



Instructions for Schools

This guide provides instructions for using the WISE Web-based Planning Tool. Step-by-step instructions for entering data, assessing Performance Indicators for a plan of improvement, creating a school plan, and monitoring the implementation of that plan are included.

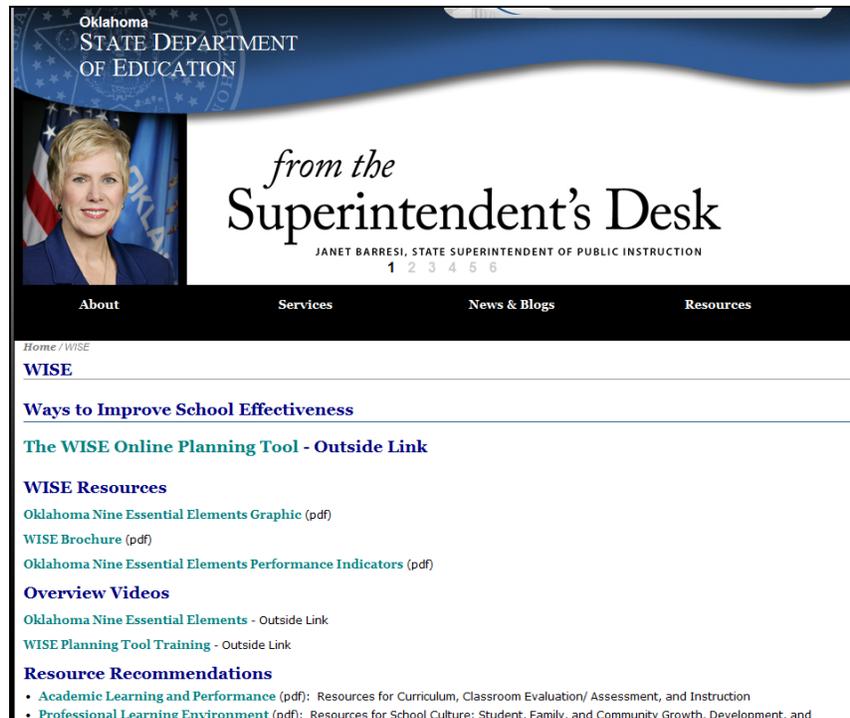
For program assistance, please contact your school consultant or district liaison.

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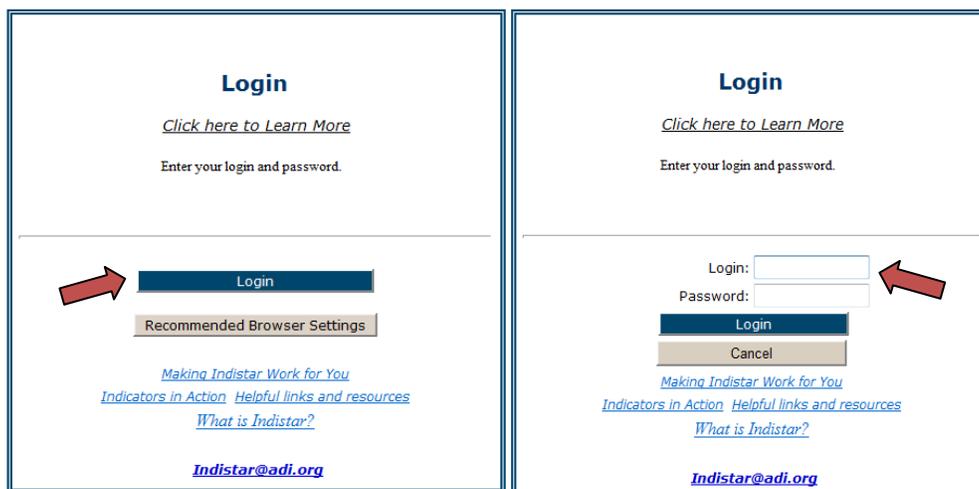
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Getting Started

1. To get to the WISE Tool, you will need to go the State Department of Education Web site, <<http://ok.gov/sde/wise>> and click on the link to The WISE Online Planning Tool. This will take you to the WISE Planning Tool login page.



2. When the district registers your school, the school login and password information will be sent to the school principal. With this information in hand, you may return to the Login page to enter the Web system.



School-Level Process

1. Dashboard

When you login to the system, you will see a Dashboard that includes all of the tools, reports, and resources necessary to complete your planning process.

Ways to Improve School Effectiveness (WISE)
OKLAHOMA
State Department of Education

School

Planning and Reporting
School of Hard Rocks

Indicator-Based Planning Tools

[Ways to Improve School Effectiveness \(WISE\) - School Indicators](#) Required indicators for schools developing a school plan or a Title I school plan.
[Family Engagement Indicators](#) Optional - Schools may use these indicators in coordination with the Family Engagement Tool.

Other Planning Tools

[Family Engagement Tool](#) Open link to complete the five step FET web-based process.

Forms to Complete

[Schoolwide Assurance](#) To be completed by all schools operating a Title I Schoolwide Program including Title I Schools in improvement, corrective action, or restructuring. Please print form, complete, sign and email, fax or mail in.
[Targeted Assurance Form](#) These forms are not yet active. Links and due dates are coming soon.
[Non-Title I Assurance Form](#) These forms are not yet active. Links and due dates are coming soon.

Required Reports

| Report Name | Submit By | Submit | Submitted | Previous |
|--|---------------|---------------------------------------|--------------------------|--------------------------|
| WISE - School Plan | Nov. 15, 2011 | <input type="button" value="Submit"/> | 11/01/11 | 04/11/11 |
| Family Engagement Indicators Report | November 15 | <input type="button" value="Submit"/> | 11/14/11 | 04/26/10 |
| Family Engagement Tool - Web-Based System Report | November 15 | | | |

Other Documents/Web Pages

[WISE Tool Compliance Checklist](#) Link to the Schoolwide Program and School Improvement Plan Compliance Checklist of indicators.
[School Improvement Plan Rubric](#) Click to access School Improvement Plan Rubric.
[Oklahoma Department of Education](#) Link to the state's Dept of Ed website
[File Cabinet Guidance Document](#) Information about the file cabinet/document upload feature in the WISE tool.

Click the “Ways to Improve School Effectiveness (WISE) – School Indicators” link to move into the WISE Web entry system.

2. Welcome Page

This page provides general information about the planning process.

Oklahoma

Welcome

Introducing NEW and AMAZING Tools:
Families-Schools.org
Handbook on Family and Community Engagement
School Community Indicators in Action

Check out this new website packed with resources related to family and community engagement in schools. One of the things you can access at this website is the recently released publication: *Handbook on Family and Community Engagement*. The School Community course in **Indicators in Action** is also now available and can be accessed by clicking on the Indicators in Action icon below the blue Indistar login button at www.centerii.org. This course includes:

- Real footage of the School Community indicators being effectively implemented in schools and districts
- Interviews with educators, parents, students, and community members
- Support for systems working on implementing indicators of effective practice such as facilitation guides and workbooks

1. There are two planning processes—one for the district and one for each school.
2. A district team directs the district planning process.
3. A school team, typically the school improvement team, directs the school planning process.
4. A "process manager" is appointed by each team, and that person prints out worksheets for team meetings and enters the team's work into this web-based system.

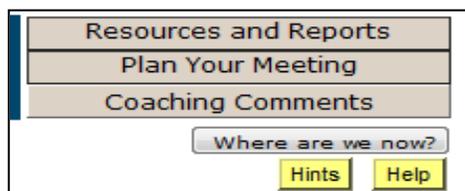
Continue

For technical questions concerning this tool contact us.
Indistar@adi.org

3. Step Descriptions: Entering / Editing School Data

This planning process includes the six steps listed here. As you work through each step, the date you have started, completed, or last updated each step will be shown in the table. If, at any point, you would like to return to this page, simply click the “School Process Menu” button, located at the top, right of your screen. You will also see information for all of the team members (coaches, principal, mentor, etc.) located just below the six steps.

| Oklahoma Ways to Improve School Effectiveness (WISE) | | | | Resources and Reports | |
|--|------------------------------------|-----------|----------|-----------------------|-----------------------|
| Main Menu | | | | Plan Your Meeting | |
| School of Hard Rocks School Leadership Team CI | | | | Coaching Comments | |
| Oklahoma Test District, OK | | | | Where are we now? | |
| | | | | Hints Help | |
| Set Up School | | Tutorials | Started | Last Update | |
| Step 1 - Register School | <i>please keep current</i> | VIDEO | 04/16/10 | 03/13/12 | |
| Step 2 - Provide School Information | | | 09/21/10 | 02/01/12 | |
| | - Provide School Assessment Scores | | 03/09/11 | 02/01/12 | |
| Step 3 - Form School Team | <i>please keep current</i> | | 03/25/11 | 10/05/11 | 14 (count) |
| Assess - Create - Monitor | | Tutorials | Started | Last Update | Progress |
| Step 4 - Assess School Indicators | | VIDEO | 08/30/11 | 02/06/12 | 53 of 90 |
| Step 5 - Create School Plan | | VIDEO | 08/30/11 | 03/05/12 | 17 of 42 |
| Step 6 - Monitor School Plan | | VIDEO | 09/09/09 | 03/02/12 | 4 of 17 |
| Coaches & Leaders | | Name | Position | Phone | Email |
| Consultant to School | Mrs. Kerri White | | | 123-456-7890 | kerriwhite@school.com |
| Principal | Mr. Bill Smart | | | 405-587-6800 | email@email.com |
| Process Manager | Dr. Sharon Sikes | | | 405-347-2210 | |



In the top right corner of the page, you will see four more navigational buttons that will take you to some very important tools within our system. You will also find a “Help” button to give you extra guidance throughout the process.

Resources and Reports

Resources: This page offers a list of indicators (pdf version) for you to view, save, or print; and links to additional resources.

Reports: On this page is a list of reports that are available to view or share the data you have entered into this Web system.



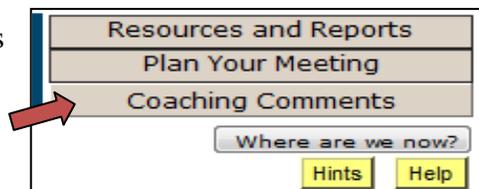
Plan Your Meeting

Here you will find the Web pages needed to plan for your team meetings. You will enter your agenda and meeting minutes, print worksheets for use during your meetings, and print Wise Ways® (helpful resources for creating your plan).



Coaching Comments

Clicking this button will open the Coaching Comments application. Coaching Comments is a quick communication tool between two different parties. If you have received a new coaching comment, you will see a message on this Web page (in red) indicating this.



Where are we now?

This button will take you to a summary report of all information compiled for your indicators. The bar graph report shows indicators in three stages of progress: Assessment Completed, Action Plan Created and Objective Met. The second half of the report also breaks down the indicators into three categories.



a. **Step 1: Register School**

| Oklahoma Ways to Improve School Effectiveness (WISE) | | | | | |
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| Set Up School | | Tutorials | Started | Last Update | |
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| Step 4 - Assess School Indicators | | VIDEO | 08/30/11 | 02/06/12 | 53 of 90 |
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This data is entered by the principal or process manager when the school registers to use the WISE Planning Tool. The data may be edited, if necessary, but be sure to click “Save” to save your changes.

| Oklahoma | | School Process Main |
|---|----------------------------|-------------------------------|
| School Registration | | |
| School of Hard Rocks | | Hints Help |
| Complete the following School Registration Information. | | |
| School Information Registered - 04/16/2010 | | |
| School Name: * | <input type="text"/> | |
| Address: * | <input type="text"/> | |
| City: * | State: OK | Zip: * |
| Phone: * | Fax: * | Website: <input type="text"/> |
| School Principal | | |
| <input type="radio"/> Dr. <input checked="" type="radio"/> Mr. <input type="radio"/> Ms. <input type="radio"/> Mrs. | | |
| First name: * | <input type="text"/> | |
| Last name: * | <input type="text"/> | |
| Phone: * | <input type="text"/> | |
| Fax: * | <input type="text"/> | |
| Email: * | <input type="text"/> | |
| <input checked="" type="checkbox"/> School Process Manager (if other than the School Principal) | | |
| The Process Manager is responsible for overseeing the process at the School Level. | | |
| <input checked="" type="radio"/> Dr. <input type="radio"/> Mr. <input type="radio"/> Ms. <input type="radio"/> Mrs. | | |
| First name: | <input type="text"/> | |
| Last name: | <input type="text"/> | |
| Position: | <input type="text"/> | |
| Phone: | <input type="text"/> | |
| Fax: | <input type="text"/> | |
| Email: | <input type="text"/> | |
| School Type: | Elementary - Middle School | |
| District Liaison: | <input type="text"/> | |
| <input type="button" value="Save"/> | | |

Use the link at the top right of the page to return to the School Main Page.

b. Step 2: Provide School Information

Oklahoma Ways to Improve School Effectiveness (WISE)
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School of Hard Rocks *School Leadership Team CI*
 Oklahoma Test District, OK

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|--|-----------------------|----------------------|----------------------|
| Step 1 - Register School <i>please keep current</i> | VIDEO | 04/16/10 | 03/13/12 |
| Step 2 - Provide School Information <i>Provide School Assessment Scores</i> | | 09/21/10 03/09/11 | 02/01/12 02/01/12 |
| Step 3 - Form School Team <i>please keep current</i> | | 03/25/11 | 10/05/11 |
| 14 (count) | | | |

| Assess - Create - Monitor | Tutorials | Started | Last Update | Progress |
|-----------------------------------|-----------------------|----------|-------------|----------|
| Step 4 - Assess School Indicators | VIDEO | 08/30/11 | 02/06/12 | 53 of 90 |
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| Coaches & Leaders | Name | Position | Phone | Email |
|----------------------|------------------|----------|--------------|-----------------------|
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| Principal | Mr. Bill Smart | | 405-587-6800 | email@email.com |
| Process Manager | Dr. Sharon Sikes | | 405-347-2210 | |

In this two-page form you will enter demographic and assessment data about your school. (A blank version of this form may be printed using the “Worksheets” link under the “Plan Your Meeting” button on the School Main Menu page. After you have gathered the data, return to this page to enter the information.) Remember to click “Save and Go to School Assessment Scores” when you are finished entering or editing information on Page 1, before moving on to Page 2. If you are adding or editing information on Page 2, please “Save” again when you are finished.

Page 1: School Information

Page 2: School Assessment Scores

Use the link at the top right of the page to return to the School Main Page.

School Process Main

c. Step 3: Form School Team

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|--|-----------------------|----------|-------------|------------|
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| Step 3 - Form School Team <i>please keep current</i> | | 03/25/11 | 10/05/11 | 14 (count) |

| Assess - Create - Monitor | Tutorials | Started | Last Update | Progress |
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Here you will enter information pertaining to the members of your School Team. This team should include your principal, your process manager (if different than your principal), and any others you choose to include from the school and community. Use the “Add a Team Member” button to enter the information for each team member. Click “Save” to add them to the list. If you need to edit or delete a team member’s information, just click on his/her name to make your changes. Remember to save after adding or editing information. (A blank version of this form may be printed using the “Worksheets” link under the “Plan Your Meeting” button on the School Main Menu page.)

Oklahoma
 School Team

[School Process Main](#)

School of Hard Rocks
Add a team member or choose a team member to update or remove from the team.

[Hints](#) [Help](#)

| Team Member | Association | Phone | Email |
|-------------------------------------|---------------------|--------------|-----------------------------|
| Arne Duncan | Community Leader | | |
| Dewey Finn | Rock Star Mentor | 121-234-Rock | rockinit@schoolofrock.org |
| I am Good | District Staff | | |
| Sheis Great | Teacher | 555-0000 | sheisgreat@schoolofrock.org |
| Dunny Hill | helper | 405-55555 | dh@oooo.com |
| Lots Learning | Community Leader | 555-555-5555 | llearning@lawtonps.org |
| Mickie Mantle | Assistant Principal | 123-4567 | |
| None None | None | | |
| Barack Obama | Community Leader | 555-555-5555 | top.dog@whitehouse.com |
| Jana Rarresi | Paraprofessional | 911-HELP | |
| Sam Right | Teacher | 555-0000 | |
| Sue Smith | Parent | 405-312-4949 | smith@yahoo.com |
| Stakeholder Smolder | Community Leader | 555-121-0202 | smolderone@community.com |
| Momma Smurf | Parent | 123-456-7788 | msmurf@hotmail.coo |

[Add a Team Member](#)

Use the link at the top right of the page to return to the School Main Page.

School Process Main

d. **Step 4: Assess School Indicators**

Indicators of effective practice are concrete, behavioral expressions of professional practices that research demonstrates contribute to student learning. An Indicator is expressed in plain language so that the school team can answer with certainty whether or not it is standard practice in the school.

Oklahoma Ways to Improve School Effectiveness (WISE)
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|--|-----------------------|----------|-------------|------------|
| Step 1 - Register School <i>please keep current</i> | VIDEO | 04/16/10 | 03/13/12 | |
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| - Provide School Assessment Scores | | 03/09/11 | 02/01/12 | |
| Step 3 - Form School Team <i>please keep current</i> | | 03/25/11 | 10/05/11 | 14 (count) |

| Assess - Create - Monitor | Tutorials | Started | Last Update | Progress |
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| Step 4 - Assess School Indicators | VIDEO | 08/30/11 | 02/06/12 | 53 of 90 |
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| Coaches & Leaders | Name | Position | Phone | Email |
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On this page you will see the Indicators that are available to be assessed by the school. (A blank version of the “Assess Indicator” form may be printed from the “Worksheets” section on the School Main Menu page, under the “Plan Your Meeting” button.) There are four tabs in this section that you will move through while assessing the Indicators. You will begin by selecting an Indicator and completing the forms to assess whether they are strengths or areas in need of improvement.

Tab 1: Select Indicators

There are two ways to choose an Indicator to assess: you may view them by section or as a list of all of the Indicators.

If you choose to view the Indicators by section, choose the section of Indicators that you would like to work with to see only that portion of the Indicators. If you would like to look at ALL of the Indicators, rather than by section, you may do so by clicking the “Display Indicators as List” button.

Now you will begin the process of assessing Indicators. (If you are working with Indicators by section, you may return to this tab at any time to change the section of Indicators to review.)

Oklahoma
Assess School Indicators

School Process Main

School of Hard Rocks Hints Help

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

To view Indicators, choose a section below or [display all Indicators as list](#)

| Category | Section | Subsection I | Subsection II | Assessed |
|--|--|--------------|---------------|----------|
| Academic Learning and Performance | Essential Element 1 - Curriculum | | | 7 of 7 |
| | Essential Element 2 - Classroom Evaluation and Assessment | | | 9 of 9 |
| | Essential Element 3 - Instruction | | | 9 of 9 |
| Professional Learning Environment-Effective Teachers | Essential Element 4 - School Culture | | | 4 of 11 |
| | Essential Element 5 - Student, Family, and Community Support | | | 6 of 8 |
| | Essential Element 6 - Professional Growth, Development, Evaluation | | | 12 of 13 |

Tab 2: List of Indicators to Assess

This tab shows all the Indicators that need to be assessed. Click on an Indicator to begin entering your assessment information.

Oklahoma Assess School Indicators

School of Hard Rocks

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: **Professional Learning Environment-Effective Teachers**
Section: **Essential Element 4 - School Culture**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Select Indicator to assess (7)

| Code | Key | Indicator |
|------------|-----|---|
| EEIIA-4.04 | | All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259) |
| EEIIA-4.05 | | All teachers recognize and accept their professional role in student successes and failures. (260) |
| EEIIA-4.06 | | School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students. (261) |
| EEIIA-4.08 | | All teachers and staff provide time and resources to support students' best efforts. (263) |
| EEIIA-4.09 | | School leadership and all teachers celebrate student achievement publicly. (264) |
| EEIIA-4.10 | | All school staff and students practice equity and demonstrate respect for diversity. (265) |
| EEIIA-4.11 | | Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community. (266) |

Tab 3: List of Indicators Assessed

Any Indicators that have been assessed will be listed under this tab. If you would like to edit the assessment information you have entered for an Indicator, you may do so here. Any Indicators that you have chosen to exclude from your plan will be shown in red. All other indicators will be used to create your plan. (**Note: You may change the assessment of an Indicator up until you have entered plan information for that Indicator in Step 5.**)

Oklahoma Assess School Indicators

School of Hard Rocks

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: **Professional Learning Environment-Effective Teachers**
Section: **Essential Element 4 - School Culture**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Select indicator to update assessment (4)
Indicators excluded from the plan are shown in Red.

| Code | Key | Indicator |
|------------|-----|---|
| EEIIA-4.01 | | School leadership fosters a positive school climate and provides support for a safe and respectful environment. (256) |
| EEIIA-4.02 | | School leadership implements practices that focus on high achievement for all students. (257) |
| EEIIA-4.03 | | All teachers hold high academic and behavioral expectations for all students. (258) |
| EEIIA-4.07 | | All teachers communicate regularly with families about individual student progress. (262) |

Tab 4: Assess Indicators

In this tab, you will find the form for assessing your Indicators. Click on an Indicator in Tab 2 or 3 to open it in the assessment form. Once you have chosen an Indicator, you will also see a Wise Ways® link next to the Indicator. The Wise Ways® link will take you to research-based evidence and examples that will be helpful in assessing each Indicator.

Oklahoma
Assess School Indicators

School Process Main

School of Hard Rocks

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: *Professional Learning Environment-Effective Teachers*
Section: *Essential Element 4 - School Culture*

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

[Wise Ways ®](#) Rubric

EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)

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

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

No development or Implementation Limited Development or Implementation Full Implementation * required field

* Please complete required fields

Save this Indicator

The first step in assessing your Indicator is to determine its level of Implementation in your school. There are four levels of implementation to choose from:

- 1 – Little or no development and implementation;
- 2 – Limited development or partial implementation;
- 3 – Fully functioning at operational level of development and implementation; and
- 3⁺ – Exemplary level of development and implementation.

Depending on the level you select, you will be asked for additional information.

If you need assistance in determining the level of implementation, click on the “Rubric” button and view the description of each level of implementation.

NOTE: Once you have created an action plan for an Indicator, you cannot change the “Level of Development or Implementation.” You will, however, still be able to change the Priority and/or Opportunity Score.

Oklahoma
Ways to Improve School Effectiveness (WISE)

Print

EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)

| Score | Rubric |
|-------|--|
| 1 | (1) Little or no development and implementation <ul style="list-style-type: none">All teachers and nonteaching staff members do not participate in decision-making processes related to teaching and learning.Teachers and nonteaching staff do not promote collaboration and collegiality in decision-making processes related to teaching and learning. |
| 2 | (2) Limited development or partial implementation <ul style="list-style-type: none">Selected teachers and nonteaching staff members participate in decision-making processes related to teaching and learning.Teachers and nonteaching staff promote limited collaboration and collegiality in decision-making processes related to teaching and learning. |
| 3 | (3) Fully functioning at operational level of development and implementation <ul style="list-style-type: none">All teachers and nonteaching staff members may participate in decision-making processes related to teaching and learning.Teachers and nonteaching staff actively advocate collaboration and collegiality in decision-making processes related to teaching and learning. |
| (3+) | Exemplary level of development and implementation <ul style="list-style-type: none">The majority of teachers and nonteaching staff members actively participate in decision-making processes related to teaching and learning.Teachers and nonteaching staff build formal structures and systems (e.g. book study group, professional learning community) to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning. |

1

Little or No Development or Implementation: If you enter a “1” for little or no development or implementation, the system will indicate that you have selected “No Development or Implementation.” You will then need to determine if the Indicator is a priority and will be included in your plan, or if the Indicator is not a priority or interest.

Oklahoma Assess School Indicators School Process Main

School of Hard Rocks Hints Help

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: *Professional Learning Environment-Effective Teachers*
Section: *Essential Element 4 - School Culture*

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Wise Ways @ Rubric

EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)

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

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

No development or Implementation Limited Development or Implementation Full Implementation * required field

Not a Priority or Interest Will include in plan * required field

* Please complete required fields

Save this Indicator

If the indicator is not a priority or interest, you will be asked to explain why.

If you would like the Indicator to be included in your plan, you will need to complete the “Priority Score” and the “Opportunity Score” and briefly describe your current level of development or implementation.

Oklahoma Assess School Indicators School Process Main

School of Hard Rocks Hints Help

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: *Professional Learning Environment-Effective Teachers*
Section: *Essential Element 4 - School Culture*

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Wise Ways @ Rubric

EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)

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

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

No development or Implementation Limited Development or Implementation Full Implementation * required field

Not a Priority or Interest Will include in plan * required field

2. Priority Score: * required field

3 - highest priority
 2 - medium priority
 1 - lowest priority

3. Opportunity Score: * required field

3 - relatively easy to address
 2 - accomplished within current policy and budget conditions
 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * required field

* Please complete required fields

Save this Indicator

2

Limited Development or Partial Implementation: If you enter “2” for limited development or partial implementation, the system will indicate that you have selected “Limited Development or Implementation.” Please provide the “Priority Score” and “Opportunity Score” and briefly describe your current level of development or implementation.

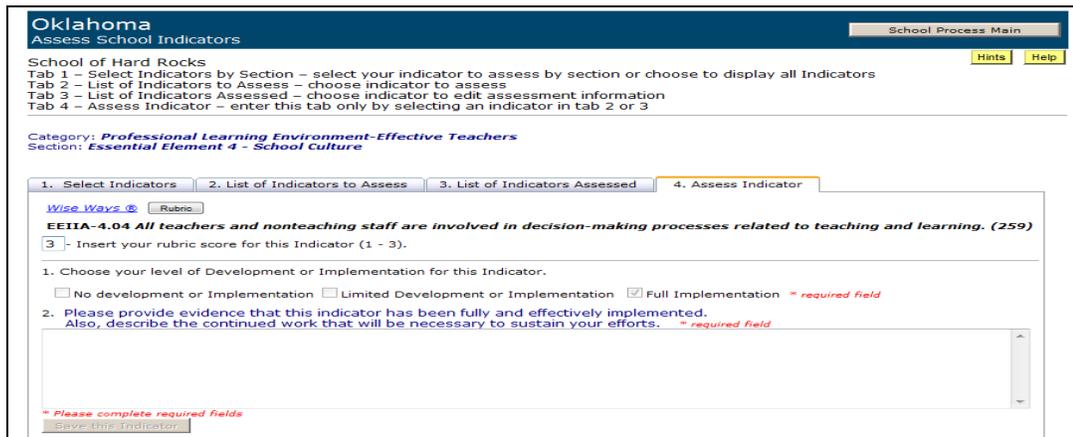
The screenshot shows the 'Oklahoma Assess School Indicators' web application. At the top, there is a header with the state name and a 'School Process Main' button. Below the header, the school name 'School of Hard Rocks' is displayed, along with 'Hints' and 'Help' buttons. A list of tabs is provided: 'Tab 1 - Select Indicators by Section', 'Tab 2 - List of Indicators to Assess', 'Tab 3 - List of Indicators Assessed', and 'Tab 4 - Assess Indicator'. The current view is 'Tab 4 - Assess Indicator'. The category is 'Professional Learning Environment-Effective Teachers' and the section is 'Essential Element 4 - School Culture'. A navigation bar shows four steps: '1. Select Indicators', '2. List of Indicators to Assess', '3. List of Indicators Assessed', and '4. Assess Indicator'. The main content area includes a 'Wise Ways' link and a 'Rubric' button. The indicator being assessed is 'EEIIA-4.04 All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)'. A text input field contains the number '2'. Below this, there are four numbered instructions: 1. Choose your level of Development or Implementation for this Indicator. 2. Priority Score: * required field. 3. Opportunity Score: * required field. 4. Please describe the current level of development or implementation. * required field. Each instruction has associated radio button options. At the bottom, there is a 'Save this Indicator' button and a note: '* Please complete required fields'.

3

Fully Functioning at Operational Level of Development or Implementation:

If you enter “3” for fully functioning at operational level of development and implementation, the system will indicate that you have selected “Full Implementation.” Please provide evidence that the Indicator has been fully implemented, beginning with the phrase “Full Implementation” as shown.

Full Implementation-.....
.....

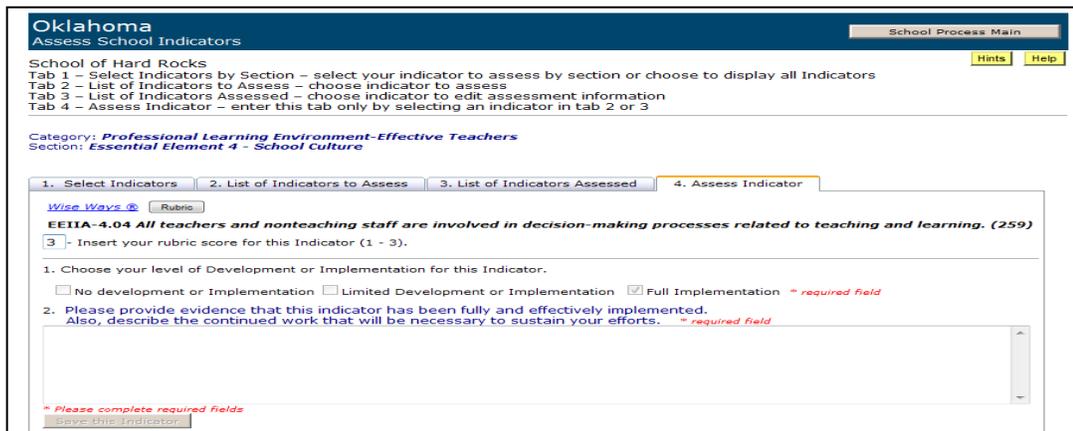


3+

Exemplary Level of Development or Implementation:

If you choose “3+” for exemplary level of development and implementation, you will enter “3” and the system will indicate that you have selected “Full Implementation.” Please provide evidence that the Indicator has been fully implemented, beginning with the phrase “Exemplary Implementation” as shown.

Exemplary Implementation-.....
.....



e. Step 5: Create School Plan

Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

Resources and Reports

Plan Your Meeting

Coaching Comments

School of Hard Rocks *School Leadership Team CI*
Oklahoma Test District, OK

Where are we now?
Hints Help

| Set Up School | Tutorials | Started | Last Update |
|--|-----------|----------|-------------|
| Step 1 - Register School <i>please keep current</i> | [VIDEO] | 04/16/10 | 03/13/12 |
| Step 2 - Provide School Information | | 09/21/10 | 02/01/12 |
| - Provide School Assessment Scores | | 03/09/11 | 02/01/12 |
| Step 3 - Form School Team <i>please keep current</i> | | 03/25/11 | 10/05/11 |
| | | | 14 (count) |

| Assess - Create - Monitor | Tutorials | Started | Last Update | Progress |
|------------------------------------|-----------|----------|-------------|----------|
| Step 4 - Assess School Indicators | [VIDEO] | 08/30/11 | 02/06/12 | 53 of 90 |
| Step 5 - Create School Plan | [VIDEO] | 08/30/11 | 03/05/12 | 17 of 42 |
| Step 6 - Monitor School Plan | [VIDEO] | 09/09/09 | 03/02/12 | 4 of 17 |

| Coaches & Leaders | Name | Position | Phone | Email |
|----------------------|------------------|----------|--------------|-----------------------|
| Consultant to School | Mrs. Kerri White | | 123-456-7890 | kerriwhite@school.com |
| Principal | Mr. Bill Smart | | 405-587-6800 | email@email.com |
| Process Manager | Dr. Sharon Sikes | | 405-347-2210 | |

Now that you have assessed your Indicators, it is time to create your plan. The Indicators that you have chosen to include in your plan are listed in Step 5 as “Objectives.” For each objective, you will see the date that you chose to include it in your plan and the Index number, which is the “Priority Score” multiplied by the “Opportunity Score” you assigned to the Indicator in Step 4. This information is helpful in deciding where to start your plan. You are now ready to begin assigning objectives to members of your team and the work of improvement begins! (A blank version of the “Create School Plan” form may be printed from the “Worksheets” section on the School Main Menu page, under the “Plan Your Meeting” button.)

NOTE: When choosing objectives with which to work, it is suggested that you consider objectives with the highest Index number, key indicators, and indicators that are essential for your school plan first.

| School Plan (42 objectives) <i>*Note: Index = Priority Score x Opportunity Score</i> | | | | | | | |
|--|--|------------|--------|--------|-------------|-------------|-------|
| ID | Objectives | Added Date | *Index | Rubric | Assigned to | Target Date | Tasks |
| 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) | 9/27/2011 | 9 | 2 | Dewey Finn | 2/29/2012 | 0 |
| EEIA-1.02 | Instructional teams will articulate the learning standards through grade level objectives. (234) | 9/27/2011 | 4 | 2 | Arne Duncan | 9/28/2011 | 4 |
| EEIA-1.03 | Instructional teams will engage in discussions within the school which will result in the elimination of unnecessary overlaps and close curricular gaps. (235) | 9/27/2011 | 3 | 2 | | | 0 |
| EEIA-1.05 | Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237) | 9/27/2011 | 4 | 2 | | | 0 |
| EEIA-1.06 | Instructional teams will review alignment to standards and revise site-level curriculum accordingly. (238) | 9/27/2011 | 9 | 2 | | | 0 |

- i. Define Objective and Assign Task: For each objective that you decide to work with, you will need to assign a specific School Team member to manage and monitor the progress. (If the person that you are assigning the objective to is a team member, but is not listed here, please return to Step 3 and add them before proceeding.) To give some direction to those working on this objective, you must describe how the objective will look once it is completed and implemented. The Wise Ways[®] link next to the objective will be very helpful in creating your plan. Finally, you must choose a date by which the objective will become a reality. Click “Save” when you are finished with these three steps. If you would like to continue on and create tasks for this objective now, click on the “Add Tasks” button. If you would like to return to the list of all objectives, click “Objective List” at the top right of the page.

The screenshot shows the 'Oklahoma Create School Plan' interface. At the top, there are navigation links for 'School Process Main' and 'Objective List'. The user is currently in the 'Define Objective and Assign Tasks' section for 'School of Hard Rocks'. The objective being defined is 'EEIIA-4.02' with a 'Wise Ways' link and a 'Rubric' button. The objective text is: 'School leadership will implements practices that focus on high achievement for all students. (257)'. Below this, the 'Level of Development or Implementation' is set to 'Limited Development' and the 'Current level description' is 'III'. Step 1 is 'Assign a team member to manage and monitor your work toward this objective.' with a dropdown menu currently showing '- select -'. Step 2 is '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.' with a large text area below it. Step 3 is 'Establish a date by which your description above will be a reality.' with a date input field showing 'mm/dd/yyyy'. Step 4 is a 'Save' button.

- ii. Create Tasks: Once the objective has been assigned to a specific team member, you will create a list of tasks needed to complete (or meet) the objective. Click “Add Tasks” if you have not already done so. If you have previously entered tasks for this objective, you will see them listed toward the bottom of this page. This is where you will enter information for your new task or edit a previously written task.

- iii. Describe and Assign Tasks: Enter a description for each task that will be helpful in working toward meeting the objective. Assign each task to either a School Team member OR choose “Other” and enter the name of that person in the appropriate box. You will also need to enter a date by which this task should be completed and any additional notes about the task that will be helpful for the person to which it is assigned. Click “Save” once you have finished. Repeat this process to enter all tasks for the objective.

****You may edit any of this information at any time. Just be sure to save any changes that you make.***

Oklahoma
School Process Main

Create School Plan
Objective List

School of Hard Rocks [Hints](#) [Help](#)

Define Objective and Assign Tasks

Objective: **EEIA-1.02** [Wise Ways](#) [Rubric](#)

Instructional teams will articulate the learning standards through grade level objectives. (234)

Level of Development or Implementation: Limited Development
Current level description: This is a new implementation. This is for practice.

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

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. **Collaborative planning discussions will use developed language for a standards-based classroom and how teachers are using those standards for learning**

3. Establish a date by which your description above will be a reality. **9/28/2011**

4. Edit steps 1 - 3. Edit

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.

Add a task

5 a. Create one task in the series for this objective.

5 b. Assign a person to be responsible for this task. - Select a Team Member - or Enter -->

5 c. Establish a date this task will be completed. mm/dd/yyyy

5 d. Record notes from your discussion that will be helpful to the person responsible for this task.

f. Step 6: Monitor School Plan

Oklahoma Ways to Improve School Effectiveness (WISE)
 Main Menu

Resources and Reports
 Plan Your Meeting
 Coaching Comments

School of Hard Rocks *School Leadership Team CI*
 Oklahoma Test District, OK

Where are we now?
Hints Help

| Set Up School | Tutorials | Started | Last Update | |
|--|-----------------------|----------|-------------|------------|
| Step 1 - Register School <i>please keep current</i> | VIDEO | 04/16/10 | 03/13/12 | |
| Step 2 - Provide School Information | | 09/21/10 | 02/01/12 | |
| - Provide School Assessment Scores | | 03/09/11 | 02/01/12 | |
| Step 3 - Form School Team <i>please keep current</i> | | 03/25/11 | 10/05/11 | 14 (count) |

| Assess - Create - Monitor | Tutorials | Started | Last Update | Progress |
|-----------------------------------|-----------------------|----------|-------------|----------|
| Step 4 - Assess School Indicators | VIDEO | 08/30/11 | 02/06/12 | 53 of 90 |
| Step 5 - Create School Plan | VIDEO | 08/30/11 | 03/05/12 | 17 of 42 |
| Step 6 - Monitor School Plan | VIDEO | 09/09/09 | 03/02/12 | 4 of 1 |

| Coaches & Leaders | Name | Position | Phone | Email |
|----------------------|------------------|----------|--------------|-----------------------|
| Consultant to School | Mrs. Kerri White | | 123-456-7890 | kerriwhite@school.com |
| Principal | Mr. Bill Smart | | 405-587-6800 | email@email.com |
| Process Manager | Dr. Sharon Sikes | | 405-347-2210 | |



Now that your plan has been created for an Indicator, you will work to complete the assigned tasks and put the indicators into place in your school. There are several tools to help you monitor your progress toward completion.

The list of objectives will show the person on the school team that is assigned to an objective, the target date, and the number of tasks for each objective. Each objective is color-coded as follows:

- Blue** Objectives for which all tasks are not yet complete.
- Green** All tasks for the objective have been completed, and no further work is necessary.
- Red** All tasks have been completed, but the team has decided that objective still needs some work. If an objective is red, which means that the team feels that more work needs to be done to call the objective complete, “add task” will display for that objective in the last column. You will also see “add task” next to the objective in Step 5. Once you have created and completed any tasks added to this objective, you will again be asked if the objective is now complete.

Oklahoma
Monitor School Plan

[School Process Main](#)
[Print](#)

School of Hard Rocks [Hints](#) [Help](#)

*The objectives you see listed below are those you've chosen to include in your plan.
Select an objective to update the progress of tasks, or to remove a task from an objective.
Once all the tasks for an objective are complete, tell about the work that you've done.*

*Objectives shown in Blue have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red need a task added in Step 5 or you were undecided if the Objective has been met.*

School Plan (17 objectives)

| ID | Select Objective to update task progress. | Rubric | Assigned to | Target Date | Tasks | % Tasks Completed | Objective Met |
|-----------|--|--------|-------------|-------------|-------|-------------------|---------------|
| 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) | 2 | Dewey Finn | 02/29/2012 | 0 | 0 % | |
| EEIA-1.02 | Instructional teams will articulate the learning standards through grade level objectives. (234) | 2 | Arne Duncan | 09/28/2011 | 4 | 75 % | |
| EEIC-3.02 | All teachers will use instructional strategies and activities that are aligned with learning objectives. (249) | 1 | None None | 07/31/2012 | 1 | 0 % | |
| EEIC-3.05 | All teachers will incorporate the use of technology in their classrooms when it will enhance instruction. (252) | 2 | Dunny Hill | 01/15/2012 | 0 | 0 % | |
| EEIC-3.06 | School leadership will provide sufficient instructional resources that will be used by teachers and students for standards-aligned learning activities. (253) | 2 | I am Good | 11/22/2011 | 0 | 0 % | |

- i. Monitoring the completion of tasks: When you click an objective that has not yet been completed, you will see this screen. Listed here are the tasks created for the objective, the team member to whom it is assigned, and the target date for completion. You will monitor the work being done and enter the date that each task is completed.

Oklahoma
 Create School Plan

School Process Main
 Objective List

School of Hard Rocks [Hints](#) [Help](#)

Define Objective and Assign Tasks

Objective: **EEIA-1.02** [Wise Ways](#) [Rubric](#)

Instructional teams will articulate the learning standards through grade level objectives. (234)

Level of Development or Implementation: **Limited Development**
 Current level description: **This is a new implementation. This is for practice.**

- 1.** Assign a team member to manage and monitor your work toward this objective. **Arne Duncan**
- 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. **Collaborative planning discussions will use developed language for a standards-based classroom and how teachers are using those standards for learning**
- 3.** Establish a date by which your description above will be a reality. **9/28/2012**
- 4.** Edit steps 1 - 3.
- 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.

| Task assigned to this objective (click to edit task) | Assigned to | Target Date | Completed |
|--|---------------|-------------|------------|
| Vertical Alignment | I am Good | 03/12/2013 | |
| gwer | Sheis Great | 01/31/2012 | 03/02/2012 |
| ibhl | Dewey Finn | 01/31/2012 | 03/02/2012 |
| example | Maribeth Dean | 09/28/2011 | 10/10/2010 |

ii. Once all tasks have been completed for an objective, you will need to decide whether you are satisfied that the objective is in fact complete OR that the objective is not yet complete and the team needs to add more tasks. Here are the steps to follow when deciding on the completion of an objective:

You have completed all of the Tasks for this Objective.
Select your level of development below and Submit.
If using a rubric, does the present work align to the highest rubric score?

The Objective has not been met. We need to add Tasks to fully meet this Objective.

The Objective has been fully met.

We are not ready to make a decision at this time.

Submit

Cancel

- If the team members decide that the objective could still use more work, choose the statement that says “The objective has not been met. We need to add tasks to fully meet this objective.” You will then be directed to return to Step 5 to create more tasks.

You have completed all of the Tasks for this Objective.
Select your level of development below and Submit.
If using a rubric, does the present work align to the highest rubric score?

The Objective has not been met. We need to add Tasks to fully meet this Objective.

The Objective has been fully met.

We are not ready to make a decision at this time.

Please return to step 5 to add tasks that will help meet this Objective.

Submit

Cancel

- If the team has decided that the objective is complete check the appropriate box and hit submit. You will then be asked to describe your experience and work that will be needed to sustain this objective.

You have completed all of the Tasks for this Objective.
Select your level of development below and Submit.
If using a rubric, does the present work align to the highest rubric score?

The Objective has not been met. We need to add Tasks to fully meet this Objective.

The Objective has been fully met.

We are not ready to make a decision at this time.

This Objective will be marked as fully met. Please describe your experience and work that will be needed to sustain this objective.

- If you are undecided about the completion of the objective, choose “We are not ready to make a decision at this time” and return later when you have come to a conclusion. You will then be able to update the objective status.

You have completed all of the Tasks for this Objective.
Select your level of development below and Submit.
If using a rubric, does the present work align to the highest rubric score?

The Objective has not been met. We need to add Tasks to fully meet this Objective.

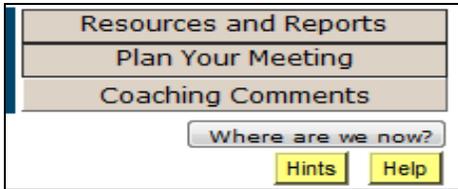
The Objective has been fully met.

We are not ready to make a decision at this time.

You may return to review this Objective at any time in step 6.

4. Resources and Reports

To access the School Resources and Reports, use the menu in the top right corner of the “School Process Main Menu.”



School of Hard Rocks
Oklahoma Test District, OK
School Process Main

Hints Help

Report Menu

| | |
|--|---|
| Step 1. <u>School Registration</u> | <i>This report holds registration information for the school, principal, and process manager.</i> |
| Step 2. <u>School Information</u> | <i>Here you will see the demographic, personnel and enrollment information as entered by the school.</i> |
| School Assessment | <i>This report shows assessment information for state and standardized tests as entered by the school.</i> |
| Step 3. <u>School Team Members</u> | <i>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.</i> |
| Step 4. <u>List of Indicators Included in Plan</u> | <i>This report holds a list of all assessed indicators that will be included in your plan.</i> |
| Detailed Report of Assessed Indicators | <i>This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.</i> |
| Step 5. <u>List of Objectives Included in Plan</u> | <i>Here you will find a list of all objectives included in the plan.</i> |
| Detailed Report of Objectives Included in Plan | <i>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.</i> |
| Step 6. <u>Tasks Report</u> | <i>The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.</i> |
| Progress Report | <i>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.</i> |
| Comprehensive Plan Report | <i>Here you will see a detailed description of the improvement plan including all assessments, plans, tasks, monitoring and implementation information.</i> |
| Indicator Checklist Report | <i>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.</i> |
| Implementation and Monitoring Report | <i>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.</i> |
| Coaching Comments | <i>This report displays the conversational tool designed for districts to receive and respond to helpful tips and comments from their coach.</i> |
| Where are we now? | <i>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</i> |
| Summary Report | <i>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 district leadership team information.</i> |
| - new - Improvement Plan Report | <i>This report is a minimized version of the Comprehensive Report, omitting the details of the tasks.</i> |

Reports can be exported, saved, and printed in multiple formats. Follow these instructions for running these reports.



1. Filter each report as necessary and click “Submit.”
2. Select and choose a file format.
3. Save or print the document.

Step 1: School Registration

- ✓ Registration data entered into the system.

Step 2: School Information

- ✓ Demographic data for the school.

School Assessment

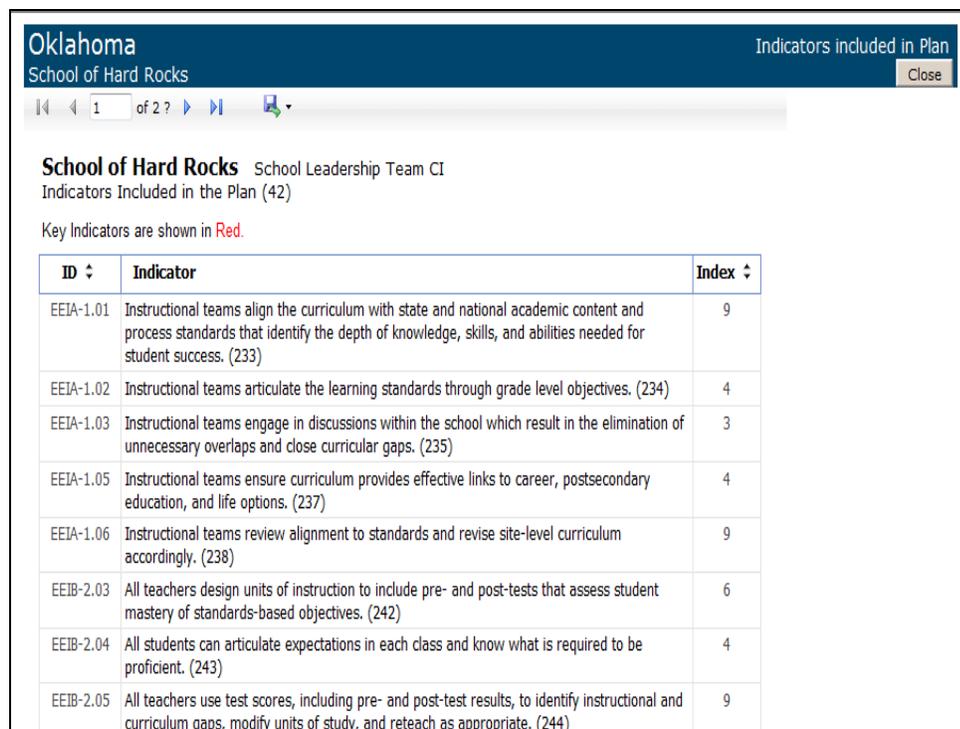
- ✓ Assessment data for the school.

Step 3: School Team Members

- ✓ Lists members of the school team.

Step 4: List of Indicators Included in Plan

- ✓ An abbreviated list of indicators that have been assessed and their Index numbers.



The screenshot shows the 'Oklahoma School of Hard Rocks' interface for 'Indicators included in Plan'. It displays a table of indicators with columns for ID, Indicator, and Index. The indicators listed are:

| ID | Indicator | Index |
|-----------|---|-------|
| EEIA-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. (233) | 9 |
| EEIA-1.02 | Instructional teams articulate the learning standards through grade level objectives. (234) | 4 |
| EEIA-1.03 | Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps. (235) | 3 |
| EEIA-1.05 | Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237) | 4 |
| EEIA-1.06 | Instructional teams review alignment to standards and revise site-level curriculum accordingly. (238) | 9 |
| EEIB-2.03 | All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives. (242) | 6 |
| EEIB-2.04 | All students can articulate expectations in each class and know what is required to be proficient. (243) | 4 |
| 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) | 9 |

Step 4: Detailed Report of Assessed Indicators

- ✓ A complete list of all indicators and their assessment data. This report includes all indicators that have been assessed, even those not included in the plan.

Ways to Improve School Effectiveness (WISE)
Indicator Assessment Report Close

School of Hard Rocks

Show only the indicators included in the plan.

1 of 1

School of Hard Rocks School Leadership Team CI

Indicator Assessment, Key Indicators are shown in **Red** March 23, 2012

Academic Learning and Performance

Essential Element 1 - Curriculum

EEIA-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.(233)

| | | | |
|--------|--|----------------------------|--|
| Assess | | | |
| | Rubric Score: | 2 | |
| | Level of Development: | Limited Development | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | jshkhdf | |

EEIA-1.02 Instructional teams articulate the learning standards through grade level objectives.(234)

| | | | |
|--------|-----------------------|----------------------------|--|
| Assess | | | |
| | Rubric Score: | 2 | |
| | Level of Development: | Limited Development | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

Step 5: List of Objectives Included in Plan

- ✓ An abbreviated list of all objectives included in the plan, the description of each when met, their Index number, who the objective is assigned to and a target date.

| Ways to Improve School Effectiveness (WISE) | | | | | |
|--|--|--|-------|-------------|------------------------|
| School of Hard Rocks | | | | | Objectives in the Plan |
| | | | | | Close |
| School of Hard Rocks <i>School Leadership Team CI</i> Objective included in plan (42) Key Objectives are shown in Red. | | | | | |
| ID | Objective | Objective when met | Index | Assigned to | Target 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) | fgfghg | 9 | Dewey Finn | 02/29/2012 |
| EEIA-1.02 | Instructional teams will articulate the learning standards through grade level objectives. (234) | Collaborative planning discussions will use developed language for a standards-based classroom and how teachers are using those standards for learning | 4 | Arne Duncan | 09/28/2012 |
| EEIA-1.03 | Instructional teams will engage in discussions within the school which will result in the elimination of unnecessary overlaps and close curricular gaps. (235) | | 3 | | |
| EEIA-1.05 | Instructional teams will ensure curriculum provides effective links to career, postsecondary education, and life options. (237) | | 4 | | |

Step 5: Detailed Report of Objectives Included in Plan

- ✓ A complete list of the objectives included in the plan, their Index numbers, the team member the objective is assigned to, the target date, and all tasks created for the objective. This report can be filtered by team member or date range.

Objectives Included in Plan Report Close
Ways to Improve School Effectiveness (WISE)
 School of Hard Rocks

Filter this report by selecting a Team Member and/or Target Date range.
 All Team Members ▼ Target Starting Date: Ending Date: Submit Request

1 of 2 ?

School of Hard Rocks School Leadership Team CI

Objectives Included in Plan Report, Key Indicators are shown in **Red** March 23, 2012

Academic Learning and Performance

Essential Element 1 - Curriculum

EEIA-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. (233)

| | | |
|----------------------------------|------------|--------------------------------------|
| Index: | 9 | (Priority Score x Opportunity Score) |
| Plan: Assigned to: | Dewey Finn | |
| Target Date: | 02/29/2012 | |
| How it will look when fully met: | fgfghg | |
| Tasks: | 1. | |

EEIA-1.02 - Instructional teams articulate the learning standards through grade level objectives. (234)

| | | |
|----------------------------------|--|--------------------------------------|
| Index: | 4 | (Priority Score x Opportunity Score) |
| Plan: Assigned to: | Arne Duncan | |
| Target Date: | 09/28/2012 | |
| How it will look when fully met: | Collaborative planning discussions will use developed language for a standards-based classroom and how teachers are using those standards for learning | |

Step 6: Task Report

- ✓ This report shows all tasks, the person responsible for the task, “due” date of completion and the objective number that the task is connected to.

Monitor Plan Tasks Close
Oklahoma School of Hard Rocks

Assigned to: all team members ▼ Starting Date: Ending Date: Submit

1 of 1

School of Hard Rocks School Leadership Team CI

Tasks Included in the Plan (11)

Key Objectives are shown in **RED**.

| Due Date | Task | Assigned | Objective | Completed |
|------------|--|------------------|------------|------------|
| 09/28/2011 | example | Maribeth Dean | EEIA-1.02 | 10/10/2010 |
| 10/18/2011 | Survey the stake holders to see the mastery of the plan | Jim Dickson | EEIIB-5.07 | 10/10/2011 |
| 11/01/2011 | hold a faculty meeting and share the plan with teachers. at the next faculty meeting, have teachers discuss the calls they made. | Ima Dummy | EEIIB-5.05 | 09/09/2009 |
| 11/10/2011 | hgfhgfhgfh | Jan Smith | EEIC-3.02 | |
| 11/22/2011 | Monitor classrooms for posted procedures and policies. | funforyou Harris | EEIIA-4.01 | 11/21/2011 |
| 12/01/2011 | Contact ALCA and develop contract and logons for faculty. | Sam Right | EEIIC-6.06 | |
| 01/01/2012 | tktktk | Frankie Beverly | EEIIC-6.08 | |
| 01/31/2012 | jbhl | Dewey Finn | EEIA-1.02 | 03/02/2012 |
| 01/31/2012 | qwer | Sheis Great | EEIA-1.02 | 03/02/2012 |
| 05/01/2012 | hiring process | Mickie Mantle | EEIIB-8.01 | 08/30/2011 |
| 03/12/2013 | Vertical Alignment | I am Good | EEIA-1.02 | 03/23/2012 |

Step 6: Progress Report

- ✓ An abbreviated list of objectives in the plan, their description, the team member the objective is assigned to, target date, the number of tasks created for the objective, the percent of tasks completed and the status reported.

| Ways to Improve School Effectiveness (WISE) | | | | | | Plan Progress Report | |
|--|--|---------------|-------------|------|----------|----------------------|--|
| School of Hard Rocks | | | | | | Close | |
| <p>School of Hard Rocks School Leadership Team CI Indicators Included in the Plan (17)</p> <p>Key Indicators are shown in Red.</p> | | | | | | | |
| ID | Indicator | Assigned | Target Date | Task | Complete | Status Reported | |
| 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) | Dewey Finn | 02/29/2012 | 1 | 0 % | | |
| EEIA-1.02 | Instructional teams will articulate the learning standards through grade level objectives. (234) | Arne Duncan | 09/28/2012 | 0 | 0 % | | |
| EEIC-3.02 | All teachers will use instructional strategies and activities that are aligned with learning objectives. (249) | None None | 07/31/2012 | 0 | 0 % | | |
| EEIC-3.05 | All teachers will incorporate the use of technology in their classrooms when it will enhance instruction. (252) | Dunny Hill | 01/15/2012 | 0 | 0 % | | |
| EEIC-3.06 | School leadership will provide sufficient instructional resources that will be used by teachers and students for standards-aligned learning activities. (253) | I am Good | 11/22/2011 | 0 | 0 % | | |
| EEIC-3.08 | All teachers will assign purposeful homework and provide timely feedback to students. (255) | Sam Right | 10/21/2011 | 0 | 0 % | | |
| EEIIA-4.01 | School leadership will foster a positive school climate and provides support for a safe and respectful environment. (256) | Lots Learning | 12/01/2011 | 1 | 100 % | 10/31/2011 | |

Step 6: Comprehensive Plan Report

- ✓ This report includes all data entered for all indicators/objectives. The report was created for the purpose of reporting the progress that a school has made using the entire WISE system.

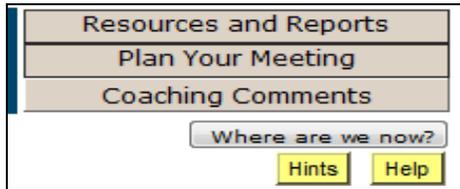
| Indicator | Assigned | Target Date | Task | Complete | Status Reported |
|---|---------------|-------------|------|----------|-----------------|
| <p>EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success. (233)</p> <p>Assigned: Dewey Finn Target Date: 02/29/2012 Task: 1 Complete: 0 %</p> | Dewey Finn | 02/29/2012 | 1 | 0 % | |
| <p>EEIA-1.02 - Instructional teams will articulate the learning standards through grade level objectives. (234)</p> <p>Assigned: Arne Duncan Target Date: 09/28/2012 Task: 0 Complete: 0 %</p> | Arne Duncan | 09/28/2012 | 0 | 0 % | |
| <p>EEIC-3.02 - All teachers will use instructional strategies and activities that are aligned with learning objectives. (249)</p> <p>Assigned: None None Target Date: 07/31/2012 Task: 0 Complete: 0 %</p> | None None | 07/31/2012 | 0 | 0 % | |
| <p>EEIC-3.05 - All teachers will incorporate the use of technology in their classrooms when it will enhance instruction. (252)</p> <p>Assigned: Dunny Hill Target Date: 01/15/2012 Task: 0 Complete: 0 %</p> | Dunny Hill | 01/15/2012 | 0 | 0 % | |
| <p>EEIC-3.06 - School leadership will provide sufficient instructional resources that will be used by teachers and students for standards-aligned learning activities. (253)</p> <p>Assigned: I am Good Target Date: 11/22/2011 Task: 0 Complete: 0 %</p> | I am Good | 11/22/2011 | 0 | 0 % | |
| <p>EEIC-3.08 - All teachers will assign purposeful homework and provide timely feedback to students. (255)</p> <p>Assigned: Sam Right Target Date: 10/21/2011 Task: 0 Complete: 0 %</p> | Sam Right | 10/21/2011 | 0 | 0 % | |
| <p>EEIIA-4.01 - School leadership will foster a positive school climate and provides support for a safe and respectful environment. (256)</p> <p>Assigned: Lots Learning Target Date: 12/01/2011 Task: 1 Complete: 100 %</p> | Lots Learning | 12/01/2011 | 1 | 100 % | 10/31/2011 |

Step 6: Coaching Comments

- ✓ Coaching Comments is a report that lists all comments exchanged between the school's coaches and the school.

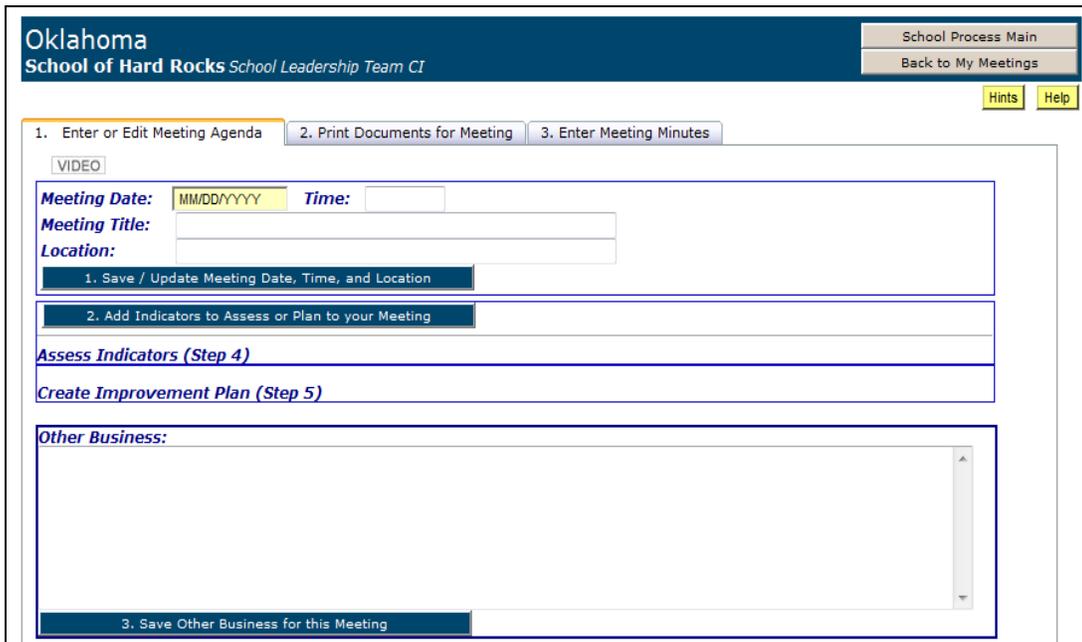
| Ways to Improve School Effectiveness (WISE) | | | | | | Coaching Comments |
|---|------------|--------------------|------|--------------|--|-------------------|
| School of Hard Rocks | | | | | | Close |
| 1 of 1 | | | | | | |
| School of Hard Rocks School Leadership Team CI | | | | | | |
| Coaching Comments (15) | | | | | | |
| Sender | Added | Added By | Step | Indicator | Comments & Reviews | |
| <i>Coach (D)</i> | 03/21/2011 | Jane Smith | | Coach Review | 3/21/2011 - The school has met all requirements. Plans are approved. | |
| <i>School</i> | 04/18/2011 | Training Presenter | | Coach Review | Thank you for your feedback. I have a question about indicator 3.4. Can you help me understand what it means when it says, >>>>? | |
| <i>School</i> | 04/20/2011 | Kerri | | Coach Review | THanks for you input. WE have a question. Can you help us with indicator 5.4? | |
| <i>School</i> | 05/17/2011 | Team | | Coach Review | Thanks. Do you have any suggestions for us on Indicator 9.12? We're struggling with ideas. | |
| <i>School</i> | 05/17/2011 | kerri | | Coach Review | wow | |
| <i>School</i> | 03/12/2012 | Jan | | Coach Review | Complete all tasks. | |
| <i>Coach (D)</i> | 03/21/2011 | Jane Smith | | Coach Review | 3/21/2011 - The school has met all requirements. Plans are approved. | |

5. Plan Your Meeting



a. Meeting Agenda Setup

To create an agenda, click “Meeting Agenda setup” and then click “Set up a new Meeting Agenda.”



TAB 1: In this form, enter your meeting date, start time, and location. After entering this information, you will indicate the topics that will be discussed at the meeting. If you are going to work on assessing indicators and creating an improvement plan, click the “Add Indicators to Assess or Plan to your Meeting” box. This will open a new tool within the page.

Checkboxes highlighted in Green for Indicators that have already been assessed or planned.

| Close Indicators | | Display Indicator Categories | | | |
|------------------|-----|---|-------------------------------------|-------------------------------------|----------------|
| Code | Key | Indicator | Assess | Plan | Implementation |
| EEIIA-4.01 | | School leadership fosters a positive school climate and provides support for a safe and respectful environment. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Objective met |
| EEIIA-4.02 | | School leadership implements practices that focus on high achievement for all students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | In Plan |
| EEIIA-4.03 | | All teachers hold high academic and behavioral expectations for all students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | In Plan |
| EEIIA-4.04 | | All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.05 | | All teachers recognize and accept their professional role in student successes and failures. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.06 | | School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.07 | | All teachers communicate regularly with families about individual student progress. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | In Plan |
| EEIIA-4.08 | | All teachers and staff provide time and resources to support students' best efforts. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.09 | | School leadership and all teachers celebrate student achievement publicly. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.10 | | All school staff and students practice equity and demonstrate respect for diversity. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.11 | | Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |

2a. Add Selected Indicators to this meeting

Other Business:

Identify which Indicators you want to assess during your meeting and/or which Indicators you want to add to your plan during your meeting. Note that the boxes outlined in green identify the Indicators that have already been assessed or added to the plan. Once you have selected the Indicators, click “Add Selected Indicators to this meeting.” The Indicators will automatically populate into your meeting agenda.

Oklahoma School of Hard Rocks School Leadership Team CI

SCHOOL PLAN DEVELOPMENT CONFERENCE ROOM 5/15/2012

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

Meeting Date: 5/15/2012 Time: 4:30 P.M.
 Meeting Title: SCHOOL PLAN DEVELOPMENT
 Location: CONFERENCE ROOM

1. Save / Update Meeting Date, Time, and Location

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.

Category: Professional Learning Environment-Effective Teachers
 Section: Essential Element 4 - School Culture

Checkboxes highlighted in Green for Indicators that have already been assessed or planned.

| Close Indicators | | Display Indicator Categories | | | |
|------------------|-----|---|-------------------------------------|-------------------------------------|----------------|
| Code | Key | Indicator | Assess | Plan | Implementation |
| EEIIA-4.01 | | School leadership fosters a positive school climate and provides support for a safe and respectful environment. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Objective met |
| EEIIA-4.02 | | School leadership implements practices that focus on high achievement for all students. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | In Plan |
| EEIIA-4.03 | | All teachers hold high academic and behavioral expectations for all students. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | In Plan |
| EEIIA-4.04 | | All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.05 | | All teachers recognize and accept their professional role in student successes and failures. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.06 | | School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.07 | | All teachers communicate regularly with families about individual student progress. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | In Plan |
| EEIIA-4.08 | | All teachers and staff provide time and resources to support students' best efforts. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.09 | | School leadership and all teachers celebrate student achievement publicly. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Not Assessed |
| EEIIA-4.10 | | All school staff and students practice equity and demonstrate respect for diversity. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |
| EEIIA-4.11 | | Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community. | <input type="checkbox"/> | <input type="checkbox"/> | Not Assessed |

2a. Add Selected Indicators to this meeting

Oklahoma School of Hard Rocks School Leadership Team CI

School Process Main
Back to My Meetings

SCHOOL PLAN DEVELOPMENT CONFERENCE ROOM 5/15/2012

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 (Steps 4 - 5 - 6) 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.

| Code | Key | Indicator | Assess 4 | Plan 5 | Monitor 6 | Wise Ways® | Implementation |
|------------|-----|---|-----------|-----------|-----------|------------|----------------|
| EEIB-2.03 | | All teachers will design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242) | Worksheet | Worksheet | Worksheet | WW | In Plan |
| 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) | Worksheet | Worksheet | Worksheet | WW | In Plan |
| EEIIA-4.02 | | School leadership will implements practices that focus on high achievement for all students.(257) | Worksheet | Worksheet | Worksheet | WW | In Plan |
| EEIIA-4.03 | | All teachers will hold high academic and behavioral expectations for all students.(258) | Worksheet | Worksheet | Worksheet | WW | In Plan |
| EEIIA-4.04 | | All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.(259) | Worksheet | Worksheet | Worksheet | WW | Not Assessed |
| EEIIA-4.05 | | All teachers recognize and accept their professional role in student successes and failures.(260) | Worksheet | Worksheet | Worksheet | WW | Not Assessed |
| EEIIA-4.09 | | School leadership and all teachers celebrate student achievement publicly.(264) | Worksheet | Worksheet | Worksheet | WW | Not Assessed |
| EEIIA-4.09 | | School leadership and all teachers will celebrate student achievement publicly.(264) | Worksheet | Worksheet | Worksheet | WW | Not Assessed |

4. Monitor Improvement Plan (Step 6) Click link to create, then export into word, pdf, etc to print or share via email.
[Tasks Report](#)
[Comprehensive Plan Report](#)

TAB 2: On this page, you can print a variety of resources to prepare for your meeting.

- Copies of the Meeting Agenda
- A Meeting Minutes Form on which to take notes of the meeting
- A Worksheet for each Indicator being assessed or planned
- The Wise Ways® for each Indicator being assessed or planned
- Reports to help you determine which tasks need to be monitored

Samples of the Meeting Agenda, Meeting Minutes Form, and Indicator Worksheet are on the pages that follow.

After you have completed your meeting, you will return to this page to print copies of the meeting minutes.

MEETING AGENDA SAMPLE

Meeting Date: 05/01/2010

Time: 1:30 p.m.

Location: Data/Conference Room

[] - Approval of Minutes from last meeting

Step 4. Indicators to Assess

| | |
|------------|---|
| EEIB-2.04 | All students can articulate expectations in each class and know what is required to be proficient.(243) |
| EEIIC-6.02 | School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.(273) |

Step 5. Indicators to Create Improvement Plans

| | |
|-----------|---|
| EEIB-2.02 | All teachers will collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.(241) |
|-----------|---|

Step 6. Monitor Improvement Plan

Meeting Notes:

Other Business:

Schedule next meeting - Regularly scheduled time is during state testing.

Next Meeting Date: _____

Next Meeting Time: _____

Next Meeting Location:

19/04/2010 13:43

MEETING MINUTES FORM SAMPLE

Meeting Date: 5/3/2010
Time: 4:30 p.m.
Location: Conference Room

Team Members in Attendance:

Carol Behimer Julie Jackson Kevin Jones Mike Manerly Sue Smith

Guests in Attendance:

Approval of Minutes from last meeting

Step 4. Indicators to Assess

| |
|---|
| <i>EEIB-2.04 All students can articulate expectations in each class and know what is required to be proficient.(243)</i> |
| <i>EEIIC-6.02 School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity. (273)</i> |
| <i>EEIIC-6.03 School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.(274)</i> |

Step 5. Indicators to Create Improvement Plans

| |
|--|
| <i>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)</i> |
| <i>EEIB-2.02 All teachers will collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.(241)</i> |

Other Business:

Action Taken:

Adjourned Time:

Next Meeting Date:

Next Meeting Time:

Next Meeting Location:

INDICATOR WORKSHEET SAMPLE

School of Hard Rocks

Date:

After the Leadership Team discusses the Wise Ways research, the team determines the level of implementation for the indicator: A. No Development (Not a Priority/ Interest), B. No Development (Will Include in plan), C. Limited Development, or D. Full Implementation. Then the team provides the information below relative to that level of implementation.

Category: Academic Learning and Performance

Section: Essential Element 2 - Classroom Evaluation and Assessment

EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives. (242)

A. No Development and Not a Priority or Interest

Please explain why this is not a priority.

B. No Development - Will Include in Plan or

C. Limited Development

Priority Score: 3 - High

2 - Medium

1 - Low

Opportunity Score: 3 - Relatively easy to address

2 - More difficult, but can be attained within current policy and / or budget

1 - Changes will be required to current policy and / or budget

Describe your current level of implementation.

Oklahoma
School of Hard Rocks School Leadership Team CI

School Process Main
Back to My Meetings

SCHOOL PLAN DEVELOPMENT CONFERENCE ROOM 5/15/2012 Hints Help

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

Meeting Minutes

Team Members in Attendance:

Arne Duncan Dewey Finn I am Good Sheis Great Dunny Hill
 Lots Learning Mickie Mantle None None Barack Obama Jana Rarresi
 Sam Right Sue Smith Stakeholder Smolder Momma Smurf

Guests in Attendance:

Action Taken:

Adjourned Time:

Next Meeting Date:

Next Meeting Time:

Next Meeting Title:

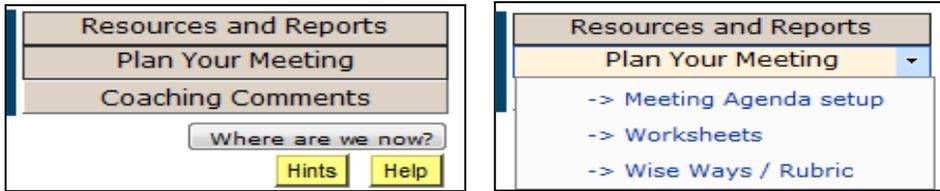
Next Meeting Location:

[Print Meeting Minutes](#) Click link to create, then export into word, pdf, etc. to print or share via email.

Create your next meeting:

TAB 3: After your meeting, enter the minutes from your Meeting Minutes Form into this page. After saving the minutes, return to Tab 2 to print the minutes in preparation for your next meeting.

b. Worksheets



From this Web page you can print worksheets to use as you are completing steps 2-6. The worksheet for steps 4-6 are the same ones that you use/print when completing the agenda.

Available worksheets include the following options:

- Step 2: Provide School Information
- Step 3: Create School Team
- Step 4: Assess School Indicators
- Step 5: Create School Plan
- Step 6: Monitor School Plan

Samples of each are on the following pages.

Oklahoma
Step 2 Provide School Information Date: _____

Percentage of Students by Ethnicity
Please make sure the percentages 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 | |

Other Student Demographics (numbers only)

| |
|---|
| <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) |
| <input type="text"/> % Percent of Students Whose Parents Read Spanish but not English |

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*

| | |
|--|--|
| <input type="text"/> Classroom Teachers | <input type="text"/> Family / Parent Liaison |
| <input type="text"/> Special Education Teachers | <input type="text"/> Reading Specialists |
| <input type="text"/> Specials (Art, Music, PE, etc.) | <input type="text"/> Teacher Aides |
| <input type="text"/> Assistant Principal | <input type="text"/> Counselor |

Oklahoma
Step 3 Create Team Print

Date: _____

Association; Board Member, Superintendent, District Staff, Principal, Teacher, Parent, Community Leader or add a new association.

| First Name | Last Name | Association | Phone | Email |
|------------|-----------|-------------|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Oklahoma Indicator
School of Hard Rocks School Leadership Team CI Close

1 of 2 ?

School of Hard Rocks Date: _____

After the Leadership Team discusses the Wise Ways research, the team determines the level of implementation for the indicator: A. No Development (Not a Priority/ Interest), B. No Development (Will include in plan), C. Limited Development, or D. Full Implementation. Then the team provides the information below relative to that level of implementation.

Category: Professional Learning Environment-Effective Teachers
Section: Essential Element 4 - School Culture

EEIIA-4.04 - All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning. (259)

A. No Development and Not a Priority or Interest
Please explain why this is not a priority

B. No Development - Will Include in Plan or

C. Limited Development

Priority Score: 3 - High
 2 - Medium
 1 - Low

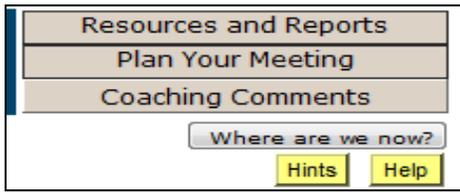
Opportunity Score: 3 - Relatively easy to address
 2 - More difficult, but can be attained within current policy and / or budget
 1 - Changes will be required to current policy and / or budget

Describe your current level of implementation

| Oklahoma School of Hard Rocks School Leadership Team CI | Indicator Close |
|---|--|
| <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> 1 of 1 Date: _____ </div> <p>School of Hard Rocks</p> <p>Category: Professional Learning Environment-Effective Teachers Section: Essential Element 4 - School Culture</p> <p>EEIIA-4.02 - School leadership will implements practices that focus on high achievement for all students. (257)</p> <p>Plan</p> <p>1. Assign a team member to manage and monitor your work toward this objective. _____</p> <p>2. Describe how it will look when this objective is fully met. Also describe the information you will need to provide evidence that this objective is fully met.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Establish a date by which your description above will be a reality. ____ / ____ / _____</p> <p>Tasks</p> <p>T-1. 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.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>T-1a. Assign a person to be responsible for this task. _____</p> <p>T-1b. Establish a date this task will be completed. ____ / ____ / _____</p> <p>T-1c. Record notes from your discussion that will be helpful to the person responsible for this task.</p> | |

| Oklahoma School of Hard Rocks School Leadership Team CI | Indicator Close |
|--|--|
| <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> 1 of 1 </div> <p>Implementation Worksheet</p> <p>Objective #: _____</p> <p>Objective and all tasks have been completed: Yes - No (circle one)</p> <p>Date objective was met: _____</p> <p>Evidence to support full implementation:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How efforts will be sustained:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Description of experience:</p> <p>_____</p> | |

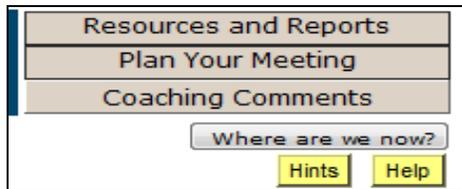
c. **Wise Ways® / Rubric**



The Wise Ways® / Rubric link will take you to research-based evidence and examples as well as the rubrics discussed earlier that will be helpful in assessing each indicator.

| Select Wise Ways or Rubric to display | |
|---------------------------------------|--|
| EEIA-1.01 | <i>Wise Ways Rubric</i> 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.(233) |
| EEIA-1.02 | <i>Wise Ways Rubric</i> Instructional teams articulate the learning standards through grade level objectives.(234) |
| EEIA-1.03 | <i>Wise Ways Rubric</i> Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235) |
| EEIA-1.04 | <i>Wise Ways Rubric</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) |
| EEIA-1.05 | <i>Wise Ways Rubric</i> Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.(237) |
| EEIA-1.06 | <i>Wise Ways Rubric</i> Instructional teams review alignment to standards and revise site-level curriculum accordingly.(238) |
| EEIA-1.07 | <i>Wise Ways Rubric</i> School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239) |
| EEIB-2.01 | <i>Wise Ways Rubric</i> All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.(240) |
| EEIB-2.02 | <i>Wise Ways Rubric</i> All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.(241) |
| EEIB-2.03 | <i>Wise Ways Rubric</i> All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242) |
| EEIB-2.04 | <i>Wise Ways Rubric</i> All students can articulate expectations in each class and know what is required to be proficient.(243) |
| EEIB-2.05 | <i>Wise Ways Rubric</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) |
| EEIB-2.06 | <i>Wise Ways Rubric</i> Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.(245) |
| EEIB-2.07 | <i>Wise Ways Rubric</i> School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.(246) |
| EEIB-2.08 | <i>Wise Ways Rubric</i> School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.(247) |
| EEIB-2.09 | <i>Wise Ways Rubric</i> All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.(815) |

6. Coaching Comments



The Coaching Comments feature was designed to be a quick communication tool to be used by the school team members and their coaches. However, it should not be used to replace in-depth discussions via e-mail or phone.

You will receive notification in red, on the School Main Menu page, that you have received a coaching comment. Use the “Coaching Comments” button on the top, right of your screen to read and/or respond to the comments.

Oklahoma
 Coaching Comments

School Process Main
 Comprehensive Plan Report

School of Hard Rocks School Leadership Team CI Hints Help

Select a Coaching Comment to respond

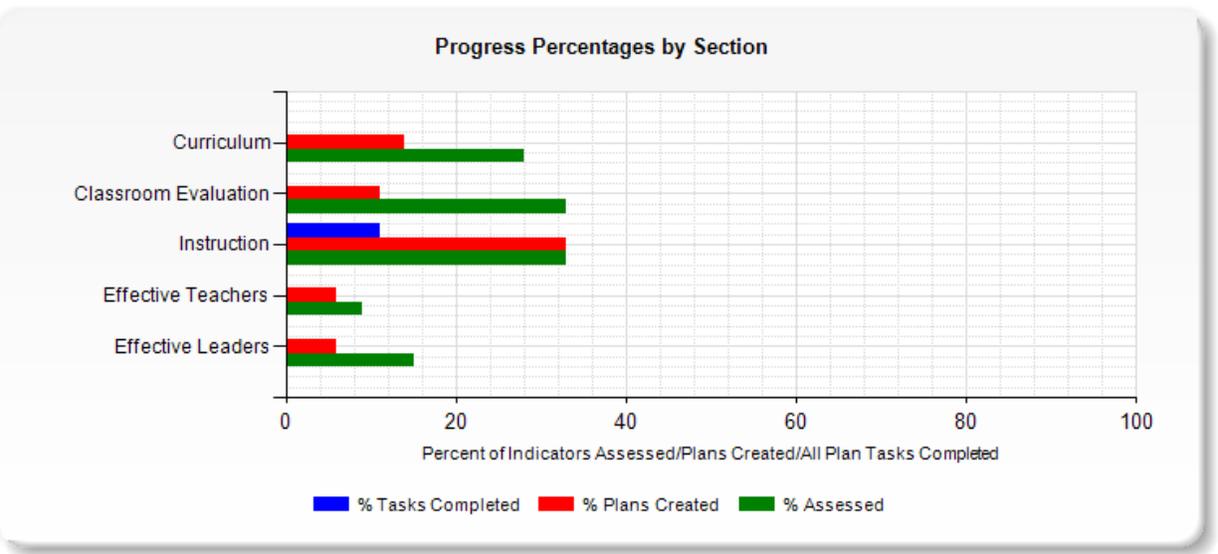
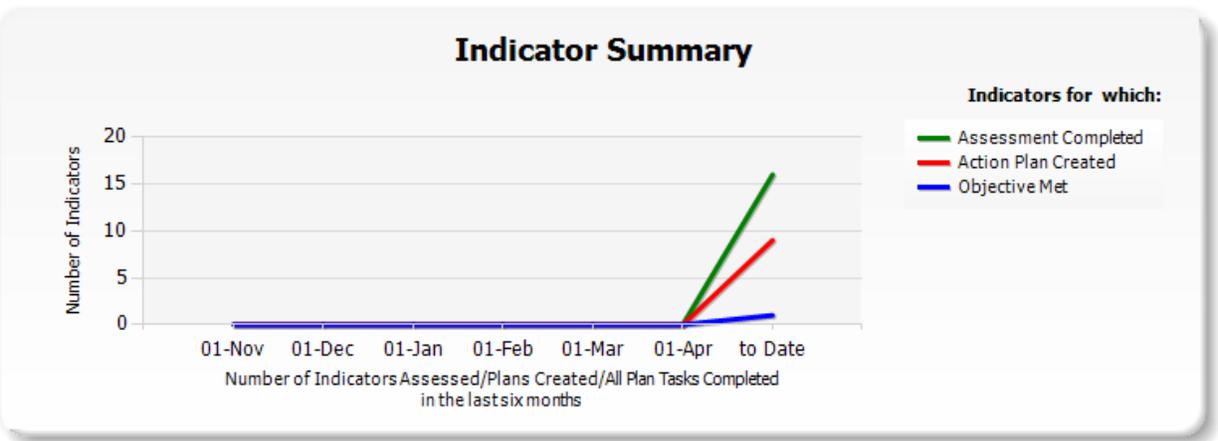
| Sender | Date | Added By | Step | Indicator | Comment |
|--------------|------------|--------------------|------|---------------------|---|
| Coach | 03/21/2011 | Jane Smith | 0 | Coach Review | 3/21/2011 - The school has met all requirements. Plans are approved. |
| School | 04/18/2011 | Training Presenter | 0 | Coach Review | Thank you for your feedback. I have a question about indicator 3.4. Can you help me understand what it means when it says, >>>>?? |
| School | 04/20/2011 | Kerri | 0 | Coach Review | THanks for you input. WE have a question. Can you help us with indicator 5.4? |
| School | 05/17/2011 | Team | 0 | Coach Review | Thanks. Do you have any suggestions for us on Indicator 9.12? We're struggling with ideas. |
| School | 05/17/2011 | kerri | 0 | Coach Review | wow |
| School | 03/12/2012 | Jan | 0 | Coach Review | Complete all tasks. |
| Coach | 03/21/2011 | Jane Smith | 0 | Coach Review | 3/21/2011 - The school has met all requirements. Plans are approved. |
| School | 04/11/2011 | Kerri | 0 | Coach Review | Thanks for your feedback! |
| School | 05/31/2011 | Principal | 0 | Coach Review | Even indicator 3.4? |

7. Where Are We Now?



The Where Are We Now? Report provides a visual representation of recent activity in the WISE tool as well as an overall picture of how many indicators have been assessed.

Where Are We Now?



| Red Flag Indicators (No Development or Implementation, and included in Plan) | * Index Score |
|--|----------------------|
| EEIB-2.02 - All teachers will collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards. (241) | 2 |
| EEIC-3.03 - All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs. (250) | 9 |
| EEIC-6.11 - School leadership will provide opportunities for teachers to actively participate in collaboration and will engage in peer observations to improve classroom practice across disciplines and programs. (282) | 6 |
| EEIIIA-7.04 - School leadership will disaggregate data for use in meeting needs of diverse populations and communicates that data to staff. (287) | 4 |
| * 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. | |

| Complete Indicators (Indicators having all tasks completed.) | Tasks Completed |
|---|------------------------|
| EEIC-3.01 - All teachers will use varied instructional strategies that are scientifically research-based. (248) | 04/16/10 |
| EEIC-3.02 - All teachers will use instructional strategies and activities that are aligned with learning objectives. (249) | |
| EEIC-3.03 - All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs. (250) | |
| Fully Implemented Indicators (Indicators were assessed as being fully implemented) | Assessed Date |
| EEIIIA-7.10 - School leadership will use the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs. (293) | 04/16/10 |
| EEIIIB-8.03 - School leadership will organize and allocate instructional and non- instructional staff based upon the learning needs of all students. (297) | 04/16/10 |