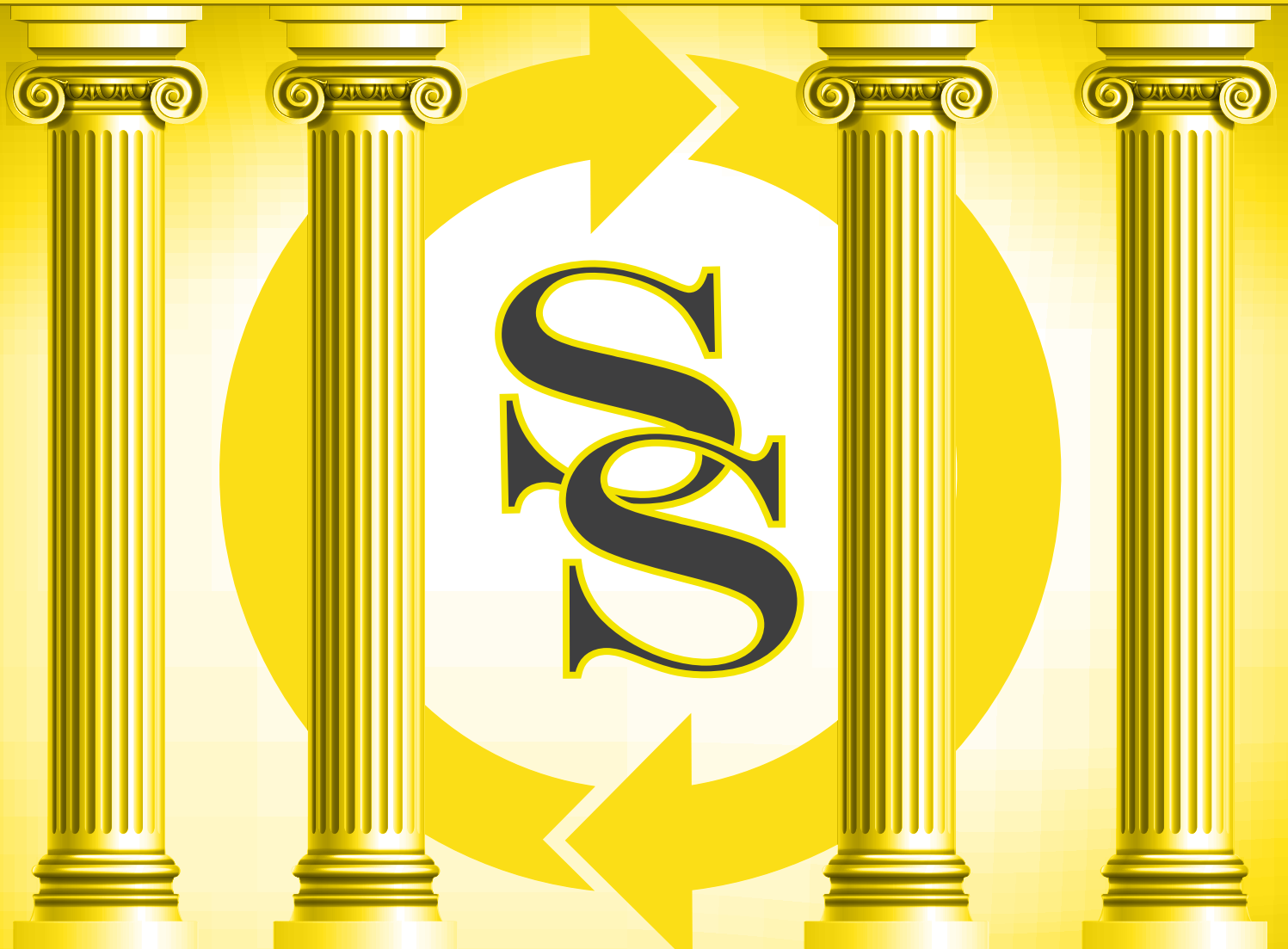


Challenge minds. Inspire hearts.

SAND SPRINGS PUBLIC SCHOOLS

Empower a community of learners.



2017-2022

STRATEGIC PLAN

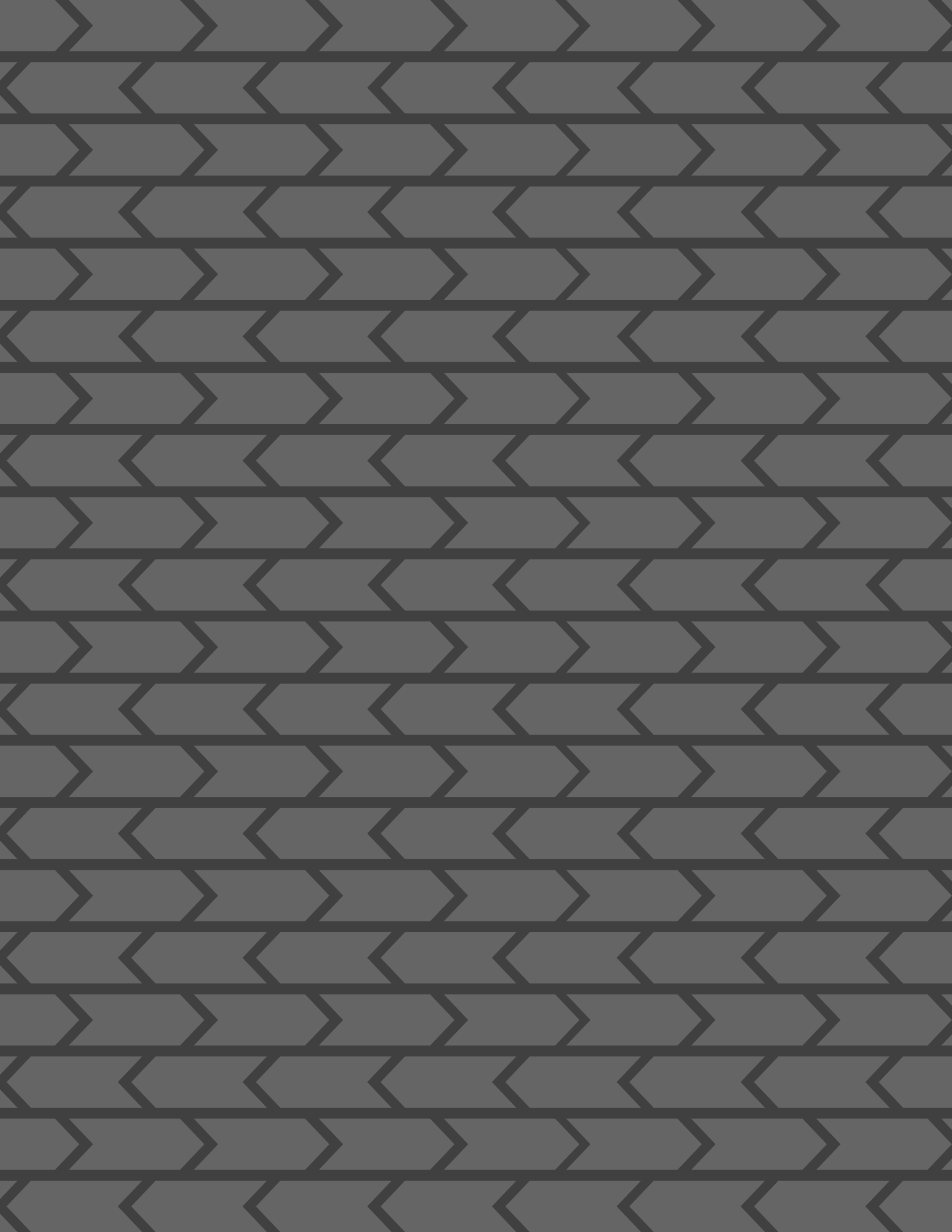


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Conveniently located just west of downtown Tulsa, the Sand Springs community embodies small town charm. As one of the oldest school districts in Tulsa County, Sand Springs has built a reputation as a district worthy of its motto: “Challenge minds. Inspire hearts. Empower a community of learners.” We have a fantastic community and it is evident that we deeply value our city, our schools, each other, and our

children. Our community is a partnership between people who are interested in improvement and making Sand Springs the best that it can be. As a school district, we share these values. We are committed to creating an environment that is safe for students and highly conducive to learning. Our children are the most important investment for our future, and we will be determined to guide them to achieve to their greatest potential—EVERY student.

Challenge minds. Inspire hearts. Empower a community of learners.
THINK BEYOND

Sherry Durkee
Superintendent



BOARD OF EDUCATION

Rusty Gunn	<i>President</i>
Bo Naugle	<i>Vice President</i>
Mike Mullins	<i>Member</i>
Jackie Wagnon	<i>Member</i>
Krista Polanski	<i>Member</i>
Kim Clenney	<i>Clerk</i>



STRATEGIC PLANNING TEAM MEMBERS

Sherry Durkee
Superintendent

Allison Potts

Angelia Noel

Brian Jackson

Catrina Edgar

Claudia Smith

Cristina Abbt

Dick Ford

Emily Glaser

Jamie Guthrie

Jay Rotert

Jennifer Smith

JJ Smith

Kami McCabe

Karen Biggs

Liz Binger

Megan Morrow

Michael Bynum

Mikael Howard

Mindy Roley

Renee McFarland

Rusty Gunn

Sarah Lattie

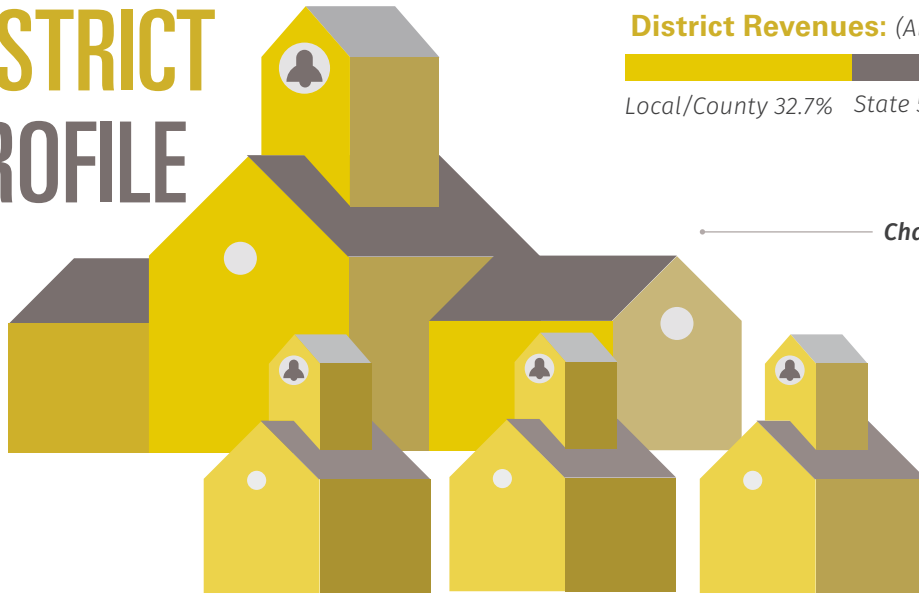
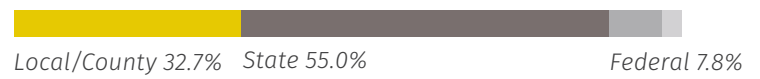
Stan Trout

Sylvia Fooshee

Vickie Harbaugh

DISTRICT PROFILE

District Revenues: (All Funds)



Charles Page High School (10-12)

Alternative Education Centers

- Page Academy (9-12)
- Tulsa Boys' Home
- Sand Springs Virtual Academy (6-12)

Central Ninth Grade Center (9)
Clyde Boyd Middle School (7-8)
Sixth Grade Center (6)



Elementary Schools

- Pratt Elementary School (K-5)
- Limestone Technology Academy (Pre-K to 5)
- Angus Valley Elementary (Pre-K to 5)
- Garfield STEAM Academy (K-5)
- Northwoods Fine Arts Academy (K-5)



Early Childhood Education Center (4 year olds)
Student Population:

261.9

Teachers

9

Counselors

24

Administrators

323

Support Staff

(13% with advanced degrees, 12.3 average years teaching experience)

10.1%

Identified as
Gifted and
Talented

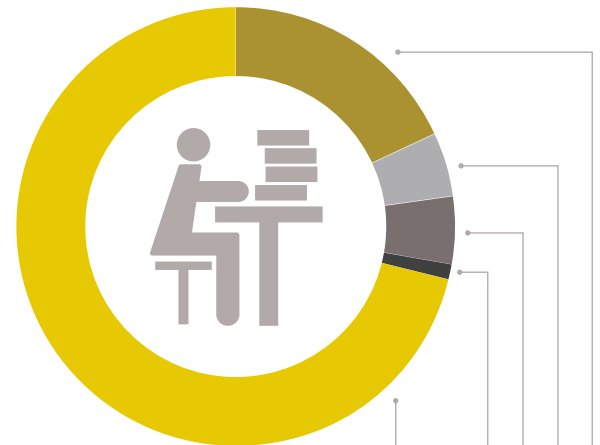
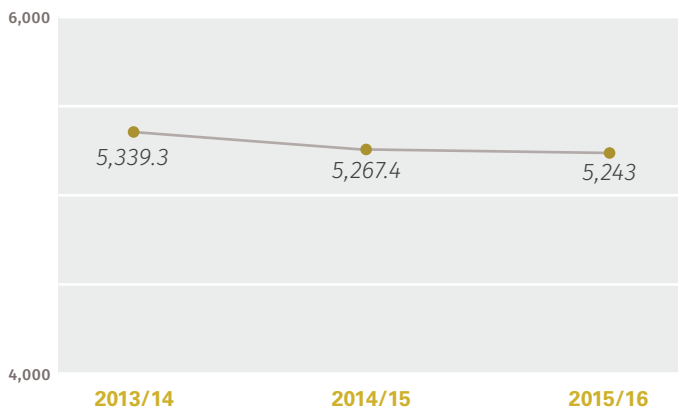
15.3%

Identified in
Special Education
Programs

1%

Identified as
English Language
Learners (ELL)

Enrollment Trends:



72% Caucasian

1% Asian

5% Black

5% Hispanic

18% American Indian

EXECUTIVE SUMMARY

By challenging minds, and inspiring hearts, Sand Springs Public Schools seek to empower a community of learners through four identified goal areas: Student Achievement, Teachers and Staff, Families and Community, and Resource Innovation.

To make this mission a reality, the district began a year-long journey to develop a five-year continuous improvement plan that was data informed and stakeholder driven. The resulting 2017-2022 Strategic Plan serves as a blueprint of transformation and progress for the district. The plan is designed to increase academic and behavioral performance for all students as they prepare to be college and/or career ready upon graduation from high school. This will be accomplished through a formal teacher induction and mentoring program, ongoing individualized and differentiated teacher development and the development of professional learning communities. These programs will assist in the successful recruitment and training of quality staff. In addition to quality personnel, the district recognizes the importance of effectively and efficiently meeting the needs of the whole child through structured Response to Intervention (RTI) programs aimed at both the academic and behavioral needs of all students. Realizing the importance of providing quality and sufficient resources to school staff and students, the strategic plan also addresses the integration of technology through a mobile device deployment plan. The district is also committed to providing well maintained buildings and grounds as well as providing

long-range plans for new buildings that will support successful student achievement. In an era of uncertain financial resources for public schools, the district's plan includes the need to align the district budget to the goals and objectives of the strategic plan and to seek alternative funding to support various initiatives. Last, but certainly not least, the district reaffirmed its commitment to family and community involvement through a Partners in Education program and an improved communication plan.

The five-year strategic plan provides a guiding structure for the district, individual schools, and the community to join together to empower their students for future success. It will serve as the foundation for each school in the district to develop annual plans in support of the district's Continuous Strategic Improvement Plan. The Board of Education will be charged with monitoring the implementation of the initiatives and action steps through regular updates from the goal area committees.

This strategic plan sets high expectations for each student, school staff member, parent, and community member to empower the school district by investing their support towards the initiatives outlined. Through these combined efforts, Sand Springs Public Schools will ensure that every student, regardless of ethnicity, language, disability, or income level will achieve high standards of learning. Together they will empower every child to maximize their potential for responsible, productive citizenship in the 21st century.



The Sand Springs Public School District is committed to empowering every child to maximize their potential for responsible, productive citizenship in the 21st century.

TIMELINE OF PLANNING PROCESS

PHASE I ENGAGE

PHASE II PLAN

“Who are we?” *district’s learner expectations, core beliefs, and core values*

The purpose of this phase is critical to the fidelity and sustainability of public education. Phase I gained stakeholder input in determining the community’s educational objectives. This process included community forums to engage stakeholders in reflective dialogue about the purpose and process of education in a local context. The community survey offered a second opportunity for stakeholders to provide input and ideas. Data collected from these were analyzed to reflect the community’s Learner Expectations, Core Beliefs, and Core Values which were used throughout the strategic planning process. Goal areas and performance objectives developed in Phase II were aligned to them.

- **September 8-October 7, 2016**
Community Survey
- **October 4, 2016**
7:30 am | Business Leaders | Charles Page HS
4:30 pm | Staff and Community | Fine Arts Center
6:00 pm | Community | Fine Arts Center
- **October 5, 2016**
8:30 am | Community | Garfield Elementary
3:30 pm | Staff and Community | Fine Arts Center
5:30 pm | Community | Clyde Boyd MS

“Where are we now?” *goal areas and performance objectives*

In this phase, the Planning Team, composed of school and community members selected by the superintendent engaged in a collaborative inquiry process to implement change. Team members were representative of the demographics of the district with 75% of the membership comprised of district leaders, school administrators, and teachers. The other 25% were students, parents, community members and a school board member who followed the process and served as a liaison to the local board of education. The Planning Team examined and analyzed a variety of district data types and sources. At the end of the second day of planning, based on the data analysis, goal areas were decided along with three to four performance objectives for each goal area.

- **December 5-6, 2016**
Sand Springs Early Childhood Education Center

PHASE III ACT

**“Where do we want to go?”
and “How will we know when we
get there?”** *SMART performance measures,
initiatives for each performance objective, action
steps for each initiative, timeline of initiatives*

All members of the Planning Team, except for students, returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community’s Learner Expectations, Core Beliefs, and Core Values. The Action Team’s mission was to simplify and focus these goal areas. After two days, the team had developed action steps as well as performance measures that were Specific, Measureable, Attainable, Results-oriented, and Time-bound (SMART). On the third day, the Action Team developed a timeline for the 5-year plan, being sure to consider not placing too many initiatives in any one year, not to overload any responsible person, and not to create a burden on the budget of any one year.

- **February 1-2, 2017**
Sand Springs Early Childhood Education Center
- **March 1, 2017**
Sand Springs Early Childhood Education Center

PHASE IV ACHIEVE

“How do we plan to get there?”
*training of a leadership team from each
school in the district to develop a site
level year one plan*

The district needs to be held accountable to achieve the goals set forth by this process. This phase worked with a leadership team from each school site to instruct them in the process of examining the district’s strategic plan and determining how each of their sites will address that plan. Using their individual school data, each school site developed a year-one plan, which will support the implementation of the district’s strategic plan. An accountability flow chart was developed and shared.

- **June 1, 2017**
Sand Springs Early Childhood Education Center

COMMUNITY ENGAGEMENT REPORT

The district's Learner Expectations, Core Beliefs, and Core Values were developed from community responses to the online survey and the focus questions asked at the community forums. All responses were compiled and then analyzed to represent one of these areas. As the strategic planning committees worked through the various stages of developing goals, objectives, initiatives, and action steps, they paused at each level of work and checked their decisions against what the community had expressed. Alignment to these expectations, core beliefs, and values are noted in the Rationale Statements for each objective.



Mission Statement

Empowering every child to maximize their potential for responsible, productive citizenship in the 21st century.

Motto

"Challenge minds, inspire hearts, and empower a community of learners."

Learner Expectations

Sand Springs Public Schools expect graduates of 2015 and beyond to be...

- Effective communicators
- Creative and critical thinkers
- Able to organize, set goals and manage their time
- Knowledgeable of core content
- Collaborators who resolve conflict effectively
- Users of technology
- Able to locate and use information
- Financially literate
- Persons of character
- Productive citizens willing to serve their community

These expectations will result in self-reflective students who are aware not only of their immediate community but of the world and cultures around them.

Core Beliefs

Sand Springs Public Schools believe that to realize their expectations for graduates, teaching and learning should provide opportunities for students to...

- Practice community service
- Be creative and innovative
- Be supported by involved parents/families/communities
- Study content relevant to the real world
- Collaborate with each other
- Practice basic skills of math, reading, and writing
- Use technology
- Learning based on student strengths and interests
- Be college and/or career ready

This type of teaching will require teachers with positive attitudes and pedagogical skills, flexible scheduling for teacher collaboration and student enrichment and remediation so that the needs of all students are met.

Core Values

In order to ensure quality teaching and learning, Sand Springs Public Schools value...

- Quality teachers
- A respectful and nurturing environment
- State-of-the-art school buildings and grounds
- Up to date technology to drive a 1 to 1 initiative
- Adequate finances
- Supportive class sizes
- Parental involvement
- Strong leadership of accountability
- School and community connections
- Competitive teacher salaries
- Quality programs that are innovative and meet the diverse needs of students

These values will be supported by ongoing professional development, effective communication, a rigorous curriculum, instructional materials and quality personnel who are given autonomy to make decisions about instruction and programs.

STRATEGIC GOAL SUMMARY

1

EMPOWER STUDENTS

Objective 1: Successful learning

- » Initiative: District-wide Response to Intervention (RTI) and innovative academic programs

Objective 2: Successful behaviors

- » Initiative: District-wide RTI for behavior

2

EMPOWER TEACHERS AND STAFF

Objective 1: Successful recruitment and training of teachers and staff

- » Initiative: Induction/mentoring program
- » Initiative: Individualized and differentiated teacher development

Objective 2: Successful school culture and climate

- » Initiative: Professional learning communities



3

EMPOWER FAMILIES AND COMMUNITY

Objective 1: Successful community engagement

» *Initiative: Partners in Education program*

Objective 2: Successful family engagement

» *Initiative: Communication plan*



4

EMPOWER RESOURCE INNOVATION

Objective 1: Successful integration of technology

» *Initiative: Technology mobile device deployment*

Objective 2: Successful environments for learning

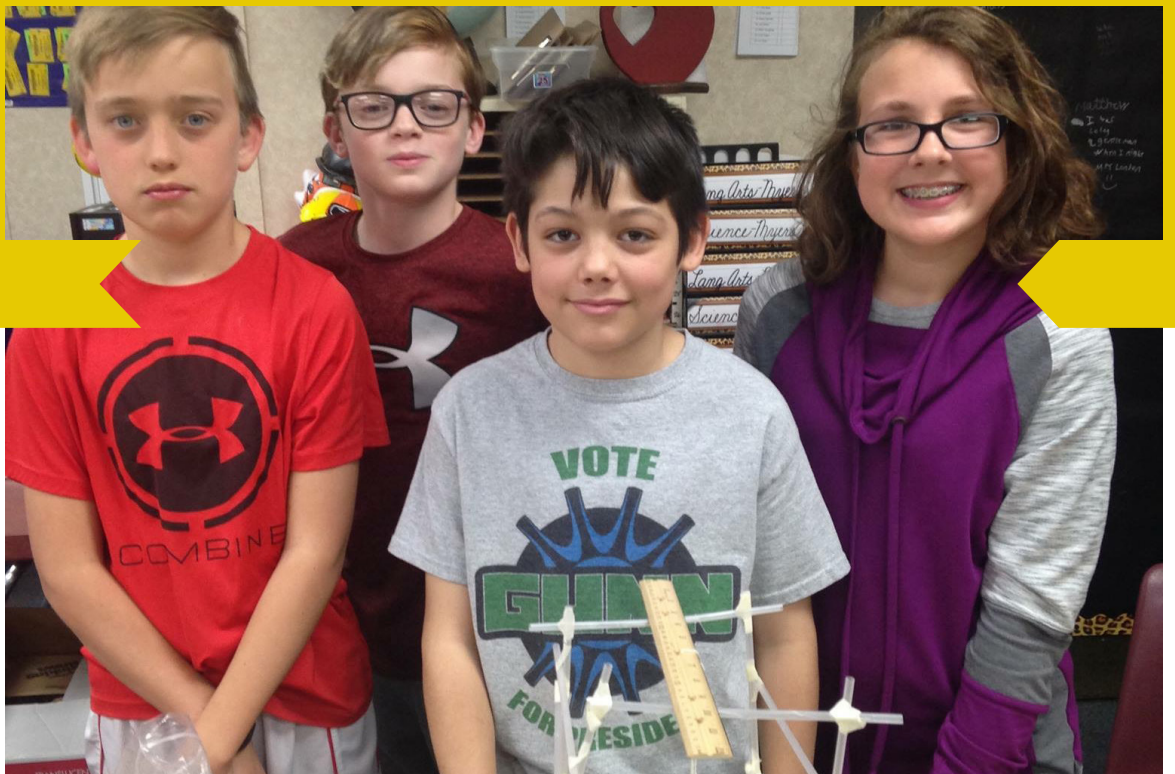
» *Initiative: Long-term bond plan*

» *Initiative: Evaluation and communication of maintenance program*

Objective 3: Successful financial support and resources

» *Initiative: Budget alignment*

» *Initiative: Alternative funding*





GOAL AREA #1

EMPOWER STUDENTS

GOAL AREA #1

EMPOWER STUDENTS

OBJECTIVE 1

Successful student learning

RATIONALE

By enhancing student learning, we will honor our community expectations in regards to knowledge of core content, college and career readiness, with the continuous practice of basic skills in math, reading, and writing while placing value on classroom size.

INITIATIVE 1

District-wide response to interventions (RTI) and innovative academic programs

ACTION STEPS

TIMELINE

Develop district RTI team that will assess current implementation, needs at each school site, and determine next steps/plan for implementation.

2017-18

Elementary Reading and Math

2017-18

- Provide intentional site schedules with time for Professional Learning Communities (PLC).
- Analyze AIMS Web data in reading and math.
- Plan for and provide for both enrichment and remediation to be determined for each school site such as: Science, Technology, Engineering and Math (STEM), Gifted and Talented (GT) programming, Project Lead the Way (PLTW).
- Provide a Summer Academy Reading Program (SARP).
- Provide before/after care at school sites that would be fee-based and could focus on learning objectives and enrichment.

2017-18

2018-19

2020-21

2021-22

Learning/Career Pathways

2020-21

- Provide a minimum of 2 career exploration activities (such as community members or Partners in Education participants to share about the career, field trips, individual student content specific career research, etc.) at each elementary grade level annually.
- Provide visuals in each classroom that promote college/ career going culture.
- Host a career day/fair for each grade in middle school.
- Host a financial information night for 8th grade parents annually.
- Ensure that each 8th grade student develops a high school personal learning pathway plan.

2018-19

2018-19

2019-20

2019-20



	ACTION STEPS	TIMELINE
PERFORMANCE MEASURE(S)	<ul style="list-style-type: none"> • Provide annual advisement for secondary students to ensure appropriate course selection/plan of study model. 	2018-19
	<ul style="list-style-type: none"> • Continue to provide credit recovery within one school year of course failure. 	2018-19
	<ul style="list-style-type: none"> • Align Advanced Placement (AP) classes to AP tests. 	2020-21
	<ul style="list-style-type: none"> • Continue to provide ACT prep classes. 	2020-21
<ul style="list-style-type: none"> • The AIMSweb spring district mean score for 3rd grade oral reading fluency will meet or exceed the national mean every year. • The AIMSweb spring district mean score for 5th grade math computation fluency will meet or exceed the national mean every year. • The STAR spring district mean score for 8th grade reading will meet or exceed the national mean each year. • By 2022, 95% of the graduation cohort will graduate on time according to the District Accountability Report. • By 2022, less than 57% of students retained will be free/reduced lunch status according to RSA district summary. • By 2022, 90% of students will pass Algebra I, according to course credits awarded. • By 2022, 50% of enrolled AP students will take the AP test according to the AP Score Report. • By 2022, 50% of enrolled AP students will have AP test scores of 3 or higher according to the AP Score Report. • By 2022, the school average Math ACT score will equal or surpass the college-readiness benchmark (CRB), according to the ACT Score Report. • By 2022, the school average Reading ACT score will equal or surpass the college-readiness benchmark (CRB), according to the ACT Score Report. • By 2022, the school average Science ACT score will equal or surpass the Science college-readiness benchmark (CRB), according to the ACT Score Report. • By 2022, the school average Reading ACT score will equal or surpass the English college-readiness benchmark (CRB), according to the ACT Score Report • By 2022, 2% or less of students will miss no more than 20% of the school year according to student data. 		

GOAL AREA #1

EMPOWER STUDENTS

OBJECTIVE 2

Successful student attitude/behavior

RATIONALE

By developing innovative student character education programs, we will honor our community's expectation in regard to character development.

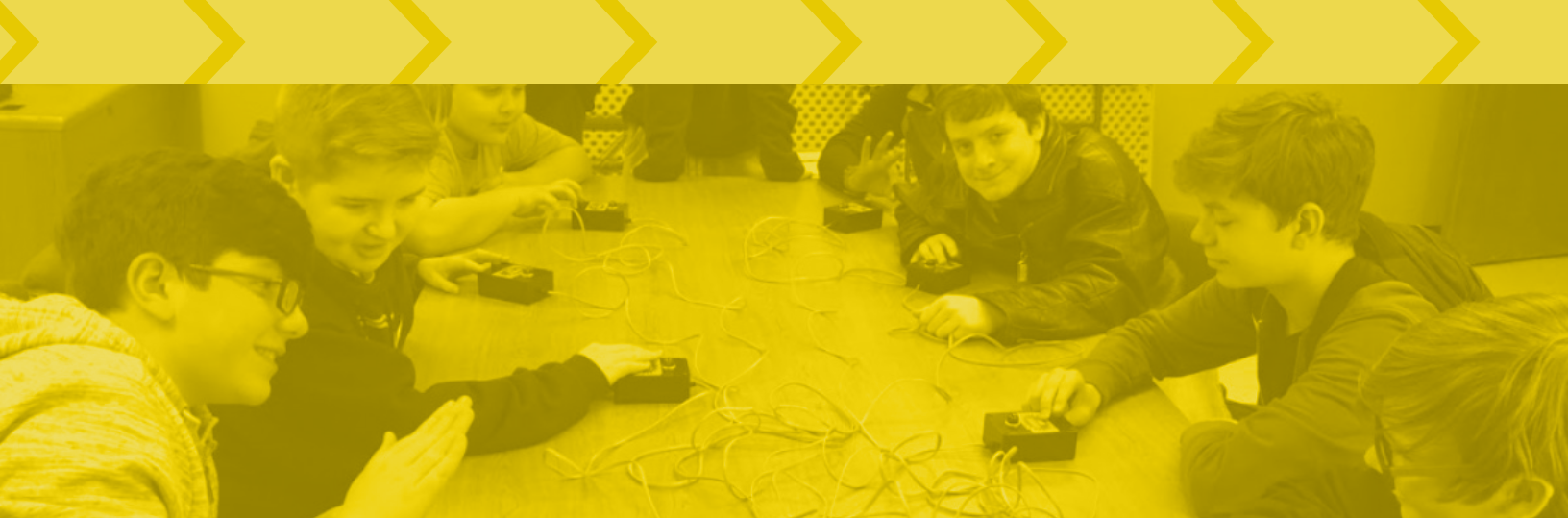
INITIATIVE 1

*District-Wide
Response-to-
Intervention (RTI) for
Behavior*

ACTION STEPS

TIMELINE

<ul style="list-style-type: none"> Develop district RTI team that will assess current implementation, assess needs at each school site, and determine next steps/plan for implementation. 	2017-18
<ul style="list-style-type: none"> Develop method and consistent form to use across sites to track discipline referrals accurately. 	2017-18
Positive Behavior Intervention Support (PBIS) <ul style="list-style-type: none"> Provide professional development for all staff for awareness and need of PBIS. Create PBIS school site/district teams. Provide professional development for school site/district teams. Provide teacher/staff professional development by school site/district teams. Implement PBIS with all staff. Monitor and adjust. 	2017-18 2017-18 2017-18 2018-19 2018-19 on-going
Character Education <ul style="list-style-type: none"> Create a district character education committee with representation from each school site. Committee will gather data on current character education offerings and participation levels. Research additional character education programs appropriate to each site/level, as needed. Provide professional development on current and/or additional character education programs. Investigate alternative scheduling to ensure 100% participation. 	2017-18 2017-18 2017-18 2018-19 2018-19



PERFORMANCE MEASURE(S)

- *By 2022, according to the 3rd-5th grade school climate survey, 50% or less of elementary students will say they are teased or sometimes teased.*
- *By 2022, according to the 3rd-5th grade school climate survey, 50% or less of elementary students will say they are bullied or sometimes bullied.*
- *By 2022, according to the secondary school climate survey, 67% or more of secondary students will agree/strongly agree most students in my school treat each other well.*
- *By 2022, according to the secondary school climate survey, 25% or less of secondary students will agree/strongly agree that students are often teased.*
- *By 2022, according to program enrollment, students at each school site will participate in at least one character education program/activity annually.*

GOAL AREA #1

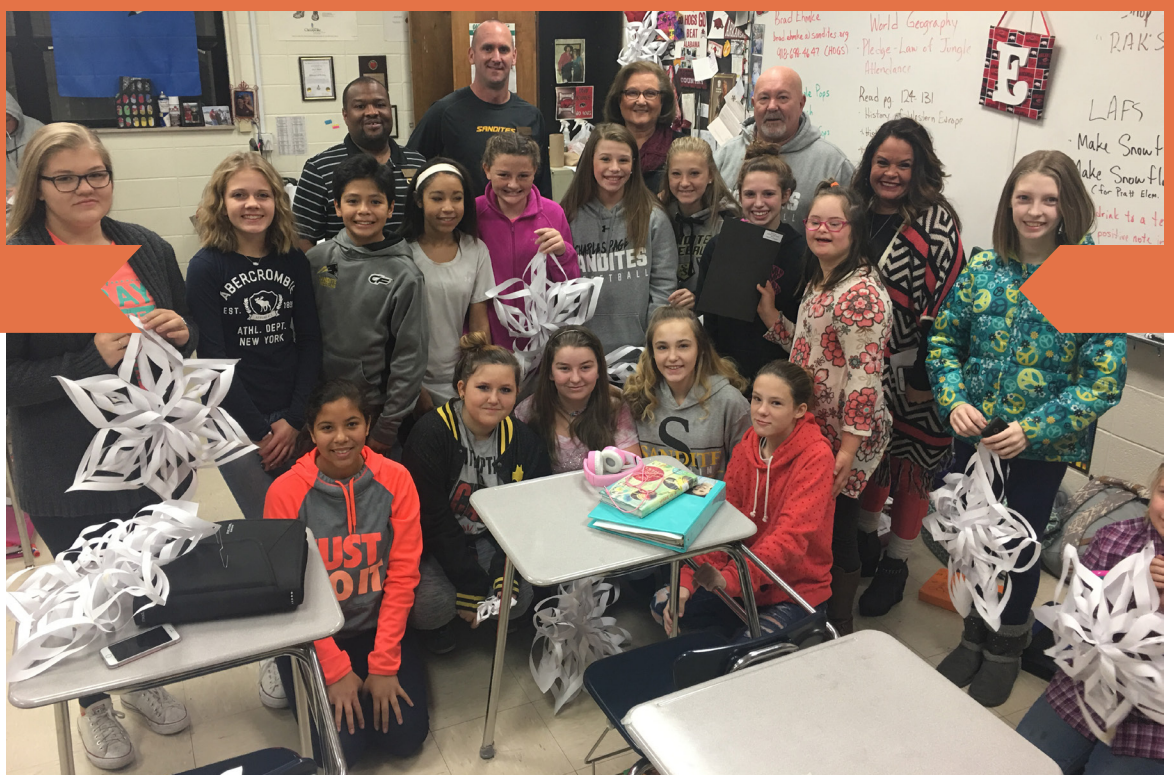
EMPOWER STUDENTS

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017	2018	2019	2020	2021	2022
Successful student learning	The AIMSweb spring district mean score for 3rd grade oral reading fluency will meet or exceed the national mean every year.	Yes 128 mean score	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean
	The AIMSweb spring district mean score for 5th grade math computation fluency will meet or exceed the national mean every year.	No 32 mean score	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean
	The STAR spring district mean score for 8th grade reading will meet or exceed the national mean each year.	832	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean	Meet or exceed national mean
	By 2022, 95% of the graduation cohort will graduate on time according to the District Accountability Report.	87%	89%	91%	92%	93%	94%	95%
	By 2022, less than 57% of students retained will be free/reduced lunch status according to RSA district summary.	57.5%	57.4%	57.3%	57.2%	57.1%	57.0	<57%
	By 2022, 90% of students will pass Algebra I, according to course credits awarded.	75%	77%	80%	83%	86%	89%	90%
	By 2022, 50% of enrolled Advanced Placement (AP) students will take the AP test according to the AP Score Report.	9.9%	20%	30%	35%	40%	45%	50%
	By 2022, 50% of enrolled AP students will have AP test scores of 3 or higher according to the AP Score Report.	3.8%	15%	25%	35%	40%	45%	50%
	By 2022, the school average Math ACT score will equal or surpass the college-readiness benchmark (CRB), according to the ACT Score Report.	19.2 (CRB=22)	20	20	21	22	22.5	School average => CRB
	By 2022, the school average Reading ACT score will equal or surpass the college-readiness benchmark (CRB), according to the ACT Score Report.	21.5 (CRB=22)	21.7	21.7	21.8	21.9	22.0	School average => CRB
	By 2022, the school average Science ACT score will equal or surpass the Science college-readiness benchmark (CRB), according to the ACT Score Report.	20.7 (CRB=23)	21.7	21.7	22.2	22.7	23.2	School average => CRB
	By 2022, the school average Reading ACT score will equal or surpass the English college-readiness benchmark (CRB), according to the ACT Score Report	19.9 (CRB=18)	20	20.1	20.2	20.3	20.4	School average => CRB
	By 2022, 2% or less of students will miss no more than 20% of the school year according to student data.	TBD	TBD	TBD	TBD	TBD	TBD	2%

OBJECTIVES

PERFORMANCE MEASURES		BASELINE	2017	2018	2019	2020	2021	2022
Successful student attitudes / behaviors	By 2022, according to the 3rd-5th grade school climate survey, 50% or less of elementary students will say they are teased or sometimes teased.	77.75%	70%	65%	60%	55%	53%	50%
	By 2022, according to the 3rd-5th grade school climate survey, 50% or less of elementary students will say they are bullied or sometimes bullied.	69.26%	65%	60%	55%	53%	52%	50%
	By 2022, according to the secondary school climate survey, 67% or more of secondary students will agree/strongly agree most students in my school treat each other well.	47.19%	50%	53%	57%	62%	65%	67%
	By 2022, according to the secondary school climate survey, 25% or less of secondary students will agree/strongly agree that students are often teased.	30.35%	30%	29%	28%	27%	26%	25%
	By 2022, according to program enrollment, 100% of the students at each school site will participate in at least one character education program/activity annually.	TBD	TBD	TBD	TBD	TBD	TBD	100%





GOAL AREA #2

EMPOWER TEACHERS AND STAFF

GOAL AREA #2

EMPOWER TEACHERS AND STAFF

OBJECTIVE 1

Successful recruitment and training of teachers and staff

RATIONALE

If we develop highly competent and qualified staff then we will honor our community's value of having quality staff, strong leadership, and accountability.

INITIATIVE 1

Induction/ mentoring program

ACTION STEPS

TIMELINE

Research, identify, and develop an induction/mentoring program.

2017-18

Conduct "Estimate of Needs" survey with all new hires after 2014.

2017-18

Identify mentors at each site.

2018-19

Train site principals and mentors in selected induction/mentoring program.

2019-20

Implement induction/mentoring program with all teachers and staff new to the district and/or to teachers with 0 to 3 years of experience.

2020-21

Monitor, evaluate and make adjustments to the program annually.

on-going

PERFORMANCE MEASURE(S)

- By 2022, the district will have a **formal** system for inducting/ mentoring teachers with 0 to 3 years of experience and/or teachers new to the district.



INITIATIVE 2

Individualized and differentiated teacher development

ACTION STEPS

TIMELINE

Teachers create a Personal Professional Development (PD) Plan focused on their individual strengths and areas for improvement.

2017-18

Conduct annual estimate of needs inventory to identify professional development (PD) needs district-wide.

2017-18

Provide district-wide professional development on identified areas of need

2018-19

Research/develop/identify program/process for providing peer observation or coaching to teachers in support of personal PD plans and Teacher Leader Effectiveness (TLE) evaluations.

2019-20

PERFORMANCE MEASURE(S)

- By 2022, 95% or more of teachers will score 3.2 or higher on the cumulative TLE each year.

GOAL AREA #2

EMPOWER TEACHERS AND STAFF

OBJECTIVE 2

Successful school culture and climate

RATIONALE

If we increase staff satisfaction then we will honor our community values of having a respectful and nurturing environment.

INITIATIVE 1 Professional learning communities (PLCs)

ACTION STEPS

TIMELINE

Review/revise Teacher Climate Survey to include questions addressing performance measures listed.

2017-18

Investigate approaches for effective implementation of professional learning communities aligned to the district's strategic plan. (Technology integration, Curriculum development, Instructional strategies, Specific skill development, Data informed decision making).

2017-18

Investigate approaches to flex academic schedule to permit meeting of PLCs within normal school day.

2018-19

Develop the structure and provide training in how to implement a PLC focused on identified professional development needs.

2019-20

Full implementation of PLC's.

2020-21

Administer revised Teacher Climate Survey and plan for next year based on data.

2020-21

PERFORMANCE MEASURE(S)

- By 2022, 80% of teachers will agree or strongly agree that the school's schedule provides time for teacher collaboration according to the Teacher Climate Survey.
- By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support instructional strategies according to the Teacher Climate Survey.
- By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support targeted specific skill development according to the Teacher Climate Survey.
- By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support data driven decision making according to the Teacher Climate Survey.
- By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support curriculum development according to the Teacher Climate Survey.
- By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support technology integration according to the Teacher Climate Survey.
- By 2022, 100% of sites will have professional learning communities (PLCs) which are aligned to district strategic plan.

GOAL AREA #2

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

EMPOWER TEACHERS AND STAFF

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Successful recruitment and training of staff	By 2022, the district will have a formal system for inducting/mentoring teachers with 0 to 3 years of experience and/or teachers new to the district.	0	0	0	0	1	1
	By 2022, 95% or more of teachers will score 3.2 or higher on the cumulative TLE each year.	TBD	TBD	TBD	TBD	TBD	95%
Successful school culture and climate	By 2022, 80% of teachers will agree or strongly agree that the school's schedule provides time for teacher collaboration according to the Teacher Climate Survey.	TBD	TBD	TBD	TBD	TBD	80%
	By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support instructional strategies according to the Teacher Climate Survey.	TBD	TBD	TBD	TBD	TBD	80%
	By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support targeted specific skill development according to the Teacher Climate Survey.	TBD	TBD	TBD	TBD	TBD	80%
	By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support data driven decision making according to the Teacher Climate Survey.	TBD	TBD	TBD	TBD	TBD	80%
	By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support curriculum development according to the Teacher Climate Survey.	TBD	TBD	TBD	TBD	TBD	80%
	By 2022, 80% of teachers will agree or strongly agree that current professional development efforts support technology integration according to the Teacher Climate Survey.	57.76%	60%	65%	70%	75%	80%
	By 2022, 100% of sites will have professional learning communities (PLCs) which are aligned to district strategic plan.	TBD	TBD	TBD	TBD	TBD	100%





GOAL AREA #3

EMPOWER FAMILIES AND COMMUNITIES

GOAL AREA #3

EMPOWER FAMILIES AND COMMUNITIES

OBJECTIVE 1

Successful community engagement

RATIONALE

If we strengthen community involvement, then we will honor community values for school and community connections.

INITIATIVE 1

Partners in Education program

ACTION STEPS

TIMELINE

Create an inventory of all current partners (organizations, corporations, churches, etc., who provide continuous support at any level to school sites) in the district.

2017-18

Define the purpose, goals and suggested guidelines for the Partners in Education program. (Create a one page information sheet explaining Partners in Education).

2017-18

Contact potential partners and schedule Partners in Education events to recruit and encourage collaboration.

2018-19

Create forms of recognition (banners, social media campaign, media press releases, printed promotion, etc..) for being Partners in Education.

2018-19

Continue to promote the use of the Parent Advocacy Action Teams to educate the community on current programs and issues.

on-going

PERFORMANCE MEASURE(S)

- By 2022, 100% of school sites will have at least 2 community partners.
- By 2022, 75% of community members will strongly agree/agree that our school staff collaborates with local community members according to the Community Survey.
- By 2022, 75% of community members will strongly agree/agree that our schools involve the community in decision making according to the Community Survey.
- By 2022, 85% of community members will agree/strongly agree that the school provides opportunities for their input according to the Community Survey.
- By 2022, 80% of community members will agree/strongly agree that the school values their input according to the Community Survey.

GOAL AREA #3

EMPOWER FAMILIES AND COMMUNITIES

OBJECTIVE 2

Successful family engagement

RATIONALE

If we increase family engagement, then we will honor what our community believes about involved parents, families, and communities.

INITIATIVE 1

Communication plan

ACTION STEPS

TIMELINE

Partner with a design expert to assist in developing a set logo and color standards for the district.

2018-19

Redesign website so that all district communication and information are linked through the district website.

2018-19

Designate one person who is responsible for managing and organizing communication district wide, specifically managing the district website and all public communication.

2018-19

Provide a podcast that provides information to the community.

2018-19

Provide ongoing and more accessible surveys to promote engagement with parents.

2018-19

Conduct site surveys to determine preferred communication.

2018-19

Transition all elementary site mascots to Sandites.

2018-19

Develop a consistent system for tracking parent volunteer hours and parent attendance at each school site.

2018-19

Provide personal invitations to parents who are not traditionally involved.

2018-19

PERFORMANCE MEASURE(S)

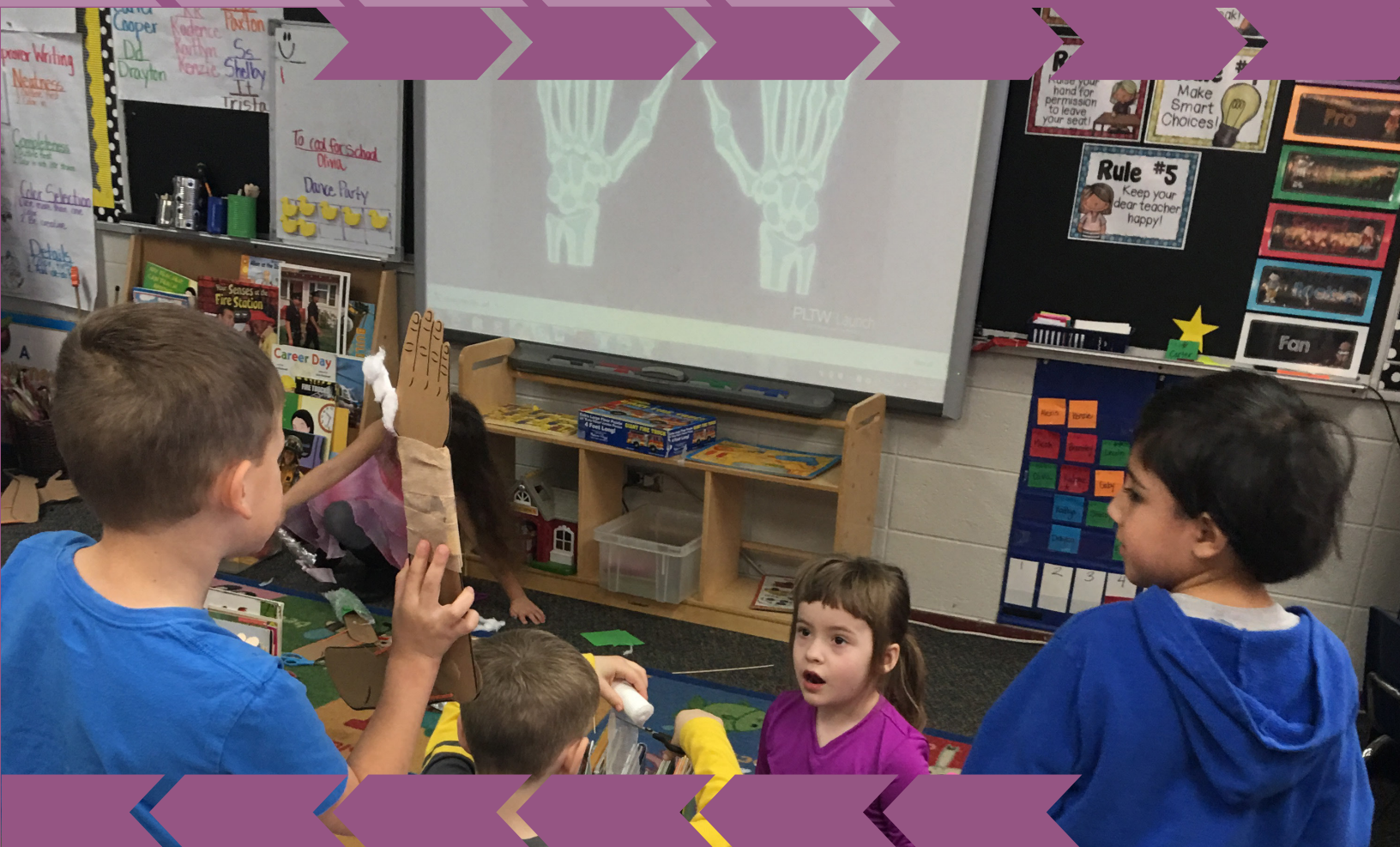
- By 2022, a 90% participation rate by parents for parent/teacher conferences will be maintained.
- By 2022, parents will volunteer 3.4 hours per student on average according to the District Profile.
- By 2022, 75% of families will visit their child's school 1 to 2 times per semester (not including dropoff/pickup)
- By 2022, 50% of families will visit the Sandites website once per month according to the Community Survey.
- By 2022, 15% of the total population will participate in the Community Survey.

GOAL AREA #3

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

EMPOWER FAMILIES AND COMMUNITIES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017	2018	2019	2020	2021	2022
Successful community engagement	By 2022, 100% of school sites will have at least 2 community partners.	TBD	TBD	TBD	TBD	TBD	TBD	100%
	By 2022, 75% of community members will strongly agree/agree that our school staff collaborates with local community members according to the Community Survey.	69.37%	70%	70%	75%	75%	75%	75%
	By 2022, 75% of community members will strongly agree/agree that our schools involve the community in decision making according to the Community Survey.	66.14%	70%	70%	75%	75%	75%	75%
	By 2022, 85% of community members will agree/strongly agree that the school provides opportunities for their input according to the Community Survey.	79.26%	80%	80%	80%	85%	85%	85%
	By 2022, 80% of community members will agree/strongly agree that the school values their input according to the Community Survey.	70.06%	70.06%	75%	75%	80%	80%	80%
Successful family engagement	By 2022, a 90% participation rate by parents for parent/teacher conferences will be maintained.	90%	90%	90%	90%	90%	90%	90%
	By 2022, parents will volunteer 3.4 hours per student on average according to the District Profile.	3.4 hours	3.4 hours	3.4 hours	3.4 hours	3.4 hours	3.4 hours	3.4 hours
	By 2022, 75% of families will visit their child's school 1 to 2 times per semester (not including dropoff/pickup)	49.26%	49.26%	55%	55%	65%	70%	75%
	By 2022, 50% of families will visit the Sandites website once per month according to the Community Survey.	37.92%	37.92%	40%	40%	45%	50%	50%
	By 2022, 15% of the total population will participate in the Community Survey.	2%	2%	5%	5%	10%	15%	15%



GOAL AREA #4

EMPOWER RESOURCE INNOVATION

GOAL AREA #4

EMPOWER RESOURCE INNOVATION

OBJECTIVE 1

Successful integration of technology

RATIONALE

If we provide technology for all students and educators then we will honor our community's value of having up-to-date technology to drive a one-to-one initiative.

INITIATIVE 1

Technology mobile device deployment

ACTION STEPS

TIMELINE

Evaluate current device purchasing plan.

2017-18

Determine policies regarding usage (including insurance fees, usage agreements, etc.).

2017-18

Implement one-to-one at ninth grade level by assigning technology to all students to keep 4 years.

2020-21

Provide technology integration professional development for 9th grade teachers.

2020-21

Develop a professional development plan for technology integration at remaining grade levels .

2020-21

Begin development of a mobile device deployment plan at the elementary level.

2021-22

PERFORMANCE MEASURE(S)

- By 2022, 100% of students in grades 9-12 will have a school issued device.
- By 2022, 95% of teachers will use classroom technology aligned to International Society for Technology in Education (ISTE) standards.

GOAL AREA #4

EMPOWER RESOURCE INNOVATION

OBJECTIVE 2

Successful environments for learning

RATIONALE

If we provide state of the art buildings and grounds then we will honor our community's value of having state-of-the-art school buildings and grounds.

INITIATIVE 1

*Long-term
bond plan*

ACTION STEPS

TIMELINE

Investigate bonding capacity.

2017-18

Organize a bond committee.

2017-18

Committee will prioritize needs, including but not limited to CNGC, safe rooms, cafeteria at Angus, sports facilities, administration building.

2017-18

Draft a plan to present to architects.

2017-18

Contact architectural firms for presentations, interviews, concepts.

2017-18

Architectural firms present concepts to the Board of Education.

2017-18

Develop and advertise plans and blueprints (depending upon Board of Education approval).

2017-18

Campaign for bond and vote.

2017-18

Bid out plans/blueprints.

2017-18

PERFORMANCE MEASURE(S)

• By 2022, all 9 school facilities will receive significant and appropriate updates.

GOAL AREA #4

EMPOWER RESOURCE INNOVATION

OBJECTIVE 2

Successful environments for learning

RATIONALE

If we provide state of the art buildings and grounds then we will honor our community's value of having state-of-the-art school buildings and grounds.

INITIATIVE 2 *Evaluation and communication of maintenance program*

ACTION STEPS

TIMELINE

Conduct an annual needs assessment audit according to <https://nces.ed.gov/pubs2003/2003347b.pdf> "Planning Guide for Maintaining School Facilities."

2018-19

Based on audit results, make necessary changes in maintenance staff to allow for specialization and/or processes.

2019-20

Train staff on new and more efficient cleaning methods.

2019-20

Inform teachers of maintenance request process.

2017-18

Provide principals with timeliness data of maintenance requests based on the annual audit.

2019-20

Principals will communicate timeliness data to teachers.

2019-20

Annually administer Student Climate Survey and Teacher Climate Survey.

2020-21

PERFORMANCE MEASURE(S)

- By 2022, at least 60% of 6th-12th grade students surveyed will agree or strongly agree that when something is broken at their school, it is fixed quickly according to the Student Climate Survey.
- By 2022, at least 60% percent of staff surveyed will agree or strongly agree that when something is broken at their school, it is fixed in a reasonable time frame according to the Staff Survey.
- By 2022, at least 80% of 6th-12th grade students surveyed will agree or strongly agree that their school is kept clean according to the Student Climate Survey.
- By 2022, at least 80% percent of staff surveyed will agree or strongly agree that their school is kept clean according to the Staff Survey.

GOAL AREA #4

EMPOWER RESOURCE INNOVATION

OBJECTIVE 3

Successful financial support and resources

RATIONALE

If we responsibly manage all financial resources then we will honor our community's value of having adequate finances.

INITIATIVE 1

Budget alignment

ACTION STEPS

TIMELINE

Develop annual district budget aligned to Strategic Plan goal area/objectives expenditures

2017-18

Manage revenues and expenditures for strategic plan goals/objectives

2017-18

Ensure monthly oversight by school board

2017-18

PERFORMANCE MEASURE(S)

- By 2022, 100% of strategic plan goal areas/objectives will be receiving appropriate funding.

GOAL AREA #4

EMPOWER RESOURCE INNOVATION

OBJECTIVE 3

Successful financial support and resources

RATIONALE

If we responsibly manage all financial resources then we will honor our community's value of having adequate finances.

INITIATIVE 2

Alternative funding

ACTION STEPS

TIMELINE

Provide periodic analysis of expenditures and revenue collections.

2018-19

Provide monthly analysis of expenditures and revenues.

2018-19

Educate personnel on the proper procedure to write grants according to <https://www.arts.gov/grants> and provide assistance in the process.

2018-19

Educate personnel on district protocol for grant applications and reporting.

Provide information on specific grant opportunities and timelines to all teachers.

2018-19

Investigate and develop incentive program for personnel who apply for and secure grants.

2019-20

Teachers will apply for at least one grant every three years.

2019-20

Contact prospective individual donors/foundations/corporations about financial partnerships.

2019-20

PERFORMANCE MEASURE(S)

- By 2022, 4% of the budget will be funded by grants and/or foundations.
- By 2022, 75% of teachers will apply for at least one grant every three years.

GOAL AREA #4

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

EMPOWER RESOURCE INNOVATION

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Successful integration of technology	By 2022, 100% of students in grades 9-12 will have a school issued device.	0%	0%	25%	50%	75%	100%
	By 2022, 95% of teachers will use classroom technology aligned to International Standards for Technology in Education (ISTE) standards.	TBD	TBD	TBD	TBD	TBD	95%
Successful environments for learning	By 2022, all 9 school facilities will receive significant and appropriate updates.	4	5	6	7	8	9
	By 2022, 60% of 6th-12th grade students surveyed will agree or strongly agree that when something is broken at their school, it is fixed quickly according to the Student Climate Survey.	40.53%	42%	45%	47%	50%	60%
	By 2022, 60% of staff surveyed will agree or strongly agree that when something is broken at their school it is fixed in a reasonable time frame according to the Staff Survey.	TBD	TBD	TBD	TBD	TBD	60%
	By 2022, 80% of 6th-12th grade students surveyed will agree or strongly agree that their school is kept clean according to the Student Climate Survey.	52.78%	—	—	60%	70%	80%
	By 2022, 80% of staff surveyed will agree or strongly agree that their school is kept clean according to the Staff Survey.	TBD	TBD	TBD	TBD	TBD	80%
Successful financial support and resources	By 2022, 100% of strategic plan goal areas/objectives will be receiving appropriate funding.	50%	75%	80%	90%	95%	100%
	By 2022, we will have 4% of the budget will be funded by grants and/or foundations.	2%	2	3	3	4	4%
	By 2022, 75% of teachers will apply for at least one grant every three years.	TBD	TBD	TBD	TBD	TBD	75%

FIVE YEAR TIMELINE OF INITIATIVES

2017-2018

2018-2019

2019-20

GOAL AREA #1

Develop district RTI teams for academics and behaviors

Provide PLC schedules

Implement PBIS

Develop method/system for tracking referrals

Plan for STEM, GT, and PLTW enrichments

Analyze AIMSWeb data in reading and math

Provide PD for all staff on PBIS

Character education PD

Character education committee, research and development

Host career days / promote college going culture

Review Teacher Climate Survey

Personal professional development plans

Identify mentors

PLC training, mentor training

GOAL AREA #2

Research and develop induction/mentoring program

Estimate of needs inventory

Investigate approaches for PLCs

District-wide PD

Inventory partners

Contact potential partners

Implement communication plan to redesign district brand, website, and communication strategies

GOAL AREA #3

Define Partners in Education Program needs, goals, guidelines

Recognize Partners in Education

Evaluate device purchase plan

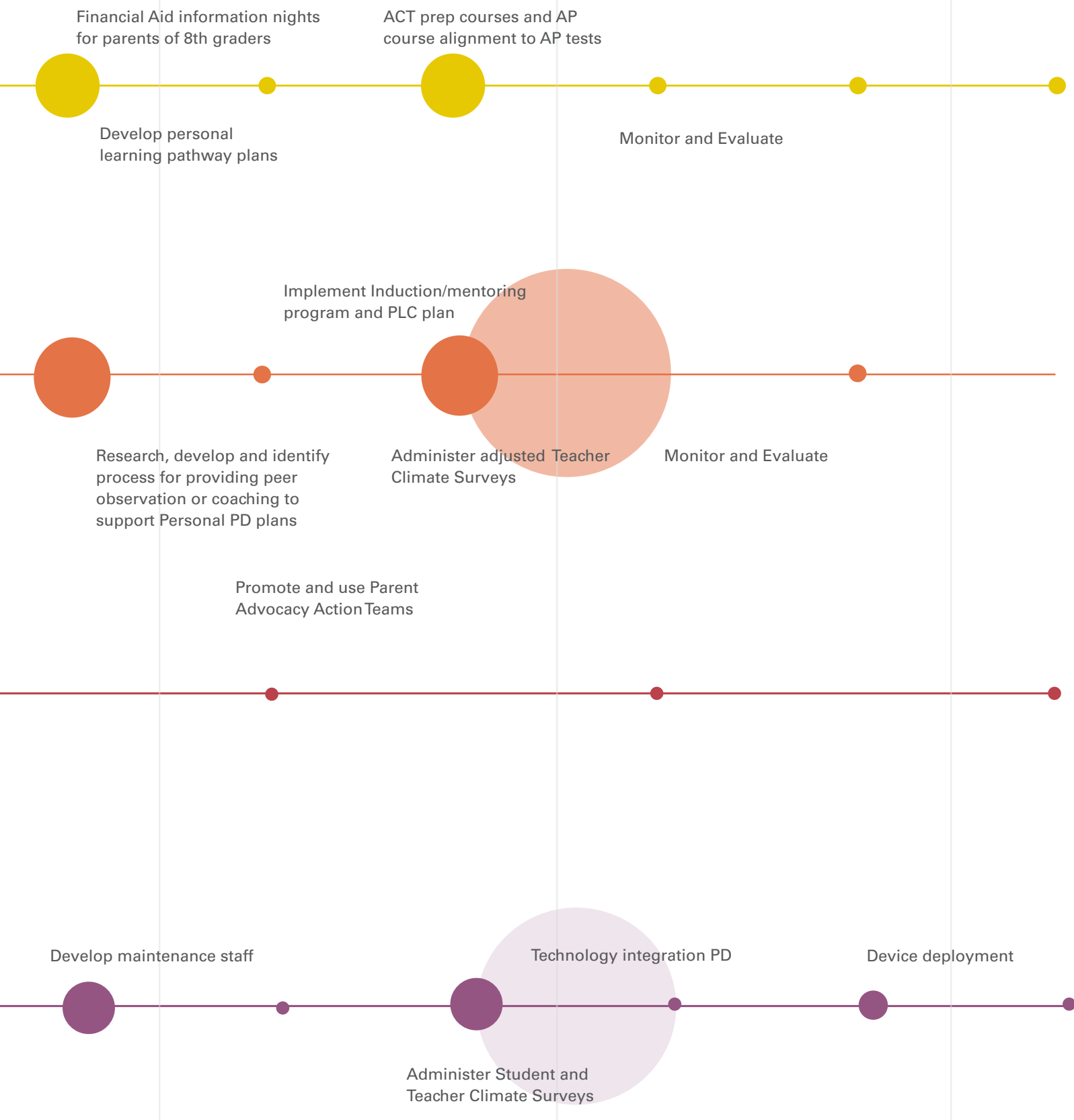
Implement bond plan

Needs assessment

GOAL AREA #4

Align budget

Inform teachers of maintenance request process



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The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Sand Springs Public School District, Board of Education and site administrators in this endeavor to determine a path for continuous strategic improvement. Through this stakeholder-driven process, a five-year strategic plan, directly aligned to the community's learner expectations, core beliefs and core values, has been developed to provide guidance for Sand Springs Public Schools' decision making and actions in the coming years. We also would like to acknowledge the dedication of the Planning Team and Action Team members who contributed their time, expertise, experience, and enthusiasm to the development of the Sand Springs Public School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

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