

## Oklahoma Essential Element 1: Academic Performance - Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

### Performance Expectations:

The school leader recognizes and encourages implementation practices that motivate and increase student achievement.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

### 1.1 Academic expectations are aligned with the Oklahoma Academic Standards (OAS).

 1  2  3  4

There is evidence that the curriculum is aligned with state academic content and process standards (OAS).

### 1.2 OAS standards and objectives are clearly articulated.

 1  2  3  4

The district facilitates and communicates knowledge of essential curriculum standards (OAS) to schools to ensure they are clearly articulated across all grade levels.

### 1.3 Overlaps and gaps in curriculum are discussed.

 1  2  3  4

The district initiates discussions between schools in the district in order to eliminate unnecessary overlaps and close curricular gaps.

### 1.4 Key curriculum vertical transition points are communicated.

 1  2  3  4

There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

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

 1  2  3  4

The curriculum provides specific links to postsecondary education, life, and career options.

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

 1  2  3  4

A systematic process for monitoring, evaluating, and reviewing the curriculum ensuring its alignment to OAS is in place.

### 1.7 Common academic core is available for all students.

 1  2  3  4

The curriculum provides access to a common academic core, as identified by OAS, for all students.

## Oklahoma Essential Element 2: Academic Performance - Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### Performance Expectations:

The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that makes high achievement possible.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

### 2.1 Multiple classroom assessments are frequent, rigorous, and aligned.

Multiple classroom assessments of student learning are frequent, rigorous, and aligned with Oklahoma Academic Standards (OAS).

 1  2  3  4

### 2.2 Teachers collaborate in design of assessment.

Teachers collaborate in the design of authentic assessment tasks aligned with OAS and work to develop common formative assessments.

 1  2  3  4

### 2.3 Students can articulate expectations and know requirements.

Students can articulate the academic expectations in each class and know what is required to be proficient.

 1  2  3  4

### 2.4 Test scores are used to identify gaps.

Test scores are used to identify instructional and curriculum gaps.

 1  2  3  4

### 2.5 Assessments provide meaningful feedback.

Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

 1  2  3  4

### 2.6 The state standards (OAS) are communicated and observable.

The state standards (OAS) are clearly communicated, evident in classrooms, and observable in student work.

 1  2  3  4

### 2.7 Oklahoma Academic Standards (OAS) are aligned with criterion-referenced tests and end-of-instruction tests.

District leadership coordinates and monitors assessments administered by the district, the site, and classroom levels to meet Oklahoma testing requirements and accommodations for all students.

 1  2  3  4

### 2.8 Student work is analyzed.

Student work is analyzed to target and revise instruction and curriculum, and to obtain information on student progress.

 1  2  3  4

## Oklahoma Essential Element 3: Academic Performance - Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### Performance Expectations:

The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

### 3.1 Varied instructional strategies are used in all classrooms.

There is evidence that effective and varied instructional strategies are used in all classrooms.

 1  2  3  4

### 3.2 Instructional strategies and activities are aligned with goals.

Instructional strategies and learning activities are aligned with OAS. Learning goals and assessment expectations for students are communicated.

 1  2  3  4

### 3.3 Strategies are monitored and aligned to address learning styles.

Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches are used and learning styles are addressed.

 1  2  3  4

### 3.4 Teachers demonstrate content knowledge.

Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

 1  2  3  4

### 3.5 Teachers incorporate technology in their classrooms.

There is evidence that teachers incorporate the use of technology in their classrooms.

 1  2  3  4

### 3.6 Sufficient instructional resources are available.

Instructional resources are sufficient for teachers to effectively deliver curriculum.

 1  2  3  4

### 3.7 Teachers collaborate to review student work.

Teachers examine and discuss student work collaboratively and use this information to inform their practice.

 1  2  3  4

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

There is evidence that homework is frequent, monitored, and connected to instructional practice.

 1  2  3  4

**Oklahoma Essential Element 4:  
Learning Environment - School Culture**

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

**Performance Expectations:**

The school leader sets high expectations for all students to learn high-level content.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

**4.1 Leadership support is provided for a safe and orderly environment.**

Leadership provides support for a safe, orderly, and equitable learning environment.

1  2  3  4

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

Leadership creates experiences that foster the belief that all children can learn at high levels. Leadership motivates staff to produce continuous improvement in student learning.

1  2  3  4

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

Teachers hold high expectations for all students academically and behaviorally.

1  2  3  4

**4.4 Teachers and nonteaching staff are involved in decision making.**

Teachers and nonteaching staff are involved in both formal and informal decision-making processes related to teaching and learning.

1  2  3  4

**4.5 Teachers accept their role in student successes or failures.**

Teachers recognize and accept their professional role in student successes or failures.

1  2  3  4

**4.6 Teacher assignments are based on strengths.**

Leadership intentionally assigns teachers to maximize opportunities for all students based on the teacher's instructional strengths.

1  2  3  4

**4.7 Teachers communicate student progress with parents.**

Teachers communicate regularly with families about individual student progress.

1  2  3  4

**4.8 Teachers care about students and inspire best efforts.**

There is evidence that the teachers and staff care about students and inspire best efforts.

1  2  3  4

**4.9 Multiple communication strategies are used to disseminate information.**

Multiple communication strategies are used for the dissemination of information to all stakeholders.

1  2  3  4

**4.10 Student achievement is valued and publicly celebrated.**

There is evidence that student achievement is highly valued and publicly celebrated.

1  2  3  4

**4.11 Equity and diversity are valued and supported.**

Leadership provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and appreciation of diversity.

1  2  3  4

## Oklahoma Essential Element 5: Learning Environment - Student, Family, and Community Support

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

### Performance Expectations:

The school leader sets high expectations for all students to learn high-level content. The school leader keeps everyone informed and focused on student achievement. The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.

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2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

### 5.1 Families and communities are active partners.

Families and the communities are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

 1  2  3  4

### 5.2 All students have access to all curriculum.

Structures are in place to ensure that all students have access to all the curriculum.

 1  2  3  4

### 5.3 School provides organizational structure.

The school/district provides organizational structure and supports instructional practices to reduce barriers to learning.

 1  2  3  4

### 5.4 Student instructional assistance is provided outside of the classroom.

Students are provided with a variety of opportunities to receive additional assistance to support learning beyond the initial classroom instruction.

 1  2  3  4

### 5.5 The school/district maintains an accurate recordkeeping system.

The school/district maintains an accurate student recordkeeping system that provides timely information pertinent to the academic and educational development of students.

 1  2  3  4

## Oklahoma Essential Element 6: Learning Environment - Professional Growth, Development, and Evaluation

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

### Performance Expectations:

The school leader provides opportunities for research-based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

### 6.1 Long-term professional development plans are written.

There is evidence of support for the long-term professional development needs of individual staff members.

 1  2  3  4

### 6.2 There is a plan to build instructional capacity with on-going professional development.

The school has an intentional plan for building instructional capacity through on-going professional development.

 1  2  3  4

### 6.3 Professional development is aligned with student performance goals.

Professional development priorities align with goals for student performance and the individual professional development plans of staff.

 1  2  3  4

### 6.4 School improvement goals are connected to student learning goals.

Plans for school improvement directly connect goals for student learning and the priorities for professional development.

 1  2  3  4

### 6.5 Professional development is on-going and job-embedded.

Professional development is on-going and job-embedded.

 1  2  3  4

### 6.6 Professional development is aligned to analysis of test data.

Professional development planning shows a direct connection to the analysis of student achievement data.

 1  2  3  4

### 6.7 The school has a clearly defined teacher evaluation process.

The school/district has a clearly defined teacher evaluation process.

 1  2  3  4

### 6.8 The district and site leaders provide sufficient professional development resources.

Leadership provides the time resources and fiscal resources for professional development.

 1  2  3  4

### 6.9 Teacher evaluations and professional development plans are used effectively.

The school/district effectively uses the teacher evaluation and the individual professional development plan to improve staff proficiency.

 1  2  3  4

### 6.10 The evaluation process meets or exceeds statutes.

Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulations.

 1  2  3  4

### 6.11 The needs of instructional leaders are addressed.

The school/district professional development plan identifies specific instructional leadership needs.

 1  2  3  4

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

Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

 1  2  3  4

## Oklahoma Essential Element 7: Efficiency - Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

### Performance Expectations:

The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

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

Leadership has developed and sustained a shared vision.

 1  2  3  4

### 7.2 Leadership decisions are collaborative and data-driven.

Leadership decisions are focused on student academic performance and are data-driven and collaborative.

 1  2  3  4

### 7.3 The leaders develop a professional development plan focused on effective skills.

There is evidence that all administrators have a professional development plan focused on the development of effective leadership skills.

 1  2  3  4

### 7.4 The leadership team disaggregates data.

There is evidence that the school and district leadership team disaggregates data for use in meeting the needs of a diverse population; communicates the information to school staff; and incorporates the data systematically into the school's plan.

 1  2  3  4

### 7.5 The leadership team provides access to curriculum and data.

The leadership team ensures all instructional staff has access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.

 1  2  3  4

### 7.6 The school leadership maximizes time effectiveness.

The school leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

 1  2  3  4

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

The leadership team plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers to sustain continuous school improvement.

 1  2  3  4

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

The school/district leadership provides the organizational policies and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

 1  2  3  4

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

The site and district leadership team provides a process for the development and the implementation of school policies based on anticipated needs.

 1  2  3  4

### 7.10 School policies have an intentional focus on student academic performance.

There is evidence that school-based, decision-making policies have an intentional focus on student academic performance.

 1  2  3  4

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

There is evidence that the leadership team demonstrates skills in the areas of academic performance, learning environment, and efficiency.

 1  2  3  4

## Oklahoma Essential Element 8: Efficiency - Organizational Structure and Resources

The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff.

### Performance Expectations:

The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.

Use the following rating scale for the Needs Assessment below.

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2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

**8.1 The school/district maximizes organization of resources for achievement.**  
The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff.

 1  2  3  4

**8.2 Master schedule provides all students access to all curriculum.**  
The master schedule reflects that all students have access to the entire curriculum.

 1  2  3  4

**8.3 Staffing is based on student needs.**  
The instructional and noninstructional staff are allocated and organized based upon the learning needs of all students.

 1  2  3  4

**8.4 The staff use of instructional time is efficient in order to maximize learning.**  
There is evidence that the staff makes efficient use of instructional time to maximize student learning.

 1  2  3  4

**8.5 Vertical and horizontal team planning is focused on the improvement plan.**  
Staff promotes vertical and horizontal team planning across content areas and grade configurations that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers, emphasis on learning time and not seat time, and integrated units).

 1  2  3  4

**8.6 Schedule is aligned with student learning needs.**  
The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., organization based on developmental needs of students and interdisciplinary units).

 1  2  3  4

**8.7 Resources are used equitably.**  
The school/district provides a clearly-defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.

 1  2  3  4

**8.8 Budget for discretionary funds is directed by an assessment of needs.**  
The school/district budget reflects decisions about discretionary funds and resources directed by an assessment of needs.

 1  2  3  4

**8.9 Funds are aligned with school goals.**  
School leadership analyzes funding and other resource requests to ensure the requests are connected to the school's plan and identified priority needs.

 1  2  3  4

**8.10 State and federal funds are allocated to align with school goals and data needs.**  
State and federal program resources are allocated and integrated to address students needs identified by the school/district.

 1  2  3  4



## Oklahoma Essential Element 9: Efficiency - Comprehensive and Effective Planning

The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

### Performance Expectations:

The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.

Use the following rating scale for the Needs Assessment below.

1. This element does NOT exist.
2. Some aspects of this element exist, but it is not systemic.
3. Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4. This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

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

There is evidence that a collaborative process was used to develop the vision, beliefs, mission, and goals that engaged the school community as a community of learners.

 1  2  3  4

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

There is evidence the school/district planning process involves collecting, managing, and analyzing data.

 1  2  3  4

### 9.3 Data is used for school improvement planning.

The school/district uses data for school improvement planning.

 1  2  3  4

### 9.4 Plans reflect research-based expectations for learning.

School and district plans reflect learning research and current local, state, and national expectations for student learning and are reviewed by the planning team.

 1  2  3  4

### 9.5 The school/district analyzes student learning needs.

The school/district analyzes its students' unique learning needs.

 1  2  3  4

### 9.6 Desired learning results are defined.

The desired results for student learning are defined.

 1  2  3  4

### 9.7 Data is used to determine strengths and limitations.

Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

 1  2  3  4

### 9.8 School goals are defined.

The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

 1  2  3  4

### 9.9 School improvement action steps are aligned with goals and objectives.

The action steps for school improvement are aligned with the school improvement goals and objectives.

 1  2  3  4

### 9.10 The plan identifies resources, timelines, and personnel responsibility.

The plan identifies resources, timelines, and persons responsible for carrying out each activity.

 1  2  3  4

### 9.11 A process is established to effectively evaluate plan.

The means for evaluating the effectiveness of the improvement plan are established.

 1  2  3  4

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

The improvement plan is aligned with the school's profile, beliefs, mission, and desired results for student learning and an analysis of instructional and organizational effectiveness.

 1  2  3  4

### 9.13 The plan is implemented as developed.

The plan is implemented as developed.

 1  2  3  4

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

The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

 1  2  3  4

### 9.15 Evaluate degree of student performance specified in the plan.

The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

 1  2  3  4

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

There is evidence that documents the commitment to sustain continuous improvement.

 1  2  3  4