Alaska STEPP User's Manual

School Year 2014-2015

Alaska STEPP

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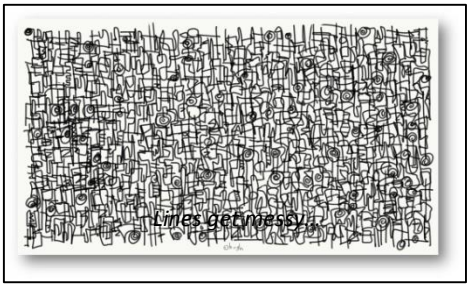
The Purpose of Alaska STEPP

"The ultimate goal of school improvement is for the people attached to the school to drive continuous improvement for the sake of their own children and students." Dr. Sam Redding, Center on Innovation and Improvement



Improving schools is a complicated pursuit. Few systems are more complex than the public education system. There are at least four levels to its structure: state, district, school, and classroom. There are also dozens of layers in and around and connected to each level, such as federal government, state government, local governments, tribal councils, boards of education, advocacy groups and consultants. Efforts to work hard and do the right thing at every level and within layers sometimes compete. Lines get messy, which may mean that little gets accomplished.

Alaska STEPP is a school improvement navigational tool that guides everybody in the same direction.

Alaska STEPP shows schools and districts where they are relative to their destination.

Alaska STEPP provides detailed routes for reaching objectives.

Alaska STEPP makes various accommodations for different types of schools. *Yet the destination remains constant.*

This means roles are clear, purpose is shared, effort is aligned, partnerships prevail, and improvements are sustained.

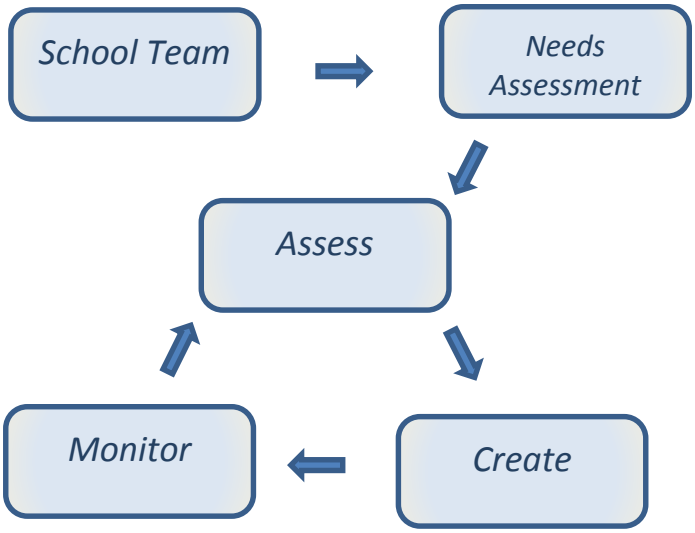
Alaska STEPP is a tool for improvement teams to provide the focus, sequence, and shared accountability necessary for improvement.

Alaska STEPP provides focus. It is based on the Continuous Improvement model, assess-plan-implement-monitor-adjust (See *Alaska's School Improvement Handbook*, Appendix B). Teams begin by assessing the present level of performance. This brings to light the specific challenges facing a school or district. Alaska STEPP is accessible by all stakeholders, keeping everyone focused on one plan. There is a built-in self-monitoring system, or checklist, to help the team keep track of what needs to get done.

Alaska STEPP provides sequence. Rubrics show levels of implementation and help define the next steps for teams. *WiseWays* research provides ideas and strategies to include in the plans. Teams select where to focus their efforts based on their assessments. Plans are not confined to one year allowing for phases of implementation that match the complexity of the goal.

Alaska STEPP provides shared accountability. It relies on team effort to assess indicators and create plans. The plans are accessible by all staff, parents, and community members increasing transparency and inviting others to pitch in and help. Alaska STEPP is not the responsibility of, or the product of, one person ensuring that the information collected, and plans created, become the shared institutional knowledge of the entire school community.

The assess-plan-implement-monitor model is what educators do every day in the classroom. Teachers begin by assessing where their students are performing, proceed by creating a plan to achieve a known target, and then implement the instructional plan. Teachers monitor students' learning to ascertain if the instruction is effective and then adjust the plan as needed. This model of assess, plan, implement, monitor, and adjust is effective for individual students as well as entire schools or districts. When applied to school and district improvement, it is called the **Continuous Improvement Model**. This model creates dynamic, responsive schools that meet the needs of all students.



District/School Team Function

What you will find in this section:

- An overview of the Team function
- The recommended/required members of a team
- The similarities and differences between school and district teams

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Alaska STEPP is a tool for both school improvement teams and district improvement teams. The overall process is primarily the same, but the indicators, rubrics, and resources are tailored to the lens of either the district or the school.

The Team icon on the Navigation Toolbar links to a listing of the team members. *Completing this step is necessary so that the tool can create drop-down menus* throughout the assessing and planning pages that will enable the team to choose members to assign tasks and objectives.

Teams should include the instructional leader, teachers, paraprofessionals, parents, students, and other community members who are invested in the success of the school and district.

Teams may want to consider listing consultants, coaches, and trainers on this page. They may not attend every meeting, but having them listed as part of the team allows the team to choose a consultant to oversee or complete tasks in the plan that are related to their work with the site.

The Meeting Agenda Setup feature found on the Navigation Toolbar provides school teams a place to document meetings. Meeting agendas, meeting minutes, and meeting attendance can all be kept in one place making engagement with the school improvement plan simple and efficient. Using the Meeting Agenda Setup feature is highly recommended so school teams can record successes, identify needs, and keep accurate records of their comprehensive and continuous school improvement planning.

District Teams

District Teams have additional responsibilities in the implementation of Alaska STEPP. The district team determines a pacing guide (See “Additional Resources” page 79), for both the district and site levels that will be used by all teams. Adhering to a pacing guide is important so that work is completed continuously and predictably throughout the year. It is also essential for ensuring that the district’s assessing and planning is one step ahead of the schools, which allows for alignment of plans.

The district team is also responsible for monitoring and guiding the site plans as the year progresses. The district login allows districts the unique viewing option of selecting any of the sites’ plans to determine if they are in need of assistance or coaching. The coaching comments function gives the district administration the option to make and store messages within the tool.

Needs Assessment

What you will find in this section:

- Purpose and process of the School Needs Assessment Supplemental Form

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The school needs assessment supplemental form (See Appendix F of *Alaska's School Improvement Handbook),* is a document that provides a place for collection of information about school goals/objectives, student performance, sub-group performance, school demographics, and possibly school programs and perception data. It is essential to have an accompanying collection of clear charts and graphs with succinct interpretations of data results to aid in filling out the school needs assessment. On page 2 of the School Needs Assessment, number 3 contains five pre-written goals/objectives (A-E) for schools to plan for, and on page 3 of the form there is a table for writing any *additional* goals/objectives the school might have. Also on page 3 of the form is an area to write a narrative summary of the data analysis results. After the team has worked through the Needs Assessment form, it should be submitted on the dashboard of Alaska STEPP using the upload folder.

Objectives created for school improvement are based upon the needs emerging from the data analysis and the needs assessment; therefore, it is important that schools, with the support of districts, are able to collect appropriate data efficiently and find ways to manage and display the data so that all staff members are able to analyze, communicate, and act upon it. *This analysis, communication, and subsequent actions are the heart of the continuous improvement process.*

The Needs Assessment is to be completed in conjunction with a data analysis by all districts and schools for each school year and can be found on the Dashboard of Alaska STEPP under the Complete Forms tab.

Example Data Analysis

Schedule a staff gathering to review the data. This session(s) should allow ample time for the data to be presented, discussed, and preliminary analysis established. (This is a hands-on process for staff to get into the data, to discuss it in small groups, and to offer narrative statements of strengths and weaknesses of the school).

Write narrative statements. Craft non-evaluative, yet rather specific, narrative statements reflecting the strengths and/or needs noted within each data source. Graphic representation of the data is ideal for both the review and explanation of the data. During this time the team can fill out the school needs assessment.

Prioritize the needs. Once all of the needs have been established and discussed, prioritize which needs have the greatest potential for improving student performance. These needs will be addressed by assessing the related indicators and planning objectives.

Assessing Indicators

What you'll find in this section:

- The definition of **Key Indicators**
- The definition of **Comprehensive Indicators**
- The Purpose & Process of Assessing

Alaska STEPP's foundation is a set of research-based indicators of effective practice. The indicators provide a benchmark for teams to use to assess their systems and procedures. The indicators are categorized into six domains of effective practice: curriculum, instruction, assessment, supportive learning environment, professional development, and leadership.

Indicators of effective practice are grouped into two categories: Key and Comprehensive.

- **Key Indicators** are the "Phase 1" practices to implement**.** These indicators build the foundation of an effective system and may provide momentum. The Key Indicators are closely linked to all other indicators, which enables a school or district to address multiple indicators while only assessing and planning for one. The Key Indicators have also been cross-walked with the 7 Turnaround Principles required for Priority and Focus schools through Alaska's approved ESEA Flexibility Waiver and state regulations.

- The other school improvement indicators, the **Comprehensive Indicators**, provide schools and districts with an opportunity to dig deeper into improvement. A school or district may choose to include a cluster of comprehensive indicators to focus their efforts on a particular domain or add a specific comprehensive indicator that the staff has selected as an area of extreme need.

- Title I Schoolwide Indicators in domain 8 will be assessed by Title I Schoolwide schools using Alaska STEPP for their Schoolwide plan. For more information, access the following link: http://education.alaska.gov/tls/TitleIA/pdf/Using_AK_STEPP_TitleI_Plan.pdf

The Filter Dropdown Menu on the Main Menu page of Alaska STEPP will allow users to access specific groups of indicators to assist teams in completing those indicators. The filter drop-down menu lists several options: Key Indicators, Comprehensive, (Title I) Schoolwide Plan, and Parent Involvement Policies. When one of these filters is selected, only the indicators related to that specific plan are listed.

Priority Schools need to assess and plan for all Key Indicators. Focus schools begin their work by considering and assessing the Key indicators and creating tasks for the most applicable indicators. All other users (including one-, two-, and three-star schools) should first determine their greatest areas of need and work with indicators that will help them build systems to provide the necessary support and structure. All indicators have rubrics describing stages of development from limited to exemplary.

Teams score their school or district by examining evidence that supports the rating. It is strongly recommended that teams set a time limit for the discussion; most teams find that 15-20 minutes per indicator is adequate.

Alaska STEPP provides teams with the flexibility to work through the process in a way that best fits their style. Although an improvement plan cannot be created before assessing an indicator, teams can choose the way to assess indicators before beginning: assess all indicators before planning, assess and then plan for each indicator, or assess a group of indicators and then plan for those indicators. The choice of how to approach the work should be made at the beginning of the year during the first meeting. Some questions that may guide a team's decision include, "Do we agree on where our areas of most need are? Is that supported by data? Do we want to complete all of the work together or break into smaller teams and present our ideas to each other?"

It is important to realize that the purpose of assessing indicators is to give an accurate representation of what is currently happening at the site. Providing accurate descriptions is essential for two reasons. First, it provides teams a clear starting point, thus opening the possibility of making a meaningful decision about what plan to make. Second, it provides the district the opportunity to support efforts at the site in an efficient and effective manner. District teams set the tone for this honest reflection by stating the intention of assessing. Teams follow this general pattern when assessing an indicator:

1. The school team chooses which indicators will be assessed based on the school's designation (Appendix B, *Alaska's School Improvement Handbook*), and area of need.
2. The team decides whether to put the information in the online tool, or whether to use paper worksheets (Appendix H, *Alaska's School Improvement Handbook),* and later have the information transferred to the online tool.
3. Team members read the Wise Ways® research that describes research based practices.
4. The team reaches an agreement on the meaning of the indicator and the terms used within the rubric. Then the team discusses specific examples from their school/district that support a rating of a 1, 2, 3 or 3+, reaching consensus.
5. The team describes the current level of development about what is currently happening at the site giving very specific and detailed information.
6. If a score of 1 or 2 (limited implementation) is given, teams assign an opportunity and priority score to assist them in prioritizing during the planning phase.
7. If a score of 3 or 3+ is given, teams are prompted to describe what plans and structures are in place to sustain their efforts.
8. The school team *begins each description entry with the current date* and is very *specific* about the information that will be needed to provide evidence for a fully met objective.

Some questions to guide your discussion might include:

- What rubric score matches our site?
- What are we doing that matches the description in the rubric?
- What are we missing?
- What practices can we describe in the text box to explain why we have this score?

Writing Objectives & Creating Tasks

What you'll find in this section:

- An overview of the steps in the planning process
- How to enter objectives and tasks into Alaska STEPP
- A description of the "Notes from Your Discussion" text box
- How Alaska STEPP creates a historical record for reference

Schools and districts create goal-oriented plans i.e., Objectives, with discrete tasks in Alaska STEPP in Create School/District Plan. After analyzing data and determining focus areas, teams are guided through a planning process that uses this information to create plans with high potential for improving student achievement. Alaska STEPP saves users' work and does not allow users to move forward unless all required information has been completed. This prevents lost time and errors in planning.

A team can assess and plan during the same meeting, or choose to plan in a separate meeting. Best practice recommends that the district's pacing guide is slightly ahead of the schools' pacing guide so that schools can align their plans with the larger district goals.

Note: "indicators" become "objectives" during the planning phase.
Teams follow this general pattern when writing an objective:

1. The team selects an assessed indicator with a score of 1 or 2 from which to plan.
2. A team member is selected to oversee the progress of the plan.
3. The team describes how it will look when fully implemented (*beginning each description entry with the current date)*; this description is the precursor to writing an objective. Though it's not highly recommended, a site can use the language in an indicator to help write an objective. Many teams find it helpful to get ideas from the 3 or 3+ rubric descriptions and then personalize them to their sites.
4. Objectives should not include information that describes how to achieve the goal, but only what the targeted accomplishment will be; they are written in an active voice and are written to directly or indirectly have a positive impact on student academic achievement.
5. Objectives reflect the highest priority needs of the school. Measurable objectives can be proven with evidence.
6. Teams enter a realistic date of attainment by which they will reach full implementation. This date is not limited to the current school year.
7. Teams add practical tasks that lead to the full implementation of the objective. Teams can add as many tasks as are needed.
    a. Each task is given a due date and is assigned to a member of the team or the school community.
    b. Added tasks indicate or imply that specific action will be taken. Tasks should be clearly linked to the identified needs and objectives. Each task helps objectives be reached. Tasks are assigned to appropriate and multiple staff members, and tasks are acceptable and understood by all stakeholders.

Implementing and Monitoring the Plan

What you'll find in this Section:

- Resources for guiding your implementation
- Resources for leading change initiatives

Alaska STEPP is a tool that provides a framework for schools and districts to plan in a continuous improvement format. This allows for realistic timelines when planning immediate objectives or when planning objectives that will take several years to accomplish. Built-in supports such as the **Rubric, *WiseWays®***, and **Meeting Agenda Setup** assist teams to work efficiently and to use best practices. The software is user-friendly and stores information for easy reference. Instructions for how to use these tools are found within this User Manual.

However, the software cannot implement the plan; that is the work of professional educators on site and at the district level. The improvement team leads this process but should not be solely responsible for every task. Not only will this over burden individuals, but research in school and district improvement shows that it is essential to include a wide variety of school and community stakeholders. This creates shared vision, shared ownership, and shared responsibility that leads to higher-order change that is sustainable. Decades of research shows that regular feedback improves goal setting effectiveness, and some researchers have argued that feedback is a necessary condition for goal-setting to enhance performance.

Monitoring and implementing a school improvement plan are fixed processes of continuous school improvement planning. If the school improvement plan is not systematically monitored and implemented with diligence, essentially continuous planning is not occurring. Providing consistent information and feedback to school community stakeholders is an important part of the school improvement plan design.

Annually updating objectives can easily be done *by entering the current date and writing a short narrative of current practices being implemented.*

If a school or district writes a plan with objectives that require a change in practices or philosophy, it is essential to strategize a way to lead people through that adjustment period for increasing student achievement. On the Alaska STEPP dashboard, there are links to information about the turnaround process and guiding these initiatives. These links are located in the middle of the dashboard under Docs & Links. In addition, Alaska Department of Education & Early Development staff is available to assist schools and districts in accessing resources.

Updating/Monitoring the Plan Annually

What you'll find in this Section:

- Annually updating information
- Updating Assessed Indicators/Evidence, Updating Objectives, Updating Tasks
- Archiving Indicators

Schools often times are required to update information in their Alaska STEPP plan on an annual basis, particularly Priority & Focus schools. Therefore, several different ways have been discovered to update an Alaska STEPP plan: updating assessment/evidence, updating objectives, updating tasks, and/or archiving indicators.

Updating Assessed Indicators/Evidence. 1.) Go to the Assess feature (either through the Main Menu Page, or through the Assess icon on the Navigation Toolbar), 2.) Click on Display all Indicators: Display all Indicators, 3.) Click on Tab 3. Indicators Assessed, 4.) Choose the desired indicator, and 5.) Update information In Box 4. It is highly recommended NOT to erase information, only write updated narrative *beginning each description entry with the current date*.

Updating an Objective. 1.) Go to the Create feature (either through the Main Menu Page, or through the Create icon on the Navigation Toolbar), 2.) Choose the desired indicator, 3.) Click the Edit button, and 4.) Enter new information in Box 2. It is highly recommended NOT to erase information, only write updated narrative *beginning each description entry with the current date*. Use this space to describe what has changed, what is current

Updating a Task. 1.) Go to the Create feature (either through the Main Menu Page, or through the Create icon on the Navigation Toolbar). 2.) Choose the desired indicator, 3.) Choose the desired task, and 4.) Update information in Box 5a.. It is highly recommended NOT to erase information, only write updated narrative *beginning each description entry with the current date*. Comments can also be written in Box 5e.

Archiving an Indicator. Any indicator can be archived i.e., the information moved and stored. When a site needs to assess and/or plan for an indicator from scratch, they can contact EED and request an indicator be archived. When an indicator is archived, it is essentially being flagged for re-assessment (See pg. 54 of this manual). Thus, a red flag pops up on the Main Menu Page that shows an indicator has been archived and is ready for re-assessment. There is a difference between an indicator being archived and an indicator being systematically flagged. When an indicator is *archived* the process is initiated by the district, school, or by EED, and Indistar manually makes the change. When an indicator is systematically *flagged*, it will come up for re-assessment on a two year cycle. (See pg. 15 of this manual for additional information about Systematic Flagging of Key Indicators.)

Self-Monitoring

What you'll find in this Section:

- How to access the objectives and tasks associated with your School/District Improvement Plan
- How to enter information regarding the completion or work towards completion of a task
- Annually updating information

Plans must be implemented in order to effect change. Alaska STEPP assists teams with keeping their plan dynamic by Monitoring. Teams report on the progress made toward accomplishing the objectives and their related tasks. This helps teams hold themselves accountable for the work they designed and allows them to adjust their plan when necessary. It is recommended that teams begin each meeting with the monitoring step.

The objectives included in the plan are listed with a brief description that includes person responsible, target date, number of tasks, percentage of tasks complete, and when the objective has been met. The objective list can be sorted by any of the fields, allowing a team to focus on specific goals such as upcoming deadlines or tasks that are nearly completed. The tasks are also color-coded for easy reference: complete, not complete, or in need of a task. This color-coding is consistent throughout the tool.

To enter information regarding the completion, or work towards completion of a task, select the objective from the list in the Monitor Box on the Main Menu page. Select the task from the list and then update the task by *beginning each description entry with the current date* and adding notes to the comments section and/or entering a completion date. When a completion date is entered, a text box appears asking users if the objective was fully met, if it is not met, if additional tasks need to be entered, or if the team is not ready to make a decision at this time. The final two options reinforce the continual improvement process and allow teams to adjust plans.

If a team chooses that the objective has been fully met, a text box appears that prompts them to write the status of the objective; don't forget to *begin each description entry with the current date*. Also include reflecting on the experience of pursuing this objective, what continued work will be necessary to sustain efforts and continue to meet the objective, and what evidence shows this objective has been fully and effectively implemented. The tool will not allow users to move forward unless each of these boxes is completed.

Year 1, Year 2 and the Process Manager's Responsibilities

Alaska STEPP is a framework and a tool. The team and the leader are the most valuable assets in the school improvement process. This process relies upon the collective capacity of the group and their shared goals. The goal of Alaska STEPP is to organize and facilitate the team's work in order to create and implement a targeted, effective plan.

Year One in Alaska STEPP

The year begins in the late spring, the late summer, or early fall with training for all site and district process managers. This training will cover the purpose, process and products of Alaska STEPP. It will provide process managers/leadership teams with opportunities for guided practice using the tool and an overview of the resources available.

Each district should establish a pacing guide (See "Additional Resources" page 78) that outlines the indicators to be assessed by each school and the order in which this should be accomplished. Districts also need to ensure that school and district teams have time to meet regularly. Effective teams meet *at least* once per month. Most teams meet for an hour; it may be useful to have several longer meetings in the beginning of the process.

After the training, the team leaders then begin the process of implementing Alaska STEPP at their respective sites. There are several important pieces to put in place so that the process runs smoothly. Site process managers need to recruit and train their team in the process of Alaska STEPP. Team leaders have several tools at their disposal for this training: this manual, webinars, the introductory PowerPoint used in trainings, and assistance from the district team. This sequence has been used successfully at sites:

- Introduce teams to the purpose and process of Alaska STEPP
- Establish a pacing guide
- Develop a calendar with regular meetings and important benchmarks
- Begin working through the process of Continuous School Improvement Planning in Alaska STEPP

As with any initiative, taking time at the beginning of the process to ensure understanding will reap dividends in the long term. It is also recommended that the process manager attend to the adaptive challenges of implementing a new program.

Many sites, especially larger sites, have found it useful to get all of the teachers' input regarding the assessment of each indicator. Collecting this data can easily be accomplished through the use of a survey. EED has created a survey using the Survey Monkey website that can be sent to anyone the team would like feedback from. It lists all of the indicators, and participants mark what they believe to be the current level of implementation; the results from the survey can then be taken into account while the team is determining the assessment score.

Ideally, the first team-meeting is reserved for introducing the purpose and process of Alaska STEPP to the team and for creating a meeting schedule using the Meeting Agenda Setup feature, or using a pacing guide provided by the EED. After introducing the team to the tool and the Continuous Improvement Model, the team determines the schedule that will help them to achieve their goals. This schedule should include dates to share the work with a larger audience such as the rest of the staff, the school board, or the community.

The second team meeting can be focused on the Needs Assessment. This analysis needs to be done prior to looking at the indicators so that the team has a picture of the school's successes and challenges. The team analyzes multiple sources of data. Some possibilities include state testing data, district and school assessments, attendance, graduation rate, behavior referrals, and parent volunteer rates.

The subsequent team meetings will be conducted in this pattern.

The team gathers data to inform assessing and/or planning discussion.

The team determines present level of implementation, coming back to the data (or evidence) to support their rating, and describes in full what is currently happening at the site.

The team determines which indicators, now refered to as objectives, will be the focus of planning. In-depth plans are created for these objectives with practical tasks and deadlines.

note: schools and districts may have required objectives to plan for based on their star designation and/or district requirements. However, not all required objectives will need in-depth plans.

The team monitors the completion of the tasks and the implementation of the plans. Team discussions are focused on the progress toward goals and on determining if the plan is creating the desired change. If necessary, teams can modify their plans at any time.

Note: As teams move through the planning process, they begin each meeting by monitoring their work and entering information regarding completed tasks.

Year 2 and Beyond – Flagging Indicators

The first year of implementing Alaska STEPP is the most intensive year because teams are shifting to a continuous improvement process, learning how to use the software and going through the initial, time-intensive assessing phase. But what happens next?

The process of Alaska STEPP is built on Continuous Improvement. This means that there is not one date when planning is finished, put in a binder, and the work is done. Instead, this process relies on regular team meetings to monitor the plans that are being implemented and to adjust the plans as conditions change.

Although the work is ongoing, the due date for submitting the plan is November 1st of each school year. To submit your Alaska STEPP work, go to the Dashboard to the Submit Forms/Reports tab in the middle of the Dashboard page. Click the Submit button next to Alaska STEPP – Comprehensive Plan Report. When you click the Submit button, a PDF of the Comprehensive Plan Report is generated. The Submit button is grayed out, and the date of submittal appears beside it.

Teams can continue working in the tool after they submit the plan. The plan can be updated.

Each subsequent year that a school or district works in Alaska STEPP, they begin by completing the Needs Assessment. The most likely time for this to happen is after the school receives its most current AMP (Alaska Measures of Progress) information in the late spring, late summer, or early fall.

If the members of the team have changed from the previous year, go to School Team to update the team information.

Teams do not need to reassess every indicator each year. It is essential that the team begins the year by reviewing the comprehensive plan report, noting progress, and updating narratives in the tool by *beginning each update with the current date* and describing any changes that have occurred (See pg. 11 of the manual). Creating a pacing guide (See "Additional Resources" page 78), that includes monitoring of specific goals, as well as which indicators that need reassessment, is also recommended. For example, if staff turnover was high in a given year, the indicators in the professional development or instruction domains may need to be revisited. If a principal is new, the team may want to look again at the leadership domain to determine what areas may need additional support or a change in plans.

Systematic Flagging. Key Indicators will be systematically flagged for re-assessment two years from the time of full implementation or two years from the time an objective was met. Indistar puts this flagging feature in place, so each site that has Fully Implemented or Met Objectives for Key Indicators will re-assess those indicators exactly two years from the date those indicators were initially assessed at Fully Implemented or two years from the date Objectives were Met: the flagging will be staggered depending on the date of objectives being met or indicators being fully implemented. A red flag will appear on the Main Menu Page stating which indicators are flagged for re-assessment (See pg. 54 of this manual).

Facilitating an Alaska STEPP Meeting

The success of Alaska STEPP relies on regular, effective team meetings. Below are suggestions on how to use research-based practices for these meetings and descriptions of the built-in supports that Alaska STEPP provides to save time and assist with organization (*Alaska's School Improvement Handbook)*.

Highly effective teams create norms, or statements of purpose and by-laws, that establish procedures and a common understanding of their group values around important issues such as communication, time, and professionalism. One excellent resource, Indicators in Action, is found on the Indistar website log-in page:
http://www.indistar.org/action/courses.html

One way to guide a team's creation of norms is to have each member answer the question: What do I need in order to do my best work? A list of five to seven items that everyone agrees to becomes a foundational piece for working together. Some common team norms are:

1. Begin and end on time.
2. Pay attention to how much a person talks or shares the air space.
3. Use respectful and professional language.
4. Stay on task; keep the cell phones and email off.
5. Adhere to the agenda and time frame.

Norms should be created at the very first meeting and read or posted at the beginning of each meeting reminding participants of their contract with each other.

It is important for the principal or instructional leader to be willing to begin the difficult conversations that may occur while assessing the school's progress or in discussing reasons for low student achievement. At times, these discussions may feel personal to team members, but it is essential that everyone work against the natural inclination to take these discussions personally. The purpose for honest assessment is that the actions of the team will be directed toward changing practices that are not producing the desired level of student achievement.

Process Manager Helpful Hints

- ✓ Create norms with the team.
- ✓ Establish a positive and collaborative environment for your team.
- ✓ Schedule the year's meetings as early as possible to establish priority.
- ✓ Schedule meetings at least once per month.
- ✓ Determine the requirements of the pacing guide.
- ✓ Choose an indicator to use as a model
- ✓ Choose who will be in charge of the technology.
- ✓ Maintain a file of the agendas, and minutes.
- ✓ Utilize Meeting Agenda Setup feature on STEPP.

Facilitating this conversation requires the leader to encourage everyone to speak, to monitor adherence to the group norms, and to keep an eye on the time and productivity of the conversation. As Process Manager, one idea to consider is to begin the year by modeling honest and open assessment for the team. This might be accomplished by sharing a self-assessment, and accompanying evidence, of a specific indicator within the leadership domain. This serves two purposes. First, it models the process

and the importance of using evidence to support a rubric score. Second, it opens the door to having meaningful discussions about the work of the educators in the school without finding fault.

Year-long Meeting Guide/ Helpful Hints

The team begins by considering the requirements as defined by the district's pacing guide. There is not one right way to complete the work. However, it is important to determine what amount of time the team will need to fulfill the request of the district. Time is a scarce resource in every school, so it is essential that the meetings be scheduled as early in the year as possible and a commitment made by all involved. There may be some meetings where the entire team is not able to be present. Plan on meeting anyway, trusting that the people at the table are those that need to be there.

It is strongly recommended that each team leader schedule an Alaska STEPP meeting at least once per month for the length of the school year. These meetings should be calendared in a predictable pattern, such as "every second Tuesday at 2:30." Some principals have found it helpful to hold two meetings per month in the fall, giving teams the time needed to get accustomed to the process and the tool. Another strategy used by principals is to have one or two longer meetings, up to a half-day, early on in the process to establish momentum and to complete a large amount of the initial groundwork.

Some principals have found it useful to delegate the responsibility of entering information and navigating the technology to another team member who possesses strong computer skills. This strategy frees up the team leader to focus on facilitating discussions and leading the improvement process.

Some teams choose to work from the paper worksheets created in the meeting planner and then enter the information into the online tool after the meeting. Other teams prefer to work directly online and enter the information as they go, in real time. If teams choose to work online, *please remember that the program needs to be active every 30 minutes.* In the event that the program times out due to inactivity, simply log in again. Remember to save whenever possible, as there is no auto-save feature within Alaska STEPP.

It is important for the team leader to take the lead in organization, effective use of time, and follow through. Team leaders may find the *WiseWays* resource helpful to prepare their team for discussions around difficult topics. *WiseWays* are documents that provide an overview of research and best practices linked to each indicator. Distributing this information to all team members prior to the meeting will help everyone have the same level of basic knowledge regarding a specific indicator.

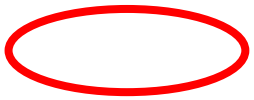
Alaska STEPP also has the Meeting Agenda Setup feature that allows the team leader to select which indicators to discuss at any given meeting and allows them to efficiently print out all related materials. Additionally, within the meeting feature, there is a place to record notes (or minutes) from meetings so *everything regarding the team's school improvement efforts and/or work in Alaska STEPP is saved in one location and is easily accessible.*

Understanding the Alaska STEPP Manual Directions

This manual provides step-by-step visual directions for using the Alaska STEPP Improvement Planning Tool. *Pages 7 - 10 include **narrative** that describes the three processes of continuous school improvement planning: Assessing, Creating, and Monitoring. Pages 45 - 70 include **directions** about using Alaska STEPP to complete the three processes of continuous school improvement planning: Assessing, Creating, and Monitoring. It might helpful to use these two sections of pages side by side when working through the three processes of school improvement planning in Alaska STEPP.*

Each page has a title and text that describes the basic purpose of the process illustrated.

Key to Symbols used



A red circle indicates the location of a button, link, or a significant item on a page

A green arrow indicates links between actions or a relationship between functions

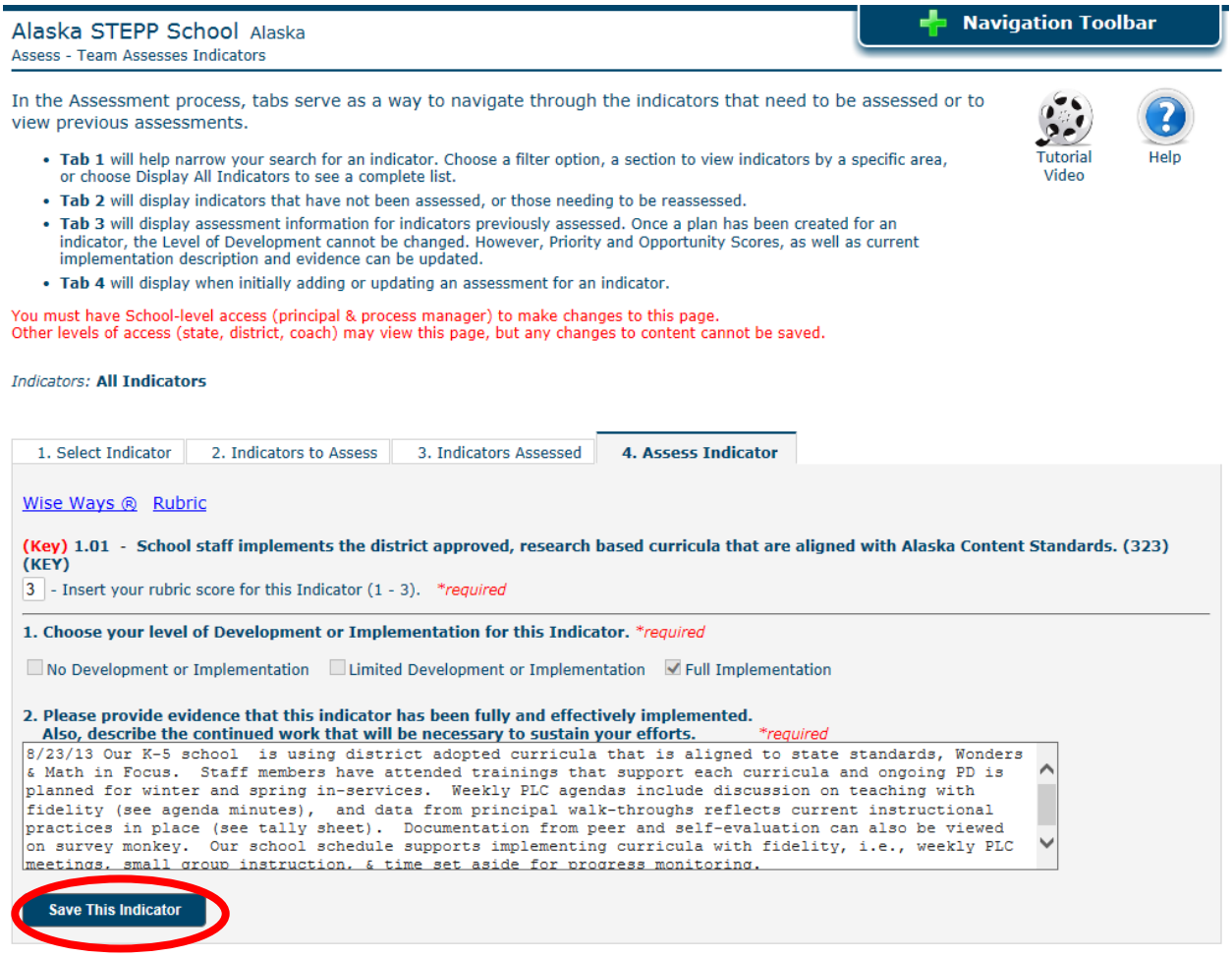
Boxes provide further explanation of text or buttons

Brackets indicate a group of items referred to in the text or directions

Callouts indicate reminder notes

Important Notes about Alaska STEPP

- Users are not able to move on until all sections on a page are completed.
- Always use the navigation buttons within the tool to travel between pages instead of the browser's "back" button or arrow.
- Save buttons are located at the bottom of each page and/or text box. The system times out after 30 minutes. Save work often!



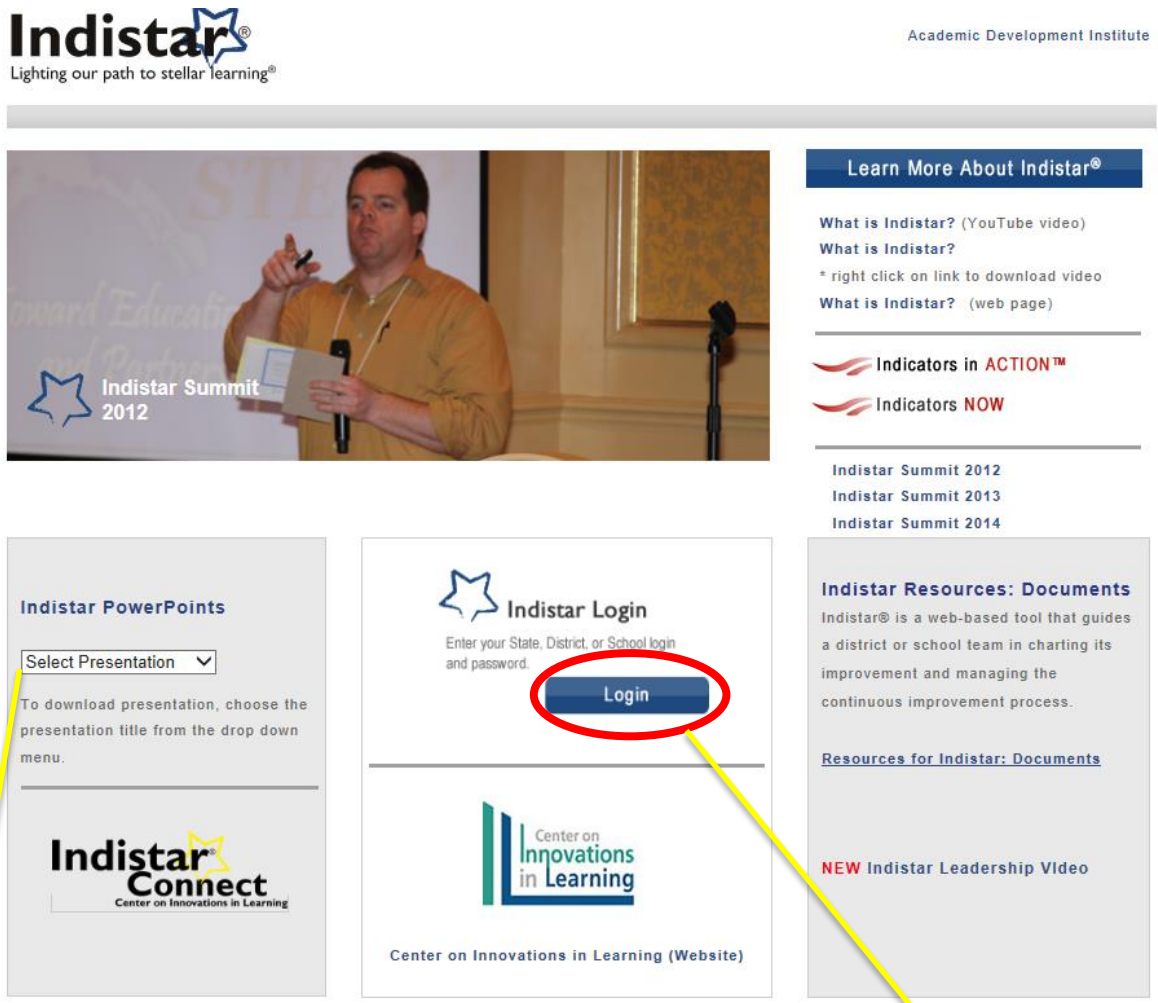
Alaska STEPP Login - From EED Web Site

Located on the Alaska Department of Education & Early Development Website

The Alaska STEPP login is located on the EED website, http://education.alaska.gov, under the orange "Support" star.

Alaska STEPP Login – From Indistar Web Site

Alaska STEPP may also be accessed on the Indistar website: http://www.indistar.org/



Indistar Power Points explaining features of the online program

Indistar is the organization that created the online planning tool, Alaska STEPP

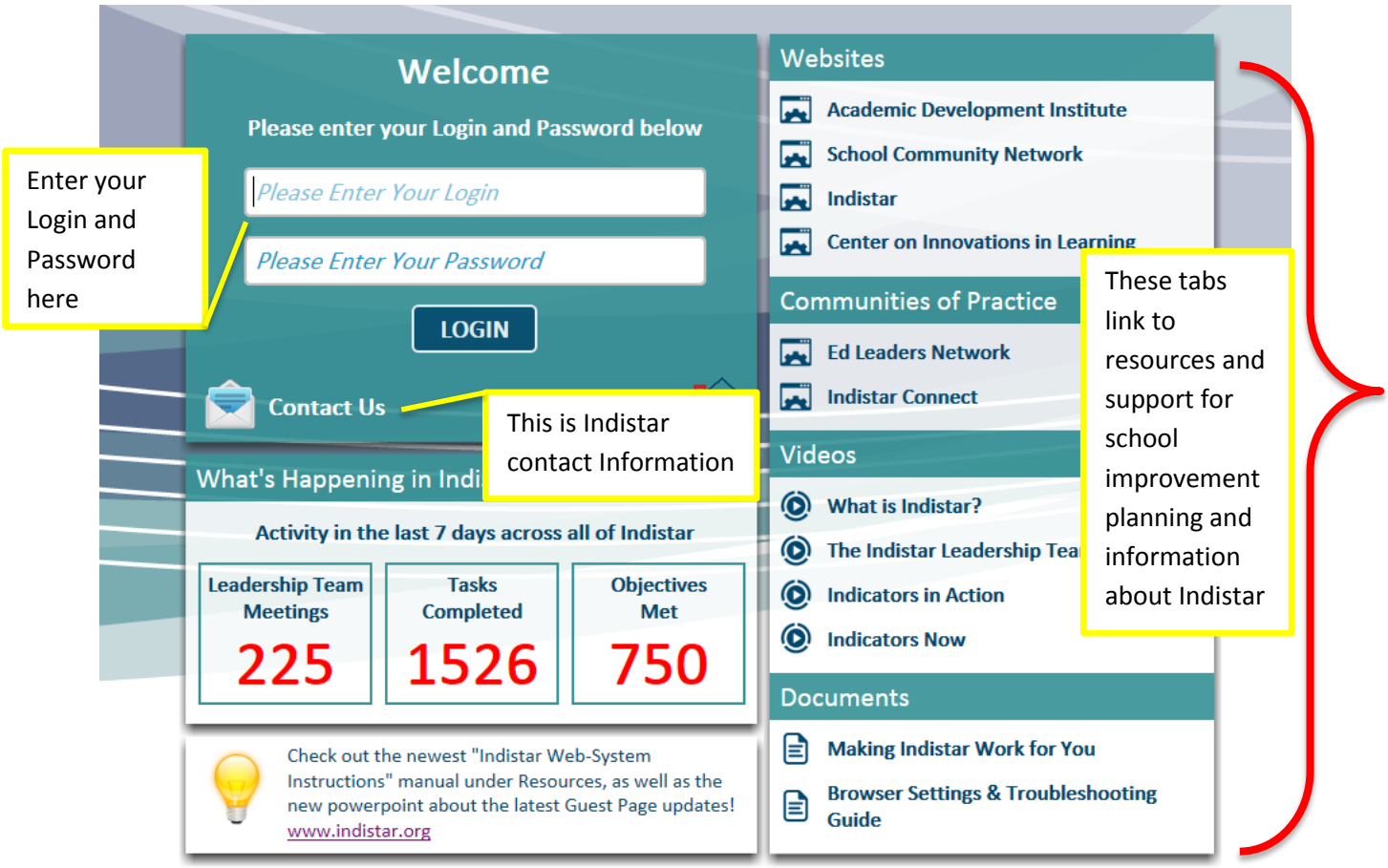
1. Click on the URL *http://www.indistar.org*
2. Click on the **Login** tab

Alaska STEPP Login

Welcome Screen

Each district and each site will be provided with one process manager login name and password. This login is the only one that allows users to write/edit information in Alaska STEPP.

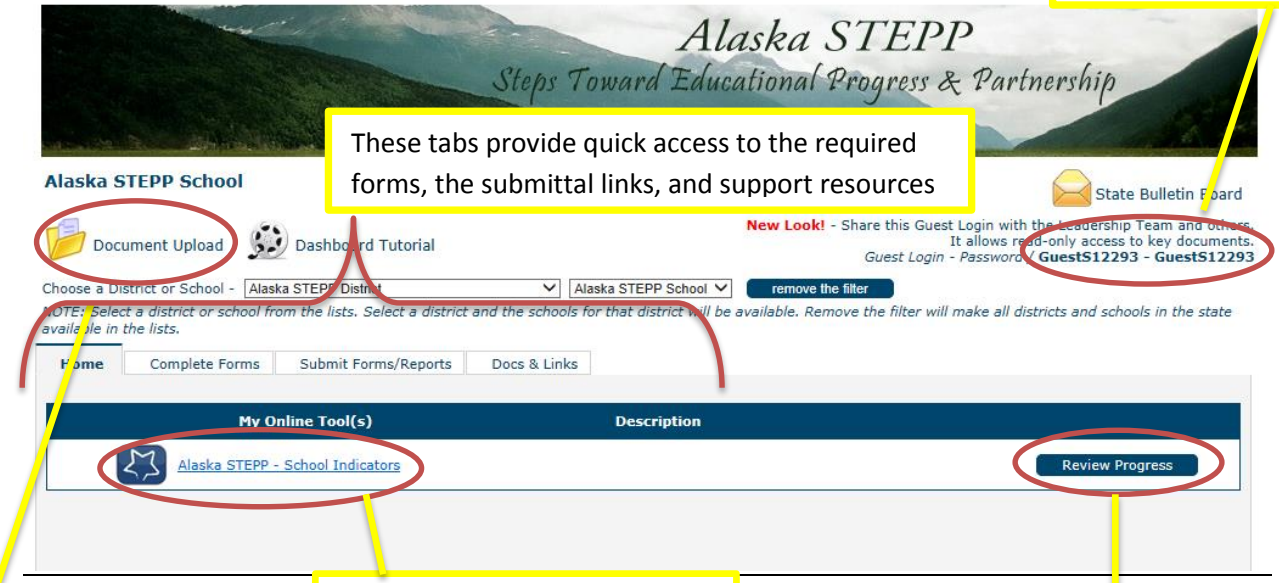
Additional read-only logins for staff, parents, school board members, and other stakeholders are located on the Dashboard. These logins are called "Guest Logins." They allow guests to view the comprehensive plan report, the summary report, and the Where Are We Now report.



School Dashboard - Overview

The Dashboard (the page with the mountains) is the home screen for Alaska STEPP. Once opened, the dashboard will remain as an open window in your computer's browser even when other pages are opened and viewed. You may always return to the Dashboard by returning to the browser window for this page.

Guest Login - Password



These tabs provide quick access to the required forms, the submittal links, and support resources

This is where the School Needs Assessment, Plan Assurances, and Title I Schoolwide Assurances are uploaded and stored. Additional documents can also be uploaded. See page 78 for document Upload Guidance.

This link takes users to the Main Menu page, containing:

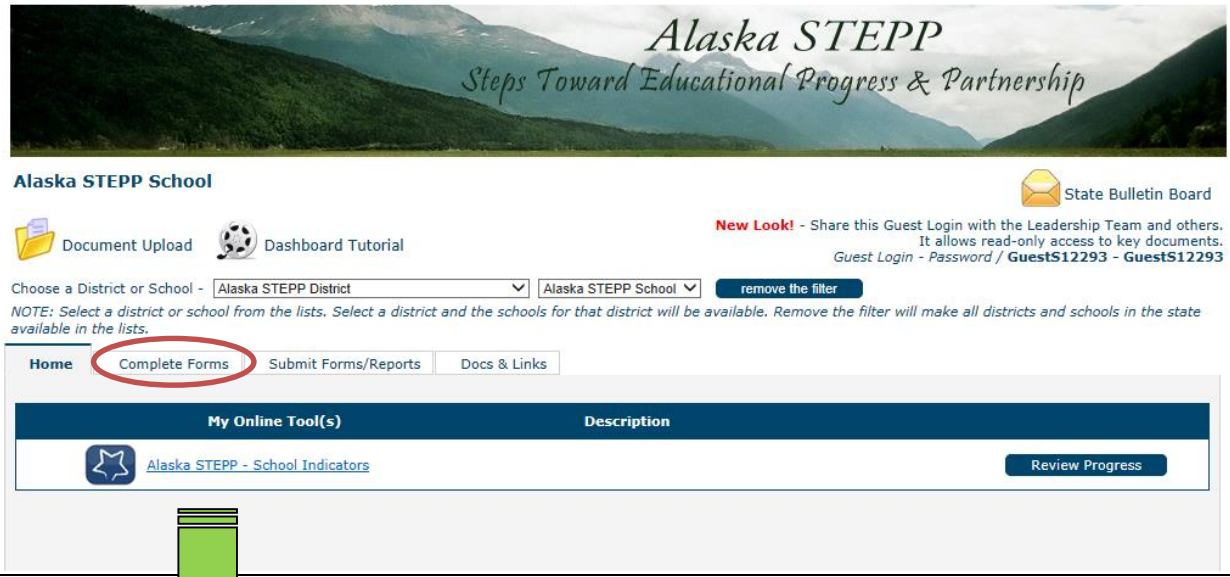
- Alaska indicators of effective practice
- Buttons for the 3 processes of the continuous improvement cycle: Assess, Plan, and Monitor

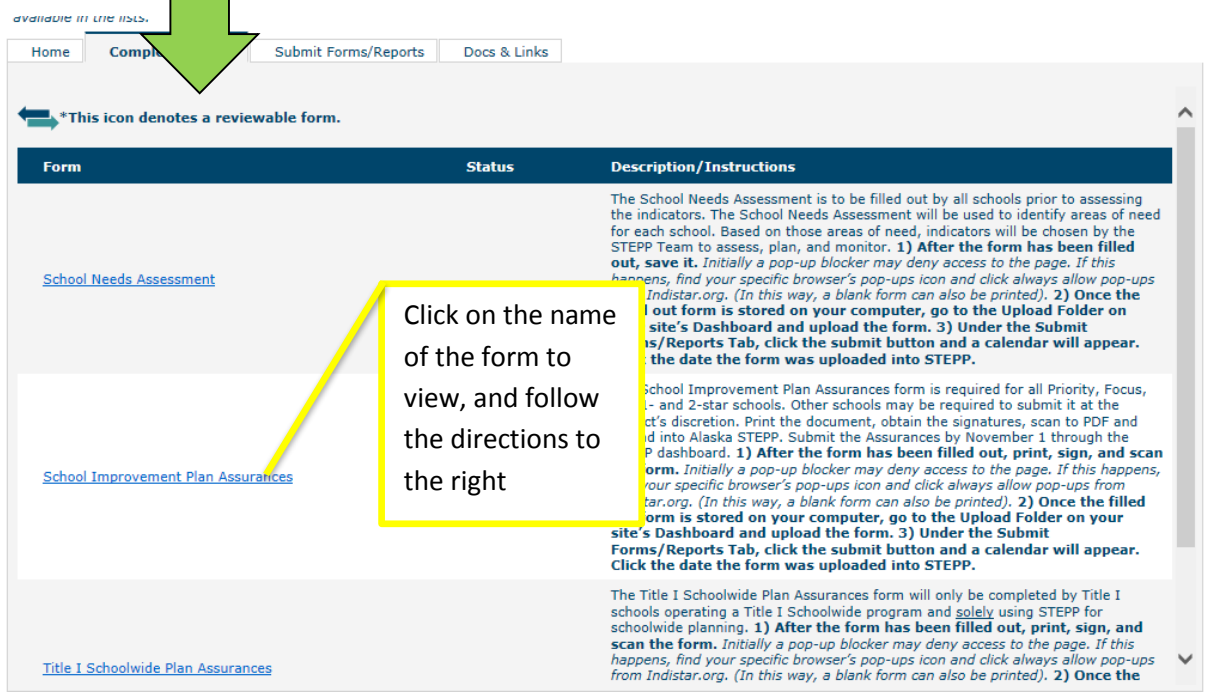
This link is a short cut that allows users to view the following:

- Summary Report
- Comprehensive Report
- Comments & Reviews
- Task Report
- Where Are We Now Report
- Team Meetings History

School Dashboard - Complete Forms Tab

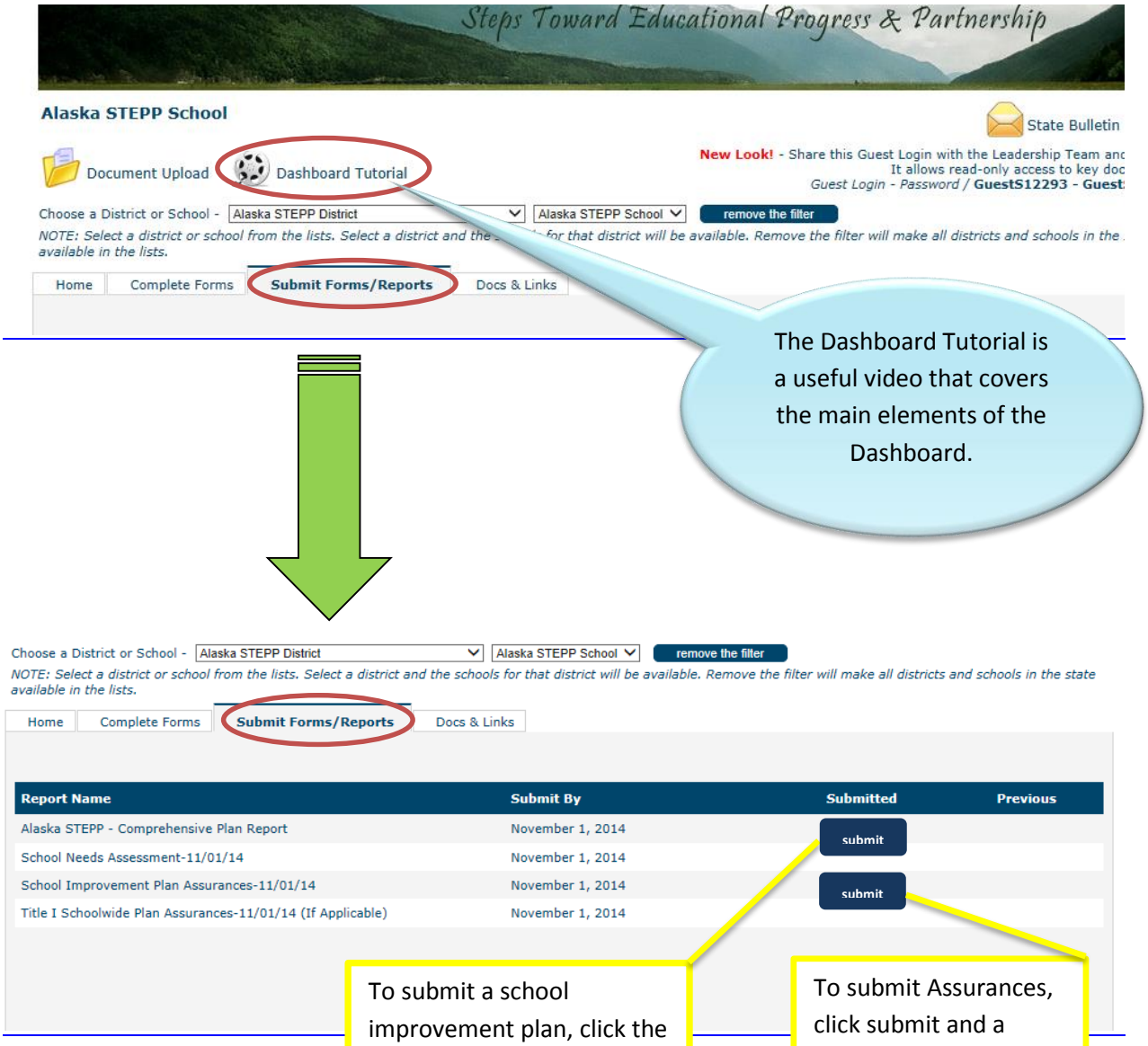
Schools and districts that submit plans to EED can access the School Needs Assessment, Plan Assurances, and Title I Schoolwide Assurances.





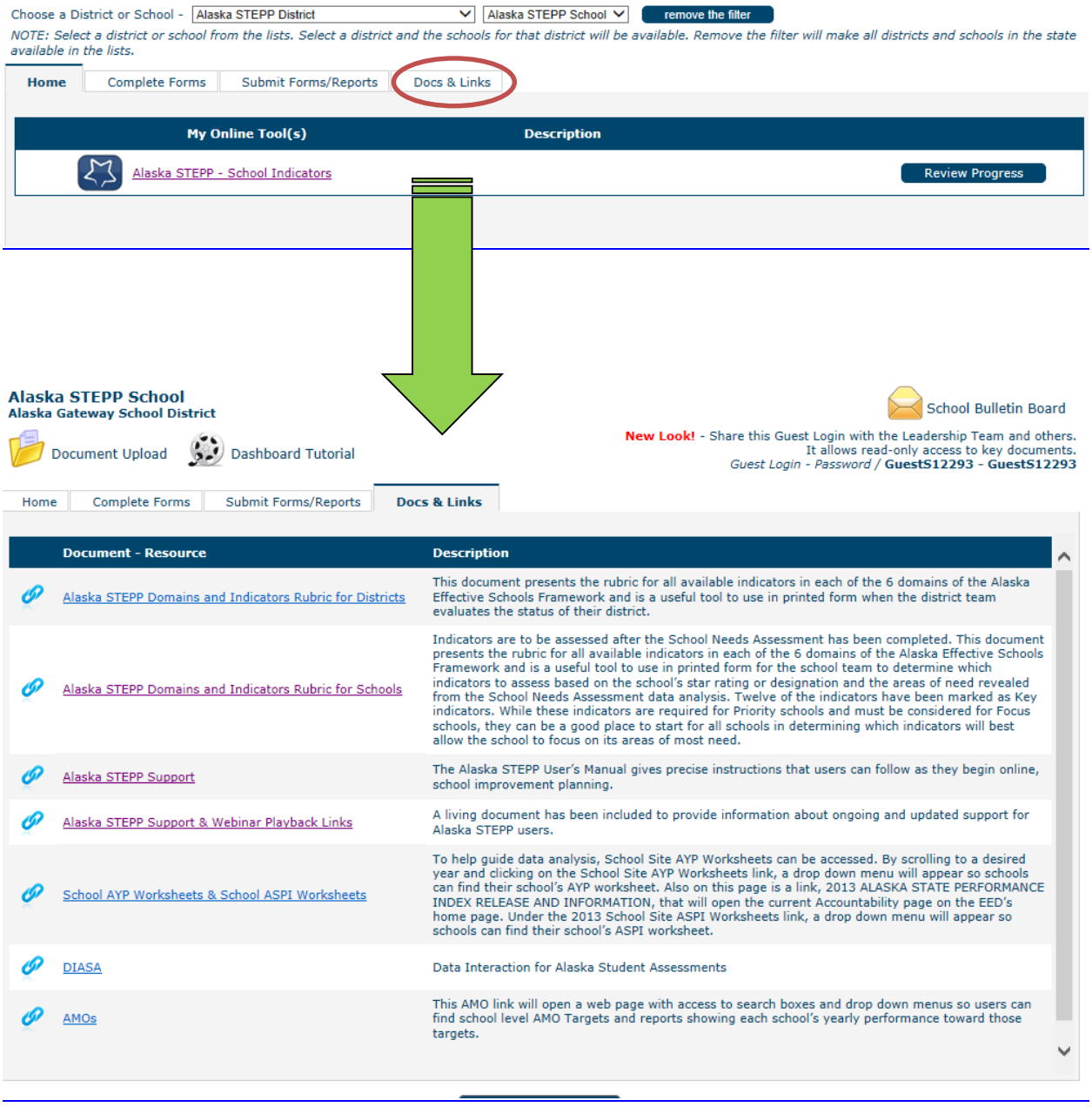
School Dashboard - Submit Forms/Reports Tab

Schools and districts that submit their improvement plans to EED submit the forms no later than November 1st of each year by clicking the submit button under the Submit Forms/Reports tab. This creates a PDF of the Comprehensive Plan Report as it is written on that date. Teams can continue to work on the report after it is submitted, revising as needed.



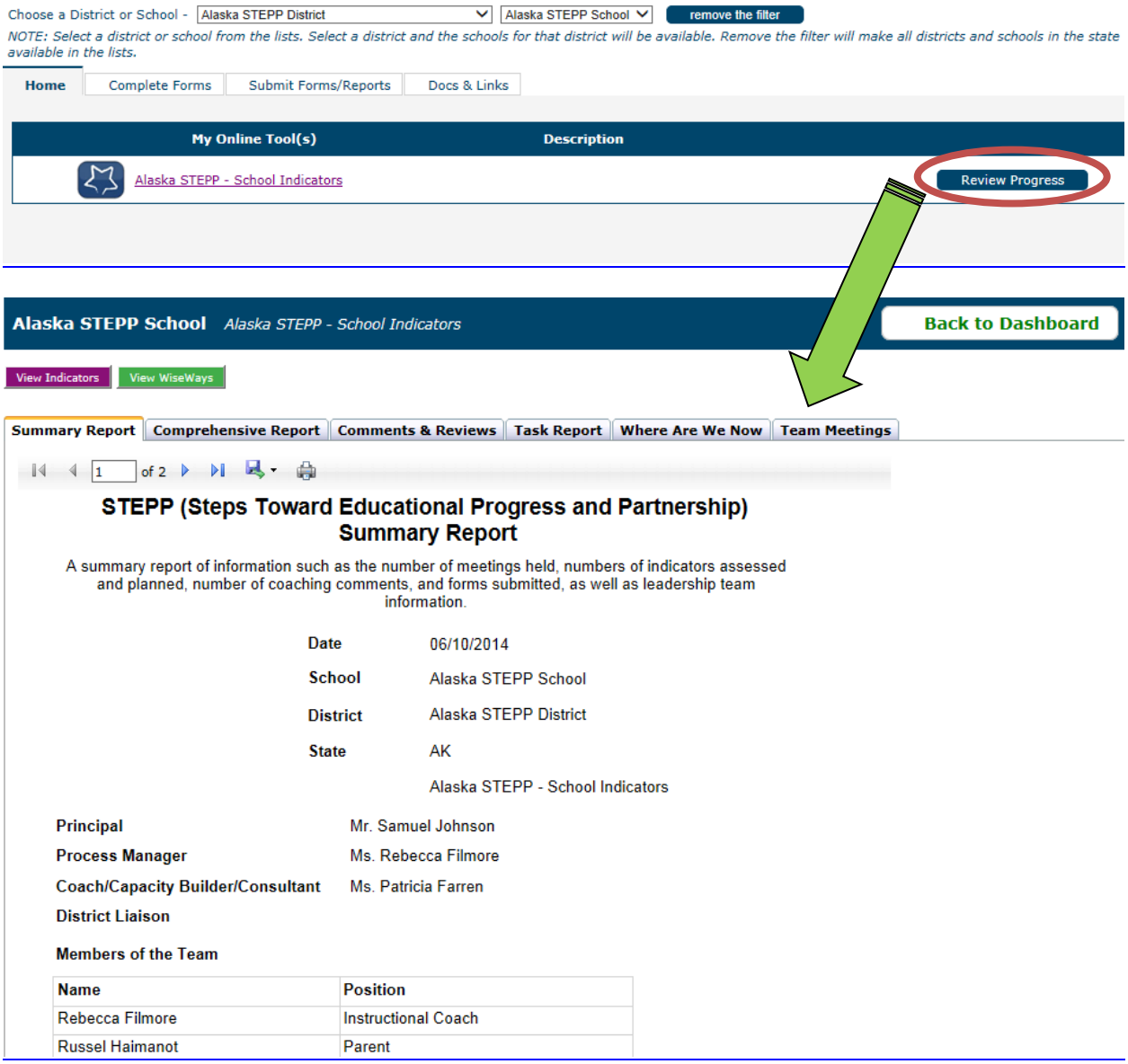
School Dashboard - Docs & Links Tab

The Alaska STEPP Docs & Links tab provides access to supplemental tools that can assist teams with completing their STEPP plan.



School Dashboard - Review Progress

The Review Progress button is a shortcut to five of the most frequently used reports in STEPP and one other function: the Team Meetings that allows users to create agendas and record minutes of STEPP meetings.

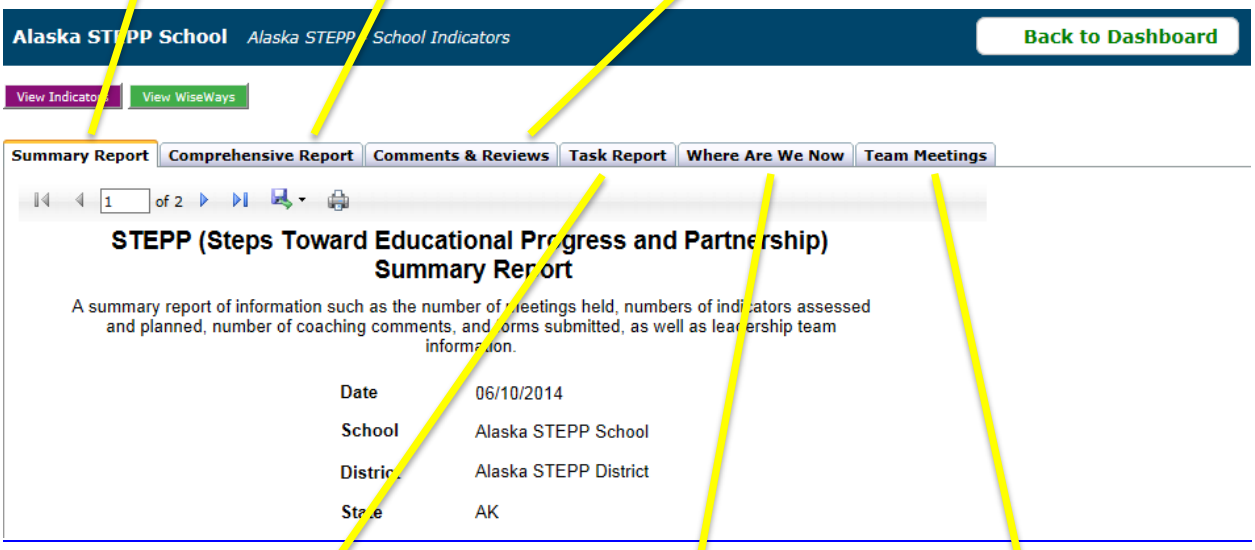


School Dashboard - Review Progress Tabs

Summary Report:
This report shows a broad overview of work to date and team members

Comprehensive Report:
This report shows all data entered to date
See page 85 for further information

Comments & Reviews:
This report shows all coaching comments sorted by indicator
See page 85 for further information



Task Report:
This shows all tasks, the person responsible for the task, and due dates
See page 84 for further information

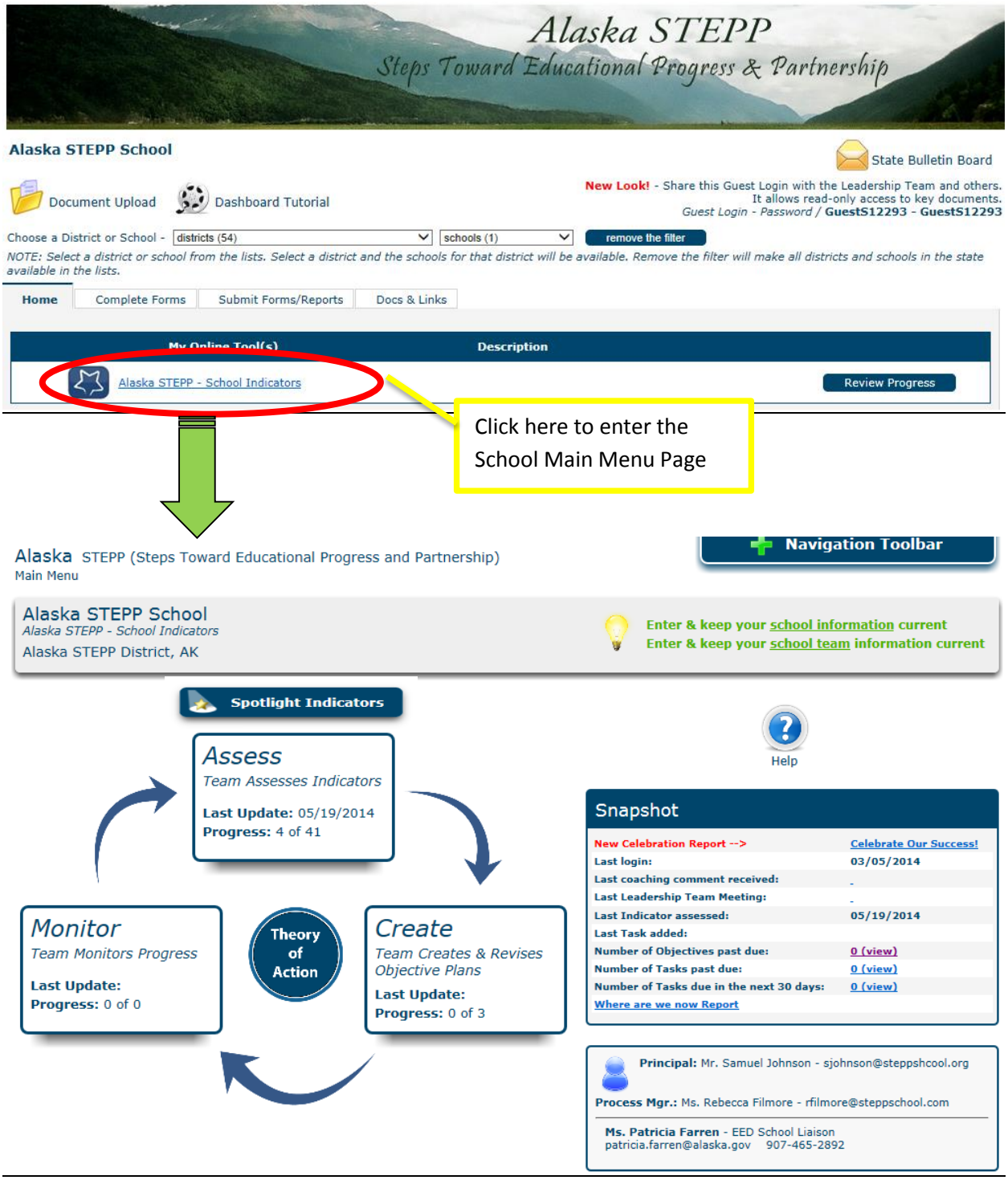
Where Are We Now:
A visual summary report
See pages 66 -70 for further information

Team Meetings:
A list of all team meetings entered, including minutes and agendas

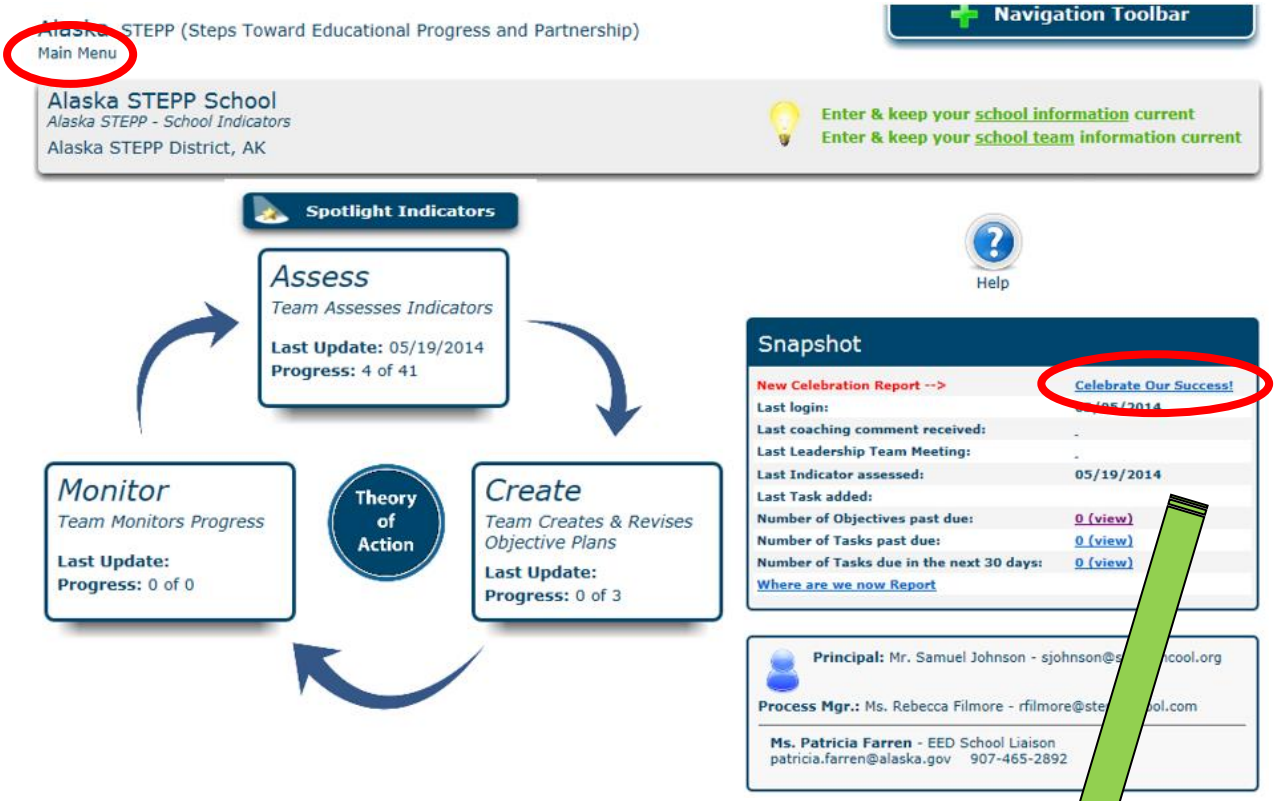
Navigating from the Dashboard to the Main Menu Page

The Main Menu page links to the three processes of Alaska STEPP: Assess, Create, and Monitor.

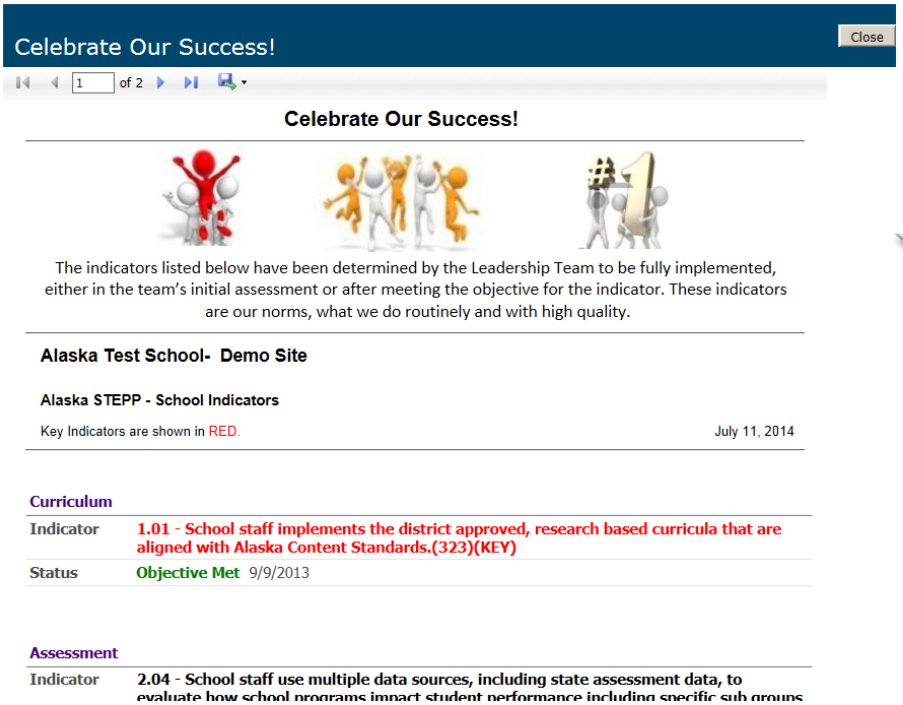
Knowing where the Dashboard is and how to get to the Main Menu Page is very important.



School Main Menu Page



Check out the New Celebration Report feature.

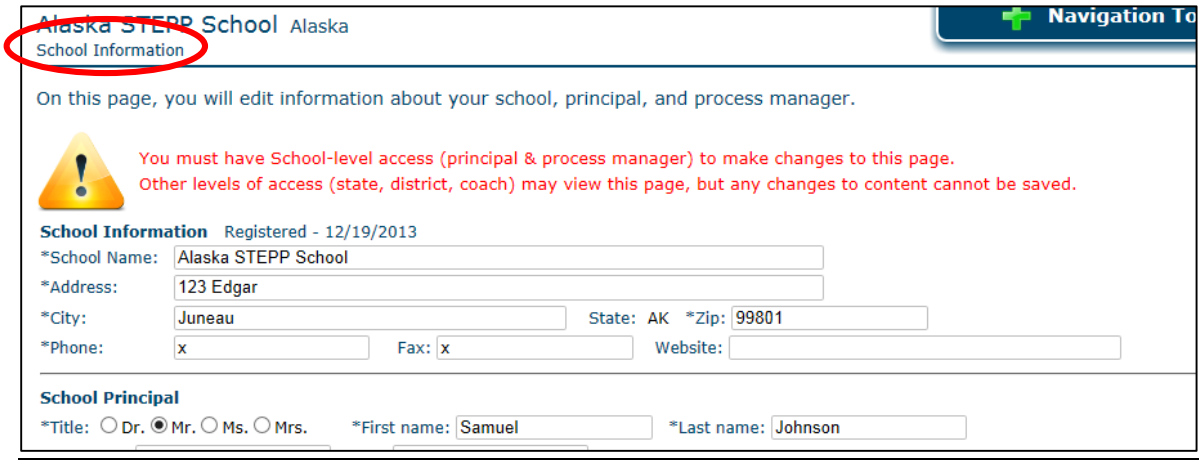


The new Celebration Report is a good choice for sharing positive progress

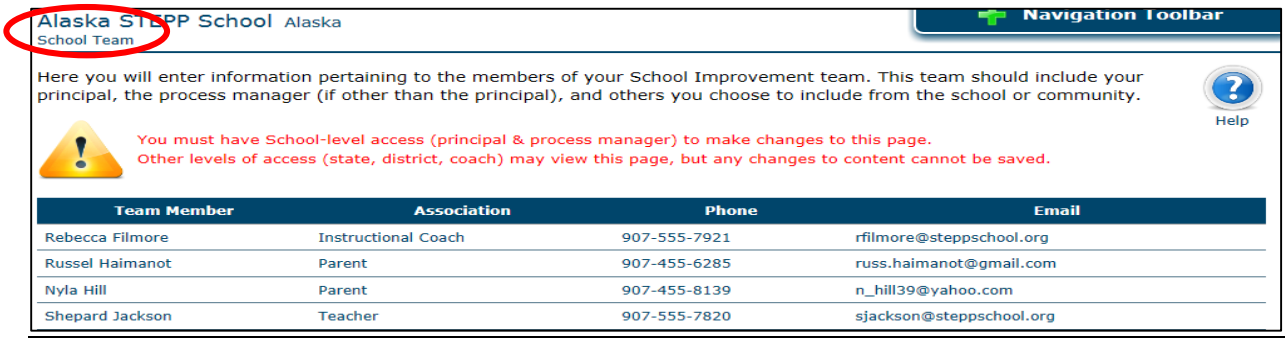
School Information & School Team

Click the links on the Main Menu Page to enter current school information and school team information. ***Entering School & Team information can also be done using the icons on the Navigation Toolbar.*** This information needs to be updated at the beginning of each school year.

Enter school name, address, and school principal information. *Don't forget to click the Save button at the bottom of the page.*



School team information must be entered; if team information is not entered, indicators cannot be assessed and a plan created. *Don't' forget to click the Save button at the bottom of the page.*

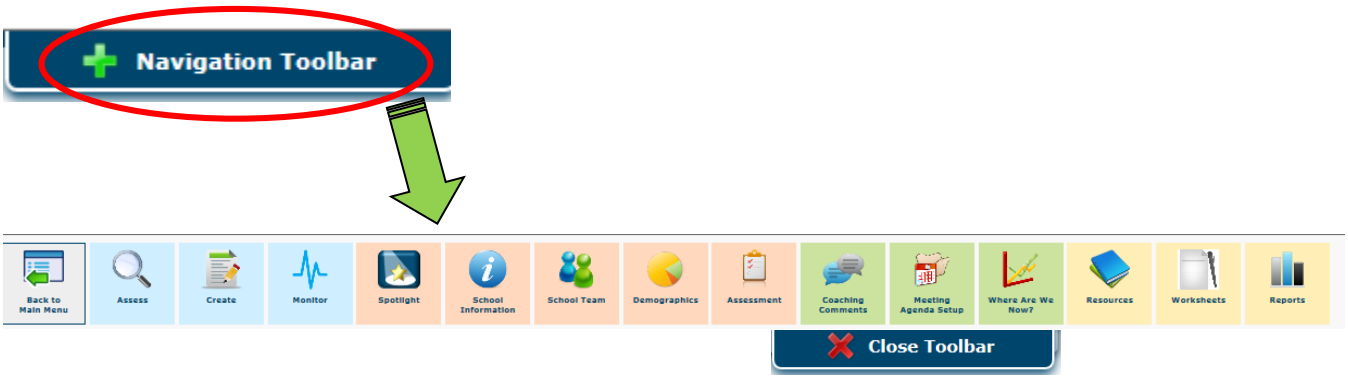


Team Member	Association	Phone	Email
Rebecca Filmore	Instructional Coach	907-555-7921	rfilmore@steppschool.org
Russel Haimanot	Parent	907-455-6285	russ.haimanot@gmail.com
Nyla Hill	Parent	907-455-8139	n_hill39@yahoo.com
Shepard Jackson	Teacher	907-555-7820	sjackson@steppschool.org

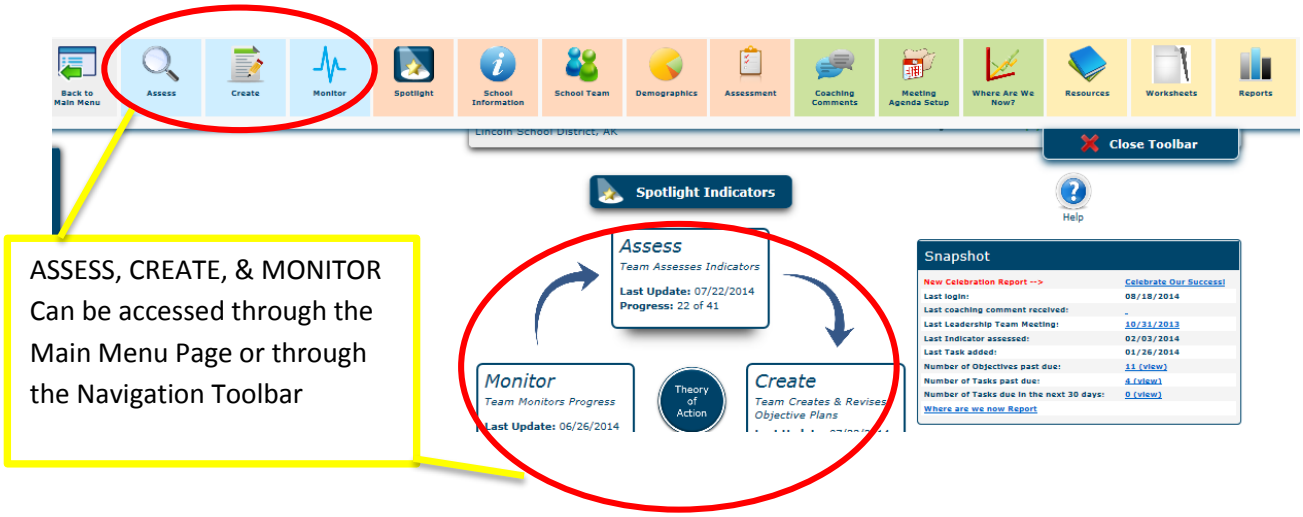
Navigation Toolbar

The Navigation Toolbar is **VERY USEFUL** for accessing features within Alaska STEPP.

From the Main Menu page, click the green cross labeled Navigation Toolbar. Many items can easily be opened using this toolbar, including Reports, Worksheets, Resources, Where Are We Now, Meeting Agenda Setup, Coaching Comments, Assessment, Demographics, School Team, School Information, Monitor, Create, Assess, and the Main Menu.



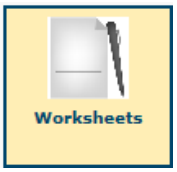
ASSESS, CREATE, MONITOR can be accessed through the Main Menu page & through the Navigation Toolbar making it easier to maneuver between the three different processes.



Navigation Toolbar Icons

<u>Reports</u> - A total of 27 different reports may be accessed from this icon. The Comprehensive Plan Report due each November, is one of the reports on this list.

General	School Information	This report holds registration information for the school, principal, and process manager.
	School Demographics	Here you will see the demographic, personnel and enrollment information as entered by the school.
	School Assessment	This report shows assessment information for state and standardized tests as entered by the school.
	School Team Members	Information pertaining to the members of the School Improvement Team including the principal, the process manager, and others chosen from the school or community to be part of the leadership team is displayed here.
Assess	List of Indicators Included in Plan	This report holds a list of all assessed indicators that will be included in your plan.
	Detailed Report of Assessed Indicators	This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.
	Flag to Reassess Report	This report will display all indicators that have been marked ready for reassessment, according to timelines specified by your state.
Plan	List of Objectives Included in Plan	Here you will find a list of all objectives included in the plan.
	Detailed Report of Objectives Included in Plan	This report holds a list of all objectives, the index score, target date, and team member assigned to it, as well as a description of what the fully implemented objective will look like.
Monitor	Tasks Report	The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.
	Progress Report	This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.
	Comprehensive Plan Report	This report shows detailed activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation filtered by one month, three month, six month, nine month and twelve month time intervals.
	last 3 months 6 months 12 months	
	12 Month Activity Report	A 12 month Report showing detailed activity of the leadership team's work on the action plan, including plans with tasks and indicators assessed as fully implemented or not a priority.
	Celebrate Our Success	This report shows indicators which have been determined by the Leadership Team to be fully implemented, either in the team's initial assessment or after meeting the objective for the indicator. These indicators are the school's norms, what is done routinely and with high quality.
	Accomplishments Report	This report shows indicators that were assessed as fully implemented or the objective has been met within the last year, the last two years, or the last three years. This report allows a school or district to



<u>Worksheets</u> - Printable worksheets that may be useful for organizing demographics, team information, or planning can be found here.

To print worksheets for demographics, team information, or indicator work, click on the icon. Additional information is required for indicator worksheets.

Demographics

Team Information

Assess - Plan - Monitor

The Assess, Plan, and Monitor worksheets are helpful for team planning.

<u>Resources</u> – A wide variety of resources designed to help teams navigate the system, facilitate discussion, or review evidence on a wide variety of topics including effective instruction, sound leadership, and community engagement are located here.

The Resources section of Indistar provides links to instructions on how to use the system, tutorials for each section of the system, websites with additional resources, Indicators in Action which provides video clips of real schools, real teachers, and real teams and how the indicators look in action in their schools.

Indicators, Wise Ways, and Rubrics | System Instructions and Tutorials | Other Resources

Choose a Wise Ways® or Rubric to display, if available or Display Indicator Categories

	Indicator	Wise Ways®	Rubric	Filter Tag(s)
2.01	School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards. (328)	WW	Rubric	
2.02	School staff use established systems for collecting, managing, analyzing, and accessing data. (1011)	WW	Rubric	
2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)	WW	Rubric	KEY
2.04	School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels. (333)	WW	Rubric	

Wise Ways® – 2-4 page evidence reviews for each indicator that is helpful information prior to team discussions

Indicators, Wise Ways, and Rubrics | System Instructions and Tutorials | Other Resources

Instructions

- *Making Indistar Work for You (pdf)*
- *Assessing an Indicator & Making a Plan (pdf)*
- *Login Access Descriptions (pdf)*
- *Web-System Instructions Manual (pdf - updated 5/12/14)*

PowerPoints

- *Indistar Overview (ppt)*
- *Getting Started (pptx)*
- *Who What Where (pptx)*

Tutorials for Districts

- *New tutorials coming soon...*

Tutorials for Schools

- *School Main Menu, School Information, Team & Demographics/Test Scores (First Steps)*
- *Assess*
- *Plan*
- *Monitor*
- *Dashboard*
- *Meetings & Agendas*

Mini tutorials outline effective use of system tools

Indicators, Wise Ways, and Rubrics | System Instructions and Tutorials | Other Resources

Additional Resources

Indistar® – Indistar® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

School Community Network – The School Community Network (SCN) provides resources, training, and tools for building strong school communities focused on student learning.

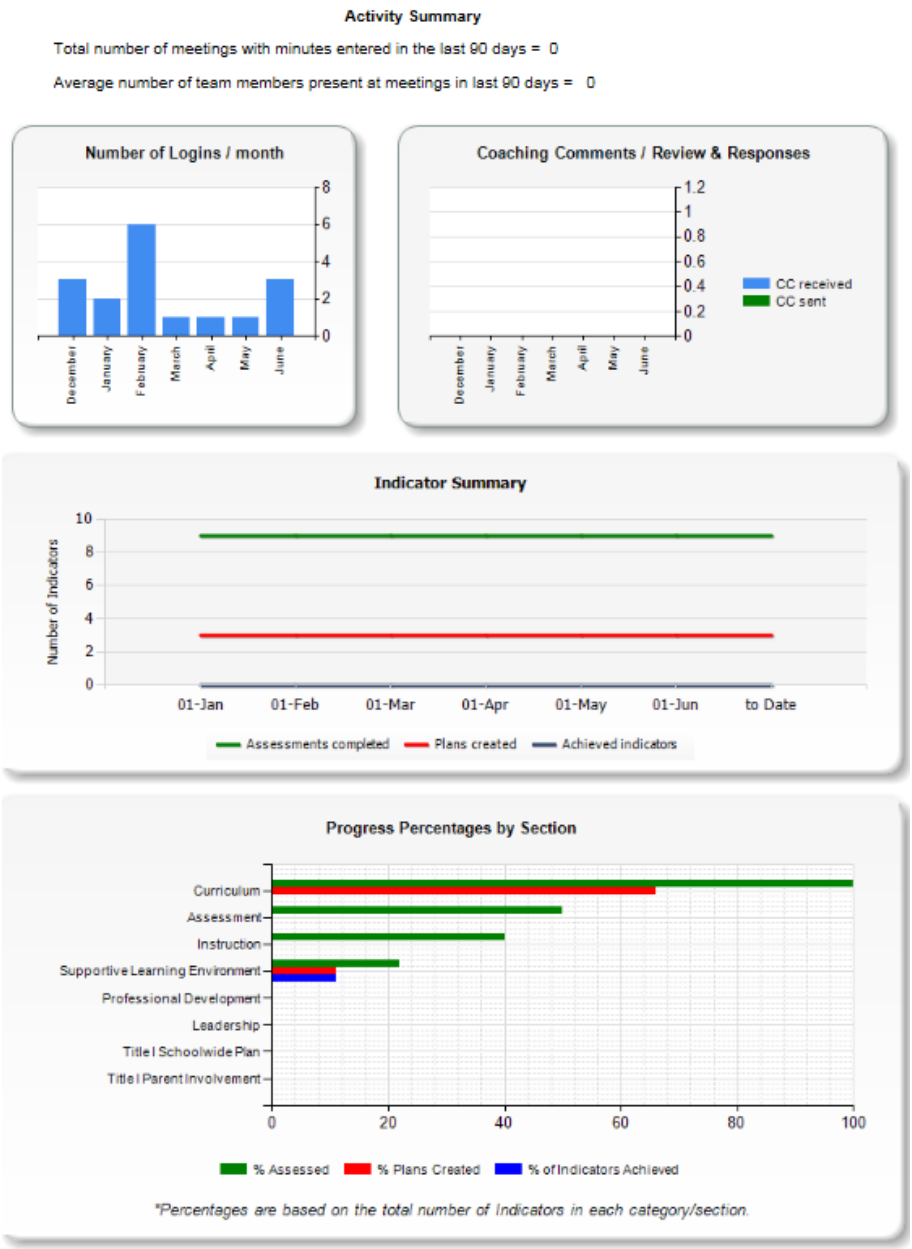
adi – The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them.

Indicators in ACTION – Based primarily on ADI's research syntheses, Indicators in Action provides an explanation of indicators of effective practice.

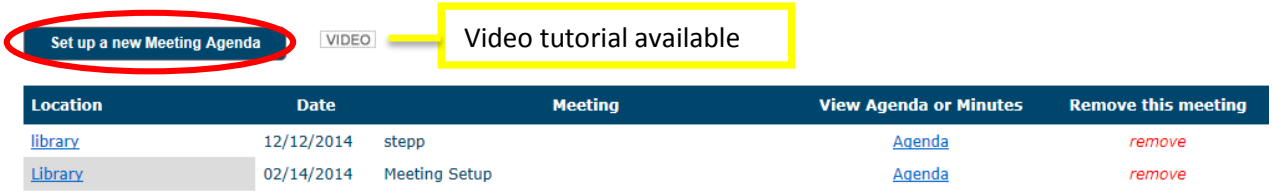
Center on Innovations in Learning – The Center on Innovation and Learning is one of seven national content centers funded by the United States Department of Education. The Center on Innovations in Learning's mission is to (a)

Indicators in Action – dozens of 10-20 minute videos showing practical ways to implement effective instruction, leadership, and community practices in real schools

<u>Where Are We Now</u> – A quick, visual snapshot report reflecting current activity on the reference points of logins, coaching comments, indicators assessed, plans created, and indicators fully implemented can be accessed here.

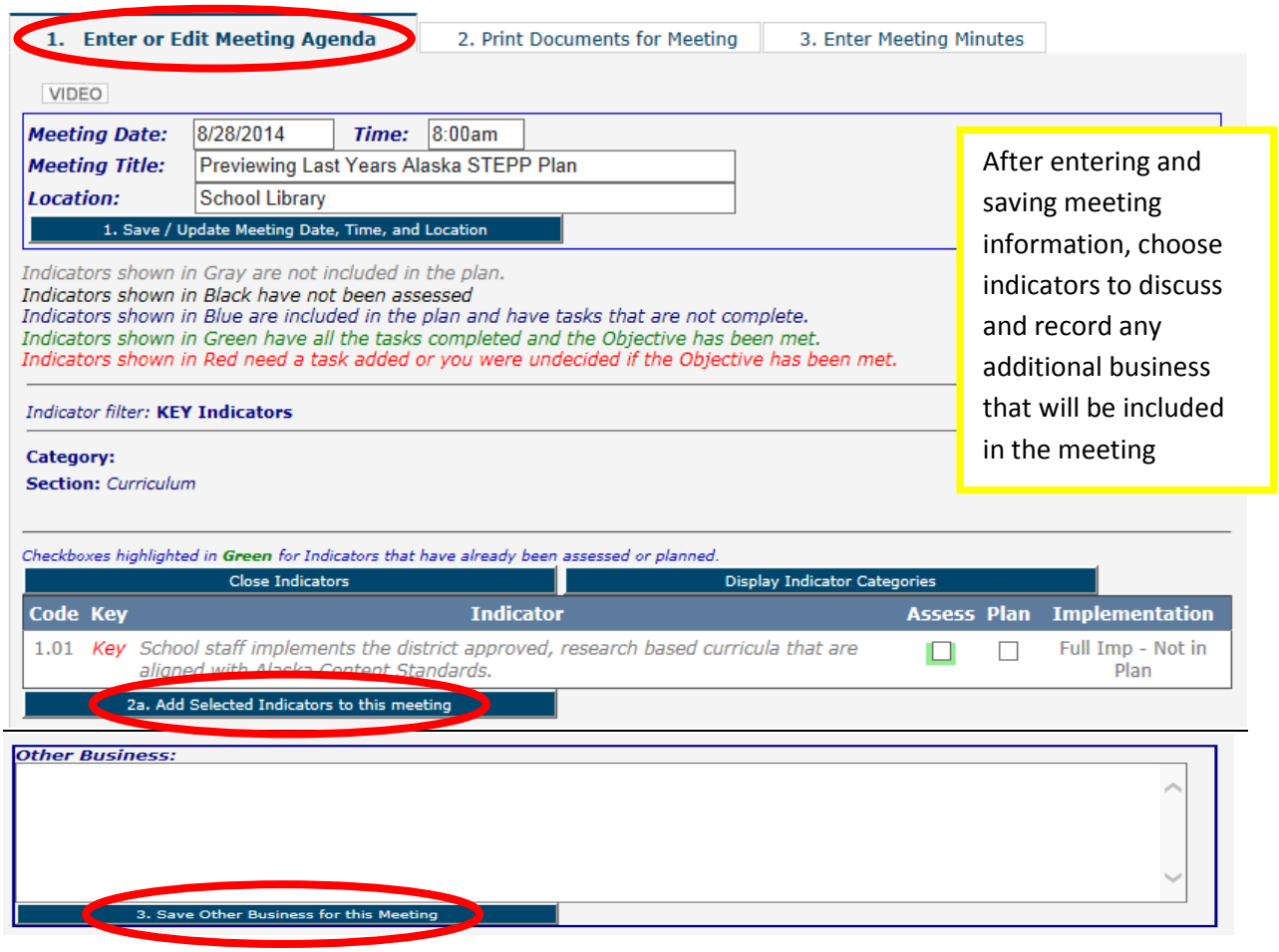


Meeting Agenda Setup – Create a new meeting, view an existing meeting, or review saved minutes from previous meetings.



The Set up a new Meeting Agenda button opens a new page with three tabs:

1. **Enter or Edit Meeting Agenda: review and set agendas for meetings.**
2. **Print Documents for Meeting: printable worksheets of school information, school team, and the three processes of the STEPP continuous improvement (assess, plan, monitor).**
3. **Enter Meeting Minutes.**



After entering and saving meeting information, choose indicators to discuss and record any additional business that will be included in the meeting

Meeting Agenda Setup – Print: A variety of documents may be printed to prepare for meetings.

1. Enter or Edit Meeting Agenda | 2. Print Documents for Meeting | 3. Enter Meeting Minutes

Print Documents for your Meeting

1. Prepare Meeting Agenda *Click link to create, then export into word, pdf, etc. to print or share via email.*
Meeting Agenda

2. Print Blank Minutes Form *Click link to print a blank Meeting Minutes form.*
Meeting Minutes Form

3. Prepare Worksheets and Wise Ways (Assess, Create, Monitor) *Select link, then export into word, pdf, etc. to print or share via email.*
Indicators shown in Gray are not included in the plan.
Indicators shown in Black have not been assessed.
Indicators shown in Blue are included in the plan and have tasks that are not complete.
Indicators shown in Green have all the tasks completed and the Objective has been met.
Indicators shown in Red need a task added or you were undecided if the Objective has been met.

Links with a yellow background are included in the meeting. Click the link to create the worksheet.

4. Monitor Improvement Plan *Click link to create, then export into word, pdf, etc to print or share via email.*
Tasks Report
Comprehensive Plan Report

Items 1-4: Meeting Agendas, Minutes form, Worksheets, Wise Ways®, and a Monitoring form can all be printed and emailed before a meeting

Gap analysis Action Room 100 9/27/2013

1. Enter or Edit Meeting Agenda | 2. Print Documents for Meeting | 3. Enter Meeting Minutes

Meeting Minutes

Team Members in Attendance:

☐ Brad Billings ☐ Elizabeth Davis ☐ Donald Duck ☐ Susie Friday-Tall ☐ Willie Jones

☐ Angela Love

Guests in Attendance:

Action Taken:

Adjourned Time:

Next Meeting Date:
Next Meeting Time:
Next Meeting Title:
Next Meeting Location:

Save Meeting Minutes
Print Meeting Minutes *Click link to create, then export into word, pdf, etc. to print or share via email.*

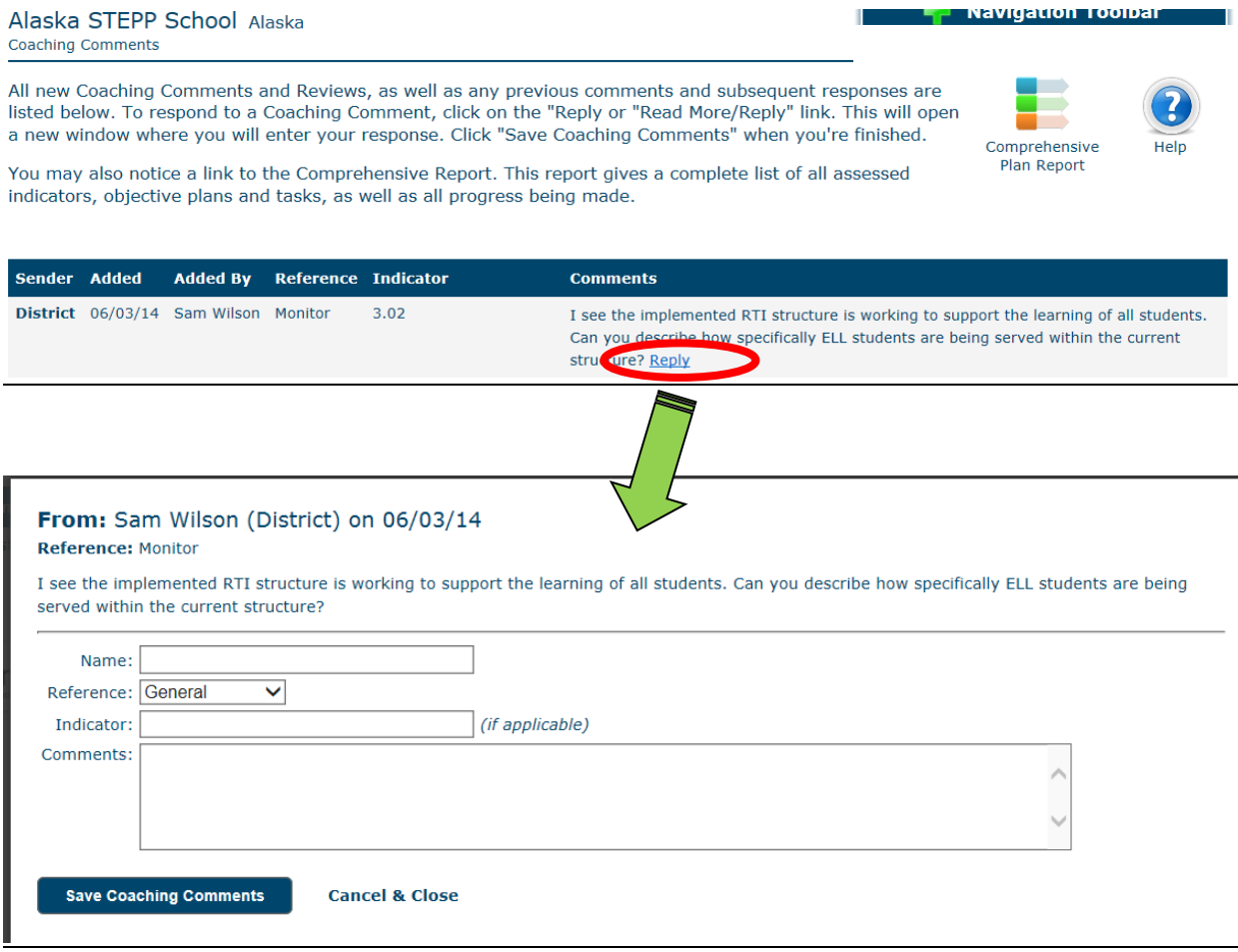
Create your next meeting:
Create a new meeting from the above Date, Time, and Location

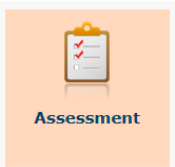
Meeting details appear at the top – team members in the system auto-load for attendance, and the next meeting can be easily scheduled from this page

Don't forget to save your work *every 30 minutes!* Completed minutes may also be printed/emailed.

Coaching Comments - Review and respond to coaching comments.

Coaching comments must first be created by a district designee or school coach using the Coaching tab located on the dashboard of the district's STEPP account. *See page 73.*





Assessment - Multiple assessments and multiple forms of data may be entered, saved, and reviewed.

Alaska Test School- Demo Site Alaska
School Assessment Scores

Here you will enter information pertaining to your School Assessment Scores.

To add or update a test, follow these instructions:

1. Enter the name of the test, school year, and describe the meaning of the score values. If the test is marked as a State Standards Assessment Test, a score value meaning will pre-populate.
2. Enter all subjects included in the test.
3. Enter test results for each subject area and appropriate grade level.

Note: To enter test results for subsequent school years, a new test will need to be added.

Create a New Test

Select a test below to enter or view results.

Tests	School Year	Delete
Writing Standards	2009-2010	✕
SBA	2013-2014	✕
MAPs	2013-2014	✕

Create a new test, or review data from previous years by selecting a test from the list

Assessment - Create a New Test:

Test Information

Test Subjects

Test Results

Test Information

Enter the name of the test, school year and describe the meaning of the score values entered.

Choose an existing test or enter a new test name: SBA

Select the school year of the test: 2012-2013

Check if this is a State Standards Assessment Test ☑

Describe the meaning of the score values entered:

The percent of all students (in each grade level that was tested) who scored proficient or better on the most recently available state assessment for each subject area that applies in your state. Round each percent to the nearest percentile, i.e. 26.8 = 27.

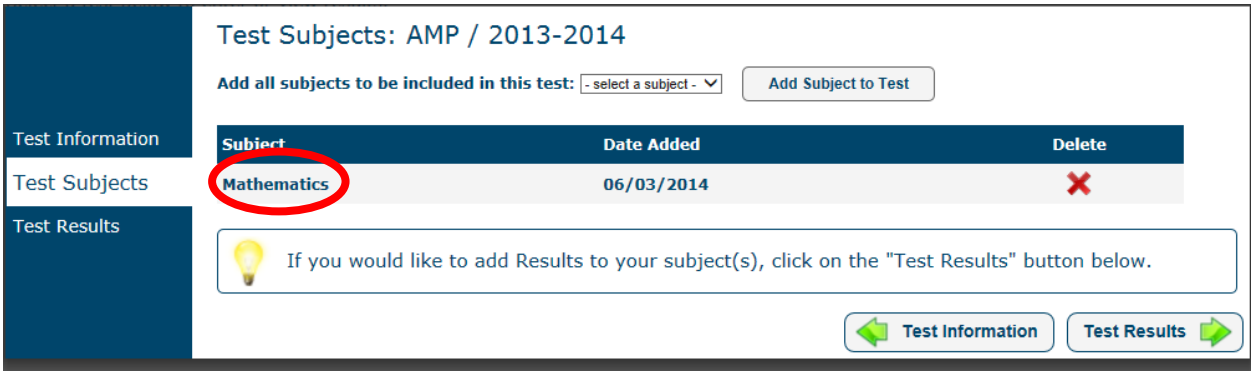
Scoring descriptions should be as detailed as possible and note what score is "proficient". State test descriptions will load automatically.

Save Test Cancel & Close

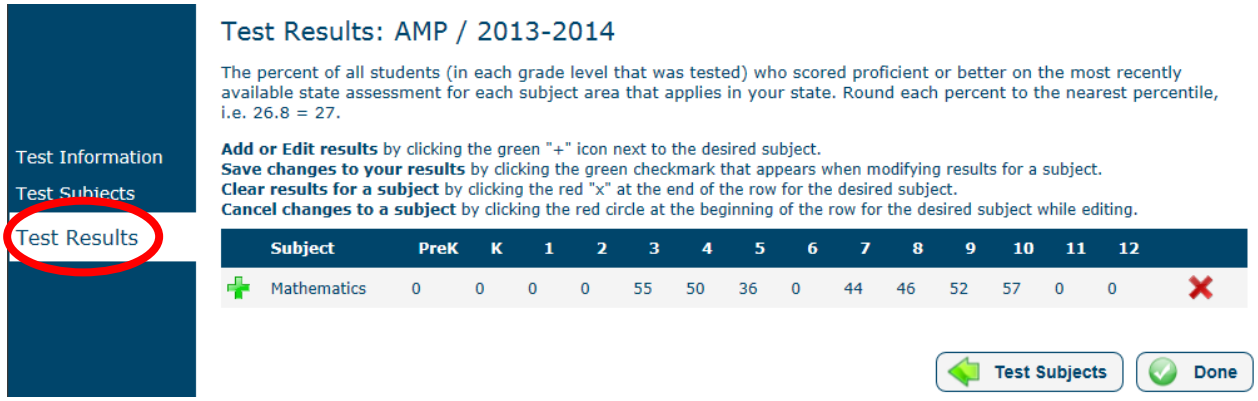
Your test was created successfully!
If you would like to add Subjects to this test, click on the "Test Subjects" button below.

Test Subjects

Assessment - Add a specific subject:



Assessment - Add Test Results:



All test results, state or school created, are loaded based on the percent of students proficient, so scoring descriptions should take this into account.

Demographics - School level data, updated annually, can be reviewed or printed from the Reports page for inclusion in periodic reporting to boards or communities.

Percentage of Students by Ethnicity
Percentages should equal 100%. Round each percent to the nearest percentile, i.e. 26.8 = 27. (numbers only)

1	% Hispanic/ Latino of any race	0	% Native Hawaiian or Other Pacific Islander
28	% American Indian or Alaskan Native	57	% White
11	% Asian	2	% Two or more races
1	% Black or African American		
100	**% Total**		

Other Student Demographics (numbers only)

27	% Percent of Students Qualifying for Free or Reduced Lunch
5	% Percent of Students Receiving Special Education (IEP students)
93	% School Attendance Percentage
0	% School Mobility Percentage
1	% Percent of Students that are Limited English Proficient (LEP)

School Personnel (numbers only)

Indicate the number of staff at your school in each of the following categories:
- Include only personnel who are at least half-time in building
- Include each person only once

22	Classroom Teachers	2	Family / Parent Liaison
2	Special Education Teachers	1	Reading Specialists
3	Specials (Art, Music, PE, etc.)	3	Teacher Aides
0	Assistant Principal	1	Counselor
0	Social Worker	2	Support Staff
1	Technology Specialists	0	(If Other, add name here)
1	Dean		

School Grade Levels and Enrollment
What grade levels are in your school (e.g. K-8)? 7-8
What is your total enrollment? 274

Save | Save and Go to School Assessment Scores

Don't forget to save the information being entered

School Team – Contact information for the STEPP team, updated annually, must be entered in order to utilize other functions of the STEPP tool.

Here you will enter information pertaining to the members of your School Improvement team. This team should include your principal, the process manager (if other than the principal), and others you choose to include from the school or community.

Add a Team Member

Team Member	Association	Phone	Email
Sally Fields	Teacher		sfields@ak.gov
John Goode	Parent		jgoode@aim.com
Mike Henry	District Staff	742-4200	xx@xxx.xxx
Bob Hewitt	principal	228-7200	bob.hewitt@kgbsd.org

To add a new team member, please fill out the fields in the following form.

First Name:
Last Name:
Association: Other, please specify » * required
Phone:
Email:

Add this Team Member Cancel & Close Form

To edit, click on the name of the team member. To add a new member, click the Add a Team Member button. Whether editing or adding, phone may be left blank, and email may use xx@xxx.xxx format if those fields are unavailable or a team member does not wish to make them public.

Demographic & Team information may also be entered from the Main Menu Page.

Alaska STEPP (Steps Toward Educational Progress and Partnership)
Main Menu

Navigation Toolbar

Alaska Test School- Demo Site
Alaska STEPP - School Indicators
Lincoln School District, AK

Enter & keep your school information current
Enter & keep your school team information current

<u>School Information</u> - Information must be added to activate the account and must be updated annually.

Alaska STEPP School Alaska
School Information

On this page, you will edit information about your school, principal, and process manager.

Help

School Information Registered - 12/19/2013
*School Name: Alaska STEPP School
*Address: 123 Edgar
*City: Juneau State: AK *Zip: 99801
*Phone: x Fax: x Website:

School Principal
*Title: Dr. Mr. Ms. Mrs. *First name: Samuel *Last name: Johnson
*Phone: 907-555-7920 Fax: 907-555-7930
*Email: sjohnson@steppshcool.org

The Process Manager assists the Principal in preparing materials for Leadership Team meetings and entering the Team's work in the system.

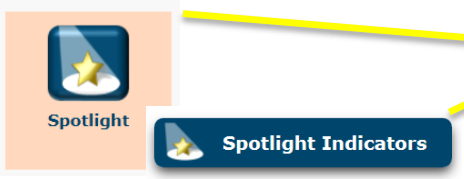
Title: Dr. Mr. Ms. Mrs. First name: Rebecca Last name: Filmore
Position: Instructional Coach
Phone: 907-555-7921
Email: rfilmore@steppschool.co Cancel Process Manager

School Type: Elementary - Middle School - High School
District Liaison:

Save

All fields marked with a * must be completed

Don't forget to save!



Click on either Spotlight button: School Main Menu Page or Navigation Toolbar

Spotlight – NEW!! - Spotlight is an indicator filter that allows teams to select specific indicators which then will be the only ones to appear on the Assess, Create, and Monitor pages, as well as on reports.

To select the Spotlight Indicators, either:

Select indicators from Sections: Select the section of indicators to view only the indicators in that section.
Select from the complete list: Use the Display all Indicators button to view the complete list of indicators.

To add an indicator to the Spotlight Indicators list, simply check the box. A message in a green box will appear at the top of the page confirming that the indicator has been added to the list.

Choose a filter to narrow your indicator search.
☐ Key Indicators Only ☑ Show Spotlight Indicators Only (4 of 6 spotlight indicators in this group have been assessed)

apply Indicator Filter

Remove Filter(s)

To view Indicators, choose a section below or Display all Indicators

Category	Section	Subsection I	SubSection II	Assessed
	Curriculum			1 of 1
	Assessment			1 of 1
	Instruction			1 of 2
	Supportive Learning Environment			1 of 1
	Leadership			0 of 1

Spotlight	Code	Indicator	Status
☑	1.01	School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards. (323)	Limited
☑	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)	Limited
☑	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. (335)	Limited

☑ Show Spotlight Indicators Only ☐ Hide Completed Plans

ID	Select Objective to update task progress.	Rubric	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met	Filter Tag(s)
1.01	School staff will implement the district approved, research based curricula that are aligned with Alaska Content Standards. (323)	2	Mr Principal	8/20/2014	2	100 %	9/09/2013	KEY

Spotlight Indicator filter may be turned off any time. This may be a good way to focus a team on a few indicators per year.

Using Alaska STEPP for Title I Schools

Using Alaska STEPP in a Title I school operating a Targeted Assistance Program Any Title I school may operate a targeted assistance program. In these schools, the Title I-A funds are used to provide supplemental instructional support, in addition to what the students receive for core instruction, to eligible students who are at risk of failing to meet the state academic content standards. The school must have multiple academic criteria to identify the eligible students who will receive the additional support from Title I-A funds.

To use AK STEPP in a Title I school operating a targeted assistance program, enter the multiple academic criteria for selecting students eligible to receive Title I-A services and describe the services to be provided in *indicator 3.2: School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.* This indicator should be reviewed and updated annually if used for Title IA planning, and notes placed in the indicator Current Level Description, (under the Assess process) even if the indicator is assessed at 3 or 3+ by the school.

Using Alaska STEPP in a Title I school operating a Schoolwide Program A Title I school that has at least 40% poverty may operate a schoolwide program. Section 1114 of the Elementary and Secondary Education Act (ESEA) and 34 §CFR 200.25-200.29 of the federal regulations outline the requirements of a schoolwide plan. If a Title I school chooses to use the Alaska STEPP online planning tool for comprehensive Title I schoolwide planning as well as a school improvement planning, it may do so by following the steps below and using the indicators in AK STEPP that are aligned with the corresponding required elements of the schoolwide plan (shown in Step 3).

1. Complete a comprehensive needs assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migrant students). **This requirement is met through the Needs Assessment uploaded on the Alaska STEPP site.**
2. Develop the schoolwide plan in consultation with stakeholders including parents, staff, community members, and staff from other programs, and make the schoolwide plan available to the district, parents, and the public in an understandable format. **This requirement is documented through the "Title I Schoolwide Plan Assurances for AK STEPP" and uploaded on the Alaska STEPP site.**
3. Address all required elements of the schoolwide plan in the AK STEPP indicators. **Click the following link showing a chart of the requirements of the Title I Schoolwide Plan and which applicable AK STEPP indicators correspond to Title I requirements.** http://education.alaska.gov/tls/TitleIA/pdf/Using_AK_STEPP_TitleI_Plan.pdf All required indicators must be reviewed and updated annually if used for Title IA planning, and notes placed in the indicator Current Level Description, (under the Assess process) even if the indicator is assessed at 3 (fully implemented) by the school.

The schoolwide planning cycle aligns with the AK STEPP cycle of implementing, reviewing, and revising annually. It is important to update all indicators annually by entering a heading such as 2014-2015 to indicate the start of a new school year. At a minimum, start each narrative entry with a date, followed by a description of the status (either that it is unchanged or how it has changed).

Three Processes of STEPP Continuous Improvement Planning: Assess, Create, and Monitor

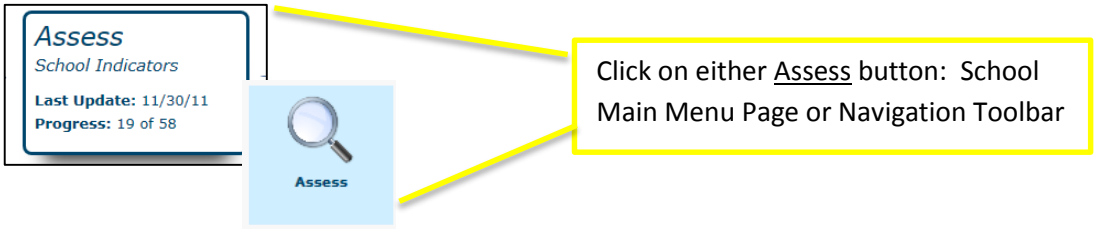
The buttons for Assess, Create, and Monitor may be found on either the School Main Menu Page or the Navigation Toolbar. They link to the continuous improvement processes of Alaska STEPP.

- Assess School Indictors: users measure their current implementation of school effectiveness using the Alaska STEPP indicators and rubric, i.e., evidence of implementation is entered.
- Create a School Plan: users write an objective for each indicator that is not fully implemented, and add tasks that will lead to improvements in this area.
- Monitor School Plan: users track progress and record improvements.

The three processes can be accessed by using either the Navigation Toolbar or the buttons on the School Main Menu Page

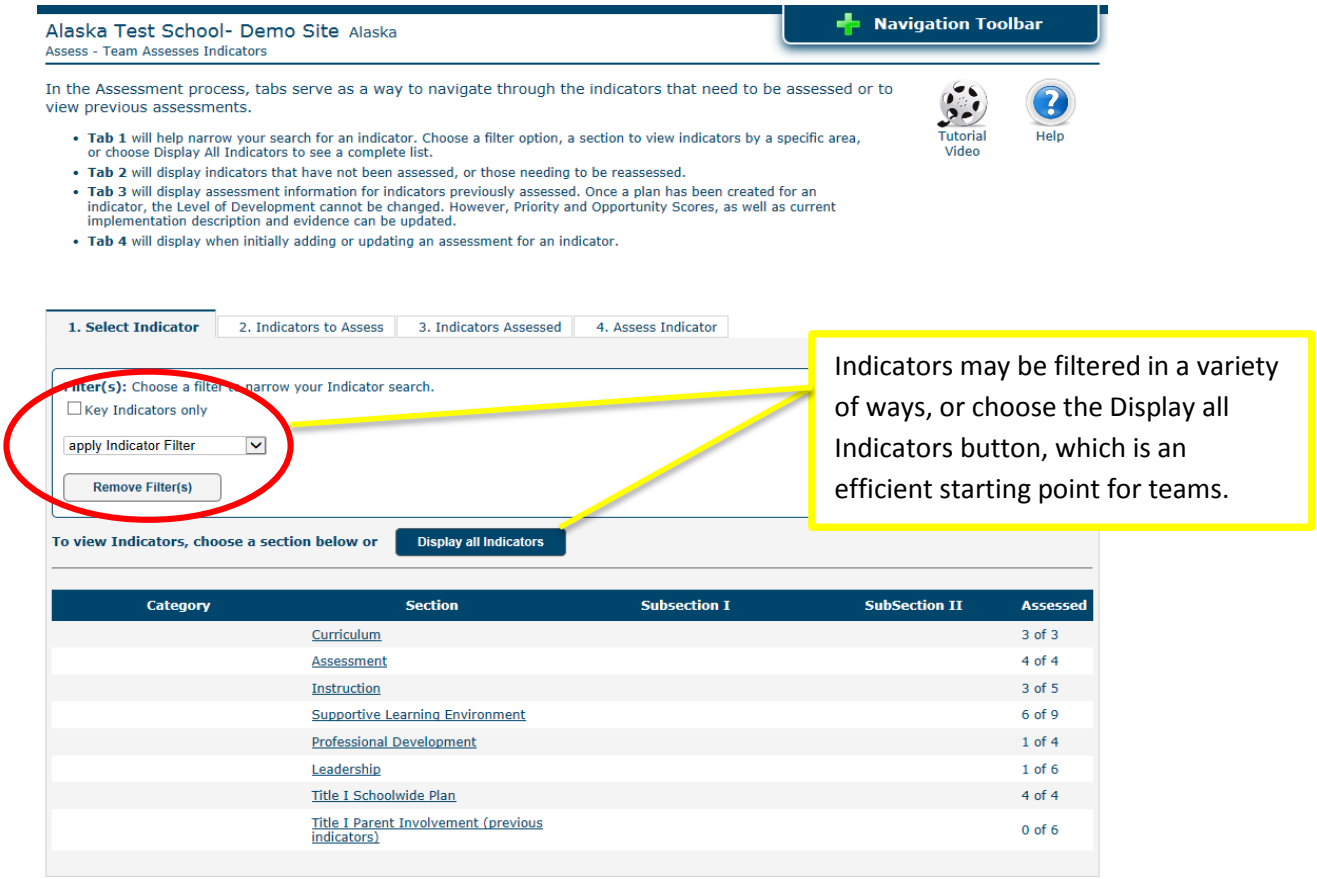
Each button on the School Main Menu Page shows, at a glance, the last date work was entered into the tool, and the progress of the team on the indicators selected.

Assess Indicators - Filtering and Viewing Options



Schools assess the implementation level of indicators within the six domains: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. **Schools begin each year with the Needs Assessment.**

The Assessing School Indicators page allows users to sort by Key indicators by checking the **Key Indicators Only Box** and/or selecting from the drop-down menu. Other filter options include **Comprehensive Indicators**, **Title I Schoolwide Plan**, and **Title I Parent Involvement**.
To remove a filter, first select the filter and then click the **Remove Filter** button.
It is also possible to view all indicators in a list by clicking the **Display all Indicators as List** button.

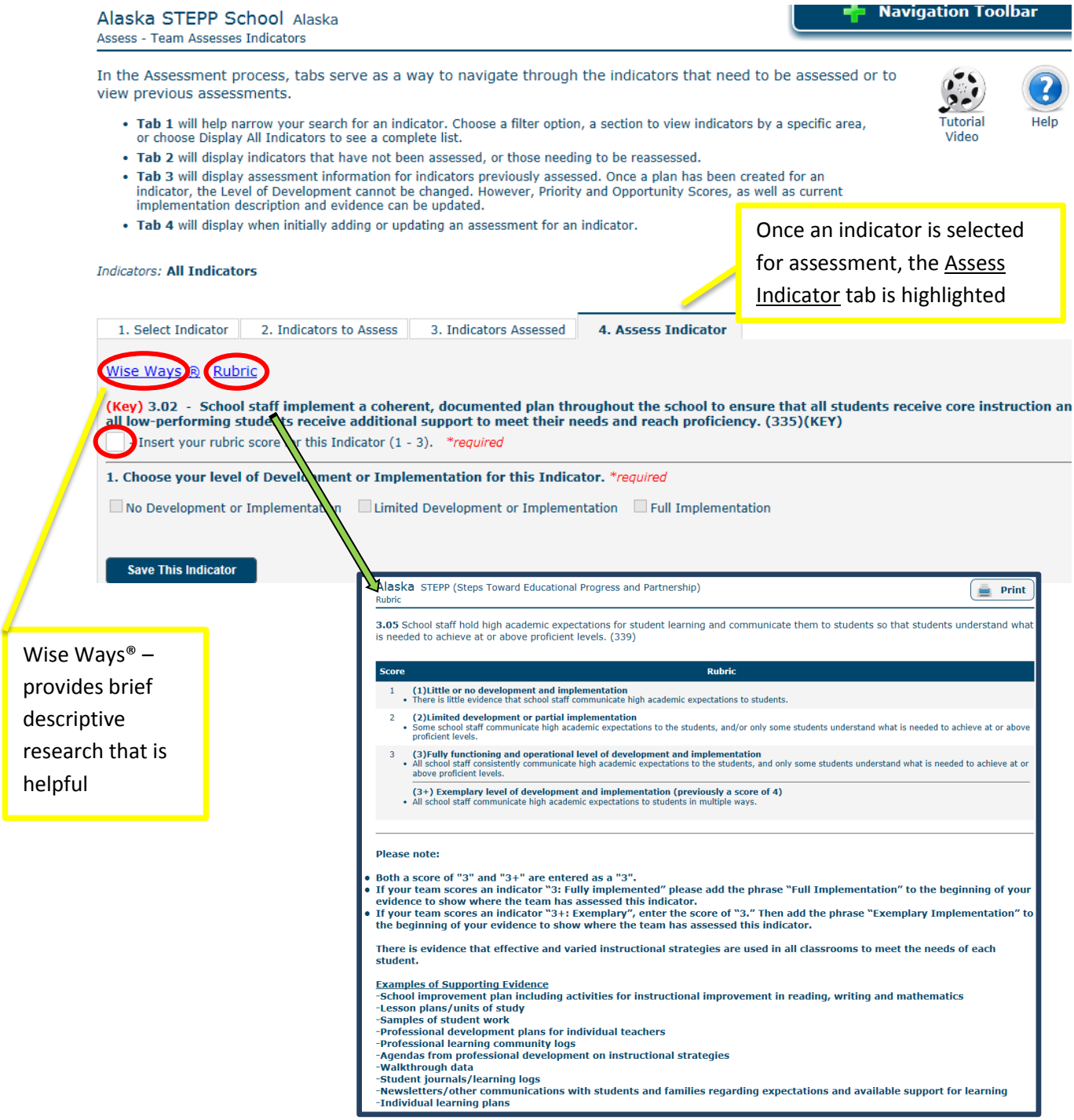


Assess Indicators - Selecting an Indicator to Assess

Teams assess the implementation level of the effective schools indicators. An honest assessment of what systems are in place, as defined by the Alaska STEPP Rubric, will aide a team in making meaningful and practical plans of improvement. Alaska STEPP leads teams through assessing, determining opportunity and priority, and describing evidence for the selected level of implementation.

Assess Indicators – Inserting a Rubric Score

The team discusses the current level of implementation of the indicator using the rubric as a guide. The Rubric button provides descriptions for each level of implementation, 1 – 3+. Please note, to enter a score of 3+, enter a 3 in the box and type "exemplary" in the text box.



Assess Indicators - Current Level of Implementation, Priority, Opportunity

After the team chooses the rubric score that best reflects the level of implementation at the school or district, Alaska STEPP will guide the team in further refining the assessment of the indicator.

Priority scores are rated with a scale of 1-3 scale.

- 3: highest priority
- 2: mid priority
- 1: lowest priority

By assigning a priority score a team is able to focus on the urgent or timely goals while keeping the other goals for future work. If a team is unsure, a score of 2 is recommended as a place holder that can be changed at any time.

Opportunity scores are also rated on a 1-3 scale.

- 3: relatively easy to address
- 2: accomplished within current policy and budget conditions
- 1: requires changes in current policy and budget conditions

The priority and opportunity scores are multiplied together to assign an index score to each indicator. This information will be useful to a team in the "create a plan" stage. Higher scores are possibly "quick wins" as they are both a high priority and relatively easy to address within current structures. Lower scores may indicate that plans and tasks will take longer to accomplish.

After assigning opportunity and priority scores, teams write a description of the current level of development or implementation. It is important to be clear, thorough, and succinct so that when a team returns to this indicator the factors leading to the decision are apparent. It is appropriate to give examples, guided by the list of possible evidence of both strengths and challenges. The purpose of the honest reflection and documentation of current implementation is so that teams can effectively address the specific needs of the site and benefit the students. One guide that may be helpful is to write the description as if it is being written for a new staff member without any prior knowledge of the site.

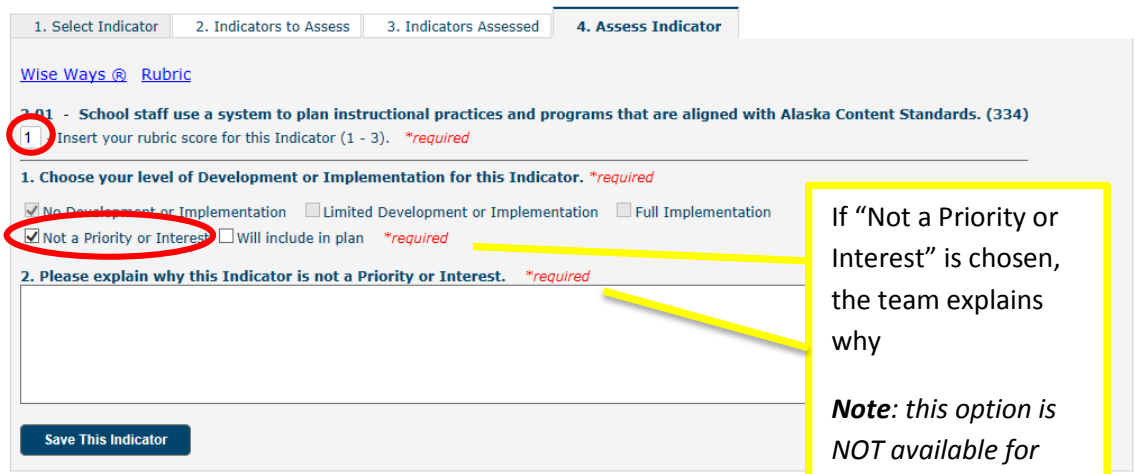
NOTE: Once a plan and tasks have been created for an indicator, it is <u>NOT</u> possible to change the rubric score without contacting EED. It <u>IS</u> still possible to change the priority and/or opportunity score.

Rubric Score of 1 - No Development or Implementation

Rubric Scores automatically load the level of Development or Implementation, which then creates other prompts to detail the priority and planning for a particular indicator.
For a Rubric Score of 1: No Development or Implementation, users are prompted to choose between two options:

- the indicator is not a priority
- It will be included in the plan

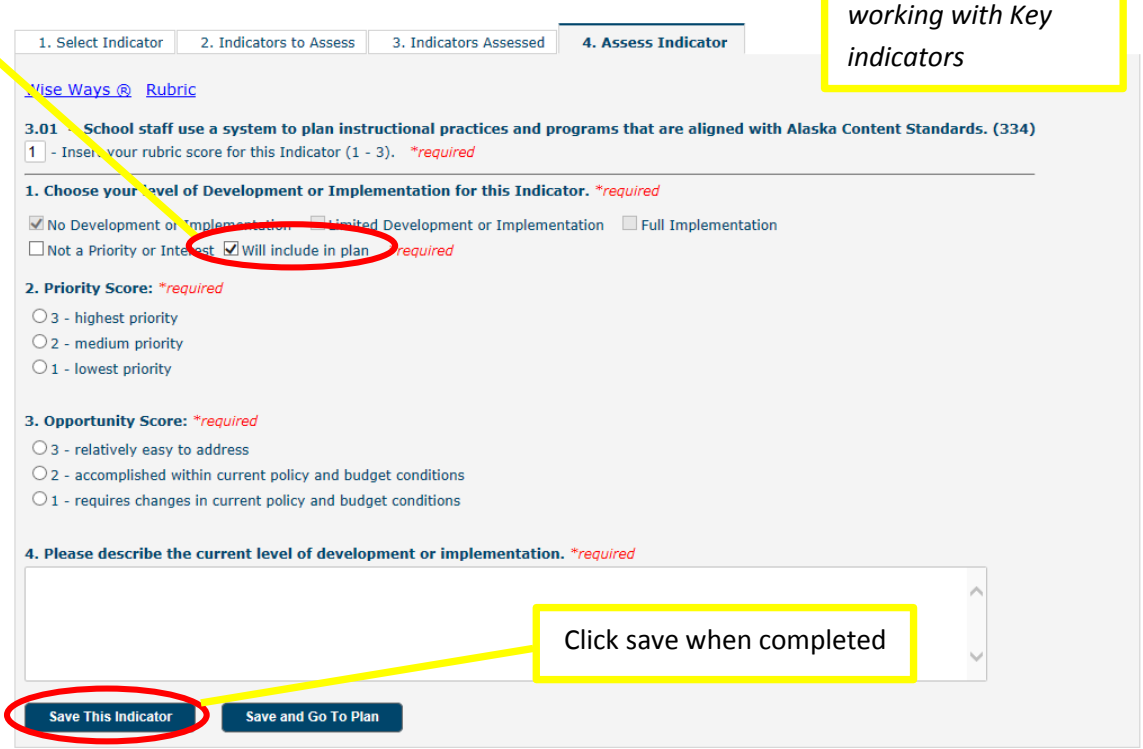
Rubric Score of 1 prompts the following



If "Not a Priority or Interest" is chosen, the team explains why

***Note**: this option is NOT available for Priority schools working with Key indicators*

If "**will include in plan**" is chosen, the team assigns a priority and opportunity score and describes the current level of development in detail, citing evidence and examples

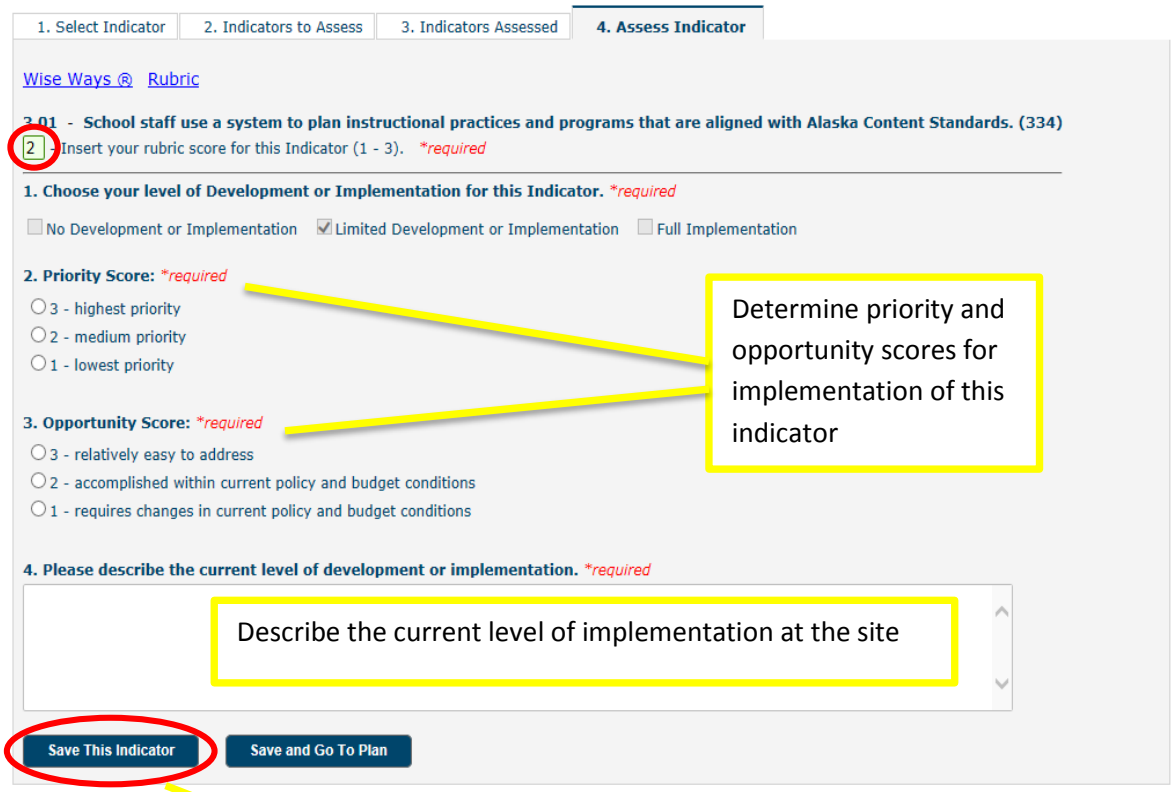


Click save when completed

Rubric Score of 2 - Limited Implementation

The team assigns a priority and opportunity score and describes the current level of development in detail, citing evidence and examples.

Rubric Score of 2 prompts the following



Determine priority and opportunity scores for implementation of this indicator

Describe the current level of implementation at the site

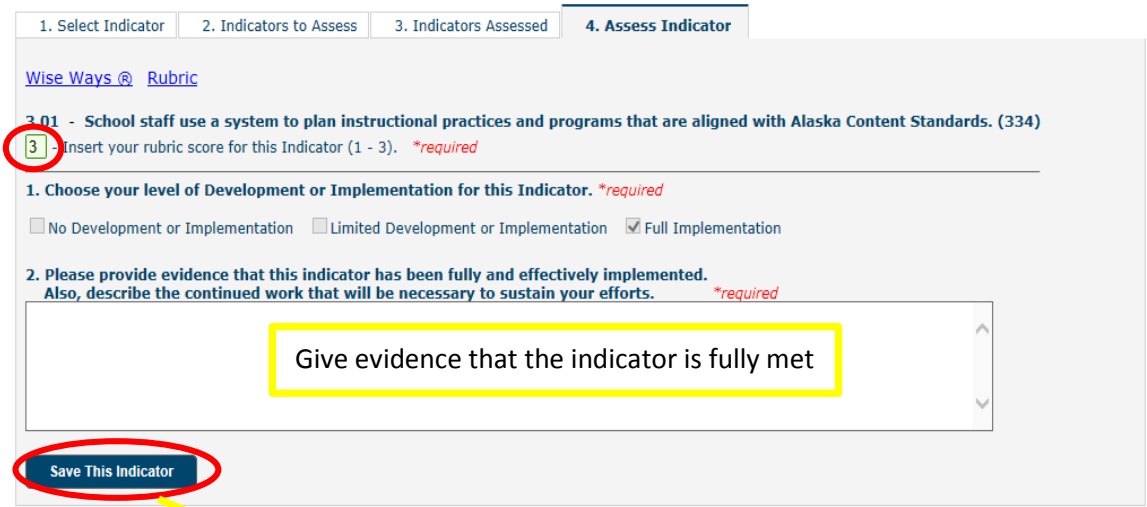
Click save when completed

Some teams find it helpful to give indicators a priority score and opportunity score of 2 until they have assessed all indicators. This way they don't get stuck on this step or find that they have given everything a top priority. A team can go back and change these scores at any time.

Rubric Score of 3: Full Implementation

The team writes a detailed description and provides evidence that the indicator has been fully and effectively implemented. The team is also required to describe the continued work that will be necessary to sustain the efforts.

Rubric Score of 3 prompts the following



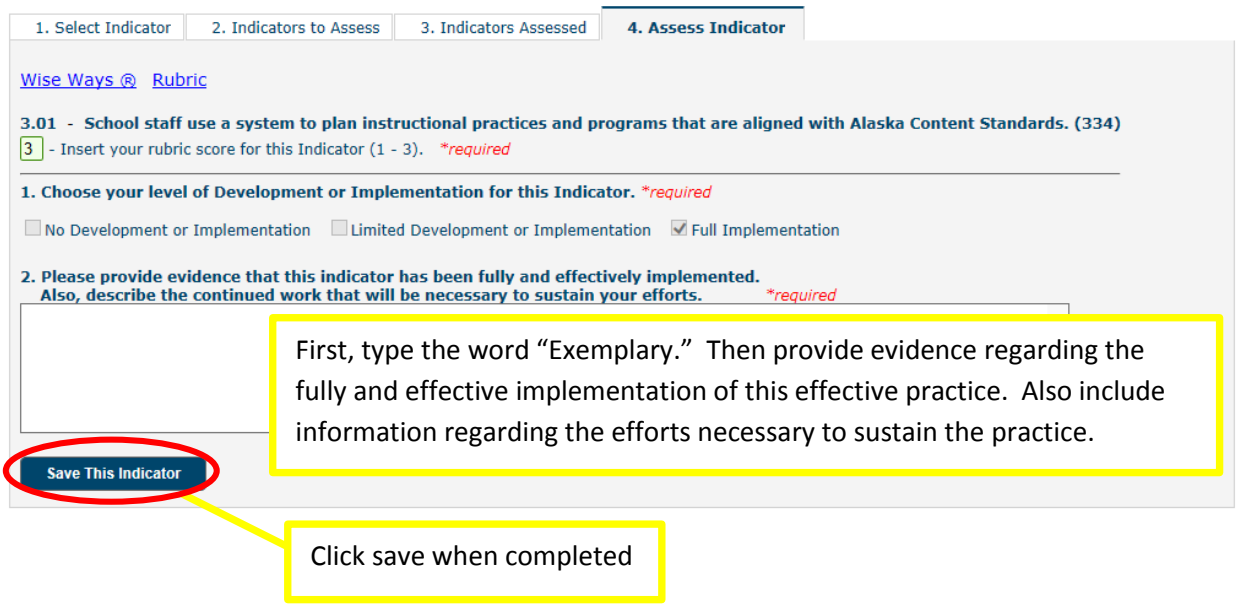
Give evidence that the indicator is fully met

Click save when completed.

Rubric Score of 3+: Exemplary Implementation

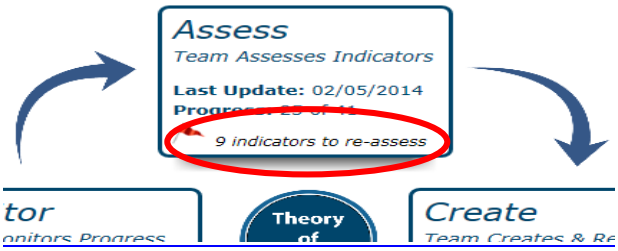
The team writes a detailed description and provides evidence that the indicator has been fully and effectively implemented. The team is also required to describe the continued work that will be necessary to sustain the efforts.

Place a 3 in the rubric score box and write "Exemplary" in the text box prior to your evidence.

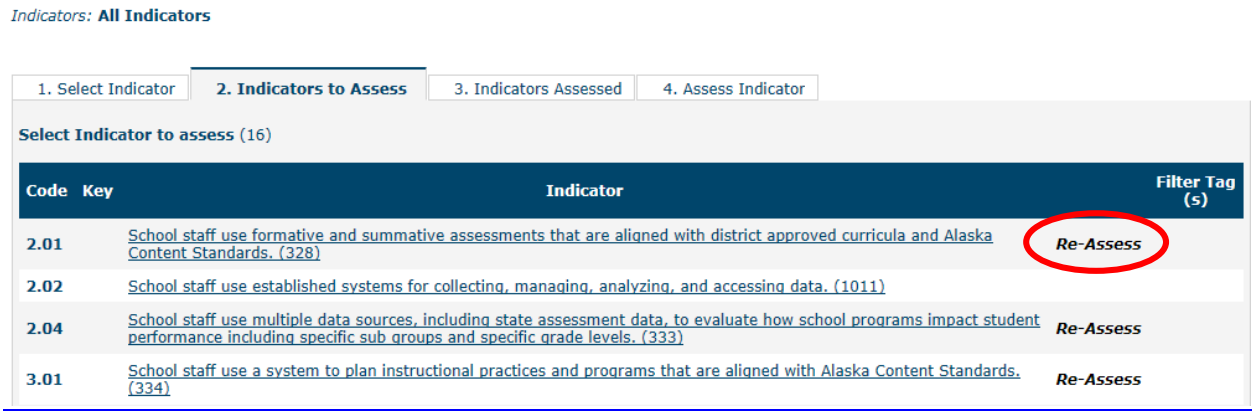


Flagging, Re-Assessing, and Archiving Indicators

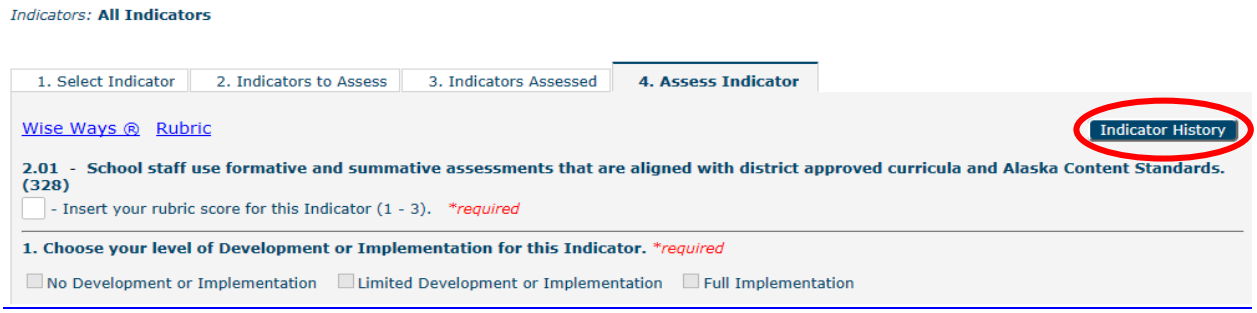
When an Indicator is Flagged or Archived, a Red Flag pops up on the Main Menu page saying Indicator(s) need to be re-assessed. Key Indicators will be systematically flagged for re-assessment two years from the time of full implementation or two years from the time an objective was met. Indistar puts this flagging feature in place, so each site that has Fully Implemented or Met Objectives for Key Indicators will re-assess those indicators exactly two years from the date those indicators were initially assessed at Fully Implemented or two years from the date Objectives were Met: *flagging will be staggered depending on the date of objectives being met or indicators being fully implemented*.



On the Assess Indicators page, when Display all Indicators Display all Indicators is selected, all indicators not assessed are listed. Indicators that have been Flagged or Archived will be labeled as Re-Assess.



Once an Indicator has been Flagged or Archived, the History of the Indicator is stored in Alaska STEPP.



Create a School Plan - Overview

1. Choose an indicator. Teams write plans for indicators after they have been assessed with a score of a 1 or 2. Only those indicators that have been assessed will appear in the planning phase.
(After a team assesses an indicator and includes it in the school plan, it becomes an **objective**. All objectives in the school plan will be listed when the Create icon is clicked).

2. The team chooses a member from the drop down menu to manage and monitor the work toward this objective. This drop down list of team members is populated from the Team that was created using the School Team icon found on the Navigation Toolbar.

3. The team writes a brief description of how the objective will look once it is completed. This gives direction to team members as they, and others, work toward meeting the objective. Teams may use guidance from level 3 or 3+ of the rubric, or from *WiseWays®*, to complete this text box, *or if sites have more specific goals in mind that are related to the indicator, they might create more site specific objectives to incorporate in their school improvement plan.*

4. The team chooses a date by which the objective will be fully implemented (there is no limit to date choice).

5. The team adds tasks.

Create a School Plan - Page Organization

Indicators that have been assessed and checked as being in the school plan are listed as **Objectives.** For each objective the following information is listed on the Create School Plan page.

- ID: the number of the indicator
- Added date: the date the indicator was assessed
- Index score: the opportunity score x priority score; higher numbers may be "quick wins"
- The rubric score (1-3)

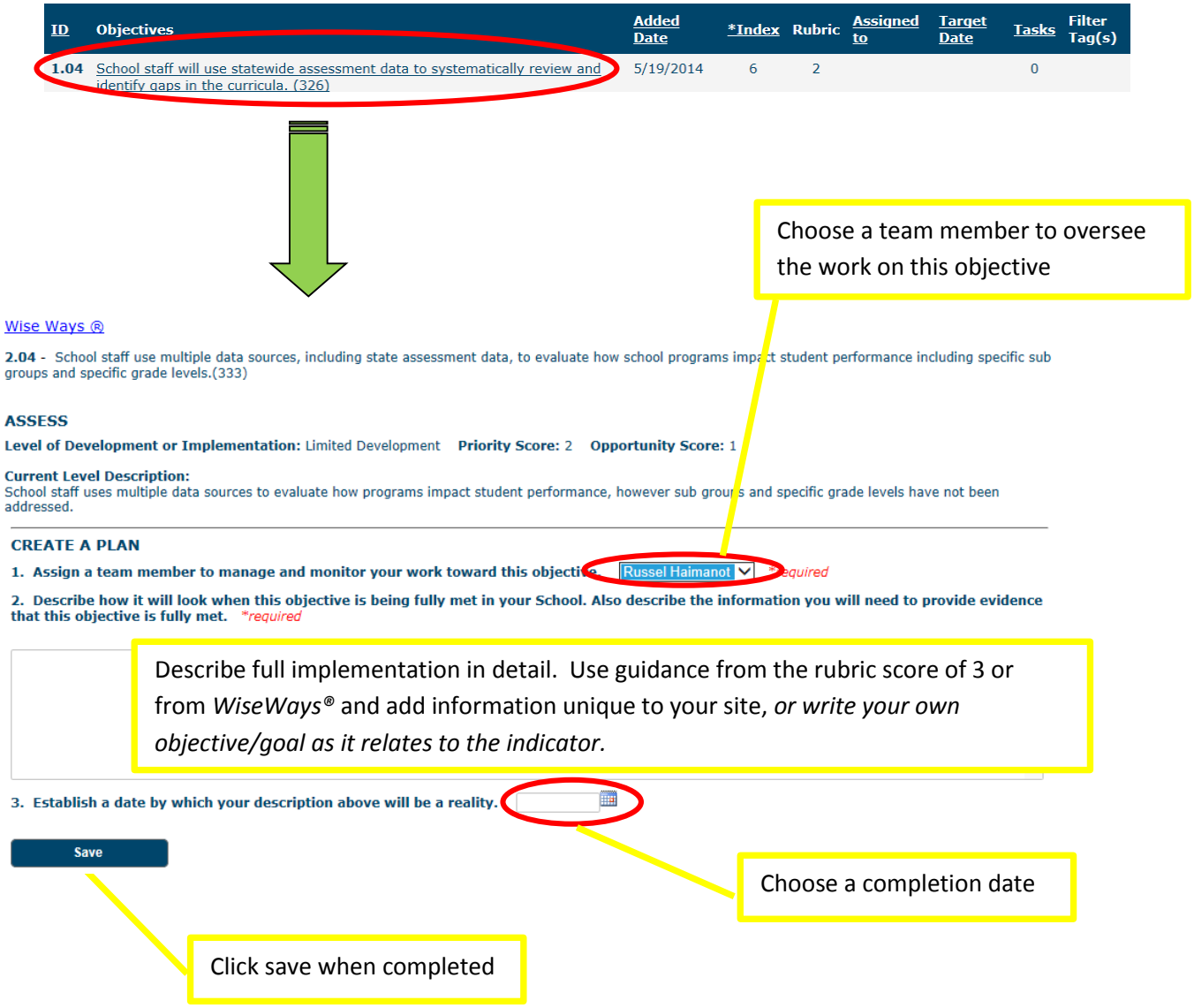
When an objective has been written and is in the plan, the last three columns will be populated.

- Assigned to: the team member who will monitor work towards this objective
- Target Date: the date on which the objective will be achieved
- Tasks: the number of tasks written for an objective

Note: To sort the list of objectives, click on any one of the column headings and that category will be sorted. For example, if you want to check to see what target dates are coming due, click on **Target Date** and the items will arrange chronologically by target date.

Create a School Plan - Write an Objective

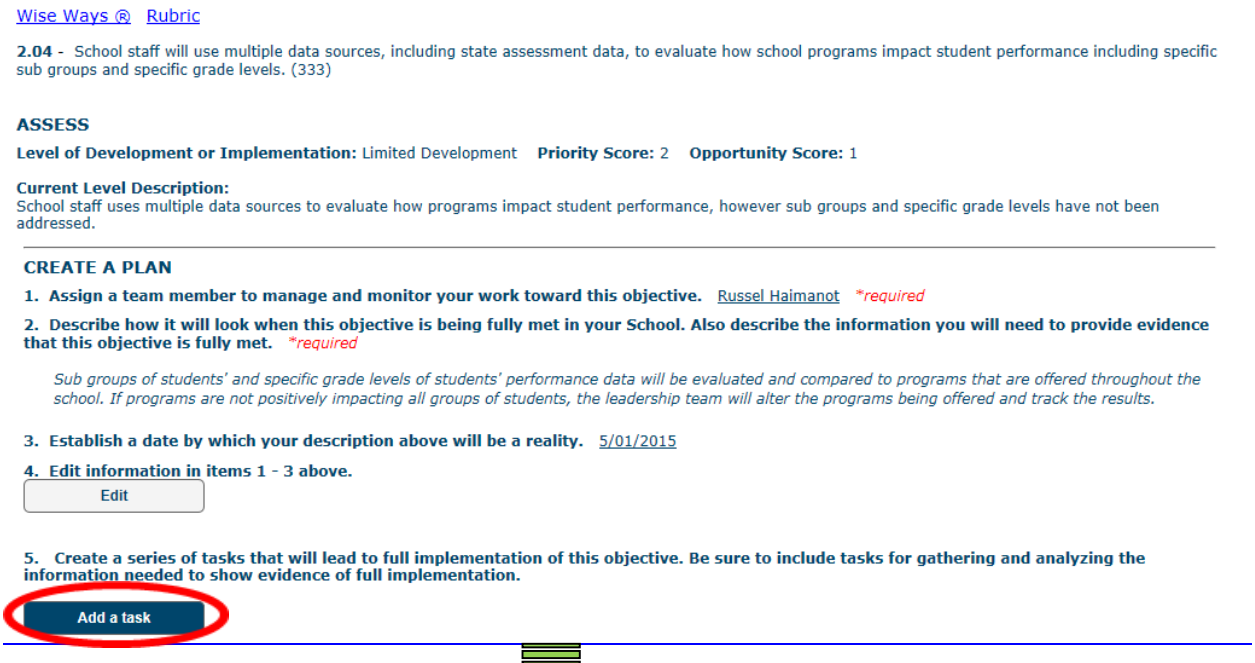
Select an assessed indicator to plan for by clicking on the objective on the Create School Plan page. The planning page will then prompt the user to assign team members to manage the work within that objective, give a detailed description of how it will look when the objective is fully met, and choose a date by which the objective is expected to be complete.



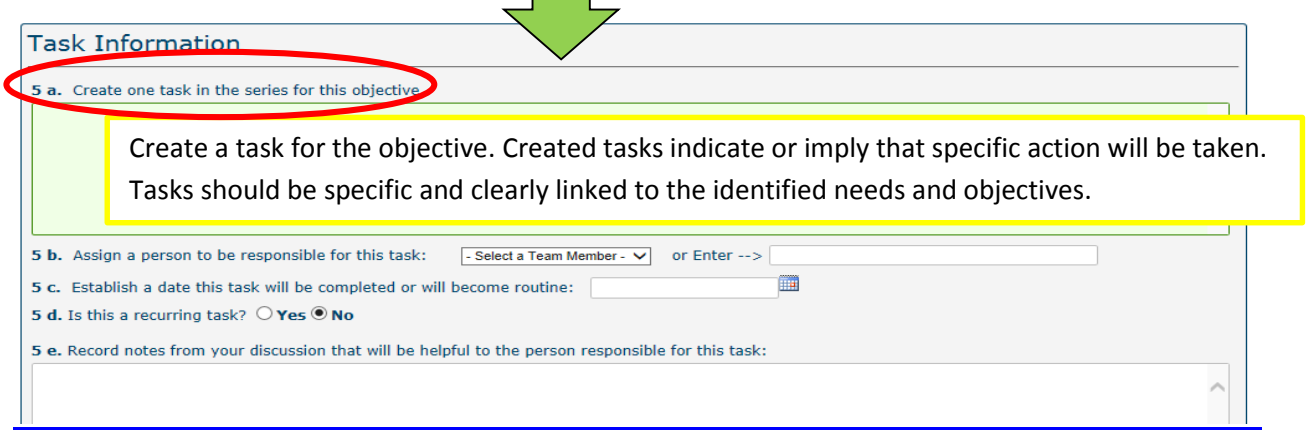
Create a School Plan – Add Tasks

After choosing a team member, describing full implementation, establishing a date and clicking **SAVE,** the screen with a button to Add a task will automatically appear.

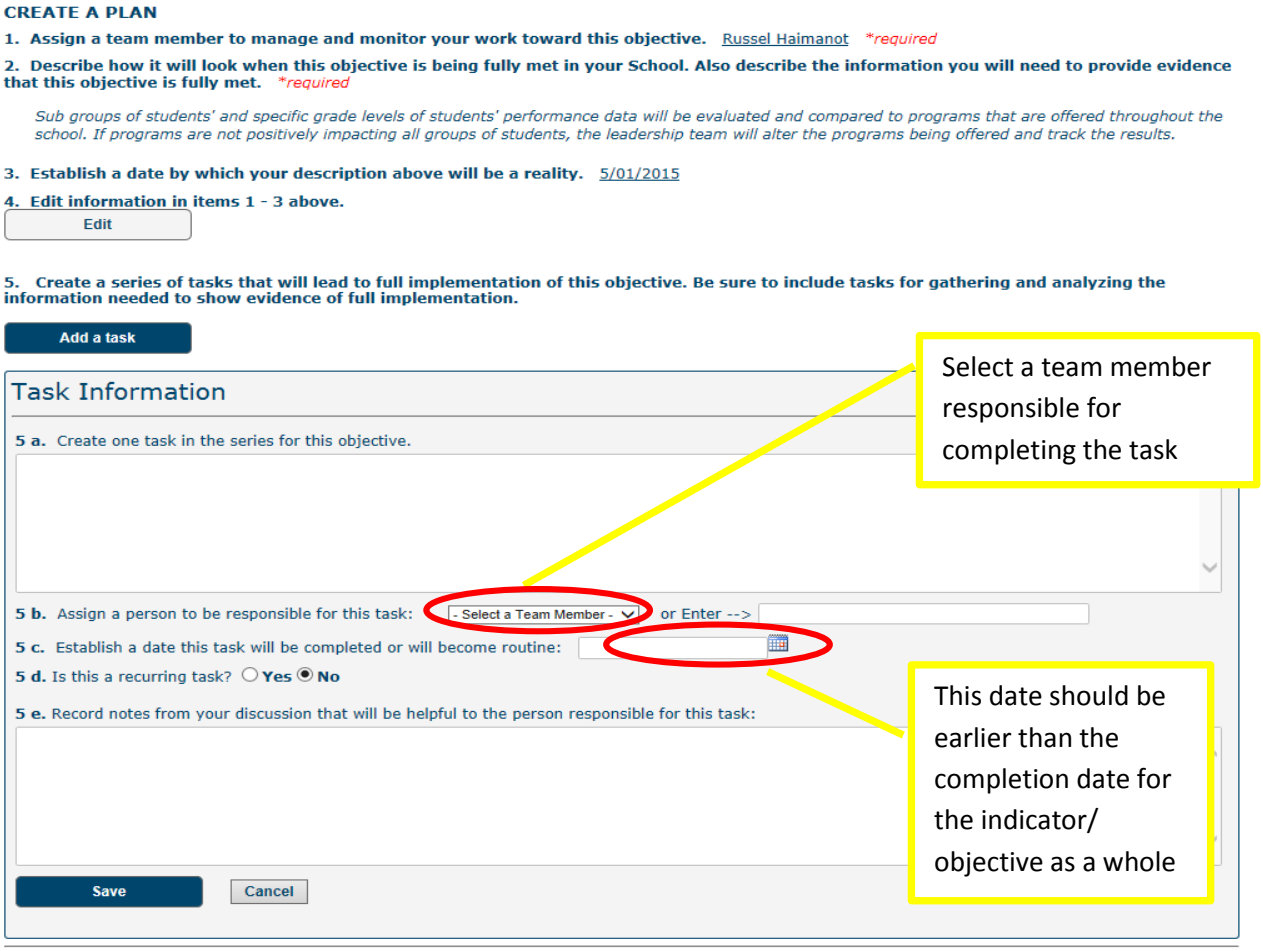
Note: Teams also can add additional tasks to objectives that have already been planned for. Select any objective from the Create School Plan page to add tasks.



Add a Task



Add a Task - Team Members and Completion Dates



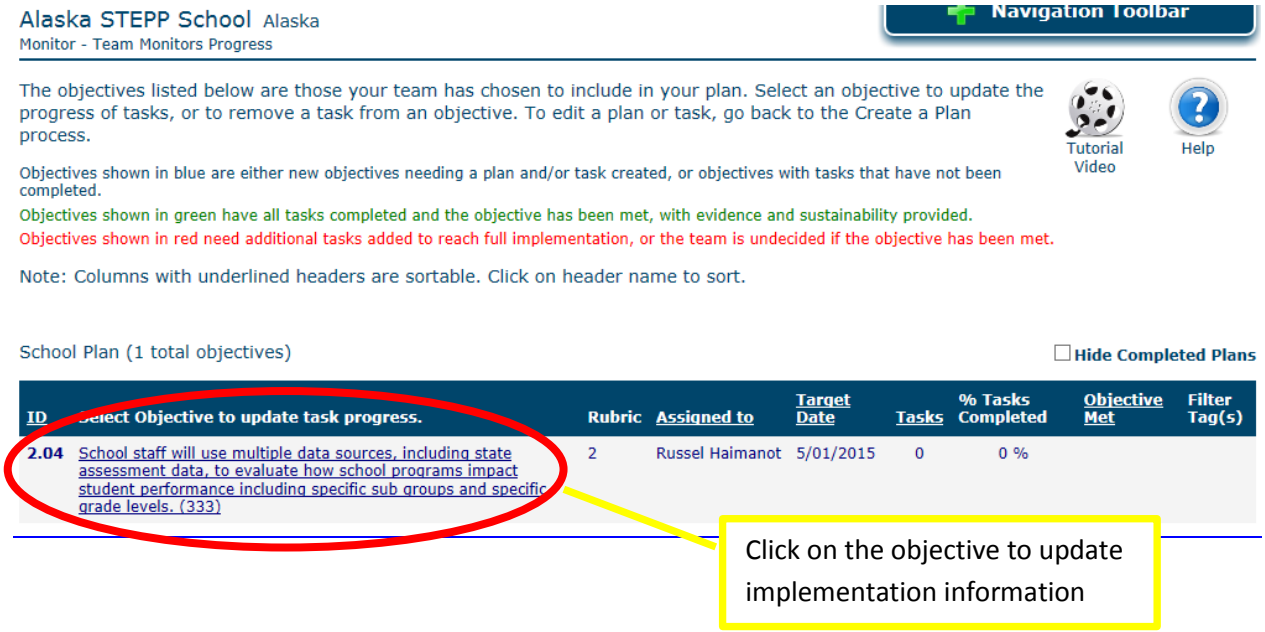
Monitor School Plan

Once the plan is created, the team members and stake holders work to complete the tasks. Monitor School Plan is the step where teams record work completed to date on each objective.

It is recommended that teams start each meeting by updating information in the Monitor section.

On the Main Menu page choose **Monitor School Plan**.

Monitor School Plan - Select an Objective to update



Monitor School Plan – Select a Task to update

Wise Ways ® Rubric

2.04 - School staff will use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels. (333)

ASSESS

Level of Development or Implementation: Limited Development **Priority Score:** 2 **Opportunity Score:** 1

Current Level Description:
School staff uses multiple data sources to evaluate how programs impact student performance, however sub groups and specific grade levels have not been addressed.

CREATE A PLAN

1. **Assign a team member to manage and monitor your work toward this objective.** Russel Haimanot **required*
2. **Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.** **required*

   Sub groups of students' and specific grade levels of students' performance data will be evaluated and compared to programs that are offered throughout the school. If programs are not positively impacting all groups of students, the leadership team will alter the programs being offered and track the results.

3. **Establish a date by which your description above will be a reality.** 5/01/2015
4. **Edit information in items 1 - 3 above.**

   Edit

5. **Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.**

Add a task

Click on the task to be monitored

Task(s) created to meet this objective are shown below. Click a task to update or edit. To delete a task, go to the Monitoring process.

Sort	Task(s)	Recurrence	Assigned to	Target Date	Completed
1	Attend a leadership meeting to establish an agreed upon definition of Programs.		Jennifer Newman	9/15/2014	
2	Establish a list of all programs being offered at the school and give the list to Russel.		Jennifer Newman	9/22/2014	
3	Each grade level Team Meeting will be attended at least quarterly with the intent of gathering student performance data as it relates to programs being offered in the school.	four times a year	Samuel Johnson	5/01/2015	

Save Sort Order

MONITOR PLAN

Update or Complete Task Status

Enter comments updating this task, adding additional information or reasons for delay of completion, etc.

1. **Update task comments as necessary.**
2. **Choose a "Completed date" when task has been completed.**
3. **Click "Save/Update" to save changes.**

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 3 Each grade level Team Meeting will be attended at least quarterly with the intent of gathering student performance data as it relates to programs being offered in the school.

Frequency: four times a year

Comments: Samuel will share out information gathered from teams during end of year staff meeting.

Completed date Clear Completed Date

Save / Update Cancel

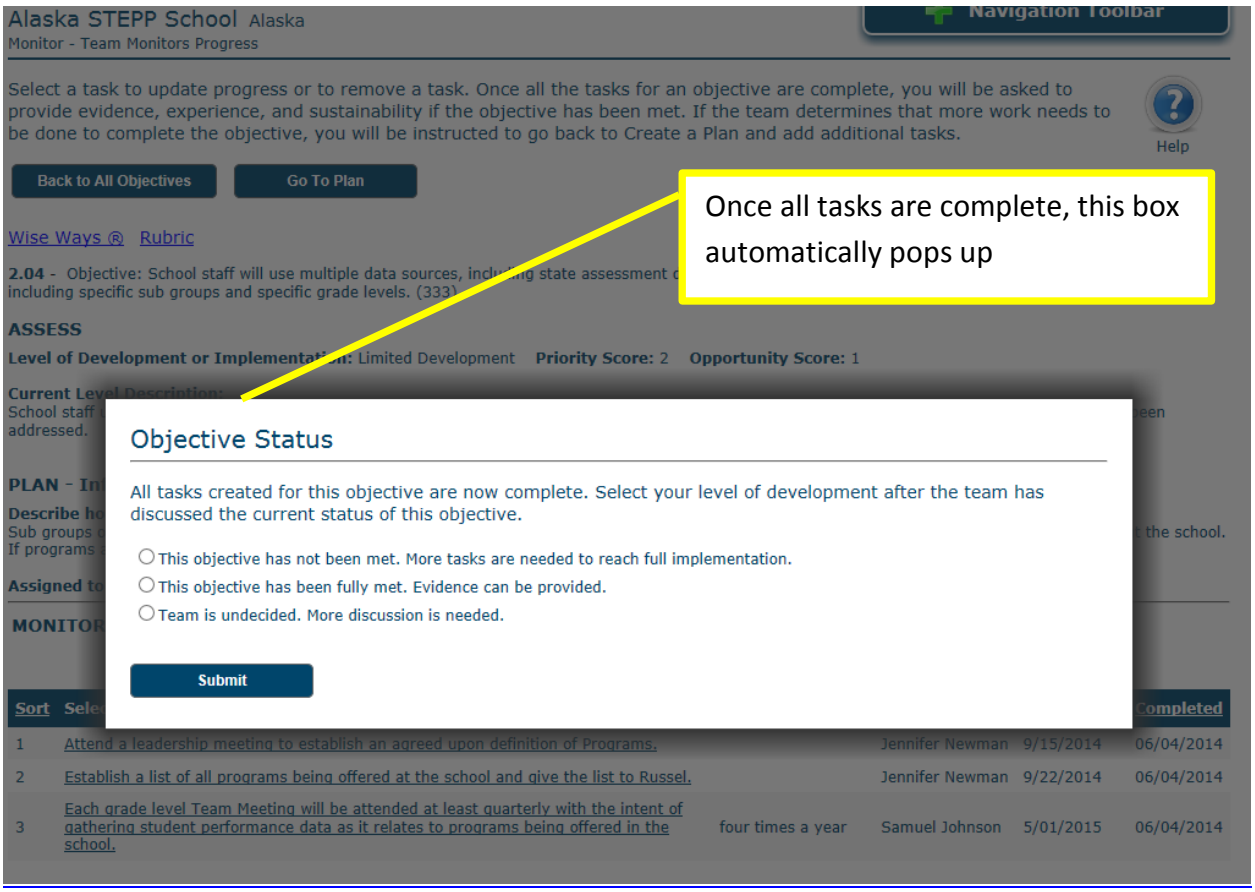
Enter completion date, and click Save/Update

This is the only place where a task can be deleted

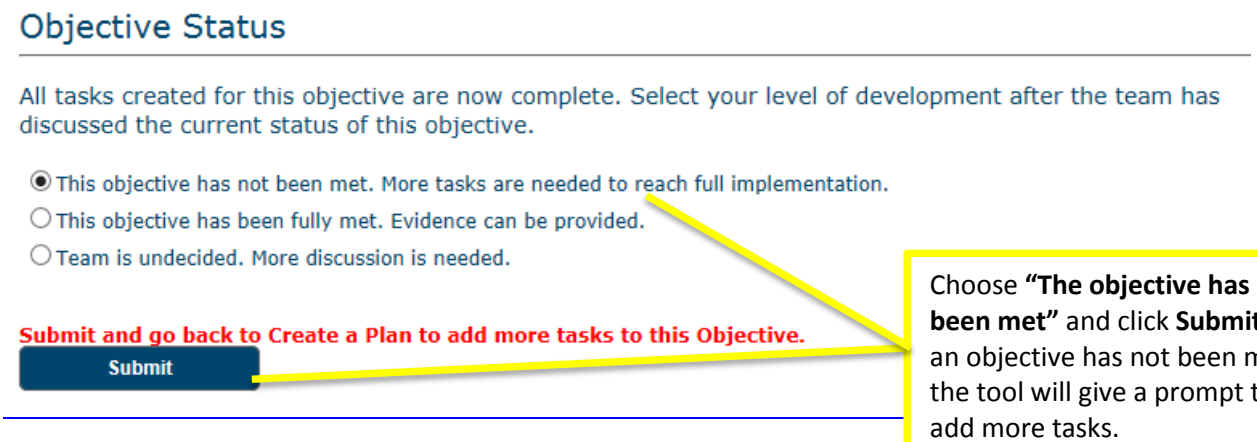
Delete This Task

Monitor School Plan – Objective Status

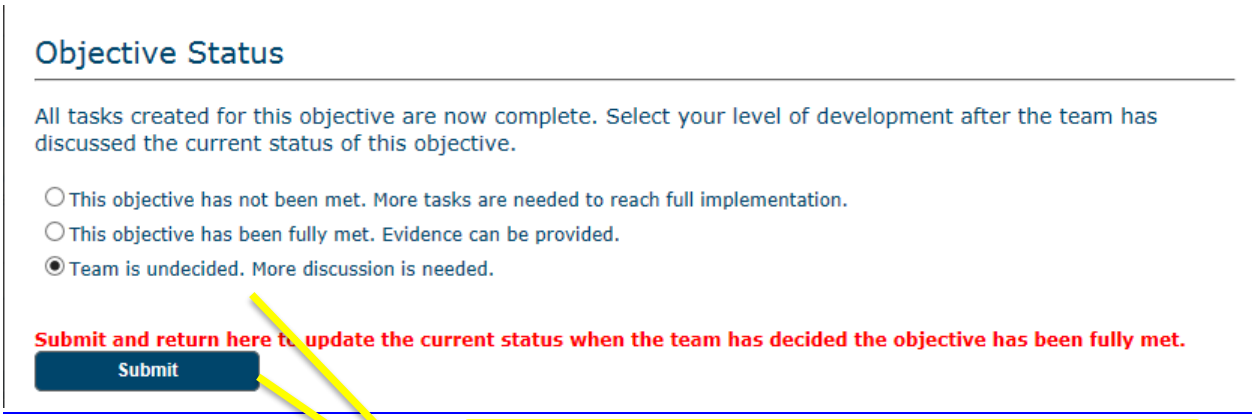
Once all tasks have been completed for an objective, the team will be prompted to decide whether they are satisfied that the objective has in fact been met, or if the objective has not yet been met.



Monitor School Plan – Objective Status



Choose **"The objective has not been met"** and click **Submit.** If an objective has not been met, the tool will give a prompt to add more tasks.



If the team is undecided about the completion of the objective, choose **"We are not ready to make a decision"** and click **Submit**. The tool will prompt users to return later.

Monitor School Plan – Objective Status

Objective Status

All tasks created for this objective are now complete. Select your level of development after the team has discussed the current status of this objective.

- ○ This objective has not been met. More tasks are needed to reach full implementation.
- ◉ This objective has been fully met. Evidence can be provided.
- ○ Team is undecided. More discussion is needed.

1. Please describe your experience in pursuing this Objective. **required*

Describe experience

2. What continued work will be necessary to sustain your efforts and continue to meet this Objective. **required*

Describe efforts to sustain improvements

3. Please provide evidence that this Objective has been fully and effectively implemented. **required*

Describe evidence of full implementation

Submit

Click submit.

If the objective is complete, the tool will ask for a description of the team's experience, what continued work will be necessary to sustain the improvement efforts, and what evidence shows the objective has been fully and effectively implemented.
This narrative provides a historical record for the site/district as to what work has been done and what has been successful.

Resources and Reports

Resources

The resources in Alaska STEPP include system instructions, *WiseWays®*, and links to organizations that provide information and research in school improvement. In addition, teams are provided with resources that stand beside the Alaska STEPP tool: the User's Manual, Indicators in Action Videos, Power Point of Alaska STEPP Overview, and Webinar Playback Links.

User's Manual

The User's Manual contains narrative description of the processes and purpose of Alaska STEPP and the continuous school improvement planning model.

Indicators in Action Videos

The Indicators in Action Videos contain video clips of teachers using the best practices as described in the *WiseWays* documents. http://www.indistar.org/action/courses.html

Webinar Playback Links

Webinars that address changes in Alaska STEPP, procedures for New Users, and the application of processes are held each year; the Playback Links of these webinars are available on the EED web page under the Orange Support Star and the Orange Alaska STEPP Tab. An Alaska STEPP Overview Power Point is also available under the Alaska STEPP Tab.

Alaska's School Improvement Handbook

The *School Improvement Handbook* is a guide for 1, 2, & 3 Star, and Priority & Focus schools as they plan for school improvement. It also provides guidance for 4 & 5 Star schools that are in improvement for specific sub groups of a student population. The requirements and timelines put in place by the Elementary and Secondary Education Act (ESEA) Waiver are outlined, and research based processes for school improvement planning are included. Resources to assist with planning and implementation are provided, and specific responsibilities of the State Education Agency (SEA), school districts, and schools are included.

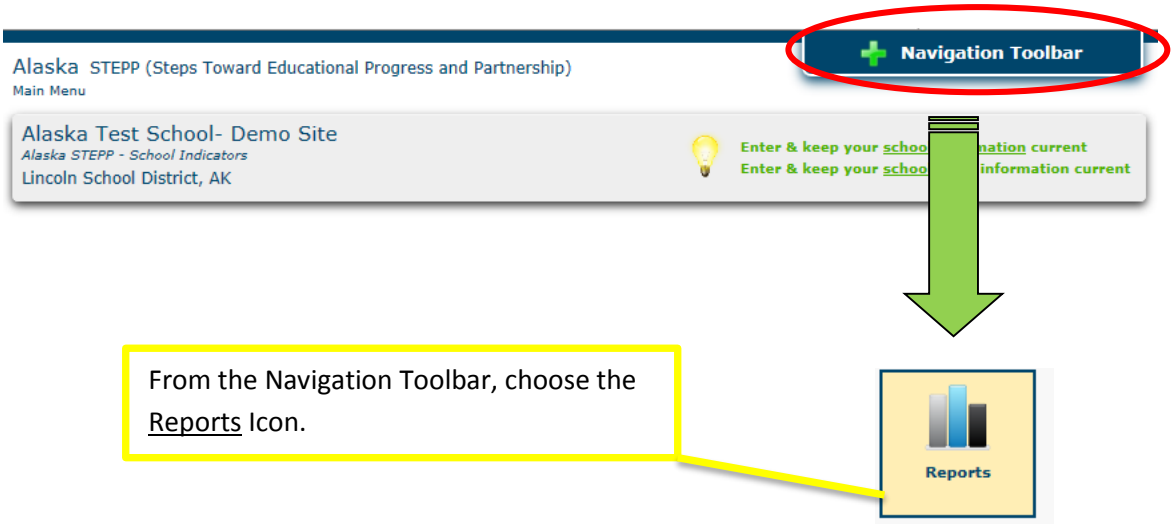
Reports

A School or district improvement plan is meant to be shared with, and implemented by, a larger group of people rather than just those that are on the core team. School boards, advisory groups, parents, and the entire school staff are just a few of the groups that may be getting this information. In addition to the guest login and password, which allows a read-only view of the plan, Alaska STEPP produces 21 different reports that help package the information in a variety of ways for use with different audiences.

Before describing the reports in detail, users should know a few important pieces of related information. First, reports can be accessed at any time—they will show all work to date that has been done in Alaska STEPP. Second, the reports can be saved in several formats, including PDF, Word, Excel and CSV. After saving the documents, users can print the reports if the team would like to work with a paper copy.

Reports – Accessing

To access all of the reports, you must be able to reach the Navigation Toolbar, which is located on the School or District Main Menu Page. The reports are organized in groups by the steps of the school improvement planning process.



Reports - Choose a Report to View

Alaska Test School- Demo Site Lincoln School District, AK

School Report Menu

Navigation Toolbar

Reports are organized by steps of the school improvement planning process

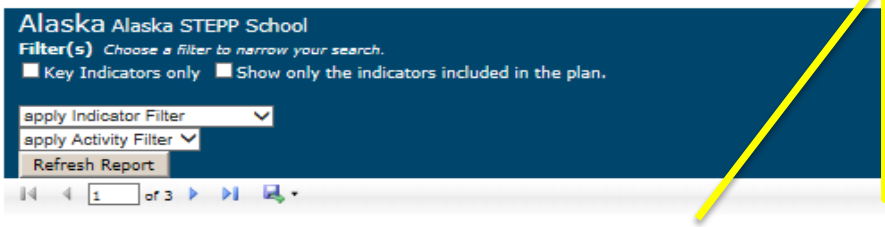
Help

General	School Information	This report holds registration information for the school, principal, and process manager.
	School Demographics	Here you will see the demographic, personnel and enrollment information as entered by the school.
	School Assessment	This report shows assessment information for state and standardized tests as entered by the school.
	School Team Members	Information pertaining to the members of the School Improvement Team including the principal, the process manager, and others chosen from the school or community to be part of the leadership team is displayed here.
Assess	List of Indicators Included in Plan	This report holds a list of all assessed indicators that will be included in your plan.
	Detailed Report of Assessed Indicators	This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.
	Flag to Reassess Report	This report will display all indicators that have been marked ready for reassessment, according to timelines specified by your state.
Plan	List of Objectives Included in Plan	Here you will find a list of all objectives included in the plan.
	Detailed Report of Objectives Included in Plan	This report holds a list of all objectives, the index score, target date, and team member assigned to it, as well as a description of what the fully implemented objective will look like.
Monitor	Tasks Report	The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.
	Progress Report	This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.
	Comprehensive Plan Report	This report shows detailed activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation filtered by one month, three month, six month, nine month and twelve month time intervals.
	last 3 months 6 months 12 months	
	12 Month Activity Report	A 12 month Report showing detailed activity of the leadership team's work on the action plan, including plans with tasks and indicators assessed as fully implemented or not a priority.
	Celebrate Our Success	This report shows indicators which have been determined by the Leadership Team to be fully implemented, either in the team's initial assessment or after meeting the objective for the indicator. These indicators are the school's norms, what is done routinely and with high quality.
	Accomplishments Report	This report shows indicators that were assessed as fully implemented or the objective has been met within the last year, the last two years, or the last three years. This report allows a school or district to show their achievements within those time periods.
	in the last - 1 year 2 years 3 years	
	Indicator Checklist Report	This is a customizable report that allows one to choose individual indicators and displays all information for assessments, plans, and tasks for each indicator selected.
	Implementation and Monitoring Report	Here you will see a comprehensive list of only those indicators that were initially assessed as fully implemented or those indicators for which a plan has been created.
	Coaching Comments	This report displays the conversational tool designed for districts to receive and respond to helpful tips and comments from their coach.
	Where are we now?	This report gives an overview of the schools execution of its plan in graph form, as well as a list of fully implemented and completed indicators.
	Summary Report	This report displays summary information such as the number of meetings held, numbers of indicators assessed and planned, number of coaching comments, and forms submitted, as well as leadership team information.
	Improvement Plan Report	This report is a minimized version of the Comprehensive Report, omitting the details of the tasks.
	last 3 months 6 months 12 months	

This complete page, with report definitions, can be found on Alaska STEPP

Reports - Comprehensive Plan Report

This report includes all data entered for all indicators/objectives. This report was created for the purpose of reporting the progress that a school has made using Alaska STEPP.



The Comprehensive Plan Report is what schools submit for their school improvement plan

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/4/2014

Alaska STEPP School NCES - na

Alaska STEPP District

Alaska STEPP - School Indicators Key Indicators are shown in RED.

Curriculum			
Indicator	**1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY)**		
Status	**Full Implementation**		
	Rubric Score:	3	
Assessment	Level of Development:	**Initial:** Full Implementation 12/20/2013	
	Evidence:	8/23/13 Our K-5 school is using district adopted curricula that is aligned to state standards, Wonders & Math in Focus. Staff members have attended trainings that support each curricula and ongoing PD is planned for winter and spring in-services. Weekly PLC agendas include discussion on teaching with fidelity (see agenda minutes), and data from principal walk-throughs reflects current instructional practices in place (see tally sheet). Documentation from peer and self-evaluation can also be viewed on survey monkey. Our school schedule supports implementing curricula with fidelity, i.e., weekly PLC meetings, small group instruction, & time set aside for progress monitoring.	
Indicator	**1.04 - School staff use statewide assessment data to systematically review and identify gaps in the curricula.(326)**		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	**Initial:** Limited Development 05/19/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have this partially implemented, but would like to have it fully implemented.	
Plan	Assigned to:	Not yet assigned	
Indicator	**1.05 - School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)**		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	**Initial:** Limited Development 05/19/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Partially	
Plan	Assigned to:	Not yet assigned	

Reports - Comprehensive Plan Report – Objectives' Status

The Comprehensive Plan report shows the current status of each indicator

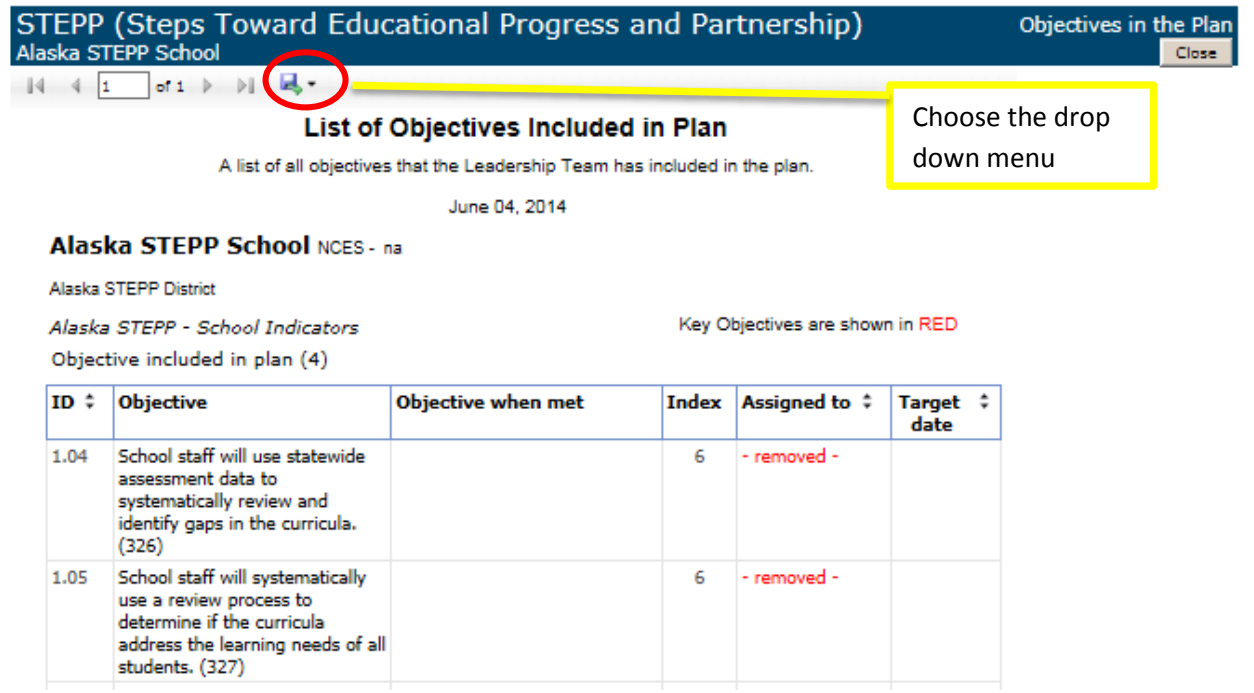
Indicator	**1.04 - School staff use statewide assessment data to systematically review and identify gaps in the curricula (326)**		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 10/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students have gaps in current level of education	
Plan	Assigned to:	Jennifer Karlik	
	How it will look when fully met:	Staff and instructional leader utilize an established process every year to review SBA data sets in order to identify gaps in curricular areas. It may get wonky.	

Reports - Met Objectives

Curriculum			
Indicator	**1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY)**		
Status	**Objective Met** 9/9/2013		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 10/17/2013	
		Objective Met - 09/09/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished wit current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	District approved curricula has been aligned to some of the Alaska State Standards, but are being updated this year. This curricula is implemented with fidelity by most of the school staff, but not all in reading, and about half of school staff in math. Some staff are ne and more professional development is needed for full implementat to take place. 11/7/2013 The school is currently training and implementing Reading Wonders for the 2013-14 school year.	
Plan	Assigned to:	Bob Hewitt	
	How it will look when fully met:	The curricula will be aligned with all the current Alaska State Standards and be research based. All teachers will use the curricula in their classrooms.	
	Target Date:	08/20/2014	
	Tasks:		
	1. Professional Development for new teachers will be scheduled for ABC Reading, the districts K-6 Reading curricula		

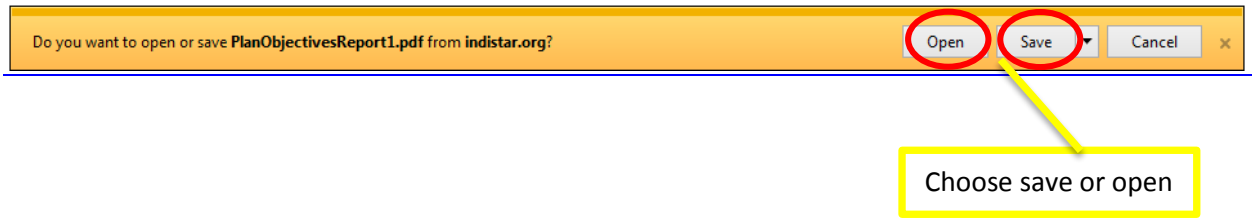
If tasks have been completed and an Objective has been met, the indicator score does not change. However, the Objective is documented as being met.

Reports - Save and/or Print



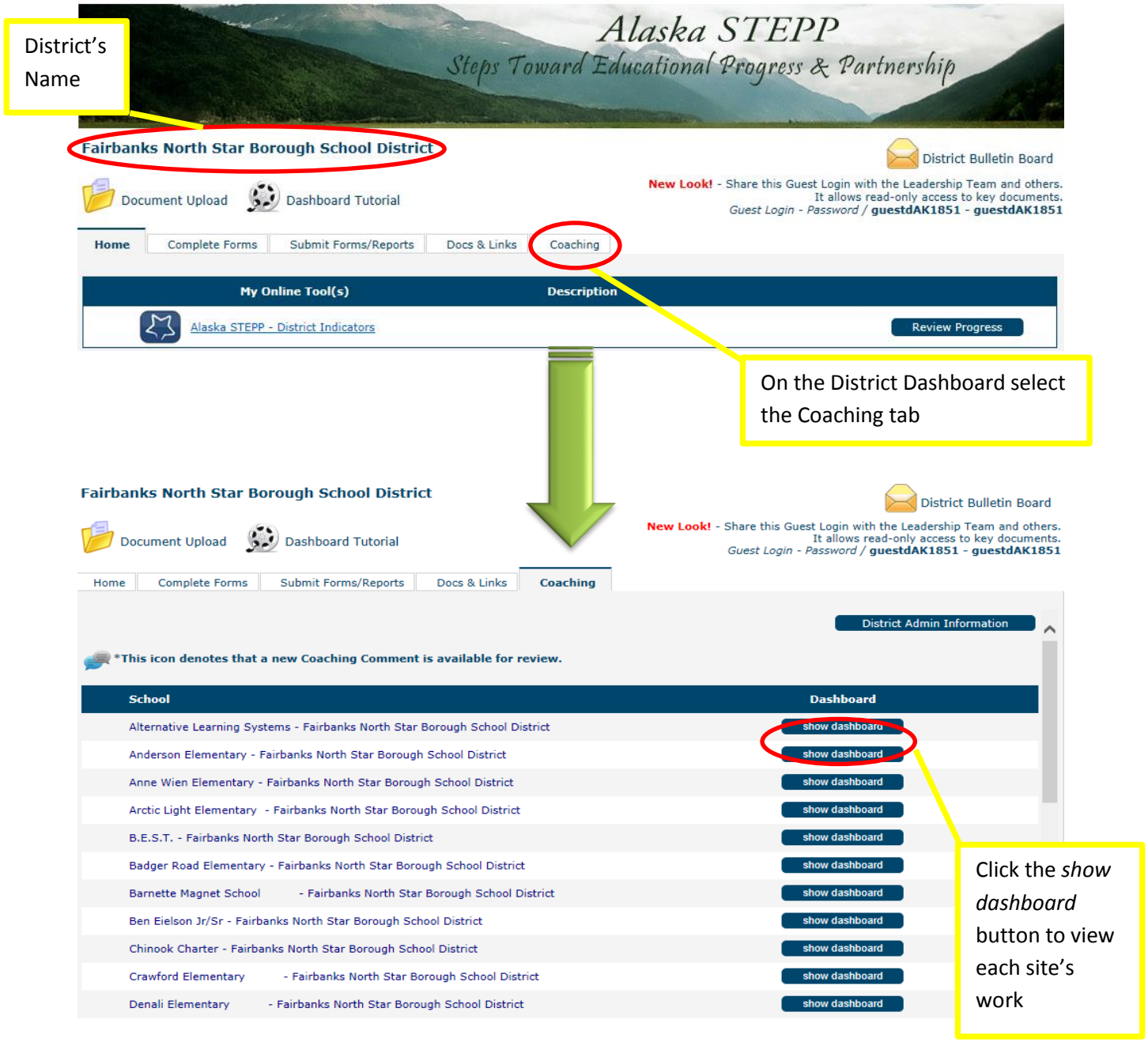
Choose Open, or Save

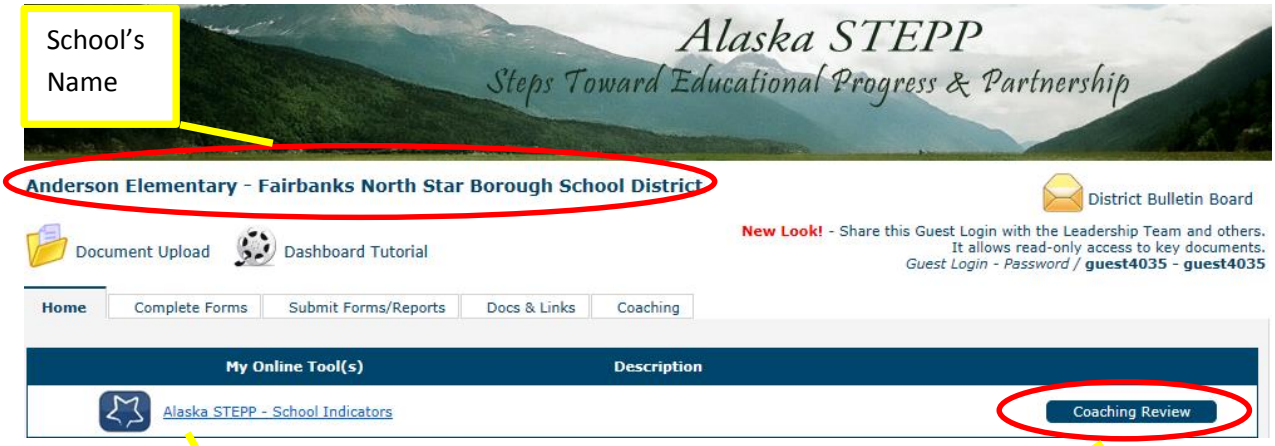
Depending on what browser is being used, a pop up menu will appear that gives the option to open or save a report. This pop up is from Internet Explorer and appears at the bottom of the page.



District Dashboard - Viewing Site Plans and Reports

The District Dashboard is accessed from the Indistar log-in page using a district-level log-in and password. This allows a district team to build a district plan, a district administrator to review school plans without having to log in to each school's page individually, and for a coach to review site work periodically and offer coaching comments if this is the team's practice. The District Dashboard will have the same mountains, but will list the District name at the top, and have a Coaching tab.

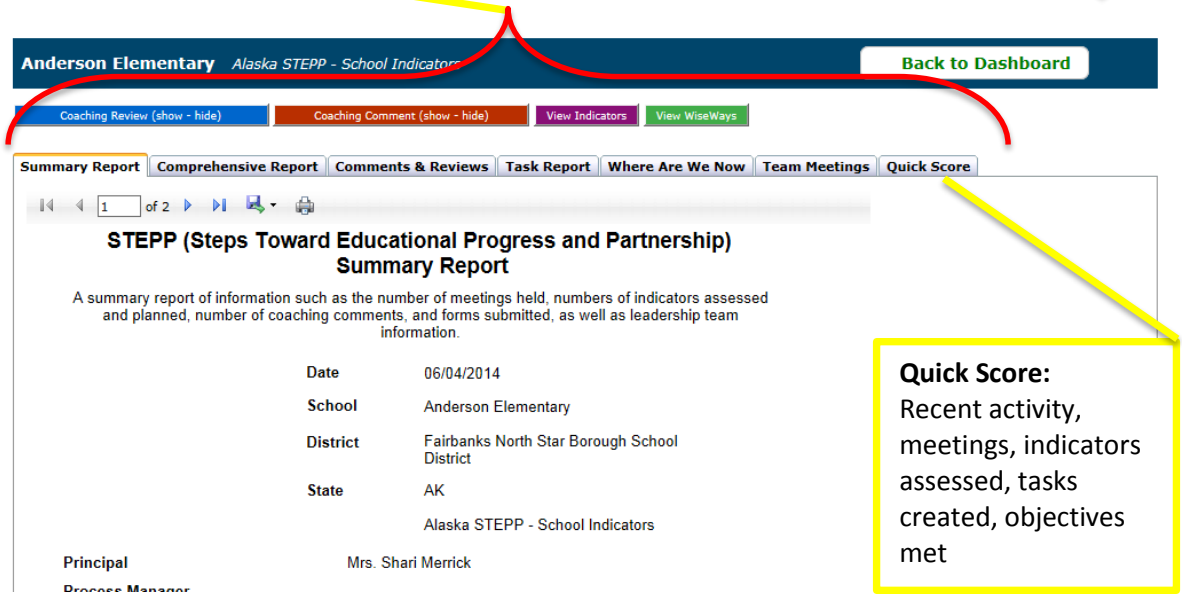




Select the Alaska STEPP School Indicators link to view the work in progress for this school site

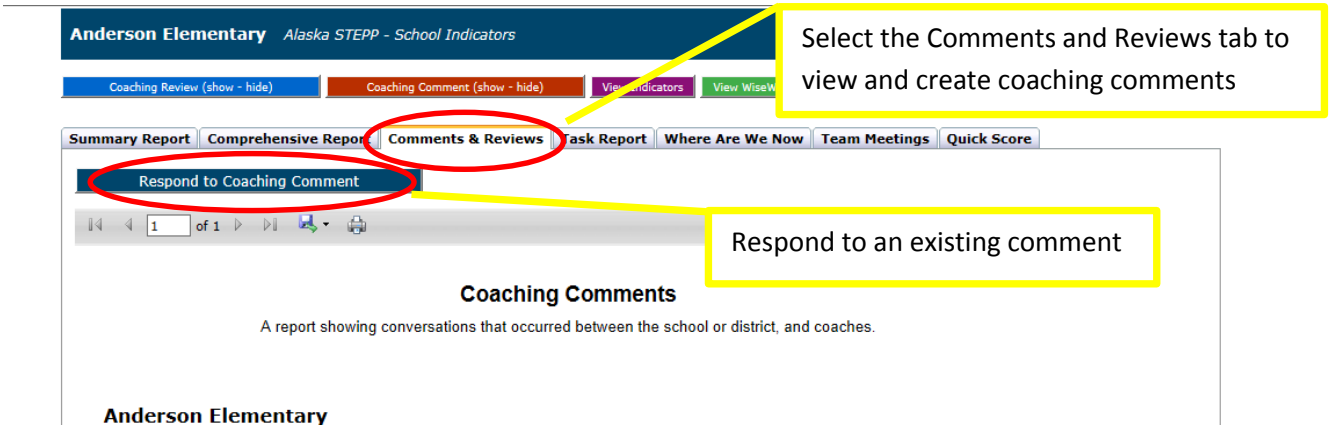
Select the Coaching Review short cut to view reports and leave coaching comments for this site

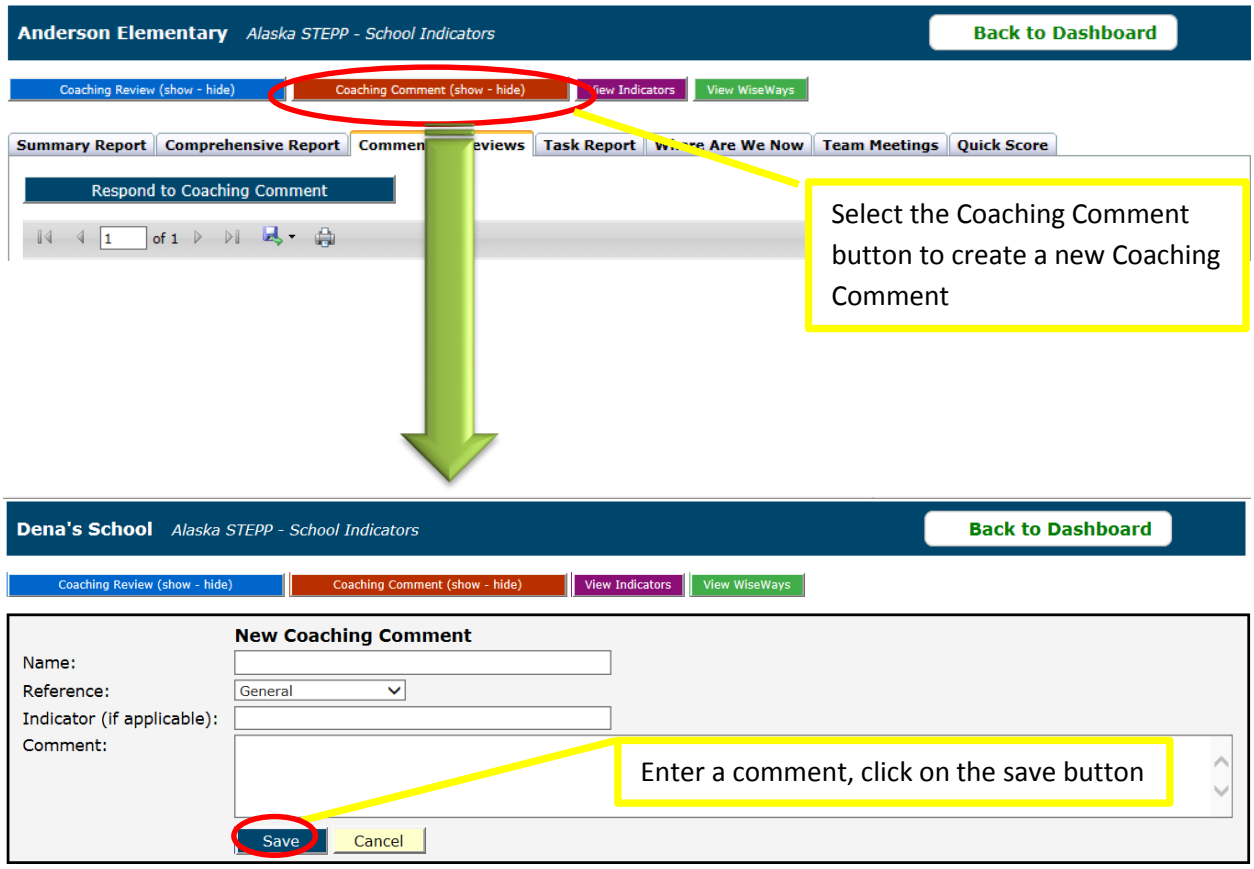
Tabs on the Coaching Review page allow you to view the most frequently used reports



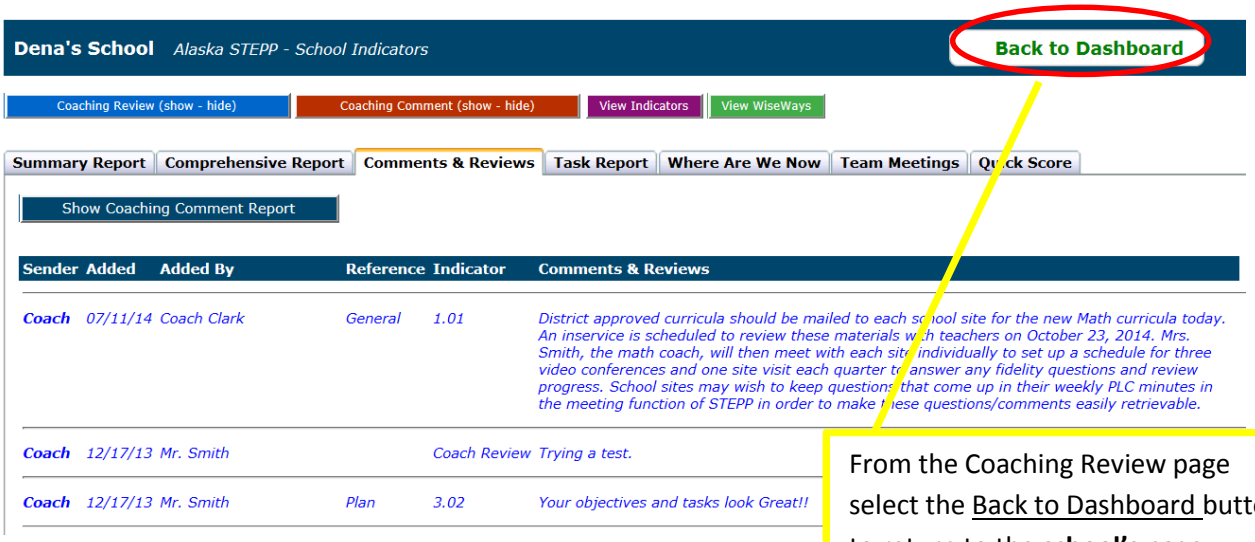
Quick Score: Recent activity, meetings, indicators assessed, tasks created, objectives met

District Dashboard - Creating Coaching Comments



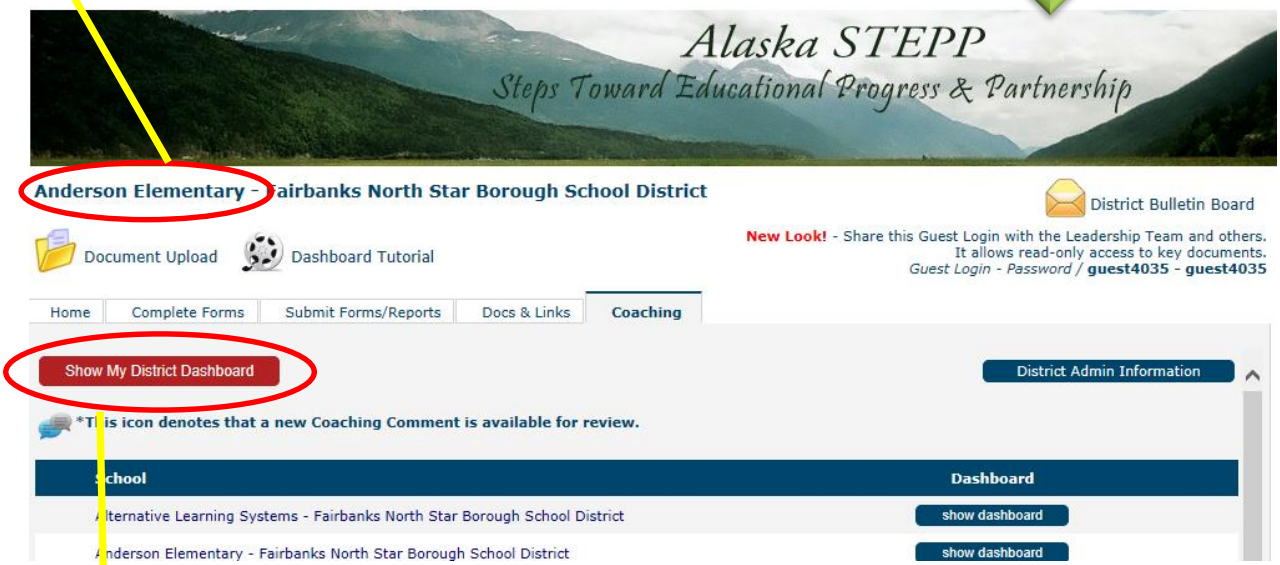


Returning to the District Dashboard

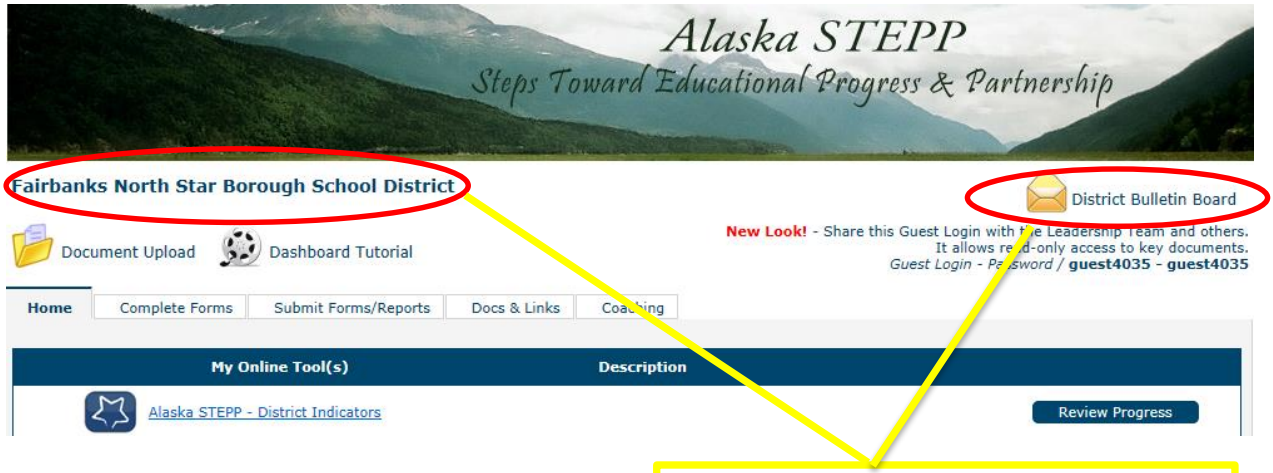


From the Coaching Review page select the Back to Dashboard button to return to the **school's** page

Both Dashboards have the mountains with the Alaska STEPP title. The name of the site will appear here to indicate you are on the **school page**, of the district's dashboard.



Select the Show My District Dashboard button to return to the **district** dashboard main page



The District Dashboard looks the same as the School Dashboard with the mountains and the STEPP title. The name of the District will appear here to indicate you are back on the **District's** dashboard. The Bulletin Board also reads "District" rather

Frequently Asked Questions

Q: How do I change a rubric score?

A: If an objective and tasks have NOT been written for an assessed indicator, the score may be changed in the Assess Indicators page.

If an objective and tasks have been written, it is not possible to change the score. Call the STEPP team at EED for assistance.

Q: How many indicators do most teams complete in an hour?

A: Teams report that once the process has become a part of their work, they are able to assess and plan for 2-4 indicators in an hour.

Q: Can Title I Schoolwide Plans be written using Alaska STEPP?

A: Yes: The Title I Assurances document, located on the Dashboard of STEPP under Forms to Complete, has a list of Alaska STEPP indicators a school can cross walk with Title I requirements. There is also a document, *"Using AK STEPP as a Title I Plan"* on the EED website under the Orange Star & the Alaska STEPP tab: http://education.alaska.gov/tls/TitleIA/pdf/Using_AK_STEPP_TitleI_Plan.pdf

Q: Once a school submits a Comprehensive Plan Report on Alaska STEPP, have they completed the school improvement process?

A: While the Comprehensive Plan Report is the same as a School Improvement Plan, school improvement planning is an ongoing process and is never complete. The school improvement plans in Alaska STEPP are to be monitored at least once per month, and they are to become comprehensive, continuous and team oriented.

Q: When our team completes all tasks and the indicator is listed as Objective Met, will we see a change in the rubric score?

A: No, the rubric score stays the same. However, the Objective is documented as being met.

Q: Can an Assessed Indicator be edited or updated?

A: Yes. Go to the Assess feature (either through the Main Menu Page, or through the Assess icon on the Navigation Toolbar), click on Display all Indicators: Display all Indicators, click on Tab 3. Indicators Assessed, then choose the desired indicator. In box 4., the information can be changed, or updated. It is highly recommended NOT to erase information, only write updated narrative *beginning each description entry with the current date*.

Q: Can a Task be deleted?

A: Yes. The only way to delete a task is by entering the Monitoring feature (either through the Main Menu Page, or through the Monitor icon on the Navigation Toolbar). Choose the desired objective, and then choose the task that needs to be deleted. A red X Delete This Task will appear.

Q: Can a Task be edited or updated?

A: Yes. Go to the Create feature (either through the Main Menu Page, or through the Create icon on the Navigation Toolbar). All assessed Indicators in the plan will be listed. Choose the desired indicator, and then choose the desired Task. In box 5a., the information can be changed, or updated. It is highly recommended NOT to erase information, only write updated narrative *beginning each description entry with the current date*. Comments can also be written in box 5e. Additionally, comments can be entered by using the Monitoring feature, as described above.

Q: Can the Dashboard be accessed through the Main Menu Page or the Navigation Toolbar?

A: No. The only way to access the Dashboard from the Main Menu Page, or from the Navigation Toolbar, is to click on the browser's open page tab that says My Dashboard. The Dashboard is a completely separate page than the Main Menu Page and the Navigation Toolbar.

Q: How can the Main Menu Page and Navigation Toolbar be accessed?

A: Access the Main Menu Page and Navigation Toolbar by logging into Alaska STEPP and finding the, Alaska STEPP - School Indicators link on the Dashboard (located half way down and to the left).

Q: Can an Alaska STEPP user easily maneuver between the Main Menu Page and the Navigation Toolbar?

A: Yes, this is an updated feature that allows a user to go back and forth between the Assess, Create and Monitor features more easily. Going back and forth from the Main Menu Page to the Navigation Toolbar is as easy as clicking on the green cross + or the NavigationToolbar's Main Menu icon

. The Assess, Create, and Monitor features are found on the

Main Menu Page **Assess, Create, Monitor** AND on the

Navigation Toolbar

Assess, Create, Monitor.

Document Upload Guidance

The "upload feature" has two upload folders per year; one is used to upload the Needs Assessment & the Assurances, and one can be used to provide other information about school improvement processes that are relevant to school improvement plans. Examples of documents appropriate and not appropriate for uploading include:

Upload	Do Not Upload
Aggregated data reports: local data summaries, climate surveys, demographic data, behavior data	Large data files that may be accessed via the Alaska Department of Education website. Individual student records, particularly with student identification information.
Title I documentation: annual parent meeting, policies, compacts, parent involvement reports	Several documents recording events throughout the year
Team meeting agendas or minutes: documentation of events to record evidence of work being done, strategic/action plans	Images, such as pictures

- Please name all documents very clearly when uploading so that the SEA, district, school and/or coaches can easily identify the document. (e.g. *Arctic Lights Local Data Summary Fall 2014*)
- To the extent possible, use this space to reduce the need to email, mail or fax documents. The EED staff may NOT upload to a school's or district's Upload Folder.
- Schools and districts should not use the Document Upload feature as a substitute for the succinct information entered into the indicator-based tool. The tool asks that the school or district team enter "evidence" and other information in a clear and succinct form. Summarize the evidence-based findings of the team in the indicator workspace. More detailed evidence, including detailed data reports, can be uploaded to the Document Upload folder and referenced in the indicator text boxes.
- Document Upload will accept the following file types: doc, docx, ppt, pptx, xls, xlsx, pdf, and txt with a limit of 100 MB per file. No jpg (photos) will be accepted. For scanned documents, use your scanner's settings to SAVE AS *.pdf and use a moderate level of resolution.
- Alaska's schools have a limit of 5 documents. If new documents are uploaded, please remove the old documents that are no longer needed.
- Districts/schools are responsible to download/save documents for their records as Alaska STEPP is for sharing purposes.

If you have any questions regarding whether or not to upload a specific document, please contact Patricia Farren, Alaska Department of Education & Early Development at 907-465-2892 or patricia.farren@alaska.gov.

Sample School Pacing Guide Template

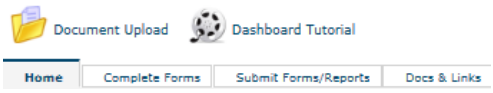
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Team Meeting Date	9th on-site training	4th at 3pm	1st at 3pm	6th at 3pm	4th at 3pm	2nd at 3pm	3rd at 3pm	6th at 3pm	4th at 3pm
Webinar Date									
Indicators to **Assess**	Needs Assess ment								
Indicators to **Plan**									
Indicators/tasks to **Monitor** for progress									Review/monitor all tasks within all "planned" indicators.

ALASKA STEPP QUICK REFERENCE to PLACES

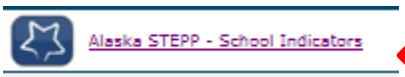
LOGIN: http://www.indistar.org/

Login: xxxxx Password: xxxxx

DASHBOARD:



-Upload Folder -Forms -Submittals -Docs & Links



Access -Main Menu Page & -Navigation Toolbar

The Dashboard opens in a different web browser page than the Main Menu Page, so going from the Main Menu Page to the Dashboard requires clicking on the browser's open page tab: **My Dashboard**

MAIN MENU PAGE:

Assess, Create, Monitor

Snapshot

Move between the Main Menu Page and the Navigation Toolbar to complete the three processes of school improvement planning.

NAVIGATION TOOLBAR:

Main Menu, Assess, Create, Monitor

Enter School Information, School Team, Demographics, Assessment Data, Meeting Agendas, and Replies to Coaching Comments. Access Resources, Worksheets, and Reports.

ALASKA STEPP QUICK REFERENCE

PROCESSES FOR SCHOOL IMPROVEMENT PLANNING

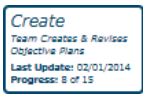
ASSESS

ASSESS AN INDICATOR **1.)** Go to Assess on the Main Menu Page

or Assess

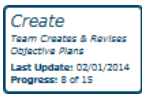
on the Navigation Toolbar. **2.)** Click on Display all Indicators: Display all Indicators. **3.)** Choose an Indicator to assess **4.)** Give a rubric score. **5.)** Follow the prompts: *Rubric Score 1 Will include in plan & Rubric Score 2 require a Priority Score, an Opportunity Score, & a Description of Current Implementation Level, Rubric Score 3 asks for Evidence of Full Implementation, and Rubric Score I Not a Priority or Interest asks for an Explanation why.* **6.)** Click either Save This Indicator Save This Indicator or Save and Go To Plan Save and Go To Plan.

CREATE

WRITE AN OBJECTIVE **1.)** Go to Create on the Main Menu Page 

or Create

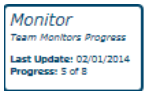
on the Navigation Toolbar. **2.)** Choose a previously assessed indicator that does NOT have an objective written. **3.)** Write a description: this is the Objective/Goal. **4.)** Click Save Save.

ADD A TASK **1.)** Go to Create on the Main Menu Page 

or Create

on the Navigation Toolbar. **2.)** Choose a previously assessed indicator that DOES have an objective written. **3.)** Click Add a task Add a task **4.)** Add a task [Box 5a]. **5.)** Assign a team member [Dropdown 5b]. **6.)** Establish a completion date [5c]. **5.)** Click Save Save.

MONITOR

MONITOR THE PLAN **1.)** Go to Monitor on the Main Menu Page 

or Monitor

on the Navigation Toolbar. **2.)** Choose a previously assessed indicator that has an objective and task(s) written. **3.)** Choose a task. **4.)** Mark tasks complete Completed date: 10/16/2013 *OR* **5.)** Add comments to tasks Comments: *OR* **6.)** Edit objective status by clicking Display Objective Status then clicking Edit Objective Status. **7.)** Click Save/Update Decide on Objectives status Objective Status **8.)** Click Save/Update Save / Update.

Alaska STEPP Practice Search

Login to Alaska STEPP using,

Login: ak - Password: ak

With a partner, complete each item.

1. **Find the Needs Assessment.**
2. **Find the domains and indicators rubric.**
3. **Enter new school information.**
4. **Add a person to the School Team.**
5. **Delete a person from the School Team.**
6. **Enter the Demographics of a school.**
7. **Find an assessing worksheet.**
8. **Assess an indicator.**
9. **Write an objective and add tasks.**
10. **Monitor an indicator that has tasks.**
11. **Generate a Comprehensive Plan Report.**
12. **Create a new Meeting Agenda.**