

Title I, Part A
Schoolwide School Components and WISE Indicators

10 Components of the Schoolwide Planning using the 17 WISE Indicators

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| 1 | Comprehensive, Data Driven, Needs Assessment | |
| | <i>EEIIC-9.01</i> | <i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. (305)</i> |
| | <i>EEIIC-9.02</i> | <i>School planning team collects, manages, and analyzes data from multiple data sources. (306)</i> |
| 2 | Research-Based Schoolwide Reform Strategies | |
| | <i>EEIB-2.05</i> | <i>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)</i> |
| | <i>EEIC-3.06</i> | <i>School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. (253)</i> |
| | <i>EEIIC-9.08</i> | <i>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)</i> |
| 3 | Instruction by Highly Qualified Teachers | |
| | <i>EEIC-3.03</i> | <i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)</i> |
| | <i>EEIC-3.04</i> | <i>All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)</i> |
| 4 | High-Quality, Ongoing, Embedded Professional Development | |
| | <i>EEIIC-6.05</i> | <i>All staff (principals, teachers and paraprofessionals) participates in professional development that is high quality, ongoing and job-embedded. (276)</i> |
| 5 | Recruitment and Retention of Highly Qualified Teachers | |
| | <i>EEIIB-8.05</i> | <i>School leadership uses effective strategies to attract highly qualified and highly effective teachers. (299)</i> |
| 6 | Increase Parent and Family Involvement | |
| | <i>EEIIB-5.03</i> | <i>School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement(269)</i> |
| | <i>EEIIB-5.05</i> | <i>All school staff maintains timely and accurate academic, behavioral, and attendance information to parents. (271)</i> |
| 7 | Successful Student Transitions | |
| | <i>EEIIB-5.06</i> | <i>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)</i> |
| | <i>EEIA-1.04</i> | <i>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)</i> |
| 8 | Inclusion of Teachers in Assessment and Instructional Decisions | |
| | <i>EEIIA-4.04</i> | <i>All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)</i> |
| 9 | Effective and Timely Additional Assistance for Students | |
| | <i>EEIIB-5.02</i> | <i>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)</i> |
| | <i>EEIIIA-7.06</i> | <i>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)</i> |
| 10 | Coordination of Federal, State and Local Resources | |
| | <i>EEIIB-8.10</i> | <i>School leadership allocates and integrates state and federal program resources to address identified student needs. (304)</i> |

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