

Indicators for WISE Planning Guiding Questions and Evidence

Academic Learning and Performance		
<i>Element 1: Curriculum</i>		
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
<i>Element 2: Classroom Evaluation and Assessment</i>		
Indicator	Guiding Questions	Evidence
EE 2.05 All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.	<ul style="list-style-type: none"> • Describe the collaborative process used to determine if there are gaps in instruction/curriculum. • How are test scores used to identify gaps in instruction/curriculum? • How are test results used to drive instruction in the classroom? 	<ul style="list-style-type: none"> • Analysis of assessment data to identify instructional and curriculum gaps, modify units of study, and/or reteach as appropriate • Analysis of Core Curriculum assessment data to identify instructional and curriculum gaps
<i>Element 3: Instruction</i>		
Indicator	Guiding Questions	Evidence
EE 3.03 All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.	<ul style="list-style-type: none"> • What instructional strategies are utilized to meet the diverse learning needs of all students? • How are strategies such as Response to Intervention (Rti), differentiated instruction, and/or flexible grouping used effectively in the classroom? 	<ul style="list-style-type: none"> • Lesson plans to document classroom instructional strategies • Data from administrative walk through focused on instructional strategies and differentiating instruction

<p>EE 3.04 All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</p>	<ul style="list-style-type: none"> • What percentage of teachers and paraprofessionals is highly qualified? • How do teachers participate in research-based, classroom-focused professional development? • What percentage of professional development involves updates in content knowledge? • What research-based instructional strategies are implemented? 	<ul style="list-style-type: none"> • Documentation of highly qualified status in Oklahoma Educator Credentialing System • Sample parent notification regarding “Highly Qualified” status • Documentation of teacher participation in research-based, classroom-focused professional development
<p>EE 3.06 School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.</p>	<ul style="list-style-type: none"> • What resources and supplemental materials are used to support teachers? • Do teachers utilize curriculum maps and/or pacing calendars? • How often are resources reviewed and items replaced as necessary? 	<ul style="list-style-type: none"> • Curriculum mapping documents • Copies of Oklahoma’s C³ and CCSS Standards • Documentation of resources for standards-aligned learning activities • Copies of assessment resources (e.g., assessment blueprint, item specifications, test specifications, or Parent, Student, Teacher Guide)
<p>Professional Learning Environment – Effective Teachers</p>		
<p>Element 4: School Culture</p>		
<p>Indicator</p>	<p>Guiding Questions</p>	<p>Evidence</p>
<p>EE 4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.</p>	<ul style="list-style-type: none"> • How have teachers been empowered to hold regular “data meetings” analyzing student assessments and reviewing student work with other teachers? • Describe teacher input on types of formative assessments implemented. • Describe how assessments are regularly monitored and evaluated for effectiveness. 	<ul style="list-style-type: none"> • Evidence of stakeholder participation in decision making processes related to teaching and learning • Copies of assessments used and evidence of alignment to Oklahoma’s C³ and CCSS Standards

Element 5: Student, Family, and Community Support		
Indicator	Guiding Questions	Evidence
<p>EE 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).</p>	<ul style="list-style-type: none"> • Identify academic and behavioral supports available to all students. • How does the site ensure that timely interventions occur for students who are not achieving at a proficient level? • What counseling or other behavioral support efforts have been implemented? 	<ul style="list-style-type: none"> • Document types of academic and behavioral supports available to all students • Evidence of progress monitoring and evaluation of students receiving additional assistance
<p>EE 5.03 School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.</p>	<ul style="list-style-type: none"> • What specific training or resources are available for parents to help their child academically? • How are parents notified of parent involvement activities? • How are parents encouraged to attend parent involvement activities? 	<ul style="list-style-type: none"> • Agenda and attendance list for the Annual Parent Informational Meeting • Examples of school/parent communication • Copy of current site Parent/School Compact
<p>EE 5.05 All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</p>	<ul style="list-style-type: none"> • How often are parent-teacher conferences scheduled? • How often do teachers communicate with parents through phone calls, e-mails, and mailings? • How is technology used to inform parents of student academic progress and attendance? 	<ul style="list-style-type: none"> • Documentation of parent attendance at scheduled parent/teacher conferences • Documentation of phone calls, e-mails and/or mailings to parents • Documentation of parent access to electronic gradebook and attendance records
<p>EE 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.</p>	<ul style="list-style-type: none"> • What procedures are in place to receive new students to the school? • What procedures are in place for students to visit the next grade level, meet teachers, and learn new procedures? • How are all stakeholders involved in transition strategies? 	<ul style="list-style-type: none"> • Attendance records of parent meetings regarding transitions • Evidence of parent and community activities implemented to support transitions

Collaborative Leadership – Effective Leaders

Element 6: Professional Growth, Development, and Evaluation

Indicator	Guiding Questions	Evidence
EE 6.05 All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.	<ul style="list-style-type: none"> • What are examples of high quality, ongoing, and job-embedded professional development? • How are opportunities for professional development chosen? • How did data drive the decisions? 	<ul style="list-style-type: none"> • Agendas and attendance records of professional development • Documentation of site and individual professional development plans • Documented monitoring and follow-up of professional development activities

Element 7: Effective Leaders

Indicator	Guiding Questions	Evidence
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.	<ul style="list-style-type: none"> • What is the written policy to reduce class disruptions? • How does the schedule contribute to reducing class disruptions? • What extended day/year academic opportunities are available for students? 	<ul style="list-style-type: none"> • Written policy to minimize class disruptions • Evidence of collaborative efforts to develop and implement written policy • Written plan to extend the school day/year to focus on academic issues

Element 8: Organizational Structure and Resources

Indicator	Guiding Questions	Evidence
EE 8.05 School leadership uses effective strategies to attract highly qualified and highly effective teachers.	<ul style="list-style-type: none"> • What strategies have been used to recruit teachers to the district? • What district incentives are offered to recruit and retain highly qualified and effective teachers? 	<ul style="list-style-type: none"> • Written plan for recruiting and retaining teachers • Evidence of recruiting efforts (e.g., job postings, career fairs information, partnerships with higher ed) • Evidence of retention efforts (e.g., incentives, mentoring beyond first year)
EE 8.10 School leadership allocates and integrates state and federal program resources to address identified student needs.	<ul style="list-style-type: none"> • How are local, state and federal programs coordinated to support high-quality learning opportunities for all students? • How are stakeholders included in data-driven decision making to match federal funds with identified student needs? • How are these programs aligned to the WISE plan? 	<ul style="list-style-type: none"> • List of programs at the site, including their funding sources • Budgets for federal, state and local funds • Summary of how the programs and funds are supporting and aligned to the WISE plan

Element 9: Comprehensive and Effective Planning		
Indicator	Guiding Questions	Evidence
EE 9.01 School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.	<ul style="list-style-type: none"> • How will all stakeholders be involved in the planning process? • What is the school's vision and mission? • What are the related goals and expectations for students? • What are the gaps between current school status and vision for reform? What strategies and goals will be used to close the gaps? 	<ul style="list-style-type: none"> • Minutes, agendas and attendance records for planning team meetings • Written vision for reform • Documentation of collaborative process to develop vision, belief, mission and goals
EE 9.02 School planning team collects, manages, and analyzes data from multiple data sources.	<ul style="list-style-type: none"> • What types of data are used in the needs assessment? • How is data from various sources (e.g., Explore, PLAN, and ACT results) collected and analyzed? 	<ul style="list-style-type: none"> • Summary of data analysis presented to stakeholders • Sample data used to conduct the needs assessment
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.	<ul style="list-style-type: none"> • How are assessments used to monitor student performance as specified in the plan (e.g., SMART Goals)? • How is data used to determine if instructional strategies are effective? 	<ul style="list-style-type: none"> • Summary of benchmark data reviews including narrative and charts/graphs • Written copy of the annual WISE plan review including SMART Goals progress