

Indistar® at the School Level

Indistar® focuses on the school's core functions. Within each core function, Indistar® features effective practices, and within each effective practice Indistar® offers a number of indicators. Each indicator is supported by a Wise Ways® research and practice brief, and most are also aligned with Indicators in Action, online video tutorials.

The school Leadership Team assesses the school's performance relative to each of the indicators and works toward full implementation of each indicator.

School Success Markers

1. **The school Leadership Team** meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.
2. **The school Leadership Team** members regularly review information on the Leadership Team site.
3. **The school Leadership Team** dialogues regularly with the coach and district liaison via coaching comments and reviews.
4. **The school Leadership Team** engages Instructional Teams with implementation and monitoring of indicators related to instructional planning.
5. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
6. **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
7. **Teachers** implement effective instructional practice, guided by indicators.
8. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
9. **Teachers, parents, school board members, and district personnel** review reports through the Guest site to stay abreast of the evolving plan.

School Progress Pacing

1. **The school Leadership Team** focuses on 10 indicators at one time, replacing "fully implemented" indicators/objectives with new ones. At least 7 of the 10 indicators are KEY until the KEY indicators are fully implemented.
2. **The school Leadership Team** brings at least 20 indicators/objectives to full implementation each year.
3. **The school Leadership Team** re-assesses KEY indicators every two years.
4. **The school Leadership Team** re-assesses other (non-KEY) previously fully implemented indicators/objectives every three years, consistent with a continuous improvement process.

Key Indicators: 25 indicators are marked as KEY for all schools, and an additional 9 for high schools and 5 for schools with pre-school programs.

Documentation: Leadership Teams continuously document their work - including agendas, minutes, and indicator implementation – in Indistar® for review by the Indistar® coach.

Progress Check-ins: School Leadership Teams submit their progress three (3) times per year (submit buttons on tab 3 of Indistar dashboard).

Suggested Submission dates are as follows:

- October 1
- February 1
- June 1

School Success Indicators

Core Function: School Leadership and Decision Making

Effective Practice: Establish a team structure with specific duties and time for instructional planning ▪ All Teams

- S01.110.01 A team structure is officially incorporated into the school governance policy. (4364)
- S01.110.02 All teams have written statements of purpose and by-laws for their operation. (4365)
- S01.110.03 All teams operate with work plans for the year and specific work products to produce. (4366)
- S01.110.04 KEY All teams prepare agendas and minutes for their meetings. (4367)
- S01.110.05 The principal maintains a file (physical or electronic) of the agendas, work products, and minutes of all teams. (4368)

Core Function: School Leadership and Decision Making

Effective Practice: Establish a team structure with specific duties and time for instructional planning ▪ Leadership Team

- S01.120.01 KEY A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice. (4369)
- S01.120.02 The Leadership Team serves as a conduit of communication to the faculty and staff. (4370)
- S01.120.03 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (4371)
- S01.120.04 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (4372)
- S01.120.05 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (4386)
- S01.120.06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (4510)
- S01.120.07 The Leadership Team monitors school-level student learning data. (4404)

Core Function: School Leadership and Decision Making

Effective Practice: Establish a team structure with specific duties and time for instructional planning ▪ Instructional Teams

- S01.130.01 KEY Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (4373)
- S01.130.02 KEY Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (4374)
- S01.130.03 KEY Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (4375)
- S01.130.04 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (4405)

Core Function: School Leadership and Decision Making

Effective Practice: Focus the principal’s role on building leadership capacity, achieving learning goals, and improving instruction

- S01.200.01 The principal makes sure everyone understands their role in continuously elevating professional practice. (4376)
- S01.200.02 The principal develops the leadership capacity of others in the school. (4377)
- S01.200.03 KEY The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. (4378)
- S01.200.04 KEY The principal participates actively with the school’s teams. (4379)
- S01.200.05 The principal keeps a focus on instructional improvement and student learning outcomes. (4380)
- S01.200.06 The principal monitors curriculum and classroom instruction regularly. (4381)
- S01.200.07 KEY The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (4382)
- S01.200.08 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (4385)
- S01.200.09 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (4383)
- S01.200.10 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement. (4384)
- S01.200.11 KEY The principal plans opportunities for teachers to share their strengths with other teachers. (4391)

Core Function: School Leadership and Decision Making

Effective Practice: Align classroom observations with professional development

- S01.300.01 All teachers improve their practice by responding to the principal’s observations relative to indicators of effective teaching and classroom management. (4387)
- S01.300.02 All teachers improve their practice by responding to observations by peers relative to indicators of effective teaching and classroom management. (4388)
- S01.300.03 KEY All teachers improve their practice by assessing themselves relative to indicators of effective teaching and classroom management. (4389)
- S01.300.04 KEY All teachers develop individual professional development plans based on classroom observations and self-assessments. (4390)

Core Function: Curriculum, Assessment, and Instructional Planning

Effective Practice: Engage Instructional Teams in developing standards-aligned units of instruction

- S02.100.01 KEY Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (4392)
- S02.100.02 KEY Units of instruction include standards-based objectives and criteria for mastery. (4393)
- S02.100.03 KEY Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (4394)
- S02.100.04 KEY Units of instruction include specific learning activities aligned to objectives. (4398)
- S02.100.05 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (4399)

S02.100.06 Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (4400)

Core Function: Curriculum, Assessment, and Instructional Planning

Effective Practice: Engage Instructional Teams in assessing and monitoring student mastery

- S02.200.01 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (4395)
- S02.200.02 Unit pre-test and post-test results are reviewed by the Instructional Team. (4396)
- S02.200.03 KEY Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (4406)

Core Function: Curriculum, Assessment, and Instructional Planning

Effective Practice: Assess student learning frequently

- S02.300.01 The school assesses each student at least 3 times each year to determine progress toward standards-based objectives. (4401)
- S02.300.02 The school provides all teachers timely reports of results from standardized and objectives-based assessments. (4402)
- S02.300.03 The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (4403)
- S02.300.04 All teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results. (4411)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

▪ **Preparation**

- S03.110.01 KEY All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (4407)
- S03.110.02 KEY All teachers develop weekly lesson plans based on aligned units of instruction. (4408)
- S03.110.03 All teachers use objectives-based unit pre-tests and post-tests. (4409)
- S03.110.04 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. (4397)
- S03.110.05 KEY All teachers maintain a record of each student's mastery of specific learning objectives. (4410)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

▪ **Teacher-Directed Instruction (Whole-Class or Small Group)**

▪ **Introducing the Lesson**

- S03.121.01 All teachers review the previous lesson. (4412)
- S03.121.02 All teachers clearly state the lesson's topic, theme, and objectives. (4413)
- S03.121.03 All teachers stimulate interest in the topics. (4414)
- S03.121.04 All teachers use modeling, demonstration, and graphics. (4415)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

- **Teacher-Directed Instruction (Whole-Class or Small Group)**
- **Presenting the Lesson**

- S03.122.01 All teachers proceed in small steps at a rapid pace. (4416)
- S03.122.02 All teachers explain directly and thoroughly. (4417)
- S03.122.03 All teachers maintain eye contact with students. (4418)
- S03.122.04 All teachers speak with expression and use a variety of vocal tones. (4419)
- S03.122.05 All teachers use prompting/cueing. (4420)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

- **Teacher-Directed Instruction (Whole-Class or Small Group)**
- **Summarizing and Confirming Understanding**

- S03.123.01 All teachers re-teach when necessary. (4421)
- S03.123.02 All teachers review with drilling/class recitation. (4422)
- S03.123.03 All teachers review with questioning. (4423)
- S03.123.04 All teachers summarize key concepts. (4424)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

- **Teacher-Directed Instruction (Whole-Class or Small Group)**
- **Interacting with Students**

- S03.124.01 All teachers re-teach following questioning. (4425)
- S03.124.02 KEY All teachers use open-ended questioning and encourage elaboration. (4426)
- S03.124.03 All teachers re-direct student questions. (4427)
- S03.124.04 All teachers encourage peer interaction. (4428)
- S03.124.05 KEY All teachers encourage students to paraphrase, summarize, and relate. (4429)
- S03.124.06 All teachers encourage students to check their own comprehension. (4430)
- S03.124.07 All teachers verbally praise students. (4431)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

- **Student-Directed Small-Group and Independent Work**

- S03.130.01 KEY All teachers travel to all areas in which students are working. (4511)
- S03.130.02 All teachers interact instructionally with students (explaining, checking, giving feedback). (4432)
- S03.130.03 All teachers interact managerially with students (reinforcing rules, procedures). (4433)
- S03.130.04 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (4434)

Core Function: Classroom Instruction

Effective Practice: Deliver sound instruction in a variety of modes

- **Computer-Based Instruction**

- S03.140.01 All teachers have documentation of the computer program's alignment with standards-based objectives. (4435)
- S03.140.02 All teachers assess student mastery in ways other than those provided by the computer program. (4436)

Core Function: Classroom Instruction

Effective Practice: Use sound homework practices and communicate with parents

- S03.200.01 All teachers maintain a file of communication with parents. (4437)
- S03.200.02 All teachers regularly assign homework (4 or more days a week). (4438)
- S03.200.03 All teachers check, mark, and return homework. (4439)
- S03.200.04 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (4440)
- S03.200.05 Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (4449)

Core Function: Classroom Instruction

Effective Practice: Maintain sound classroom management

- S03.300.01 All teachers provide students with curriculum-related activities for use when the student is waiting for assistance from the teacher. (4441)
- S03.300.02 Transitions between instructional modes are brief and orderly. (4442)
- S03.300.03 KEY All teachers use a variety of instructional modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework). (4443)
- S03.300.04 All teachers maintain well-organized student learning materials in the classroom. (4444)
- S03.300.05 All teachers display classroom rules and procedures in the classroom. (4445)
- S03.300.06 KEY All teachers reinforce classroom rules and procedures by positively teaching them. (4446)
- S03.300.07 All teachers conduct an occasional "behavior check." (4447)
- S03.300.08 All teachers engage all students (e.g., encourage silent students to participate). (4448)

Core Function: Classroom Instruction

Effective Practice: Provide a tiered system of instructional and behavioral supports and interventions

- S03.400.01 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. (4479)
- S03.400.02 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. (4480)
- S03.400.03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (4481)
- S03.400.04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (4478)

Core Function: Personalized Learning

Effective Practice: Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path

- S04.100.01 All teachers receive initial and ongoing training and support in effective use of blended learning methods. (4482)
- S04.100.02 All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them. (4483)
- S04.100.03 All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction. (4484)
- S04.100.04 All teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time. (4485)

Core Function: Personalized Learning

Effective Practice: Cognitive Competency: Intentionally address students' accessible background knowledge to facilitate new learning

- S04.200.01 All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning, and inclusion in subsequent assignments. (4486)
- S04.200.02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives. (4487)

Core Function: Personalized Learning

Effective Practice: Metacognitive Competency: Teach and model metacognitive processes and strategies to enhance students' self-management of learning

- S04.300.01 All teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques. (4489)
- S04.300.02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion. (4490)
- S04.300.03 All teachers teach methods of logic, synthesis, evaluation, and divergent thinking. (4491)
- S04.300.04 All teachers build students' metacognitive skills by teaching learning strategies and tools and their appropriate application. (4492)
- S04.300.05 All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks. (4493)

Core Function: Personalized Learning

Effective Practice: Motivational Competency: Promote a growth mindset, stretch students' interests, connect learning to student aspirations to enhance students' engagement and persistence with learning

- S04.400.01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery. (4494)
- S04.400.02 All teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. (4495)
- S04.400.03 All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (4496)
- S04.400.04 All teachers stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. (4497)
- S04.400.05 Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (4498)

Core Function: Personalized Learning

Effective Practice: Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

- S04.500.01 The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (4499)
- S04.500.02 All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (4500)
- S04.500.03 All teachers establish classroom norms for personal responsibility, cooperation, and concern for others. (4501)
- S04.500.04 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (4502)
- S04.500.05 All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. (4503)

Core Function: Family Engagement in a School Community

Effective Practice: Explain and communicate the purpose and practices of the school community

- S05.100.01 Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (4467)
- S05.100.02 The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (4473)
- S05.100.03 The school's Parent (Family) Involvement Guidelines includes a vision statement about the importance of family-school partnership in a school community. (4468)
- S05.100.04 The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home) and what the school does to support them. (4469)

Core Function: Family Engagement in a School Community

Effective Practice: Provide two-way, school-home communication linked to learning

- S05.200.01 The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions. (4450)
- S05.200.02 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). (4472)
- S05.200.03 The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (4470)

Core Function: Family Engagement in a School Community

Effective Practice: Educate parents to support their children's learning and teachers to work with parents

- S05.300.01 Professional development programs for teachers include assistance in working effectively with families. (4471)
- S05.300.02 The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (4474)
- S05.300.03 The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (4475)

- S05.300.04 The school provides parents (families) with practical guidance to encourage their children’s regular reading habits at home. (4476)
- S05.300.05 The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (4477)

Core Function: Pre-School / Early Learning

Effective Practice: Provide children quality early learning opportunities

- S06.100.01 KEY The school has a system in place for determining the nature and extent of early learning opportunities each student has accessed prior to school entry. (4504)
- S06.100.02 KEY All pre-K teachers have specialized education in early childhood education or child development. (4505)
- S06.100.03 KEY Pre-K Instructional Teams design the curriculum to be aligned with the state early learning standards and align instructional plans to the curriculum. (4506)
- S06.100.04 KEY All pre-K teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development. (4507)
- S06.100.05 KEY All pre-K teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students’ cognitive, socio-emotional, and physical development outside the classroom. (4509)

Core Function: High School / Leadership and Decision Making

Effective Practice: Make decisions to assist students based on data

- S07.100.01 The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. (4451)
- S07.100.02 KEY The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. (4452)

Core Function: High School / Leadership and Decision Making

Effective Practice: Distribute management duties

- S07.200.01 KEY The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (4453)

Core Function: High School / Opportunity to Learn

Effective Practice: Ensure content mastery and graduation

- S08.100.01 KEY The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (4454)
- S08.100.02 KEY The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. (4455)
- S08.100.03 KEY The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (4456)

Core Function: High School / Opportunity to Learn

Effective Practice: Prepare students for post-secondary options

- S08.200.01 The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. (4457)

- S08.200.02 KEY 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. (4458)
- S08.200.03 KEY The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising). (4459)
- S08.200.04 All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (4460)
- S08.200.05 The school routinely provides all students with information and experience in a variety of career pathways. (4461)

Core Function: High School / Opportunity to Learn

Effective Practice: Extend learning opportunities for students

- S08.300.01 The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). (4462)
- S08.300.02 KEY The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (4463)

Core Function: High School / Opportunity to Learn

Effective Practice: Assist students with transitions

- S08.400.01 The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (4464)
- S08.400.02 The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs). (4465)
- S08.400.03 KEY The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. (4466)

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