

Rtl				
Responsible for Implementation	Indistar Indicators		Related DPI Resources	
	Leadership Team/Building level	IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (101)	
		IID04	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. (102)	
		<b>IID06*</b>	<b>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)</b>	
		IID07	The Leadership Team monitors school-level student learning data. (105)	
		IID13	All teachers are guided by an evidence-based core curriculum. (649)	
		<b>IID14*</b>	<b>The Leadership Team ensures that there is a multi-level system of prevention and support for core content areas. (2614)</b>	
		ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	
		ID13	Instructional Teams meet for blocks of time (four (4) to six (6) hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	
	Instructional Teams/Classroom level	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)	<a href="#">CCSS Professional Learning On Demand</a>  <b>Rtl Center:</b> <a href="#">Balanced assessment online module</a>
	IIA02	Units of instruction include standards-based objectives and criteria for mastery. (89)		
	IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)		
	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)		
	IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)		
	IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (93)		
	IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)		
	IIB05	All teachers re-teach based on post-test results. (95)		
	IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)		
	IID02	The school assesses each student with both formative and summative assessments to determine progress toward standards-based objectives. (100)		

**\*Title I schoolwide plan element**

Rtl (page 2)				
Responsible for Implementation	Indistar Indicators		Related DPI Resources	
	Instructional Teams/Classroom level	IID08*	<b>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</b>	<a href="#">SIR</a>
		IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)	<b>Rtl Center:</b> <a href="#">Balanced assessment online module</a>
		IID09	Instructional Teams use student learning data to plan instruction. (107)	
		IID10*	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</b>	<a href="#">Rtl Center resource sheet/Teachers Involve Parents in Homework(TIPS)</a> <a href="#">"Overview of Involving Families" Presentation</a>
		IID13	All teachers are guided by an evidence-based core curriculum. (649)	
		IG01*	<b>Parent policies, activities, and programs cultivate the "curriculum of the home." (75)</b>	
		IVD02	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (1569)	

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<b>PBIS</b>				
<b>Responsibility for Implementation</b>	<b>Indistar Indicators</b>		<b>Related DPI Resources</b>	
	<b>Leadership Team/Building Level</b>	IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	
		IID12	The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior. (2613)	<a href="#"><u>PBIS data audit tool</u></a>
	<b>Instructional Teams/Classroom level</b>	IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)	<a href="#"><u>WI PBIS Network/Classroom Management for Academic Engagement</u></a>
		IIIC05	All teachers use a variety of instructional modes. (160)	
		IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)	
		IIIC08	All teachers display classroom rules and procedures in the classroom. (163)	
		IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)	
		IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)	
		IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (167)	
IIIA32		All teachers interact managerially with students (reinforcing rules, procedures). (141)		
	IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)		

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School Leadership			
Responsible for Implementation	Leadership Team/ Building level	Indistar Indicators	Related DPI Resources
	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	<a href="#">Rtl Center: Getting Started Implementation Toolkit</a>
	ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)	
	ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)	
	ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	
	<b>IF01*</b>	<b>The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)</b>	
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	
	IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	
	IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	
	IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	
	<b>IF07*</b>	<b>Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)</b>	
	IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)	
	<b>IE14*</b>	<b>The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)</b>	
IVD08	Office and support staff are trained to make the school a "welcoming" place for parents (200)	<a href="#">"Overview of Involving Families" Presentation</a>	

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Early Warning System/Secondary School				
Responsible for Implementation	Indistar Indicators		Related DPI Resources	
	Leadership Team/ Building level	VA01	The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school. (2354)	
		VA02	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. (2355)	
		VA03	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. (2356)	
		VA04	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. (2357)	
		VA05	The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses. (2358)	
		VA06	All students demonstrating prerequisite content mastery are given access to higher-level courses. (2359)	
		VA08	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (2361)	
		VA09	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. (2362)	
		VA10	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. (2363)	
		VA11	Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals. (2364)	
		<b>VA12*</b>	<b>The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. (2365)</b>	
		VA13	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. (2366)	

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## Early Warning System/Secondary School (page 2)

Responsible for Implementation	Indistar Indicators		Related DPI Resources	
	Leadership Team/ Building level	VA14	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). (2367)	
		VA17	The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals. (2370)	
		VA19	The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). (2372)	
		VA20	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (2373)	
		VA21	The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions. (2374)	
		VA22	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)	
		VA23	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). (2376)	
		VA24	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. (2377)	