

OKLAHOMA NINE ESSENTIAL ELEMENTS

ACADEMIC PERFORMANCE

Strategies to Implement Element 1: Curriculum



1.1 Academic expectations are aligned with the *Priority Academic Student Skills (PASS)*.

- Start with *PASS* standards, which can be found online by grade and by content area at <http://sde.state.ok.us>, and determine instructional materials, including textbooks, to be used as resources to teach the standards.
- Align written *PASS*, taught (district, site, classroom curriculum) and assessed (test blueprints) curriculum.
- Create curriculum maps and curriculum pacing calendars aligned to *PASS*.
- Train all teachers (including all teachers in nontested content areas) to integrate math, reading, and language arts curriculum into their specific content areas.

1.2 *PASS* standards and objectives are clearly articulated.

- Provide Pocket*PASS* for teachers as a ready guide for daily lesson plan reference.
- Create lessons with the *PASS*port II lesson planner available on the State Department of Education Web site to add Web-based resources to teach *PASS*.
- Create a syllabus aligned to *PASS* to share with parents and students.

1.3 Overlaps and gaps in curriculum are discussed.

- Establish curriculum committee to review and analyze alignment of curriculum to *PASS*.

- Determine the number of students who are one or more grade levels below current grade in reading and mathematics and target interventions for these students.
- Use curriculum mapping to determine overlaps and gaps in curriculum and determine action plan to address needs.
- Align written, taught, and assessed curriculum.
- Provide support and assistance to principals and teachers for long-range planning to implement aligned curriculum to *PASS*.

1.4 Key curriculum vertical transition points are communicated.

- Collaborate to create vertical alignment between and among grade-level transition points.
- Allocate planning time to teachers to identify curriculum gaps between grade levels.
- Provide transition activities for students at targeted grade levels (i.e., peer mentoring/tutoring opportunities; student interaction between schools; and school visits and individual graduation plans of study).

1.5 Curriculum links are provided for continued education, career, and life options.

- Connect curriculum to individual graduation plans of study.

- Provide elementary, middle, and high school students the opportunity to participate in college awareness activities (i.e., field trips to universities, school/university partner activities, and college fairs).
- Provide elementary, middle, and high school students the opportunity to participate in career awareness activities (e.g., develop a student/business mentorship program and career fairs).
- Create units of study and lesson plans that prepare students for university and career opportunities.

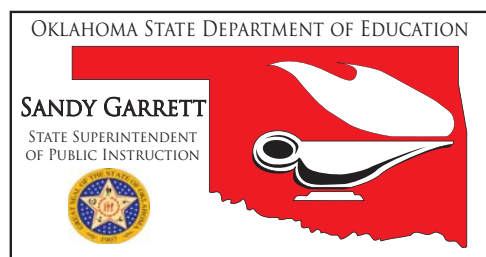
1.6 A process exists to monitor, evaluate, and review curriculum.

- Provide curriculum mapping opportunities for teachers to align curriculum with *PASS*.
- Compare test blueprints, test and item specifications, and sample test items to curriculum taught. Test blueprints and sample items are available on the Oklahoma State Department of Education Web site, <<http://sde.state.ok.us>>.
- Analyze student assessment results (district, site, and student score reports) for purpose of monitoring instruction and curriculum and its alignment to *PASS*.

- Review the written *PASS*, taught (district, site, classroom curriculum), tested (test blueprints), and learned (test results) curriculum with horizontal and vertical teams to ensure alignment.

1.7 Common academic core is available for all students.

- Develop district curriculum guides to ensure consistent curriculum instruction.
- Provide differentiated curriculum to accommodate diverse learning needs.
- Provide professional development designed to ensure consistency of content but differentiation of process (i.e., Sheltered Instruction Observation Protocol [SIOP] for teaching English language learners; All Kinds of Minds professional development through Schools Attuned to meet district learning styles).



Office of Standards and Curriculum June 2008

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OKLAHOMA NINE ESSENTIAL ELEMENTS ACADEMIC PERFORMANCE

Strategies to Implement Element 2: Classroom Evaluation/Assessment



2.1 Multiple classroom assessments are frequent, rigorous, and aligned to *Priority Academic Student Skills (PASS)*.

- Design a wide range of frequent assessments aligned to *PASS*. Align teacher-created assessments to *PASS*.
- Provide *PASS*-aligned assessments to include initial diagnostic testing, continuous progress monitoring, quarterly benchmark assessments, units of study, and rubric-evaluated assignments.
- Construct pre-/posttest to determine mastery of *PASS*.
- Mirror test blueprints and released test items to create teacher-designed assignments aligned to *PASS*.

2.2 Teachers collaborate in design of assessment.

- Provide authentic assessments aligned with *PASS* that include teacher/student evaluation through portfolios demonstrating mastery and integration across content areas.
- Provide project-based learning activities aligned with *PASS*, designed by teacher/student collaborative efforts.
- Exchange student work with colleagues for review and collaborative evaluation at least once every two weeks.

2.3 Students articulate expectations and know requirements.

- Design content area rubrics that demonstrate student mastery of *PASS* with teacher and student collaboration.

- Collect student data and have students monitor individual progress frequently. Organization of student-collected information may include data notebooks, learning logs, charts, graphs, and journals.
- Create a syllabus that identifies specific academic expectations and proficiency requirements.
- Provide opportunities for students to explain what proficiency means for any assignment.

2.4 Sites and districts use test scores to identify gaps.

- Analyze test scores from the criterion-referenced and end-of-instruction tests for the purpose of identifying strong and weak performance on specific objectives.
- Replicate strategies used for identified strength performance areas. Determine strategies needed in lesson plans for weak performance areas.
- Create *PASS*-aligned curriculum goals that are **Specific, Measurable, Attainable, Relevant** to student achievement, and **Time bound (SMART)** goals.

2.5 Assessments provide meaningful feedback.

- Provide time for instructional staff and students to analyze the learning from multiple forms of classroom assessments.
- Provide immediate feedback to students from a variety of sources (e.g., faculty, peers, family members) on performances,

projects, and portfolios; and use the feedback to continuously strengthen future work.

- Provide opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles.

2.6 State standards are communicated and observable.

- Communicate *PASS* standards to parents.
- Communicate *PASS* standards to students.
- Display *PASS* objectives in each classroom and reference frequently.
- Provide Pocket*PASS* in core curriculum areas as a ready reference for teachers and for instructional leader classroom walkthroughs.
- Demonstrate student mastery of *PASS* through presentations, projects, portfolios, data notebooks, and rubric assessments.
- Communicate level of student mastery to parents through student-led conferences and progress reports.
- Display examples of proficient and exemplary student work throughout the classroom.
- Provide expectations of proficient work to students in advance.

2.7 Priority Academic Student Skills (PASS) are aligned with criterion-referenced tests and end-of-instruction tests at the school/state.

- Ensure district curriculum is aligned with *PASS* standards; Oklahoma criterion-referenced tests; end-of-instruction tests; and test blueprints item specifications (includes sample test items).

- Communicate comprehensive testing information to explain the purpose and ethical responsibilities of assessment to staff, students, parents, and community members.
- Communicate and provide testing accommodations for eligible students.

2.8 Student work is analyzed.

- Provide students meaningful, ongoing feedback to strengthen future performances (e.g., teacher/student interviews, student self evaluation, and student portfolios).
- Provide time for teachers and students to collaborate in order to analyze student work using performance descriptors (e.g., essay and project rubrics).
- Provide student interventions based on Oklahoma Core Curriculum Tests student reports.
- Revise curriculum and modify instructional strategies based on student performance data.
- Provide professional development for staff to effectively analyze student work/assessments.



OKLAHOMA NINE ESSENTIAL ELEMENTS

ACADEMIC PERFORMANCE

Strategies to Implement Element 3: Instruction



3.1 Varied instructional strategies are used in all classrooms.

- Design lesson plans to reflect varied instructional strategies.
- Provide professional development that focuses on scientifically based research instructional strategies.
- Provide classroom instruction that accommodates various learning styles and multiple intelligences.
- Monitor and modify instruction to meet diverse student needs.
- Provide classroom activities that require all students to use higher-order thinking and problem-solving skills.
- Provide instructional strategies that are student-centered and may include cooperative learning, problem-based learning, and hands-on activities.
- Provide interdisciplinary connections that provide relevant real life application.

3.2 Instructional strategies and activities are aligned with goals.

- Align lesson plans and units of study with *Priority Academic Student Skills (PASS)*.
- Write syllabi to reflect learning activities and assessment expectations aligned with *PASS*.
- Design classroom assessments aligned with Oklahoma Core Curriculum Tests using test blueprints, test specifications, and sample test items available on the Oklahoma State Department of Education Web site, <<http://www.sde.state.ok.us>>.

3.3 Strategies are monitored and aligned to address learning styles.

- Provide learning opportunities for all students in effective study skills and note taking.
- Provide professional development and study groups that focus on learning styles.
- Provide ongoing monitoring of instructional strategies and activities to ensure the effectiveness of the implementation of these strategies in meeting diverse student needs.
- Design lesson plans and units of study to address varied learning styles.

3.4 Teachers demonstrate content knowledge.

- Provide Windows on Curriculum, a process of observation and feedback on instructional content, to support teachers.
- Document teacher education, certification, and professional learning in the content areas.
- Provide differentiated lesson plans that provide weekly and long-range goals.
- Model effective instructional strategies during faculty meetings and conduct classroom visits to observe teachers using the same strategies in the classroom.

3.5 Teachers incorporate technology in classrooms.

- Provide documentation of technology integration in lesson plans.
- Demonstrate the online lesson planner available through *PASSport II* found online at <http://www.sde.state.ok.us>.
- Document evidence of use of technology with samples of student work (e.g., portfolios and student research).
- Provide professional development on utilizing technology to engage students.

3.6 Sufficient instructional resources are available.

- Develop budget based on high priority needs, such as supplemental instructional materials in areas identified for improvement.
- Inventory classroom and media center resources and determine student learning needs and teacher resource needs.

3.7 Teachers collaborate to review student work.

- Provide time and resources for horizontal and vertical grade level teams to plan.
- Provide opportunity for horizontal and vertical curriculum alignment teams to meet and plan.
- Provide collaboration time for English language learner teachers, special education teachers, and regular classroom teachers to review student work at instructional team meetings.

3.8 Homework is frequent, monitored and connected to instructional practice.

- Align homework with lesson plan objectives.
- Address homework policies in student handbook and at parent-teacher conferences.
- Provide feedback to students on daily homework.
- Ensure all homework extends the learning time in the classroom.



OKLAHOMA NINE ESSENTIAL ELEMENTS

LEARNING ENVIRONMENT

Strategies to Implement Element 4: School Culture



4.1 Leadership support is provided for safe and orderly environment.

- Review and revise school discipline policy annually based on data.
- Provide professional development for staff on how to prevent discipline problems and methods for handling discipline problems effectively.
- Analyze discipline trend data to determine areas of concern, such as type of offense, consequences rendered, and time and location of offense.
- Review data to determine the effectiveness of the alternative programs for students in need of improving attendance and achievement.
- Conduct a student, parent, and staff survey to determine the effectiveness of policies related to a safe and orderly environment.

4.2 Leadership beliefs and practices focus on high achievement for all students.

- Involve all stakeholders in the development and application of school mission, belief, and vision statements.
- Create an annual professional development plan aligned with high priority needs, including specific goals, identified timeline, resources, and evaluation.
- Designate faculty meetings that focus on student academic achievement and collaborative scoring of student work.
- Provide teacher collaboration time in professional learning communities for the purpose of sharing successful practices.
- Schedule specific events that celebrate student achievement.

4.3 Teacher beliefs and practices focus on high achievement for all students.

- Align weekly and long-range lesson plans to specific instructional goals.
- Provide students who do not meet academic standards immediate intervention.

- Establish consistent academic and behavior expectations across grade levels and content areas.
- Provide feedback and evaluation of student work in a timely manner.
- Display student benchmark data for the purpose of analyzing and monitoring student proficiency. (Student names should remain anonymous.)
- Use a variety of scientifically based research instructional strategies addressing specific learning needs and styles.

4.4 Teacher and nonteaching staff are involved in decision making.

- Involve all staff members in school planning committee activities.
- Perform self-examination processes to ensure effectiveness of academic performance, learning environment, and efficiency.
- Establish an organizational structure of duties, responsibilities, and expectations for all staff.

4.5 Teachers accept their role in student successes or failures.

- Provide opportunities for students to evaluate teacher effectiveness.
- Analyze student performance data aligned to *Priority Academic Student Skills (PASS)* horizontally and vertically to determine the effectiveness of classroom practices.
- Focus on intervention strategies for students not achieving at grade level.
- Design lesson plans that address appropriate modifications and interventions.
- Provide professional development focusing on successful intervention strategies for all students.
- Utilize professional learning community planning time to analyze data and to reflect on effective classroom practices.

4.6 Teacher assignments are based on strengths.

- Identify teacher strengths based on certification, experience, and student success.
- Create master schedule to accommodate the needs of all students including additional time for students at risk of failing core content areas.
- Determine class rotations utilizing instructional strengths of staff.

4.7 Teachers communicate student progress with parents.

- Develop processes to frequently communicate student achievement results to parents.
- Identify a list of students in danger of failure and frequently monitor student progress.
- Establish a team approach, including parents, to monitor and improve student performance.
- Communicate achievement results for students previously in danger of failure who are now demonstrating exceptional progress frequently to parents.
- Communicate multiple forms of student achievement data results to parents.
- Conduct home visits, as appropriate, and utilize parent liaisons.
- Provide test information for parents in a timely and understandable format.

4.8 Teachers care about students and inspire best efforts.

- Provide opportunities for students to demonstrate academic excellence.
- Showcase student academic success in the school's most prominent display areas.
- Research community resources that provide mentors/advocates for students.
- Survey and interview parents about student needs.
- Provide opportunities for students to exercise leadership.

4.9 Multiple communication strategies are used to disseminate information.

- Provide written communication including announcements, resources, and student achievement data on district and site Web sites.

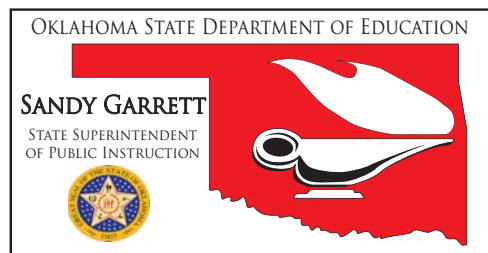
- Create informational bulletin boards, exhibits, and displays throughout the school year.
- Invite political leaders and community leaders for two-way exchange with students, parents, faculty, and administrators.
- Communicate to community through multiple sources, such as news releases of student and faculty successes; publications created by students; publications created by teachers and leaders; television or radio broadcasts, marquee announcements; and a Web page with relevant and current information.

4.10 Student achievement is valued and publicly celebrated.

- Provide recognition of academic achievements at school and outside of school setting.
- Celebrate student achievement in assemblies and at community events.

4.11 Equity and diversity are valued and supported.

- Design personalized learning plan for each student that establishes specific goals and includes an action plan to achieve goals.
- Provide differentiated instructional resources to meet the needs of a diverse student population.
- Design learning to meet diverse student needs using universal design strategies.
- Implement instructional strategies designed for English language learners.
- Design challenging curricula and effective lesson plans that align with state standards and meet the needs of all students.
- Conduct professional development opportunities that focus on professionalism, mutual respect, and diversity.
- Conduct student learning opportunities that focus on mutual respect and diversity.



OKLAHOMA NINE ESSENTIAL ELEMENTS

LEARNING ENVIRONMENT

Strategies to Implement Element 5: Student, Family, and Community Support



5.1 Families and communities are active partners.

- Invite families and the community to school events and celebrations that emphasize academics.
- Facilitate parent liaison connections with the community.
- Create partnerships with businesses, colleges, and universities for student and teacher internships.
- Provide multiple ways for school-to-home communication (i.e., phone calls, notes, e-mails, grade reports, conferences, Web page).
- Create a Web page to showcase academic success and to provide frequently asked questions and answers.
- Establish service learning projects to connect students with the community.
- Provide school event calendars to local newspaper, television, and school Web site.

5.2 All students have access to all curriculum.

- Review annually, all policies and procedures addressing a common academic core to ensure equal access for all students.
- Provide an individualized education program for identified students.
- Utilize technology for the purpose of enhancing academic achievement of all students.
- Provide alternative education plans for students as needed.
- Establish Title I schoolwide program plan as a comprehensive approach to school improvement.

- Provide additional quality instructional time aligned to *Priority Academic Student Skills (PASS)*, including but not limited to extended day (before, after, and summer school), double class periods for identified core classes, or year-round school options.
- Analyze student performance data from all extended day programs to ensure effectiveness of programs.
- Provide opportunity for all students to participate in Advanced Placement courses.
- Provide professional development for teachers in meeting curriculum and instructional needs of a diverse student population.
- Have counselors identify students requiring specific support, utilizing DuFour's Counselor Watch strategies.

5.3 School provides organizational structure that reduces barriers to learning.

- Establish specific procedures for enrollment that are clearly communicated to teachers, students, and parents.
- Establish and implement consistent procedures for purchases and budgets, ensuring alignment to school goals.
- Establish organizational chart and include defined roles and responsibilities for committees, grade level, and department teams.
- Create a technology plan that aligns with school goals.

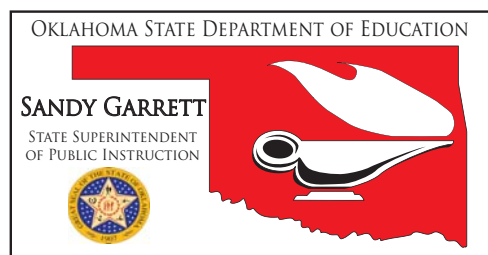
- Create a professional development plan that is data driven and aligned to the students', teachers', and administrators' needs and goals.
- Create school improvement action plans with input from teachers, students, parents, and administrators aligned to school needs and goals.
- Identify an adult mentor/advocate for each student, and develop individual graduation plans beginning with eighth-grade students.
- Create a master schedule that demonstrates equal access for all students to a common curriculum.
- Create schoolwide discipline policy and a specific classroom management plan that reduces barriers to student learning.

5.4 Student instructional assistance is provided outside of classroom.

- Provide mandatory tutoring plan for students at risk of failing. The tutoring program is monitored continuously to ensure student progress, and parents are provided weekly progress reports.
- Provide extended day opportunities (before, after, and summer school) that align with student needs and school goals.
- Develop quality cocurricular programs to support individual student interests and strengths.
- Design budget to focus on instructional resources to support all learners.
- Create service-learning opportunities that maximize student achievement.

5.5 The school/district maintains an accurate student record keeping system.

- Provide accurate transcripts that are available to students and parents.
- Update individual graduation plans annually to meet the specific student needs.
- Provide frequent updates of student academic records in order to provide timely intervention and support as needed for student success.
- Use district and school technology to provide accurate and timely student record keeping.
- Issue progress reports after the beginning weeks of school so that support from parents and adult advocates can be implemented immediately.
- Ensure cumulative folders contain relevant, current, and accurate data.



OKLAHOMA NINE ESSENTIAL ELEMENTS

LEARNING ENVIRONMENT

Strategies to Implement Element 6: Professional Growth, Development, and Evaluation



6.1 Long-term professional development plans are written.

- Align professional development goals to needs after analyzing student assessment data.
- Provide professional development opportunities to meet faculty learning needs.
- Create learning cohorts (school, district, universities) to support personal and school long-term goals.

6.2 Building capacity with on-going professional development.

- Create a systemic, sustained professional development action plan.
- Provide opportunities for staff member discussions, interviews, and support.
- Encourage all staff members to develop individual professional development plans.
- Promote staff study groups, and develop processes and procedures for sharing information.
- Encourage staff members to lead professional development.

6.3 Professional development is aligned with student performance goals.

- Disaggregate data to determine student performance levels and provide professional development to address curriculum gaps.
- Use student achievement data to determine site professional development goals and action plans.

6.4 School improvement goals are connected to student learning goals of the school district.

- Create long-term professional development plan aligned to the needs of the district, school staff and students.
- Create Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goals aligned to adequate yearly progress benchmarks.

- Provide quarterly review of goals and student achievement data using multiple assessments based on *Priority Academic Student Skills (PASS)* and align professional development to student needs.
- Conduct an annual survey/needs assessment to determine professional development priorities.
- Align long-term professional development goals with student performance goals.

6.5 Professional development is ongoing and job-embedded.

- Dedicate school meeting times to analyze student learning and to implement school vision.
- Utilize teachers, resource specialists, community partners and administrators to release classroom teachers for job-embedded professional development.
- Provide effective and ongoing follow-up to professional development for effective implementation.
- Provide professional development, time, and support for peer coaching (instructional coaches in content areas).
- Establish individual professional development plans for each faculty member to include on-going, job-embedded professional development for individuals and teacher teams.

6.6 Professional development is aligned to analysis of test data.

- Disaggregate data to determine student performance levels and provide professional development to address achievement gaps.
- Create SMART goals aligned to adequate yearly progress benchmarks.
- Review goals and student achievement data quarterly using multiple assessments aligned to *PASS*.

- Utilize professional learning community teams to review assessment data, student work, and conduct job-embedded professional development based on needs.

6.7 School/district has clearly defined teacher evaluation process.

- Align evaluation procedures with state laws and guidelines.
- Provide pre- and post-observation conferences for effective feedback opportunities for teachers and administrators.
- Provide annual review and revision of evaluation process as needed by leadership team.
- Provide annual professional development for faculty on evaluation procedures.
- Align evaluation process to student learning goals and teacher professional development needs.

6.8 District and site leaders provide sufficient professional development resources.

- Focus on professional development systemic plan to effectively use annual budget.
- Provide professional development days and/or release time for training.
- Provide time and resources to support the work of the professional development committee.
- Review professional development activities to ensure focus on needs of school and district.

6.9 Teacher evaluations and professional development plans are used effectively.

- Monitor and review individual professional development plans.
- Provide use of staff surveys and staff interviews to determine effective implementation of individual professional development plans.
- Implement Board of Education/district policies.

6.10 The evaluation process meets or exceeds statutes.

- Establish a peer coaching and mentoring program.
- Use information from teacher portfolios to expand the evaluation process.
- Use individual development plans as part of teacher portfolio.
- Provide support for teachers applying for National Board Certified Teacher certification.

6.11 The needs of instructional leaders are addressed.

- Develop individual professional development plans for staff based on multiple forms of data focusing on student achievement.
- Focus on professional development related to effective use of district/school budgets.
- Provide professional development days and release time for instructional staff, based on analysis of needs.

6.12 District and site leaders provide evaluation follow-up and support.

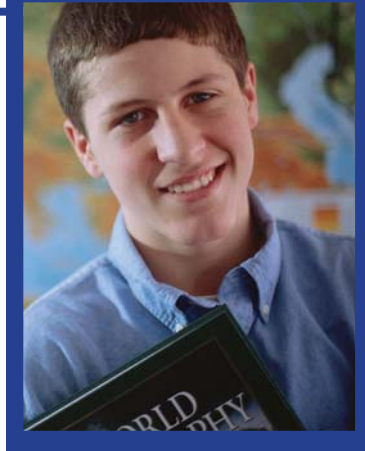
- Establish procedures for evaluation follow-up and support that include peer review/coaching; strategic long-term goals; and regular meaningful feedback and reflection.
- Conduct reflective teacher and administrator interviews frequently.
- Provide samples of evaluations.
- Provide annual professional development on staff evaluation procedures.
- Develop portfolios for reflective practice.



OKLAHOMA NINE ESSENTIAL ELEMENTS

EFFICIENCY

Strategies to Implement Element 7: Leadership



7.1 The site and district leadership team has developed a shared vision.

- Develop mission, vision, and belief statement with all stakeholders.
- Articulate a coherent picture of what the school will look like when the shared vision is implemented.
- Develop comprehensive school improvement plan with all stakeholders based on shared vision.

7.2 Leadership decisions are collaborative and data driven.

- Analyze data to make curriculum, assessment, and professional development decisions.
- Use student performance data from multiple sources to determine need for interventions.
- Collaborate with all stakeholders engaged in improving student achievement.

7.3 The leadership team develops a professional development plan focused on effective skills.

- Create individual administrator professional development plans based on research-based assessment instrument.
- Create professional development portfolio to include goals, accomplishments, and professional development plan.
- Develop leadership initiatives that include peer coaching/mentoring.

7.4 The leadership team disaggregates data.

- Share student data with staff to collaboratively identify student academic needs.
- Determine curriculum interventions based on identified gaps in student achievement.
- Disaggregate data to determine gaps in the alignment of the written curriculum, the taught curriculum, the assessed curriculum, and the learned curriculum.

- Align the written curriculum, the taught curriculum, the assessed curriculum, and the learned curriculum.
- Align Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goals with adequate yearly progress performance targets and No Child Left Behind goals.

7.5 The leadership team provides access to curriculum and data.

- Share student achievement successes and failures based on local data analysis.
- Create Data Walls weekly, monthly, and/or quarterly to include disaggregated student achievement data that provides information for benchmarking and goal setting.
- Analyze data from state, district, and classroom assessments and determine student learning gaps.

7.6 Leadership maximizes time effectiveness.

- Provide time and resources for teachers to accomplish horizontal and vertical team planning.
- Protect instructional time from unnecessary announcements, assemblies, or meetings.
- Provide daily team planning time.
- Monitor and review internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices to determine master schedule that ensures time effectiveness.
- Provide extended day (before, after, summer school) opportunities for student interventions.
- Utilize faculty meetings to review student work and to analyze student achievement data.

7.7 The school and district leadership team provides resources, monitors progress, and removes barriers to learning.

- Monitor improved student achievement using multiple indicators of student success.
- Allocate funds to support student achievement aligned to the school's vision, mission, and belief statements.
- Review instructional programs, organizational practices, and physical facilities of the school as needed.

7.8 The school and district leaders ensure a safe and effective learning environment.

- Provide and promote a climate for learning that is safe and orderly.
- Create a climate that provides rewards and incentives for appropriate behavior and academic achievement.
- Provide frequent progress reports and report cards for students and parents.
- Provide frequent parent and teacher communication about student progress.
- Provide Mentor Parents Support Group, featuring monthly meetings designed to help parents in supporting school efforts that support their children.

7.9 The site and district leadership team develops effective school policies.

- Involve all stakeholders in the process of developing schoolwide procedures that ensure academic and behavioral student progress.
- Involve all stakeholders in the process of developing schoolwide procedures that ensure efficient and effective daily operations.
- Disseminate established policies and procedures through faculty and student handbooks.
- Ensure policies and procedures are equitably enforced for all participants in the school.
- Review and revise schoolwide policies, based on stakeholder feedback, to provide a positive, safe, and orderly environment.

7.10 School policy has an intentional focus on student academic performance.

- Focus on student academic performance aligned to school mission, vision, and belief statement.
- Assess students frequently using classroom assessments aligned to *PASS*.
- Display and monitor student mastery of *PASS* using monthly Data Walls.
- Align budget to systemwide plan for improving student academic performance.
- Design instructional strategies to provide effective interventions and reflect diverse learning styles.
- Create SMART goals.
- Design professional development goals to promote student achievement.
- Provide technology plan that identifies use of technology to improve teaching and learning.

7.11 The leadership team has skills in academic performance, learning environment, and efficiency.

- Create a comprehensive school improvement plan aligned to student performance goals.
- Schedule frequent formal and informal classroom observations and provide immediate, meaningful feedback.
- Implement classroom curriculum walkthrough strategies throughout the year. (State Department of Education offers Windows on Curriculum training.)
- Provide organizational direction by scheduling opportunities for collaboration between and among horizontal and vertical teams.
- Provide opportunities for staff members to share best practices.
- Establish peer coaching, mentoring programs, and instructional coaching in core content areas.
- Engage staff in discussions regarding student academic achievement.
- Organize action research groups and study groups.

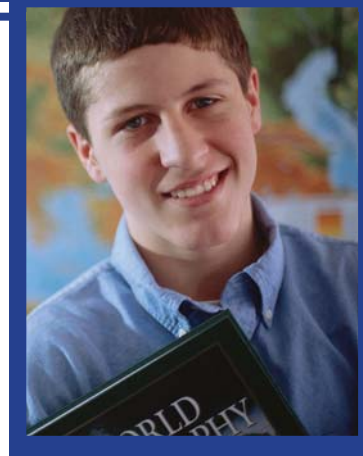


OKLAHOMA NINE ESSENTIAL ELEMENTS

EFFICIENCY

Strategies to Implement

Element 8: Organizational Structure and Resources



8.1 The school and district maximizes organization of resources for achievement.

- Develop resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed, modified as needed, and shared with entire staff.
- Develop a budget that supports district goals.
- Develop a budget that allocates fiscal resources to maximize efforts that improve student achievement.
- Publish school financial records that are understandable by staff and community.
- Provide equitable allocation of resources.
- Augment school and district resources by taking advantage of external opportunities.

8.2 Master schedule provides all students access to all curriculum.

- School has adopted policies and procedures requiring equitable access to the curriculum.
- Provide sufficient courses for all students to meet the *Priority Academic Student Skills (PASS)*.
- Provide alternative scheduling options to ensure that all students have equitable access to all classes.
- Design a master schedule to provide opportunities for students to access course offerings.

8.3 Staffing is based on student needs.

- Adopt policies and implement procedures to ensure that staff assignments are made to address specific student needs.
- Ensure teachers are certified to teach in their assigned areas and grade levels.
- Recruit teachers with multiple certifications to allow flexibility in teaching assignments.
- Identify classroom assignments that maximize opportunities for resource sharing, mentoring, and collaboration.
- Train staff in effective teaming.
- Allow staff to visit other schools with effective

teams in place.

- Assign and reassign instructional assistants to optimize implementation of programs and strategies to meet student learning needs.
- Provide opportunities for teachers to post and share lesson plans via Web page.

8.4 The staff use of instructional time is efficient in order to maximize learning.

- School leadership protects instructional time to maximize student learning.
- Provide clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices so they may provide quality learning time.
- Research effective instructional time practices and the school's schedule to maximize student learning.
- Adjust class schedule (e.g., varying class length, allowing additional time for project development), as appropriate.
- Ensure that programs occurring during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students and occur at appropriate points in the curriculum.
- Brainstorm during faculty meetings a list of high priority classroom problems. Choose one at a time and work on a solution.
- Maximize student learning by conducting classroom time-on-task analysis.
- Keep data on student behavior issues. Data charts can be posted in classrooms.

8.5 Vertical and horizontal team planning is focused on improvement plan.

- Use common team planning time to collaborate by content area and grade level to focus classroom instruction on the goals and objectives of the comprehensive school improvement action plan.

- Implement vertical and horizontal team meetings. Provide an agenda with an academic focus. Minutes should be taken and an assigned administrator should be present.
- Post lesson plans and curriculum maps in a shared online environment or other convenient way to promote horizontal and vertical team planning.
- Provide resources (time, space, people, money, and material) to support teacher collaboration and team planning to meet the individual learning needs of students.
- Provide opportunities for staff to reflect on the effectiveness of team planning.
- Provide opportunities to collaborate with multiple schools to implement a districtwide, research-based evaluation for team planning.

8.6 Schedule is aligned with student learning needs.

- Design a master schedule so that maximum instructional time is available for staff members to provide quality instruction.
- Implement a variety of effective instructional strategies and provide extended time for learning (e.g., after school, summer school, night school).
- Provide for developmental needs and learning styles of students when arranging student schedules.
- Staff members implement research-informed, innovative strategies, and time usage practices to promote successful student performance.

8.7 Resources are used equitably.

- Develop school budget policy and budgetary procedures to allocate funds to meet the identified needs of students.
- Publish school financial records that are understandable by school staff members and community.
- Establish a budget advisory and review committee.
- Post school financial records in a public venue.
- Provide teachers equitable access to fiscal resources to meet the identified needs of all students.

- Support staff members by obtaining resources from external sources to augment school allocations.

8.8 Budget for discretionary funds is directed by an assessment of needs.

- The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research.
- Provide policy and implement operational procedures for distribution of discretionary funds.
- Use discretionary funds to support the vision and mission statements of the school and provide directly for student needs as identified from appropriate data.
- Provide a research-based needs assessment for budget planning purposes with all staff members and other stakeholders.
- Establish a budget advisory committee with representation from all stakeholders.
- Establish efficient and organized operational budget procedures.

8.9 Funds are aligned with school goals.

- Align budget decisions with the action components of the comprehensive school improvement plan.
- Monitor expenditures regularly and adjust as necessary to meet changing student needs.
- Provide budget decisions that are data driven, intentional, and aligned with student performance goals.

8.10 State and federal funds are allocated to align with school goals and data needs.

- Allocate funds to support identified student needs.
- Make budget decisions that are data driven, intentional, and aligned with student performance goals.
- Engage representatives from all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.



OKLAHOMA NINE ESSENTIAL ELEMENTS

EFFICIENCY

Strategies to Implement

Element 9: Comprehensive and Effective Planning



9.1 A collaborative process is used that engages the entire school community.

- Create the school's vision, mission, beliefs, and goals statements with representative stakeholder groups reflecting the diversity of the school's learning community.
- Present drafts of statements to the general public at open meetings, and encourage public comment for consideration prior to adoption.

9.2 The planning process involves collecting, managing, and analyzing data.

- Disaggregate and analyze school profile data and disseminate to all staff members.
- Establish and maintain a districtwide, state-of-the-art data management system.
- Use analysis of trend data as a stimulus for improvement.
- Compare local data to similar- and high-performing schools to identify opportunity gaps.
- Use data analysis process for the identification of trends, projections, and correlations of data.

9.3 Data is used for school improvement planning.

- Use collected data to identify and prioritize areas of need for the comprehensive school improvement plan.
- Provide data analysis through summaries and comparison graphs.

9.4 Plans reflect research-based expectations for learning.

- Use the latest educational research that has implications for student learning.
- Align the goals and objectives of the school improvement plan to the *Priority Academic Student Skills (PASS)*.
- Create action research teams and faculty study groups.

9.5 The school/district analyzes student learning needs.

- Survey stakeholders for their ideas on the strengths and limitations of the school.
- Analyze student performance data to identify students with unmet special learning needs and to identify achievement gaps.
- Analyze the efforts identified for school improvement for effectiveness and efficiency.

9.6 Desired learning results are defined.

- Define desired results for student learning in measurable terms.
- Analyze student mastery or nonmastery of *PASS* and implement appropriate interventions.
- Provide the *PASS* or *PocketPASS* to parents, teachers, and administrators.
- Articulate the *PASS* standards and objectives to students daily.

9.7 Data is used to determine strengths and limitations.

- Review survey data to identify strengths and limitations of the school to inform school improvement planning.
- Analyze additional data from multiple sources (student learning, demographics, school processes) to verify strengths and limitations.

9.8 School goals are defined.

- Identify school improvement goals that are validated against educational research and include the school's instructional and organizational activities.
- Identify **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound (SMART) goals focused instructional and organizational effectiveness.

9.9 School Improvement action steps are aligned with goals and objectives.

- Focus on action components of the comprehensive school improvement plan with

an intentional focus on closing achievement gaps among subgroups.

- Integrate the goals, objectives, and activities of the comprehensive school improvement plan into the practice of the school.
- Validate activities in the comprehensive school improvement plan against best practices of similar- and high-performing schools.

9.10 The plan identifies resources, timelines, and persons responsible.

- Establish timelines for the action components in the comprehensive school improvement plan that are realistic and designed to have maximum impact on student achievement.
- Integrate all funding sources in the budget to support the plan.
- Identify adequate resources for all activities in the comprehensive school improvement plan.
- Provide shared responsibilities for implementation of the comprehensive school improvement plan.

9.11 A process is established to effectively evaluate plan.

- Monitor the effectiveness of the activities of the comprehensive school improvement plan.
- Analyze the data collected through implementation; do impact checks; and implement appropriate modifications.

9.12 The plan is aligned with mission, beliefs, school profile, and desired results.

- Align the action components of the comprehensive school improvement plan with the vision, mission, and belief statements.
- Provide a plan that enhances the instructional and organizational effectiveness of the school.

9.13 The plan is implemented as developed.

- Provide ongoing direction, support, and resources for effective implementation of the comprehensive school improvement action plan.
- Involve all stakeholders in implementing the plan.

9.14 Evaluate the degree of student learning set by the plan.

- Collect and analyze data in the areas targeted by the comprehensive school improvement action plan.
- Monitor individual student progress at regular intervals to evaluate the degree to which the goals of the plans are achieved.
- Analyze student achievement data and communicate results through summaries, graphs, and reports.
- Validate the analysis of data against educational research and compare levels of student performance to those in similar- and high-performing schools.

9.15 Evaluate degree of student performance specified in the plan.

- Compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.
- Validate analysis of data against educational research and compare levels of student performance to those in similar- and high-performing schools to establish a culture of high performance expectations into the practice of classrooms and the school.

9.16 There is evidence to sustain the commitment to continuous improvement.

- Provide reports to the school staff and other stakeholders as to the progress toward continuous improvement.
- Implement strategies that are relevant, appropriate, and based on scientific research and customized for school context, resulting in a high level of staff support and commitment.
- Celebrate and recognize accomplishments formally.
- Collect feedback from all stakeholders involved and make modifications to the plan.

