



WISE Planning Tool

Oklahoma State Department of Education, Office of Student Support

Goals

- ☀ To provide an overview of The WISE Tool six step process for completing a school plan
- ☀ To discuss the required Indicators for WISE Planning
- ☀ To review the changes to the WISE Online Planning Tool



Three Big Questions

☀️ WHAT is WISE?

☀️ WHY use WISE?

☀️ HOW does WISE work?



WHAT is WISE?



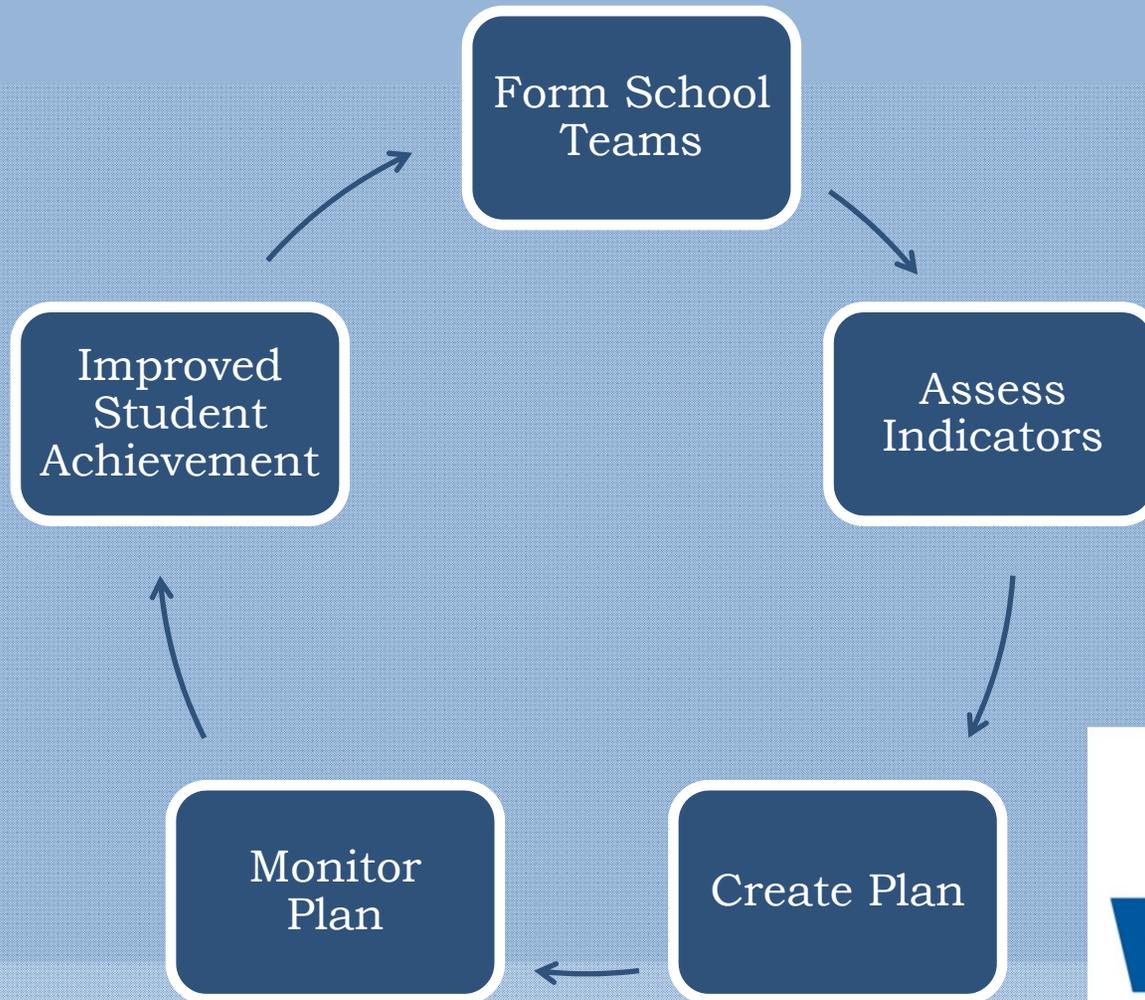


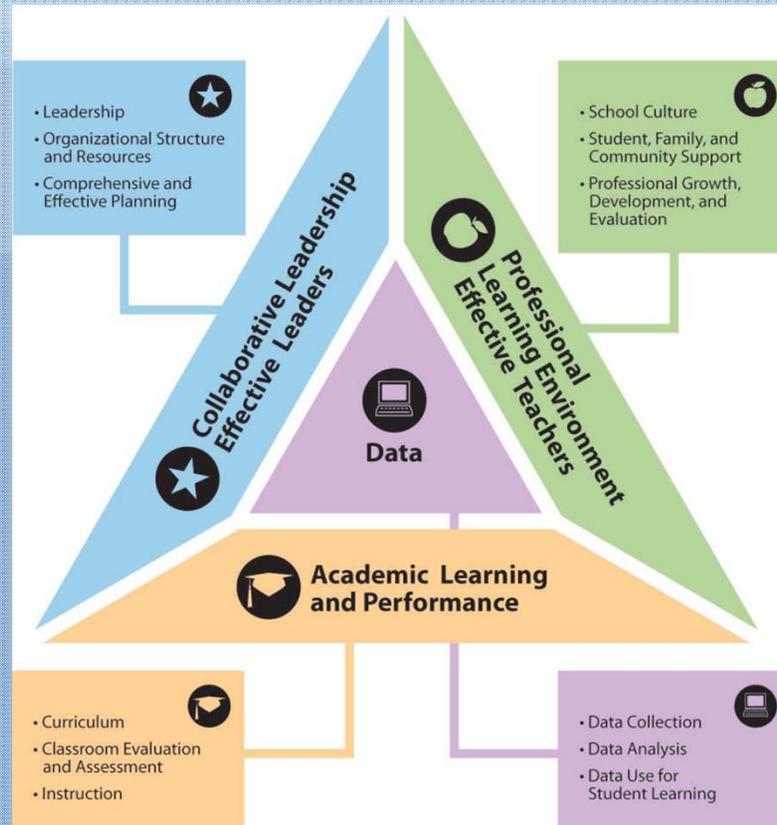
Ways to Improve School Effectiveness (WISE)



Look Familiar?

WISE is a Performance Positioning System.



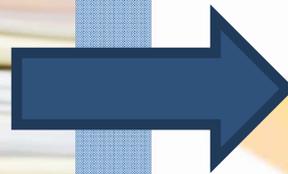
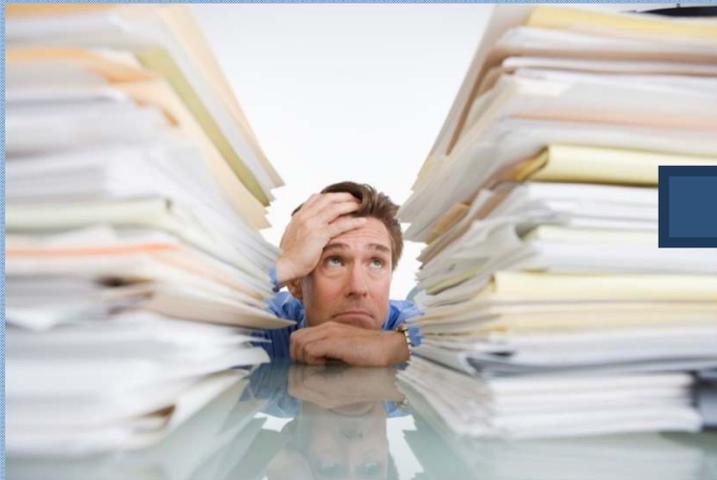


Oklahoma's Nine Essential Elements Provide the Framework.

WHY use WISE?



WISE is a More Efficient Way of Planning



Continual Feedback

The WISE Tool will provide opportunities for school leadership teams to receive continual feedback from the district and assigned coaches regarding the implementation of their plan.



*Coaching
Comments*



WISE Ensures the Pathway will be Direct, Detailed, and Focused

The WISE Tool allows the District, the School, and the Leader to **know where they are** in relation to Performance Indicators and **provides guidance** on where to make the next turn.



Make WISE^r Decisions

The WISE Planning Tool ensures that district and school leaders can make **informed decisions** using the research-based performance indicators to assess needs.



Assist in Daily Planning

- ☀ Priority Schools (required)
- ☀ Focus Schools (required)
- ☀ Targeted Intervention Schools (optional)
- ☀ Reward Schools (optional)
- ☀ All Other Schools (optional)



WISE Tool – ESEA Waiver

- ⚙ All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State’s Nine Essential Elements and 90 Performance Indicators
- ⚙ All Focus Schools will be required to use the appropriate indicators from the WISE Online Planning Tool based on the State’s Nine Essential Elements and 90 Performance Indicators

ESEA Flexibility Waiver (July 27, 2012)



Questions



**HOW
does
WISE
work?**



Six-Step Process

1. Edit school information
2. Provide school demographic information and assessment scores
3. Form a school team
4. Assess school indicators
5. Create school plan
6. Monitor the school plan





from the
Superintendent's Desk

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1 2 3 4 5 6

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WISE

Ways to Improve School Effectiveness

[The WISE Online Planning Tool](#) - Outside Link

WISE Resources

[Oklahoma Nine Essential Elements Graphic](#) (pdf)[WISE Brochure](#) (pdf)[Oklahoma Nine Essential Elements Performance Indicators](#) (pdf)[WISE Instructions for Schools](#) (pdf)

Overview Videos

[Oklahoma Nine Essential Elements](#) - Outside Link

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 Indistar: Making It Work For You

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» New Look for Indistar

Welcome to a new look for Indistar (and its many state-specific names)! We appreciate your feedback. The new look has required major retooling of the system, but not the underlying processes. A major retooling sometimes produces a few bugs, so please let us know if you have any problems. Other improvements will be added over the weeks ahead. Thank you.



Will Rogers Elementary

Oklahoma Test District



- Home
- Forms to Complete
- Required Reports
- Docs & Links

Messages	My Online Tool(s)	Description	
	Ways to Improve School Effectiveness (WISE) - School Indicators	Required indicators for schools developing a school plan or a Title I school plan.	Review Progress
	Family Engagement Indicators	Optional - Schools may use these indicators in coordination with the Family Engagement Tool.	Review Progress



Indistar@adi.org

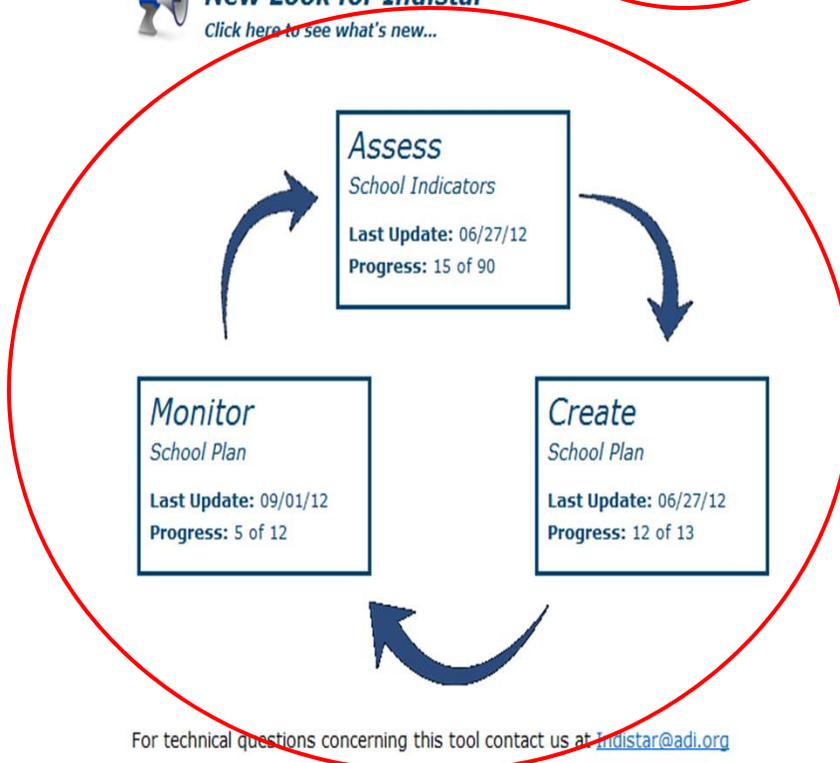
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Edit School Information



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School Team
06/27/12

18



Demographics
07/30/12



Assessment
06/27/12

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Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

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Edit School

Resources & Reports

- Resources
- Reports

Plan Your Meeting

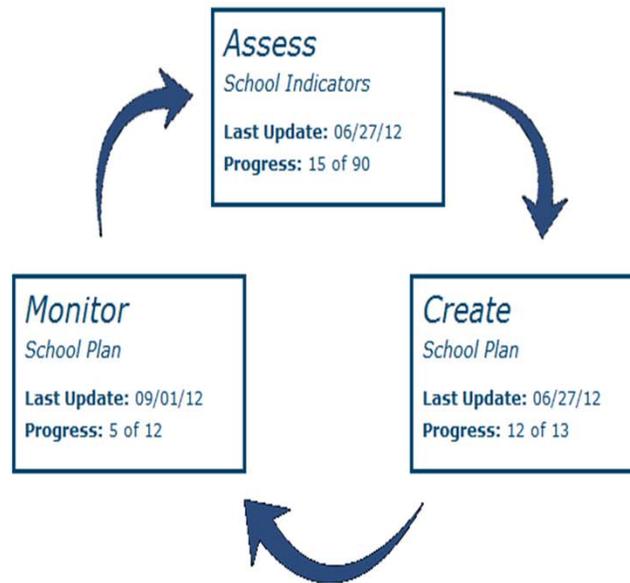
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Where Are We Now?

Help

18

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We Now?

Help

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Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

Resources & Reports

- Plan Your Meeting
- Meeting Agenda Setup
- Worksheets
- Wise Ways / Rubric

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Where Are We Now?

Help

School Team
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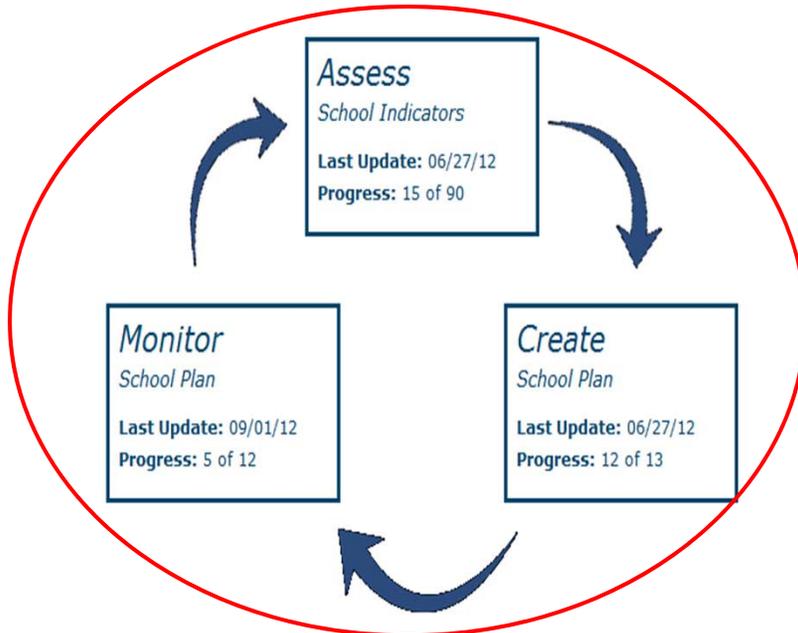
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We Now?

Help

18
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Demographics
07/30/12

Assessment
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Step 1: Edit School Information

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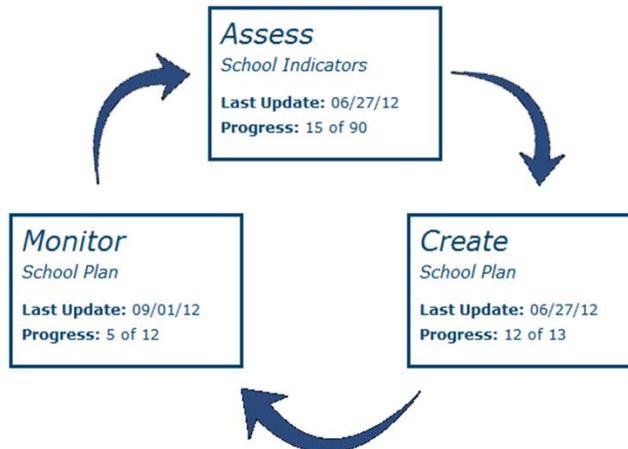
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 Where Are We Now?
 Help

 18
School Team
06/27/12
 Demographics
07/30/12
 Assessment
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Oklahoma

School Registration

School Process Main

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Complete the following School Registration Information.



School Information

Registered - 04/16/2010

School Name:

Address:

City: State: Zip:

Phone: Fax: Website:

School Principal

Dr. Mr. Ms. Mrs. First name: Last name:

Phone: Fax:

Email:

School Process Manager *(if other than the School Principal)*
The Process Manager is responsible for overseeing the process at the School Level.

Dr. Mr. Ms. Mrs. First name: Last name:

Position:

Phone: Fax:

Email:

School Type: Elementary - Middle School

District Liaison:

Save



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Edit School Information

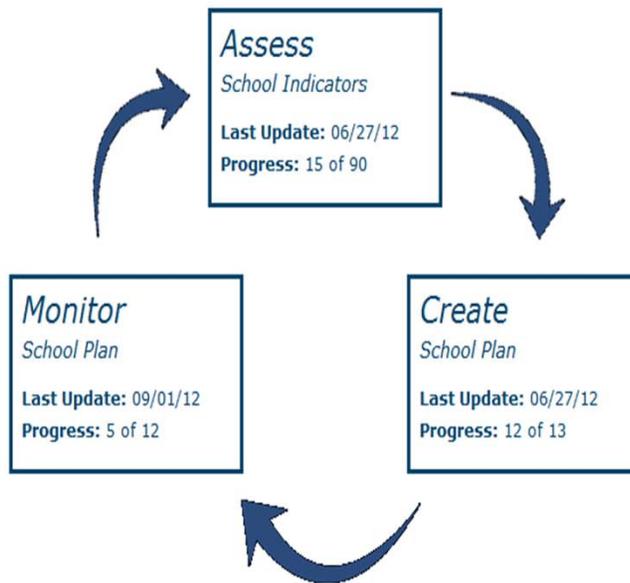


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Process Manager
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Where Are
We Now?

Help

18
School Team
06/27/12

Demographics
07/30/12

Assessment
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Step 2: School Information and Assessment Scores

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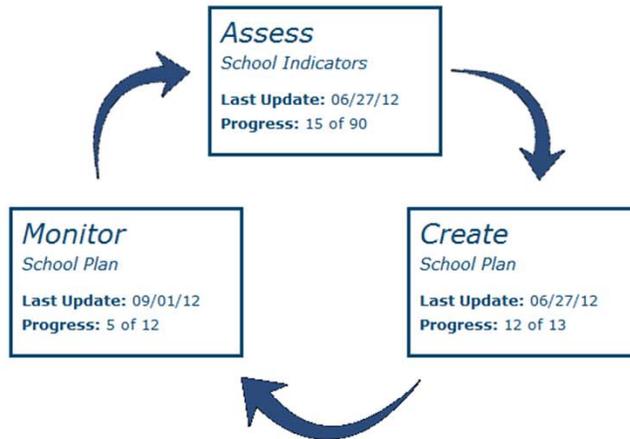
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 Coaching Comments
 Where Are We Now?
 Help

18
 School Team 06/27/12
 Demographics 07/30/12
 Assessment 06/27/12

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Oklahoma School Information

School Process Main

Print



Help

Will Rogers Elementary

Suggestion: print this page, complete work, then enter information into web page.

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" value="16"/> % Hispanic/ Latino of any race	<input type="text" value="0"/> % Native Hawaiian or Other Pacific Islander
<input type="text" value="13"/> % American Indian or Alaskan Native	<input type="text" value="64"/> % White
<input type="text" value="2"/> % Asian	<input type="text" value="0"/> % Two or more races
<input type="text" value="5"/> % Black or African American	

Other Student Demographics (numbers only)

% Percent of Students Qualifying for Free or Reduced Lunch

% Percent of Students Receiving Special Education (IEP students)

% School Attendance Percentage

% School Mobility Percentage

% Percent of Students that are Limited English Proficient (LEP)

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" value="15"/> Classroom Teachers	<input type="text" value="0"/> Family / Parent Liaison
<input type="text" value="10"/> Special Education Teachers	<input type="text" value="2"/> Reading Specialists
<input type="text" value="3"/> Specials (Art, Music, PE, etc.)	<input type="text" value="3"/> Teacher Aides
<input type="text" value="1"/> Assistant Principal	<input type="text" value="1"/> Counselor
<input type="text" value="0"/> Social Worker	<input type="text" value="5"/> Support Staff
<input type="text" value="0"/> Technology Specialists	<input type="text" value="21"/> Special Ed Assistants
<input type="text" value="0"/> Dean	

School Grade Levels and Enrollment

What grade levels are in your school (e.g. K-8)? What is your total enrollment?

Oklahoma

School Assessment Scores

School Process Main

Will Rogers Elementary



There are 3 steps to this process.

Step 1: Enter the name of the test and school year.

Step 2: Enter the subjects included in the test.

Step 3: Select the test for the appropriate school year and enter results.

Note: To enter test results for subsequent school years return to Step 1.

Required - State Standards Assessment Scores

Please enter the percent of all students (in each grade level that was tested) who scored proficient or better on the most recently available state assessment for each subject area that applies in your state. Round each percent to the nearest percentile, i.e. 26.8 = 27.

Optional - You may enter other tests; if so describe the meaning of the numbers entered.

Step 1. Enter a Test

Select a test below to enter or view results.	School Year		Date Added	Delete
Quarter 1 Benchmark	2012-2013		06/27/2012	Delete
6th Math OCCT	2010-2011		06/27/2012	Delete
OCCT	2011-2012		06/27/2012	Delete
Quarter 3 Benchmark	2012-2013		06/27/2012	Delete
Dibels Universal Screening	2012-2013		06/27/2012	Delete
Benchmark 1	2012-2013	no results have been entered for this test	06/27/2012	Delete
district Benchmarks	2010-2011		06/27/2012	Delete
TARA Academic Assessment Benchmark	2012-2013		06/27/2012	Delete
Math	2012-2013	no results have been entered for this test	06/27/2012	Delete
Benchmark 2	2012-2013	no results have been entered for this test	06/27/2012	Delete
OCCT	2012-2013	no results have been entered for this test	06/27/2012	Delete



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Step 3: Form School Team

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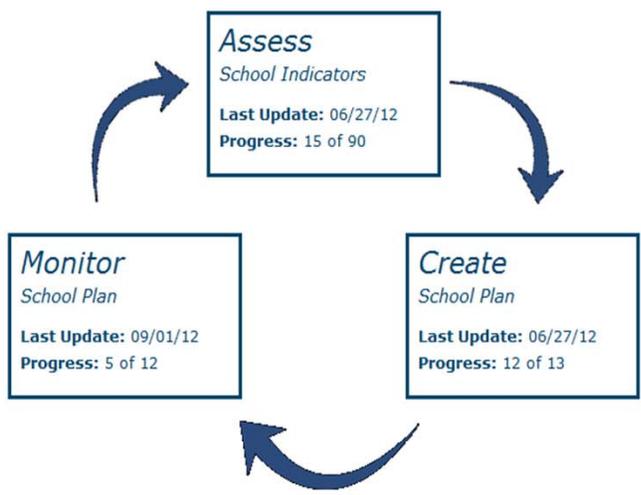
Plan Your Meeting

Will Rogers Elementary School Leadership Team CI
Oklahoma Test District, OK

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 18
School Team 06/27/12  Demographics 07/30/12  Assessment 06/27/12

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School Team

- ⚙ The school team is commonly referred to as the Planning Team, Leadership Team, or School Improvement Team.
- ⚙ The plan should be developed with the involvement of parents, other members of the community to be served, and individuals who will carry out the plan including teachers, principals and administrators.
- ⚙ The School Team should oversee and organize the assessment of indicators, develop the plan, and conduct or oversee the annual review.



Step 4: Assess School Indicators

Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

Resources & Reports

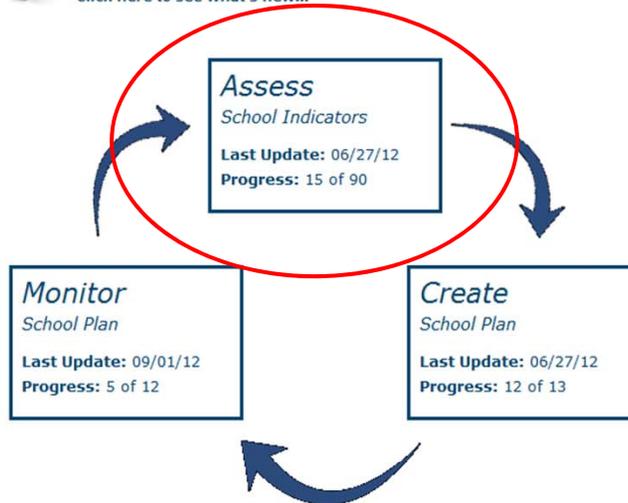
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Assess School Indicators

School Process Main



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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

Filter(s) Choose a filter to narrow your search. Key Indicators only

apply Crosswalk Filter

remove filter

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			4 of 7
	Essential Element 2 - Classroom Evaluation and Assessment			1 of 9
	Essential Element 3 - Instruction			3 of 9
Professional Learning Environment-Effective Teachers	Essential Element 4 - School Culture			0 of 11
	Essential Element 5 - Student, Family, and Community Support			4 of 8
	Essential Element 6 - Professional Growth, Development, Evaluation			1 of 13
Collaborative Leadership-Effective Leaders	Essential Element 7 - Leadership			1 of 14
	Essential Element 8 -			1 of 10



Tutorial
Video



Help

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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: **Academic Learning and Performance**

Section: **Essential Element 1 - Curriculum**

1. Select Indicators

2. List of Indicators to Assess

3. List of Indicators Assessed

4. Assess Indicator

[Wise Ways ®](#)

Rubric

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

- 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

http://www.centerii.org/SchoolRestructuring/wiseways/237.pdf - Windows Internet Explorer

http://www.centerii.org/SchoolRestructuring/wiseways/237.pdf

Convert Select

Favorites SSI login Oklahoma State Departm... Weekly Video Blog Digital Learning Day Home Visual-Learner Books Suggested Sites Iva 21st Century Learning Lab Upgrade Your Browser

http://www.centerii.org/SchoolRestructuring/wis...

173% Collaborate Sign Find

Wise Ways® / Center on Innovation & Improvement

Indicator: Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

Evidence Review:

All the schools in the case studies used data to set instructional goals. (Conzemius, 2000; Duke, n.d.; Duke et al., 2005; Johnson & Asera, 1999; Lachat & Smith, 2005; Picucci et al., 2002a, 2002b; Tung & Ouimette, 2007; Whiteside, 2006; Zargarpour, 2005). Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers note that the schools collected and analyzed a range of data in addition to achievement test results (Conzemius, 2000; Lachat & Smith, 2005; Zargarpour, 2005). In 1 study of an elementary school, the principal and teachers collected and analyzed data on the school's climate, its sense of community, and its curriculum and instruction (Conzemius, 2000).

In addition to looking at diverse types of data, turnaround schools considered data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.

At the school level, data were used to identify instructional areas that needed schoolwide improvement. The turnaround schools consistently used data on student achievement to identify gaps in student learning (Conzemius, 2000). In one study of 7 middle schools, every one of the schools used school performance data to determine areas of teaching and learning that needed

Will Rogers Elementary
Tab 1 – Select Indicators by
Tab 2 – List of Indicators to
Tab 3 – List of Indicators As
Tab 4 – Assess Indicator – e

Category: **Academic Learning**
Section: **Essential Element 1**

1. Select Indicators 2. List Indicators

[Wise Ways](#)

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education and life options. (237)

- Insert your rubric score

1. Choose your level of Development

No development or Inadequate

** Please complete required fields*

Oklahoma

Ways to Improve School Effectiveness (WISE)

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education and life options. (237)

Score	Rubric
1	(1) Little or no development and implementation <ul style="list-style-type: none">The curriculum does not provide connections to post secondary education and/or career options.The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.Students do not have a written graduation plan (Grades 8-12).
2	(2) Limited development or partial implementation <ul style="list-style-type: none">The curriculum provides some connections that present post secondary education and career options.The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens.Some students (Grades 8-12) have a written graduation plan.
3	(3) Fully functioning at operational level of development and implementation <ul style="list-style-type: none">The curriculum provides intentional connections (e.g., dual credit courses, post secondary partnerships, early college courses) to familiarize all students with a variety of post secondary education and career options.The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.Each student (Grades 8-12) has a written graduation plan.
(3+)	Exemplary level of development and implementation <ul style="list-style-type: none">The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, internship, job shadowing, college fair, and career majors) that present a variety of post secondary education and career opportunities.The curriculum integrates and expands learning opportunities in school and within the community (e.g., mentoring, learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes to prepare all students to be self-sufficient and productive citizens.Each student (Grades 8-12) collaboratively develops a written graduation plan with parents and advisors that is revised annually.

Note: If your team has chosen a Rubric Score of 3, you will be asked to provide evidence that this indicator has been fully and effectively implemented. Please add the phrase "Full Implementation" or "Exemplary Implementation" to the beginning of your evidence to show where the team has assessed this indicator.

Example:

Please provide evidence that this indicator has been fully and effectively implemented.

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

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



Tutorial
Video



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Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators

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Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Category: **Academic Learning and Performance**
Section: **Essential Element 1 - Curriculum**

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

[Wise Ways ®](#) [Rubric](#)

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

- 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](#)



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[Wise Ways ®](#) Rubric

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

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



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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: **Academic Learning and Performance**
Section: **Essential Element 1 - Curriculum**

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

[Wise Ways ®](#) Rubric

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

- 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

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



Will Rogers Elementary

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: **Academic Learning and Performance**

Section: **Essential Element 1 - Curriculum**

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

[Wise Ways ®](#)

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

- 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

2. Please provide evidence that this indicator has been fully and effectively implemented.

Also, describe the continued work that will be necessary to sustain your efforts. * required field

* Please complete required fields

Which Indicators Do We Assess?

Required Indicators

- ☀ Priority or Focus School WISE Plan
 - 17 Required Indicators
 - Academic Learning and Performance
(5 indicators)
 - Professional Learning Environment
(6 indicators)
 - Collaborative Leadership
(6 indicators)



Step 5: Create School Plan

Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

Resources & Reports

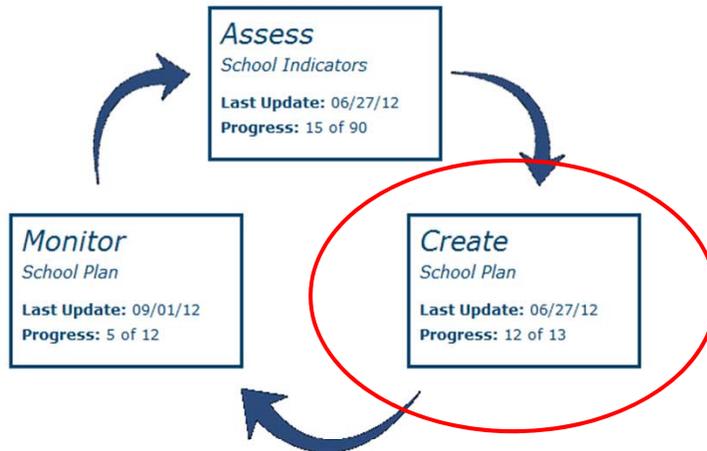
Plan Your Meeting

Will Rogers Elementary School Leadership Team CI
Oklahoma Test District, OK

[Edit School Information](#)

Principal
Mr. Bill Smart - email@email.com
Process Manager
Dr. Sharon Sikes -

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 Coaching Comments
 Where Are We Now?
 Help

 **18**
School Team 06/27/12
 Demographics 07/30/12
 Assessment 06/27/12

 Mrs. Kerri White
Consultant to School
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For technical questions concerning this tool contact us at Indistar@adi.org



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Oklahoma

Create School Plan

School Process Main

Tutorial
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Help

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The indicators that you have chosen to include in your plan are stated below as objectives. They will be referred to as "objectives" through the remainder of the process. Select objective to create and assign tasks for the School Plan.

Objectives shown in Blue are included in the plan and 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 or you were undecided if the Objective has been met.

 Hide completed plans

Display All Objectives

Select Group of Objectives to Display

All Objectives

School Plan (13 total objectives) *Note: Index = Priority Score x Opportunity Score

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)	5/15/2012	9	2	- removed -	1/01/2013	1
EEIA-1.02	Instructional teams will articulate the learning standards through grade level objectives. (234)	5/16/2012	9	2	Jack Jones	12/15/2012	1
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)	5/17/2012	9	2	Sam Right	5/15/2013	3
EEIA-1.04	Instructional teams will 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)	5/29/2012	3	2	- removed -	5/20/2014	1
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)	6/27/2012	9	2	John Smith	10/01/2012	1
EEIC-3.03	All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)	6/27/2012	4	2	Tinker Bell Fair	5/30/2014	1
EEIC-3.04	All teachers will demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)	6/27/2012	6	2	I am Good	5/12/2013	1
EEIC-3.06	School leadership will provide sufficient instructional resources that will be used by teachers and students for	6/27/2012	4	2	Oprah Winfrey	12/20/2014	0

Step 6: Monitor the Plan

Oklahoma Ways to Improve School Effectiveness (WISE)
Main Menu

Resources & Reports

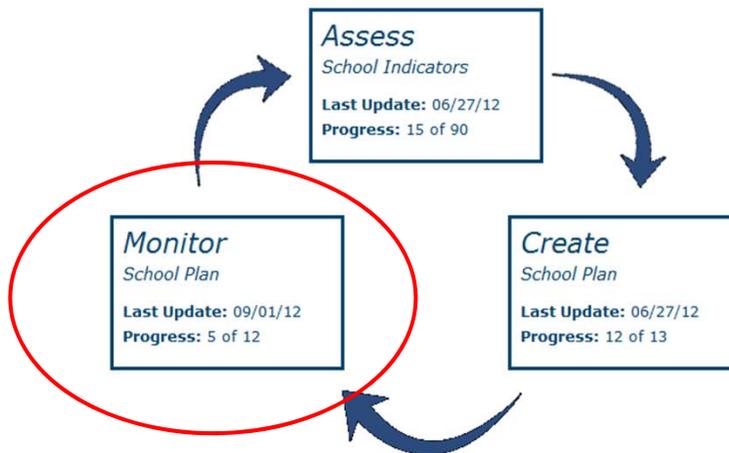
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Oklahoma Test District, OK

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Monitor School Plan

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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.

 Hide completed plans

School Plan (12 total 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	Arne Duncan	01/01/2013	1	100 %	05/29/2012
EEIA-1.02	Instructional teams will articulate the learning standards through grade level objectives. (234)	2	Jack Jones	12/15/2012	1	100 %	
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)	2	Sam Right	05/15/2013	3	100 %	05/17/2012
EEIA-1.04	Instructional teams will 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)	2	Arne Duncan	05/20/2014	1	0 %	
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)	2	John Smith	10/01/2012	1	100 %	06/27/2012
EEIC-3.03	All teachers will use instructional strategies and activities that are differentiated to meet specific student learning needs. (250)	2	Tinker Bell Fair	05/30/2014	1	0 %	
EEIC-3.04	All teachers will demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. (251)	2	I am Good	05/12/2013	1	0 %	
EEIC-3.06	School leadership will provide sufficient instructional resources that will be used by teachers and students for standards-aligned	2	Oprah Winfrey	12/20/2014	0	0 %	

Questions





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