Distance Learning Sessions
Indicators Grouped by Topic

Note: The number in parenthesis following each indicator references the *Wise Ways*® for that indicator, which can be found in the *District Fieldguide*.

DISTANCE LEARNING 1: HIGH STANDARDS AND EXPECTATIONS

HIGH STANDARDS AND EXPECTATIONS

The district sets district, school, and student subgroup achievement targets. (7)

The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)

The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)

WORKING TOGETHER

The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)

District and school decision makers meet at least twice a month to discuss the school's progress. (30)

A team structure is officially incorporated into the school improvement plan and school governance policy. (36)

All teams have written statements of purpose and by-laws for their operation. (37)

DISTANCE LEARNING 2: TEACHING AND LEARNING, DECISION MAKING

TEACHING AND LEARNING

The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

The district works with the school to provide early and intensive intervention for students not making progress. (13)

The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)

Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)

DECISION MAKING

The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)

The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)

The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)

DISTANCE LEARNING 3: RAPID IMPROVEMENT SUPPORT

TAKING THE LEAD

The district intervenes early when a school is not making adequate progress. (12)

The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (22)

The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)

EMPOWERING SCHOOL LEADERS

The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)

District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)