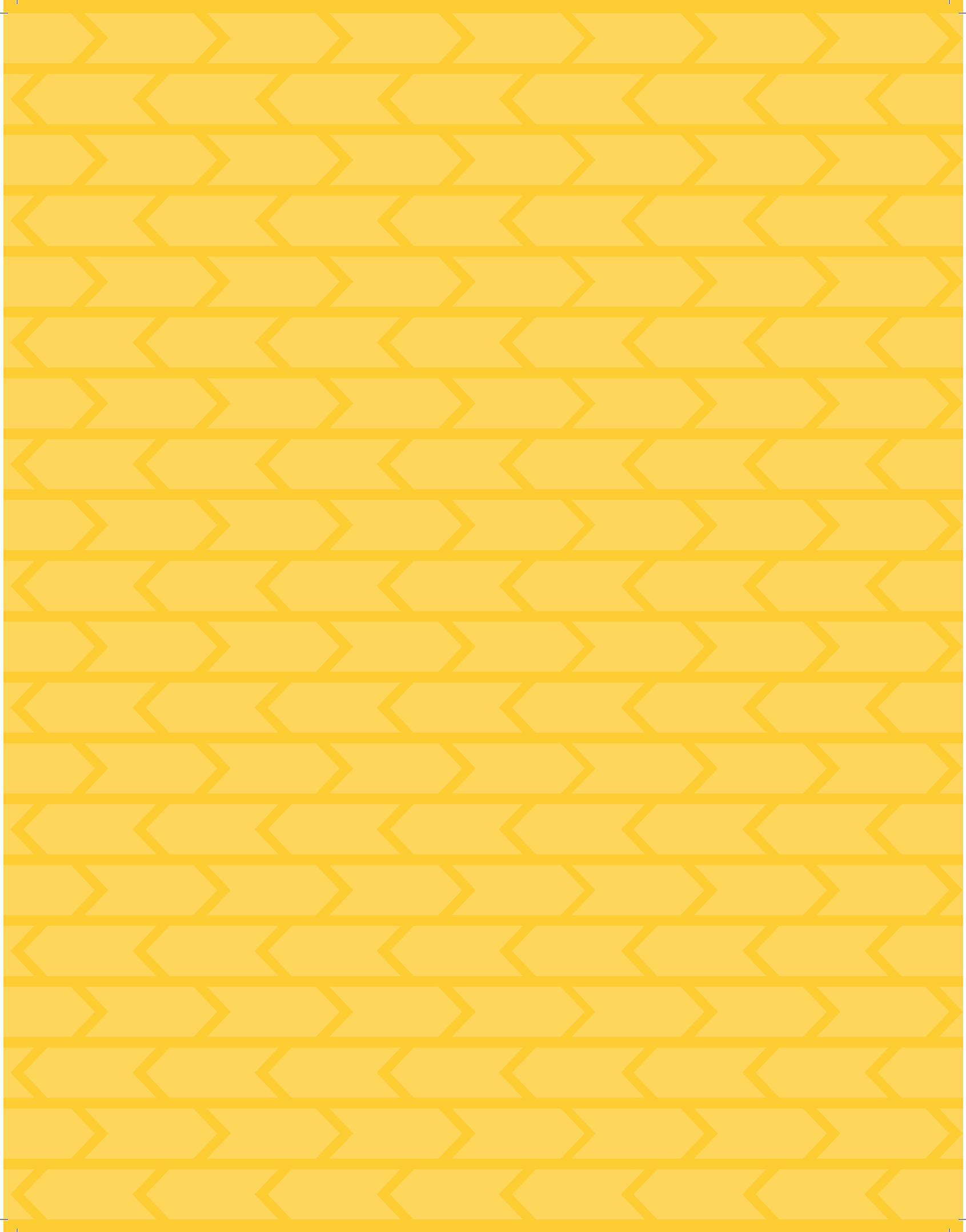




2017-2022

# STRATEGIC PLAN







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**O**ologah-Talala Public Schools takes great pride in the quality of education that is provided to its students. Our community has a longstanding tradition of educating students in a manner that allows them to become productive and influential members of the world in which they live.

Much of the success that our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of several months of hard work between board members, teachers, administrators, staff, students, and community leaders. This collaboration has not only helped in envisioning the future of the Oologah-Talala Public Schools, but also in the development of the roadmap that will take us there. By clearly articulating our values, vision, mission, focus areas, and objectives, we are in the position to continue in the direction of educational excellence.

I want to acknowledge the hard work and time given by so many in the development of this plan. A great deal of effort and creativity have been devoted to the development of a comprehensive plan that addresses areas in which our district will focus its resources. As we continue to move forward, this strategic plan will be used to guide our direction in doing that which is in the best interest of our students and community, and will make clear the goals of Oologah-Talala Public Schools.

**Max Tanner**  
*Superintendent*



# BOARD OF EDUCATION



**Robert Powell**  
*President*



**Zach Barron**  
*Vice President*



**Don Tice**  
*Member*



**Brian Wigginton**  
*Clerk*



**Lynda Runner**  
*Deputy Clerk*





# STRATEGIC PLANNING TEAM MEMBERS

**Max Tanner**  
*Superintendent*

Jerry Rutledge

Kendra Adkins

Mike Murray

Melissa Overcash

Schuyler Adkins

Rebekah Askew

Eric Rahn

Jennifer Adams

Kenzie Rogers

Trystan Daughtry

Kelli Dixon

Angie Gibson

Brandy Roberts

Betty Deen

Cheri Rogers

Blake Salt

Gracie Thoenen

Libby Thoenen

Brett Gibson

Cara Jones

Steve Clark

Janet Thoenen

Crysti York

Melissa Parrish

Brady DeSpain

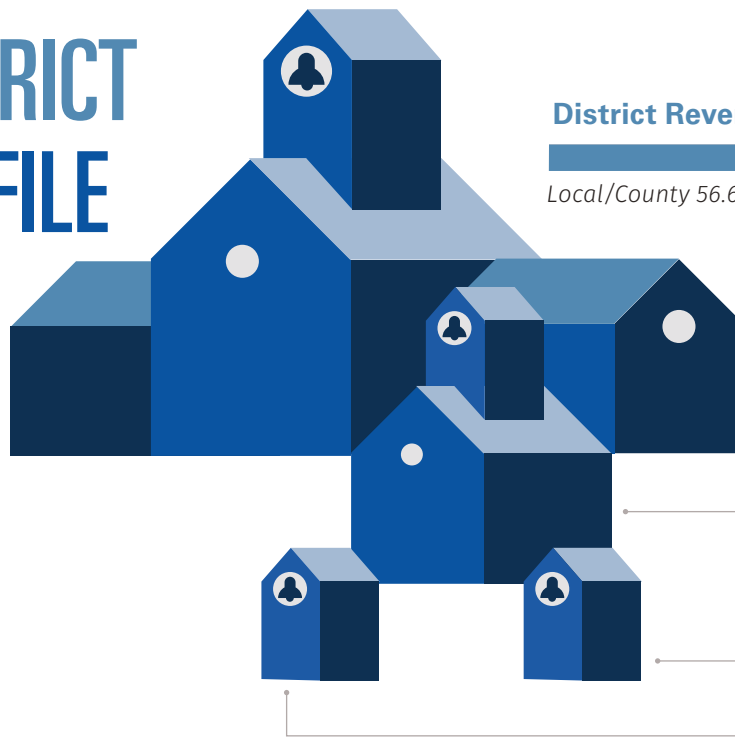
Eli DeSpain

Kent Jensen

Ben Noble



# DISTRICT PROFILE



## District Revenues: (All Funds)

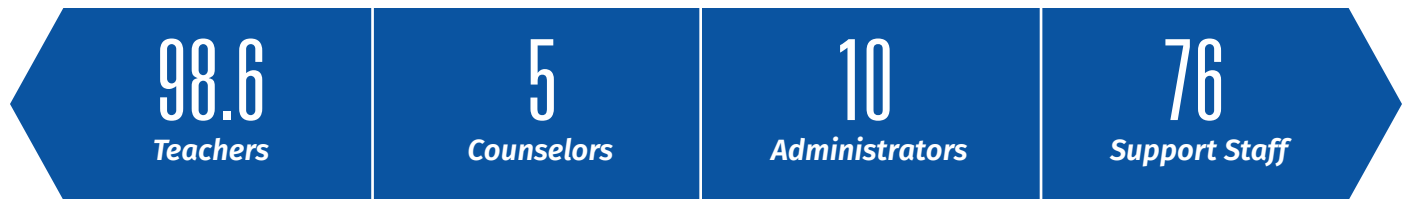


← *Oologah High School (9-12)*

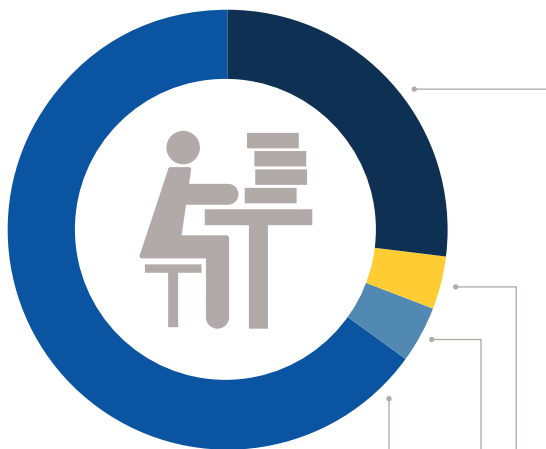
← *Oologah Middle School (6-8)*

← *Oologah Upper Elementary (3-5)*

← *Oologah Lower Elementary (Pre K-2)*

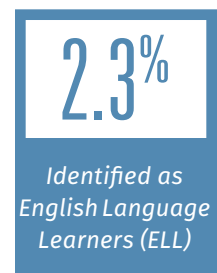


(16.2% with advanced degrees, 12.7 average years teaching experience)

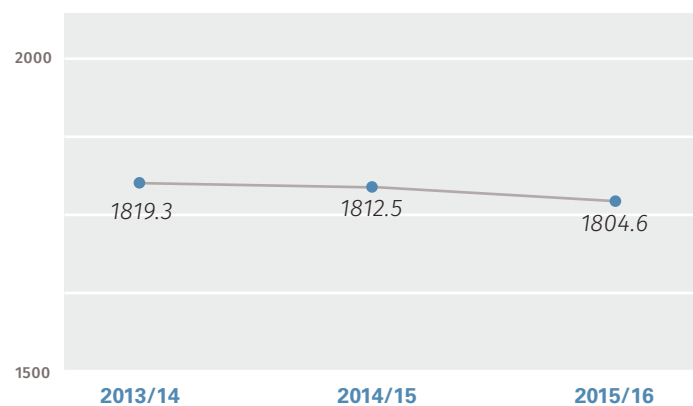


## Student Population:

65% Caucasian  
27% American Indian  
4% Asian  
4% Hispanic  
0% Black



## Enrollment Trends:





# EXECUTIVE SUMMARY


Oologah-Talala Public Schools' 2017-2022 Strategic Plan serves as a blueprint of district transformation and change. The district embarked on a transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. The plan stresses the importance of increasing the academic performance of all students through increasing student attendance, differentiating instruction, and providing information and services to students of all ages to increase college and/or career readiness. This will be accomplished by concentrating on the development and implementation of a comprehensive three-year technology plan with goals and objectives related to classroom use and instruction, professional development, budgets, maintenance, infrastructure, hardware, and software. Equally important in the plan is attention to a positive, nurturing environment for students, teachers, and parents. Finally, there is a shared commitment to strengthen community relations through parental and community

outreach utilizing structures such as a district communication plan, community service opportunities, school-sponsored extra-curricular organizations, and a superintendent's advisory committee.

This five-year strategic plan provides a framework for the district and individual schools to support the development of each child to his/her potential. It serves as the foundation for each school in the district to develop annual plans which will support the district's Continuous Strategic Improvement Plan. The Board of Education will continually monitor the initiatives and action steps through regular updates as to the progress of the plan.

This strategic plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level can achieve high standards of learning. Strategies are incorporated to ensure students will meet and/or exceed standards, graduate on time and will be creative, collaborative students who are college and/or career ready in a global society.



A group of ten students, nine girls and one boy, are posing on a red and yellow playground structure. They are arranged in three rows, with some standing on the ground and others on the structure's platforms. The students are smiling and looking towards the camera. The background shows a grassy field and some trees under a clear sky. A blue semi-transparent box is overlaid on the center of the image, containing white text.

**The Oologah-Talala Public School  
District, inspired by a tradition of  
excellence, is committed to the shared  
responsibility of preparing all learners  
for productive, responsible citizenship  
in an ever-changing world.**



# 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.

- **August 8-26, 2016**  
*Community Survey*
- **August 29, 2016**
  - *Community Forum*  
1:00 p.m. | *Oologah Assembly of God Church*
  - *Elementary Staff Forum*  
3:30 p.m. | *Oologah High School*
  - *Community Forum*  
6:00 p.m. | *Oologah High School*
- **August 30, 2016**
  - *Community Forum*  
1:00 p.m. | *Oologah Assembly of God Church*
  - *Elementary Staff Forum*  
3:30 p.m. | *Oologah High School*
  - *Community Forum*  
6:00 p.m. | *Oologah High School*

**“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 performance objectives for each goal area.

- **November 7-8, 2016**  
*Oologah Assembly of God Church*



## 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 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. 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 five-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 in the budget any one year.

- **January 24-25, 2017**  
*Oologah Assembly of God Church*
- **February 22, 2017**  
*Oologah Assembly of God Church*

## PHASE IV ACHIEVE

**“How do we plan to get there?”**  
*training of a site leadership team from each  
school site 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 works 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 the plan. Using their individual school data each school site develops a year one plan which will support the implementation of the district’s strategic plan. An accountability flow chart is developed and shared.

- **June 19, 2017**  
*Oologah Lower Elementary*



# COMMUNITY ENGAGEMENT REPORT

*The district's Learner Expectations, Core Beliefs, and Core Values were developed from the community responses to the online survey and to 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 to check 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.*





## **Learner Expectations**

Oologah Public Schools expect graduates of 2025 and beyond to be...

- Effective communicators
- Critical thinkers
- Knowledgeable of core content
- Organized and goal oriented
- Problem solvers
- Proficient in technology
- Skilled in basic finances
- Able to locate and use information
- Exhibit basic life skills
- A productive citizen

These expectations will produce creative, collaborative students who are college and career ready in a global society.

## **Core Beliefs**

Oologah Public Schools believe that to realize their expectations for graduates, teaching and learning should provide opportunities for students to participate in...

- Community service
- Relevant content/lessons
- Instruction aligned to student strengths and weaknesses
- Collaboration
- Practicing basic academic skills
- Communication skills
- Enrichment activities
- Use of technology
- Research
- Extended learning opportunities

This type of teaching and learning will be supported by family, community, and school resources in an environment that nurtures and prepares students for their futures.

## **Core Values**

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

- A respectful/nurturing environment
- Quality teachers/staff
- Adequate buildings/facilities
- Up-to-date technology
- Small class sizes
- Parental involvement
- School/community connections
- Strong leadership
- Innovative, student centered teaching

These values will be demonstrated daily within a democratic system of decision making that fosters quality academic and extracurricular programs through a rigorous curriculum that meets the diverse needs of all students.





# STRATEGIC GOAL SUMMARY

## GOAL AREA #1

### STUDENT ENGAGEMENT AND ACHIEVEMENT

**Objective 1: Increase academic performance**

» Initiative 1: Differentiated instructional strategies

**Objective 2: Increase college and career readiness**

» Initiative 1: College and career readiness

**Objective 3: Increase attendance and involvement**

» Initiative 1: Attendance programs

## GOAL AREA #2

### INSTRUCTIONAL RESOURCES

**Objective 1: Integrate technology**

» Initiative 1: 3-year technology plan

**Objective 2: Develop quality staff**

» Initiative 1: Personalized learning

**Objective 3: Maintain financial resources**

» Initiative 1: Bond Initiative







# GOAL AREA #3

## SCHOOL ENVIRONMENT

**Objective 1: Create a positive and nurturing environment**

» *Initiative 1: Student character program*

**Objective 2: Promote building to building collaboration and communication and foster positive relationships among staff**

» *Initiative 1: Ongoing team building program*

# GOAL AREA #4

## PARENTAL AND COMMUNITY OUTREACH

**Objective 1: Strengthen community relations**

» *Initiative 1: School sponsored extracurricular organizations*

» *Initiative 2: Community service*

**Objective 2: Increase and enhance communication between the schools and parents**

» *Initiative 1: District communication plan*

» *Initiative 2: Student climate survey*

**Objective 3: Increase parental awareness and involvement throughout the district**

» *Initiative 1: Superintendent's advisory committee*









# GOAL AREA #1

STUDENT ENGAGEMENT AND ACHIEVEMENT



# GOAL AREA #1

## STUDENT ENGAGEMENT AND ACHIEVEMENT

### OBJECTIVE 1

#### Increase academic performance

##### RATIONALE

*If we increase the academic performance of all students, then we will honor the learner expectations and produce creative students who are knowledgeable of core content and are critical thinkers.*

### INITIATIVE 1

#### *Differentiated instructional strategies*

##### ACTION STEPS

##### TIMELINE

Provide professional development to explore and define differentiated instruction for all faculty.

**2017-18**

Create a Professional Development Plan for each teacher based on criteria 9 and 10 of the Teacher Leader Effectiveness (TLE) model.

**2017-18**

Compile list of professional development topics based on district, site, and individual teacher needs.

**2017-18**

Develop a plan and schedule for district-wide professional development and site-based professional development

**2018-19**

Develop between site principals and individual teachers individualized professional development not addressed in district or site-based opportunities.

**2019-20**

Provide opportunities for teachers to share best practices through monthly Professional Learning Community (PLC), department meetings, grade-level meetings, faculty meetings or cross-building meetings.

**2020-21**

##### PERFORMANCE MEASURE(S)

- By 2022, 88% of 3rd grade Full Academic Year (FAY) students will score proficient or higher on the state Reading assessment.
- By 2022, 70% of 4th grade Individual Educational Plan (IEP) students will score proficient or higher on the state Reading assessment.
- By 2022, 90% of 5th grade FAY students will continue to score proficient or higher on the state Reading assessment.
- By 2022, 82% of 4th grade Economically Disadvantaged students will continue to score proficient or above on the state Reading assessment.
- By 2022, 58% of IEP 5th grade students will score proficient or higher on the state Reading assessment.
- By 2022, 86% of 5th grade Economically Disadvantaged students will continue to score proficient or higher on the state Reading assessment.
- By 2022, 80% of 6th grade FAY students will score proficient or higher on the state Reading assessment.
- By 2022, 70% of 6th grade Economically Disadvantaged students will score proficient or higher on the state Reading assessment.
- By 2022, 82% of 7th grade FAY students will score proficient or higher on the state Reading assessment.



**PERFORMANCE MEASURE(S)**

- By 2022, 70% of 7th grade Economically Disadvantaged students will score proficient or higher on the state Reading assessment.
- By 2022, 55% of 8th grade IEP students will score proficient or higher on the state Reading assessment.
- By 2022, 90% of FAY 8th grade students will continue to score proficient or higher on the state Reading assessment.
- By 2022, 84% of 8th grade Economically Disadvantaged students will maintain or increase a score of proficient or higher on OCCT Reading Test.
- By 2022, 81% of 3rd grade FAY students will continue to score proficient or higher on the state Math assessment.
- By 2022, 75% of 3rd grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.
- By 2022, 55% of 4th grade IEP students will score proficient or higher on the the state Math assessment.
- By 2022, 82% of 4th grade Economically Disadvantaged students will continue to score of proficient or higher on the state Math assessment.
- By 2022, 80% of 5th grade FAY students will score proficient or higher on the state Math assessment.
- By 2022, 75% of 5th grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.
- By 2022, 89% of 6th grade FAY students will continue to score proficient or higher on the state Math assessment.
- By 2022, 55% of 6th grade IEP students will score proficient or higher on the state Math assessment.
- By 2022, 83% of 6th grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.
- By 2022, 83% of 7th grade FAY will score proficient or higher on the state Math assessment.
- By 2022, 55% of 7th grade IEP will score proficient or higher on the state Math assessment.
- By 2022, 83% of 7th grade economically disadvantaged students will score proficient or higher on the state Math assessment.
- By 2022, 80% of 8th grade FAY students will score proficient or higher on the state Math assessment.
- By 2022, 55% of 8th grade IEP students will score proficient or higher on the state Math assessment.
- By 2022, 72% of 8th grade Economically disadvantaged students will score proficient or higher on the state Math assessment.
- By 2022, 72% of 8th grade female students will score proficient or higher on the state Math assessment.
- By 2022, 80% of 8th grade male students will score proficient or higher on the state Math assessment.
- By 2022, 72% of FAY 5th grade students will score proficient or higher on the state Science assessment.
- By 2022, 72% of Economically Disadvantaged 5th grade students will score proficient or higher on the state Science assessment.
- By 2022, 80% of 8th grade FAY students will score at or above proficient on the state Science assessment.
- By 2022, 20% of 8th grade FAY students will score advanced on the state Science assessment.
- By 2022, 65% off 5th grade FAY students will score proficient or higher on the state Science assessment.
- By 2022, 22 % of 5th grade FAY students will score advanced on the state Science assessment.
- By 2022, 70% of 8th grade FAY students will score proficient or higher on the state Science assessment.
- By 2022, 65% of 8th grade Economically Disadvantaged students will score proficient or higher on the state Science assessment.
- By 2022, 80% of high school FAY students will score proficient or higher on the state English assessment.
- By 2022, 85% of high school FAY students will score proficient or higher on the state Math assessment
- By 2022, 70% of high school FAY students will score proficient or higher on the state Science assessment.



# GOAL AREA #1

## STUDENT ENGAGEMENT AND ACHIEVEMENT

### OBJECTIVE 2

#### Increase college and career readiness

*If we increase the college and career readiness of the students, then we will value the learner expectations of producing creative, collaborative students who are college and career ready in a global society for the community.*

RATIONALE

### INITIATIVE 1

*College and career readiness*

#### ACTION STEPS

Provide exploration of different careers in the lower elementary years. Building will determine events. **2019-20**

Provide basic college exploration during upper elementary years. Building will determine events. **2019-20**

Align education pathways to careers during the middle school years. Building will determine events/processes. **2020-21**

Middle school students will set personal career pathway goals. **2020-21**

Provide advisement to high school students on course enrollment to meet personal pathway goals. **2021-22**

Provide high school students with specialized opportunities for college visits, on the job training, job shadowing, etc. **2021-22**

#### PERFORMANCE MEASURE(S)

- By 2022, 100% of elementary students will participate in a career event each year.
- By 2022, 100% of middle school students will set a personal learning pathway goal.
- By 2022, the average English ACT score for Oologah High School students will be 20.4 or higher.
- By 2022, the average Math ACT score for Oologah High School students will be 20.3 or higher.
- By 2022, the average Reading ACT score for Oologah High School students will be 21.5 or higher.
- By 2022, the average Science ACT score for Oologah High School students will be 21.5 or higher.
- By 2022, the average Composite ACT score for Oologah High School students will be 20.1 or higher.
- By 2022, 17% of the 2022 graduating class will meet all four ACT college readiness benchmarks.
- By 2022, 100% of all seniors will be enrolled In concurrent enrollment, Advanced Placement (AP) courses, career tech, or a post high school pathway (such as any of the above, on the job training (OJT), or job shadowing, etc).
- By 2022, 50% of AP students who take one or more AP exams will score a three or higher.
- By 2022, 20% of high school students will be enrolled in AP courses.
- By 2022, 100% of secondary teachers will have attended pre-AP or AP training.
- Graduation rates will maintain 99.3% through 2022.



# GOAL AREA #1

## STUDENT ENGAGEMENT AND ACHIEVEMENT

### OBJECTIVE 3

#### Increase attendance and involvement

##### RATIONALE

*If we increase the attendance rate of the students and the staff, then we will honor the core values of having quality teachers and staff and learner expectations to be knowledgeable of core content.*

### INITIATIVE 1

#### Attendance programs

##### ACTION STEPS

Research best practices in increasing student attendance.

**2017-18**

Create a research-based, age appropriate monthly/quarterly attendance program at each building site.

**2017-18**

Communicate plans to parents and students.

**2017-18**

Implement plans.

**2018-19**

Monitor and evaluate against the performance measure benchmarks and adjust annually.

**2019-20**

##### PERFORMANCE MEASURE(S)

- By 2022, the percent of students with 5 or more unexcused absences will be 50% or less.
- By 2022, the percent of students with 10 or more unexcused absences will be 25% or less.
- By 2022, the percent of teachers with 1 - 5 absences will be 20% or less.\*
- By 2022, the percent of teachers with 6 - 10 absences will be 30% or less.\*
- By 2022, the percent of students with 5 or more excused absences will be 5% or less.
- By 2022, the percent of students with 10 or more excused absences will be 1% or less.
- By 2022, 100% of all students will be involved in at least one club or extracurricular activity/organization, school or community sponsored.

**\*does not include school business absences**



# GOAL AREA #1

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### STUDENT ENGAGEMENT AND ACHIEVEMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Increase academic performance	By 2022, 88% of 3rd grade Full Academic Year (FAY) students will score proficient or higher on the state Reading assessment.	86%	86%	86%	87%	87%	88%
	By 2022, 70% of 4th grade Individual Educational Plan (IEP) students will score proficient or higher on the state Reading assessment.	69%	69%	69%	70%	70%	70%
	By 2022, 90% of 5th grade FAY students will continue to score proficient or higher on the state Reading assessment.	90%	90%	90%	90%	90%	90%
	By 2022, 82% of 4th grade Economically Disadvantaged students will continue to score proficient or above on the state Reading assessment.	82%	82%	82%	82%	82%	82%
	By 2022, 58% of IEP 5th grade students will score proficient or higher on the state Reading assessment.	56%	56%	56%	57%	57%	58%
	By 2022, 86% of 5th grade Economically Disadvantaged students will continue to score proficient or higher on the state Reading assessment.	86%	86%	86%	86%	86%	86%
	By 2022, 80% of 6th grade FAY students will score proficient or higher on the state Reading assessment.	75%	76%	77%	78%	79%	80%
	By 2022, 70% of 6th grade Economically Disadvantaged students will score proficient or higher on the state Reading assessment.	64%	65%	66%	67%	68%	70%
	By 2022, 82% of 7th grade FAY students will score proficient or higher on the state Reading assessment.	77%	78%	79%	80%	81%	82%
	By 2022, 70% of 7th grade Economically Disadvantaged students will score proficient or higher on the state Reading assessment.	65%	66%	67%	68%	69%	70%
	By 2022, 55% of 8th grade IEP students will score proficient or higher on the state Reading assessment.	47%	49%	51%	53%	54%	55%
	By 2022, 90% of FAY 8th grade students will continue to score proficient or higher on the state Reading assessment.	90%	90%	90%	90%	90%	90%
	By 2022, 84% of 8th grade Economically Disadvantaged students will maintain or increase a score of proficient or higher on OCCT Reading assessment.	84%	84%	84%	84%	84%	84%
	By 2022, 81% of 3rd grade FAY students will continue to score proficient or higher on the state Math assessment.	81%	81%	81%	81%	81%	81%
	By 2022, 75% of 3rd grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.	68%	69%	71%	73%	74%	75%



## OBJECTIVES

### PERFORMANCE MEASURES

BASELINE 2018 2019 2020 2021 2022

#### Increase academic performance

By 2022, 55% of 4th grade IEP students will score proficient or higher on the state Math assessment.	46%	48%	50%	52%	54%	55%
By 2022, 82% of 4th grade Economically Disadvantaged students will continue to score proficient or higher on the state Math assessment.	82%	82%	82%	82%	82%	82%
By 2022, 80% of 5th grade FAY students will score proficient or higher on the state Math assessment.	74%	75%	76%	77%	78%	80%
By 2022, 75% of 5th grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.	69%	70%	71%	72%	73%	75%
By 2022, 89% of 6th grade FAY students will continue to score proficient or higher on the state Math assessment.	89%	89%	89%	89%	89%	89%
By 2022, 55% of 6th grade IEP students will score proficient or higher on the state Math assessment.	40%	43%	46%	49%	51%	55%
By 2022, 83% of 6th grade Economically Disadvantaged students will score proficient or higher on the state Math assessment.	79%	80%	81%	82%	83%	83%
By 2022, 83% of 7th grade FAY will score proficient or higher on the state Math assessment.	81%	81%	81%	82%	82%	83%
By 2022, 55% of 7th grade IEP will score proficient or higher on the state Math assessment.	13%	23%	33%	43%	53%	55%
By 2022, 83% of 7th grade economically disadvantaged students will score proficient or higher on the state Math assessment.	78%	79%	80%	81%	82%	83%
By 2022, 80% of 8th grade FAY students will score proficient or higher on the state Math assessment.	71%	73%	75%	77%	79%	80%
By 2022, 55% of 8th grade IEP students will score proficient or higher on the state Math assessment.	53%	53%	53%	54%	54%	55%
By 2022, 72% of 8th grade Economically disadvantaged students will score proficient or higher on the state Math assessment.	61%	63%	65%	67%	69%	72%
By 2022, 72% of 8th grade female students will score proficient or higher on the state Math assessment.	56%	61%	66%	69%	70%	72%
By 2022, 80% of 8th grade male students will score proficient or higher on the state Math assessment.	75%	76%	77%	78%	79%	80%

\*does not include school business absences



# GOAL AREA #1

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### STUDENT ENGAGEMENT AND ACHIEVEMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Increase academic performance	By 2022, 72% of FAY 5th grade students will score proficient or higher on the state Science assessment.	66%	67%	68%	69%	70%	72%
	By 2022, 72% of Economically Disadvantaged 5th grade students will score proficient or higher on the state Science assessment.	60%	63%	66%	69%	70%	72%
	By 2022, 80% of 8th grade FAY students will score at or above proficient on the state Science assessment.	72%	74%	76%	78%	78%	80%
	By 2022, 20% of 8th grade FAY students will score advanced on the state Science assessment.	19%	19%	19%	20%	20%	20%
	By 2022, 65% of 5th grade FAY students will score proficient or higher on the state Science assessment.	44%	49%	54%	59%	63%	65%
	By 2022, 22% of 5th grade FAY students will score advanced on the state Science assessment.	22%	22%	22%	22%	22%	22%
	By 2022, 70% of 8th grade FAY students will score proficient or higher on the state Science assessment.	53%	57%	61%	66%	69%	70%
	By 2022, 65% of 8th grade Economically Disadvantaged students will score proficient or higher on the state Science assessment.	42%	48%	54%	59%	63%	65%
	By 2022, 80% of high school FAY students will score proficient or higher on the state English assessment.	75%	76%	77%	78%	79%	80%
	By 2022, 85% of high school FAY students will score proficient or higher on the state Math assessment.	79%	80%	81%	82%	83%	85%
Increase career and college readiness	By 2022, 70% of high school FAY students will score proficient or higher on the state Science assessment.	56%	60%	63%	66%	69%	70%
	By 2022, 100% of elementary students will participate in a career event each year.	TBD	TBD	TBD	33%	66%	100%
	By 2022, 100% of middle school students will set a personal learning pathway goal.	TBD	TBD	TBD	33%	66%	100%
	By 2022, the average English ACT score for Oologah High School students will be 20.4 or higher.	19.4	19.6	19.8	20	20.2	20.4
	BY 2022, the average Math ACT score for Oologah High School students will be 20.3 or higher.	19.3	19.5	19.7	19.9	20.1	20.3



## OBJECTIVES

### PERFORMANCE MEASURES

BASELINE

2018

2019

2020

2021

2022

#### Increase career and college readiness

By 2022, the average Reading ACT score for Oologah High School students will be 21.5 or higher.

20.5

20.7

20.9

21.1

21.3

21.5

By 2022, the average Science ACT score for Oologah High School students will be 21.5 or higher.

20.5

20.1

20.9

21.1

21.3

21.5

By 2022, the average Composite ACT score for Oologah High School students will be 20.1 or higher.

20.1

20.3

20.5

20.7

20.9

21.1

By 2022, 17% of the 2022 graduating class will meet all 4 ACT college readiness benchmarks.

12%

13%

14%

15%

16%

17%

By 2022, 100% of all seniors will be enrolled In concurrent enrollment, Advanced Placement (AP) courses, career tech, or a post high school pathway (such as any of the above, on the job training (OJT), or job shadowing, etc).

59%

69%

79%

89%

95%

100%

By 2022, 50% of AP students who take one or more AP exams will score a three or higher.

17%

24%

31%

38%

45%

50%

By 2022, 20% of high school students will be enrolled in AP courses.

12%

14%

16%

17%

18%

20%

By 2022, 100% of secondary teachers will have attended pre-AP or AP training.

TBD

20%

40%

60%

80%

100%

Graduation rates will maintain 99.3% through 2022.

99.3%

99.3%

99.3%

99.3%

99.3%

99.3%

#### Increase attendance and involvement

By 2022, the percent of students with 5 or more unexcused absences will be 50% or less.

68%

65%

63%

58%

53%

50%

By 2022, the percent of students with 10 or more unexcused absences will be 25% or less.

32%

31%

28%

26%

26%

25%

By 2022, the percent of teachers with 1 - 5 absences will be 20% or less.\*

23.7%

23%

22%

22%

21%

20%

By 2022, the percent of teachers with 6 - 10 absences will be 30% or less.\*

33.7%

33%

33%

32%

31%

30%

By 2022, the percent of students with 5 or more excused absences will be 5% or less.

7.5%

7%

6%

5%

5%

5%

By 2022, the percent of students with 10 or more excused absences will be 1% or less.

1%

1%

1%

1%

1%

1%

By 2022, 100% of all students will be involved in at least one club or extracurricular activity/organization school or community sponsored.

70%

75%

83%

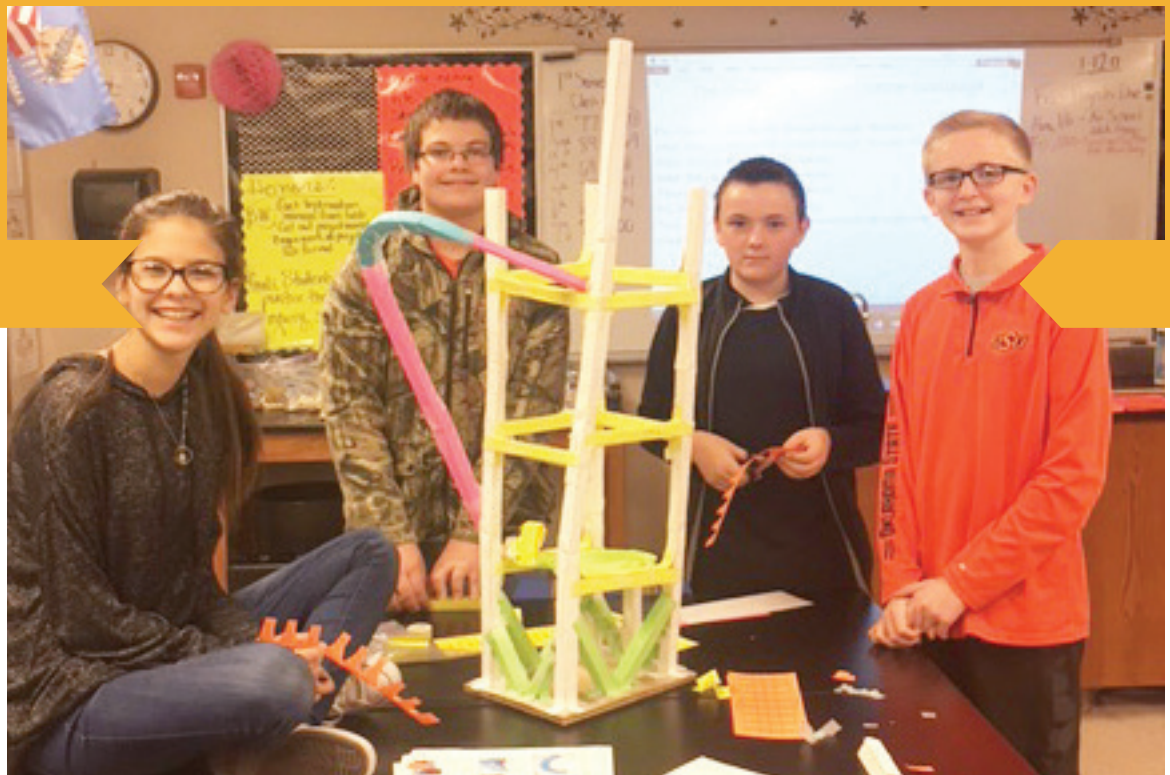
91%

95%

100%

\*does not include school business absences









# GOAL AREA #2

## INSTRUCTIONAL RESOURCES



# GOAL AREA #2

## INSTRUCTIONAL RESOURCES

### OBJECTIVE 1

RATIONALE

#### Integrate technology

*If we increase technology, we will honor the public's learner expectations, core beliefs, and core values that students have the ability to locate and use information, use technology, research, and be engaged in innovative, student centered teaching.*

### INITIATIVE 1

*Three year  
technology plan*

#### ACTION STEPS

#### TIMELINE

Create a district technology committee including stakeholder representation from district leadership, site teacher leaders, Board of Education, parents, and students. Members will elect a chair and co-chair.

**2017-18**

Create a district technology vision statement from input gathered from sites by the principals.

**2017-18**

Develop a monthly meeting schedule so that the committee will meet once a month during the first year of development.

**2017-18**

Address the following in the technology plan:

- District/site needs assessment
- Goals and objectives related to:
  - Classroom use and instruction
  - Infrastructure
  - Hardware and software
  - Maintenance
  - Professional development
- Budget
- Inventory
- Implementation timeline
- Evaluation

**2017-18**

Present plan to Board of Education for approval.

**2017-18**

Implement plan.

**2017-18**

Monitor and evaluate against performance measure benchmarks and adjust as needed.

**2017-18**

#### PERFORMANCE MEASURE(S)

- By 2022, 100% of all school sites (four) will have a full time technology employee in addition to one district technology director.
- Increase by 10% annually the number of teachers using technology aligned to the International Society for Technology Education (ISTE) standards according to administrator walkthrough data.



# GOAL AREA #2

## INSTRUCTIONAL RESOURCES

### OBJECTIVE 2

#### Develop quality staff

##### RATIONALE

*If we develop quality staff, we will honor our community's learner expectations, core beliefs, and core value by teaching students to be effective communicators, critical thinkers, problem solvers, have basic skills, and be strong leaders.*

### INITIATIVE 1

#### Personalized learning

##### ACTION STEPS

##### TIMELINE

Create a district committee comprised of stakeholder representation from district leadership and two (2) board members.

**2017-18**

The district committee will develop a presentation to be given at each site discussing "Personalized Learning"

**2017-18**

The presentation developed and adopted by the district committee will be presented to each site's staff.

**2017-18**

The district committee will consider site input. The district committee will submit the developed district wide definition to the Board of Education for consideration and approval.

**2017-18**

The Oologah-Talala Public Schools (OTPS) Board of Education will consider and adopt a policy to state the district's implementation of "Personalized Learning." The adopted policy will further include the district's adoption and pursuit of an OTPS Philosophy of Education. The goal of the philosophy will be achieved by providing a student centered personalized education that will focus on student learning and growth via blended learning and differentiation formats. Students and teachers will possess control over the time, place, path and pace of student learning while mastering their course and individual growth goal objectives. Classroom curriculum will be aligned to Oklahoma Academic Standards (OAS) and College and Career Readiness Standards. The district will utilize designated assessments (NWEA), mastery of objectives, and ACT scores to evaluate the effectiveness and development of Personalized Learning.

**2017-18**

The district committee sets expectation of the curriculum to be developed and uploaded on the designated Learning Management System (LMS - SPARK).

**2017-18**

Provide professional development on how to implement "Personalized Learning"

**2017-18**

Provide professional development on how to implement OAS and College and Career Readiness standards.

**2017-18**



ACTION STEPS	TIMELINE
Provide time during professional development for teachers to review current LMS curriculum and determine how and what curriculum needs to be enhanced, developed and uploaded in the designated LMS at the secondary level.	2017-18
Set an expectation of TBD number of lessons/units to be entered and implemented as determined by the district committee.	2017-18
Site principals create a list of approved LMS mentors and assign site teachers to a mentor who will assist in curriculum development and upload to the LMS.	2017-18
The LMS mentor develops and communicates schedule of mentor times and/or sessions to designated teachers.	2017-18
Assist teachers in creating a complete unit during professional development with the help of mentor teachers.	2017-18
Site principals monitor teachers to ensure curriculum is being developed and uploaded on the LMS and being utilized by students as part of their personalized education.	2017-18
Site principals submit quarterly reports to the superintendent regarding teacher curriculum development, uploading such curriculum on the LMS and student utilization with completion and mastery statistics.	2017-18
Site principals submit growth reports three times per year to the superintendent summarizing growth at each site, comparing growth norms and recommendations made to adjust personalized learning.	2017-18
Provide additional professional development to teachers not meeting the district's expectation.	2017-18
District administration will assess "Personalized Learning" efficacy and assessment results.	2017-18
Upon evaluation of year 1, the district will establish goals for year 2 regarding staff development, further needs, and goals for SPARK.	2017-18
Conduct yearly evaluation and assessment of "Personalized Learning" programs when analyzing quality staff and student achievement.	annually

**PERFORMANCE MEASURE(S)**

- By 2022 80% of teachers will use technology to teach rigorous curriculum.



# GOAL AREA #2

## INSTRUCTIONAL RESOURCES

### OBJECTIVE 3

#### Maintain financial resources

##### RATIONALE

*If we maintain financial resources, then we will honor what our community values about quality buildings and facilities.*

### INITIATIVE 1

#### Bond initiative

##### ACTION STEPS

##### TIMELINE

Form a committee for the bond proposal.

**2017-18**  
Fall

Survey what our specific needs for the facility are.

**2017-18**  
Fall

Review and visit other projects/facilities that are similar.

**2017-18**  
Fall

Draft a plan to present to architects.

**2017-18**  
Fall

Contact architectural firms and construction manager for presentations/interviews/concepts.

**2017-18**  
Fall

Architectural firms and construction manager will present the presentations/interviews/concepts to the school board and the board decides on firm to use.

**2017-18**  
Fall

**\*\*Depends on Board Approval\*\*** Develop and advertise hard plan/blueprints.

**2017-18**  
Spring

Campaign for bond and vote.

**2017-18**  
Spring

Bid out the hard plan/blueprints.

**2017-18**  
Spring

##### PERFORMANCE MEASURE(S)

- The district will maintain current millage bonding capacity.



# GOAL AREA #2

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### INSTRUCTIONAL RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
<i>Inegrate technology</i>	By 2022, 100% of all school sites (four) will have a full time technology employee in addition to one district technology director.	2 FTE	2	3	3	4	5 FTE
	Increase by 10% annually the number of teachers using technology aligned to the International Society for Technology Education (ISTE) standards according to administrator walkthrough data.	TBD	+10%	+10%	+10%	+10%	+10%
<i>Develop quality staff</i>	By 2022 80% of teachers will use technology to teach rigorous curriculum.	TBD	TBD	TBD	TBD	TBD	80%
<i>Maintain financial resources</i>	The district will maintain current millage bonding capacity.	TBD	TBD	TBD	TBD	TBD	TBD





# GOAL AREA #3

SCHOOL ENVIRONMENT



# GOAL AREA #3

## SCHOOL ENVIRONMENT

### OBJECTIVE 1

Create a positive and nurturing environment for students

#### RATIONALE

*If we create a positive and nurturing environment for all students, then we will honor our community's value of a respectful and nurturing environment.*

### INITIATIVE 1

*Student character program*

#### ACTION STEPS

#### TIMELINE

Form a committee to develop or purchase a consistent character education program throughout the district.

**2018-19**

Develop or purchase a consistent character education program throughout the district.

**2018-19**

Develop or purchase instructional materials for program

**2018-19**

Train teachers and parents on the program and/or expectations.

**2018-19**

Implement the program.

**2019-20**

Administer the Student Climate Survey annually.

**2019-20**

Analyze data.

**2019-20**

Adjust the program to focus on areas of need found in the program.

**on-going**

Hold monthly student breakfast club to discuss students roles in building a positive environment (rotate students for diverse perspectives).

**on-going**

#### PERFORMANCE MEASURE(S)

- By 2022, 63% of upper elementary students will agree/strongly agree that most students in their school, treat each other well according to the Student Climate Survey.
- By 2022, 32% of upper elementary students will agree/strongly agree that students at their school are well behaved according to the Student Climate Survey.
- By 2022, 66% of upper elementary students will agree / strongly that they feel safe in the hallways and bathrooms of the school according to the Student Climate Survey.
- By 2022, 5% of middle/high School students will strongly agree that most students in their school are well behaved according to the Student Climate Survey.
- By 2022, 17% of middle/high School students will agree / strongly agree that students in their school treat each other with respect according to the Student Climate Survey.
- By 2022, 81% of middle/high School students will feel very safe / mostly safe in the hallways and bathrooms of their school according to the Student Climate Survey.
- By 2022, 62% of middle/high School students will agree / strongly agree their teachers really care about them according to the Student Climate Survey.



# GOAL AREA #3

## SCHOOL ENVIRONMENT

### OBJECTIVE 2

#### RATIONALE

Promote building to building collaboration and communication and foster positive relationships between staff

*If we create a positive and nurturing environment for teachers then we will honor our communities core values of a respectful and nurturing environment.*

### INITIATIVE 1

*On-going team building program*

#### ACTION STEPS

#### TIMELINE

Provide team building training for administrators.

**2017-18**

Provide monthly team building activities at each site such as

- Birthday celebrations
- True Colors
- "Snack and Chat"
- Monthly site level breakfasts.

**2017-18**

After year one, implement cross-building team activities such as:

- Scavenger hunt
- Ropes course
- Oologah escape
- Oologah lake retreat/volleyball.

**2018-19**

Develop the rules for participation in team building activities to ensure cross-building teams.

**2018-19**

After year two, use cross-building meetings to share best practices aligned to current objectives/action steps of strategic plan.

**2019-20**

#### PERFORMANCE MEASURE(S)

- By 2022 43% of teachers will agree/strongly agree that the schedules allow adequate time for teacher collaboration according to the Teacher Climate Survey.
- By 2022, 100% of school sites will have Professional Learning Communities ( PLC) built into their school schedules according to the district programs spreadsheet.
- By 2022, TBD% of teachers will agree/strongly agree there is a high degree of collaboration and communication between teachers at the same grade level according to the Teacher Climate Survey.
- By 2022, TBD% of teachers will agree/strongly agree there is a high degree of communication and collaboration between teachers of different grade levels according to the Teacher Climate Survey.
- By 2022, TBD% of teachers will agree there is a high degree of communication and collaboration between teachers in different buildings according to the Teacher Climate Survey.
- By 2022, TBD% of teachers will agree there is a high degree of collaboration and communication between administration in different buildings according to the Teacher Climate Survey.



# GOAL AREA #3

## SCHOOL ENVIRONMENT

### TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Create a positive and nurturing school environment for students	By 2022, 63% of upper elementary students will agree/strongly agree that most students in their school treat each other well according to the Student Climate Survey.	53%	53%	56%	59%	62%	63%
	By 2022, 32% of upper elementary students will agree/strongly agree that students at their school are well behaved according to the Student Climate Survey.	26.9%	26.9%	29%	30%	31%	32%
	By 2022, 63% of upper elementary students will agree/strongly agree that most students in their school treat each other well according to the Student Climate Survey.	61.5%	61.5%	63%	64%	65%	66%
	By 2022, 5% of middle/high school students will strongly agree that most students in their school are well behaved according to the Student Climate Survey.	11.5%	11.5%	13%	15%	20%	25%
	According to the 2022 Student Survey, 17% of middle/high School students will agree or strongly agree that students in their school treat each other with respect.	12%	12%	14%	15%	16%	17%
	By 2022, TBD% of teachers will agree there is a high degree of communication and collaboration between teachers in different buildings according to the Teacher Climate Survey.	76%	76%	78%	79%	80%	81%
	By 2022, 62% of middle/high school students will agree / strongly agree their teachers really care about them according to the Student Climate Survey.	50%	50%	53%	56%	59%	62%



## OBJECTIVES

### PERFORMANCE MEASURES

#### BASELINE

2018

2019

2020

2021

2022

### Promote building to building collaboration and communication between teachers

By 2022 43% of teachers will agree/strongly agree that the schedules allow adequate time for teacher collaboration according to the Teacher Climate Survey.

39%

41%

41%

42%

42%

43%

By 2022, 100% of school sites will have Professional Learning Communities ( PLC) built into their school schedules according to the district programs spreadsheet.

50%

60%

70%

80%

60%

100%

By 2022 TBD% of teachers agree/strongly agree there is a high degree of collaboration and communication between teachers at the same grade levels according to the Teacher Climate Survey.

TBD

TBD

TBD

TBD

TBD

TBD

By 2022 TBD% of teachers agree/strongly agree there is a high degree of communication and collaboration between teachers on different grade levels according to the Teacher Climate Survey.

TBD

TBD

TBD

TBD

TBD

TBD

By 2022, TBD% of teachers will agree there is a high degree of communication and Collaboration between teachers in different buildings according to the Teacher Climate Survey.

TBD

TBD

TBD

TBD

TBD

TBD

By 2022, TBD% of teachers will agree there is a high degree of collaboration and communication between administration in different buildings according to the Teacher Climate Survey.

TBD

TBD

TBD

TBD

TBD

TBD









# GOAL AREA #4

PARENT AND COMMUNITY OUTREACH



# GOAL AREA #4

## PARENT AND COMMUNITY OUTREACH

### OBJECTIVE 1

#### Strengthen community relationships

##### RATIONALE

*If we strengthen community relationships through extra-curricular programs, then we will honor the community's beliefs and values of communication skills, parental involvement, and school and community connections.*

### INITIATIVE 1

*School sponsored  
extra-curricular  
organizations*

##### ACTION STEPS

##### TIMELINE

Develop a student and a teacher interest survey. **2017-18**

Develop a timeline for survey process. **2017-18**

Distribute the student and teacher interest surveys. **2017-18**

Collect and analyze responses. **2017-18**

Compile a list of the most widely requested interest areas. **2017-18**

Prioritize a list of the most widely requested interest areas and identify at least one to offer to students. **2017-18**

Request approval to create organizations/clubs, if necessary. **2017-18**

Recruit a sponsor for the organizations/clubs based off the information from the teacher interest survey. **2017-18**

Turn in a planning sheet to the principal regarding the details of the organizations/clubs, goals and objectives, and any financial information, if applicable. **2017-18**

Begin holding meetings of the organizations/clubs. **2017-18**

Publicize important activities and accomplishments of the organizations/clubs in the newspaper, on social media, and on the school website, etc. **2017-18**

Hold an end-of-the-year meeting to reflect on the sustainability and overall impact of the organizations/clubs and determine whether or not it will continue to be offered to students. **2017-18**





**PERFORMANCE MEASURE(S)**

- *By 2022, three school-sponsored student organizations/clubs will be offered per year at the lower elementary according to the district activity report.*
- *By 2022, five school-sponsored student organizations/clubs will be offered per year at the upper elementary according to the district activity report.*
- *Maintain 27 school-sponsored organizations/clubs at the high school.*
- *Maintain seven school-sponsored organizations/clubs at the middle school.*
- *By 2022, the percent of students with five or more unexcused absences will be 50% or less.*
- *By 2022, the percent of students with ten or more unexcused absences will be 25% or less.*
- *By 2022, 80% of parents will agree/strongly agree that their input is valued by the school according to the Community Survey.*
- *By 2022, 80% of parents will agree/strongly agree that our school provides opportunities for their input according to the Community Survey.*
- *By 2022, 80% of parents will express on the Community Survey that they agree/strongly agree our schools involve the community in the decision-making process about school business according to the Community Survey.*



# GOAL AREA #4

## PARENT AND COMMUNITY OUTREACH

### OBJECTIVE 1

#### Strengthen community relationships

##### RATIONALE

*If we strengthen community relationships through extra-curricular programs, then we will honor the community's beliefs and values of communication skills, parental involvement, and school and community connections.*

### INITIATIVE 2

#### Community service

##### ACTION STEPS

##### TIMELINE

Contact the sponsors of the school organizations/clubs in each building to determine already established opportunities for community service.

**2019-20**

Contact community organizations/clubs for possible new partnerships in community service activities.

**2019-20**

Hold a meeting with the school organizations/clubs who do not have a plan for community service to brainstorm ways they could participate in community service.

**2019-20**

Partner school organizations/clubs with community opportunities to determine plans and timelines for completing service opportunities.

**2019-20**

Add community service to a shared document once completed.

**2019-20**

##### PERFORMANCE MEASURE(S)

- By 2022, 75% of high school organizations/clubs will offer community service opportunities for their members according to the school's activity shared report.
- By 2022, 75% of middle school organizations/clubs will offer community service opportunities for their members according to the school's activity shared report.



# GOAL AREA #4

## PARENT AND COMMUNITY OUTREACH

### OBJECTIVE 2

**Increase and enhance communication between the schools and parents**

#### RATIONALE

*If we increase and enhance communication between the schools and parents, then we will honor our community's values and beliefs of communication skills, parental involvement, and school and community connections.*

### INITIATIVE 1

*District communication plan*

#### ACTION STEPS

#### TIMELINE

Create a district communication committee consisting of administrators, teachers, and parents.

**2017-18**

Hold a meeting of the committee and ask buildings to bring documentation of methods they use to communicate with parents.

**2017-18**

Establish a rating system to determine the effectiveness of the various types of communication.

**2017-18**

Using the rating system mentioned in previous step, survey a random sampling of parents to determine the effectiveness of the various types of communication.

**2017-18**

Based on the data gathered, create a District Communication Plan to establish consistent communication standards throughout the district.

**2018-19**

Publicize the communication plan to student, parents and community.

**2018-19**

Determine whether additional training on effective communication methods is necessary for teachers and provide if needed.

**2018-19**

Ensure the District Communication Plan is being implemented with fidelity to inform parents of events at the school, such as parent-teacher conferences, performances, and other events.

**2019-20**

#### PERFORMANCE MEASURE(S)

- By 2022, 80% of parents will agree/strongly agree that our schools regularly and effectively communicate with them according to the Community Survey.
- By 2022, 90% of parents will attend at least one parent-teacher conference according to that year's district profile report.
- By 2022, 80% of parents will agree/strongly agree that their input is valued by the school according to the Community Survey.
- By 2022, 80% of parents will agree/strongly agree that our school provides opportunities for their input according to the Community Survey
- By 2022, 80% of parents will agree/strongly agree our schools involve the community in the decision-making process about school business according to the Community Survey.
- By 2022, 75% of teachers will agree/strongly agree that parents are actively involved with the school according to the Teacher Climate Survey.



# GOAL AREA #4

## PARENT AND COMMUNITY OUTREACH

### OBJECTIVE 2

**Increase and enhance communication between the schools and parents**

#### RATIONALE

*If we increase and enhance communication between the schools and parents, then we will honor our community's values and beliefs of communication skills, parental involvement, and school and community connections.*

### INITIATIVE 2

#### *Student Climate Survey*

#### ACTION STEPS

#### TIMELINE

Revise the Student Climate Survey to remove repetitious questions and the "neutral" choice.

**2017-18**

Administer the Student Climate Survey annually to every student in grades 3-12.

**2017-18**

Ensure that all students in grades 3-12 have completed the Student Climate Survey by a determined date. Technology Director will keep track of participation rate.

**2017-18**

Schedule computer lab time for students in grades 3-5 to complete survey by a determined date. Technology Director will keep track of participation rate.

**2017-18**

Gather baseline data for all questions on the survey.

**2017-18**

Develop performance measures for any baseline data that does not meet the 70% requirement.

**2017-18**

Develop further initiatives/action steps to address additional performance measures.

**2017-18**

#### PERFORMANCE MEASURE(S)

- By 2022, 90% of students in grades 3-5 will take the Student Climate Survey.
- By 2022, 90% of high school and middle school students will take the Student Climate Survey.



# GOAL AREA #4

## PARENT AND COMMUNITY OUTREACH

### OBJECTIVE 3

**Increase parental awareness and involvement throughout the district**

#### RATIONALE

*If we increase parental involvement throughout the district, then we will honor our community's values and beliefs of communication skills, parental involvement, and school and community connections.*

### INITIATIVE 2

**Superintendent  
Advisory Committee**

#### ACTION STEPS

#### TIMELINE

Determine the purpose and agenda for a Superintendent Advisory Committee.

**2017-18**

Invite students, parents, administrators, and teachers from each site to participate in a Superintendent Advisory Committee.

**2017-18**

Hold monthly meetings to share concerns, ideas, and progress.

**2017-18**

Publish the results of each meeting in the newspaper, social media, and/or the school website.

**2017-18**

Provide quarterly reports to the Board of Education .

**2017-18**

Develop further initiatives/action steps to address additional performance measures as needed.

**2017-18**

#### PERFORMANCE MEASURE(S)

- By 2022, 80% of parents will agree/strongly agree that their input is valued by the school according to the Community Survey.
- By 2022, 80% of parents will agree/strongly agree that our school provides opportunities for their input according to the Community Survey.
- By 2022, 80% of parents will agree/strongly agree that our schools involve the community in the decision-making process about school business according to the Community Survey.



# GOAL AREA #4

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES PARENT AND COMMUNITY OUTREACH

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Strengthen community relationships	By 2022, 75% of high school organizations/clubs will offer community service opportunities for their members according to the school's activity shared report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2022, 75% of middle school organizations/clubs will offer community service opportunities for their members according to the school's activity shared report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2022, three school-sponsored student organizations/clubs will be offered per year at the lower elementary according to the district activity report.	0	1	2	2	3	3
	By 2022, five school-sponsored student organizations/clubs will be offered per year at the upper elementary according to the district activity report.	2	3	4	4	5	5
	Maintain 27 school-sponsored organizations/clubs at the high school.	27	27	27	27	27	27
	Maintain seven school-sponsored organizations/clubs at the middle school.	7	7	7	7	7	7



## OBJECTIVES

### PERFORMANCE MEASURES

BASELINE

2018

2019

2020

2021

2022

#### Increase and enhance communication between the schools and parents

By 2022, 80% of parents will agree/strongly agree that our schools regularly and effectively communicate with them according to the Community Survey.

69.6%

69.6%

69.6%

70%

75%

80%

By 2022, 90% of parents will attend at least one parent-teacher conference according to that year's district profile report.

67%

67%

75%

80%

85%

90%

By 2022, 80% of parents will agree/strongly agree that their input is valued by the school according to the Community Survey.

60.37%

62%

65%

70%

75%

80%

By 2022, 80% of parents will agree/strongly agree that our school provides opportunities for their input according to the Community Survey.

65.57%

66%

68%

70%

75%

80%

By 2022, 80% of parents will agree/strongly agree our schools involve the community in the decision-making process about school business according to the Community Survey.

58.39%

60%

65%

70%

75%

80%

By 2022, 75% of teachers will agree/strongly agree that parents are actively involved with the school according to the Teacher Climate Survey.

67.5%

67.5%

67.5%

70%

73%

75%

By 2022, 90% of students in grades 3-5 will take the Student Climate Survey.

8%

90%

90%

90%

90%

90%

By 2022, 90% of high school and middle school students will take the Student Climate Survey.

6%

90%

90%

90%

90%

90%

#### Increase parental awareness and involvement throughout the district

By 2022, 80% of parents will agree/strongly agree that their input is valued by the school according to the Community Survey.

60.37%

62%

65%

70%

75%

80%

By 2022, 80% of parents will agree/strongly agree that our school provides opportunities for their input according to the Community Survey.

65.57%

66%

68%

70%

75%

80%

According to the 2022 community survey, 80% of parents will agree/strongly agree our schools involve the community in the decision-making process about school business.

58.39%

60%

65%

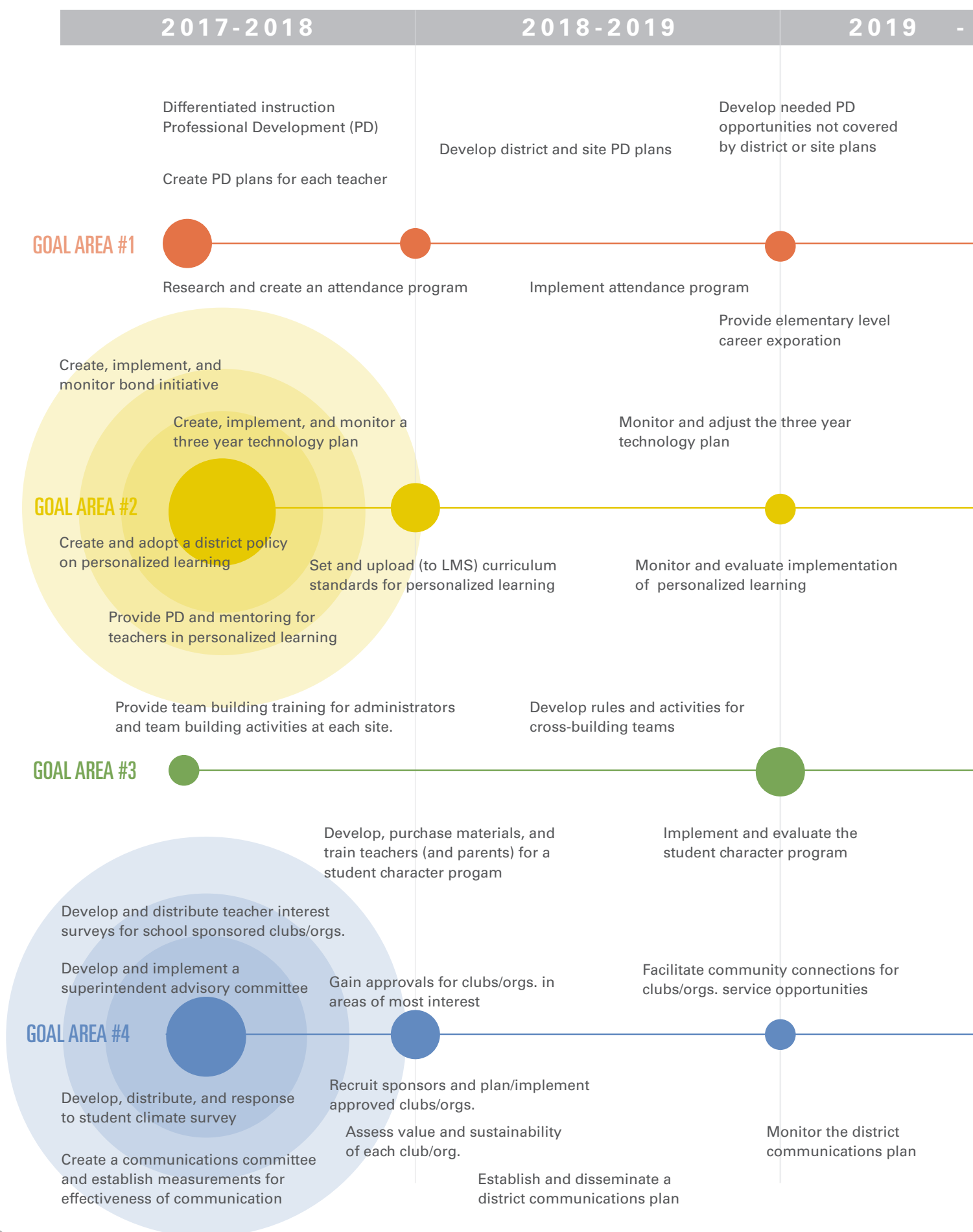
70%

75%

80%



## FIVE YEAR TIMELINE OF INITIATIVES









# ACKNOWLEDGEMENTS

The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Oologah-Talala 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 Oologah-Talala 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 Oologah-Talala Public School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

We appreciated the opportunity to work with the Oologah-Talala Public School District.





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