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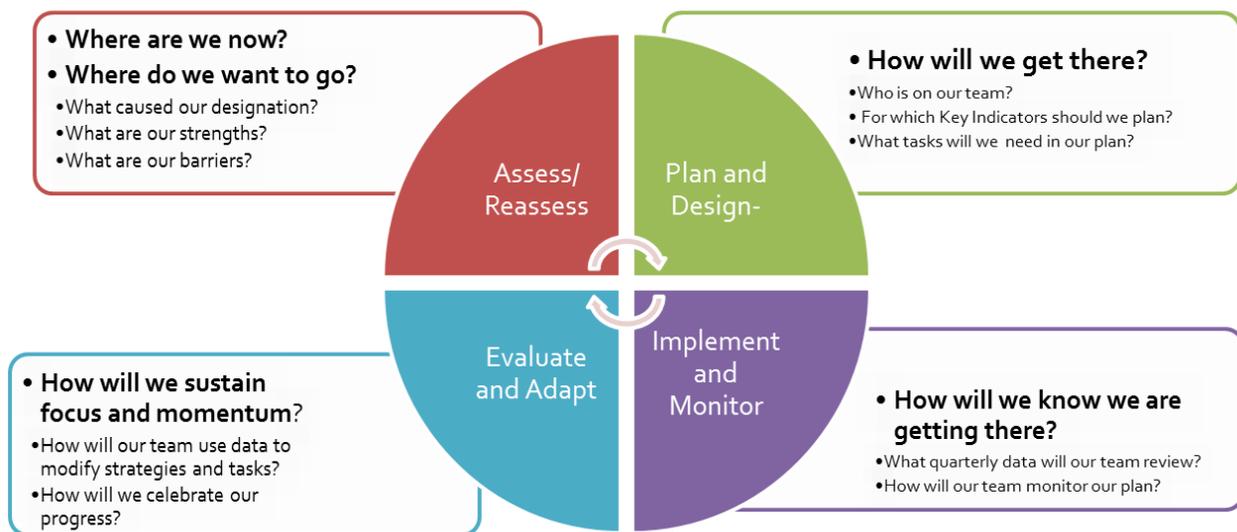
Users's Guide

The purpose of this guide is to provide assistance to users of the WISE Web-based Planning Tool developed and supported by Indistar® (www.indistar.org).

The WISE Tool is a Web-based system that guides a school team in charting its improvement and managing the continuous improvement process. Aligned to the USDE Turnaround Principles, Oklahoma Nine Essential Elements, and Title I Schoolwide Planning Components; the WISE Tool is built on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the state provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its site needs and students.

The WISE Tool assists school-level teams with assessing, planning, implementing, and monitoring progress toward realizing the 17 required rapid improvement or “Key” indicators. Indicators provide the structure for building a continuous school improvement plan, while still allowing each school flexibility and creativity on how it implements the plan. Indicators point the way toward effective practices as evidenced by the WISE Ways® found within the system.

Indicators serve as goals or objectives to support increased student achievement while driving continuous improvement as shown in the graphic.

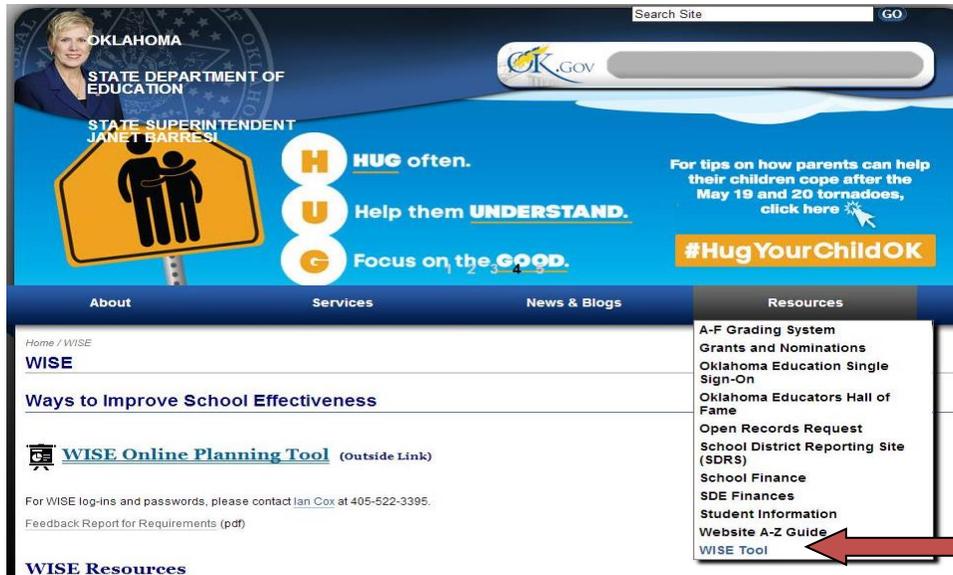


The WISE Tool further provides a school team with an improvement process that encourages local ingenuity and responsibility that changes the dynamic between localities and the state. It also requires a “culture of candor” in which school personnel talk openly and honestly about their professional practices that contribute to student learning. Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practices to get the job done. In addition to the supports provided by Indistar®, the state has also developed and uploaded supporting tools and links located on both our [OK School Support/School Improvement webpage](#) and within the WISE Tool on the dashboard under “Docs and Links”.

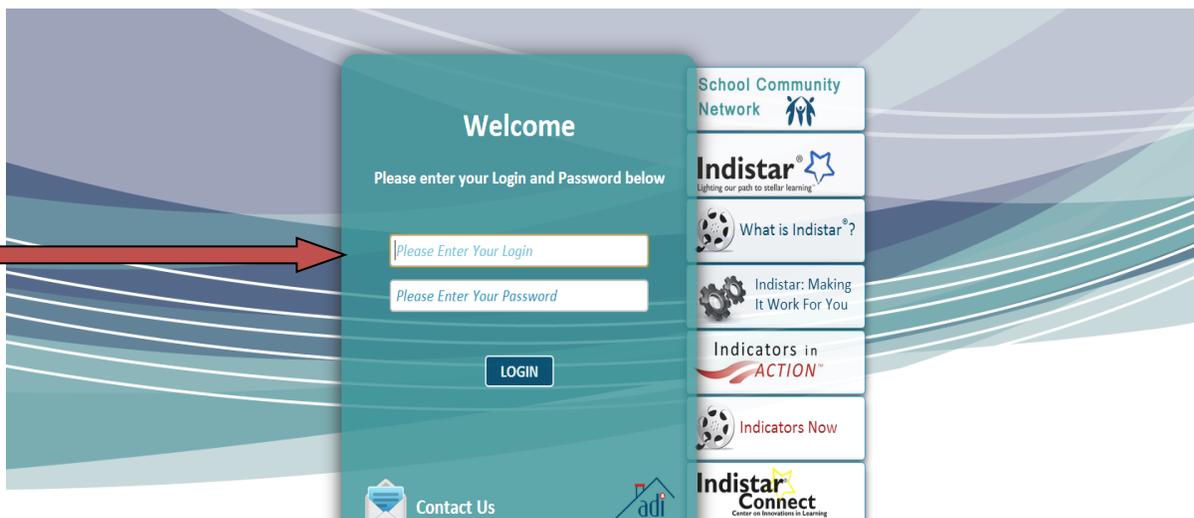
WISE Basics

Getting to the WISE Tool

To get to the WISE Tool, you will need to go the OK State Department of Education's WISE website at <http://ok.gov/sde/wise>. Once there, click on the link to The WISE Online Planning Tool. You may also access the **WISE Tool** by going to OSDE's home page at <http://www.ok.gov/sde/>. Once there, use the dropdown menu under the *Resources* and click on the **WISE Tool**.



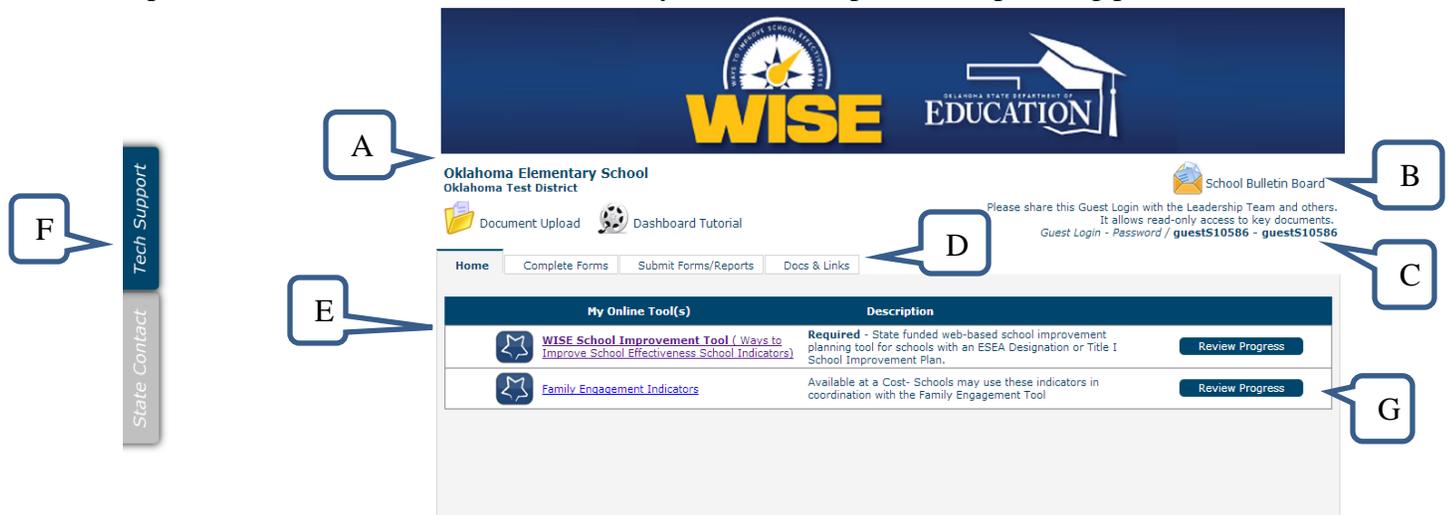
The **WISE Tool** is housed in an outside link that will open in a new browser window. You will need your **username** and **password** to enter the WISE web-based system. Please note that *your username and password are not case sensitive*. If you do not know your site's username and password, please contact school.support@sde.ok.gov



WISE Anatomy

The Dashboard

When you log into the system it opens to your dashboard. Your Dashboard houses the tools, reports, and resources needed to facilitate your school improvement planning process.



- A- Document Upload-** Allows the principal or process manager to upload the ESEA Statement of Assurance and Peer Review required reports and up to eight additional supporting documents.
- B- School Bulletin Board-** Provides a place for the state, district, and coaches to send general announcements and/or reminders to sites. (NOTE-The bulletin board is not intended for site specific comments)
- C- Guest Login Information-** Allows read-only access to the site WISE Plan for the leadership team and other stakeholders.
- D- Dashboard Tabs**
 - a. **Home-** Main tab and home of the WISE School Indicator link located under My Online Tool(s).
 - b. **Complete Forms-** Houses required SDE forms aligned to the ESEA Flexibility Waiver for schools with a SIG, Priority and C3 Partnership, Focus, or Targeted Intervention status.
 - c. **Submit Forms/Reports-** Houses Submit button that enables a designated site to submit completed forms housed in the Complete Forms tab, communicates submission due date, and stores prior submissions.
 - d. **Docs & Links-** Houses supporting documents and links developed by the SDE.
- E- WISE School Improvement Tool-** Live link that opens the **WISE Tool** in a new browser tab or window.
- F- Tech Support and State Contact-** Provides support contact information for the WISE System. (NOTE-Please contact the state before contacting Indistar®)
- G- Review Progress-** Allows view only access to components of your WISE Plan including summary report, coaching comments, task report, where are we now, and team meetings.

WISE Reminder- Only the **Principal** and **One** other designee should have **site login access** that allows for editing and submitting. The **Guest Login** provides **view only access** to the site plan.

The WISE Tool Main Menu

When you enter the WISE Online Tool you will be on the Main Menu page. This page houses many of the tools and resources you will need to build and monitor your plan.

The screenshot shows the WISE Tool Main Menu for Mannford Upper Elementary School. At the top, there is a navigation toolbar (B) and a school information update reminder (C) with underlined green text: "Enter & keep your school information current" and "Enter & keep your school team information current". The main content area features a central "Theory of Action" cycle with three boxes: "Assess" (Team Assesses Indicators, Last Update: 12/19/2012, Progress: 18 of 90), "Create" (Team Creates & Revises Objective Plans, Last Update: 12/04/2013, Progress: 5 of 5), and "Monitor" (Team Monitors Progress, Last Update: 03/28/2013, Progress: 0 of 5). A coaching comment notification (E) states "A Coaching Comment was added on 12/9/2013". Below this is a "Snapshot" table (F) showing login and task completion data. At the bottom, site contact information (G) lists the principal, Ms. Charlotte Parker, and the process manager, Mrs. Lesa Rohrer.

Last login:	12/04/2013
Last coaching comment received:	12/09/2013
Last Leadership Team Meeting:	-
Last Indicator assessed:	12/19/2012
Last Task added:	12/04/2013
Number of Objectives past due:	3 (view)
Number of Tasks past due:	12 (view)
Number of Tasks due in the next 30 days:	9 (view)
Where are we now Report	

- A. **Site Name**- Identifies site name to ensure that you are in the correct plan.
- B. **Navigation Toolbar**- Houses the icon links for the tools your team will use to assess, build, and monitor your continuous improvement plan.
- C. **School Information Update Reminder**- Reminds and allows you to update your site information by clicking on the underlined green text.
- D. **WISE Planning Process**- Graphic communicating the WISE Tool planning cycle. You may click on any of the three processes (Assess, Create, and Monitor) to enter that part of the planning cycle.
- E. **Coaching Comment Notification**-Communicates that your team's plan has been reviewed and feedback (through commendations and recommendations) has been left.
- F. **WISE Plan Snapshot**- Communicates current plan status as of your last login.
- G. **WISE Plan Site Contact Information**- Should have the name and email for the principal, key support team designee (process manager), and support coach.

WISE Reminder- Update your **school and team information** each time there are changes. The **WISE Snapshot** communicates information from **your last log-in**.

The Navigation Toolbar

The Navigation Toolbar contains tools represented by icons that facilitate and support the WISE System of Continuous Improvement. Icons are classified into groups and color-coded based on their function within the system.

Icon Glossary

 Back to Main Menu	Clicking on this icon takes you back to the WISE Plan Main Menu Page.				
 Assess	 Create	 Monitor	WISE Tools in the section allow your team to work through the school improvement planning cycle by assessing indicators of effective practice, creating action plans, and monitoring plan implementation.		
 School Information			 School Team	 Demographics	WISE Tools in this section allow your team to enter or update key information about your site, planning team, and assessments.
 Assessment					
 Coaching Comments	 Meeting Agenda Setup	 Where Are We Now?	WISE Tools in this section allow your team to communicate, manage meetings, and evaluate where you are in your plan.		
 Resources	 Worksheets	 Reports	WISE Tools in this section allow your team to access Indistar® system resources, planning resources, and monitoring reports.		

WISE Reminder- Use the **Back to Main Menu** button in the **Navigation Toolbar** when working in the WISE Tool to avoid losing new information.

WISE First Steps- About Your School



 *WISE Tools in this section allow your team to enter or update key information about your site, planning team, and assessments.*

School Information- Entering / Editing School Information



Tool Snapshot- When you open the Navigation Toolbar and click on the School Information Icon you open your school information tool. Here you will be able to input or edit information about your school and key WISE contacts: *the principal and process manager.*

Question to consider when choosing your process manager-

- Who in your building is best suited to assist the principal with the management of the WISE Plan? (consider technical skills, available time, and leadership capacity)

WISE How-To-

Complete or edit the fields on this page and then click the [Save](#) button located at the bottom.

Oakridge Elementary School oklahoma + Navigation Toolbar

School Information

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

School Information Registered - 04/16/2010

*School Name:

*Address:

*City: *State: *Zip:

*Phone: Fax: Website:

School Principal

*Title: Dr. Mr. Ms. Mrs. *First name: *Last name:

*Phone: Fax:

*Email:

School Process Manager (if other than the School Principal)
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: Last name:

Position:

Phone: Fax:

Email:

School Type: Elementary - Middle School

District Liaison:



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School Team- Building / Managing Your School Planning Team



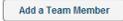
Tool Snapshot- When you open the Navigation Toolbar and click on the School Team Icon you open your school team tool. Here you will be able to add new team members, update information for existing members, and delete members who are no longer on the team.

Guiding questions to consider when building your planning team-

- How will your planning team members be selected and recruited?
- Does your team include a diverse membership designed to meet the needs of the school?
- How will your planning team membership support building a shared vision and mission?

WISE How-To's-

➤ Adding a New Member to the Team-

Select the *Add a Team Member* button, complete the information in the pop-up form, and click the  button.



Add a New Team Member

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

First Name:

Last Name:

Association:

Phone:

Email:

➤ Editing, Updating, or Deleting an existing Team Member

1. Select the team member you wish to edit or update and click on his/her name. An Edit Team Member window will open.



Team Member	Association	Phone	Email
Sarrah Burleson	Teacher	405-522-4123	sarrah.burleson@sde.ok.gov
Ian Cox	Teacher	405-522-1432	ian.cox@sde.ok.gov
Amanda Drew	Community Leader	405-522-3214	amanda.drew@sde.ok.gov
Lisa Milstead	Board Member		lmilstead@ok.school.ord
Iva Owens	Principal	405-522-1234	iva.owens@sde.ok.gov
Lesia Rohrer	Parent	405-522-4321	lesia.rohrer@sde.ok.gov

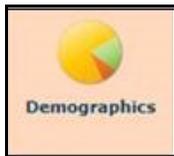
2. Edit the information fields and then click **Update this Team Member**.
3. If this member is no longer on the team, choose **Delete Team Member**.

Edit Team Member: Sarrah Burleson

To edit this team member, please modify the appropriate fields in the following form. To delete this team member, click the red 'X'.

First Name:
 Last Name:
 Association:
 Phone:
 Email:

Demographics- Adding / Updating Your School's Demographics



Tool Snapshot- When you open the Navigation Toolbar and click on the Demographics Icon your school demographic information tool will open. Here you will be able to provide demographic information about your school to allow those working with your plan to develop a clearer picture of your site.

WISE How-To's

Complete the fields related to your site's demographics and then click the Save button. (optional)

Oklahoma WISE School Oklahoma
School Demographics

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

% Hispanic/ Latino of any race
 % American Indian or Alaskan Native
 % Asian
 % Black or African American
 % Total

% Native Hawaiian or Other Pacific Islander
 % White
 % Two or more races

Other Student Demographics (numbers only)

% Percent of Students Qualifying for Free or Reduced Lunch
 % Percent of Students Receiving Special Education (IEP students)
 % School Attendance Percentage
 % School Mobility Percentage
 % 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

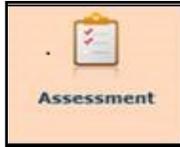
Classroom Teachers
 Special Education Teachers
 Specials (Art, Music, PE, etc.)
 Assistant Principal
 Social Worker
 Technology Specialists
 Dean

Family / Parent Liaison
 Reading Specialists
 Teacher Aides
 Counselor
 Support Staff
 (If Other, add name here)

School Grade Levels and Enrollment
What grade levels are in your school (e.g. K-8)? PK-5
 What is your total enrollment?

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Assessment- Adding /Updating Your School's Assessment Data



Tool Snapshot- When you open the Navigation Toolbar and click on the Assessment Icon your assessment information Tool opens. Here you will enter information pertaining to your School Assessment Scores.

WISE How-To's

➤ Adding a New Test-

Create a New Test

1. Click on **Create a New Test** The *Test Information* window will open. In this window you may choose to add a test from the pull-down menu, or enter a new test name. You will also be asked to select the school year and describe the meaning of the score values entered. Once completed, please click on the *Test Subjects* Button to add a subject/s to your new test.

Tests School Year Delete

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:
Test Name, please specify >> Benchmark 2 2013-2014

Select the school year of the test: 2013-2014

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.

Save Test Cancel & Close

Always be sure to save any changes to your tests before continuing.
If you would like to add Subjects to your test, click on the "Test Subjects" button below.

Test Subjects →

2. The *Test Subjects* window will open, choose the test subject/s from the drop down menu and then click *Add Subject to Test*. Using the choices located at the bottom of the window, you may either return to the *Test Information* window or open the *Test Results* window to input your site's data.

Test Information

Test Subjects

Test Results

Test Subjects: Benchmark 2 2013-2014 / 2013-2014

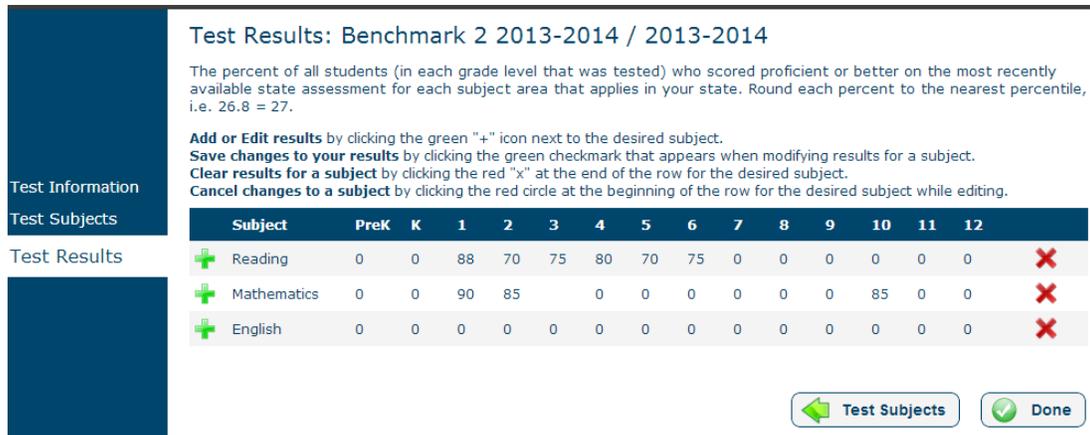
Add all subjects to be included in this test: - select a subject - Add Subject to Test

Subject	Date Added	Delete
Reading	08/23/2013	×
Mathematics	08/23/2013	×

If you would like to add Results to your subject(s), click on the "Test Results" button below.

← Test Information Test Results →

3. The *Test Results Window* allows you to input your assessment data. To add or edit results, simply click on the  located to the left of the subject row.



Test Results: Benchmark 2 2013-2014 / 2013-2014

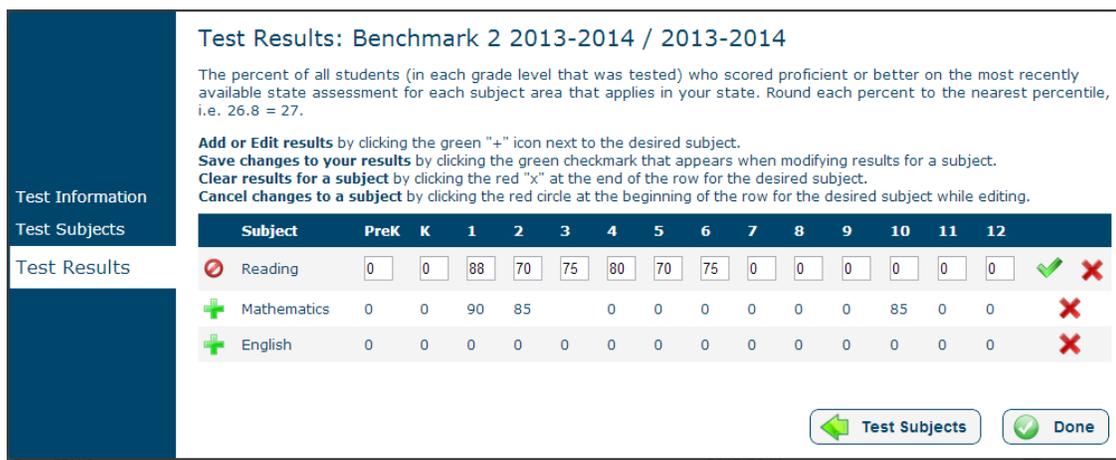
The percent of all students (in each grade level that was tested) who scored proficient or better on the most recently available state assessment for each subject area that applies in your state. Round each percent to the nearest percentile, i.e. 26.8 = 27.

Add or Edit results by clicking the green "+" icon next to the desired subject.
Save changes to your results by clicking the green checkmark that appears when modifying results for a subject.
Clear results for a subject by clicking the red "x" at the end of the row for the desired subject.
Cancel changes to a subject by clicking the red circle at the beginning of the row for the desired subject while editing.

Subject	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	
 Reading	0	0	88	70	75	80	70	75	0	0	0	0	0	0	
 Mathematics	0	0	90	85		0	0	0	0	0	0	85	0	0	
 English	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

4. Clicking on the  opens the data fields and allows you to input your data. Once finished, click on the  at the end of the row, or choose  *Done* at the bottom of the window to save your information.



Test Results: Benchmark 2 2013-2014 / 2013-2014

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.

Add or Edit results by clicking the green "+" icon next to the desired subject.
Save changes to your results by clicking the green checkmark that appears when modifying results for a subject.
Clear results for a subject by clicking the red "x" at the end of the row for the desired subject.
Cancel changes to a subject by clicking the red circle at the beginning of the row for the desired subject while editing.

Subject	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	
 Reading	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="88"/>	<input type="text" value="70"/>	<input type="text" value="75"/>	<input type="text" value="80"/>	<input type="text" value="70"/>	<input type="text" value="75"/>	<input type="text" value="0"/>	 					
 Mathematics	0	0	90	85		0	0	0	0	0	0	85	0	0	
 English	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

-  You may *save changes* by clicking on the green checkmark when you are finished.
-  You may *clear results* by clicking on the red x located at the end of the row.
-  You may *cancel changes* by clicking on the red circle at the beginning of the row.

WISE Reminder- When you have finished inputting your entire site's data for a particular assessment, don't forget to save it by clicking .

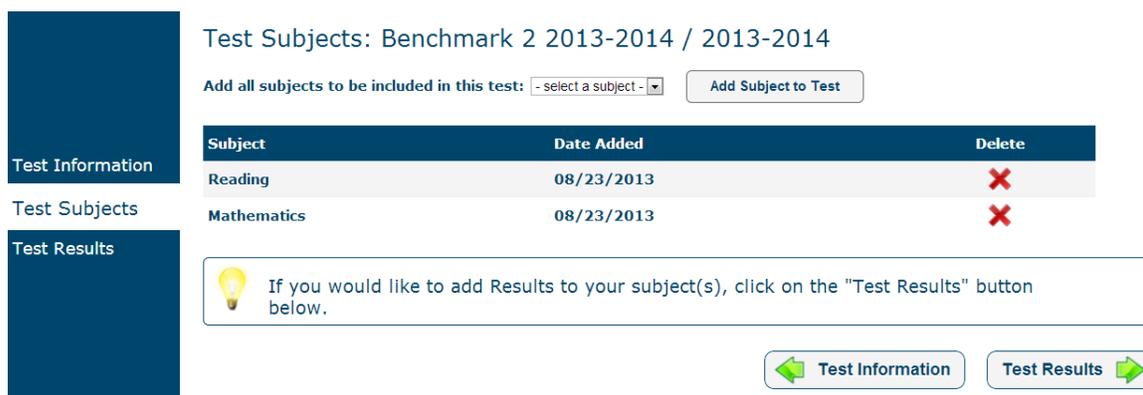
➤ Adding a Test Subject to an existing test

1. Click on the test for which you wish to add a subject/s from list of available tests.

Select a test below to enter or view results.

Tests	School Year	Delete
Benchmark 2 2013-2014	2013-2014	✗
Benchmark 1 for 2013-2014	2013-2014	✗
QCCT 2010	2013-2014	✗
Benchmark 3 for 2013-2014	2013-2014	✗
Benchmark 1 for 2013-2014	2006-2007	✗
Baseline	2013-2014	✗
QCCT 2010	2013-2014	✗

2. A *Test Subjects* window will open, choose the subject you wish to add to the test from the drop down menu options. Click the *Add Subject to Test* button.



Test Subjects: Benchmark 2 2013-2014 / 2013-2014

Add all subjects to be included in this test:

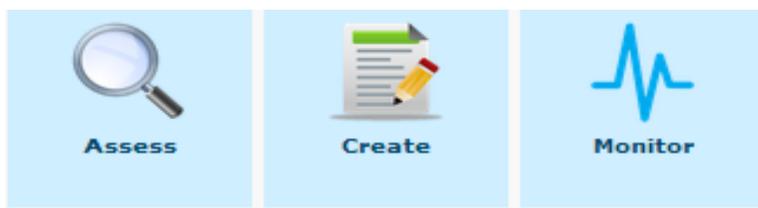
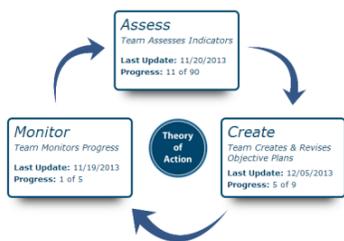
Subject	Date Added	Delete
Reading	08/23/2013	✗
Mathematics	08/23/2013	✗

 If you would like to add Results to your subject(s), click on the "Test Results" button below.

3. You may now choose to return to the *Test Information* section to add test subjects for other assessments, or go to the *Test Results* window to input data aligned to this assessment as outlined on the previous page.

WISE Reminder- To enter test results for **previous school years**, a **new test** must be added.

WISE Next Steps- Building Your Plan



☞ *WISE Tools in this section allow your team to work through the school improvement planning cycle by assessing indicators of effective practice, creating action plans, and monitoring plan implementation.*

➤ **Assessing/ Reassessing WISE Indicators of Effective Practice**



Tool Snapshot- When you open the Navigation Toolbar and click on the Assess icon, your indicator assessment tool will open. Here you will be able to assess/reassess indicators to evaluate where you are now. *Remember that indicators are linked to effective practices and serve as goals or objectives.* In this section, tabs serve as a way to help you navigate through the assessment process.



Note: You may also click on the  box in the **WISE Planning Cycle** on the **Main Menu** to begin the assessment process.

Guiding questions to consider when assessing/reassessing key indicators

- What is the indicator designed to improve? **Hint:** Review *WISE Ways*
- How does the indicator help us improve student success and realize our **mission and vision**?
- Does the indicator focus on **what we are already doing** or is it something new?
- What is our current reality? What are our strengths? What are our barriers?
- Does the indicator align to the school's identified **needs and priorities**?
- How is **data** being used to identify the needs of the school?
- Does description of the current level of implementation align with the level of implementation chosen? Does it indicate the gap between what is being done now and what needs to be done? **Hint:** if not, review *Wise Ways and Rubric*
- Does the description of the current level of implementation align with student outcome data?

WISE How-To's

Tab 1- Select Indicator- This tab allows you to help narrow your search for an indicator through the use of a filter. Filters classify all of the indicators of effective practice within the system using three school improvement domains or categories (*Oklahoma Nine Essential Elements, USDE Turnaround Principles, and Title I Planning Components*) to provide the framework on which your team's plan is built.

1. **Choosing a Filter-** Make sure that you check the box beside the Key Indicators Label to filter the 17 required indicators your site team will need to assess. (*Note-Indicators are automatically aligned to the Oklahoma Nine Essential Elements unless a different filter is selected.*)

- **Crosswalk Filter-**Aligns indicators to the **Title I Components**.
- **Indicator Filter-** Aligns indicators to the **USDE Turnaround Principles**.
- **Display all Indicators button-**Allows you to view all 90 indicators within the system through your chosen filter.

The screenshot shows the '1. Select Indicator' tab. The 'Filter(s):' section has 'Key Indicators only' checked. Below it are 'apply Crosswalk Filter' and 'apply Indicator Filter' dropdown menus. A 'Remove Filter(s)' button is also present. At the bottom, there is a 'Display all Indicators' button.

Tab 2- Indicators to Assess- This tab displays indicators that have not been assessed, or those needing to be reassessed. (Note that the **17 Key Indicators** are displayed based on the filter selected in *Tab 1-Select Indicator.*)

Code	Key	Indicator
EEIA-1.04	Key	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps. (236)
EEIB-2.05	Key	All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)
EEIC-3.03	Key	All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)
EEIC-3.04	Key	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)
EEIC-3.06	Key	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)
EEIIA-4.04	Key	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)
EEIIB-5.02	Key	All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams). (268)
EEIIB-5.03	Key	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement. (269)
EEIIB-5.05	Key	All school staff maintains timely and accurate academic, behavioral, and attendance information to parents. (271)
EEIIB-5.06	Key	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)
EEIIC-6.05	Key	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded. (276)
EEIIIA-7.06	Key	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)
EEIIB-8.05	Key	School leadership uses effective strategies to attract highly qualified and highly effective teachers. (299)
EEIIB-8.10	Key	School leadership allocates and integrates state and federal program resources to address identified student needs. (304)
EEIIC-9.01	Key	School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. (305)
EEIIC-9.02	Key	School planning team collects, manages, and analyzes data from multiple data sources. (306)
EEIIC-9.08	Key	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan. (312)

1. Choose the indicator that will be assessed and click on it, this will open the indicator assessment window. (Note- all 17 key indicators should be assessed in your *first year of planning*.)

Key Indicators

1. Select Indicator **2. Indicators to Assess** 3. Indicators Assessed 4. Assess Indicator

Select Indicator to assess (17)

Code	Key	Indicator
EEIA-1.04	Key	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)
EEIB-2.05	Key	All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)
EEIC-3.03	Key	All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)
EEIC-3.04	Key	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)
EEIC-3.06	Key	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)
EEIIA-4.04	Key	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)
EEIIB-5.02	Key	All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports (PBIS) and competitive and noncompetitive teams). (268)

2. Notice that the indicator has now moved to **Tab 4- Assess Indicator**. To assist the school team with assessing each indicator, the following guiding documents should be used.
 - **Wise Ways® research briefs** provide the research-based evidence for why and how the indicator supports effective practices that catalyze rapid improvement. They can be accessed by clicking on the **Wise Ways®** link.
 - **The Rubric** communicates key characteristics for each level of implementation. It can be accessed by clicking on the **Rubric** link.

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed **4. Assess Indicator**

[Wise Ways®](#) [Rubric](#)

(Key) EEIA-1.04 - Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)

- Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator. * required field

No development or Implementation Limited Development or Implementation Full Implementation

* Please complete required fields

Save This Indicator

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WISE Ways®

Wise Ways® / Center on Innovation & Improvement

Indicator: Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps. (236)

Evidence Review:
Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require *teams, time, and access to timely information*. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data.
Source: Sam Redding, *Handbook on Restructuring and Substantial School Improvement*

Rubric

Oklahoma
Ways to Improve School Effectiveness Tool

EEIA-1.04 Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)

Score	Rubric
1	(1) Little or no development and implementation • The instructional teams do not facilitate discussion within or between schools to identify key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.
2	(2) Limited development or partial implementation • The instructional teams occasionally facilitate discussion within and between schools to address key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.
3	(3) Fully functioning at operational level of development and implementation • The instructional teams implement and communicate a process within and between schools to identify key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.
(3+)	(3+) Exemplary level of development and implementation • The instructional teams review, monitor, and improve the process within and between schools to ensure successful transition planning for all students in all schools throughout the district and with other institutions.

Note: If your team has chosen a Rubric Score of 3, you will be asked to provide evidence that this indicator has been fully and effectively implemented. Please add the phrase "Full Implementation" or "Exemplary Implementation" to the beginning of your evidence to show where the team has assessed this indicator.

Example:
Please provide evidence that this indicator has been fully and effectively implemented.
Full Implementation:
Exemplary Implementation:

3. After reviewing the Wise Ways® research brief, the school improvement team will assess their rubric score (1 or 2) for a specific indicator.
 - 1-No development or implementation
 - 2-Limited development or implementation
4. School improvement teams will then assign a **Priority Score** and **Opportunity Score** to the selected indicator.
 - **Priority Score** – Is the indicator a highest, medium, or lowest priority for the school?
 - **Opportunity Score** – Is the indicator relatively easy to address or will it be very difficult for the school to implement?
5. A description of the current level of development or implementation should be entered into the text box answering the questions-
 - *Where are we now? What are our strengths? What are our barriers?*

6. Click the  button at the bottom of the page when you are finished to assess additional indicators or click  to plan for the selected indicator.

WISE Reminder- Schools using the WISE Plan for either Title I Schoolwide or ESEA Designation Continuous Improvement planning **should not initially assess** a rubric score of **“3-full implementation”** for any of the “17 Key” indicators.

Tab 3- Indicators Assessed- This tab will display assessment information for indicators previously assessed. This is also where you will reassess an indicator so that your team can adapt your plan as you move through the continuous improvement cycle.

Code	Key	Indicator
EEIA-1.04	Key	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)
EEIB-2.05	Key	All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)
EEIC-3.03	Key	All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)
EEIC-3.04	Key	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)
EEIC-3.06	Key	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)
EEIIA-4.04	Key	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)
EEIIB-5.02	Key	All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams). (268)
EEIIB-5.03	Key	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement. (269)
EEIIB-5.05	Key	All school staff maintains timely and accurate academic, behavioral, and attendance information to parents. (271)

➤ Reassessing Indicators-

1. Select the indicator that will be reassessed and click on it, this will open the indicator assessment window. (Note- Indicators shown in **red** have been assessed as fully implemented and will be discussed in the next section.)

2. Update the current level of development by clicking in the text box, typing in the date, and describing your current reality by answering the following questions-
Where are we now? What are our strengths? What are our barriers?
3. When you have finished, click the **Save This Indicator** button at the bottom of the page when to assess additional indicators or click **Save and Go To Plan** to plan for the selected indicator.

WISE Reminder- Once you have created an action plan for an Indicator, you **cannot change the rubric score** tied to the “Level of Development or Implementation,” but you can change the **Priority** and/or **Opportunity Score** to reflect your current reality and focus.

➤ Reassessing Fully Implemented Indicators (**Communicated in Red**)

1. Select Indicator 2. Indicators to Assess **3. Indicators Assessed** 4. Assess Indicator

Select indicator to update assessment (17)

Note: Indicators shown in red have either been marked as No Development/Not in Plan or Fully Implemented. These indicators will be excluded from your plan.

Code	Key	Indicator
EEIA-1.04	Key	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps. (236)
EEIB-2.05	Key	All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)
EEIC-3.03	Key	All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)
EEIC-3.04	Key	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)
EEIC-3.06	Key	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)
EEIIA-4.04	Key	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)
EEIIB-5.02	Key	All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams). (268)
EEIIB-5.03	Key	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement. (269)
EEIIB-5.05	Key	All school staff maintains timely and accurate academic, behavioral, and attendance information to parents. (271)

- **Fully Implemented Without an Existing Action Plan-** May reassess *Rubric Score, Priority and Opportunity Scores.*

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed **4. Assess Indicator**

Wise Ways @ Rubric

(Key) EEIIB-5.03 - Ins

No Existing Action Plan- Rubric Score may be reassessed back to a 1 or a 2

1. Choose the level of development or implementation for this Indicator. ** required field*

No development or Implementation Limited Development or Implementation Full Implementation

2. Please provide evidence that this indicator has been fully and effectively implemented. ** required field*
 Also, describe the continued work that will be necessary to sustain your efforts.

Date of Entry-
 Where we are now-
 What are our strengths?
 What are our barriers?

** Please complete required fields*

Save This Indicator

- 6. **Fully Implemented With an Existing Action Plan-** May only reassess *Priority and Opportunity Scores*

1. Select Indicator 2. Indicators to Assess 3. Indicators Assessed **4. Assess Indicator**

Wise Ways @ Rubric

(Key) EEIIB-5.03 - Ins

With Existing Action Plan- Rubric Score may not be reassessed

1. Choose the level of development or implementation for this Indicator. ** required field*

**A plan has been created for this Indicator. The level of development or implementation cannot be changed.*

No development or Implementation Limited Development or Implementation Full Implementation

2. Please provide evidence that this indicator has been fully and effectively implemented. ** required field*
 Also, describe the continued work that will be necessary to sustain your efforts.

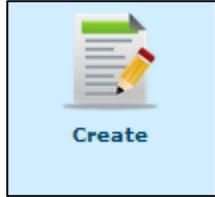
The Tulakes staff provides frequent, timely, and accurate updates of student academic, behavioral, and attendance information with the use of Powerschool, quarterly report cards, systematic home contact from the teacher, school social worker, school therapist, and
 The Tulakes staff maintains cumulative student records that provide a profile of each student's academic, behavioral, and attendance information. Cuulative records are maintained by both the office staff and teachers adding data year. Behavioral information is stored in Powerschool and in files

** Please complete required fields*

Save This Indicator

WISE Reminder- Remember to **date your entry** when **adding or updating** information.

Creating, Adapting, and Updating an Action Plan



Tool Snapshot- When you open the Navigation Toolbar and click on the Create icon, your action planning tool will open. Here you will be able to create or adapt tasks to build an action plan to reach your goals or objectives. *Remember that goals without an action plan are just dreams. In this section, indicators are now called objectives.*

Note: You may also click on the  box in the planning graphic on the Main Menu page to create or adapt your action plans aligned to key indicators.

Guiding Questions for creating/ adapting an action plan:

- Does description of “how it will look when fully implemented” “align to our school vision and current reality?”
- Does the description of how it will look align to the Guiding Questions found under docs and Links on your WISE Dashboard?
- Does the plan include a data point for at least one task per indicator/objective?
- Do all tasks describe “**who**” will do “**what**”, and “**when**” it will occur?
- How is the continual review of data, for possible plan revision, built into the planning process?

Wise How-To’s

➤ Creating a New Action Plan

1. Click on the objective for which your team wishes to create an action plan. This will open your planning page. Notice that all of the information you entered during the assessment process is communicated at the top of the page.

[Wise Ways](#) @ [Rubric](#)

EETA-1.04 - Instructional teams will identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)

ASSESS

Level of Development or Implementation: Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description: Where are you now? What are your strengths? What are your barriers?

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective.
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.

Remember to add a date your entry.

3. Establish a date by which your description above will be a reality.



2. Assign a team member to manage your action plan using the drop-down menu.
3. Compose a description of how the indicator will look at your site when it is fully realized and type it in the text box. *Remember to date your entry.*
4. Use the calendar to enter a date for when the indicator should become a reality.
5. Click the **Save** button.

When you click the  button, your page will update so that you may begin adding tasks to build an action plan.

EEIA-1.04 -
Instructional teams will identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)

ASSESS

Level of Development or Implementation: Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description: Where are you now? What are your strengths? What are your barriers?

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. [Lesa Rohrer](#)
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.

Where do we want to go? How does this align to our vision?

3. Establish a date by which your description above will be a reality. [05/30/2014](#)

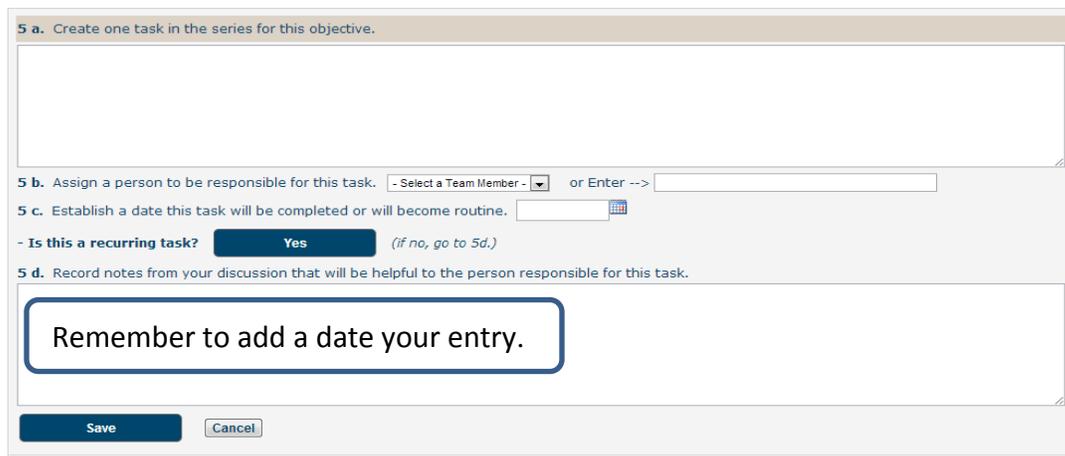
4. Edit information in items 1 - 3 above.

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.

*Note- Build action plans for those indicators/objectives that your team assessed as **High Priority** for the current fiscal year.*

➤ Adding Tasks to Your Action Plan

1. Click on the  button located at the bottom of the page to open the task fields and refer to the “Tips for creating tasks” section for guidance.



2. Type your first task into the text box.
3. Assign the task to one of your team members using the drop-down menu, or enter a non-member’s name in the adjacent box.
4. Use the calendar to establish the projected date for which this task will be completed and then decided whether or not it is a recurring task.
5. Add helpful notes related to the task in the text box to help guide the person responsible for managing the task and click the Save button.
6. Follow steps 1-6 to add additional tasks as needed.

WISE Reminders- At **least one task** should indicate a **data point** to help monitor the effectiveness of your plan. Tasks should be **specific** and **sequential**.

WISE Tips for Creating Tasks:

- Use **Guiding Questions and Evidence** in your *Docs and Links* on the **WISE Dashboard**.

Academic Learning and Performance		
Element 1: Curriculum		
Indicator	Guiding Questions	Evidence
EE 1.04 Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.	<ul style="list-style-type: none"> • How do sites collaborate to assure vertical and horizontal alignment? • How often do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement? • How do instructors know that students are prepared to transition to the next level of school? 	<ul style="list-style-type: none"> • Attendance records of faculty and/or staff at vertical team meetings regarding transitions • Evidence of vertical teaming among faculty (e.g., agendas, minutes, curriculum maps) • Evidence of key curriculum vertical transition points identified to eliminate overlaps and to close curricular gaps

- **Begin with the end in mind** – the school indicator/objective.
- Consider what **student achievement evidence** you will have to demonstrate that your chosen objectives are making a positive impact?
- **Review the Wise Ways[®] research briefs** related to the selected improvement indicators/objectives to gain ideas for possible tasks.
 - Tasks must describe “**who**” will do “**what**”, and “**when**” this will occur.
 - Tasks should be **specific** and **sequential**.
 - Words to avoid: and, regular, regularly, continuously, often
 - Include measurable terms: weekly, daily, monthly
 - After developing a series of tasks for an indicator, **revisit the Wise Ways[®] research briefs and Guiding Questions and Evidence** to evaluate whether or not your team has adequately addressed the literal meaning of the indicator.
 - Break the tasks down into **small parts** so that your team can **celebrate progress**.

Example of a robust task aligned to EE2.05 or EE3.03:

On a monthly basis (When), collaborative learning teams (Who) will meet with the Literacy Team to review student OCCT(baseline) and benchmarking data to develop intervention lessons for re-teaching and enrichment using resources found on the <http://elaokteachers.com/> page with the OK- RTI Framework <http://ok.gov/sde/sites/ok.gov/sde/files/RtIGuidanceDoc.pdf> (What).

➤ Adapting and Updating an Existing Action Plan

If you have an existing action plan, when you enter the Create section of your WISE Plan you will notice that your indicators/objectives are color coded to communicate their status.

- **Red Indicators/ Objectives-** either need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.
- **Green Indicators/Objectives-** have all tasks completed and the objective has been met, with evidence and sustainability provided.
- **Blue Indicators/Objectives-** are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.

School Plan (21 total objectives) *Note: Index = Priority Score x Opportunity Score

Hide Completed Plans

ID	Objectives	Added Date	*Index	Rubric	Assigned to	Target Date	Tasks
EEIA-1.01 undecided	Instructional teams will align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success. (233)	8/30/2013	4	2	JOHN WAYNE	1/10/2013	3
EEIA-1.02	Instructional teams will articulate the learning standards through grade level objectives. (234)	8/30/2013	4	2	Stonewall Jackson	9/10/2012	0
EEIA-1.03 add task	Instructional teams will engage in discussions within the school which will result in the elimination of unnecessary overlaps and close curricular gaps. (235)	8/30/2013	4	2	Bruno Marz	7/01/2014	1
EEIA-1.04	Instructional teams will identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)	8/30/2013	6	2	Oprah Winfrey	5/12/2014	5
EEIA-1.05	Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237)	8/30/2013	4	2	John Lennon	5/22/2013	1
EEIA-1.06	Instructional teams will review alignment to standards and revise site-level curriculum accordingly. (238)	8/30/2013	4	2	CHUCK NORRIS	5/31/2014	0
EEIA-1.07	School leadership and instructional teams will ensure all students have access to the common academic core curriculum. (239)	8/30/2013	4	2	- removed -	9/01/2013	0

WISE How To's

1. Click on the objective to open your team's action plan. You may edit information for the first three items by clicking on the button.

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. [Amanda Drew](#)
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.

The principal will solicit volunteers to comprise a vertical instructional team to focus on vertical alignment of the curriculum. The team will select a team member (rotating each year) to lead the vertical team meetings to ensure that established processes and procedures are followed. Vertical teams will meet monthly throughout the school year and once in the summer. The fifth grade teachers will meet with the sixth grade teacher once each quarter. All agendas, attendance records, and critical meeting outcomes will be maintained in an electronic or hard copy format. Each quarter the team will focus on one of the following: reading, mathematics, and writing. Beginning with the end in mind (5th grade to Pre-K) teams will review the school's curriculum/pacing guide in relation to the Oklahoma Academic Standards for each grade level to determine if the curriculum is appropriate for the grade level and if there is a gap in the curriculum or an unnecessary overlap that needs to be eliminated. Teams will create vertical examples of selected standards. (For example, if "complete sentence" is selected the criteria/components for each grade level are provided and an example of what a sentence will look like if all criteria are met.) At the end of each year the summer meeting will focus on ensuring the curriculum/pacing guide is updated to reflect the work of the team. New staff members will be provided with a copy of the school's complete curriculum/pacing guide. The principal will monitor use of the curriculum/pacing guide in the classroom through daily visits and reviewing lesson plans. Once the curriculum/pacing guide is established the team might consider scaling back to quarterly meetings to review the process in future school years. 10-22-2013 Where we want to go? How we will know we are there?

3. Establish a date by which your description above will be a reality. [5/31/2014](#)

4. Edit information in items 1 - 3 above.

WISE Reminder- Remember to **date your entry** when **adding, editing, or updating** information in your plan to build a chronological record.

- Click on the task you wish to edit. To delete a task, go to the Monitoring process.

Sort	Task(s)	Recurrence	Assigned to	Target Date	Completed
1	Solicit volunteers to serve on the Vertical Instructional Team.		Iva Owens	8/29/2013	
2	Develop Vertical Instructional Team Meeting Schedule (including monthly, quarterly, and summer meetings).		Sarrah Burleson	9/05/2013	
3	Secure meeting location for monthly, quarterly, and annual meetings.		Sarrah Burleson	9/05/2013	
4	Develop monthly agendas.	monthly	Sarrah Burleson	9/18/2013	
5	Use benchmarking data to monitor effectiveness during weekly PLC Meetings	four times a year	Amanda Drew	1/10/2014	
6	Develop quarterly agendas (for 5th and 6th grade teachers).	four times a year	Sarrah Burleson	9/25/2013	
7	Develop summer meeting agenda		Sarrah Burleson	5/01/2014	
8	Ensure that new staff members are provided with a copy of the updated curriculum/pacing guide.	once a year	Iva Owens	8/12/2013	
9	Review the lesson plans to monitor pacing.	weekly	Iva Owens	8/29/2013	
10	Conduct classroom visits to monitor pacing.	monthly	Iva Owens	8/28/2013	
11	Post our Wise Plan in our school so that others can know what our goals are	four times a year	Lesia Rohrer	11/20/2013	

[Save Sort Order](#)

- If your team decides that additional tasks are needed, add them by following the “*Adding Tasks to Your Action Plan*” procedure outlined in the previous section.
- When your team has finished updating or adding tasks to an action plan, you may click on the [Back to All Objectives](#) located at the top of the page to adapt/update an action plan for additional objectives within your overall plan or you may [Go To Monitor](#).

WISE Reminder- The **frequency of monitoring** is dependent upon the type of task. If the school team has indicated that the **task is recurring**, then the task should be monitored: **monthly, quarterly, semi-annually, or annually.**

Implementing, Monitoring, and Adapting an Action Plan



Tool Snapshot- When you open the Navigation Toolbar and click on the Monitor icon, your monitoring tool will open. Here you will be able to monitor your tasks as you implement your action plans so that you can analyze and evaluate the effectiveness of your plan, celebrate your progress, and make changes as needed. *Remember that a plan backed by action becomes a reality.*



Note: You may also click on the  box in the planning graphic on the Main Menu page to create or adapt your action plans aligned to key indicators.

Guiding Questions for implementing, monitoring, and adapting an action plan

- Are the school indicators and the resulting tasks included as integral components of staff meeting agendas?
- What steps have been developed to monitor the school plan?
- If there is no evidence of progress on a task(s), does the plan describe the barriers and how they will overcome them?
- Are there celebrations of progress as tasks are completed and the plan is implemented?

Example of monitoring comments for a task:

October 17, 2013 - On October 17, 2013 **(date)**, the Happy Town division leadership team conducted a planning meeting to develop a timeline for training Happy Hills teachers to begin implementing the Roaring Reader and Magnificent Math intervention programs. **(description of what occurred)** The building principal suggested conducting the training in two day sessions at the request of the teachers. Assistance with securing substitute teachers is needed from the division. John Mackerel will follow up with the team. **(next steps)**

November 1, 2013 - The two day training has been scheduled for November 29-30, 2013 and December 6-7, 2013. **(date)** Kindergarten - second grade teachers will participate on November 29, 2013 and December 6, 2013. Third - fifth grade teachers will participate on November 30, 2013 and December 7, 2013. **(description of what occurred)** Teachers who were absent during training will be trained by lead teachers in 3 afternoon sessions. **(next Steps)**

WISE Reminder- Monitoring comments should include the following: **Dates** indicating when individual tasks were monitored; **A description of what occurred** when the individual tasks were implemented; and **A description of the next steps** for the school

➤ Monitoring an Action Plan

Once your team has created an action plan for a specific indicator/objective, your team will begin monitoring the implementation of your tasks. When you enter the monitoring phase, indicators/objectives are color coded based on their status.

- **Red Indicators/ Objectives-** either need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.
- **Green Indicators/Objectives-** have all tasks completed and the objective has been met, with evidence and sustainability provided.
- **Blue Indicators/Objectives-** are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.

Oklahoma Elementary School Oklahoma
Monitor - Team Monitors Progress

+ Navigation Toolbar

The objectives listed below are those your team has chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. To edit a plan or task, go back to the Create a Plan process.

Objectives shown in blue are either new objectives needing a plan and/or task created, or objectives with tasks that have not been completed.
Objectives shown in green have all tasks completed and the objective has been met, with evidence and sustainability provided.
Objectives shown in red need additional tasks added to reach full implementation, or the team is undecided if the objective has been met.

Note: Columns with underlined headers are sortable. Click on header name to sort.

School Plan (5 total objectives) Hide Completed Plans

ID	Select Objective to update task progress.	Rubric	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
EEIA-1.04	Instructional teams will identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)	2	Amanda Drew	05/31/2014	11	0 %	
EEIA-1.05	Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237)	1	Amanda Drew	07/31/2013	1	100 %	09/26/2013
EEIB-2.05	All teachers will use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)	1	Iva Owens	05/28/2013	2	50 %	
EEIC-3.03	All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)	2	Amanda Drew	12/18/2013	1	100 %	
EEIIC-9.02	School planning team will collect, manage, and analyze data from multiple data sources. (306)	2	Amanda Drew	05/28/2013	2	50 %	

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WISE How-To's

➤ Updating or Completing Task Status

1. Click on the indicator/objective to open your team's action plan and then select the task your team wishes to monitor or adapt to open the task window.

MONITOR PLAN

Sort	Select Task to Enter Monitoring Information	Recurrence	Assigned to	Target Date	Completed
1	Solicit volunteers to serve on the Vertical Instructional Team.		Iva Owens	8/29/2013	08/29/2013
2	Develop Vertical Instructional Team Meeting Schedule (including monthly, quarterly, and summer meetings).		Sarrah Bureson	9/05/2013	09/13/2013
3	Secure meeting location for monthly, quarterly, and annual meetings.		Sarrah Bureson	9/05/2013	09/06/2013
4	Develop monthly agendas.	monthly	Sarrah Bureson	9/18/2013	
5	Use benchmarking data to monitor effectiveness during weekly PLC Meetings	four times a year	Amanda Drew	1/10/2014	
6	Develop quarterly agendas (for 5th and 6th grade teachers).	four times a year	Sarrah Bureson	9/25/2013	
7	Develop summer meeting agenda		Sarrah Bureson	5/01/2014	
8	Ensure that new staff members are provided with a copy of the updated curriculum/pacing guide.	once a year	Iva Owens	8/12/2013	08/12/2013
9	Review the lesson plans to monitor pacing.	weekly	Iva Owens	8/29/2013	08/30/2013
10	Conduct classroom visits to monitor pacing.	monthly	Iva Owens	8/28/2013	08/30/2013
11	Post our Wise Plan in our school so that others can know what our goals are	four times a year	Lesa Rohrer	11/20/2013	

2. Type in the team's comments related to the task.
3. Use the calendar to communicate completion dates for each task and show progress.

Update or Complete Task Status

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: 1 Solicit volunteers to serve on the Vertical Instructional Team.

Frequency: (frequency not set or not applicable)

Comments: Monitoring comments should include the following:
 Dates indicating when individual tasks were monitored;
 A description of what occurred when the individual tasks were implemented;
 and A description of the next steps for the school

Completed date: 08/29/2013 [Clear Completed Date](#)

Save / Update
Cancel
X Delete This Task

4. Click the *Save/Update* button. This will take you back to the plan so that the team can monitor/update additional tasks.
5. When you have finished updating/editing tasks for a specific indicator/objective, you may choose a different action plan using the *"Back to All Objectives"* button or
6. If the team decides that additional tasks are needed, use the *"Go To Plan Button"* at the top of the page.



[Wise Ways @ Rubric](#)

EEIA-1.04 - Objective: Instructional teams will identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)

ASSESS

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

Current Level Description:

Currently, grade level teams meet once each week to discuss grade level curriculum topics. The instructional teams are only able to meet vertically a few times each year to review the curriculum/pacing guide provided by the district. Agenda topics usually focus on broad topics or themes in the overall curriculum. The periodic meetings are not currently structured to target the discussion on overlaps and gaps in the curriculum. Regular meetings with the middle school have not been established. n 11/20/2013-current reality- Your strengths-Your barriers

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The principal will solicit volunteers to comprise a vertical instructional team to focus on vertical alignment of the curriculum. The team will select a team member (rotating each year) to lead the vertical team meetings to ensure that established processes and procedures are followed. Vertical teams will meet monthly throughout the school year and once in the summer. The fifth grade teachers will meet with the sixth grade teacher once each quarter. All agendas, attendance records, and critical meeting outcomes will be maintained in an electronic or hard copy format. Each quarter the team will focus on one of the following: reading, mathematics, and writing. Beginning with the end in mind (5th grade to Pre-K) teams will review the school's curriculum/pacing guide in relation to the Oklahoma Academic Standards for each grade level to determine if the curriculum is appropriate for the grade level and if there is a gap in the curriculum or an unnecessary overlap that needs to be eliminated. Teams will create vertical examples of selected standards. (For example, if "complete sentence" is selected the criteria/components for each grade level are provided and an example of what a sentence will look like if all criteria are met.) At the end of each year the summer meeting will focus on ensuring the curriculum/pacing guide is updated to reflect the work of the team. New staff members will be provided with a copy of the school's complete curriculum/pacing guide. The principal will monitor use of the curriculum/pacing guide in the classroom through daily visits and reviewing lesson plans. Once the curriculum/pacing guide is established the team might consider scaling back to quarterly meetings to review the process in future schools years. 10-22-2013 Where we want to go? How we will know we are there?

Assigned to: Amanda Drew **Objective Target Date:** 05/31/2014

MONITOR PLAN

Sort	Select Task to Enter Monitoring Information	Recurrence	Assigned to	Target Date	Completed
1	Solicit volunteers to serve on the Vertical Instructional Team.		Iva Owens	8/29/2013	08/29/2013
2	Develop Vertical Instructional Team Meeting Schedule (including monthly, quarterly, and summer meetings).		Sarrah Burleson	9/05/2013	09/13/2013
3	Secure meeting location for monthly, quarterly, and annual meetings.		Sarrah Burleson	9/05/2013	09/06/2013

7. Once all the tasks in an action plan are completed, you will be congratulated and directed to supply the objective status to communicate your experience, sustainability plan, and evidence. When you have finished completing the fields, remember to click the “*Save*” button.

The screenshot shows a web interface titled "MONITOR PLAN". At the top, there is a button labeled "Display Objective Status". Below this is a section titled "Status of Objective" with a congratulatory message: "Congratulations! Your team has successfully met this objective. Please add supporting information below." The section contains three numbered prompts for user input, each with a "Date of entry-" label and a large yellow text area:

- 1. Please describe your experience in pursuing this Objective.
- 2. What continued work will be necessary to sustain your efforts and continue to meet this Objective.
- 3. Please provide evidence that this Objective has been fully and effectively implemented.

A callout box with a blue border and rounded corners is overlaid on the third input field, containing the text: "Remember to Use the *Guiding Questions and Evidence* found on Your Dashboard in the *Docs and Links Tab* in and *WISE Ways*® to complete this field." At the bottom of the form, there are two buttons: "Save" (highlighted with a red arrow) and "Cancel".

8. You may also edit this information to reflect a new reality by clicking on the **Edit Objective Status** available after your initial input.

WISE Reminder- Monitoring your action plans by **adding comments** and **completion dates** for tasks allows your team to evaluate progress towards full implementation and adapt plans as needed.

WISE Management Tools



Tools in this section allow your team to receive feedback, manage meetings, and evaluate where you are in your plan.



Tool Snapshot- When you open the Navigation Toolbar and click on the Coaching Comments Icon, the Coaching Comments tool will open. Here you will find coaching comments from your district or SDE to provide helpful tips and support. If you are on the receiving end of a Coaching Comment or response, you will be notified via email. You are welcome and encouraged to respond, but it is not required.

Note- In addition to using the Coaching Comments Icon located in the navigation Toolbar, your team may view coaching comments by clicking on the *Review Progress* button located on your dashboard and going to the tab labeled *Comments and Reviews* for view only access.

Oklahoma Elementary School
Oklahoma Test District

Document Upload | Dashboard Tutorial

School Bulletin Board
Please share this Guest Login with the Leadership Team and others.
It allows read-only access to key documents.
Guest Login - Password / **guestS10586 - guestS10586**

Home | Complete Forms | Submit Forms/Reports | Docs & Links

My Online Tool(s)	Description
WISE School Improvement Tool (Ways to Improve School Effectiveness School Indicators)	Required - State funded web-based school improvement planning tool for schools with an ESEA Designation or Title I School Improvement Plan.

[Review Progress](#)

Coaching Review (show - hide) | Coaching Comment (show - hide) | View Indicators | View WiseWays

Summary Report | Comprehensive Report | **Comments & Reviews** | Task Report | Where Are We Now | Team Meetings | Quick Score

Show Coaching Comment Report

Sender	Added	Added By	Reference Indicator	Comments & Reviews
Coach	12/10/13	WISE Coach	General	Test
Coach	12/10/13	WISE Coach	General	WISE Coaches will provide feedback through commendations and recommendations in the form of a question. Example EE2.05; 9.02- If I were in your building, what would your data walls look like? Example EE6.05- In what ways can leadership continue to support meaningful and relevant professional development opportunities for teachers? Example EE3.03-If I were in your building, how would differentiation look in your classrooms?

There will also be a notice in red above the School snapshot on your WISE Tool Main Menu.

A Coaching Comment was added on 12/10/2013

Snapshot	
Last login:	12/05/2013
Last coaching comment received:	12/10/2013
Last Leadership Team Meeting:	04/22/2013
Last Indicator assessed:	11/19/2013
Last Task added:	11/19/2013
Number of Objectives past due:	2 (view)
Number of Tasks past due:	5 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where are we now Report	

WISE How-To's

➤ Viewing Coaching Comments

When you have been notified that you have a coaching comment, you may view it by simply opening the page. Your comments will appear in chronological order.

Oklahoma Elementary School Oklahoma
Coaching Comments

All new Coaching Comments and Reviews, as well as any previous comments and subsequent responses are listed below. To respond to a Coaching Comment, click on the "Reply" or "Read More/Reply" link. This will open a new window where you will enter your response. Click "Save Coaching Comments" when you're finished.

You may also notice a link to the Comprehensive Report. This report gives a complete list of all assessed indicators, objective plans and tasks, as well as all progress being made.

Comprehensive Plan Report Help

Sender	Added	Added By	Reference	Indicator	Comments
Coach	12/10/13	WISE Coach	General		All new Coaching Comments, as well as any previous comments and your subsequent responses will be listed here. Click on Read More/Reply or just Read More to view the full comment. To respond to a Coaching Comment, click on the Read More / Reply. This will open a new window where you will enter your response. Click "Save Coaching Comments" when you're finished. This will send a notification to the d... Read More/Reply

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adi

➤ Replying to a Coaching Comment

If your team wishes to reply to a coaching comment, simply click the [Read More/Reply](#) link located at the end of the comment. Type your response in the window that opens and then click *Save Coaching Comments*.

From: WISE Coach (Coach) on 12/10/13

Reference: General

WISE Coaches will provide feedback through commendations and recommendations in the form of a question. Example EE2.05, 9.02- If I were in your building, what would your data walls look like? Example EE6.05- In what ways can leadership continue to support meaningful and relevant professional development opportunities for teachers? Example EE3.03- If I were in your building, how would differentiation look in your classrooms?

Name:

Reference:

Indicator: (if applicable)

Comments:

➔ Save Coaching Comments

Cancel & Close

WISE Reminder- Coaching comments are designed to provide **feedback** through helpful hints, commendations, and guiding questions **that support your site planning efforts** toward continuous improvement and increased student achievement.



Tool Snapshot- When you open the Navigation Toolbar and click on the Meeting Agenda Setup Icon, the Meeting Management tool will open. Here you will see all meetings that have been set-up for the Improvement Team. You may go in at any point to set-up a new meeting, review a past meeting or add meeting minutes to a recent team meeting. In this section, tabs serve as a way to help you manage your meetings.

WISE How To's

➤ Tab 1-Setting up a New Meeting

1. Click on the Set up a New Meeting Agenda button located at the top of the page.

Set up a new meeting or choose an existing meeting.

 [Set up a new Meeting Agenda](#) VIDEO Help

Location	Date	Meeting	View Agenda or Minutes	Remove this meeting
x	10/20/2014	x	Agenda	remove
test	04/22/2013	test	Meeting Minutes	remove

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2. Your meeting agenda tab will open. Type in your *Meeting Date, Time, Title, and Location* and then click the **Blue Save/Update Meeting**.

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

VIDEO

Meeting Date: Time:

Meeting Title:

Location:

 [1. Save / Update Meeting Date, Time, and Location](#)

[2. Add Indicators to Assess or Plan to your Meeting](#)

[Assess Indicators](#)

[Create Improvement Plan](#)

Other Business:

[3. Save Other Business for this Meeting](#)

3. Use the additional prompts to add indicators, action plans, and other business to be discussed during your meeting and then click the associated **Blue Save Bar** to update your information.

➤ Tab 1-Editing or Updating an Existing Meeting

Click on the meeting you wish to update or edit to open the meeting agenda tab. Follow the procedures outlined in the previous section “*Setting Up a New Meeting.*” You may also remove a meeting by clicking on the **remove** button.

Set up a new meeting or choose an existing meeting.



Set up a new Meeting Agenda VIDEO

Location	Date	Meeting	View Agenda or Minutes	Remove this meeting
SDE Computer Lab	10/20/2014	WISE Coaching	Agenda	remove
Special Education Conference Room	12/20/2013	WISE Strategic Planning	Agenda	remove
School Support Conference Room	04/22/2013	WISE Planning	Meeting Minutes	remove

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➤ Tab 2-Printing Documents for Your Meeting

Click on the meeting for which your team wishes to print materials and then go to Tab Two. Here you will have several options, choose those that align to your meeting needs. You may also wish to print out SDE supports located in the “*Docs and Links*” tab on your dashboard.

[Back to My Meetings](#)

WISE Strategic Planning Special Education Conference Room 12/20/2013

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

Print Documents for your Meeting

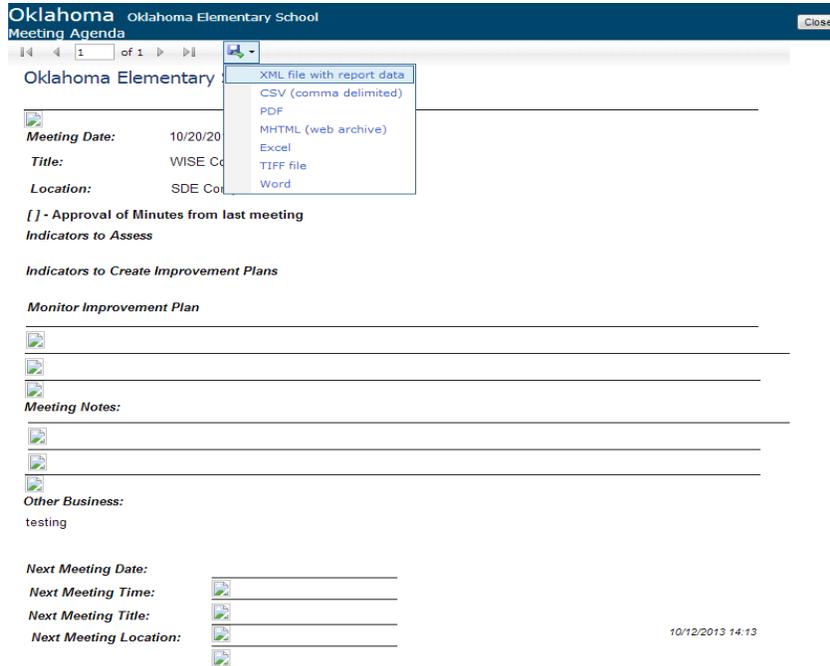
- 1. Prepare Meeting Agenda** Click link to create, then export into word, pdf, etc. to print or share via email.
[Meeting Agenda](#)
- 2. Print Blank Minutes Form** Click link to print a blank Meeting Minutes Form.
[Meeting Minutes Form](#)
- 3. Prepare Worksheets and Wise Ways (Assess, Create, Monitor)** 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](#)

Available Documents

- **Task Reports** give detailed information for all tasks including the assigned team member and target date for completion.
- **The Comprehensive Plan Report** is 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 (*3 months, 6 months, 12 months, one year*)

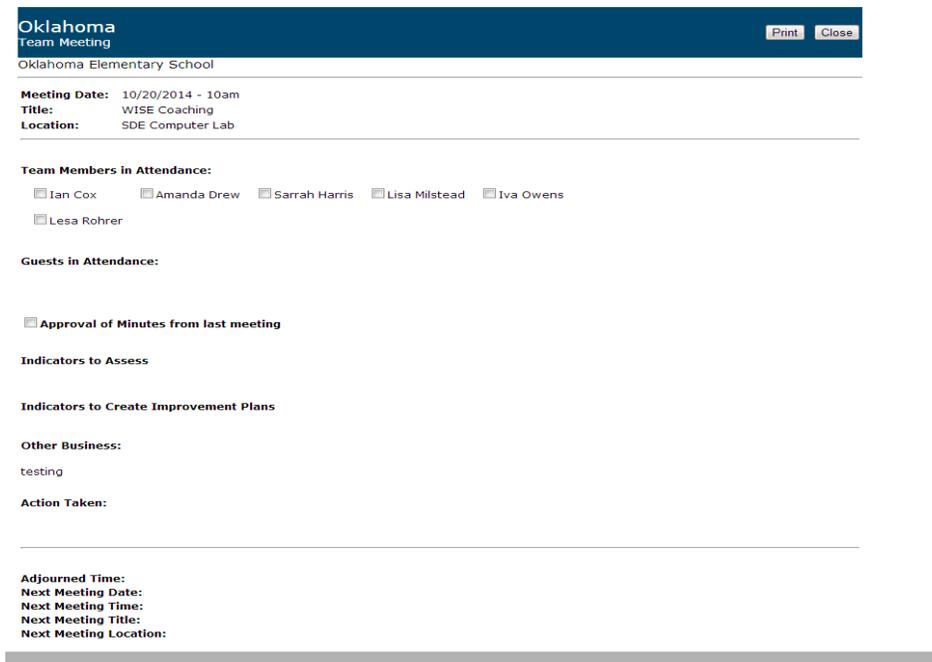
■ **Meeting Agendas-**

Meeting agendas may be downloaded so that they can be customized to meet your planning needs. To download, just click on the link and choose the format using the drop down menu located at the top of the page.



■ **Meeting Notes-**

The meeting notes link opens a pre-populated document that may be printed without downloading.



➤ Tab 3- Enter Meeting Minutes

Click on the meeting for which your team wishes to add minutes and then go to tab three. This will open a live document in which you may type, save, download your meeting minutes and then create your next meeting.

WISE Reminder- Using the Meeting Agenda Set Up tools allows your team to **manage meetings** and **communicate your goals, objectives, and progress** to other stakeholders viewing your plan through a Guest Login.



Tool Snapshot- When you open the Navigation Toolbar and click on the Meeting Where Are We Now Icon, the tool will open. Here an overview report of your school's execution of your plan is communicated in graph form, as well as a list of fully implemented and completed indicators.

Oklahoma Elementary School

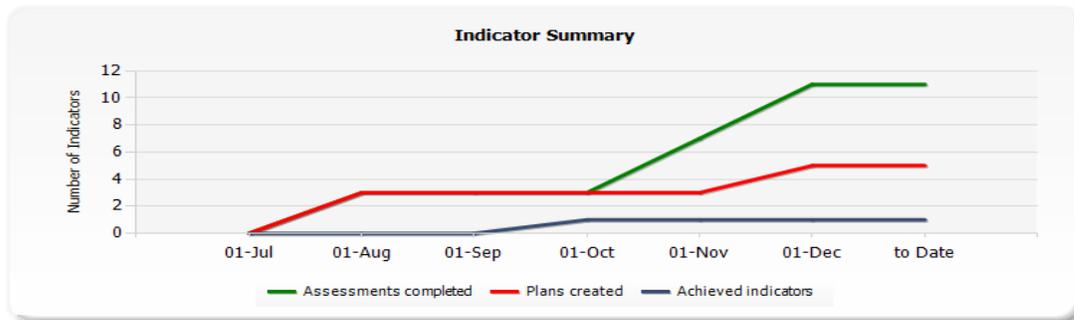
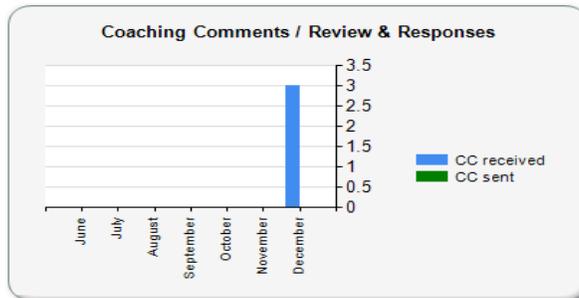
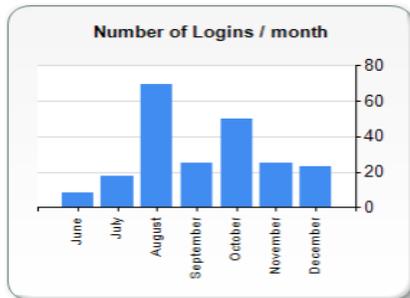
Ways to Improve School Effectiveness (WISE) - School Indicators



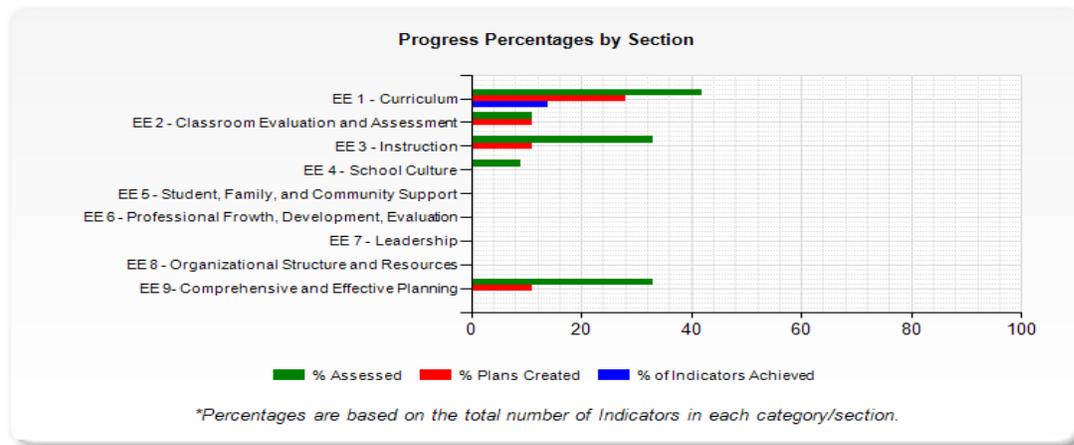
Activity Summary

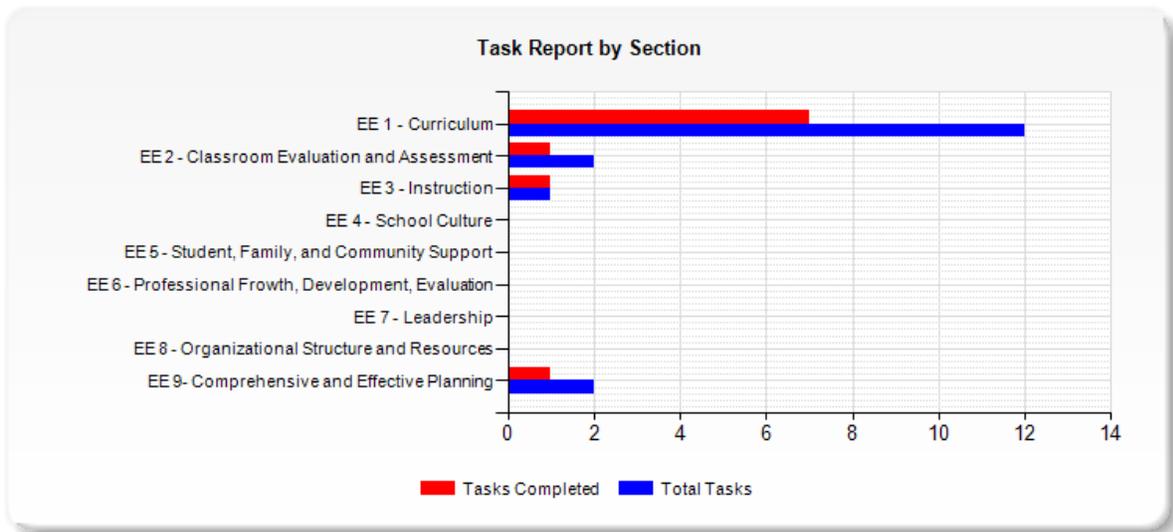
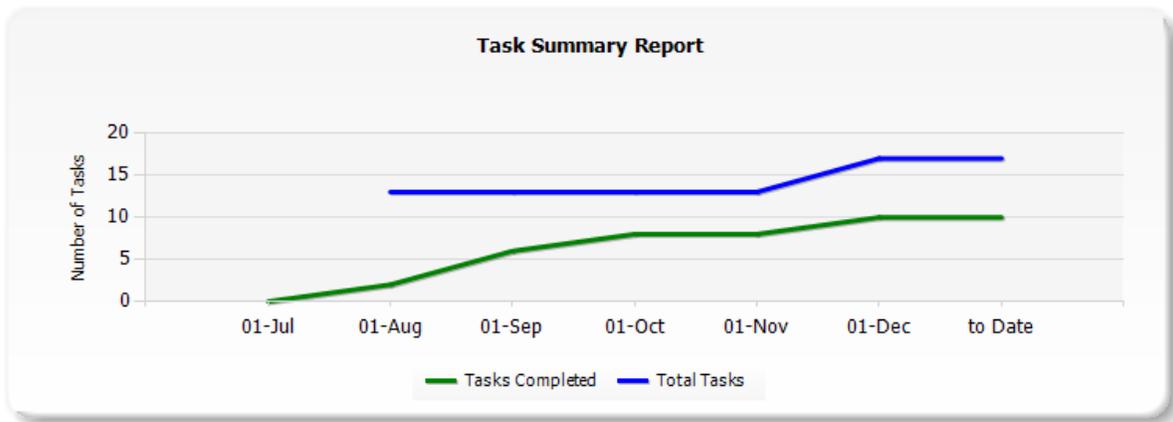
Total number of meetings with minutes entered in the last 90 days = 0

Average number of team members present at meetings in last 90 days = 0



Assessments completed - Plans created - Achieved indicators / objectives -





Red Flag Indicators (No Development or Implementation, and included in Plan)	* Index Score
EEIA-1.05 - Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237)	6
EEIB-2.05 - All teachers will use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)	9

* The Index Score is the multiple of the indicator's priority rating and opportunity rating. The range is from 1 (low priority and low opportunity) to 9 (high priority and high opportunity). High scores may provide quick wins.

Objective Met (Objectives with all tasks complete and evidence provided)	Completed Date
EEIA-1.05 - Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237)	09/26/13

Fully Implemented Indicators (Indicators assessed as fully implemented)	Completed Date
EEIA-1.01 - Instructional teams will align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success. (233)	11/13/13
EEIIC-9.01 - School leadership will use a collaborative process to develop vision, beliefs, mission, and goals. (305)	10/22/13

December 11, 2013

WISE Reminder- The **Where We Are Now Report** may be **exported and printed** using the options in the drop-down menu at the top of the page (*pdf, xml, csv, MHTML, Excel, Tiff, or Word*) and then clicking "export".

WISE Support Tools



Tools in this section allow your team to access Indistar® system supports, planning resources, and monitoring reports.



Icon Snapshot- When you open the Navigation Toolbar and click on the Resources icon, the resource page will open. All of the resources in this section are provided by Indistar®. In this section, tabs serve as a way to help you navigate through the different resources available. Remember that Supports developed by the SDE are located on *Your Dashboard* under *Docs and Links*.

➤ **Tab 1- Indicators, Wise Ways and Rubrics-** Allows you to view the indicators and correlating Wise Ways and Rubric through a chosen filter.

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

Step 1: Select a Level to view.
Select Level:

Step 2: Select a group of Indicators to view.
Select Group:

[Complete Indicator List](#)

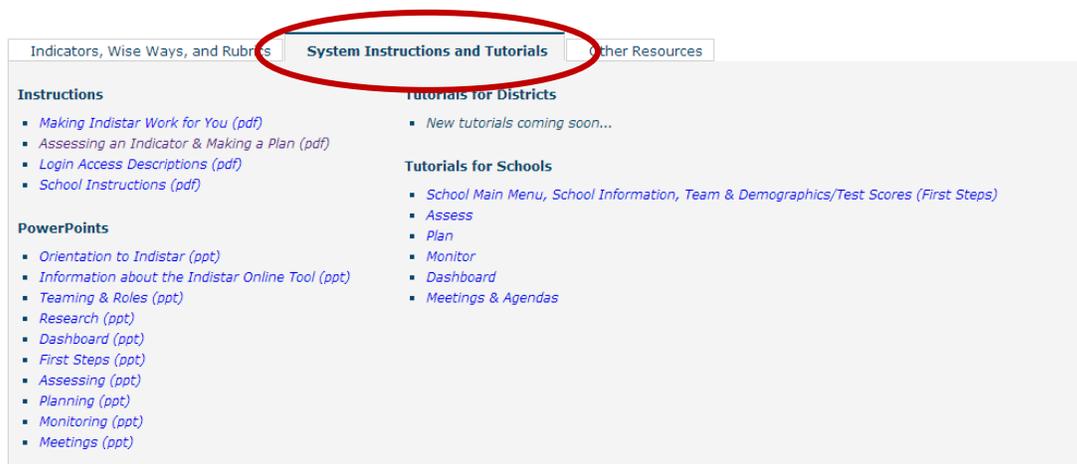
Filter(s): Choose a filter to narrow your Indicator search.
 Key Indicators only

[Remove Filter\(s\)](#)

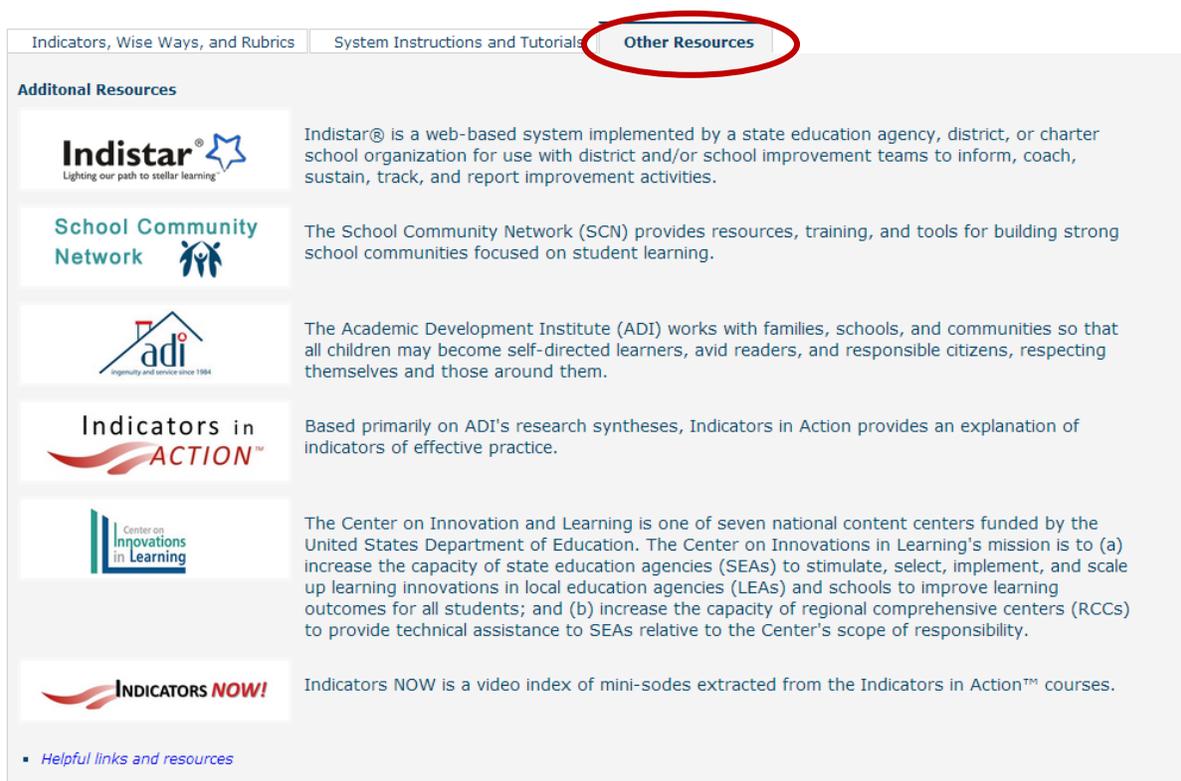
Choose a Wise Ways® or Rubric to display, if available or [Display Indicator Categories](#)

Indicator	Wise Ways®	Rubric
EEIA-1.04 Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps (236)	WW	Rubric
EEIB-2.05 All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. (244)	WW	Rubric
EEIC-3.03 All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)	WW	Rubric
EEIC-3.04 All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)	WW	Rubric
EEIC-3.06 School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)	WW	Rubric
EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)	WW	Rubric
EEIIB-5.02 All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams). (268)	WW	Rubric
EEIIB-5.03 School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement. (269)	WW	Rubric
EEIIB-5.05 All school staff maintains timely and accurate academic, behavioral, and attendance information to parents. (271)	WW	Rubric
EEIIB-5.06 School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)	WW	Rubric
EEIIC-6.05 All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded. (276)	WW	Rubric
EEIIIA-7.06 School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)	WW	Rubric
EEIIB-8.05 School leadership uses effective strategies to attract highly qualified and highly effective teachers. (299)	WW	Rubric
EEIIB-8.10 School leadership allocates and integrates state and federal program resources to address identified student needs. (304)	WW	Rubric
EEIIC-9.01 School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. (305)	WW	Rubric
EEIIC-9.02 School planning team collects, manages, and analyzes data from multiple data sources. (306)	WW	Rubric
EEIIC-9.08 School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan. (312)	WW	Rubric

- **Tab 2- System Instructions and Tutorials**-These system supports are provided through Indistar®, the company behind the WISE Tool.



- **Tab 3- Other Resources**-These resources are provided free of charge through Indistar®, the company behind the WISE Tool. Aligned to the Indicators of Effective practice (the backbone of the WISE Tool), they may be used for professional development to build capacity and sustainability.



Aligned to effective practices, *Indicators Now* and *Indicators in Action* are two free resources that come with system to provide classroom examples and further explanations of the effective practices that underpin the system. They help build capacity for implementing “Key” Indicators and may also be used for job-embedded professional development (EE6.05).

INDICATORS NOW![™] is a video index of mini-sodes extracted from the Indicators in Action[™] courses. Find and watch the indicator you're looking for...fast & **NOW!**

[Indicator Map](#) 

Leadership & Decision Making	Curriculum, Assessment, & Instructional Planning	Classroom Instruction	School Community
<ul style="list-style-type: none"> Team Structure Principal's Role Professional Development Parents & Learning 	<ul style="list-style-type: none"> Aligned Instruction Classroom Assessment Differentiated Instruction Periodic Assessment 	<ul style="list-style-type: none"> Preparation Teacher-Directed: Introduction Teacher-Directed: Presentation Teacher-Directed: Summary & Confirmation Teacher-Student Interaction Student-Directed (group or individual) Computer-Based Homework Practices & Communication with Parents Classroom Management 	<ul style="list-style-type: none"> Shared Leadership Policies & Practice Communication Education Connection

Access Full Courses of
Indicators in ACTION[™]



HOME
COURSES
TOOLS & TEMPLATES
LINKS

Welcome to Indicators in Action!

Indicators in Action is produced by the [Academic Development Institute](#).

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

Video clips of:

- principals
- teachers
- teacher teams
- and school teams

show the indicators "in action".

Indicators in Action is ideal for:

- professional development
- faculty meetings
- workshops
- and as a tutorial for individual educators.

Access the Mini-sode Video Index of





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Courses are delivered through your web browser or if you prefer, you may request a DVD by emailing ActionDVD@adi.org.



When you open the Navigation Toolbar and click on the Worksheets Icon, the Worksheet page will open. Here you will find printable worksheets developed by Indistar®. Once you have filtered the worksheet, you will then be able to print it out. Continue the process for each worksheet that needs to be printed. *Remember that Supports developed by the SDE are located on **Your Dashboard** under **Docs and Links**.*

➤ To print worksheets for demographics, team information or planning work, click on the corresponding icon.



Demographics



Team Information



Assess - Plan - Monitor



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School Demographics Worksheet

Percentage of Students by Ethnicity

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

<input type="text"/>	% Hispanic/Latino of any race	<input type="text"/>	% Native Hawaiian or Other Pacific Islander
<input type="text"/>	% American Indian or Alaskan Native	<input type="text"/>	% White
<input type="text"/>	% Asian	<input type="text"/>	% Two or more races
<input type="text"/>	% Black or African American		
<hr/>			
<input type="text"/>	% Total		

Other Student Demographics

<input type="text"/>	% Percent of Students Qualifying for Free or Reduced Lunch
<input type="text"/>	% Percent of Students Receiving Special Education (IEP students)
<input type="text"/>	% School Attendance Percentage
<input type="text"/>	% School Mobility Percentage
<input type="text"/>	% Percent of Students that are Limited English Proficient (LEP)

School Leadership Team

Date: _____

As one of the first steps in this process, all school leadership team members should be added to the team roster from the school's Main Menu page. The principal and/or process manager should make sure to keep this list up to date.

Association: Board Member, Superintendent, District Staff, Paraprofessional, Principal, Principal-Teacher, Teacher, Parent, Community Leader or Other. If other, please list.

First Name	Last Name	Association	Phone	Email

★ Please note that additional information is required for planning worksheets.

Blank Worksheets

[Assess \(blank\)](#) [Plan \(blank\)](#) [Monitor \(blank\)](#)



Indicator Specific Worksheets

To print worksheets for specific indicators, select a Section to display indicators. Numbers shown in the Total column are the number of indicators needing to be assessed and/or objective needing plans and tasks created.

Filter(s): Choose a filter to narrow your Indicator search.

Key Indicators only

apply Crosswalk filter

apply Indicator filter

Remove Filter(s)



Tool Snapshot- When you open the Navigation Toolbar and click on the Reports Icon, the Reports tool will open. Here you will find all of the available reports to help your team assess, plan and monitor your school improvement plan.

- Choose the report/s that best meets the needs of your site and planning team. To open a particular report, simply click on the link. Your report will open in a new window or tab.

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.
	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	



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WISE Reminder- All **reports can be exported-** To export a report, simply open it and then use the drop-down menu at the top of the page to choose the file format (*pdf, xml, csv, MHTML, Excel, Tiff, or Word*) and then click "export".

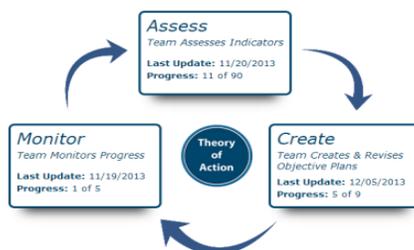
Frequently Asked Questions

General

Q: How does the WISE Tool align to research-based best practices?

A: Research supports that the following practices aligned to the school improvement planning process increase student achievement while driving continuous improvement.

- ✓ **Research Based Practice**-Effective school improvement planning creates shared direction and generates a focus on priorities that drives action.
 - **WISE Practice**-The WISE Tool builds a *Culture of Candor* that supports reflective growth through a continuous improvement model focused on professional practices and student outcomes.



- ✓ **Research Based Practice**- Plans that **focus on a limited set of priorities** are better than exhaustive lists of initiatives and programs.
 - **WISE Practice**-The WISE Tool allows schools to assess and prioritize indicators of effective practice so that the site can choose which indicators to implement and monitor through an action plan.
- ✓ **Research Based Practice** While schools should **always have on-going initiatives and tasks**, SIP goals and strategies should be limited to the school's **top three to five priorities**.
 - **WISE Practice**-The OSDE Office of School Support/School Improvement **coaches** school teams to assess and plan for the 17 Key Indicators and then prioritize and create action plans for 3-5 indicators aligned to the site's greatest area of need and student outcome data.
- ✓ **Research Based Practice** -Priorities must **guide the efforts of teachers and administrators** as they carry out the business of educating kids.
 - **WISE Practice**- The WISE Tool provides a school team with an improvement process that encourages local ingenuity and responsibility while building a “culture of candor” in which school personnel talk openly and honestly about their professional practices that contribute to student learning
- ✓ **Research Based Practice** **Quarterly review cycles** and annual plan **revisions** that allow schools to introduce new objectives when original objectives are completed.
 - **WISE Practice**-The WISE Tool is a Web-based system that guides a school team in charting its improvement and managing the continuous improvement process through a cyclic process focused on the implementation of professional practices to improve student outcomes.

Q: How does the WISE Tool differ from other School Improvement Plans (SIP)?

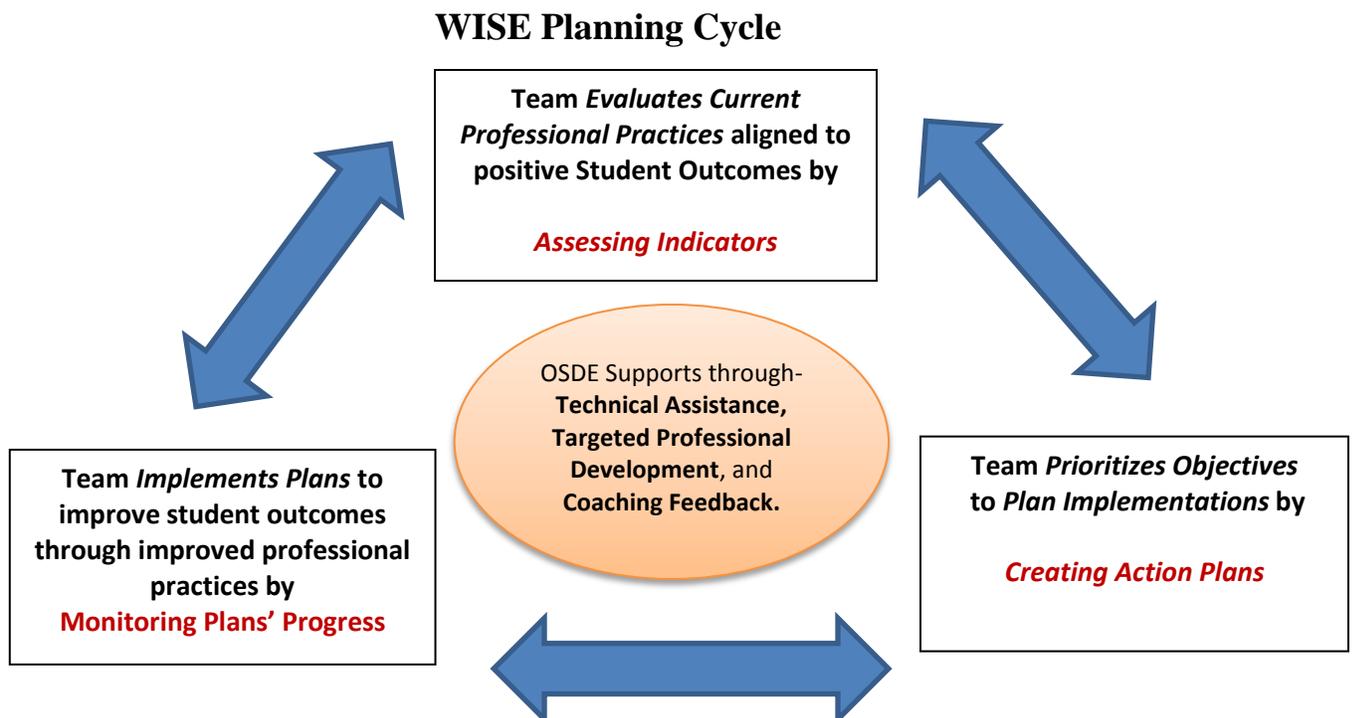
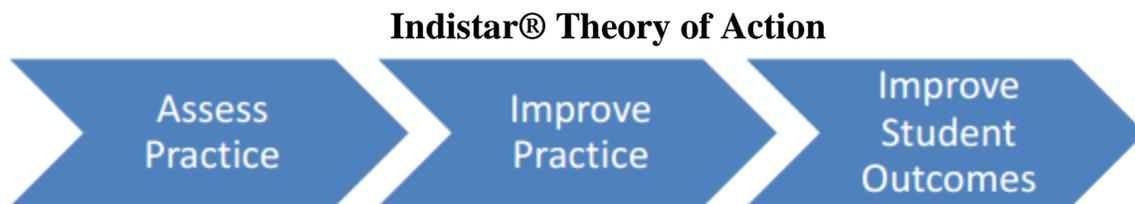
A. The WISE Tool is a web-based school improvement planning tool built on effective practices and firm belief that school improvement is best accomplished when directed by the people closest to the students .



Q: How does the WISE System support continuous school improvement?

A. The WISE Tool was developed by Indistar® whose Theory of Action states-

“When the professional practice of adults improves, student learning outcomes improve.”



Tasks/Indicators

Q: How many improvement indicators should be included in a school’s plan?

A: The number of indicators will vary based on the school’s status, needs, and data-Remember that there are 90 indicators within the system of which, 17 have been classified as “Key” Indicators.

- **Priority, Focus and Targeted Intervention Schools** –Through the ESEA Waiver, schools with a designation are required to use the WISE Tool. The Office of School Support/School Improvement coaches schools to assess/reassess all 17 key indicators each year. Prioritize needs to create action plans for *three to five* Key indicators. Implement action plans and monitor progress using data. *For more Information related to WISE And the ESEA Waiver, please see-* <http://ok.gov/sde/elementary-and-secondary-education-act-esea>
- **TITLE I Schoolwide-** If you use the WISE tool for your Title I Schoolwide plan, you must assess and create for all 17 required “key” indicators aligned to the 10 components. *For more information and guidance in building a Title I Schoolwide Plan please see-* <http://www.ok.gov/sde/title-i-part#Schoolwide>

Q: May my school team reassess indicators in an inherited or existing plan?

A: Yes. Your team should reassess indicators each year to reflect your current reality by updating current level of implementation and changing the rubric, priority, and opportunity scores for “Key Indicators.” (*See Pages 18-19-Reassessing Indicators*)

Q: What is the process for removing old indicators?

A: The WISE Tool is a continuous improvement process and is not designed for indicators to be removed. When a school leadership team makes the decision to discontinue work with a specific indicator, then comments to this effect should be made in the **Monitoring the Plan** component of the WISE web-based planning tool.

Rationale- Retaining indicators and tasks enable the school team to keep a historical record of all previous school improvement efforts.

***Note-** Please contact the OSDE School Improvement office at school.support@sde.ok.gov , to discuss any issues related to removal of indicators.

Updating an Improvement Plan

Q: May my school team continue our work with an indicator if all tasks have been completed?

A: Yes. Your team would need to update information in the *Create School Plan* component of the main menu by changing the indicator’s target date and adding new tasks. You may also update your description of what the objective (indicator) will look like when it is fully implemented. (*See Pages 23-25-Editing an Existing Plan*)

Q: What is the process for editing/revising information (i.e. tasks, dates) included in the school improvement plan?

A: Any information entered into the school improvement plan may be edited/revised at any time by revisiting the *Create School Plan* process of the main menu, and editing the appropriate components. (*See pages 23-25-Editing an Existing Plan*)

Monitoring an Improvement Plan

Q: How often should the school team enter comments about tasks into the *Monitor School Plan* component of the planning process found on the Main Menu ?

A: Task reports should be completed at least once each quarter to allow the team to evaluate action plans, revise tasks, and celebrate progress. (See pages 26-28-*Implementing and Monitoring Plan*)

Submitting Forms

Q: One of the schools in my division has completed a form on the WISE Tool® Dashboard, but I am unable to view it using the division’s password. What should I do?

A: Forms that are posted on a school’s dashboard will not be visible to anyone entering the WISE® Web site using the school’s password until after the school has **saved** the form. Once a school has entered and saved any information in the form, the form will be visible to the team through their Guest Logon.

Q: I submitted a form on the Indistar® Dashboard by mistake. What should I do?

A: The school principal should send an e-mail to the State Contact at Lesa.Rohrer@sde.ok.gov) requesting that the “Submit” button be reset.

Q: I have entered information into the WISE Tool for one of the schools in my division that I supervise. However, I am unable to save the information. What should I do?

A: Indistar® is designed for all school-related information to originate from the school. If someone attempts to enter information using an access-level other than the school’s, then the information will not be saved or the user will be unable to enter information. A red message at the top of each page will alert the user to this restriction.

State Contact Information

For state specific questions regarding the use of this online tool, please contact your state support person(s) as listed below.

State Contact 1

Ian Cox
405-522-3395
Ian.Cox@sde.ok.gov

State Contact 2

Lesa Rohrer
405-522-1476
Lesa.Rohrer@sde.ok.gov

For state support using the WISE Tool, please contact your state coordinators, as listed above.

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Office of School Support/School Improvement
Oklahoma State Department of Education

