determine why

Unknown	Low	Moderate	High
		teams and used to adjust increase impact.	response differs and additional changes or programs need to be considered to meet the needs of targeted schools or students.

1. **Program Name:**

Purpose: _____

Target Audience: _____

Number of Participating Schools or Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

2. **Program Name:**

Purpose: _____

Target Audience: _____

Number of Participating Schools or Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

3. **Program Name:**

Purpose: _____

Target Audience: _____

Number of Participating Schools or Students: _____

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High

Notes: _____

What are the strengths and challenges of the programs we are providing?

1. What programs are being implemented with high fidelity?

2. What programs have the greatest impact on the largest number of schools or students?

3. What programs lack fidelity and what needs to happen to increase fidelity?

4. What data are we lacking to accurately rate the programs?

5. What needs to happen to increase fidelity and impact data?

Practice Review

Instructions: *Review each practice and indicator in the* ***Virgin Islands Framework of Effective Practices*** *and determine the* ***current*** *level of implementation and if the indicator is of high priority to fully implement.*

Priority 1: Quality Schools						
Priority 1. Strategy 1. Real-World Curriculum ***Effective Practice: District has a challenging culturally relevant curriculum that includes academic and real-world learning.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
D-P1.1.01	The District provides a cohesive district curriculum guide aligned with state standards.					
D-P1.1.02	The District reviews the curriculum annually to determine what resources are being used, how resources are used, potential changes, and to inform professional development.					
D-P1.1.03	The District defines and implements an effective instructional system with non-negotiable instructional programs and clear expectations related to instruction and fidelity.					
D-P1.1.04	The District maintains and uses a curriculum that provides the appropriate literacy key elements in each grade. (e.g., phonological and phonemic awareness, phonics, fluency, oral language and					

	vocabulary, listening and reading comprehension).					
D-P1.1.05	The District maintains and uses a curriculum that is evidence-based (e.g., comprehensive core program, interventions, and supplementary materials).					
D-P1.1.06	The District ensures the documented curriculum clearly illustrates where, how, and what types of materials teacher's access/use can integrate culturally relevant curriculum.					
D-P1.1.07	The District ensures all school leaders and teachers understand and use the assessment plan that is in place for appropriate instructional purposes.					
D-P1.1.08	The District ensures assessments are administered using standardized procedures and results are disaggregate for problem solving (e.g., to identify professional development needs, programmatic gaps, etc.)					
D-P1.1.09	The District ensures students with disabilities are provided access to materials aligned to their developmental needs or other specific needs (e.g., large print materials etc.).					
D-P1.1.10	The District ensures English language learners are provided access to materials in their first					

	language that support their understanding as they transition their skills to include English.					
Priority 1. Strategy 2. Effective and Personalized Instruction ***Effective Practice: District has an environment of high-quality teaching.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
D-P1.2.01	The District systematically identifies barriers to student learning as well as provides opportunities to enhance learning for students who demonstrate early mastery.					
D-P1.2.02	The District has a vertically aligned curriculum and trains principals to understand what students should have learned the prior year and what students will be expected to learn the following year.					
D-P1.2.03	The District provides support to principals to design and implement flexible schedules and extended instructional opportunities to meet student needs.					
D-P1.2.04	The District works with the school to provide early and intensive intervention for students not making progress.					
Priority 1. Strategy 3. Collaborative School Leadership ***Effective Practice: District exemplifies and cultivates collaborative school leadership.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**

D-P1.3.01	The District uses root-cause analysis and school-level needs assessments to inform and provide intensive and tailored support to identified school-level priorities.					
D-P1.3.02	The District regularly self-monitors and adjusts the effectiveness of district level supports based on implementation data and makes needed adjustments to support provided at the school-level.					

Priority 1. Strategy 4. Healthy Learning and Working Environments
Effective Practice: The school environment supports teaching and learning in a safe and supported environment.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
D-P1.4.01	The District provides training for its staff and principals to work effectively and equitably with diverse students.					
D-P1.4.02	The District expects each school to nurture a culture that recognizes and celebrates academic achievement by providing expectations and evaluation tools.					

Priority 2: Effective Education System

Priority 2. Strategy 1.
Effective Practice: The District has support systems to expand employee skills and personal competencies.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No

D-P2.1.01	The District provides principals with training, if needed, to select and operationalize evidence-based instructional practices and resources that meet the needs of students.					
D-P2.1.02	The District provides ongoing coaching and support for district staff and principals on implementation of evidence-based instructional practices.					
D-P2.1.03	The District implements and monitors the effectiveness of professional development.					
D-P2.1.04	The District provides principals with technology, training, and support for integrated data collection, reporting, and analysis.					
D-P2.1.05	The District provides training and support to principals and school leadership to set student-outcome goals, with baseline and annual target measures informed by various forms of assessment.					
D-P2.1.06	The District provides professional learning to school leaders and teachers on how interpret the meaning and implication of data and its uses.					

Priority 2. Strategy 2. Systems for Accountability

Effective Practice*: *District has a system that includes routines, processes, data collection and analysis, and monitoring.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No

D-P2.2.01	District leadership sets a clear direction for the District with clear policies, structures, and expectations for ambitious improvement goals.					
D-P2.2.02	District leadership oversees and supports the creation and implementation of district and school improvement plans.					
D-P2.2.03	The District intervenes early when a school is not making adequate progress.					
D-P2.2.04	The District provides principals with an easy-to-use data system to monitor implementation and student outcomes.					
D-P2.2.05	The District conducts site visits to monitor goals/plan implementation.					
D-P2.2.06	The District conducts an annual program review of the special education program, identifies areas of improvement, and develops and implements a program improvement plan.					
D-P2.2.07	The District conducts an annual program review of the English learner program, identifies areas of improvement, and develops and implements a program improvement plan.					
D-P2.2.08	The District supports a comprehensive assessment structure that includes					

	implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments.					

Priority 2. Strategy 3. Strategic and Responsible Use of Funds
Effective Practice*: *District develops and implements a strategic budgeting process aligned with VIDE plans and continuous improvement processes.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority Yes or No
			No	Limited	Full	
D-P2.3.01	The District regularly works to remove barriers by reallocating resources that personalize supports based on school, staff, and instructional needs.					

Priority 2. Strategy 4. Conducive Learning and Working Spaces
Effective Practice*: *District transforms learning spaces to meet students' individual needs.

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority Yes or No
			No	Limited	Full	
D-P2.4.01	The District provides and supports digital-age classrooms and learning opportunities through relevant and necessary infrastructure, acquisition, and technical assistance.					
D-P2.4.02	The District supports schools working toward creating the conditions for personalized learning.					

Priority 3: Family Engagement

Priority 3. Strategy 1. Family Capacity ***Effective Practice: District provides opportunities for families to develop their own capacity to support their students' teaching, learning, and development.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
D-P3.1.01	Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.					
Priority 3. Strategy 2. Communication ***Effective Practice*: *District has a multi-level communication network between district, school, and families.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
D-P3.2.01	The District includes parent organizations in district and school improvement planning and maintains regular communication with them.					
D-P3.2.02	The District provides opportunities for "ongoing conversation" between district personnel and parents that is candid, supportive, and flows in both directions.					

Priority 4: Community Support
Priority 4. Strategy 1. Community Engagement ***Effective Practice: District authentically engages the community in supporting student and teacher learning.***

ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
D-P4.1.01	District efforts lead to the engagement of all families as partners in raising student achievement.					
Priority 4. Strategy 2. Building Connections and Partnerships ***Effective Practice*: *District invites and engages the community members and partners in knowing and connecting with our schools.***						
ID	**Indicator**	**Describe Current Efforts**	**Level of Development/Implementation**			**High Priority**
			No	**Limited**	**Full**	**Yes or No**
D-P4.2.01	The District partners with community-based organizations, such as health and wellness organizations, youth organizations, and other service providers, to support students in overcoming obstacles.					
D-P4.2.02	The District includes community organizations in district and school improvement planning and maintains regular communication with them.					
D-P4.2.03	The District assists school leaders in networking with potential partners and in developing partnerships.					

What does our review tell us about the effective practices being used to support a strong district and school instructional system?

1. What practices and indicators are we fully implementing and therefore are strengths?

2. What practices and indicators are we not implementing? Why?

3. What trends do we see in the practices and indicators we are not fully implementing?

4. What practices and indicators were of high priority? Why?

5. What needs to happen to improve the use and implementation of effective practices and indicators?

CREATE THE DISTRICT PLAN

Step 3. Identify Effective Practices

Instructions: *Select and list the effective practices and indicators to work on for the next three years using the template below or Indistar®.*

In Indistar® —Set Direction/Step 3 select within each Effective Practice and specific Indicators.

Effective Practice:	
ID	**Indicator**
Effective Practice:	
ID	**Indicator**
Effective Practice:	
ID	**Indicator**

Step 4. Create Collaborative Success Plan

Instructions: *For each selected indicator, complete the following using the template below or Indistar®.*

- *Assign a member of the District Leadership Team to monitor the indicator.*
- *Establish a target date for full implementation of the indicator.*
- *Describe what it will look like when the indicator is fully implemented, and create actions and assign people to complete the actions, target completion dates, and any important notes.*

In Indistar®—Success Cycle/Our Plan develop actions, including timelines and persons responsible, aimed at implementation of the Indicators.

Effective Practice: _____

ID and Indicator		Assigned Team member	Target Date
Description of what it will look like when fully implemented:			
Action(s)	**Assigned to**	**Target Date**	**Notes**

IMPLEMENT THE SCHOOL PLAN

Step 5. Implement

Instructions: *Engage staff in implementing the plan, completing the actions to improve or change staff performance so that Indicators are met, and effective practices are routine throughout the district. In Indistar®, complete Section IV.*

MANAGE PERFORMANCE

Step 6. Monitor Progress

Instructions: *Assigned Team Members monitor progress on actions related to each assigned indicator. Conduct District Leadership Team meetings at least twice a month to ensure actions are in progress, discuss progress and implementation challenges, and adjust actions or supports as needed.*

In Indistar®— Success Cycle, select the Indicator being reviewed/discussed and make any changes or add notes. The Team can also create agendas and maintain notes In Indistar®— My Meetings.

Step 7. Review and Adjust

Instructions: *Complete Quarterly Progress reviews and reports Indistar® using the following steps:*

- *See Quarterly Progress Review in Indistar®—Complete Forms. A copy of your selected Indicators can be found on Indistar®—Reports/Our Direction.*
- *Submit your Collaborative Success Plan report in Indistar®— Submissions when you submit each Quarterly Progress Review. A PDF of the Comprehensive Report will be created automatically.*

Instructions: *Before the end of the school year, the District Leadership Team*

- *Submits a Comprehensive Report in* Indistar®*—Submissions.*
- *Reviews progress made on all actions and Indicators and any new data provided by VIDE along with any other district annual data and determines if any adjustments need to be made to the plan.*
- *Updates Set Direction in* Indistar®*.*
- *Completes the Annual Progress Report at Indistar®—Complete Forms.*

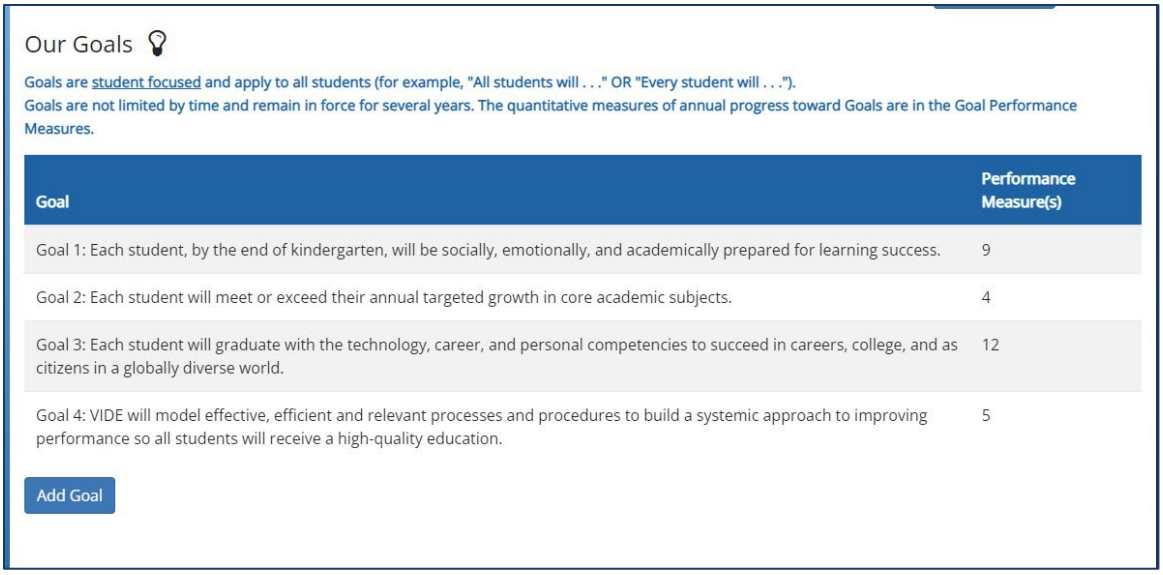
Indistar® Instructions

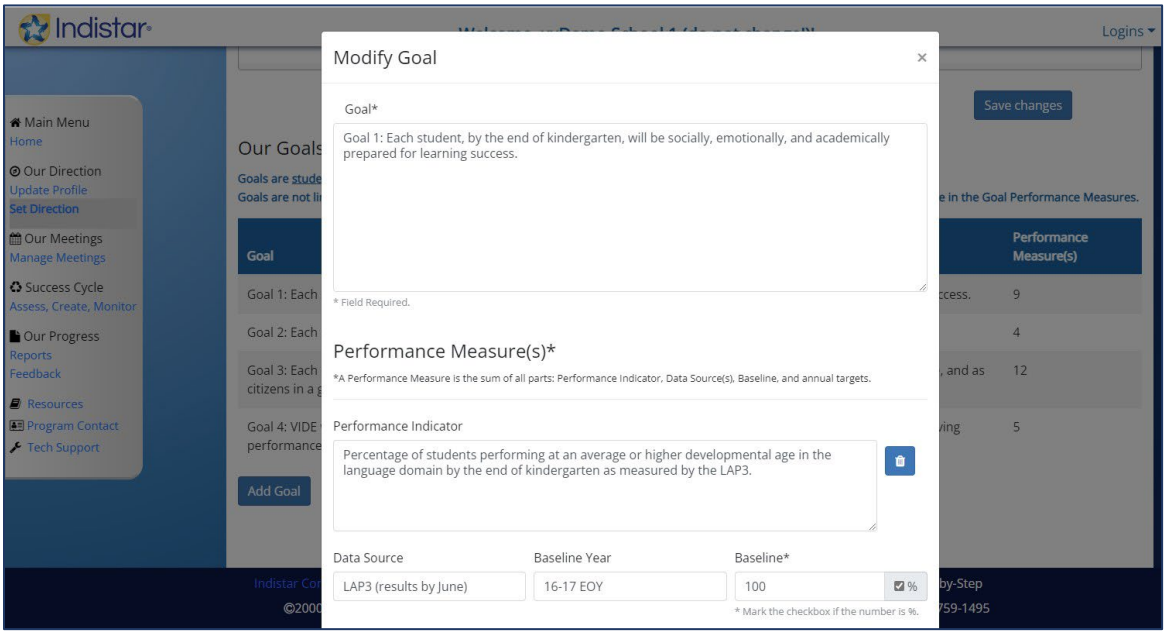
Go to www.indistar.org

Type in your **Login** and **Password.** If you have forgotten the login or password, never had a login or password, or if the screen says that your account has been deactivated, please select **Tech Support.**

ENTER VISION, MISSION, GOALS, AND PERFORMANCE TARGETS

To enter your Goals, either **Select Set Direction** from the side Menu**,** or stay on the page (**if you are still on Set Direction**) and **Select # 1.** You may also want to enter your **Vision, Values, and Mission**; however, if not, scroll to the bottom of the page to find **Goals.** Select **"Add Goal"** and type in your Goal. Once you have entered your goals, you may select that Goal to enter Performance Measures for that Goal.

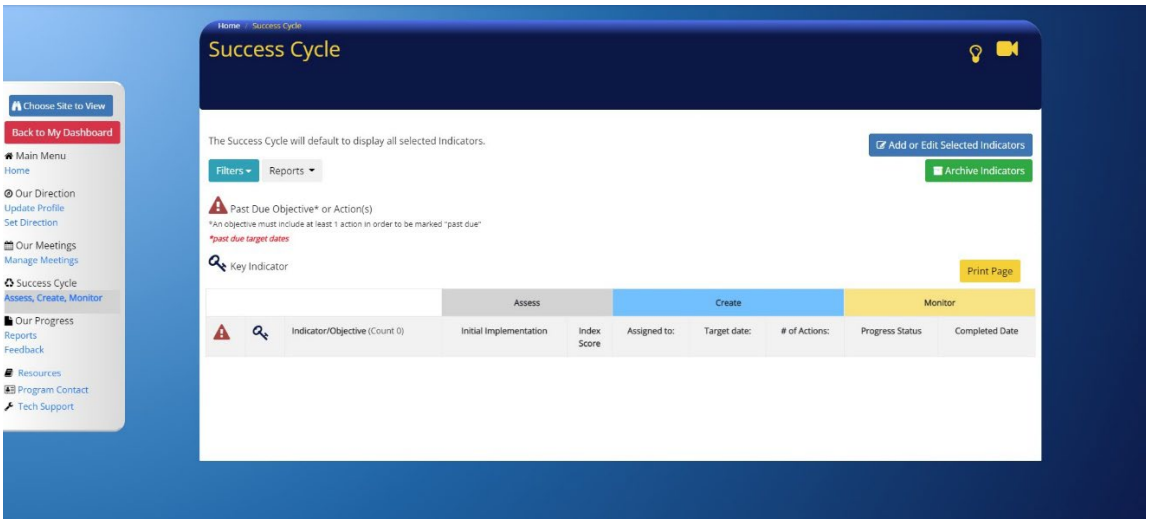




You may update and edit Goals and Performance measures at any time.

SELECT INDICATORS

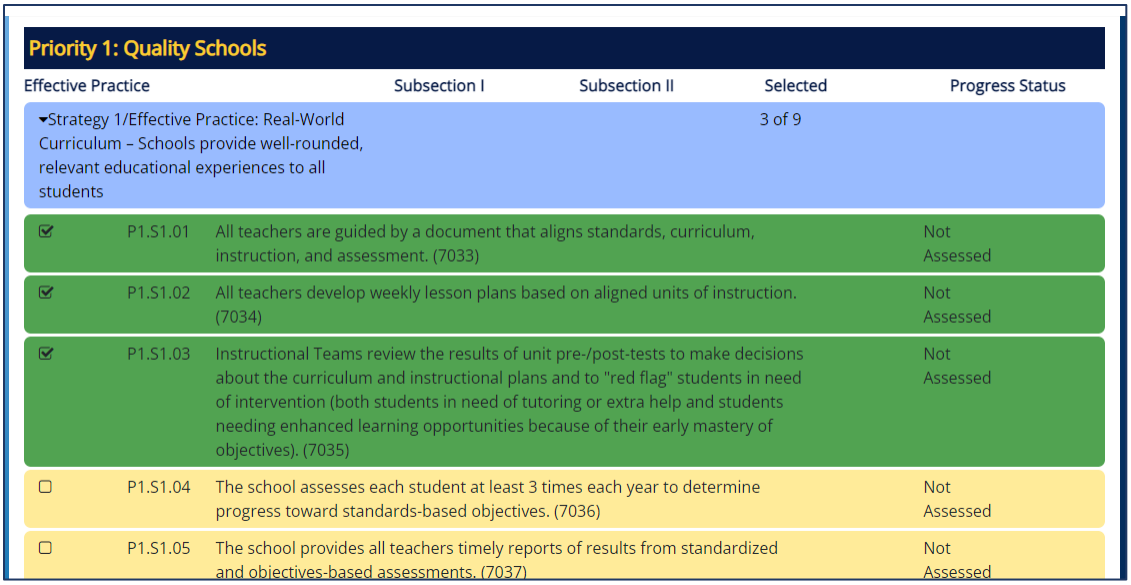
Open on the **Success Cycle/Our Plan** page.



To select the indicators that you will work on for each year, select the "**Add or Edit Selected Indicators**" button.

Under **# 3,** the Priorities, Strategy/Effective Practices will be displayed which correspond to your Practice Review. To see the Indicators, select the **Effective Practice.** The screen will open to show the Indicators for that Effective Practice.

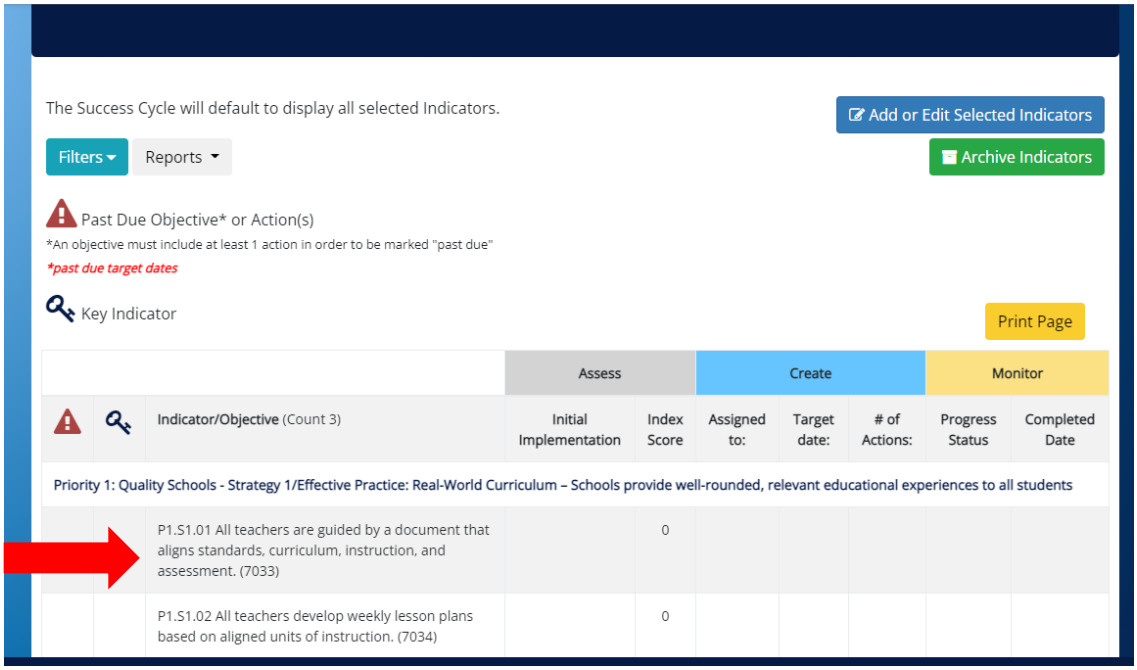
Check the box next to the Indicators you want to include in your Plan for the year.

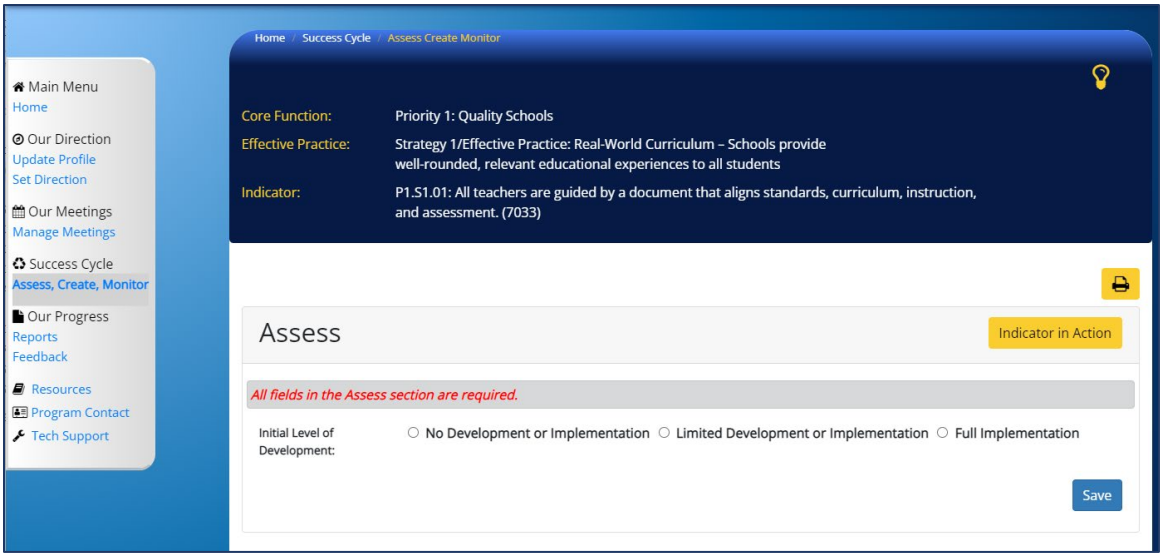


The indicators you check will automatically be added to your Plan and will now be visible on the Success Cycle/Our Plan page.

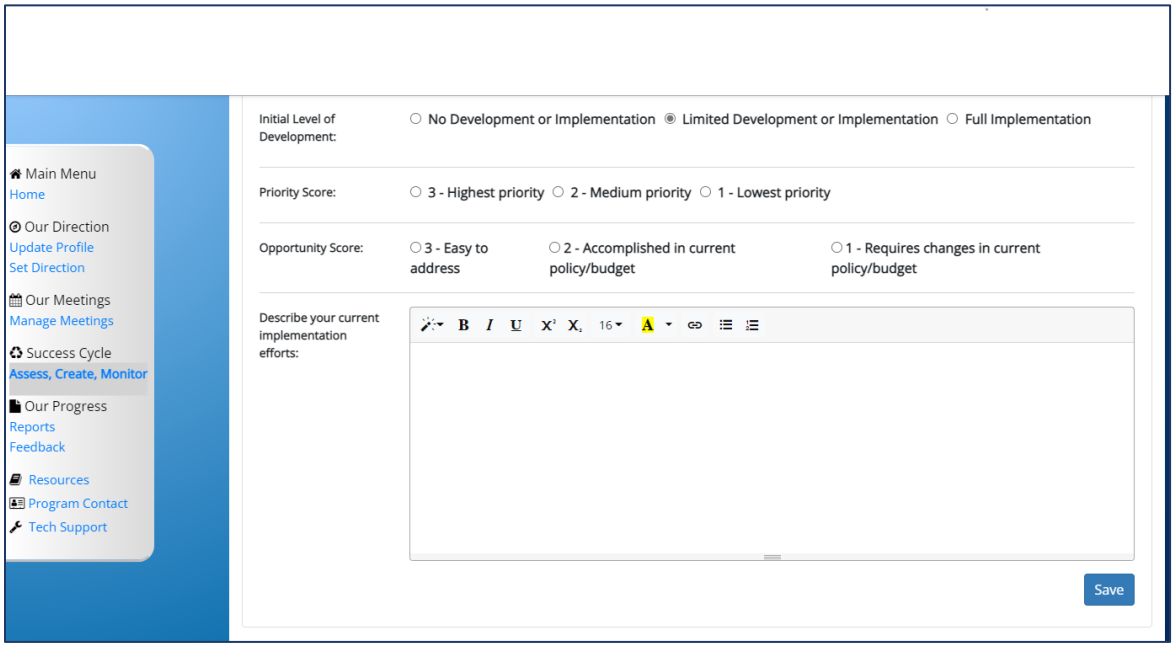
Entering the information from the Practice Review.

In Indistar, this is called **Assess**. From the **Success Cycle/Our Plan** page, select the **Indicator** you wish for which you wish to enter information.





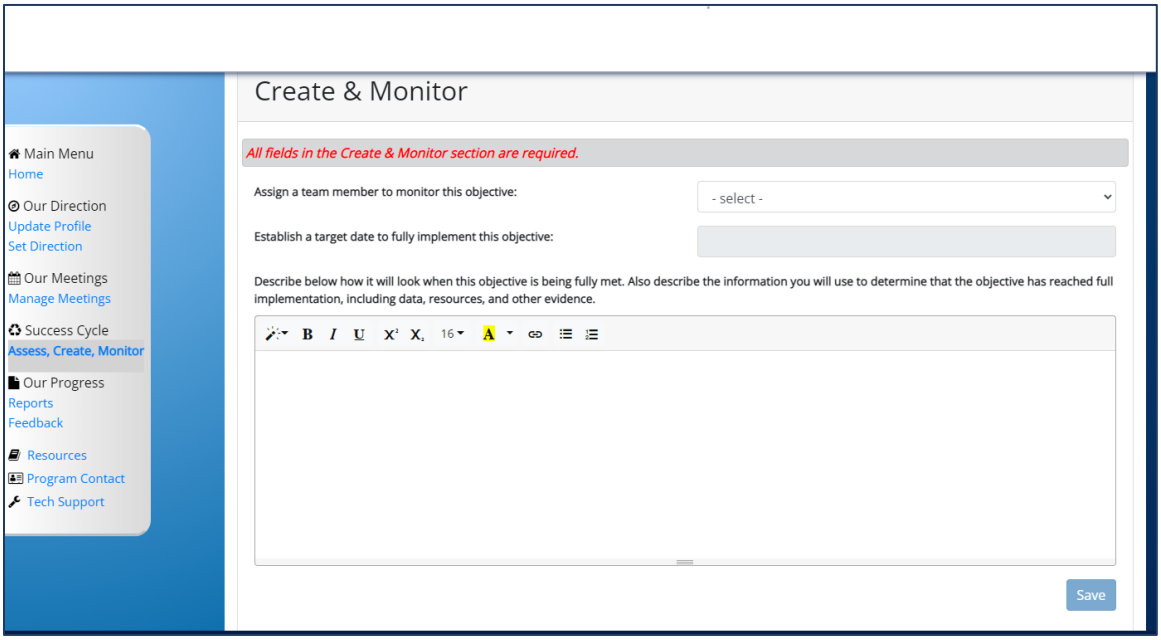
By selecting the indicator you wish to enter, you have opened up the screen where you will input the information from the Practice Review as well as begin to lay out the Implementation Plan for how your school will accomplish this Indicator. Mark your level of development, the priority, how easy it is to accomplish, and what your current implementation efforts look like.



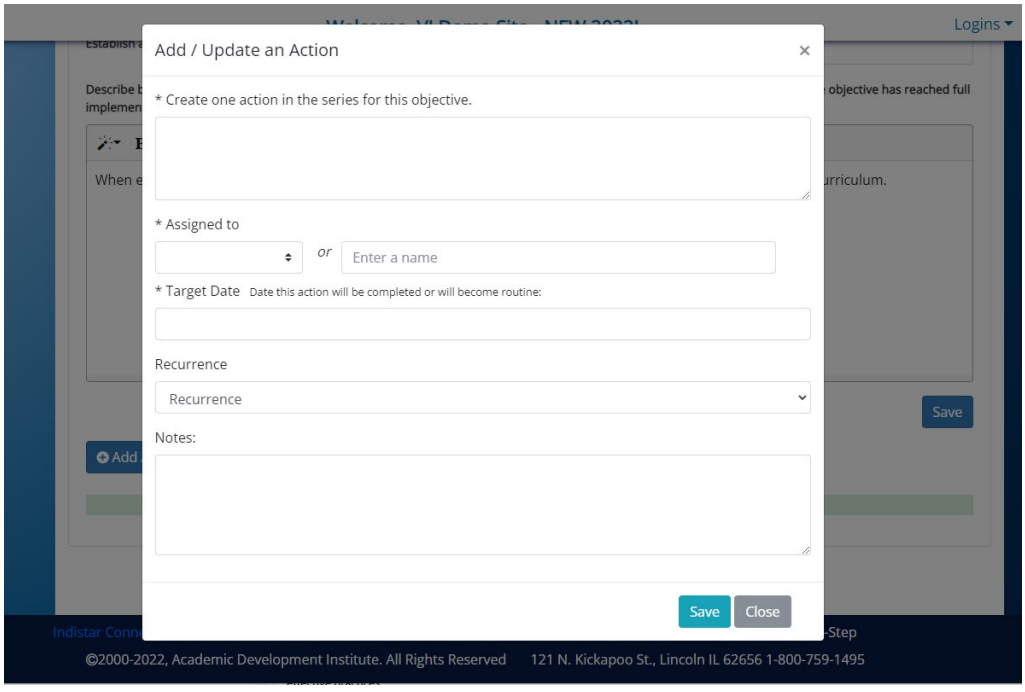
Once you have entered the Practice Review information, you will enter the Create and Monitor information. This screen opens as soon as you hit "**Save**" for the Assess section you just completed.

In order to Select a Team Member, you will need to enter your Collaborative Success Team members into the system. From the Main Menu on the side, select Update Profile. Once you have entered the Team Members, you may return to the Indicator and complete the Create

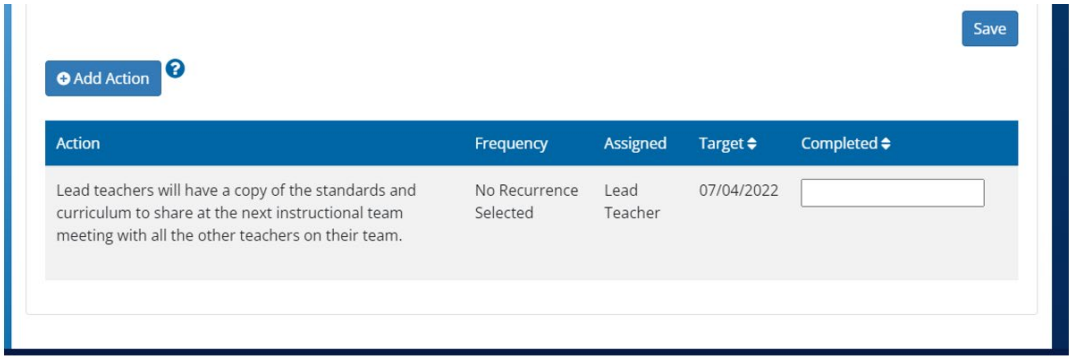
section. The Team member selected will be responsible for seeing that this Indicator stays on track and gets completed. Choose a realistic due date and describe what this indicator will look like when it is fully implemented in your school. When you hit “Save,” the Actions section appears.



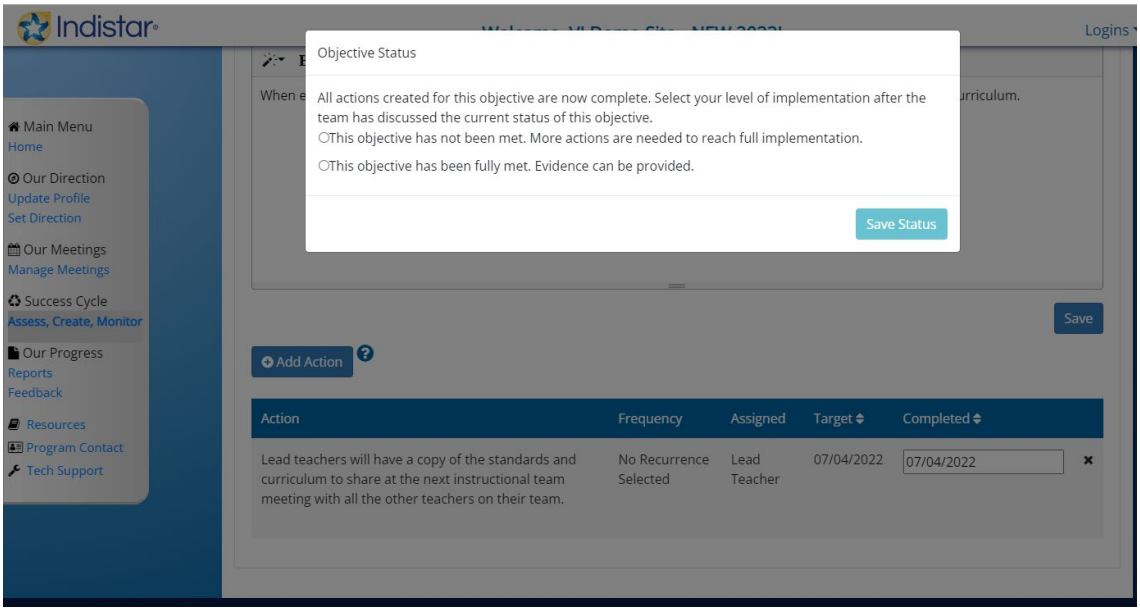
The Actions section is where you will enter the incremental steps that it will take to complete this indicator. You may add Actions at any time. Create realistic due dates and assign people to be responsible for seeing that the action is completed and will report back to the team on the progress.



Once you have entered the information, the Actions appear in a list.

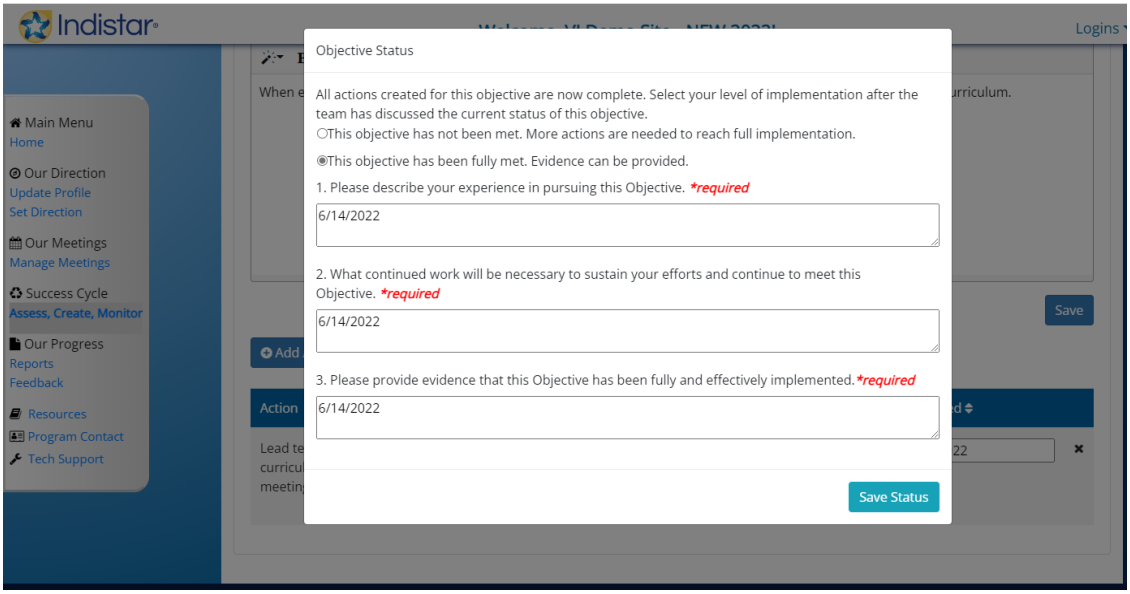


When each action is completed, put the completed date in the box. When all the actions listed are completed, you will be instructed to determine if the Indicator is fully met.

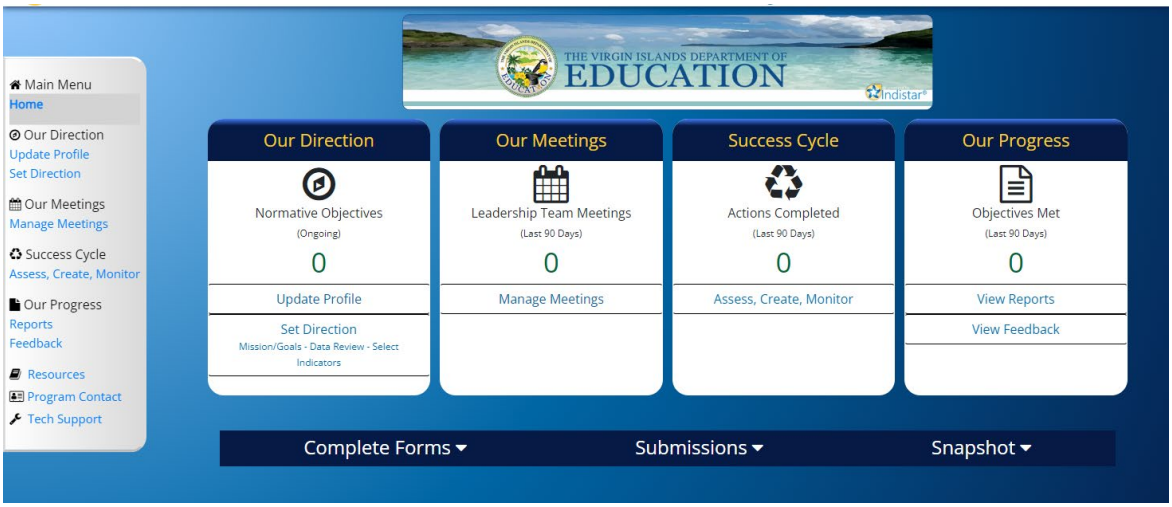


If the Team determines that the Indicator still is not fully implemented, simply go back, and add more actions that you feel will bring the school to full implementation.

If the Team determines that the Indicator is fully implemented, the Team will be asked to describe the experience, how the indicator will be sustained, and what is the evidence of implementation.



Quarterly, the school will be asked to submit a Comprehensive Report to show progress on their Plan. To submit the report, select Home from the Main Menu on the side of the screen. Then select Submissions.



Under Submissions, a list of the Quarterly Reports and their due dates will be listed with a Submit button to the side. Select Submit and a copy of the Comprehensive Report will be created—a pdf of the report will appear next to the due date. That is all you have to do.

Annually, an Annual Report will be due. To submit an Annual Report, select Complete Forms, and select the Annual Report. Complete the form and submit.

At any time you have questions about Indistar, please feel free to contact Tech Support**.**