



Oklahoma WISE Planning Tool

Oklahoma Nine Essential Elements Performance Indicators

Academic Learning and Performance – CURRICULUM	
EE1A-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.
EE1A-1.02	Instructional teams articulate the learning standards through grade level objectives.
EE1A.1.03	Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.
EE1A.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.
EE1A.1.05	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
EE1A.1.06	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
EE1A.1.07	School leadership and instructional teams ensure all students have access to the common academic core curriculum.

Academic Learning and Performance – CLASSROOM EVALUATION AND ASSESSMENT	
EE1B-2.01	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
EE1B-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.
EE1B-2.03	All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.
EE1B-2.04	All students can articulate expectations in each class and know what is required to be proficient.
EE1B-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.
EE1B-2.06	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
EE1B-2.07	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
EE1B-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.
EE1B-2.09	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

Academic Learning and Performance – INSTRUCTION

EE1C-3.01	All teachers use varied instructional strategies that are scientifically research based.
EE1C-3.02	All teachers use instructional strategies and activities that are aligned with learning objectives.
EE1C-3.03	All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.
EE1C-3.04	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
EE1C-3.05	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
EE1C-3.06	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
EE1C-3.07	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
EE1C-3.08	All teachers assign purposeful homework and provide timely feedback to students.
EE1C-3.09	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

Effective Learning Environment – Effective Teachers – SCHOOL CULTURE

EEIIA-4.01	School leadership fosters a positive school climate and provides support for a safe and respectful environment.
EEIIA-4.02	School leadership implements practices that focus on high achievement for all students.
EEIIA-4.03	All teachers hold high academic and behavioral expectations for all students.
EEIIA-4.04	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
EEIIA-4.05	All teachers recognize and accept their professional role in student successes and failures.
EEIIA-4.06	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
EEIIA-4.07	All teachers communicate regularly with families about individual student progress.
EEIIA-4.08	All teachers and staff provide time and resources to support students' best efforts.
EEIIA-4.09	School leadership and all teachers celebrate student achievement publicly.
EEIIA-4.10	All school staff and students practice equity and demonstrate respect for diversity.
EEIIA-4.11	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

**Effective Learning Environment – Effective Teachers –
STUDENT, FAMILY, AND COMMUNITY SUPPORT**

EEIIB-5.01	Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.
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).
EEIIB-5.03	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
EEIIB-5.04	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
EEIIB-5.05	All school staff provide timely and accurate academic, behavioral, and attendance information to parents.
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.
EEIIB-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.
EEIIB-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.

**Effective Learning Environment – Effective Teachers –
PROFESSIONAL GROWTH, DEVELOPMENT, EVALUATION**

EEIIC-6.01	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
EEIIC-6.02	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
EEIIC-6.03	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
EEIIC-6.04	School planning team uses goals for student learning to determine professional development priorities for all staff.
EEIIC-6.05	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
EEIIC-6.06	School planning team designs professional development that has a direct connection to the analysis of student achievement data.
EEIIC-6.07	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
EEIIC-6.08	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
EEIIC-6.09	School leadership provides adequate time and appropriate fiscal resources for professional development.
EEIIC-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.

EEIIC-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.
EEIIC-6.12	School planning team designs professional development that promotes effective classroom management skills.
EEIIC-6.13	School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.

Collaborative Leadership – EFFECTIVE LEADERS

EEIIIA-7.01	School leadership develops and sustains a shared vision.
EEIIIA-7.02	School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.
EEIIIA-7.03	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
EEIIIA-7.04	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
EEIIIA-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.
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.
EEIIIA-7.07	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
EEIIIA-7.08	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
EEIIIA-7.09	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
EEIIIA-7.10	School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.
EEIIIA-7.11	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
EEIIIA-7.12	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
EEIIIA-7.13	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
EEIIIA-7.14	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

**Collaborative Leadership – Effective Leaders –
ORGANIZATIONAL STRUCTURE AND RESOURCES**

EEIIB-8.01	School leadership supports high quality performance of students and staff at their assigned site.
EEIIB-8.02	School leadership designs the master schedule to provide all students access to the entire curriculum.
EEIIB-8.03	School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.
EEIIB-8.04	School leadership ensures efficient use of instructional time to maximize student learning.
EEIIB-8.05	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
EEIIB-8.06	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
EEIIB-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.
EEIIB-8.08	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
EEIIB-8.09	School leadership directs funds based on an assessment of needs aligned to the school improvement plan.
EEIIB-8.10	School leadership allocates and integrates state and federal program resources to address identified student needs.

**Collaborative Leadership – Effective Leaders –
COMPREHENSIVE AND EFFECTIVE PLANNING**

EEIIC-9.01	School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.
EEIIC-9.02	School planning team collects, manages, and analyzes data from multiple data sources.
EEIIC-9.03	School planning team incorporates scientifically based research for student learning in school improvement plans.
EEIIC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIIC-9.05	School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.
EEIIC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIIC-9.07	School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.
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.
EEIIC-9.09	School leadership and all staff document the continuous improvement through a regular data review process.