



What Are Essential Elements for School Improvement?

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Goals for Today



- To provide an overview on
Oklahoma's Nine Essential Elements
- To provide tools and resources that districts
and schools can utilize to improve teaching
and learning

Oklahoma Nine Essential Elements

One Goal: Improved Student Achievement



The Essential Elements Framework Provides Tools For Improving Student Learning 3 Big Ideas To Remember

- **Learning** is our fundamental purpose-
Academic Performance
- A **collaborative culture** creates high-
performing teams– **Learning Environment**
- **Results** grounded in evidence -
places a focus on results rather
than intentions – **Efficiency With
Collaborative Leadership**



**IMPROVED
STUDENT
ACHIEVEMENT**

**ACADEMIC
PERFORMANCE**

- Curriculum
- Classroom Evaluation/ Assessment
- Instruction

ENVIRONMENT

- School Culture
- Student, Family, Community Support
- Professional Growth and Development

LEADERSHIP

- Leadership
- Organizational Structure and Resources
- Comprehensive and Effective Planning

Comprehensive Framework

- Builds capacity of districts
- Provides support and resources
- Based on current research and best practices
- Defines high quality initiatives that support student achievement



Essential Elements Focus

You can see more
when you know
what you are
looking for!



The Nine Essential Elements Statewide System of Support

- **Align Curriculum** with *Oklahoma Academic Standards (EE1)*
- Provide **multiple rigorous and aligned assessments** with data informed instruction (EE2)
- Provide **varied instructional strategies** and systems of intervention to ensure students receive additional time and support for learning and require higher-order thinking skills in all classrooms (EE3)

The Nine Essential Elements Statewide System of Support

- Provide a **safe, orderly, and focused learning** environment for all students (EE4)
- **Engage families and communities** as active partners in student learning (EE5)
- Facilitate **team collaboration** and **job-embedded professional development** (EE6)

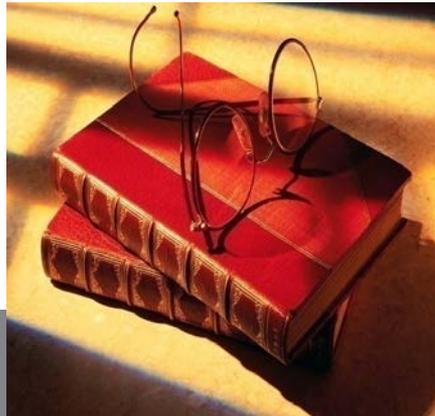
The Nine Essential Elements

Statewide System of Support

- **Develop shared vision** and make decisions that are collaborative & data driven with leadership team & all staff (EE7)
- **Maximize instructional time**, organizational resources, & state and federal funds for improved student achievement as facilitated by leadership team (EE8)
- Develop a **planning process** that engages stakeholder groups, involves collecting and analyzing data, and is evaluated effectively at least annually (EE9)

The Opportunity for All Schools

To exercise leadership for
continuous school improvement



Oklahoma Nine Essential Elements

The Oklahoma Nine Essential Elements provide the framework for the continuous school improvement process for all schools – urban, suburban, rural; large or small; high-performing or low-performing.

Needs Assessment



Use Performance Indicators as a Needs Assessment Checklist

The performance indicators provide a self-assessment checklist for **each** of the nine essential elements.



Use Performance Indicators as a **Needs Assessment Checklist**

The performance indicators for the school improvement process are intended to support educators as they make decisions about how to best facilitate student learning.

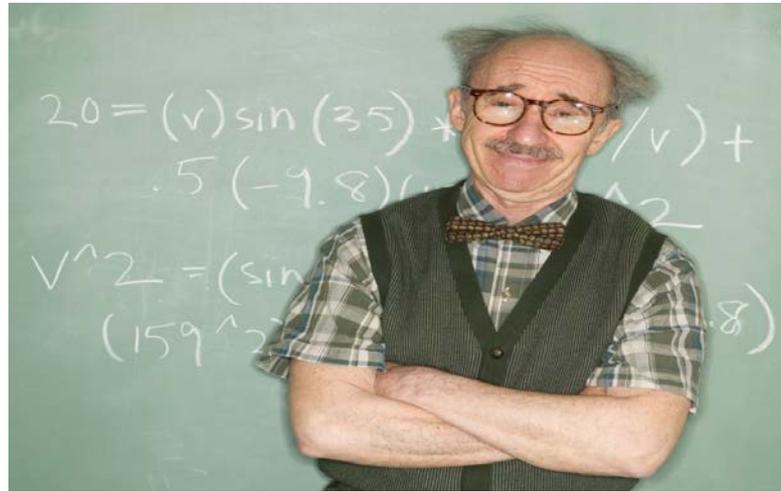


Essential Elements Provide A Way to Examine Critical Questions of Student Learning

1. What is it we expect students to learn?
2. How will we know when students have learned it?
3. How will we respond when students don't learn?
4. How will we respond when students already know it?



How Will You Share This Information With Your Teachers?



How Will You Bring This Back to Your Teachers?

- Use Performance Indicators Survey
- Provide time to collaborate to create yearly goals
- Facilitate collaboration to establish what to do when students are not learning
- Establish a full year cycle of improvement

Planning



Use Oklahoma Nine Essential Elements: Plan Implementation

Developing the structure and culture that engages people in learning is the primary task of leadership and perhaps the only way a leader can genuinely influence or inspire others.

Peter Senge



GMS Tabs v. Schoolwide Improvement Tabs



- Both the former GMS plan and the new School-Wide Improvement plan **utilize the Nine Essential Elements (9EEs)** to guide improvement.
- **The School Improvement Plan** has been revised to allow administrators to use one plan to meet different planning needs.
- School Support Specialists will **utilize the 9EEs embedded in the School Improvement Plan** to help guide support to sites.

GMS Tabs v. Schoolwide Improvement Tabs

Cycle: Original Application

[Click to Return to Organization Select](#)
[Click to Return to Application Select](#)
[Click to Return to Menu List / Sign Out](#)

The application has been submitted. No more updates will be saved for the application.

Overview	Carryover/Claimed	Contact Information	Identify Team Members	Practices	Budget Pages	Personnel	Para-Professionals	Technology Justification	LEA/School Improvement Assurances	Submit	Application History	Application Print
Practice 1	Practices 2a-d	Practices 3a-c	Practice 4	Practice 5	Practices 6a-b	Practices 7a-d	Practices 8a-c	Prac 9a				

Practice 1

1. The LEA shall review the performance of every principal, using established criteria (TLE model), to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skill, abilities, and leadership qualities necessary to lead the school in best practice efforts to sustain continuous school improvement will be replaced.

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN For Title I/Priority Schools Projects 511 and 515

New plan tabs

Overview	Comprehensive Needs Assessment	Reform Strategies	Instruction by HQT Highly Qualified Teachers	Professional Development	Effective Teacher Retention Teacher Recruitment/Retention	Parent Involvement Parent/Community Involvement	Student Transition	Teacher Inclusion in-School Decisions Teacher Inclusion in Data Decisions	Academic Interventions Student Interventions	Coordination Of Funds
	Establish a Planning Team Identify Planning Team									
	Vision for Reform									
	School Profile									
	Identify Data Sources									

School Improvement Plan (SIP)

- Each section is introduced with a concise explanation of its merit and connection to 9EEs.
- Each section contains **“Guiding Questions”** that assist in developing the required descriptive narrative that is unique to the site.
- Each section also contains **suggested “Monitoring/Compliance Documentation.”**

School Improvement Plan (SIP)

Comprehensive Needs Assessment

- Step 2 – Clarify Vision for Reform (7EE,9EE)
- Step 3 – Create the School Profile (7EE,9EE)
- Step 4 – Identify the Data Sources (2EE,4EE)
- Step 5 – Analyze Data (2EE,9EE)

School Improvement Plan Sections

Reform Strategies/HQT/PD/Teacher Recruitment-Retention/Parent-Community Involvement/Student Transition/Teacher Inclusion in Data Decisions/Student Interventions/Coordination of Funds

- Defined and Includes the Nine Essential Elements Connection
- Guiding Questions
- Descriptive Narrative
- Monitoring/Compliance Documentation

Implementation



How Should Teachers Respond When Kids Don't Learn?

Ensure students receive increased levels of time
and support

Ensure that interventions are timely

Ensure that interventions are increasingly directive
and **SYSTEMATIC**.



Teacher Inclusion in Data Decisions

- Provide teachers with ways to create and choose **ongoing assessments** such as observation, benchmarks, formative and summative assessments that identify student achievement. (EE2)
- Provide teachers with professional development that increases their understanding of the **assessment tools and how to use results to improve instruction.**(EE6)

Teacher Input for Data Decisions

GUIDING QUESTIONS

- Which assessments are currently being used by the school.
What do they measure?
- How do the assessments accurately identify at-risk students?
- What time been provided to teachers to work collaboratively to analyze the results of the assessments?
- How have teachers developed a list of strongest and weakest objectives using the standardized testing data?
- What input do teachers have for the type of assessments to be used at the school?

Teacher Input for Data Decisions

GUIDING QUESTIONS (EE3)

- How do teachers receive professional development on the multiple ways to disaggregate data and how to differentiate instruction?
- How are changes monitored & evaluated for improved student achievement?
- How do teachers hold regular data meetings to analyze student assessments & review student work with other teachers?
- How are assessments regularly evaluated for effectiveness?
- What document has been created showing the types of assessments, the timeline of implementation and the intended purpose?

Descriptive Narrative Prompt

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (0-5000 maximum characters used)

Example of a School's Response

- Teachers at Happy Trails ES are included in academic assessment decisions. The teachers regularly and continuously disaggregate assessment data for all students. Below are some examples:
 - At the beginning of the academic school year, administrators and teachers meet by grade level to discuss data from the previous year and to compare this data to the prior years. Analysis of this longitudinal data helps administration and teaching staff discern areas of curriculum weakness or academic weakness within a specific group of students. Teacher teams drill into the data and plan instructional strategies and interventions during grade level meetings.
 - OCCT data is displayed in visual formats (charts, graphs); a data wall is maintained.
 - Teachers maintain a data template for recording OCCT and quarterly benchmark data. The teachers create a data sheet for each student in order to monitor academic growth.
 - A variety of formative and summative assessment data is disaggregated: OCCT, quarterly benchmarks, teacher-generated tests, Scholastic Math Inventory, Scholastic Reading Inventory, Study Island), which are used for intervention.
 - Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored by the administration and district leaders.

Use Oklahoma Nine Essential Elements: Benefits

Provides System for Success

Provides Process for Improvement

Provides Tools and Resources for All



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