

## 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.



**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:** With the assistance and guidance of all employees, all students will be encouraged to have a global perspective of being life-long learners, demonstrate critical thinking skills, problem-solving techniques, core values of virtues, and have evidence of daily success.

**School’s Mission:** The mission of the Bertha C. Boschulte Middle school is to maximize the academic, emotional, physical, and social growth of all students.

**School Goals and Targets:**

<b>PRIORITY 1: QUALITY SCHOOLS</b>			
<b>School Goal:</b>	By the end of 2025, our current 6th-grade cohort will be socially, emotionally, and academically prepared for learning success at the Ivanna Eudora Kean High School for the ninth grade.		
<b>School Targets:</b>			
<b>Kindergarten Readiness:</b> (for schools with kindergartens only)			
1. Percentage of students performing at an average or higher developmental age in the language domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A

2. Percentage of students performing at an average or higher developmental age in cognitive domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
3. Percentage of students performing at an average or higher developmental age in self-help domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
4. Percentage of students performing at an average or higher developmental age in fine motor domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
5. Percentage of students performing at an average or higher developmental age in gross motor domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
6. Percentage of students performing at an average or higher developmental age in personal/social domain by the end of kindergarten as			

measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
7. Percentage of students performing at an average or higher developmental age in pre-writing domain by the end of kindergarten as measured by the LAP3.			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
8. Percentage of students on grade level at the end of kindergarten (iReady).			
<b>Baseline</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
N/A	N/A	N/A	N/A
<b>Academic Growth and Achievement: English Language Arts</b>			
1. Percentage of students that met or exceeded their growth targets in English language arts/literacy (SMARTER Balanced).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>
15.7%	2% Increase	4% Increase	6% Increase
2. Percentage of students that scored proficient or higher in English language arts/literacy (SMARTER Balanced).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>

15.7%	13.0% (65 of 499) -2.7 %		
3. Percentage of students that scored on grade level in Reading (I-ready).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>
17.4%	14.9% (46 of 308) -2.5%		
<b>Academic Growth and Achievement: Math</b>			
4. Percentage of students that met or exceeded their growth targets in Math (SMARTER Balanced).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>
8.7%	2% Increase	4% Increase	6% Increase
5. Percentage of students that scored proficient or higher in Math (SMARTER Balanced).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>
8.7%	3.7 % (19 of 505) -5%		
6. Percentage of students that are on grade level in Math (I-ready).			
<b>Baseline (2021-2022)</b>	<b>Year 1 (2022-2023) Target</b>	<b>Year 2 (2023-2024) Target</b>	<b>Year 3 (2024-2025) Target</b>
11.0%	6.1% (19 of 308) -4.9%		

<b>PRIORITY 2: EFFECTIVE EDUCATION SYSTEM</b>	
<b>School Goal:</b>	By the end of 2025, each student will meet or exceed their annual targeted growth in core subject areas.
<b>School Targets:</b>	
<b>Employee Performance:</b>	
1. Percentage of employees evaluated.	

Baseline (2021-2022)	Year 1 (2022-2023) Target	Year 2 (2023-2024) Target	Year 3 (2024-2025) Target
90%	93%	95%	99%
2. Of those employees evaluated, percentage of employees that received a performance rating of proficient or above on their annual evaluation.			
Baseline (2021-2022)	Year 1 (2022-2023) Target	Year 2 (2023-2024) Target	Year 3 (2024-2025) Target
87%	92%	94%	97%
3. Percentage of employees who were satisfactory or higher on Employee Time and Attendance.			
Baseline (2021-2022)	Year 1 (2022-2023) Target	Year 2 (2023-2024) Target	Year 3 (2024-2025) Target
88%	90%	94%	96%
<b>Collaborative Success Plan:</b>			
1. Percentage of actions completed by end of the school year.			
Baseline (2021-2022)	Year 1 (2022-2023) Target	Year 2 (2023-2024) Target	Year 3 (2024-2025) Target
80%	90%	95%	98%
2. Percentage of Indicators targeted for full implementation during this year that were fully implemented.			
Baseline (2021-2022)	Year 1 (2022-2023) Target	Year 2 (2023-2024) Target	Year 3 (2024-2025) Target
N/A	N/A	N/A	N/A
<b>PRIORITY 3: FAMILY ENGAGEMENT</b>			
<b>School Goal:</b> By the end of 2025, there will be an increase in parental attendance and participation in the Parent Teacher Association meetings and activities.			
<b>School Targets:</b>			
Baseline (2021-2022)	Year 1 Target	Year 2 Target	Year 3 Target

0%	75%	85%	95%
<b>Communication:</b>			
<b>Baseline (2021-2022)</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
0%	80%	90%	100%

<b>PRIORITY 4: SUPPORTIVE COMMUNITY</b>			
<b>School Goal:</b> By the end of 2025, there will be an increase in evidence of community and organizations assisting the school with fulfilling its mission.			
<b>School Targets:</b>			
<b>Community Engagement</b>			
<b>Baseline (2021-2022)</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
60%	75%	85%	95%
<b>Building Connections and Partnerships</b>			
<b>Baseline (2021-2022)</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>
60%	75%	85%	95%

Step 2. Assess Need

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

1. School Profile Review

**Demographic Trends**  
Student Enrollment

Student Group	Current Year (23-24)	Previous Year (22-23)	Two Years Past (21-22)	Three Years Past (20 -21)
All	557 (100%)	507 (100%)	519 (100%)	N/A
African American	484 (86.9%)	453 (89.3%)	471 (91%)	N/A
Hispanics	55 (9.9%)	49 (9.7%)	44 (8.4%)	N/A
Asian	1 (0.2%)	3 (0.6%)	2 (0.3%)	N/A
White	4 (0.7%)	2 (0.4%)	2 (0.3%)	N/A
Other	13 (2.4)	0 (0.0%)	0 (0.0%)	N/A

#### Absenteeism Rate

Group	Current Year (23-24)	Previous Year (22-23)	Two Years Past (21-22)	Three Years Past (20-21)
All Students	Target: 5% Actual:	Target: 10% Actual: 5.4%	Actual: 8.1%	N/A
All Teachers	Target: 10% Actual:	N/A	N/A	N/A
All Paraprofessionals	Target: 5% Actual:	N/A	N/A	N/A

#### Number of Teachers

Group	Current Year (23-24)	Previous Year (22-23)	Two Years Past (21-22)	Three Years Past (20-21)
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All	48	50	45	N/A
Certified	?	Target: 55% Actual: 38% (19)	51% (23)	N/A
Non-Certified	?	Target: 45% Actual: 62% (31)	49% (22)	N/A

Number of Paraprofessionals/Coaches

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All	14	9	10	10

**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? **The ESL and Special Education student populations have increased. This indicates that the school's action plan should include strategies to address the needs of these students. The increase in international educators has presented challenges in classroom management and communication. There has been a 6<sup>th</sup> grade Team added to accommodate the closure of other 6<sup>th</sup> grades in the District. Due to teacher shortage, paraprofessionals are covering classes and that will affect the school's certification, teacher evaluation, etc. rates.**
2. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan? **There has been a steady decrease in the absenteeism rate. The implications for the school's actionable plan due to the decrease in absenteeism rate and the efforts made to address it through communication with parents are as follows:**
  - **Parental Awareness:** By sending calls, emails, letters, etc. to parents explaining the importance of students attending school on time, the school is making an effort to increase parental awareness about the issue. This year, the information was verbalized to parents during the orientation sessions. Parents might not have been fully informed or

- embraced the impact of absenteeism on their child's education and overall school environment. The communication seeks to foster a sense of partnership between parents and the school in addressing this concern.
- **Communication Effectiveness:** The success of the plan depends on how effectively the communication is carried out. The messages are clear, concise, and provide compelling reasons for student arrival and timely attendance, hoping that parents will take the matter seriously. The implication here is that the school needs to assess whether the communication strategy is yielding the desired results in terms of parental response and student attendance improvement.
  - **Collaborative Approach:** The plan implies that the school recognizes the need for collaboration between educators and parents to tackle the absenteeism issue. By involving parents in the solution, the school is conveying that this is a shared responsibility and that both parties need to work together to ensure students attend school on time and regularly.
  - **Behavioral Change:** The goal of communication is likely to bring about a behavioral change in students and parents. Students need to understand the importance of attending school regularly for their academic progress and social development. Parents need to understand their role in ensuring their children's attendance and the consequences of chronic absenteeism.
  - **Monitoring and Tracking:** The plan suggests that the school is taking a proactive approach to monitor and track attendance. This could involve keeping records of absenteeism, analyzing trends, and identifying specific students who are frequently absent. This data-driven approach helps the school to tailor interventions for individual students or groups.
  - **Early Intervention:** Increased absenteeism might be an indicator of underlying issues such as disengagement, health problems, or family challenges. The plan implies that the school is prepared to intervene early by addressing these issues to prevent further absenteeism and potential academic decline.
  - **Accountability and Consequences:** The plan could also involve setting expectations for both students and parents regarding attendance and punctuality. Clear consequences for continued absenteeism might be established, along with rewards for improved attendance. This creates a sense of accountability and motivation for all parties involved.
  - **Continuous Improvement:** If the absenteeism rate doesn't improve despite the initial efforts, the school might need to reevaluate its approach. This could include seeking feedback from parents, students, and teachers to identify potential barriers to attendance and adjusting the plan accordingly.
  - **Long-Term Impact:** The ultimate implication of the plan's success would be a positive impact on student performance, school culture, and overall success. Regular attendance contributes to a more consistent learning experience, better social interaction, and a higher likelihood of achieving educational goals.

Summarizing, the school's actionable plan acknowledges the absenteeism issue, communicates its importance to parents, and aims to foster a collaborative effort to improve attendance. The implications encompass various aspects of communication, collaboration, intervention, and accountability, all of which are geared towards ensuring students attend school regularly.

**PowerSchool Performance Trends (percentage of students who scored at or above 70%)**

Subject/Content	Student Group	Current 23-24	Most Recent 22-23	Previous Year 21-22	Three Years Past
Student Count					
Reading	N/A	N/A	N/A	N/A	N/A
Language	All Students Q2	N/A	81.99% Passing	84% Passing	N/A
Mathematics	All Students Q2	N/A	92.23% Passing	92% Passing	N/A
Science	All Students Q2	N/A	81.55% Passing	85% Passing	N/A
Social Studies	All Students Q2	N/A	86.67% Passing	88% Passing	N/A

Additional Student Performance Data:

Assessment	Student Group	Current 23-24	Most Recent 22-23	Previous Year 21-22	2 Years Past 20-21
<b>SBA ELA 6<sup>th</sup></b>	<b>On &amp; Above Grade Level</b>	N/A	<b>9.5% (14/146)</b>	<b>12.5% (10/80)</b>	<b>17.1% (19/111)</b>
<b>SBA ELA 7<sup>th</sup></b>	<b>On &amp; Above Grade Level</b>		<b>14.8% (25/168)</b>	<b>17.1% (13/76)</b>	<b>20.1% (22/109)</b>
<b>SBA ELA 8<sup>th</sup></b>	<b>On &amp; Above Grade Level</b>		<b>13.6% (26/190)</b>	<b>19.0% (16/84)</b>	<b>43.7% (07/16)</b>
SBA Math 6 <sup>th</sup>	On & Above Grade Level		4.1% (6/146)	8.3% (07/84)	9.4% (10/106)
SBA Math 7 <sup>th</sup>	On & Above Grade Level		5.9% (10/168)	9.4% (08/85)	9.3% (10/107)
SBA Math 8 <sup>th</sup>	On & Above Grade Level				18.7% (03/16)
<b>SBA Science</b>	On & Above Grade Level		1.5% (3/191)	8.2% (07/85)	
<b>i-Ready BOY</b>	<b>On &amp; Above Grade Level</b>		<b>23.8% (45/189)</b>	<b>26.6% (28/105)</b>	<b>No SBA Science</b>

	Grade 8 On or Above Grade Level		Reading: 6.1% Math: 2.5	Reading: 6.1% Math: 2.6	
	Grade 6 - On Grade Level				

*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?
  - **For the past three years, a greater percentage of students assessed on the Summative Smarter Balanced Assessment have demonstrated proficiency in ELA when compared to Mathematics across all grade levels. Sixth graders have the least percentage of students performing on or above grade level on SBA ELA during each of the past three years.**
  - **Over the past two school years, more than twice as many incoming sixth graders have performed proficiently on i-Ready Beginning of Year Assessments in Reading when compared to Math.**
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?
 

**As per the Smarter Balanced Summative Assessments, Science always has the highest percentage of proficient students and Mathematics always has the lowest percentage of proficient students.**
4. What are the differences in growth performance by grade level, class, or subject?
  - **When comparing students' ELA Summative Smarter Balanced Assessment proficiency levels across grade level, 5.3% more 7<sup>th</sup> graders are proficient than 6<sup>th</sup> graders, and 1.2% less 8<sup>th</sup> graders are proficient than 7<sup>th</sup> graders.**
  - **When comparing students' Math Summative Smarter Balanced Assessment proficiency levels across grade levels, 1.8% more 7<sup>th</sup> graders are proficient than 6<sup>th</sup> graders, and 4.4% more 7<sup>th</sup> graders are proficient than 8<sup>th</sup> graders.**
5. What are the implications of student outcome data on school improvement?
 

**Student outcome data reveals that more than 90% of the students need to strengthen weaknesses stemming from prior grade levels in math, so actions to address this issue must be planned and enforced.**
6. Other thoughts/conclusions

***School Environment and Culture Trends***

<b>Topic</b>	<b>Data Source</b>	<b>Most Recent</b>	<b>Previous Year</b>	<b>Two Years Past</b>	<b>Three Years Past</b>
Themed Morning Assemblies	Student Attendance	Mindful Monday Think About It Tuesday Work For It Wednesday Hot Topic Thursday Like & Subscribe Friday	N/A	N/A	N/A
Lunch Leagues	Forthcoming	Basketball	N/A	N/A	N/A
Clubs & Organizations	Forthcoming	Math Counts NJHS FBLA-ML Cheerleading	N/A	N/A	N/A
Intervention Fridays	Forthcoming	Forthcoming	N/A	N/A	N/A
Before/After-school & Extended Learning	Monthly Reports	7 <sup>th</sup> Period Advance Steelband & Band After School Enrichment Program Extended Learning Program	N/A	N/A	N/A
Learning Centers	Lesson Plans	BCBMS Math Learning Center Created	N/A	N/A	N/A

***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?  
**Administration, monitors, counselors, and other staff are visible, converse, and traverse the campus throughout the day. We hold counseling sessions, morning assemblies, and grade level meetings regularly to discuss concerns and issues surrounding safety. We address concerns in a timely manner. Additional school personnel is needed. Access to the modular/booth.**
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? **School Climate and Culture Survey needed.**

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?

**Our learning culture reflects our norms, goals, etc. by modeling how we expect our students, faculty, and staff to perform. We encourage students to take ownership of themselves and school pride. We are currently strengthening the school’s culture of learning by implementing data discussions with stakeholders and sharing that information for reflection. We share the VIBOE promotional policy so students can set goals for the semesters.**

**The BCBMS Math Learning Center was created to provide a central location of Math based resources for students, teachers, and parents. We can strengthen the school’s culture of learning by adding central learning centers for other subject areas.**

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 changes or programs need to be considered to meet the needs of targeted students.

**a. Program Name: BCBMS Enrichment & Extended Learning Program**

Purpose: **To provide students with a safe place to participate in after-school academic and club activities where they foster creativity, critical thinking, and interpersonal skills, and strengthen weaknesses in Reading and Mathematics.**

Target Audience: **6<sup>th</sup> – 8<sup>th</sup> Grade Students**

Number of Participating Students: **50**

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

Extended Learning after-school students joined Reading/Math Enrichment or extracurricular clubs like band, art, cheer, majorettes. All students completed i-Ready BOY assessment (if not previously completed). Reading/Math students received

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Notes: homework assistance and completed i-Ready prescriptions and i-Ready teacher assigned work. During the second semester, Smarter Balanced practice materials were utilized in place of i-Ready. On Tuesdays and Thursdays all students (including those in clubs) worked on Smarter Balanced material. On Mondays and Wednesdays, students worked on club activities and reinforced concepts currently studying in Language/Math classes or remedial skills.

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**b. Program Name: Special Education After-School**

Purpose: \_\_\_\_\_

Target Audience: **6<sup>th</sup> – 8<sup>th</sup> Grade Special Education Students**

Number of Participating Students: \_\_\_\_\_

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

Notes: \_\_\_\_\_

**3. Program Name: MathCounts**

Purpose: **To provide engaging math programs to U.S. middle school students of all ability levels to build confidence and improve attitudes about math and problem solving**

Target Audience: **6<sup>th</sup> – 8<sup>th</sup> grade students**

Number of Participating Students: **15**

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

Students attend regular practice sessions and interact with peers while solving problems. They are expected to develop a sense of accountability in improving themselves in solving problems. Moreover, the students develop creativity and critical

Notes: thinking.

#### 4. Program Name: Chess Club

Purpose: **To provide students with a constructive environment to learn critical thinking problem solving skills and build self-esteem through academic competition**

Target Audience: **6<sup>th</sup> – 8<sup>th</sup> Grade Students**

Number of Participating Students: **25**

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

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Notes: Students meet from Monday through Thursday each week. Theory is taught on Wednesdays with Mr. Sinclair Wilkinson, and students work on self-improvement through practice and research of skills and strategies on the other days.

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

1. What programs are being implemented with high fidelity?

**All four programs are implemented with high fidelity.**

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

**BCBMS Enrichment and Extended Learning Program and Chess Club had the greatest impact on the largest number of students because they had more participants than the other programs.**

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

**None of the programs lacked fidelity.**

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

**Agendas, sign in sheets, and student evaluations or student written feedback of the programs are data lacking to accurately rate the programs. Parent testimonials may also be added.**

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

To increase fidelity and impact data, agendas, sign in sheets, student evaluations or student written feedback of the programs must be evident.

## 2. 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. <i>Effective Practice</i> : 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. (7033)	Receive assistance from district personnel with implementation of standards (esp. Music and Career and Technical Education)		Limited		YES
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. (7034)	Continue to receive district, school-based and union support on lesson planning.		Limited		YES
S-P1.S1.03 (LC)	All teachers use supplemental and intervention materials that are aligned with the comprehensive core program. (7126)	Implementation of daily intervention block and data chats with students.  Provide, support, and offer professional development to staff regarding the use of supplemental materials.		Limited		YES

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). (7035)	Decisions made regarding which students are placed in intervention or enrichment activities during intervention block.		Limited		
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. (7038)	Implementation of daily data charts with 3-4 students during intervention block.  Provide professional development modeling data chats with students.		Limited		
S-P1.S1.06 (LC)	All teachers take timely action to make necessary adjustments when students do not achieve learning goals. (7127)	PowerSchool codes will be shared with educators and students for accountability purposes		Limited		
S-P1.S1.07 (LC)	All teachers use evidence-based instructional materials that are individualized to the needs of students receiving intervention instruction. (7128)	Continue professional development on implementation of instructional materials.		Limited		

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. (7129)	Use of D3 instructional system (Deliver, Design, and Debug)  Content specific discourse cards		Limited		
S-P1.S1.09	All teachers include setting social and behavioral goals with their students as well as learning goals. (7041)	Inquiry based approach used for stimulation of higher level thinking and reasoning to develop independent learners.  Educators given level of questioning resources by school based administration/leadership team.		Limited		YES
S-P1.S1.10	The school assesses each student at least 3 times each year (benchmark assessments) to determine progress toward standards-based objectives. (7036)	i-Ready BOY, MOY, and EOY assessments administered to 6 <sup>th</sup> graders.  BOY administered to almost all students.		Limited		

S-P1.S1.11 (LC)	School Leaders ensure grade level meetings are used for developing and/or reviewing instructional plans based on assessment data. (7130)	Delivery of lesson addresses parameters specified by principals in team meetings regarding actively explaining, checking, and providing feedback to learners.		Limited		YES
S-P1.S1.12	The school provides all teachers timely reports of results from standardized and objectives-based assessments. (7037)	Teams posts (BCBMS Torch Holders 2022-2023 & BCBMS Office of Assessment & Technology)		Limited		
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. (7039)	i-Ready Intervention Block Extended Learning Opportunities		Limited		
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. (7040)	i-Ready Intervention Block Extended Learning Opportunities		Limited		

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.). (7143)	Special education IEP resources  Devices with internet connection provide individual accommodations for Special Education, English Language Learners, and some 504 students.		Limited		
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. (7144)	Flexible grouping is utilized in ELL classrooms to provide English learners with developmentally appropriate academic language materials from each of the four domains.		Limited		
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. (7310)	Training provided by VIDE on campus as well as via whole district professional development session at CAHS campus.  Lesson plans document use of instructional system components.		Limited		
<b>CONTENT SPECIFIC INDICATORS</b>						
<b>READING</b>						
S-P1.S1.18	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (7318)	Most classrooms have working promethean boards which most teachers use to enhance lessons and build 21 <sup>st</sup> Century Learning Skills.		Limited		YES

S-P1.S1.19	21st Century Themes-- global awareness; financial, economic, and business literacy; civic and health literacy—are widely integrated into the design and delivery of curricula through meaningful connections to students. (7319)	Active Future Business Leaders of America (FBLA) club  Connections made to how lessons apply in real world situations through delivery of lessons to build relevance.		Limited		YES
S-P1.S1.20	Rigorous and relevant course content is derived from the integration of 21st Century Content, Learning Skills and Technology Tools Standards and Objectives at the appropriate grade or programmatic levels. (7320)	Code.org lessons utilized in CTE classes.		Limited		
S-P1.S1.21	Collaboration, at all levels, establishes a 21st century classroom and virtual learning environment that values student uniqueness, enhances individual student talents and abilities and is respectful and supportive for all students. (7321)	Students are taught to use technology responsibly and productively for learning and communication.		Limited		
S-P1.S1.22	21st century classroom routines and procedures that support student learning are established. (7322)			Limited		
S-P1.S1.23	Reading instruction is research-based and implemented with fidelity. (7122)	District provided text and resources utilized regularly.		Limited		

S-P1.S1.24 (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). (7131)	District provided text and resources utilized regularly.		Limited		
S-P1.S1.25	All teachers incorporate close reading methods of literary analysis in their lessons. (7124)	Teachers use closed reading strategies to support use of Reading Anchor Standard 1		Limited		
S-P1.S1.26 (LC)	The school creates a literature-enriched environment where the community values literacy. (7132)	Students are required to read in all classes including Math and special subjects where they address Reading Anchor Standard 1.		Limited		
S-P1.S1.27 (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. (7133)		No			
S-P1.S1.28 (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. (7134)	Additional time provided for intensive and individualized intervention during intervention block.		Limited		

S-P1.S1.29	All literacy lessons include opportunities that incorporate the Virgin Islands cultural standards for students to discuss and clarify literacy and content understanding with their peers and teachers. (7311)			Limited		
<b>MATH</b>						
S-P1.S1.30 (LC)	Teachers provide math instruction that is research-based and implemented with fidelity. (7123)	Math teachers use HHM and i-Ready math materials with fidelity.		Limited		
S-P1.S1.31 (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. (7135)	The BCBMS Math Learning Center provides a hub of Math resources for teachers, students, and parents.			Full	
S-P1.S1.32 (LC)	All teachers who teach mathematical concepts have access to age-appropriate hands-on materials that support student's developing mathematical literacy. (7136)	The BCBMS Math Learning Center provides age-appropriate hands-on Math materials that support students' developing mathematical literacy.			Full	
S-P1.S1.33 (LC)	Direct, math vocabulary instruction is an embedded practice at school. (7137)	Math vocabulary instruction includes current and prerequisite vocabulary which is listed on configuration boards and word walls.			Full	

S-P1.S1.34 (LC)	All math lessons integrate activities that ask students to draw and/or write about math understanding and knowledge. (7138)	Math lessons include essential questions which require students to draw and/or write about key math concepts.		Limited		
S-P1.S1.35 (LC)	Classroom displays are (content) balanced and include examples of students' writing and drawing about mathematical concepts incorporating the Virgin Islands cultural standards. (7139)	Teachers' wall decorations need to include samples of work student have done which reflects their writing and drawings about mathematical concepts (along with other content).	No			
S-P1.S1.36 (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. (7140)	All math lessons need to include some sort of evaluative opportunity where students discuss and clarify mathematical understandings with peers and teachers related to Virgin Islands cultural standards.	No			
S-P1.S1.37 (LC)	Teachers of math use hands-on materials or other resources to both "show and tell" during direct teaching or modeling activities. (7141)	Teachers utilize "I do, We do, You do" practices with hands-on materials and/or other resources during direct instruction or modeling			Full	
S-P1.S1.38 (LC)	Teachers leverage activities that encourage students to work in cooperative groups to discuss, test, apply, reason and hypothesize. (7142)	Teachers require students to complete projects every quarter. Some of these projects require students to work in cooperative groups to utilize higher level thinking where they discuss, test, and apply reason and hypothesize.		Limited		

**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. (7042)	Principal uses lesson plans to ensure that curriculum and classroom instruction are regularly aligned with improvement goals standards.		Limited		
S-P1.S2.02	All teachers review the previous lesson. (7043)	All teachers review previous lessons to develop mastery of content and show how lessons relate to each other.		Limited		
S-P1.S2.03	All teachers clearly state the lesson's topic, theme, and objectives. (7044)	All teachers post configuration boards that address current content.		Limited		
S-P1.S2.04	All teachers stimulate student interest in the topics by connecting with prior knowledge or personal, cultural experiences. (7045)	All teachers activate prior knowledge by connecting new topics with prior knowledge or personal cultural experiences.		Limited		
S-P1.S2.05	All teachers use modeling, demonstration, and graphics. (7046)	Teachers design lessons to address multiple learning styles.		Limited		
S-P1.S2.06	All teachers explain new concepts and feedback directly and thoroughly to each student. (7047)	Some teachers deliver new concepts using "I do, We do, You do" practices and feedback is given to each student in a timely manner.		Limited		

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. (7048)			Limited		
S-P1.S2.08	All teachers re-teach when necessary. (7049)			Limited		YES
S-P1.S2.09	All teachers review with questioning. (7050)			Limited		
S-P1.S2.10	All teachers use open-ended questioning and encourage elaboration. (7051)			Limited		
S-P1.S2.11	All teachers interact instructionally with students (explaining, checking, giving feedback). (7052)			Limited		
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). (7053)			Limited		
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). (7054)			Limited		

S-P1.S2.14	All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks. (7055)			Limited		
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. (7313)			Limited		
<b>Priority 1. Strategy 3. Collaborative School Leadership</b>						
<i>Effective Practice: Stakeholders recognize themselves as equal and engaged partners in the education process.</i>						
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. (7057)				Full	
S-P1.S3.02	The Leadership Team serves as a conduit of communication to the faculty and staff. (7058)				Full	

S-P1.S3.03	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (7059)			Limited		
<b>Priority 1. Strategy 4. Healthy Learning and Working Environments</b> <i>Effective Practice: The school environment supports teaching and learning in a safe and supported environment.</i>						
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. (7060)			Limited		
S-P1.S4.02	All teachers foster and manage a safe, positive learning environment by teaching and reinforcing classroom rules and procedures. (7061)				Full	
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. (7062)			Limited		

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). (7063)				Full	
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**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 Yes or No
			No	Limited	Full	
S-P2.S1.01	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. (7064)	Teachers spend a lot of time verbalizing the expectations to students however classes are not structured to support individualization.		Limited		
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. (7068)			Limited		
S-P2.S1.03	All teachers develop individual professional development plans based on classroom observations and self-assessments. (7069)			Limited		

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. (7145)			Limited		
S-P2.S1.05 (LC)	All teachers receive coaching or teacher leader support to ensure curriculum is implemented with fidelity. (7146)			Limited		
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. (7066)			Limited		
S-P2.S1.07	Staff members understand respective roles and responsibilities for advancing school and district improvement. (7067)			Limited		
S-P2.S1.08	Staff members report a high degree of competence, reliability, integrity, openness, and caring in each other and their leaders. (7065)		No			

**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.S2.01	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (7070)			Limited		
S-P2.S2.02	The school has reoriented its culture toward shared responsibility and accountability. (7071)			Limited		
S-P2.S2.03	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. (7072)			Limited		
S-P2.S2.04	The principal challenges and monitors unsound teaching practices and supports the correction of them. (7073)	Observation feedback		Limited		
S-P2.S2.05	School conducts ongoing needs assessments to inform the School Improvement Plan.			Limited		

S-P2.S2.06	School Leadership Team meets a minimum of twice a month to monitor the implementation of the school improvement plan through Indistar.		No			
S-P2.S2.07	School Leadership Team monitors and adjusts implementation of the improvement or turnaround plan through regular (typically monthly) review of progress toward goal-aligned milestones and target measures.			Limited		
<b>Priority 2. Strategy 3. Strategic and Responsible Use of Funds</b> <i>Effective Practice: Schools are responsible stewards of Department funds (local, federal, donated), making informed budget and resource decisions.</i>						
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. (7074)	Questioning prompts Math Learning Center		Limited		

S-P2.S3.02	School leadership provides adequate time and appropriate fiscal resources for professional development. (7075)			Limited		
S-P2.S3.03	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain school improvement (7076)	Resources shared via regularly Microsoft Teams		Limited		
<b>Priority 2. Strategy 4. Conducive Learning and Working Spaces</b> <i>Effective Practice: Instructional and working spaces are conducive to learning.</i>						
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. (7077)	Updating bulletin boards inside and outside classrooms		Limited		

<b>Priority 3: Family Engagement</b>						
<b>Priority 3. Strategy 1. Family Capacity</b>						
<i>Effective Practice: Families are empowered partners in the education system.</i>						
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. (7078)	Weekly PowerSchool Updates		Limited		
S-P3.S1.02	Teachers communicate to parents the importance of the family communicating their aspirations for their child, to their child. (7079)			Limited		
S-P3.S1.03	The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (7080)			Limited		
S-P3.S1.04	Professional development programs for teachers include assistance in working effectively with parents (families and communities). (7081)			Limited		
<b>Priority 3. Strategy 2. Communication</b>						
<i>Effective Practice: Families are authentic partners in the operations, teaching, and learning aspects of the education system.</i>						

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. (7082)			Limited		
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). (7083)	Establish grade level Class Dojo notifications of weekly/monthly expectations-instruction.		Limited		
S-P3.S2.03	The “ongoing conversation” between school personnel and parents is candid, supportive, and flows in both directions. (7084)			Limited		

<b>Priority 4: Community Support</b>						
<b>Priority 4. Strategy 1. Community Engagement</b>						
<i>Effective Practice: Schools integrate real world learning opportunities and application with instruction.</i>						
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). (7085)		No			
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). (7086)	Intervention/enrichment block Academic clubs Athletic teams Enrichment & Extended Learning Program		Limited		
S-P4.S1.03	Relationships with businesses and community organizations are developed to enhance teaching and learning opportunities. (7087)	Partnerships with CFVI & Charles Turnbull Public Library		Limited		
<b>Priority 4. Strategy 2. Building Connections and Partnerships</b>						
<i>Effective Practice: Community members and partners are informed and able to contribute to the improvement and continued successes of our schools.</i>						

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. (7088)	Common grade level prep times		Limited		
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. (7089)			Limited		
S-P4.S2.03	School staff creates and maintains connections between the school community and the broader community to support student learning. (7090)	Regular PTA Meetings School Facebook Page		Limited		

***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?
  - All teachers who teach mathematical concepts have access to age-appropriate hands-on materials that support student's developing mathematical literacy. (7136)
  - Direct, math vocabulary instruction is an embedded practice at school. (7137)
  - 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.
  - Teachers of math use hands-on materials or other resources to both "show and tell" during direct teaching or modeling

activities. (7141)

- The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. (7057)
- The Leadership Team serves as a conduit of communication to the faculty and staff. (7058)
- All teachers foster and manage a safe, positive learning environment by teaching and reinforcing classroom rules and procedures. (7061)
- 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). (7063)

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

- The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (7085)
- School Leadership Team meets a minimum of twice a month to monitor the implementation of the school improvement plan through Indistar.
- Staff members report a high degree of competence, reliability, integrity, openness, and caring in each other and their leaders. (7065)
- 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. (7140)
- Classroom displays are (content) balanced and include examples of students' writing and drawing about mathematical concepts incorporating the Virgin Islands cultural standards. (7139)
- 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. (7133)

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

- Most items stating "All" teachers or lessons... show limited application.

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

- All teachers are guided by a curriculum document that aligns standards, instruction, and assessments (7033) to ensure that students receive an appropriate quality of education.
- All teachers develop weekly lesson plans that incorporate the Virgin Islands cultural standards and align to standards, units of instruction, and assessments (7034) to track what is taught and guide pacing of lessons.
- All teachers use supplemental and intervention materials that are aligned with the comprehensive core program (7126) to provide suitable interventions and resources.

- All teachers include setting social and behavioral goals with their students as well as learning goals (7041) to teach the whole child and promote minimization of classroom disruption when everyone knows what is expected.
  - School Leaders ensure grade level meetings are used for developing and/or reviewing instructional plans based on assessment data (7130) to promote suitably targeted instruction.
  - All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills (7318) to prepare students for 21<sup>st</sup> and 22<sup>nd</sup> century careers.
  - 21st Century Themes-- global awareness; financial, economic, and business literacy; civic and health literacy—are widely integrated into the design and delivery of curricula through meaningful connections to students (7319) to prepare students for financial success.
  - All teachers re-teach when necessary (7049) to address the needs of students.
5. What needs to happen to improve the use and implementation of effective practices and indicators?
- Sufficient school personnel need to

**Big Conclusions**

**1. List not more than four of the greatest strengths noted:**

Strength & Why	Strength & Why	Strength & Why	Strength & Why
<p>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. (7039)  <b>It is important to address errors in thinking/application early before they become habits and to support/provide a stable foundation for development of related next-level skills.</b></p>	<p>S-P1.S1.18 All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (7318)  <b>In this increasingly technological world, students must be comfortable with interacting with technology on a regular basis to sufficiently prepare to compete in the real world after graduating.</b></p>	<p>S-P1.S1.32 (LC) All teachers who teach mathematical concepts have access to age-appropriate hands-on materials that support student’s developing mathematical literacy. (7136)  <b>Because most individuals do not learn by just listening, it is important to be able to show and prove concepts and provide materials that promote practice of math skills via differentiation according to ability and needs.</b></p>	<p>S-P4.S2.01 The school provides opportunities for members of the school community to meet for purposes related to students' learning. (7088)  <b>Teaming allows for core subject teachers to have common preparation periods where they can meet to strategize how to address common issues with challenging students (or to challenge students), strategies that work, etc.</b></p>

**2. List not more than four of the most striking areas of need in the school’s current situation.**

Challenge & Why	Challenge & Why	Challenge & Why	Challenge & Why

<p>S-P1.S1.10 The school assesses each student at least 3 times each year (benchmark assessments) to determine progress toward standards-based objectives. (7036)</p> <p><b>It is important to know where each student started not just where they ended (&amp; vice—versa). Without comparison points, it is difficult to assess the level of growth each student has shown throughout the year which helps to determine if current strategies are working. Lack of sufficient devices and limited access before instruction begins deters the BOYA of all students.</b></p>	<p>S-P1.S1.26 (LC) The school creates a literature-enriched environment where the community values literacy. (7132)</p> <p><b>Lack of library books and a librarian limits the richness of literacy that the school should have. This reduces access to a wide variety of reading materials away from the screen and books that students would be able to check out to read at home for enjoyment or research.</b></p>		
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## 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*<sup>®</sup>.

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

<b>Effective Practice: Real-World Curriculum - Schools provide well-rounded, relevant educational experiences to all students</b>	
<b>ID</b>	<b>Indicator</b>
S-P1.S1.03	All teachers use supplemental and intervention materials that are aligned with the comprehensive core program. (7126) (Literacy Filter)
<b>Effective Practice: Effective and Personalized Instruction-Schools provide more personalized instruction matched to student needs and aspirations</b>	
<b>ID</b>	<b>Indicator</b>
S-P1.S2.09	All teachers review with questioning. (7050)
<b>Effective Practice: Effective and Personalized Instruction-Schools provide more personalized instruction matched to student needs and aspirations</b>	
<b>ID</b>	<b>Indicator</b>
S-P1.S2.11	All teachers interact instructionally with students (explaining, checking, giving feedback). (7052)

### Step 4. Create Collaborative Success Plan

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

- 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: Real-World Curriculum - Schools provide well-rounded, relevant educational experiences to all students**

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ID and Indicator	Assigned Team member	Target Date	
<b>S-P1.S1.03(LC) All teachers use supplemental and intervention materials that are aligned with the comprehensive core program.</b>	Alenia Buncome-Murraine	1/31/2023	
<p><b>Description of what it will look like when fully implemented: Students will use their devices to work through prescriptions based on diagnostic results while monitored by teachers who encourage them with regular data chats, other supplementary resources, discussions, etc. Their growth progress will be updated periodically, displayed, and shared with all stakeholders. Evidence of full implementation will be updated data walls, comparison of diagnostic and student time-on-task data.</b></p>			
Action(s)	Assigned to	Target Date	Notes
Provide, support, and offer professional development to staff regarding use of supplemental materials.	Terence I. Corbett	9/22/2023	
Implement intervention block and data chats with students	Administrative Torch Team and Torch Services		

**Effective Practice: Effective and Personalized Instruction-Schools provide more personalized instruction matched to student needs and aspirations**

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ID and Indicator	Assigned Team member	Target Date	
<b>S-P1.S2.09 All teachers review with questioning. (7050)</b>	Kifani Hendricks-Carey	10/31/2023	

**Description of what it will look like when fully implemented: Teachers use questioning prompts to guide students to mirror high expectations through culturally and developmentally appropriate discussions pertaining to lessons. Students use Level IV questioning and critical thinking skills to analyze and evaluate situations while solving problems with minimum assistance from teachers. During 85% of formal and informal observations, checklists will reflect Bloom’s Taxonomy Level IV questioning is evident through teacher questioning and student discourse.**

Action(s)	Assigned to	Target Date	Notes
Provide all teachers with questioning resources.			

**Effective Practice: Effective and Personalized Instruction-Schools provide more personalized instruction matched to student needs and aspirations**

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ID and Indicator	Assigned Team member	Target Date	
S-P1.S2.11 All teachers interact instructionally with students (explaining, checking, giving feedback). (7052)	Diana Tyson	10/31/2023	
<b>Description of what it will look like when fully implemented: Teachers regularly observed providing verbal and/or written feedback regarding students’ performances to written and nonwritten assignments. Evidence will include students’ version of learning outcomes, students’ notebooks, timely posts of students’ grades with comments in PowerSchool, teachers’ verbal comments.</b>			
Action(s)	Assigned to	Target Date	Notes
During team meetings, principals provide parameters regarding actively explaining, checking, and providing feedback to learners			

## 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*<sup>®</sup>, 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*<sup>®</sup>— *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*<sup>®</sup>— *My Meetings*.

### Step 7. Review and Adjust

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

- See Quarterly Progress Review in *Indistar*<sup>®</sup>—*Complete Forms*. A copy of your selected Indicators can be found on *Indistar*<sup>®</sup>—*Reports/Our Direction*.
- Submit your Collaborative Success Plan report in *Indistar*<sup>®</sup>— *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*<sup>®</sup>—*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*<sup>®</sup>.
- Completes the Annual Progress Report at *Indistar*<sup>®</sup>—*Complete Forms*.

## Indistar® Instructions

Go to [www.indistar.org](http://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.

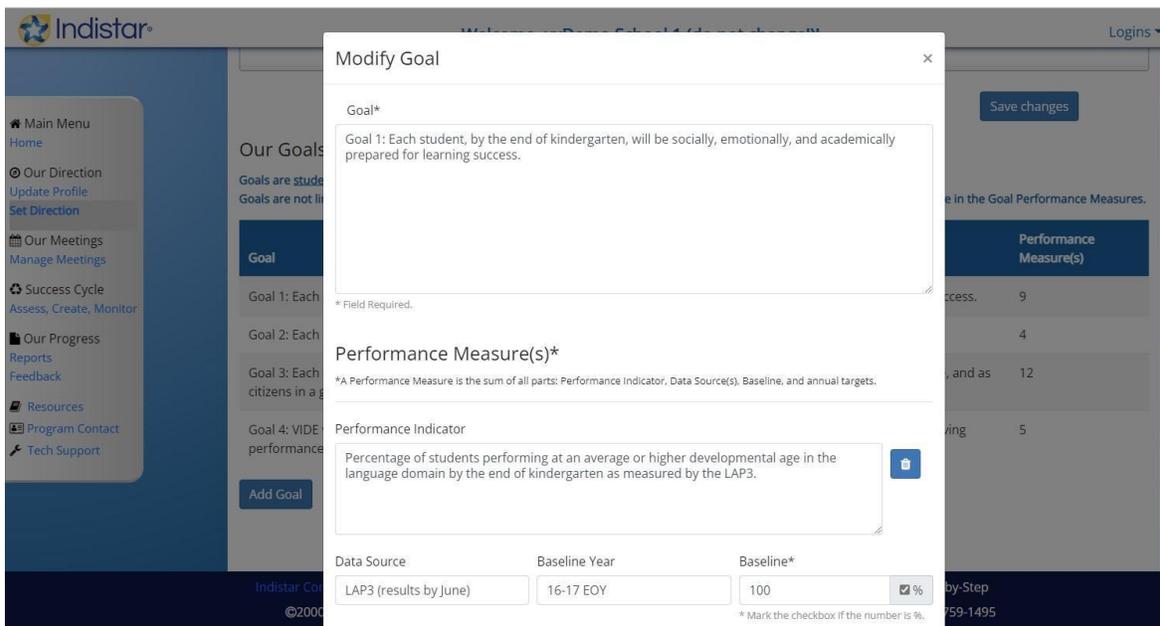
## Our Goals

Goals are student focused and apply to all students (for example, "All students will . . ." OR "Every student will . . .").

Goals are not limited by time and remain in force for several years. The quantitative measures of annual progress toward Goals are in the Goal Performance Measures.

Goal	Performance Measure(s)
Goal 1: Each student, by the end of kindergarten, will be socially, emotionally, and academically prepared for learning success.	9
Goal 2: Each student will meet or exceed their annual targeted growth in core academic subjects.	4
Goal 3: Each student will graduate with the technology, career, and personal competencies to succeed in careers, college, and as citizens in a globally diverse world.	12
Goal 4: VIDE will model effective, efficient and relevant processes and procedures to build a systemic approach to improving performance so all students will receive a high-quality education.	5

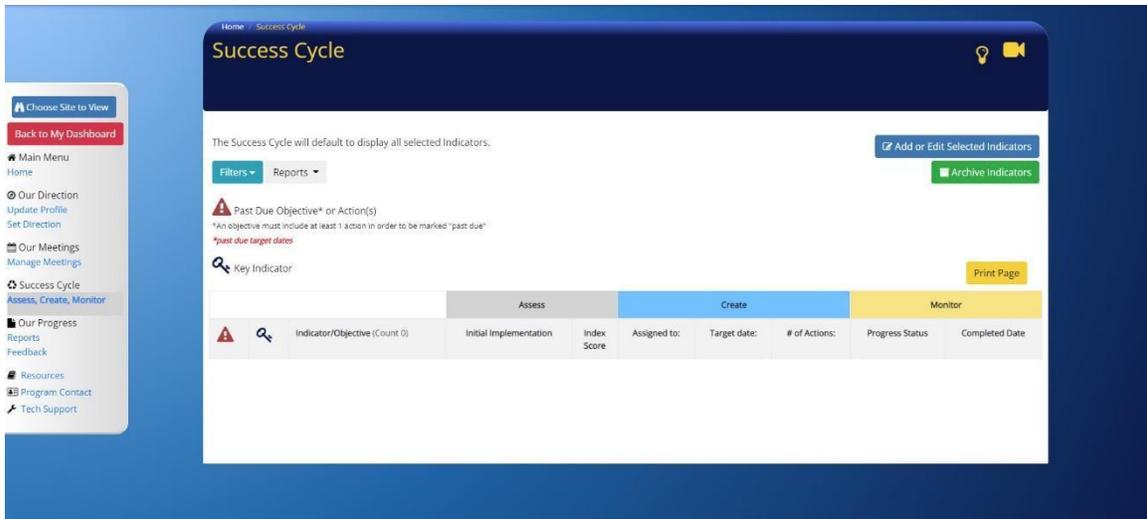
Add Goal



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.

Priority 1: Quality Schools				
Effective Practice	Subsection I	Subsection II	Selected	Progress Status
▼Strategy 1/Effective Practice: Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students			3 of 9	
<input checked="" type="checkbox"/>	P1.S1.01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (7033)		Not Assessed
<input checked="" type="checkbox"/>	P1.S1.02	All teachers develop weekly lesson plans based on aligned units of instruction. (7034)		Not Assessed
<input checked="" type="checkbox"/>	P1.S1.03	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). (7035)		Not Assessed
<input type="checkbox"/>	P1.S1.04	The school assesses each student at least 3 times each year to determine progress toward standards-based objectives. (7036)		Not Assessed
<input type="checkbox"/>	P1.S1.05	The school provides all teachers timely reports of results from standardized and objectives-based assessments. (7037)		Not Assessed

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.

The Success Cycle will default to display all selected indicators.

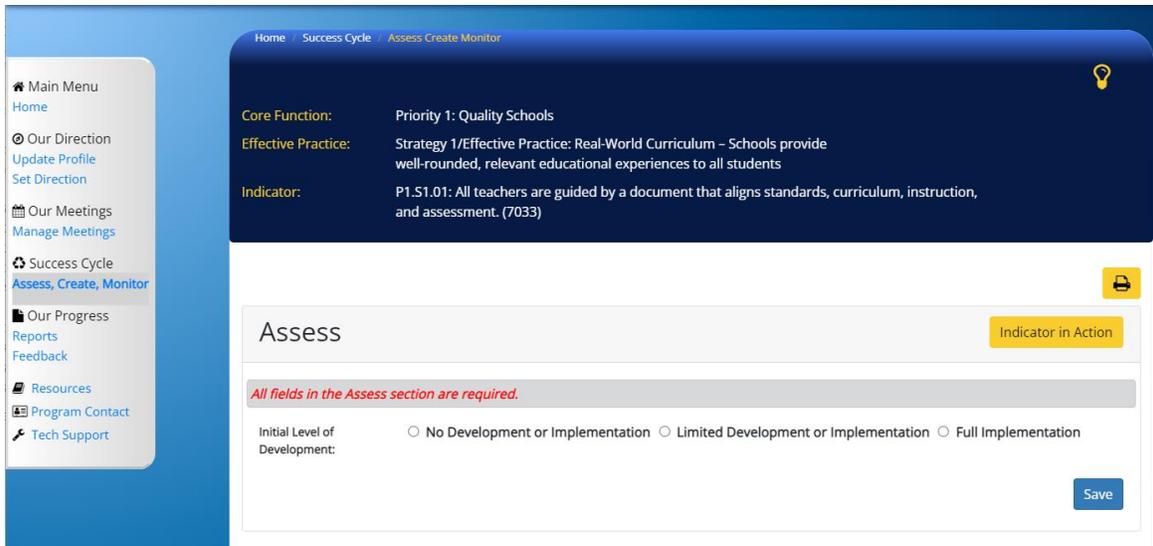
[Add or Edit Selected Indicators](#) [Archive Indicators](#)

Filters Reports

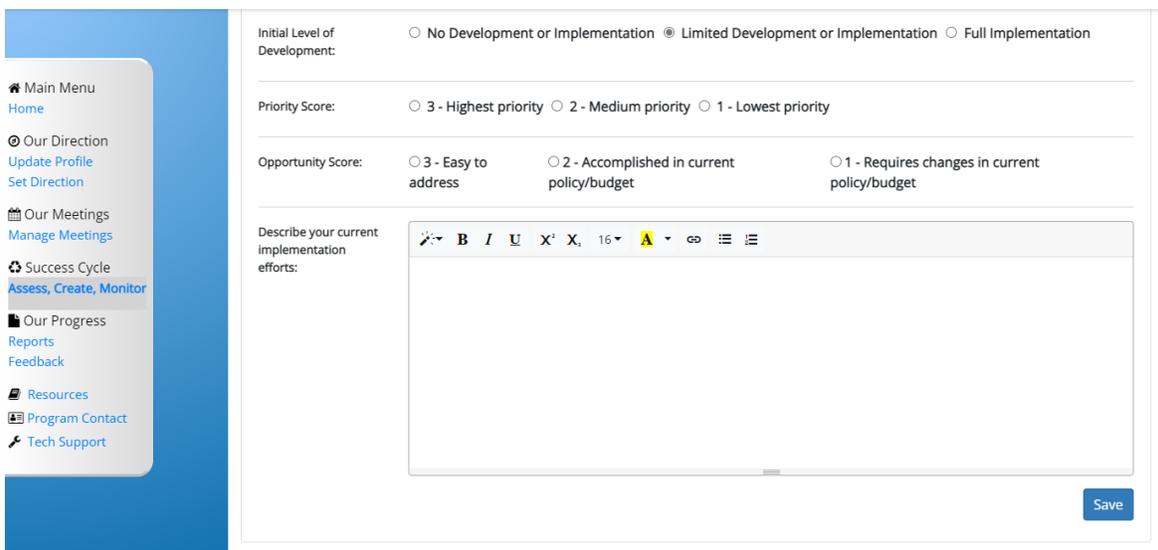
Past Due Objective\* or Action(s)  
 \*An objective must include at least 1 action in order to be marked "past due"  
 \*past due target dates

Key Indicator [Print Page](#)

Indicator/Objective (Count 3)	Assess		Create			Monitor	
	Initial Implementation	Index Score	Assigned to:	Target date:	# of Actions:	Progress Status	Completed Date
Priority 1: Quality Schools - Strategy 1/Effective Practice: Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students							
P1.S1.01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (7033)		0					
P1.S1.02 All teachers develop weekly lesson plans based on aligned units of instruction. (7034)		0					



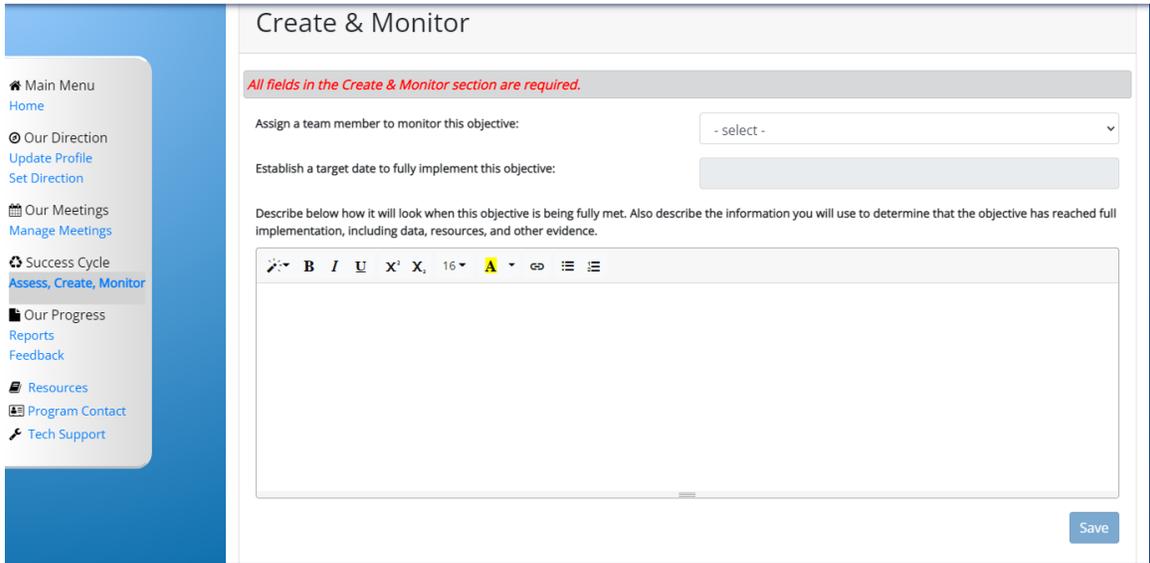
By selecting the indicator you wish to enter, you have opened up the screen where you will input the information from the Practice Review as well as begin to lay out the Implementation Plan for how your school will accomplish this Indicator. Mark your level of development, the priority, how easy it is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



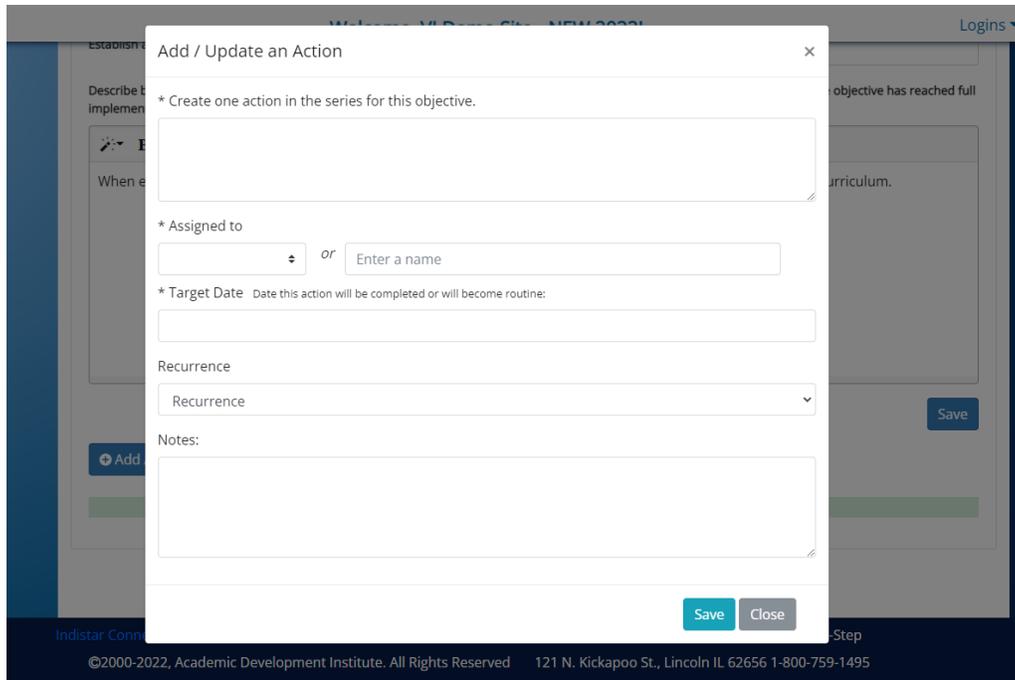
Once you have entered the Practice Review information, you will enter the Create and Monitor information. This screen opens as soon as you hit “**Save**” for the Assess section you just completed.

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

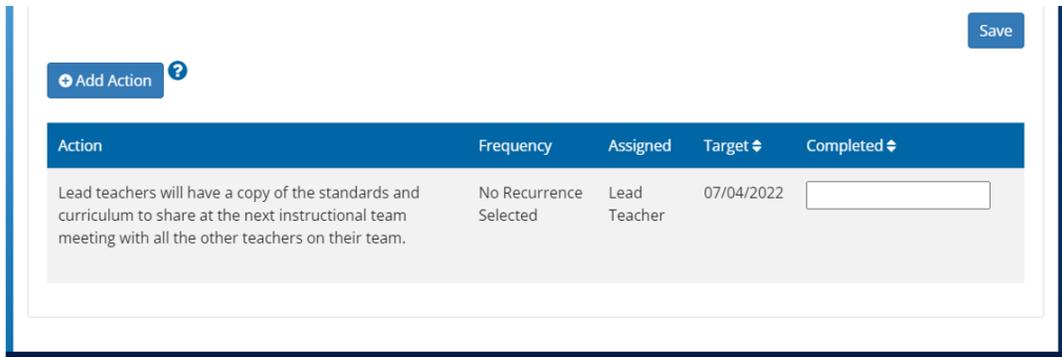
realistic due date and describe what this indicator will look like when it is fully implemented in your school. When you hit “Save,” the Actions section appears.



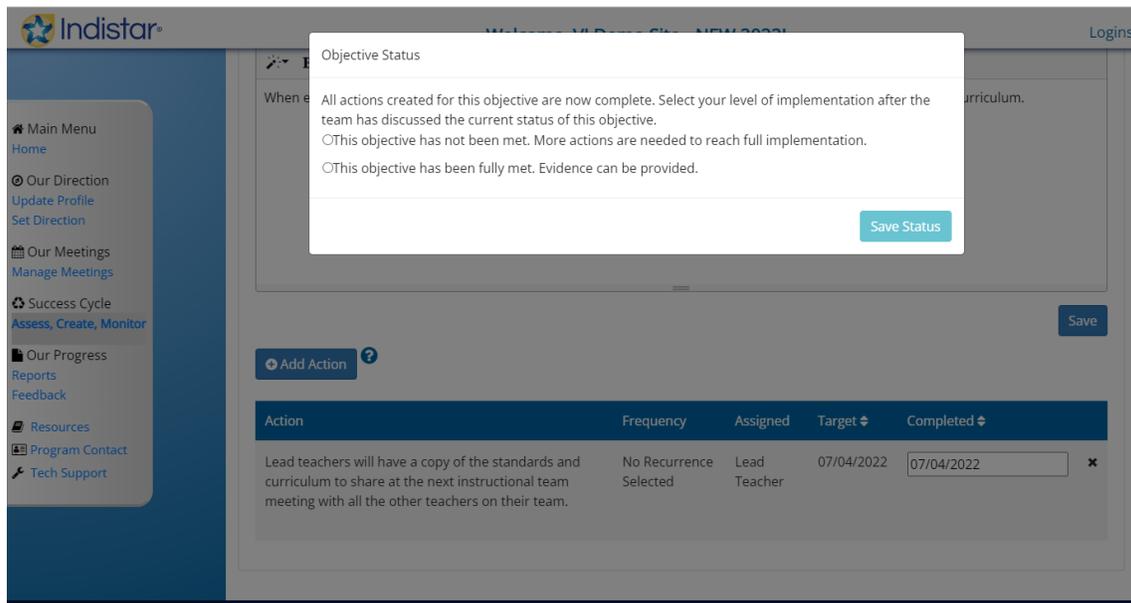
The Actions section is where you will enter the incremental steps that it will take to complete this indicator. You may add Actions at any time. Create realistic due dates and assign people to be responsible for seeing that the action is completed and will report back to the team on the progress.



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

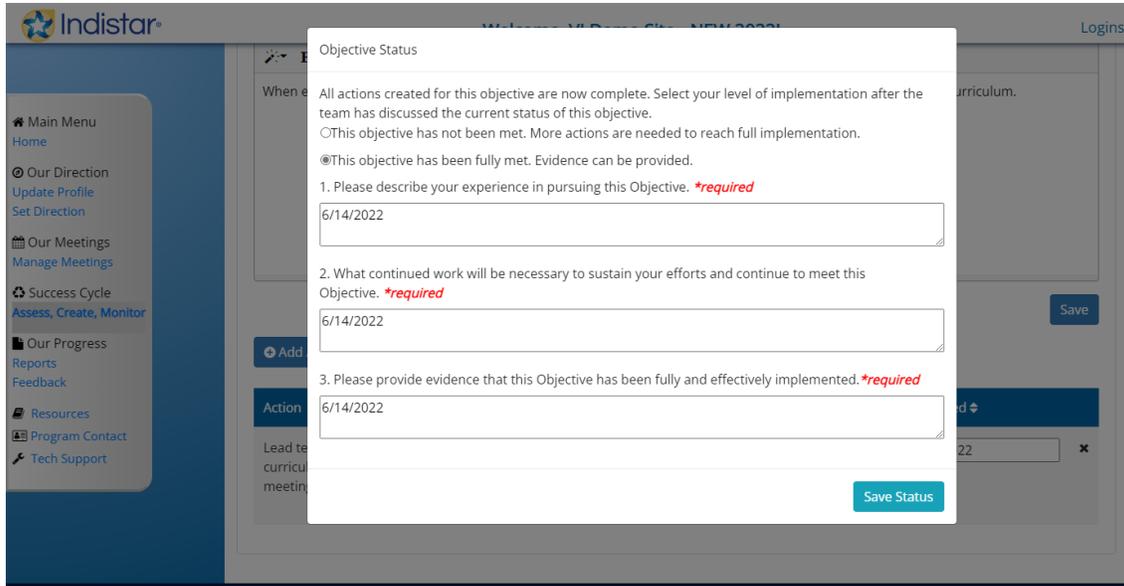


**When each action is completed, put the completed date in the box. When all the actions listed are completed, you will be instructed to determine if the Indicator is fully met.**

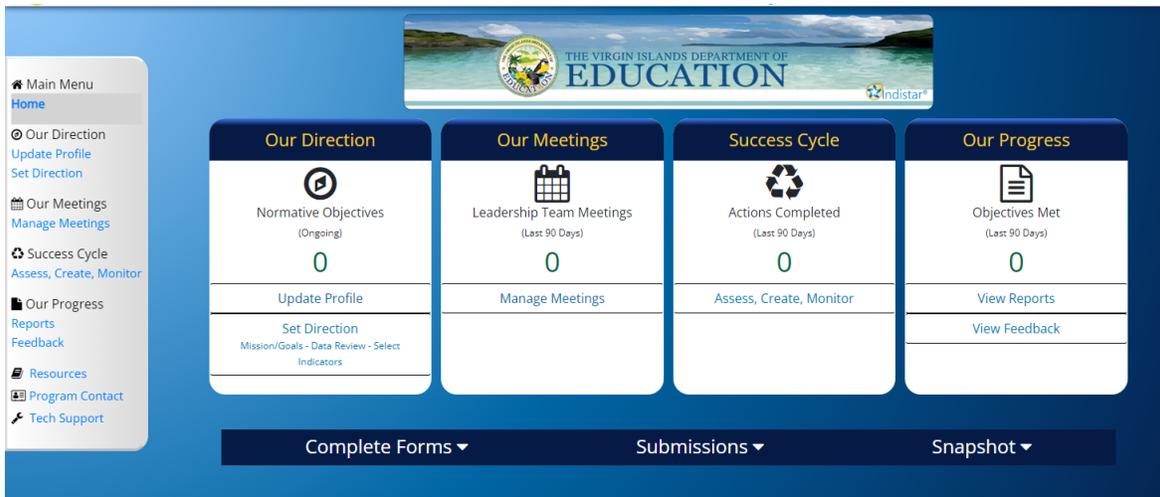


If the Team determines that the Indicator still is not fully implemented, simply go back, and add more actions that you feel will bring the school to full implementation.

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.