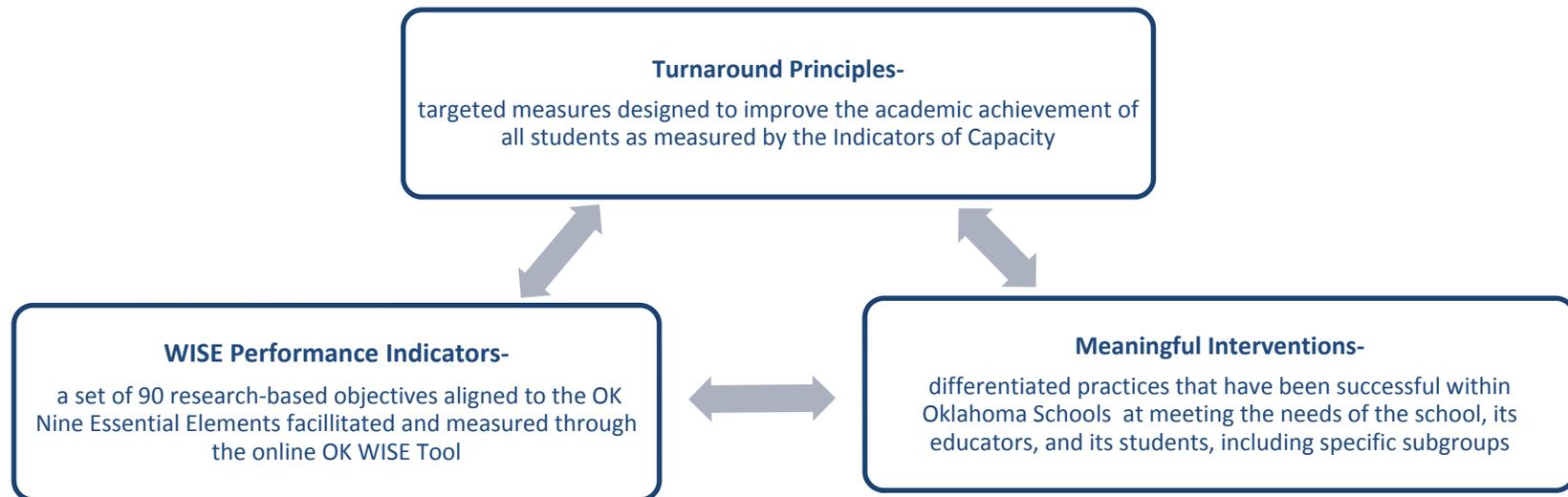


Turnaround Principles, Meaningful Interventions, and WISE Indicators Crosswalk

Aligning school improvement tools to facilitate continuous improvement

The **Turnaround Principles**, **Meaningful Interventions**, and **WISE Performance Indicators** are valuable tools that can be used to facilitate and support effective school improvement initiatives while meeting the requirements communicated within the OSDE ESEA Flexibility Waiver for schools in Priority, Focus, and Targeted Intervention status. Each tool plays a key role in the overall school improvement process as communicated by the graphic below:



To further support school improvement initiatives, the Oklahoma WISE (Ways to Improve School Effectiveness) Tool was developed in collaboration with the Center on Innovation and Improvement to provide an online school improvement planning platform for schools and districts. Utilizing the WISE Performance Indicators, the OK WISE Tool allows districts and schools to build, inform, sustain, and track their school improvement plan while meeting federal Title I and LEA requirements. Of the 90 WISE indicators, seventeen are required due to their evidence based status at being critical success factors for increasing student achievement and catalyzing positive change.

Turnaround Principle	Indicators of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p>Strong Leadership</p> <p>↳ Providing strong leadership by:</p> <p>a) reviewing the performance of the current principal;</p> <p>b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and</p> <p>c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<p>Indicators of Capacity-</p> <p>↔ Details of how performance of a current principal or a new principal (with a proven track record for turning around schools) will be reviewed for hiring, retention, or dismissal</p> <p>↔ Details of how principals will be given operational flexibility in the areas of scheduling, staffing, curriculum, and budget</p> <hr/> <p>Meaningful Interventions-</p> <p>✓ <u>Leadership Interventions & Supports</u></p> <p>☑ Implementation of Oklahoma’s Nine Essential Elements Indicators, Rubrics, and Strategies (a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership)</p> <p>☑ Research-Based Professional Development for Leaders, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Leadership Training, AVID Leadership Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes</p>	<p>➤ 3 Essential Elements (EE)-</p> <p>⊗ <i>6 Required Indicators,</i></p> <p>○ 27 Additional Indicators</p> <p>➤ EE 7-Leadership</p> <p>Required Indicator:-</p> <p>⊗ <i>EE-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.</i></p> <p>Additional Indicators-</p> <ul style="list-style-type: none"> ○ EE-7.01-School leadership develops and sustains a shared vision. ○ EE-7.02-School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance. ○ EE-7.03-School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills. ○ EE-7.04-School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff. ○ EE-7.05-School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources. ○ EE-7.07-School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement. ○ EE-7.08- School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment. ○ EE-7.09-School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.

<p>Strong Leadership cont.</p>	<ul style="list-style-type: none"> ☑ Instructional Leadership Academies/Training for Superintendents, Principals, and Other Administrators ✓ <u>School-wide Interventions & Supports</u> ☑ Leadership Coaches to Support Principals and Other Site-Based Leaders 	<ul style="list-style-type: none"> ○ EE-7.10-School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs. ○ EE-7.11-School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals. ○ EE-7.12-School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders. ○ EE-7.13-School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change. ○ EE-7.14-School leadership identifies expectations and recognizes accomplishments of faculty and staff. <p>➤ EE 8- Organizational Structure and Resources</p> <p><u>Required Indicators:</u></p> <ul style="list-style-type: none"> ⊗ EE-8.05-School leadership uses effective strategies to attract highly qualified and highly effective teachers. ⊗ EE-8.10-School leadership allocates and integrates state and federal program resources to address identified student needs. <p><u>Additional Indicators</u></p> <ul style="list-style-type: none"> ○ EE-8.01-School Leadership supports high quality performance of students and staff at their assigned site. ○ EE-8.02-School leadership designs the master schedule to provide all students access to the entire curriculum. ○ EE-8.03-School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students. ○ EE-8.04-School leadership ensures efficient use of instructional time to maximize student learning. ○ EE-8.06-School leadership provides time for vertical and horizontal planning across content areas and grade configurations. ○ EE-8.07-School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships. ○ EE-8.08-School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
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<p>Strong Leadership cont.</p>		<ul style="list-style-type: none"> ○ EE-8.09-School leadership directs funds based on an assessment of needs aligned to the school improvement plan ➤ EE 9-Comprehensive and Effective Planning <p><u>Required Indicators:</u></p> <ul style="list-style-type: none"> ⊗ EE-9.01-School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. ⊗ EE-9.02-School planning team collects, manages, and analyzes data from multiple data sources. ⊗ EE-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. <p><u>Additional Indicators-</u></p> <ul style="list-style-type: none"> ○ EE-9.03-School planning team incorporates scientifically based research for student learning in school improvement plans. ○ EE-9.04-School planning team establishes goals for building and strengthening instructional and organizational effectiveness. ○ EE-9.05-School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives. ○ EE-9.06-School leadership and all staff implement the improvement plan as developed. ○ EE-9.07-School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan. ○ EE-9.09-School leadership and all staff document the continuous improvement through a regular data review process.
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Turnaround Principle	Indicators of Capacity/ Meaningful Interventions	Essential Elements/WISE Performance Indicators
<p>Effective Teachers</p> <p>↪ Ensuring that teachers are effective and able to improve instruction by:</p> <p>a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;</p> <p>b) preventing ineffective teachers from transferring to these schools; and</p> <p>c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>Indicators of Capacity-</p> <p>↔ Details of how the performance of current teachers or new teachers (with proven track record for success in challenging schools) will be reviewed for hiring, retention, or dismissal</p> <p>↔ Policy for preventing ineffective teachers to transfer to the school</p> <hr/> <p>Meaningful Interventions-</p> <p>✓ <u>Teacher Interventions & Supports</u></p> <p>☑ Research-Based Professional Development for Teachers, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes</p> <p>☑ Job-Embedded Professional Development Informed by Oklahoma’s Teacher and Leader Effectiveness Evaluation System (TLE)</p> <p>☑ Student Work Analysis Training to Examine the Quality of Classroom Assignments, Instruction, and Interventions</p> <p>☑ Instructional Coaches Who Model Lessons and Assist Teachers in Using Student Assessment Data</p>	<p>➤ 2 Essential Elements (EE)</p> <p>⊗ 2 Required Indicators,</p> <ul style="list-style-type: none"> ○ 12 Additional Indicators <p>➤ EE 8- Organizational Structure and Resources</p> <p>Required Indicator:-</p> <p>⊗ <i>EE-8.05-School leadership uses effective strategies to attract highly qualified and highly effective teachers.</i></p> <p>➤ EE 6- Professional Growth, Development, and Evaluation</p> <p>Required Indicator:-</p> <p>⊗ <i>EE-6.05-All staff (principals, teachers and paraprofessionals) participates in professional development that is high quality, ongoing and job-embedded.</i></p> <p>Additional Indicators-</p> <ul style="list-style-type: none"> ○ EE-6.01-All teachers and school leadership collaboratively develop written individual professional development plans based on school goals. ○ EE-6.02-School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity. ○ EE-6.03-School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.

<p>Effective Teachers cont.</p>	<ul style="list-style-type: none"> ☑ Teacher Leaders and Teacher Experts Who Serve as Model Classrooms, PLC Leaders, and Lead Teachers for Professional Growth Opportunities ✓ <u>School-wide Interventions & Supports</u> ☑ School Support Consultants including School Support Teams, Leadership Coaches, and Private Consultants ☑ Professional Libraries and Book Studies Based on Identified Educator and Student Needs 	<ul style="list-style-type: none"> ○ EE-6.04-School planning team uses goals for student learning to determine professional development priorities for all staff. ○ EE-6.06-School planning team designs professional development that has a direct connection to the analysis of student achievement data. ○ EE-6.07-School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective. ○ EE-6.08-School leadership implements a process for all staff to participate in reflective practice and collect school-wide data to plan professional development. ○ EE-6.09-School leadership provides adequate time and appropriate fiscal resources for professional development. ○ EE-6.10-All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner. ○ EE-6.11-School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs. ○ EE-6.12-School planning team designs professional development that promotes effective classroom management skills ○ EE-6.13-School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.
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Turnaround Principle	Indicator of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p>Extended Learning Time</p> <p>↪ Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Indicator of Capacity-</p> <p>↔ Plan for extended learning time (beyond the regular school day) for student learning and teacher collaboration</p> <hr/> <p>Meaningful Interventions-</p> <p>✓ <u>School-wide Interventions & Supports</u></p> <p>☑ Extended School Day, Week, or Year to Focus on Meeting Needs of Students at All Academic Levels</p> <p>✓ <u>Teacher Interventions & Supports</u></p> <p>☑ Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs</p> <p>✓ <u>Parent and Community Interventions & Supports</u></p> <p>☑ Afterschool Programs (such as 21st Century Community Learning Centers)</p> <p>☑ Supplemental Tutoring Programs</p>	<p>The Performance Indicators aligned to the Turnaround Principle for this section have been aggregated from several Essential Element classifications and are aligned to additional Turnaround Principles as communicated in parentheses.</p> <p>➤ 2 Essential Elements(EE)-</p> <p style="padding-left: 40px;">⊗ <i>1 Required Indicator</i></p> <p style="padding-left: 80px;">○ 3 Additional Indicators</p> <p>➤ EE 7-Leadership</p> <p>Required Indicator:</p> <p>⊗ <i>EE-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.</i></p> <p>➤ EE 8- Organizational Structure and Resources</p> <p>Additional Indicators-</p> <p>○ EE-8.04-School leadership ensures efficient use of instructional time to maximize student learning. (<i>TP-Strong Leadership</i>)</p> <p>○ EE-8.06-School leadership provides time for vertical and horizontal planning across content areas and grade configurations. (<i>TP-Strong Leadership</i>)</p> <p>➤ EE 6- Professional Growth, Development, and Evaluation</p> <p>Additional Indicator-</p> <p>○ EE-6.11-School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs (Effective Teachers)</p>

Turnaround Principle	Indicators of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p><u>Research-Based Instruction</u></p> <p>↪ Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<p><u>Indicator of Capacity-</u></p> <p>↔ Strong instructional program that is research-based, rigorous, and aligned with state standards</p> <hr/> <p><u>Meaningful Interventions</u></p> <p>✓ <u>School-wide Interventions & Supports</u></p> <ul style="list-style-type: none"> ☑ Curriculum Development and Evaluation of Available Resources ☑ Early College High School Programs that Organize the School Around Ensuring that Students Participate in College-Credit Earning Courses while in High School (such as Dual Credit, Advanced Placement, International Baccalaureate, and Concurrent Enrollment) <p>✓ <u>Classroom Interventions & Supports</u></p> <ul style="list-style-type: none"> ☑ English Learner Instructional Strategies and Resources, including Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, and Sheltered Instruction Observational Protocol (SIOP) Training ☑ Students with Disabilities Instructional Strategies and Resources, including Co-Teaching and Inclusion Models ☑ Oklahoma Tiered Intervention System of Support (Response to Intervention and Positive Behavior Intervention and Supports) ☑ High Quality Instructional Materials Aligned to State Standards and Common Core State Standards to Support Individual Student Needs in Meeting High Expectations 	<p>➤ 3 Essential Elements(EE)-</p> <ul style="list-style-type: none"> ⊗ <i>4 Required Indicators</i> <ul style="list-style-type: none"> ○ 21 Additional Indicators <p>➤ EE 1- Curriculum</p> <p><u>Required Indicator:</u></p> <p>⊗ <i>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</i></p> <p><u>Additional Indicators</u></p> <ul style="list-style-type: none"> ○ EE-1.01-Instructional teams 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. ○ EE-1.02-Instructional teams articulate the learning standards through grade level objectives. ○ EE-1.03-Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps. ○ EE-1.05-Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. ○ EE-1.06-Instructional teams review alignment to standards and revise site-level curriculum accordingly. ○ EE-1.07-School leadership and instructional teams ensure all students have access to the common academic core curriculum.

<p>Research-Based Instruction cont.</p>	<ul style="list-style-type: none"> ☑ Student College, Career, and Citizenship Plans which Encompass Course Timelines, Career Goals, Community Service Projects, Service Learning Experiences, and Behavior Expectations that will Lead to C³ Preparedness ☑ Graduation Coach Programs to Assist Students in Development of College, Career, and Citizenship Plans and Timelines ☑ Career Pathways/Career Ladders Programs that will Provide Students with Access to Courses and Certifications to Support Career Goals ☑ Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts) 	<p>➤ EE2- Classroom Evaluation and Assessment</p> <p>Required Indicator:</p> <p>⊗ EE-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.</p> <p>Additional Indicators-</p> <ul style="list-style-type: none"> ○ EE-2.01-All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards. ○ EE-2.02-All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards. ○ EE-2.03-All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives. ○ EE-2.04-All students can articulate expectations in each class and know what is required to be proficient. ○ EE-2.06-Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement. ○ EE-2.07-School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards. ○ EE-2.08-School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study. ○ EE-2.09-All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.
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<p>Research-Based Instruction cont.</p>		<p>➤ EE3-Instruction</p> <p><u>Required Indicators:</u></p> <p>⊗ <i>EE-3.03-All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i></p> <p>⊗ <i>EE-3.04-All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</i></p> <p><u>Additional Indicators:</u></p> <ul style="list-style-type: none"> ○ <u>EE-3.01</u>-All teachers use varied instructional strategies that are scientifically research-based. ○ <u>EE-3.02</u>-All teachers use instructional strategies and activities that are aligned with learning objectives. ○ <u>EE-3.05</u>-All teachers incorporate the use of technology in their classrooms when it enhances instruction. ○ <u>EE-3.06</u>-School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities. ○ <u>EE-3.07</u>-All teachers examine and discuss student work collaboratively and use this information to inform their practice. ○ <u>EE-3.08</u>-All teachers assign purposeful homework and provide timely feedback to students. ○ <u>EE-3.09</u>-School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.
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Turnaround Principle	Indicator of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p>Use of Data</p> <p>↪ Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p><u>Indicator of Capacity-</u></p> <p>↔ Time for principals and teachers to analyze data to inform instruction for continuous improvement</p> <hr/> <p><u>Meaningful Interventions</u></p> <p>✓ <u>School-wide Interventions & Supports</u></p> <p>☑ Regular Data Reviews following the Oklahoma Data Review Model</p> <p>✓ <u>Teacher Interventions & Supports</u></p> <p>☑ Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs</p>	<p>The Required Indicators aligned to the Turnaround Principle for this section have been aggregated from several Essential Element classifications and are aligned to additional Turnaround Principles as communicated in parentheses.</p> <p>➤ 5 Essential Elements-(EE)</p> <p>⊗ <i>2 Required Indicators</i></p> <p>○ 5 Additional Indicators</p> <p>➤ EE2-Classroom Evaluation and Assessment</p> <p><u>Required Indicator-</u></p> <p>⊗ <i>EE: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. (TP-Effective Teachers)</i></p> <p>➤ EE9- Effective Planning</p> <p><u>Required Indicator-</u></p> <p>⊗ <i>EE:9.02-School planning team collects, manages, and analyzes data from multiple data sources. (TP- Strong Leaders)</i></p> <p><u>Additional Indicator</u></p> <p>○ EE-9.09-School leadership and all staff document the continuous improvement through a regular data review process.</p>

<p>Use of Data cont.</p>		<ul style="list-style-type: none">➤ EE3-Instruction<ul style="list-style-type: none">○ EE-3.09-School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas. (<i>TP-Effective Teachers</i>)➤ EE 6- Professional Growth, Development, and Evaluation<ul style="list-style-type: none">○ EE-6.06-School planning team designs professional development that has a direct connection to the analysis of student achievement data. (<i>TP-Effective Teachers</i>)➤ EE7- Leadership<ul style="list-style-type: none">○ EE-7.02-School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.○ EE-7.04-School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
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Turnaround Principle	Indicator of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p>School Environment</p> <p>↪ Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p>	<p><u>Indicator of Capacity-</u></p> <p>↔ Strong support for school safety and discipline, addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs</p> <hr/> <p><u>Meaningful Interventions</u></p> <p>✓ <u>School-wide Interventions & Supports</u></p> <ul style="list-style-type: none"> ☑ Improving School Culture ☑ Attendance Advocacy Programs that will Increase Student Engagement and Performance ☑ High Quality Alternatives to Suspension such as Online Learning, Student/Parent Behavior Contracts, Principal Shadowing, and Parent Engagement Strategies <p>✓ <u>Parent and Community Interventions & Supports</u></p> <ul style="list-style-type: none"> ☑ Local Employer Support Strategies (for example, Career Mentorships and Career Exploration) ☑ School-Based Social Worker Programs in Partnership with Department of Human Services ☑ Youth Mentoring Programs 	<p>➤ 1 Essential Element (EE)</p> <p style="text-align: center;">⊗ <i>1 Required Indicator</i></p> <p style="text-align: center;">○ <i>10 Additional Indicators</i></p> <p>➤ EE4-School Culture</p> <p><u>Required Indicator-</u></p> <p>⊗ <i>EE-4.04-All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.</i></p> <p><u>Additional Indicators</u></p> <ul style="list-style-type: none"> ○ EE-4.01-School leadership fosters a positive school climate and provides support for a safe and respectful environment. ○ EE-4.02-School leadership implements practices that focus on high achievement for all students. ○ EE-4.03-All teachers hold high academic and behavioral expectations for all students. ○ EE-4.05-All teachers recognize and accept their professional role in student successes and failures. ○ EE-4.06-School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students. ○ EE-4.07-All teachers communicate regularly with families about individual student progress ○ EE-4.08-All teachers and staff provide time and resources to support students' best efforts. ○ EE-4.09-School leadership and all teachers celebrate student achievement publicly. ○ EE-4.10-All school staff and students practice equity and demonstrate respect for diversity. ○ EE-4.11-Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

Turnaround Principle	Indicator of Capacity/ Meaningful Interventions	Essential Elements/ WISE Performance Indicators
<p><u>Family and Community Engagement</u></p> <p>↪ Providing ongoing mechanisms for family and community engagement.</p>	<p><u>Indicator of Capacity-</u></p> <p>↔ Strong ongoing family and community engagement</p> <p><u>Meaningful Interventions</u></p> <p>✓ <u>School-wide Interventions & Supports</u></p> <p>☑ School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)</p> <p>✓ <u>Parent and Community Interventions & Supports</u></p> <p>☑ Public School Choice, including Providing Transportation for Students to Attend Higher Performing Schools within the District or in Neighboring Districts</p> <p>☑ Supplemental Tutoring Programs</p> <p>☑ Parent and Community Engagement Initiatives such as Community Round Tables, Town Hall Meetings, In-Kind Business Donations, and Business Expertise Support</p> <p>☑ Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)</p> <p>☑ Parenting Classes, such as “How to File a FAFSA Form,” “How to Help Your Child Read,” and “How to Discipline Your Child Without Pulling Your Hair Out”</p>	<p>➤ 2 Essential Elements (EE)-</p> <p>⊗ 4 Required Indicators-</p> <ul style="list-style-type: none"> ○ 5 Additional Indicators <p>➤ EE 5-Student, Family and Community Support</p> <p><u>Required Indicator-</u></p> <p>⊗ EE-5.02-<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).</i></p> <p>⊗ EE-5.03-<i>School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement</i></p> <p>⊗ EE-5.05-<i>All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.</i></p> <p>⊗ EE-5.06-<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.</i></p> <p><u>Additional Indicators</u></p> <ul style="list-style-type: none"> ○ EE-5.01-Families and communities are active partners in the educational process and work with staff to promote programs and services for all students. ○ EE-5.04-School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.

<p>Family and Community Engagement cont.</p>	<ul style="list-style-type: none"> ☑ Classes for Parents and Community Members, such as English Language Development Classes, Technology Skills, Adult Education ☑ Partnerships with Institutions of Higher Education and Career and Technical Education ☑ Community Schools Initiative <ul style="list-style-type: none"> ○ On-site Health Clinics ○ Targeted Business/Community/Faith-Based Organization Partnerships ○ School-Based Social Worker Programs in Partnership with Department of Human Services ○ Youth Mentoring Programs ○ Food and Clothing Banks 	<ul style="list-style-type: none"> ○ EE-5.07-School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities. ○ EE-5.08-School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders. <p>➤ EE 4-School Culture</p> <ul style="list-style-type: none"> ○ EE-4.07-All teachers communicate regularly with families about individual student progress.
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Resources-

OSDE ESEA Flexibility Waiver-<http://www.ok.gov/sde/elementary-and-secondary-education-act-esea>

OSDE Meaningful Interventions- Attachment 12-http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Attachments_8-12.pdf

OSDE Nine Essential Elements and WISE Additional Indicators-Attachment 13-http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Attachments_13-27.pdf

OSDE School Improvement- <http://ok.gov/sde/school-improvement>

What Works in Oklahoma Schools- <http://ok.gov/sde/sites/ok.gov.sde/files/SI-PhaseIIStateReport.pdf>