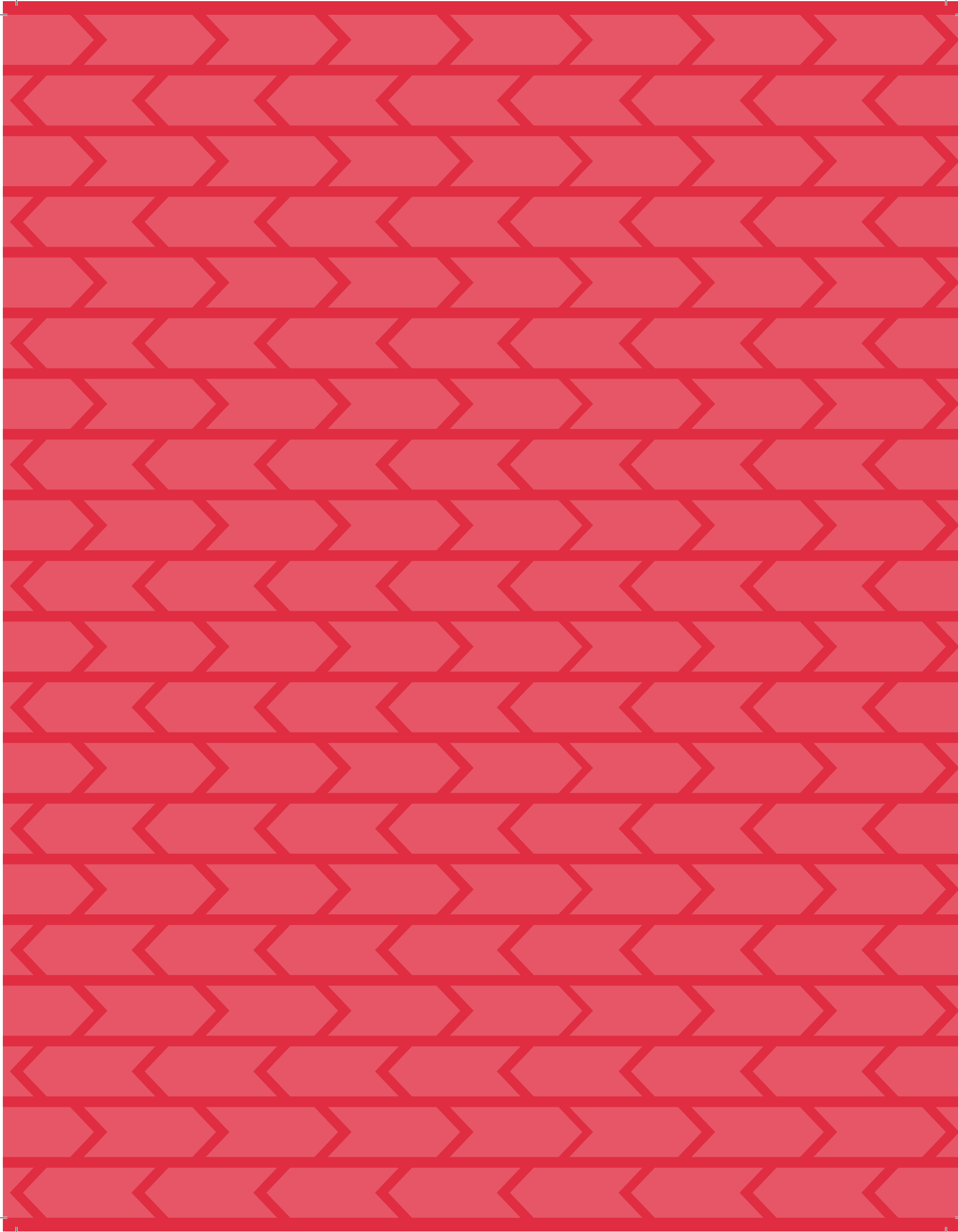




2016-2021

# STRATEGIC PLAN



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

I am grateful for all of the time, energy, hard work, and creativity given by many in the development of this plan. I am especially grateful to the Red River Technology Center and the Simmons Center for providing meeting space during this planning process. As we continue to move forward, the strategic plan will be our guide to ensuring Duncan students are ready for all future endeavors.

**Melonie Hau**  
*Superintendent*

# BOARD OF EDUCATION

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Greg Neal *Vice-President*

Demetra Cox *Member*

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Chris Deal *Past Contributing Member*

# STRATEGIC PLANNING TEAM MEMBERS

**Melonie Hau**  
*Superintendent*



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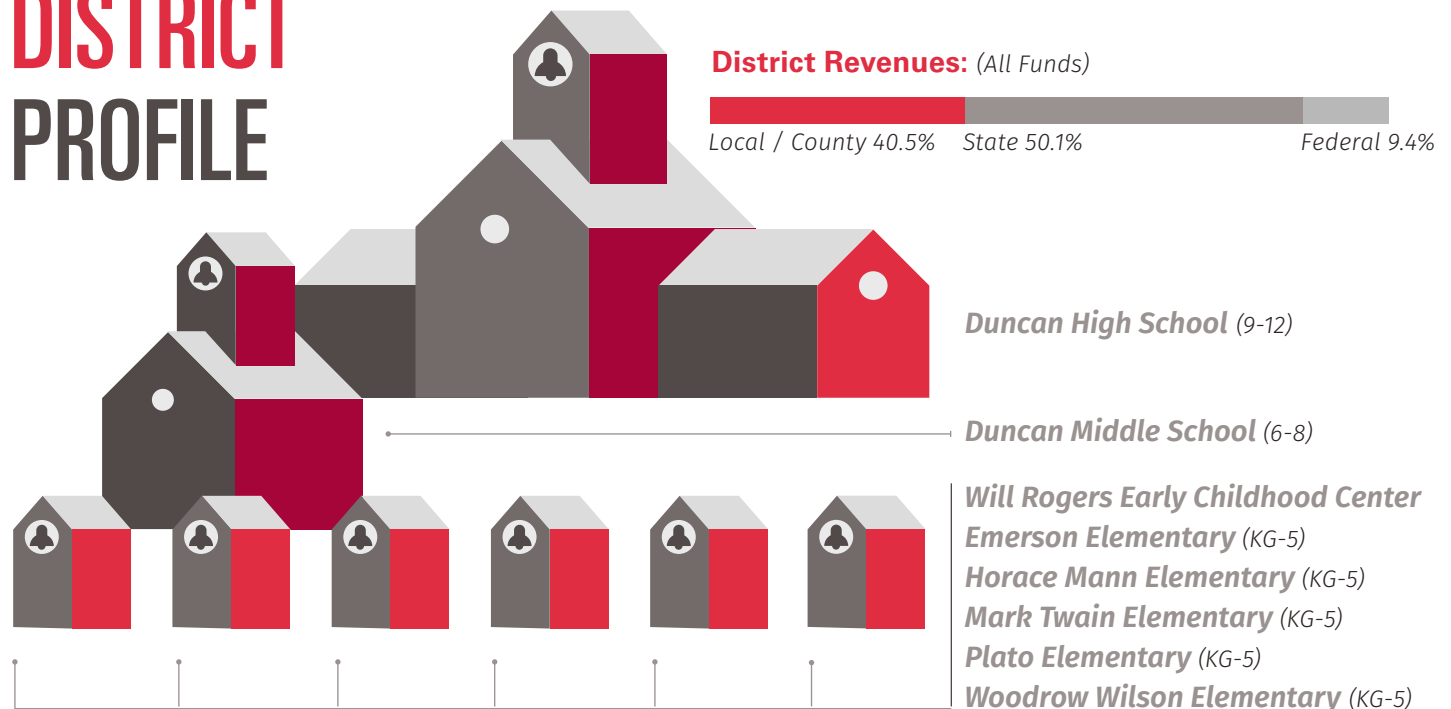
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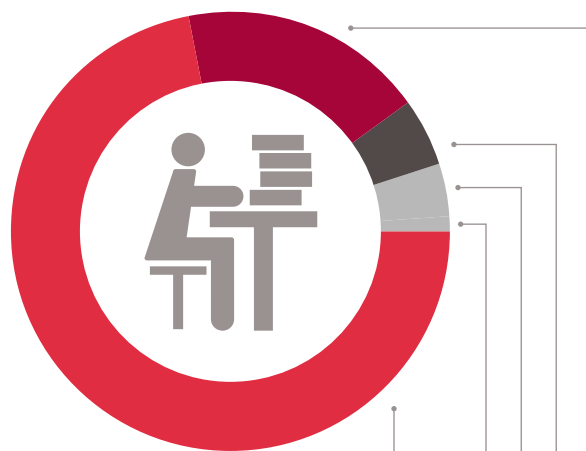
Gretchen Taylor

Koree Wilkerson

# DISTRICT PROFILE



(20.1% with advanced degrees, 11.6 average years teaching experience)

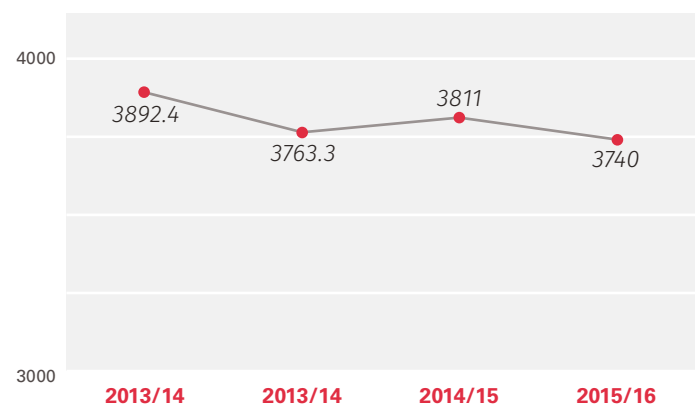


## Student Population:

- 72% Caucasian
- 1% Asian
- 4% Black
- 5% Native American
- 18% Hispanic



## Enrollment Trends:




# EXECUTIVE SUMMARY

This Duncan Public Schools' 2016-2021 Strategic Plan is recognized as a blueprint of district transformation and cultural change. The plan is designed to provide avenues for all students to participate in personal learning pathways to be college/career ready upon graduation from high school. This will be accomplished by focusing on staff quality and development through professional learning communities, actively recruiting highly qualified teachers, providing focused professional development aligned to strategic goals, and purposefully supporting teachers through a teacher mentoring /induction program. In order to meet the goals of the plan, the district acknowledges the importance of creating and maintaining a positive climate within the school, as well as with the community at large, and will continue to build on partnerships with parents/guardians and the community. Equally important is a shared commitment to maintain safe and secure buildings and focus district policy and resources to support student learning.

The plan is the framework through which the district supports schools to ensure the academic success of each student. It will serve as the foundation for each school in the district to develop annual plans which will support the district's Continuous Strategic Improvement Plan. The initiatives and action steps will be continually monitored, and the Board of Education will be regularly updated about the plan's progress.

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 and designed to ensure students will meet and/or exceed standards and graduate on time while being college/career ready.



A group of five children, three girls and two boys, are smiling and posing outdoors in a grassy field. They are wearing winter clothing: hats, scarves, and puffy jackets. The background shows trees with yellow autumn leaves under a clear blue sky. A red rectangular box is overlaid on the center of the image, containing white text.

**The Duncan Public School District is committed to a tradition of excellence in developing students to their full potentials in an environment which fosters responsibility, productive citizenship, and lifelong learning.**



# TIMELINE OF PLANNING PROCESS

June 30, 2015 (BOE Approval)

## 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 surveys 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 5, 2015 - October 15, 2015 (Community Survey open for public participation)*

#### **Community Forums/Focus Groups**

- September 21, 2015 (Community Forum, Simmons Center, 6:00-7:30)
- September 22, 2015 (Elementary Teachers’ Forum, Simmons Center 4:00-5:30)
- September 22, 2015 (Community Forum, Simmons Center, 6:00-7:30)
- September 29, 2015 (Secondary Teachers’ Forum, Duncan High School, 3:30-5:00)
- September 29, 2015 (Community Forum, Woodrow

*Wilson Elementary School, 6:00-7:30)*

### **“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 principals, and teachers. The other 25% were students, parents, community members, and at least one 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.

#### **Planning Meetings**

- November 19, 2015
- November 20, 2015

## 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. Now that goal areas and performance objectives were determined, additional members, with specific expertise, were needed and were invited to serve on the Action Team. 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, Measurable, Attainable, Results oriented and Time Bound. On the third day, the Action Team developed a timeline for the five-year plan, being sure not to place too many initiatives in any one year, not to overload any responsible persons, and not to create a burden on the budget for any one year.

- February 2, 2016 (Day One)
- February 3, 2016 (Day Two)
- February 19, 2016 (Edit Discussion for DPS Leadership)
- March 1, 2016 (Day Three)

## 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 will assist in this process by working with a leadership team from each school site and instructing them in the process of creating a Year One plan. To do so, teams examine the district's strategic plan and determine how each of their sites will address it, using their individual school data to develop a Year One plan that supports the implementation of the district's strategic plan. An accountability flow chart will be developed and shared.

- June 6, 2016

# 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**

Duncan Public Schools expect the graduates of 2025 and beyond to:

- Communicate effectively
- Think creatively and critically solve problems
- Master basic content knowledge
- Set goals and manage time effectively
- Collaborate and resolve conflict
- Locate and use information
- Exhibit high character traits such as respect, responsibility, leadership, and work ethics
- Possess consumer and financial skills
- Be prepared to enter college or a career
- Give back to their community as a productive citizen

These expectations will create life-long, independent learners who assume leadership roles within a global society.

## **Core Beliefs**

Duncan Public Schools believe that to realize their expectations for graduates, quality teaching and learning should provide opportunities for students to:

- Solve real-world problems
- Practice literacy skills across content areas
- Have access to and use current technology
- Be college and career ready
- Collaborate and interact with others
- Be supported by community organizations
- Be creative
- Engage in personalized instruction that meets their needs, abilities, and talents
- Extend their learning through enrichment, remediation, summer school, and/or early childhood opportunities
- Provide service to their community
- Engage in learning supported by their families

This type of teaching and learning will promote student leadership and connections across content areas as students participate in project-based learning that is student centered and teacher facilitated.

## **Core Values**

To ensure quality teaching and learning, Duncan Public Schools (DPS) value:

- Students who are academically prepared for college, career, and life
- A respectful and nurturing environment for parents, students, staff, and community members
- Well-maintained buildings and grounds
- Up-to-date curriculum materials and technology
- Quality student programs that meet the diverse needs of all students
- Highly qualified teachers who care about students by engaging them in rigorous, student-centered innovative teaching
- Small class sizes
- Adequate financial support to provide competitive salaries
- Parent and community connections/involvement
- Strong leadership
- Ongoing professional development

By upholding these values, Duncan Public Schools will put into place policies procedures that meet or exceed those of other school districts and state and national standards.

# STRATEGIC GOAL SUMMARY

## GOAL AREA #1

### TEACHING, LEARNING AND ASSESSMENT

**Objective 1: Graduate students who are college and career ready.**

- » Initiative 1: ACT prep
- » Initiative 2: At-risk mentorship program
- » Initiative 3: Assessment of Duncan High School graduates
- » Initiative 4: Career-readiness testing
- » Initiative 5: End-of-course evaluation, grades 7-12

**Objective 2: Increase instructional rigor/depth of knowledge.**

- » Initiative 1: Personal learning pathways
- » Initiative 2: Embedded science, technology, engineering, and mathematics (STEM) activities
- » Initiative 3: Project Based Learning (PBL)
- » Initiative 4: Student data sharing process

**Objective 3: Increase student achievement.**

- » Initiative 1: Standards-based grading and report cards Pre-K - 12

## GOAL AREA #2

### STAFF QUALITY AND DEVELOPMENT

**Objective 1: Support and grow high-quality teachers and staff.**

- » Initiative 1: Professional development (PD) aligned to strategic plan
- » Initiative 2: Evaluation training
- » Initiative 3: Teacher development and recognition
- » Initiative 4: New teacher induction program

**Objective 2: Recruit and retain quality teachers.**

- » Initiative 1: Marketing plan to recruit new teachers

## GOAL AREA #3

### SCHOOL AND COMMUNITY RELATIONS

**Objective 1:** Develop students' and teachers' abilities to demonstrate respectful behavior.

» Initiative 1: Development of respectful behaviors

**Objective 2:** Develop a process to improve data collection and analysis of student behavior.

» Initiative 1: Discipline referral consistency

**Objective 3:** Foster a positive climate within our school and community.

» Initiative 1: Active stakeholder communication, participation

» Initiative 2: Professional behavior training

» Initiative 3: Climate Surveys

## GOAL AREA #4

### MATERIALS AND RESOURCES

**Objective 1:** Increase technology allocation.

» Initiative 1: Student-centered technology integration

» Initiative 2: Technology updates in elementary classrooms

» Initiative 3: Technology updates in secondary classrooms

» Initiative 4: Private and/or grant funding

**Objective 2:** Align financial budget with Strategic Plan.

» Initiative 1: Annual budget review using a scorecard

## GOAL AREA #5

### BUILDINGS, FACILITIES, AND INFRASTRUCTURE

**Objective 1:** Provide and maintain clean, equitable, and well-repaired facilities.

» Initiative 1: Demographic study

» Initiative 2: Baseline cleanliness survey

**Objective 2:** Provide and maintain safe and secure buildings/facilities.

» Initiative 1: Safety, security needs

» Initiative 2: Ongoing monitoring of maintenance needs

**Objective 3:** Provide adequate and appropriate facilities to support student programs.

» Initiative 1: Facility upgrades









# GOAL AREA #1

TEACHING, LEARNING, AND ASSESSMENT

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 1

Graduate students who are college and career ready.

#### RATIONALE

*By graduating students who are college and career ready, we honor our community's core value of academically preparing students for college, career, and life.*

### INITIATIVE 1

#### ACT prep

#### ACTION STEPS

#### TIMELINE

Compare and align state content standards to ACT standards

**2016-17**  
fall/winter/spring  
(PLC time)

Provide targeted ACT workshops for all ACT content area teachers

**2016**  
summer/ongoing  
as needed

Identify ACT prep class teacher

**2016-21**  
summer/annually

Develop and offer ACT prep class for all 10th grade students

**2016-21**  
fall/annually

#### PERFORMANCE MEASURE(S)

*The average district ACT score will meet or exceed the state average by 2021. The current state average is 20.2.*

### INITIATIVE 2

#### At-risk mentorship program

#### ACTION STEPS

#### TIMELINE

Define goals, objectives, and protocols of multifaceted mentoring program at elementary, middle school, and high school levels for a mentorship manual

**2016**  
summer

Identify at-risk students

**2016**  
fall/annually

Recruit teacher/staff and outside mentors

**2016-21**  
annually

Train mentors on goals, objectives, and protocols of program

**2016-21**  
fall/annually

Match mentors and students

**2016-21**  
annually

Monitor and evaluate mentorship time against the goals, objectives, and protocols of the program

**2016-21**  
annually

#### PERFORMANCE MEASURE(S)

*The graduation rate for DPS will increase to 90% or higher based on annual measureable objectives (AMO) data by 2021.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 1

Graduate students who are college and career ready.

#### RATIONALE

*By graduating students who are college and career ready, we honor our community's core value of academically preparing students for college, career, and life.*

### INITIATIVE 3

*Readiness assessment of Duncan High School (DHS) graduates for college and career*

#### ACTION STEPS

#### TIMELINE

Research which life skills impact college and career readiness

**2016**  
summer

Determine how selected life skills will be measured

**2016**  
summer

Develop a survey to determine why Duncan High School (DHS) graduates are or are not successful in college and/or careers

**2016**  
summer

Host College Survival Skills Boot Camp: "College Kickoff Night." Invite previous years' graduates to come back and share "What I wish I knew . . ."

**2016-21**  
fall/annually

Administer college success survey to previous year's graduates.

**2016-21**  
fall/annually

#### PERFORMANCE MEASURE(S)

*College remediation rate of DHS graduates will decrease from 40.9% (Office of Educational Quality and Accountability district profile) to 25% by 2021.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 1

Graduate students who are college and career ready.

#### RATIONALE

*By graduating students who are college and career ready, we honor our community's core value of academically preparing students for college, career, and life.*

### INITIATIVE 4

#### Career-readiness testing

#### ACTION STEPS

#### TIMELINE

Research and determine which career readiness tests meet our needs and costs

**2016**  
summer

In collaboration with Duncan Area Economic Development Foundation (DAEDF), communicate and offer information to all juniors and their parents/guardians regarding career-readiness assessment

**2016-21**  
fall/annually

Schedule student testing

**2016-21**  
fall/annually

Review test results with students and parents/guardians

**2017-21**  
spring/annually

Work with assessed students to develop a personalized career pathway

**2017-21**  
fall/annually

#### PERFORMANCE MEASURE(S)

*All DHS juniors will be provided the opportunity to take a career-readiness assessment by 2021.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 1

Graduate students who are college and career ready.

#### RATIONALE

*By graduating students who are college and career ready, we honor our community's core value of academically preparing students for college, career, and life.*

### INITIATIVE 5

*End-of-course evaluation,  
grades 7-12*

#### ACTION STEPS

#### TIMELINE

Define core\* subject/class

**2016**  
summer

Train building principals and leadership on how to develop high-quality assessments

**2016**  
summer

Communicate and gain understanding/investment with Duncan Middle School (DMS) and DHS teachers

**2017-18**

Train teachers to develop high-quality assessments

**2017-19**

Develop high-quality assessments in professional learning communities (PLC) by subject area (project, exams, presentation, capstone, etc.)

**2017-19**

Monitor and evaluate quality of comprehensive assessments

**2017-21**

#### PERFORMANCE MEASURE(S)

*All core subjects in grades 7-12 will have a comprehensive evaluation (project/exam/presentation) by 2021.*

*\*Core to be defined by DPS by subject/class and measured/tracked by each school administrator.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 2

**Increase instructional rigor/depth of knowledge.**

#### RATIONALE

*By increasing instructional rigor, we meet our community's core learner expectation by having students who think creatively and critically to solve problems.*

### INITIATIVE 1

*Personal learning pathways*

#### ACTION STEPS

#### TIMELINE

Review current course schedule of Advanced Placement (AP) course slots/hours

**2016**  
summer

Train teachers in AP instructional strategies

**2016-21**  
summer

Survey students on possible additional AP courses

**2016-18**  
spring

Communicate/promote importance of AP courses to parents/students

**2016-21**  
spring/fall

Increase AP course offerings/sections at DHS

**2016-21**  
spring/summer

Expand blended learning opportunities for students

**2016-21**  
fall

Visit model blended learning schools for best practices

**2016**  
spring/fall

Provide training for teachers on blended learning strategies

**2017-18**

Determine current number of students in concurrent enrollment

**2016**  
spring

Develop personal learning pathway information packets for students and parents

**2016**  
spring/summer

Promote personal learning pathways at DHS enrollment night

**2016**  
spring/fall

#### PERFORMANCE MEASURE(S)

*DPS student participation in personal learning pathways (AP courses, concurrent courses, blended learning) will be 100% by 2021.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 2

**Increase instructional rigor/depth of knowledge.**

#### RATIONALE

*By increasing instructional rigor, we meet our community's core learner expectation by having students who think creatively and critically to solve problems.*

### INITIATIVE 2

*Embedded science, technology, engineering and mathematics (STEM) activities*

#### ACTION STEPS

#### TIMELINE

Define STEM criteria for each grade level

**2016-2017**  
fall/winter/spring

Identify current STEM curriculum at each grade level

**2017**  
spring

Create STEM curriculum at each grade level, aligned to Oklahoma Academic Standards

**2017-2021**

Train teachers in STEM-related strategies

**2016**  
fall (train trainers)

**2017**  
spring (train teachers)

Purchase materials and resources to support STEM instruction

annually

Implement STEM strategies into curriculum units

**2018-19**  
annually

Develop a process to monitor and evaluate integration of STEM criteria

**2017-18**

#### PERFORMANCE MEASURE(S)

*By the year 2021, the number of STEM programs offered by DPS will increase from 8 to 12.*

# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 2

**Increase instructional rigor/depth of knowledge.**

#### RATIONALE

*By increasing instructional rigor, we meet our community's core learner expectation by having students who think creatively and critically to solve problems.*

### INITIATIVE 3

**Project-based Learning (PBL)**

#### ACTION STEPS

#### TIMELINE

Train all teachers in PBL instructional strategies

**2016**  
fall (train trainers)

**2017**  
spring (train teachers)

Use PLC structures to develop PBL projects/activities

**2018**  
fall/annually

Identify and purchase PBL materials

**2017**  
spring/annually

Integrate PBL strategies into curriculum units

**2017-18**  
spring/annually

Develop a process to monitor and evaluate PBL project activities and integration

**2018**  
develop/evaluate annually

#### PERFORMANCE MEASURE(S)

By 2021, core curriculum classes (Pre-K - 12th grade) will complete at least two PBL objectives per course annually.

### INITIATIVE 4

**Student data sharing process**

#### ACTION STEPS

#### TIMELINE

Develop a district-wide list of at-risk student indicators to guide data collection for all sites.

Develop protocol for when and how student data will be collected and reviewed regularly at each building site to ensure effectiveness of RTI (Response To Intervention).

Develop protocol for when and how student data will be shared with receiving building (ie: from elementary to middle school and from middle school to high school)

#### PERFORMANCE MEASURE(S)

DPS student participation in personal learning pathways (AP courses, concurrent courses, blended learning) will be 100% by 2021.



# GOAL AREA #1

## TEACHING, LEARNING AND ASSESSMENT

### OBJECTIVE 3

**Increase student achievement.**

#### RATIONALE

*By increasing student achievement, we honor our community's core learner expectations for students to master basic content knowledge.*

### INITIATIVE 1

**Standards-based  
grading and report cards  
Pre-K - 12th grade**

#### ACTION STEPS

#### TIMELINE

Pilot standards - based grading and report cards at Horace Mann Elementary grades Pre-K through 5th in 2016-17:

- Train teachers
- Develop report card
- Educate parents, students, school board
- Implement fall 2016-17
- Reflect/debrief
- Repeat for each level of implementation

**2016-17**  
Fall/Winter/  
Spring

Implement district-wide grades Pre-K through 5th grade in 2017-2018

**2017-18**  
School year

Implement 6th and 9th grades 2017-18

**2017-18**  
School year

Implement 7th and 10th grades 2018-19

**2018-19**  
School year

Implement 8th, 11th, and 12th grades 2019-2020

**2019-20**  
School year

#### PERFORMANCE MEASURE(S)

By 2021:

- 85% of all 3rd grade reading students will score proficient or above.
- 85% of all 5th grade reading students will score proficient or above.
- 95% of all 8th grade reading students will score proficient or above.
- 80% of all 3rd grade math students will score proficient or above.
- 85% of all 5th grade math students will score proficient or above.
- 70% of all 8th grade math students will score proficient or above.
- 95% of all English II EOI students will score proficient or above.
- 95% of all English III EOI students will score proficient or above.
- 95% of all Geometry EOI students will score proficient or above.
- 88% of all Algebra I EOI students will score proficient or above.
- 95% of all Algebra II EOI students will score proficient or above.

# GOAL AREA #1

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES TEACHING, LEARNING AND ASSESSMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
Graduate students who are college and career ready	The average district ACT score will meet or exceed the state average by 2021.	20.2	20.4	20.6	20.8	21
	The graduation rate for DPS will increase to 90% or higher (based on AMO data) by 2020.	80	82	84	86	90
	College remediation rate of DHS graduates will decrease from 40.9% (OEQA district profile) to 25%.	40.9	36	33	28	25
	All DHS juniors will take a career readiness assessment by 2021.	0	100	100	100	100
	All core subjects in grades 7-12 will have a comprehensive evaluation (project/exam/presentation) by 2020.	0	85	90	95	100
Increase instructional rigor/depth of knowledge	By the year 2021, the number of STEM programs offered by DPS will increase from 8 to 12.	8	9	10	11	12
	By the year 2021, core curriculum classes (Pre-K-12th grade) will complete at least two PBL objectives per course annually.	0	1	1	2	2
	DPS student participation in personal learning pathways (AP courses, concurrent courses, blended learning) will be 100% by 2021.	TBD				100
Increase Student Achievement	By 2021, 85% of all 3rd grade reading students will score proficient or above.	64	70	73	77	85
	By 2021, 85% of all 5th grade reading students will score proficient or above.	60	70	73	77	85
	By 2021, 95% of all 8th grade reading students will score proficient or above.	65	75	85	90	95
	By 2021, 80% of all 3rd grade math students will score proficient or above.	65	70	73	76	80
	By 2021, 85% of all 5th grade math students will score proficient or above.	74	77	80	83	85
	By 2021, 70% of all 8th grade math students will score proficient or above.	35	50	60	65	70
	By 2021, 95% of all English II EOI students will score proficient or above.	84	88	90	93	95
	By 2021, 95% of all English III EOI students will score proficient or above.	90	92	93	94	95
	By 2021, 95% of all Geometry EOI students will score proficient or above.	77	80	85	90	95
	By 2021, 88% of all Algebra I EOI students will score proficient or above.	68	75	80	85	88
	By 2021, 95% of all Algebra II EOI students will score proficient or above.	78	80	85	90	95



# GOAL AREA #2

STAFF QUALITY AND DEVELOPMENT

# GOAL AREA #2

## STAFF QUALITY AND DEVELOPMENT

### OBJECTIVE 1

Support and grow high-quality teachers and staff.

#### RATIONALE

*When we support, grow, and retain highly qualified teachers and staff who are engaged in rigorous, student-centered innovative teaching methods, we honor learner expectations by creating students who communicate, think creatively, master content and use high character traits to solve real-world problems.*

### INITIATIVE 1

*professional development (PD) aligned to strategic plan*

#### ACTION STEPS

#### TIMELINE

Develop yearly PD plan aligned to strategic goals and objectives for each year

**2016-21**  
summer/annually

Communicate district PD plan with building principals

**2016-21**  
summer and fall/  
annually

Develop and present aligned PD

**2016-21**  
summer PLCs /  
annually

#### PERFORMANCE MEASURE(S)

*By 2021, 100% of all PD will be focused on strategic planning objectives in addition to mandated training.*

### INITIATIVE 2

*Evaluation training*

#### ACTION STEPS

#### TIMELINE

Provide training/review for all evaluators on the evaluation tool and process, based upon their needs (new vs. veteran)

**2016-21**  
fall/annually

Provide training/review for all teachers on the evaluation tool and process, based upon their needs (new vs. veteran)

**2016-21**  
fall/annually

Create and administer a survey to evaluate understanding of the evaluation tool and process

**2016**  
April (create)  
**2016**  
May (administer annually)

#### PERFORMANCE MEASURE(S)

*According to an annual survey, 90% of staff will express an understanding of the teacher evaluation process and tools.*

# GOAL AREA #2

## STAFF QUALITY AND DEVELOPMENT

### OBJECTIVE 1

Support and grow high-quality teachers and staff.

#### RATIONALE

*When we support, grow, and retain highly qualified teachers and staff who are engaged in rigorous, student-centered innovative teaching methods, we honor learner expectations by creating students who communicate, think creatively, master content and use exemplary character traits to solve real-world problems.*

### INITIATIVE 3

*Teacher development and recognition*

#### ACTION STEPS

#### TIMELINE

Develop criteria for recognition of “teachers who make a difference” at elementary, middle school, and high school levels

**2017**  
spring

Promote the research and benefits of advanced placement (AP) Institute course training to increase content rigor for all secondary classes

**2017-21**  
spring/annually

Advertise availability of AP Institute training courses annually

**2017-21**  
summer/annually

Promote the research and benefits of higher-order thinking skills, project-based learning (PBL), and interdisciplinary lessons to increase content rigor for all classes

**2017-21**  
summer/annually

Attend training for rigorous instruction (AP course training for secondary teachers and targeted training for others).

**2017 - 2021**

Monitor attendance through dimension 17 of the professional growth domain of Teacher and Leader Effectiveness (TLE)

**2017-2021**

Develop a recognition program for teachers attending rigorous instructional training

**2016-17**  
develop  
**2016-21**  
implement annually

#### PERFORMANCE MEASURE(S)

*Training in critical thinking, collaboration, and student-centered learning strategies will be attended by 100% of DPS teachers by 2021.*

# GOAL AREA #2

## STAFF QUALITY AND DEVELOPMENT

### OBJECTIVE 1

Support and grow high-quality teachers and staff.

#### RATIONALE

*When we support, grow, and retain highly qualified teachers and staff who are engaged in rigorous, student-centered innovative teaching methods, we honor learner expectations by creating students who communicate, think creatively, master content and use high character traits to solve real-world problems.*

### INITIATIVE 4 New teacher induction program

#### ACTION STEPS

#### TIMELINE

Research model teacher mentor/induction programs at other state and nation-wide schools

**2016-17**  
fall

Adopt/Develop a Teacher Induction Program

**2017-18**

Select and train mentor teachers

**2017-21**  
annually

Implement the program based upon individual teacher pathways to learning

**2018-19**  
annually

Evaluate the program based on model criteria

**2019-2021**

Use professional learning communities (PLCs) to grow and support teacher needs

**2016-2021**

#### PERFORMANCE MEASURE(S)

*Participation in a district teacher induction program will be 100% for teachers with 3 or fewer years of teaching experience.*

# GOAL AREA #2

## STAFF QUALITY AND DEVELOPMENT

### OBJECTIVE 2

**Recruit and retain quality teachers.**

#### RATIONALE

*When we recruit highly qualified teachers, we honor our community values and beliefs of providing competitive salaries, providing innovative teaching strategies and having strong leadership.*

### INITIATIVE 1

*Marketing plan*

#### ACTION STEPS

#### TIMELINE

Decide WHAT to promote about the district and town.

**2016-17**  
*fall*

Decide WAYS to promote the district and town in collaboration with various community partnerships

**2017-18**

Develop a dedicated teacher recruitment campaign for colleges of education

**2017-21**  
*annually*

#### PERFORMANCE MEASURE(S)

*DPS will retain 90% of certified staff by 2021.*

*Develop recruiting relationships with education departments at 100% of the 4-year colleges and universities in Oklahoma by 2021.*

# GOAL AREA #2

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES STAFF QUALITY AND DEVELOPMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
<i>Support and grow high quality teachers and staff</i>	By 2021, 100% of PD will be focused on Strategic Planning Objectives.	0	36	48	54	100
	According to an annual survey, 90% of staff will express an understanding of the evaluation process and tools.	TBA				90
	Training in critical thinking, collaboration, and student-centered learning strategies will be attended by 100% of DPS teachers by 2021.	0	25	50	75	100
	Participation in a district teacher induction program will be 100% for teachers with 3 or fewer years of teaching experience.	0	45	70	90	100
<i>Recruit and retain quality teachers</i>	DPS will retain 90% of certified staff by 2021.	TBD	40	50	80	90
	Develop recruiting relationships with education departments at 100% of the 4-year colleges and universities in Oklahoma by 2021.	TBD	40	50	75	100





# GOAL AREA #3

SCHOOL AND COMMUNITY RELATIONS

# GOAL AREA #3

## SCHOOL AND COMMUNITY RELATIONS

### OBJECTIVE 1

**Develop students' and teachers' abilities to demonstrate respectful behavior.**

#### RATIONALE

*If we develop students' and teachers' abilities to demonstrate respectful behavior, we honor our community's core expectation of exhibiting high character traits such as respect, responsibility, leadership, and work ethics.*

### INITIATIVE 1

*Development of respectful behavior*

#### ACTION STEPS

#### TIMELINE

Conduct an analysis of data related to disrespect to determine who (is it a specific group of students?), why (is it a lack of supervision?), where (is it in classroom, hallways, or outside?)

**2016**  
fall

Investigate possible research-based character education programs, curriculum, or interventions for students and faculty across all grade levels that address how to develop mutual respect and reduce conflict for district recommendation (mentoring, advisory/homeroom programs, school-wide enrichment, etc.)

**2016**  
fall

Select a program that is consistent or congruent across grade levels and buildings that equip students and teachers with strategies to develop mutual respect and/or reduce conflict

**2017**  
spring

Implement the chosen program(s) to develop mutual respect and/or reduce conflict

**2017-21**

Develop and/or revise current district programs that recognize positive behaviors in students and staff

**2017-21**

#### PERFORMANCE MEASURE(S)

*By 2021, DPS discipline referrals for "defiance of authority" will decrease to less than or equal to 15%, as measured through Infinite Campus.*

*By 2021, DPS discipline referrals for "physical conflict (mutual fighting)" will decrease to less than or equal to 10%, as measured through Infinite Campus.*

*By 2021, DPS discipline referrals for "verbal conflict" will decrease to less than or equal to 10%, as measured through Infinite Campus.*

# GOAL AREA #3

## SCHOOL AND COMMUNITY RELATIONS

### OBJECTIVE 2

**Develop a process to improve data collection and analysis of student behaviors.**

#### RATIONALE

*If we develop a process to improve data collection and analysis of student behaviors, we honor our community's values of providing a respectful and nurturing environment for parents, students, staff, and community members.*

### INITIATIVE 1

*Discipline referral consistency*

#### ACTION STEPS

#### TIMELINE

Streamline office discipline referral categories on Infinite Campus

**2016**  
summer

Train staff to determine consistent interpretation of disrespectful behavior categories: defiance of authority, verbal conflict, mutual fighting, and physical conflict.

**2016**  
fall

#### PERFORMANCE MEASURE(S)

*By 2021, DPS discipline referrals for "defiance of authority" will decrease to less than or equal to 15%, as measured through Infinite Campus.*

*By 2021, DPS discipline referrals for "physical conflict (mutual fighting)" will decrease to less than or equal to 10%, as measured through Infinite Campus.*

*By 2021, DPS discipline referrals for "verbal conflict" will decrease to less than or equal to 10%, as measured through Infinite Campus.*



# GOAL AREA #3

## SCHOOL AND COMMUNITY RELATIONS

### OBJECTIVE 3

Foster a positive climate within our school and community.

#### RATIONALE

*If we foster a positive climate within our school and community, we honor our community's core value of providing a respectful and nurturing environment for parents, students, staff and community members.*

### INITIATIVE 1

*Active stakeholder communication, participation*

#### ACTION STEPS

#### TIMELINE

Provide a kiosk at all sites that is connected to a printer for parent use to check grades, volunteering needs, and surveys

**2016**  
fall

Develop or adopt a climate survey

**2016**  
summer

Survey parents to identify areas of concern

**2016**  
fall/annually

Communicate survey results to building principals

**2016-21**  
annually

Develop and implement plan of action at site level to address areas of concern identified by survey

**2016-21**  
annually

Develop and post/share a district-wide list of volunteer opportunities for parents/community

**2016-17**  
fall/winter

Track number of parent/community volunteer hours in school sites

**2016-21**  
annually

#### PERFORMANCE MEASURE(S)

*By 2021, 80% of parents surveyed will respond that they feel a connection/ involvement with their child's school.*

# GOAL AREA #3

## SCHOOL AND COMMUNITY RELATIONS

### OBJECTIVE 3

Foster a positive climate within our school and community.

#### RATIONALE

*If we foster a positive climate within our school and community, we honor our community's core value of providing a respectful and nurturing environment for parents, students, staff and community members.*

### INITIATIVE 2

*Personnel professional behavior training*

#### ACTION STEPS

#### TIMELINE

Develop a professional behaviors handbook

**2016**  
Fall

Develop job descriptions for all support staff

**2016**  
Fall

Provide training on positive professional behaviors for all staff

**2017-18**

Provide cross training for site clerks

**2017-18**

#### PERFORMANCE MEASURE(S)

*By 2021, 80% of survey respondents will state they feel the climate of the school is positive.*

*By 2021, 95% of DPS parents, community, and stakeholders surveyed will respond that they feel welcomed when entering any DPS building.*

## OBJECTIVE 3

**Foster a positive climate within our school and community.**

### RATIONALE

*If we foster a positive climate within our school and community, we honor our community's core value of providing a respectful and nurturing environment for parents, students, staff and community members.*

## INITIATIVE 3

### Climate surveys

### ACTION STEPS

### TIMELINE

Research school/community climate surveys	<b>2016</b> summer
Adopt or develop a climate survey for students, staff, and parents	<b>2016</b> summer
Determine time and frequency for survey administration.	<b>2016</b> summer
Administer the survey	<b>2016</b> fall/annually
Analyze and communicate results of survey	<b>2016-17</b> fall/winter/ annually
Make changes in school processes based on survey analysis	<b>2017-21</b> annually

### PERFORMANCE MEASURE(S)

*By 2021, 80% of parents surveyed will respond that they feel a connection/involved with their child's school.*

*By 2021, DPS will have 80% or greater of a climate survey respondents state that they feel the climate of the school is positive.*

*By 2021, 95% of DPS parents, community, and stakeholders surveyed will respond that they feel welcomed when entering any DPS building.*





# GOAL AREA #3

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES SCHOOL AND COMMUNITY RELATIONS

### OBJECTIVES

*Develop students' and teachers' ability to demonstrate respectful behavior*

PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
By 2021, DPS discipline referrals for "defiance of authority" will decrease to less than or equal to 15%, as measured through Infinite Campus.	TBD				15
By 2021, DPS discipline referrals for "physical conflict (mutual fighting)" will decrease to less than or equal to 10%, as measured through Infinite Campus.	TBD				10
By 2021, DPS discipline referrals for "verbal conflict" will decrease to less than or equal to 10%, as measured through Infinite Campus.	TBD				10

*Develop a process to improve data collection and analysis of student behaviors*

By 2021, DPS discipline referrals for "defiance of authority" will decrease to less than or equal to 15%, as measured through Infinite Campus.	TBD				15
By 2021, DPS discipline referrals for "physical conflict (mutual fighting)" will decrease to less than or equal to 10%, as measured through Infinite Campus.	TBD				10
By 2021, DPS discipline referrals for "verbal conflict" will decrease to less than or equal to 10%, as measured through Infinite Campus.	TBD				10

*Foster a positive climate within our school and community*

By 2021, 80% of parents surveyed will respond that they feel a connection/involved with their child's school.	TBD				80
By 2021, DPS will have 80% or greater of a climate survey respondents state that they feel the climate of the school is positive.	TBD				80
By 2021, 95% of DPS parents, community, and stakeholders surveyed will respond that they feel welcomed when entering any DPS building.	TBD				95





# GOAL AREA #4

MATERIALS AND RESOURCES

# GOAL AREA #4

## MATERIALS AND RESOURCES

### OBJECTIVE 1

**Increase technology allocation.**

#### RATIONALE

*If we increase our technology allocation, we will honor our community's core values of access to and use of current technology.*

### INITIATIVE 1

*Student-centered technology integration*

#### ACTION STEPS

#### TIMELINE

Develop grade-level teams to investigate innovative technologies

**2016**  
fall

Visit other schools to research technology options

**2016**  
fall

Recommend innovative technology aligned to International Society for Technology in Education (ISTE) student standards

**2016**  
fall

Develop incremental plan for purchasing and deployment of equipment and training of teachers

**2016**  
fall

Research specs and costs including management, licenses, and insurance

**2017-18**

Solicit lease/purchase bids and choose a vendor that meets identified specs

**2017-18**

Procure lease/purchase contracts

**2017-18**

Train teachers on operation of equipment, ISTE standards, and authentic integration of technology

**2016-21**  
fall (train  
trainer)/annually  
train all teachers

Deploy equipment based on plan

**2017-18**

Integrate ISTE student standards into standards-based report card

**2018-21**  
annually

#### PERFORMANCE MEASURE(S)

*Provide 100% of classrooms with equitable up-to-date technology to support innovative, student-centered learning by 2021.*

# GOAL AREA #4

## MATERIALS AND RESOURCES

### OBJECTIVE 1

**Increase technology allocation.**

#### RATIONALE

*If we increase our technology allocation, we will honor our community's core values of access to and use of current technology.*

### INITIATIVE 2

*Technology updates in elementary classrooms*

#### ACTION STEPS

#### TIMELINE

Visit schools to research technology integration.

**2016**  
*fall*

Develop, administer, and analyze surveys to determine classroom technology needs

**2016**  
*fall*

Repair/replace inadequate components of current Smart technology

**2017-18**

Provide equitable technology for all classrooms

**2017-18**

Provide professional development through collaborative training (sharing best practices)

**2016-21**  
*fall/annually*

#### PERFORMANCE MEASURE(S)

*Provide 100% of classrooms with equitable up-to-date technology to support innovative, student-centered learning by 2021.*

# GOAL AREA #4

## MATERIALS AND RESOURCES

### OBJECTIVE 1

#### Increase technology allocation

##### RATIONALE

*If we increase our technology allocation we will honor our community's core values of access to and use of current technology.*

### INITIATIVE 3

*Technology updates in secondary classrooms*

#### ACTION STEPS

#### TIMELINE

Visit other schools to research technology integration

**2016**  
*spring*

Research specs and costs including management, license, and insurance

**2016**  
*summer*

Solicit lease/purchase bids and choose vendor that meets specs.

**2016**  
*summer*

Acquire contracts for lease/purchase

**2016**  
*summer*

Deployment plan:

- *Schedule*
- *Delivery*
- *Installation*

**2016**  
*summer*

#### PERFORMANCE MEASURE(S)

*Provide 100% of classrooms with equitable up-to-date technology to support innovative, student-centered learning by 2021.*

### INITIATIVE 4

*Private and/or grant funding*

#### ACTION STEPS

#### TIMELINE

Research and list possible sources of grant funding

**2016**  
*fall*

Share list of funding sources/grants through email and principal meetings

**2016-2021**  
*fall*

Submit grant applications

**2016-2021**  
*fall*

#### PERFORMANCE MEASURE(S)

*Seek alternative funding to supplement identified deficits in district's commitment to support strategic goal area objectives each year.*

# GOAL AREA #4

## MATERIALS AND RESOURCES

### OBJECTIVE 2

Align financial budget with  
Continuous Strategic Improvement Plan

#### RATIONALE

*If we align financial budget with the Strategic Plan we honor our community's core value of adequate financial support.*

### INITIATIVE 1

*Annual budget review*

#### ACTION STEPS

#### TIMELINE

Develop strategic plan funding template based upon requested funding area by goal area objectives

**2016**  
*summer*

Analyze available funds

**2016-2021**  
*summer*

Allocate funds by goal areas

**2016-2021**  
*summer*

Communicate to public

**2016-2021**  
*fall*

#### PERFORMANCE MEASURE(S)

*Align the financial budget to support 100% of goal area objectives as identified by the Board of Education by 2021.*

# GOAL AREA #4

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### MATERIALS AND RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
<i>Increase technology allocation</i>	Provide 100% of classrooms with equitable up-to-date technology to support innovative, student-centered learning by 2021.	TBD				100
	Seek alternative funding to supplement identified deficits in district's commitment to support strategic goal area objectives each year.					
<i>Align financial budget with Continuous Strategic Improvement Plan</i>	Align the financial budget to support 100% of goal area objectives as identified by the Board of Education by 2021.	TBD				100



# GOAL AREA #5

BUILDINGS, FACILITIES, AND INFRASTRUCTURE

# GOAL AREA #5

## BUILDINGS, FACILITIES, AND INFRASTRUCTURE

### OBJECTIVE 1

Provide and maintain clean, equitable, and well-repaired facilities.

#### RATIONALE

*By providing and maintaining clean, equitable, and well-repaired facilities, we honor our community's core value providing well-maintained buildings and grounds.*

### INITIATIVE 1

#### Demographic study

#### ACTION STEPS

#### TIMELINE

Collect and analyze enrollment data for each site to establish a baseline

**2016-17**

Analyze data

**2016-17**

Report to team and set baseline

**2016-17**

Report results to community

**2016-17**

Investigate the need of housing transportation and maintenance at one central site to increase efficiency of addressing facilities issues

**2016-17**

#### PERFORMANCE MEASURE(S)

*By 2021, 100% of school facilities will meet or exceed state safety standards for building capacity to support a student teacher ratio of 22:1, based on district enrollment.*



# GOAL AREA #5

## BUILDINGS, FACILITIES, AND INFRASTRUCTURE

### OBJECTIVE 1

Provide and maintain clean, equitable, and well-repaired facilities.

#### RATIONALE

*By providing and maintaining clean, equitable, and well-repaired facilities, we honor our community's core value providing well-maintained buildings and grounds.*

### INITIATIVE 2

*Baseline cleanliness survey*

#### ACTION STEPS

#### TIMELINE

Develop and administer school cleanliness survey to students and staff

**2016-21**  
spring/annually

Analyze survey data

**2016-21**  
spring/annually

Meet to discuss data results and set new initiatives

**2016-21**  
spring/annually

#### PERFORMANCE MEASURE(S)

*By 2021, 75% of students and staff will show satisfaction in school cleanliness and safety standards, based on results of a building and maintenance survey.*

# GOAL AREA #5

## BUILDINGS, FACILITIES, AND INFRASTRUCTURE

### OBJECTIVE 2

Provide and maintain safe and secure building/facilities.

#### RATIONALE

*By providing and maintaining safe and secure buildings and facilities, we honor our community's core value of having well maintained buildings and grounds.*

### INITIATIVE 1

*Safety needs assessment*

#### ACTION STEPS

#### TIMELINE

Develop or adopt an instrument to assess safety needs of sites

**2016-2021**  
*annually*

Evaluate each site for specific safety and security needs and formulate a report for the team and community

**2016-2021**  
*annually*

Report findings to team and community

**2016-2021**  
*annually*

Determine initiative to address identified needs

#### PERFORMANCE MEASURE(S)

*By 2021, 100% of facilities will be safe and secure, based on quarterly safety reports.*

# GOAL AREA #5

## BUILDINGS, FACILITIES, AND INFRASTRUCTURE

### OBJECTIVE 2

#### RATIONALE

Provide and maintain safe and secure building/facilities.

*By providing and maintaining safe and secure buildings and facilities, we honor our community's core value of having well maintained buildings and grounds.*

### INITIATIVE 2

*Ongoing monitoring of maintenance needs*

#### ACTION STEPS

#### TIMELINE

Set meeting time to discuss areas of concern, formulate a completion schedule, discuss budgetary concerns

**2016-21**  
summer/annually

Monitor completion schedule to ensure project stays on track

**2016-21**  
summer/annually

Provide updates to stakeholders

**2016-21**  
summer/annuallys

#### PERFORMANCE MEASURE(S)

*By 2021, 100% of facilities will be safe and secure, based on quarterly safety reports.*



# GOAL AREA #5

## BUILDINGS, FACILITIES, AND INFRASTRUCTURE

### OBJECTIVE 3

Provide adequate and appropriate facilities to support student programs.

#### RATIONALE

*When we provide and maintain safe and secure buildings and facilities, we honor our community's core value of providing well maintained buildings and grounds.*

### INITIATIVE 1 Facility upgrades

#### ACTION STEPS

#### TIMELINE

Create and administer survey/needs assessment for academic and extra-curricular groups at each school site

**2017-18**  
annually

Analyze needs assessment

**2017-18**  
ongoing

Set meeting to discuss additional initiatives

**2016-21**  
fall/annually

#### PERFORMANCE MEASURE(S)

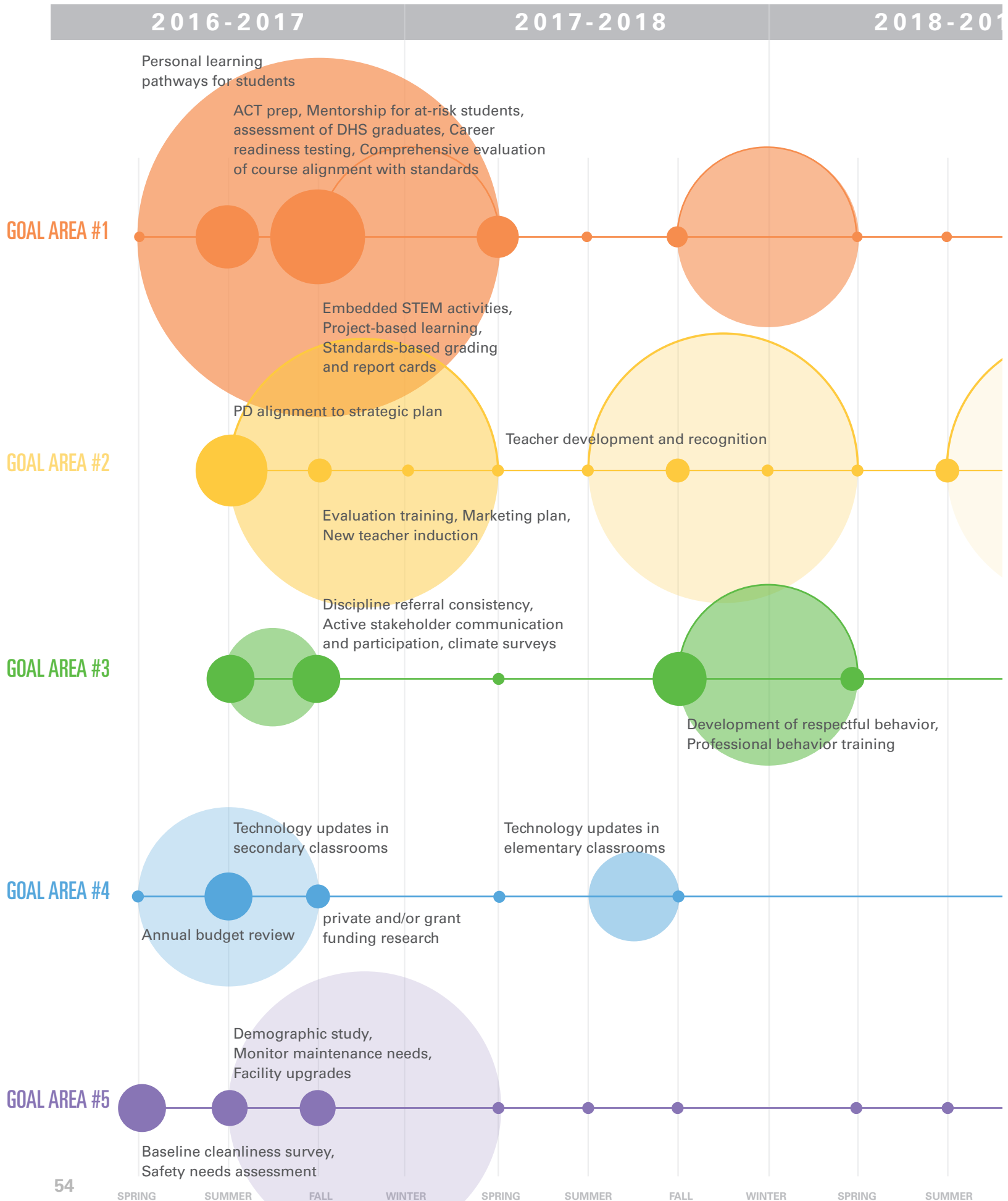
*By 2021, 100% of DPS buildings will operate at optimal capacity based on student enrollment vs. square footage equation.*

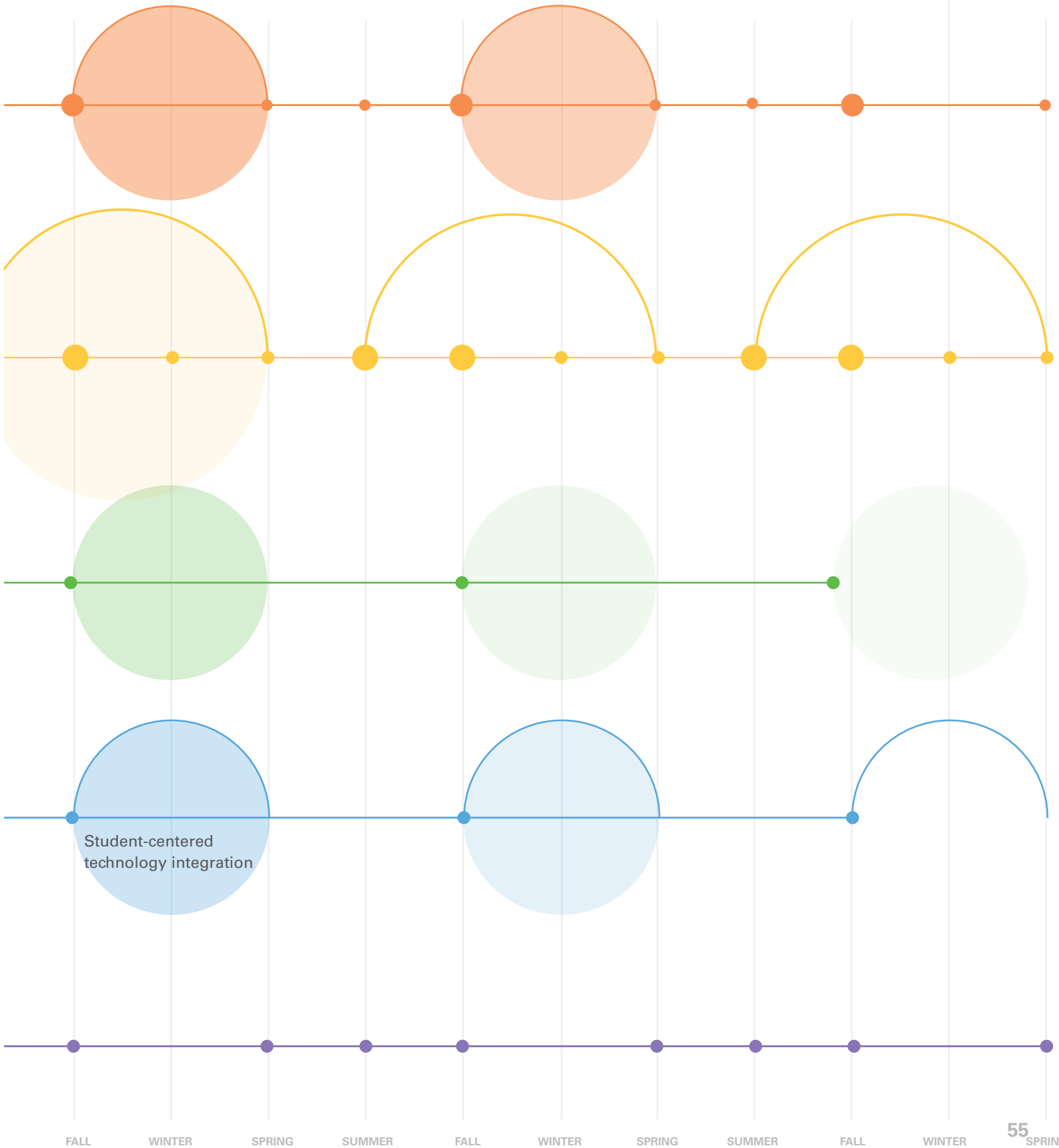
# GOAL AREA #5

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES BUILDINGS, FACILITIES, AND INFRASTRUCTURE

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
<i>Provide and maintain clean, equitable, and well-repaired facilities.</i>	By 2021, 100% of school facilities will meet or exceed state safety standards for building capacity to support a student teacher ratio of 22:1, based on district enrollment.	TBD				100
	By 2021, 75% of students and staff will show satisfaction in school cleanliness and safety standards based on building and maintenance survey.	TBD				75
<i>Provide and maintain safe and secure buildings/facilities.</i>	By 2021, 100% of facilities will be safe and secure, based on quarterly safety reports.	80	90	95	98	100
<i>Provide adequate and appropriate facilities to support student programs.</i>	By 2021, 100% of DPS buildings will operate at optimal capacity based on student enrollment vs. square footage equation.	TBD				100

# FIVE YEAR TIMELINE OF INITIATIVES







# ACKNOWLEDGEMENTS

The Oklahoma State School Board Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Duncan Public School District, Board of Education and members of the Central Office Leadership 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 core values, core beliefs, and learner expectations, has been developed to provide guidance for Duncan 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 Duncan 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 Duncan Public School District.



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