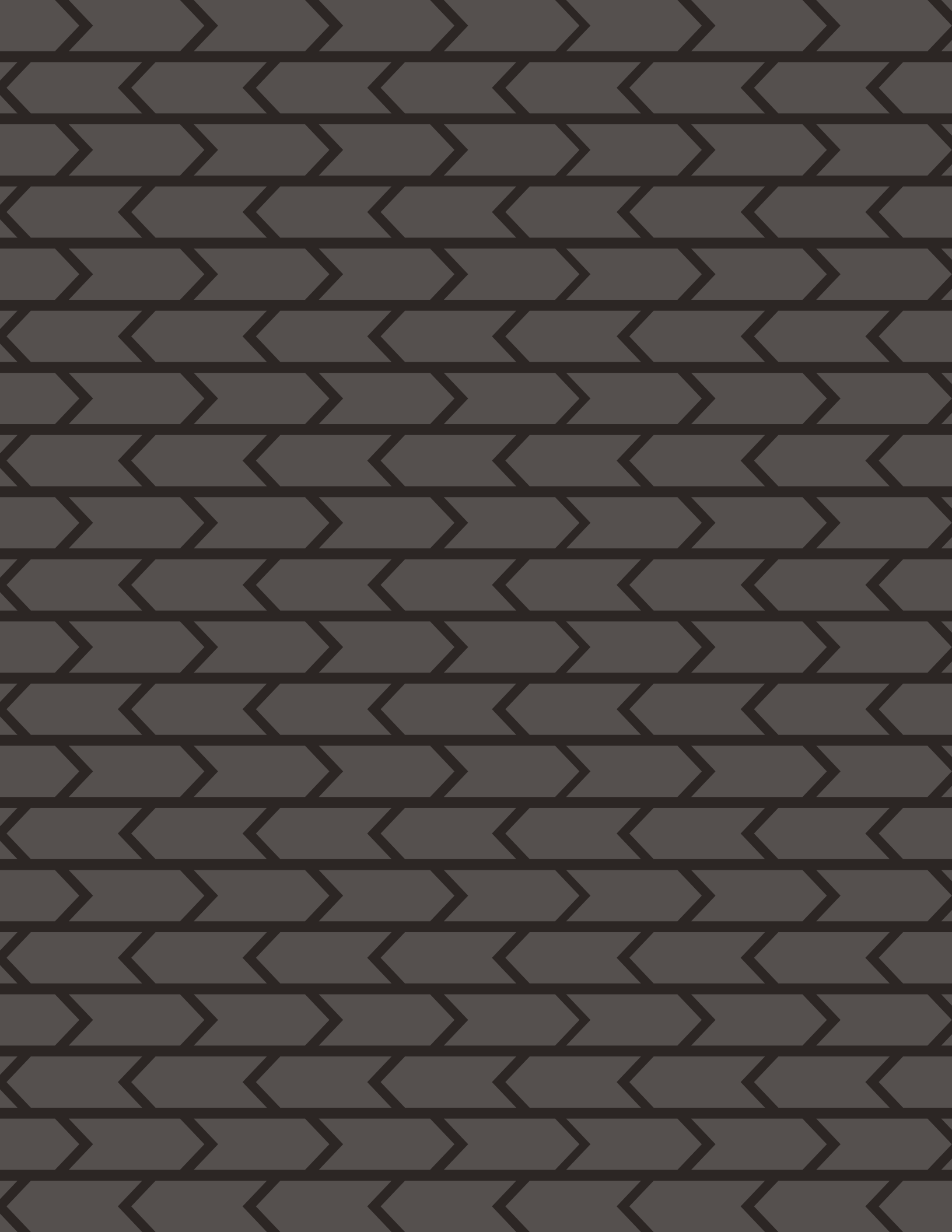




2016-2021

# STRATEGIC PLAN



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**W**agoner School District takes great pride in the quality of education that is provided to its students. Parents, patrons, community members, students, and district employees have high expectations in helping to prepare our students for 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 among board members, teachers, students, administrators, staff, and community leaders. This collaboration has not only helped in envisioning the future of the district, 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 am grateful for all of the time, energy, hard work, and creativity given by many in the development of this plan. As we continue to move forward, the strategic plan will be used to guide our direction in doing that which is in the best interest of our students.

**Randy Harris**  
*Superintendent*

# BOARD OF EDUCATION

Brenda Barney	<i>President</i>
Tresa Pitre	<i>Vice President</i>
W.L. Moore	<i>Clerk</i>
Marvin Morgan	<i>Member</i>
Marc Collins	<i>Member</i>



# STRATEGIC PLANNING TEAM MEMBERS

**Randy Harris**  
*Superintendent*

John Chandler

Dale Condict

Allen Muhlenweg

Darron Hummingbird

Robert Schaefer

Terry Oliver

Amy Cantrell

Sara Serviss

Darlene Adair

Stephanie Fleming

Jeremy Holmes

Michael Cantrell

Mark Jones

Heather Drake

Curtis Janko

Nick Humphries

Sara Jones

Stephanie Rexwinkle

Stacie Schilling

Penny Janko

Brian Hummingbird

Brenda Barney

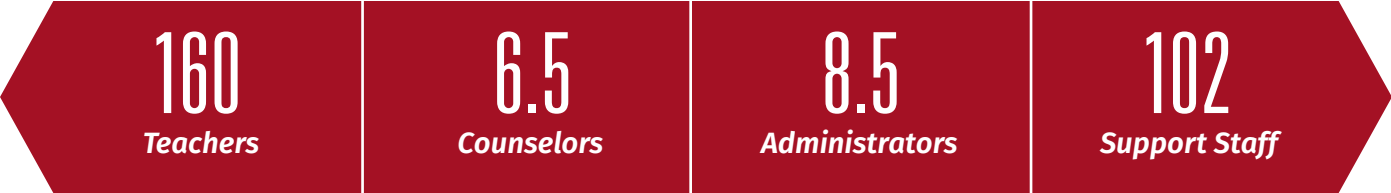
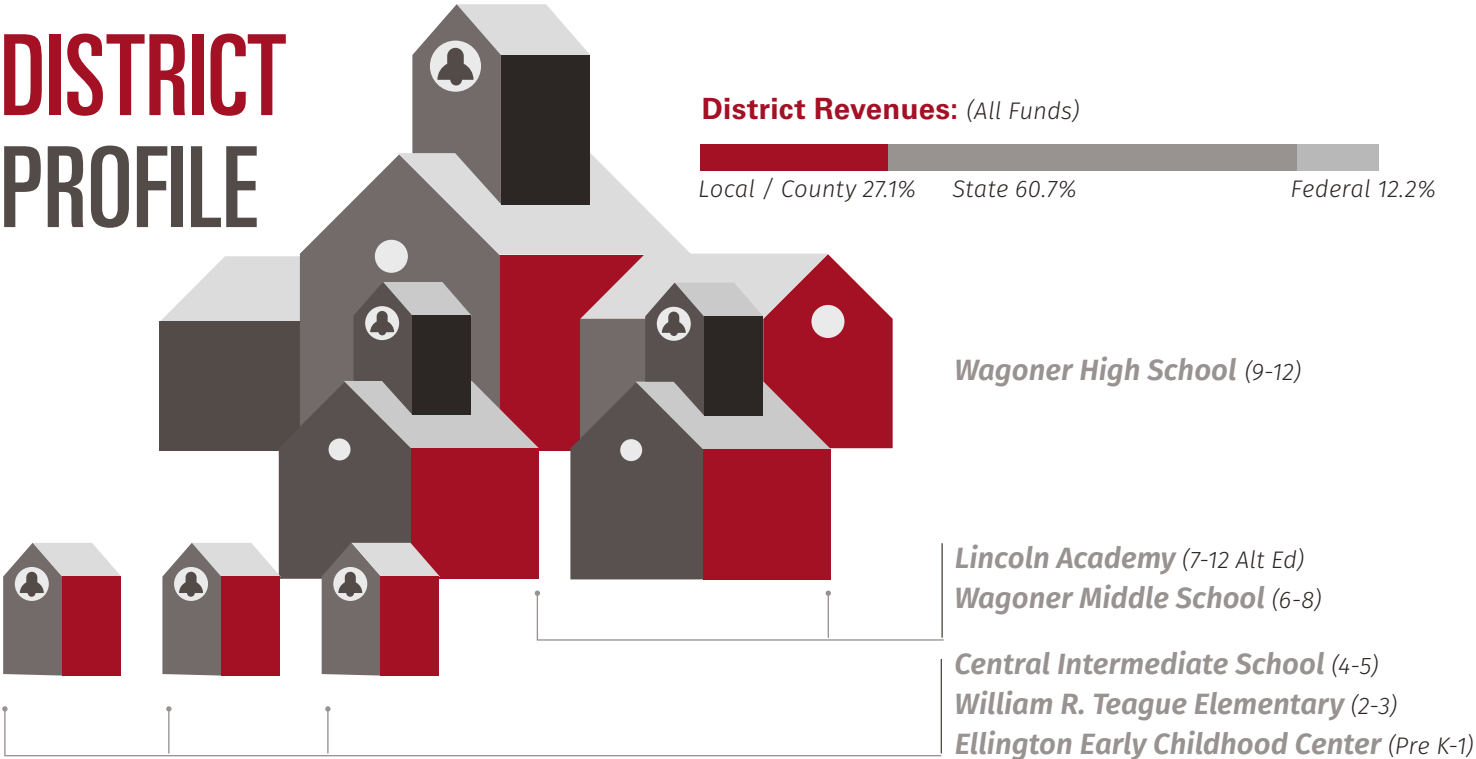
Morgan Schilling

Emily Boyne

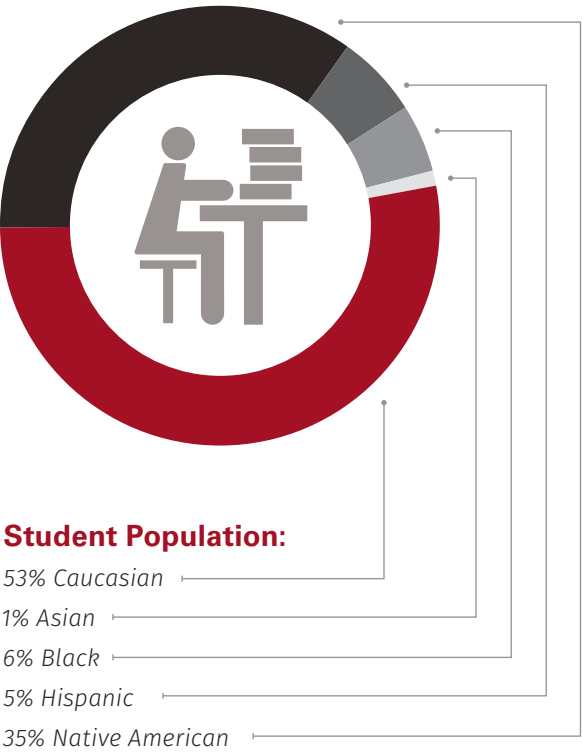
Nathan Chuculate

K.J. Lee

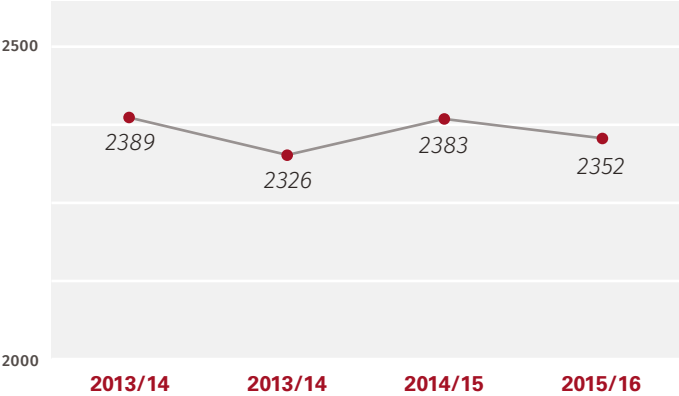
# DISTRICT PROFILE



(12.8% with advanced degrees, 11.1 average years teaching experience)



## Enrollment Trends:




# EXECUTIVE SUMMARY

Wagoner Public Schools' 2016-2021 Strategic Plan is recognized as a blueprint of district transformation and cultural change. The plan is designed to provide a rigorous curriculum for all students in order for them to be college/career ready upon graduation from high school. This will be accomplished by focusing on hiring, retaining, and developing quality staff. Teachers will be supported through a mentor/induction program and a teacher recognition 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 five-year strategic plan. The initiatives and action steps will be continually monitored and the Board of Education will be regularly updated 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 and designed to ensure students will meet and/or exceed standards, graduate on time and are college/career ready.





**The Wagoner Public School District is committed to a tradition of excellence in order to create life-long, independent and creative learners who will be successful in a global society.**

# 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 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.

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

- October 8, 2015 – November 30, 2015  
(Community Survey open for public participation)
- October 20, 2015 - Staff Forum  
(Wagoner High School. 3:30-5:00)
- October 20, 2015 - Community Forum  
(Wagoner High School 5:30-7:00)

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

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

#### **Planning Meetings**

- December 7, 2015
- December 8, 2015

## PHASE III ACT

## PHASE IV ACHIEVE

**“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, 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 persons, and not to create a burden in the budget any one year.

- February 2, 2016 (Day One)
- February 3, 2016 (Day Two)
- February 24, 2016, Edit Discussion for WPS Leadership
- March 11, 2016 (Day Three)

**“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 assisted in this process by working with a leadership team from each school site and instructing 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 to develop a Year One plan which will support the implementation of the district's strategic plan. An accountability flow chart was developed and shared.

- May 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**

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

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

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

## **Core Beliefs**

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

- Access to and use of current technology
- Quality teachers with ongoing training
- Safe, secure and well-maintained buildings and grounds
- Extended learning through enrichment, remediation, summer school and/or early childhood opportunities
- College and career readiness
- Supportive conditions
- School/community connections
- Small class sizes
- Up-to-date materials
- Innovative instruction

This type of teaching and learning will promote quality, rigorous programs where students solve real world problems across content areas and develop life skills.

## **Core Values**

In order to ensure quality teaching and learning, Wagoner Public Schools value:

- A respectful and nurturing environment for parents, students, staff and community members
- Adequate financial support for up-to-date technology
- Safe and secure buildings and grounds
- Quality teachers
- Quality student programs that meet the diverse needs of all students
- Parent and community connections/involvement
- Strong leadership
- Hiring and keeping quality teachers with competitive salaries
- Students who are academically prepared for college, career and life
- Small class sizes
- Innovative teaching

By upholding these values, Wagoner Public Schools will put into place policies and procedures that meet or exceed state standards to provide rigorous learning and achievement for students and faculty.

# STRATEGIC GOAL SUMMARY

## GOAL AREA #1

### STUDENT LEARNING

#### **Objective 1: Increase student achievement**

- » Initiative 1: Alignment of district curriculum to state standards in reading and math
- » Initiative 2: Improved reading instructional program
- » Initiative 3: Improved math instructional program
- » Initiative 4: Student motivation/engagement

#### **Objective 2: Increase rigor of instruction**

- » Initiative 1: Higher Order Thinking (HOT) skill development
- » Initiative 2: Teacher and Leader Effectiveness (TLE) training

#### **Objective 3: Create a college/career ready culture**

- » Initiative 1: ACT prep
- » Initiative 2: Increased awareness of Career Tech programs

## GOAL AREA #2

### HUMAN CAPITAL

#### **Objective 1: Recruit quality staff**

- » Initiative 1: Promotional/marketing plan

#### **Objective 2: Retain quality staff**

- » Initiative 1: Teacher recognition program
- » Initiative 2: Exit interviews

#### **Objective 3: Develop quality staff**

- » Initiative 1: Teacher induction program
- » Initiative 2: Professional development aligned to TLE
- » Initiative 3: Professional development for Oklahoma Academic Standards (OAS)

# GOAL AREA #3

## SUPPORTIVE ENVIRONMENT

### **Objective 1: Ensure a positive and nurturing school climate**

- » Initiative 1: Baseline data collection from students, teachers, and parents

### **Objective 2: Enhance positive community support**

- » Initiative 1: Parent/community involvement

# GOAL AREA #4

## OPERATIONS AND RESOURCES

### **Objective 1: Ensure safe school environment/student and teacher safety**

- » Initiative 1: Facility improvements
- » Initiative 2: Security equipment
- » Initiative 3: Bus behavior criteria and protocol

### **Objective 2: Provide well-maintained buildings and grounds**

- » Initiative 1: Building maintenance plan
- » Initiative 2: New schools to house Central Intermediate School (CIS) and Ellington Early Childhood Center (EECC)

### **Objective 3: Provide increased access to up-to-date technology**

- » Initiative 1: Improved infrastructure
- » Initiative 2: Acquisition of innovative technology
- » Initiative 3: Professional development
- » Initiative 4: Improved technology maintenance

# GOAL AREA #5

## FINANCE

### **Objective 1: Align expenditures to goal areas**

- » Initiative 1: Professional development on the strategic plan for the Board of Education
- » Initiative 2: Regular review the strategic plan by to align expenditures

### **Objective 2: Seek alternative funding**

- » Initiative 1: External public funding for goals shortfall and needs of district







# GOAL AREA #1

STUDENT LEARNING

# GOAL AREA #1

## STUDENT LEARNING

### OBJECTIVE 1

#### Increase student achievement

#### RATIONALE

*If we increase student achievement, we will honor our community expectation for students to master content knowledge.*

### INITIATIVE 1

*Alignment of district curriculum to state standards in reading and math*

#### ACTION STEPS

#### TIMELINE

Develop a committee in reading and in math with representatives from each grade level

**2016**  
Summer

Committees will develop a scope and sequence for math and reading for each grade level

**2016**  
Early Fall

Committees will research textbook/curriculum resources and make recommendations for a district standardized series in both math and reading

**2016-17**  
Winter

#### PERFORMANCE MEASURE(s)

- 90% of all 3rd grade students will score proficient or higher in math by 2021
- 70% of all 4th grade students will score proficient or higher in math by 2021
- 75% of all 5th grade students will score proficient or higher in math by 2021
- 70% of all 6th grade students will score proficient or higher in math by 2021
- 85% of all 7th grade students will score proficient or higher in math by 2021
- 70% of all 8th grade students will score proficient or higher in math by 2021
- 70% of all Algebra I students will score proficient or higher on Algebra I EOI by 2021
- 85% of all Geometry students will score proficient or higher on Geometry EOI by 2021
- 75% of all Algebra II students will score proficient or higher on Algebra II EOI by 2021
- 85% of all kindergarten students will score on-level or above on the Star Early Literacy Report
- 94% of all 1st grade students will score on-level or above on the Star Early Literacy Report
- 92% of all 2nd grade students will score on-level or above on the Star Early Literacy Report
- 90% of all 3rd grade students will score proficient or higher in reading by 2021
- 70% of all 4th grade students will score proficient or higher in reading by 2021
- 75% of all 5th grade students will score proficient or higher in reading by 2021
- 80% of all 6th grade students will score proficient or higher in reading by 2021
- 75% of all 7th grade students will score proficient or higher in reading by 2021
- 91% of all 8th grade students will score proficient or higher in reading by 2021
- 85% of all English II students will score proficient or higher on the EOI by 2021
- 88% of all English III students will score proficient or higher on the EOI by 2021



## INITIATIVE 2

### *Improved reading instructional program*

#### ACTION STEPS

#### TIMELINE

Research scheduling options that provide intervention time within the school day

**2016**  
Summer

Build time within the school day for interventions

**2016**  
Fall

Provide professional development to all teachers on integrating literacy skills into all content areas

**2016**  
Fall

Implement reading interventions

**2017-18**

Monitor student reading proficiency throughout the school year

**2017-18**

Regularly review student reading data to plan for instruction

**2017-18**

#### PERFORMANCE MEASURE(S)

- 85% of all kindergarten students will score on-level or above on the Star Early Literacy Report
- 94% of all 1st grade students will score on-level or above on the Star Early Literacy Report
- 92% of all 2nd grade students will score on-level or above on the Star Reading Report
- 90% of all 3rd grade students will score proficient or higher in reading by 2021
- 70% of all 4th grade students will score proficient or higher in reading by 2021
- 75% of all 5th grade students will score proficient or higher in reading by 2021
- 80% of all 6th grade students will score proficient or higher in reading by 2021
- 75% of all 7th grade students will score proficient or higher in reading by 2021
- 91% of all 8th grade students will score proficient or higher in reading by 2021
- 85% of all English II students will score proficient or higher on the EOI by 2021
- 88% of all English III students will score proficient or higher on the EOI by 2021

### INITIATIVE 3

*Improved math instructional program*

#### ACTION STEPS

#### TIMELINE

Research scheduling options that provide intervention time within the school day

**2016-17**  
*Summer*

Build time within the school day for interventions

**2016-21**  
*Fall*

Provide professional development for effective math interventions

**2016-21**  
*Fall*

Implement interventions

**2017-21**

Monitor student math proficiency throughout the school year

**2017-21**

Review student data for instructional planning

**2017-21**

#### PERFORMANCE MEASURE(S)

- 90% of all 3rd grade students will score proficient or higher in math by 2021
- 70% of all 4th grade students will score proficient or higher in math by 2021
- 75% of all 5th grade students will score proficient or higher in math by 2021
- 70% of all 6th grade students will score proficient or higher in math by 2021
- 85% of all 7th grade students will score proficient or higher in math by 2021
- 70% of all 8th grade students will score proficient or higher in math by 2021
- 70% of all Algebra I students will score proficient or higher on Algebra I EOI by 2021
- 85% of all Geometry students will score proficient or higher on Geometry EOI by 2021

## INITIATIVE 4

### Student motivation/ engagement

#### ACTION STEPS

#### TIMELINE

Develop a Student Motivation Action Committee at each building

**2016**  
Summer

Define student engagement and collect data on current level

**2016**  
Fall

Provide professional development on student engagement instructional strategies

**2016**  
Fall

Integrate instructional strategies and monitor fidelity of implementation

**2017**  
Spring and then annually

Develop at least three motivational ideas to incorporate for attendance, independent reading, homework completion, grades, etc.

**2016**  
Summer

Recruit community resources to support motivational ideas

**2017**  
Spring

#### PERFORMANCE MEASURE(S)

- 90% of all 3rd grade students will score proficient or higher in math by 2021
- 70% of all 4th grade students will score proficient or higher in math by 2021
- 75% of all 5th grade students will score proficient or higher in math by 2021
- 70% of all 6th grade students will score proficient or higher in math by 2021
- 85% of all 7th grade students will score proficient or higher in math by 2021
- 70% of all 8th grade students will score proficient or higher in math by 2021
- 70% of all Algebra I students will score proficient or higher on Algebra I EOI by 2021
- 85% of all Geometry students will score proficient or higher on Geometry EOI by 2021
- 75% of all Algebra II students will score proficient or higher on Algebra II EOI by 2021
- 85% of all kindergarten students will score on-level or above on the Star Early Literacy Report
- 94% of all 1st grade students will score on-level or above on the Star Early Literacy Report
- 92% of all 2nd grade students will score on-level or above on the Star Early Literacy Report
- 90% of all 3rd grade students will score proficient or higher in reading by 2021
- 70% of all 4th grade students will score proficient or higher in reading by 2021
- 75% of all 5th grade students will score proficient or higher in reading by 2021
- 80% of all 6th grade students will score proficient or higher in reading by 2021
- 75% of all 7th grade students will score proficient or higher in reading by 2021
- 91% of all 8th grade students will score proficient or higher in reading by 2021
- 85% of all English II students will score proficient or higher on the EOI by 2021
- 88% of all English III students will score proficient or higher on the EOI by 2021

# GOAL AREA #1

## STUDENT LEARNING

### OBJECTIVE 2

#### Increase rigor of Instruction

##### RATIONALE

*If we increase the rigor of our curriculum, then we will honor our community values for quality teachers with ongoing training.*

### INITIATIVE 1

*Higher Order Thinking  
(HOT) skill development*

#### ACTION STEPS

Require all secondary teachers to attend AP training if available for their content area

**2017-18**

Provide professional development for all elementary teachers on Problem Based Learning (PBL) activities and interdisciplinary unit planning

**2017-18**

Use Professional Learning Community (PLC) time to develop PBL and interdisciplinary units

**2017-18**  
*and then annually*

Identify and purchase PBL materials

**2017-18**  
*and then annually*

Integrate PBL into curriculum units

**2018-19**  
*and then annually*

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

**2018-19**  
*Develop and then monitor annually*

#### PERFORMANCE MEASURE(S)

- 7 Honors courses will be offered in the HS by 2021
- 8 Pre-AP courses will be offered in the HS by 2021
- 8 AP courses will be offered in the HS by 2021



## INITIATIVE 2

### *Teacher and Leader Effectiveness (TLE) training*

#### ACTION STEPS

Provide professional development for administrators and teachers on understanding of and strategies for TLE criteria 9 and 10 of Effective Instruction

**2017-18**

Develop a schedule for peer observations with teachers receiving a 4 or 5 on criteria 9 and 10

**2017-18**  
*and then  
annually*

Teachers will observe other teachers who have received 4 or 5 on TLE

**2017-18**  
*and then  
annually*

Share best practices learned/viewed during Professional Learning Community (PLC) time and/or faculty meetings

**2017-18**  
*and then  
annually*

#### PERFORMANCE MEASURE(S)

- 80% of all TLE scores on criteria 9 and 10 will be 4 or 5 in 2021

# GOAL AREA #1

## STUDENT LEARNING

### OBJECTIVE 3

#### Create a college-career ready culture

##### RATIONALE

*If we create a college and career ready culture, then we will honor our community's expectation for students to be prepared to enter college or a career*

### INITIATIVE 1

#### ACT Prep

##### ACTION STEPS

Provide ACT prep training for all AP secondary content teachers

**2017-18**

Increase the number of ACT Prep courses during the school day

**2017-18**

Develop ACT prep class for all 10th grade students opposite World History (or any required semester course)

**2017-18**

Identify ACT prep class teacher(s)

**2017-18**

##### PERFORMANCE MEASURE(S)

- The average ACT score will be within plus or minus .2 points of the state average by 2021
- The college going rate of those who graduate will increase to 65% by 2021





## INITIATIVE 2

*Increased awareness of  
career tech programs*

### ACTION STEPS

Collaborate with career tech to provide promotional materials

Plan a career tech day that might include a visit to the career tech, or bring speakers in for career tech fair once during elementary, middle school and again in high school

### 2016

*Spring and Fall  
then annually as  
needed*

### 2017-18

*and then  
annually*

### PERFORMANCE MEASURE(S)

- Enrollment in career tech will increase by 45% by 2021

# GOAL AREA #1

## STUDENT LEARNING

### TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

#### OBJECTIVES

#### PERFORMANCE MEASURES

#### BASELINE

#### 2017-18

#### 2018-19

#### 2019-20

#### 2020-21

#### Increase student achievement

90% of all 3rd grade students will score proficient or higher in math by 2021

80

87

88

89

90

70% of all 4th grade students will score proficient or higher in math by 2021

50

63

66

68

70

75% of all 5th grade students will score proficient or higher in math by 2021

64

70

72

74

75

70% of all 6th grade students will score proficient or higher in math by 2021

58

66

68

69

70

85% of all 7th grade students will score proficient or higher in math by 2021

73

81

83

84

85

70% of all 8th grade students will score proficient or higher in math by 2021

60

67

68

69

70

70% of all Algebra I students will score proficient or higher on Algebra I EOI by 2021

55

64

66

68

70

85% of all Geometry students will score proficient or higher on Geometry EOI by 2021

61

66

75

80

85

75% of all Algebra II students will score proficient or higher on Algebra II EOI by 2021

66

72

73

74

75

85% of all kindergarden students will score on-level or above on the Star Early Literacy Report

77

82

83

84

85

94% of all 1st grade students will score on-level or above on the Star Early Literacy Report

92

93

94

94

94

92% of all 2nd grade students will score on-level or above on the Star Early Literacy Report

90

91

91

92

92

90% of all 3rd grade students will score proficient or higher in reading by 2021

80

87

88

89

90

70% of all 4th grade students will score proficient or higher in reading by 2021

51

63

66

68

70

75% of all 5th grade students will score proficient or higher in reading by 2021

59

70

72

74

75

80% of all 6th grade students will score proficient or higher in reading by 2021

72

78

79

79

80

75% of all 7th grade students will score proficient or higher in reading by 2021

65

72

74

74

75

91% of all 8th grade students will score proficient or higher in reading by 2021

87

90

90

91

91

85% of all English II will score proficient or higher on the EOI by 2021

76

82

83

84

85

88% of all English III will score proficient or higher on the EOI by 2021

83

86

87

87

88

## OBJECTIVES

### PERFORMANCE MEASURES

BASELINE 2017-18 2018-19 2019-20 2020-21

#### Increase rigor of instruction

80% of all TLE scores on criteria 9 and 10 will be 4 or 5 in 2021	TBD	65	70	75	80
7 Honors courses will be offered in the HS by 2021	5 COURSES	6	7	7	7
8 Pre-AP courses will be offered in the HS by 2021	5 COURSES	6	7	7	8
8 AP courses will be offered in the HS by 2021	7 COURSES	8	8	8	8

#### Create a college-career ready culture

The average ACT score will be within plus or minus .2 points of the state average by 2021	18.9 AVG.SCORE	TBD	TBD	TBD	TBD
Enrollment in career tech will increase by 45% by 2021	43	44	44.5	44.8	45
The college going rate of those who graduate will increase to 65% by 2021	44	50	55	60	65





# GOAL AREA #2

HUMAN CAPITAL

# GOAL AREA #2

## HUMAN CAPITAL

### OBJECTIVE 1

#### Recruit quality staff

##### RATIONALE

*If we recruit quality staff, we honor our community belief in innovative instruction.*

### INITIATIVE 1

#### Promotional/ marketing plan

##### ACTION STEPS

##### TIMELINE

Decide WHAT we want to promote

**2016-17**  
Fall

Promote or spotlight the district in all media outlets

**2016-2021**

Create/update district promotional video/materials

**2016-17**  
Fall

Attend regional job fairs

*Annually in Fall  
and Spring*

Develop a dedicated teacher recruitment campaign for all colleges of education in Oklahoma

*Annually in  
Winter*

##### PERFORMANCE MEASURE(S)

• Increase number of applicants by 10% by 2021

# GOAL AREA #2

## HUMAN CAPITAL

### OBJECTIVE 2

#### Develop quality staff

##### RATIONALE

*If we develop quality staff, we honor our community's values for quality teachers with ongoing training.*

### INITIATIVE 1

#### Teacher induction program

##### ACTION STEPS

##### TIMELINE

Research teacher mentor/induction

**2017-18**

Adopt/develop a teacher induction program

**2017-18**

Choose and train mentor teachers

**2017-18**

Implement the program

**2019-20**  
and ongoing

Evaluate the program

**2019-20**  
and ongoing

##### PERFORMANCE MEASURE(s)

- 100% of all teachers with less than 3 years of teaching experience in the district will be part of a district induction program by the year 2021



**INITIATIVE 2**  
**Professional development  
 aligned to Teacher and  
 Leader Effectiveness (TLE)**

	ACTION STEPS	TIMELINE
	Building administrator presents an understanding of and classroom strategies for optimum performance on the TLE rubric a minimum of 3 hours annually	<i>Fall Annually</i>
	Teachers will develop individual professional goals aligned to TLE prior to observations	<i>Fall Annually</i>
	Building principals will meet with department/grade level leaders to plan department/grade level professional learning community meetings based on teacher professional goals	<i>Fall Annually</i>
	Meet in departments to integrate classroom strategies that align to TLE rubric	<i>Annually</i>
PERFORMANCE MEASURE(S)	• Show an increase of ____% on teacher TLE scores of 3-5	

**INITIATIVE 3**  
**Professional development  
 for Oklahoma Academic  
 Standards (OAS)**

	ACTION STEPS	TIMELINE
	Develop vertical alignment between grades	<b>2017-18</b>
	Conduct grade level/department meetings to develop curriculum maps	<b>2017-18</b>
	Teachers will use curriculum maps to guide pacing and content of instruction	<b>2018-19</b>
PERFORMANCE MEASURE(S)	• Show an increase of _____ on TLE scores of 3-5	



## INITIATIVE 4

### *Teacher exit interviews*

#### ACTION STEPS

#### TIMELINE

Research and develop an exit interview

**2016-17**  
*Winter*

Interview all teachers with a TLE score of 3 or above who leave the district to know why they are leaving

**2017**  
*Spring*

Analyze data and share with teacher support team

**2017**  
*Summer*

#### PERFORMANCE MEASURE(S)

- *Decrease the number of teachers leaving who have a TLE score of 3 or higher on TLE to 5% by 2021*

# GOAL AREA #2

## HUMAN CAPITAL

### OBJECTIVE 3

#### Retain quality staff

##### RATIONALE

*If we retain quality staff, we honor our community's values for quality teachers.*

### INITIATIVE 1

#### Teacher recognition program

##### ACTION STEPS

##### TIMELINE

Form a Teacher Recognition Committee with teacher representative from each building to research and develop a teacher incentive program

**2016-17**  
Fall

District administrator will meet prior to the school year to develop the shared expectations timelines and processes for incentives

**2016-17**  
Fall

Recognize teachers in the social media formats

**2016-21**  
ongoing

Recognize teachers in front of peers and community at social community events

**2016-21**  
ongoing

Recognize/reward every teacher with zero absences for each month

**2016-21**  
ongoing

Recognize/reward every teacher who has lower than the district average for number of absences for the year

**2016-21**  
ongoing

##### PERFORMANCE MEASURE(S)

- Decrease the number of teachers leaving who have a TLE score of 3 or above by 5% by 2021
- Decrease absences by .5% per year for 5 years

# GOAL AREA #2

## HUMAN CAPITAL

### TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
<b>Develop quality staff</b>	Show an increase of _____ on TLE scores of 3-5	TBD				
	Decrease absences by .5% per year for 5 years	6	5	4	4	3
	Increase the percentage of students satisfied with quality instruction by 2% each year for five years	TBD				
	Increase professional development for developing rigorous curriculum 3 hours in year 1 & by 1 hour years 2-5	3 HOURS	7	8	9	10
<b>Recruit quality staff</b>	increase number of applicants by 10% by 2021	TBD				
<b>Retain quality staff</b>	Decrease the number of teachers leaving who have a TLE score of 3 or higher on TLE to 5% by 2021	TBD				5





# GOAL AREA #3

SUPPORTIVE ENVIRONMENT



# GOAL AREA #3

## SUPPORTIVE ENVIRONMENT

### OBJECTIVE 1

#### Ensure a positive and nurturing school climate

##### RATIONALE

*If we ensure a positive and nurturing school climate then, we honor our community values for a respectful and nurturing environment for parents, students, staff and community members.*

### INITIATIVE 1

*Baseline data collection from students, teachers, and parents*

##### ACTION STEPS

##### TIMELINE

Develop grade appropriate questionnaires

**2016**  
Spring

Annually administer questionnaires at each site level between February 1 - March 1

**2016-17**  
Winter/Spring and then annually

Collect surveys and enter data

**2017**  
Spring and then annually

Supportive Environment Goal Area Team will enter district data into the 5 year plan no later than April 1 of each year

**2017**  
Spring and then annually

Meet with Supportive Environment Goal Area Team to develop new action steps based on data

Spring/Summer annually

Refine surveys questions

**2019-20**

##### PERFORMANCE MEASURE(S)

- \*95% of all 6-12 grade students will feel respected by teachers as measured by the School Climate Survey for middle school and high school students by 2021
- \*95% of all 1-5 grade students will feel respected by teachers as measured by the School Climate Survey for elementary Students by 2021
- \*85% of all 6-12 grade students will feel respected by peers as measured by the School Climate Survey for middle school and high school students by 2021
- \*85% of all 1-5 grade students will feel respected by peers as measured by the School Climate Survey for elementary students by 2021
- \*95% of all teachers will feel respected by other teachers as measured by the Teacher Climate Survey by 2021
- \*95% of all 6-12 grade students will feel supported by teachers as measured by the School Climate Survey for middle school and high school students by 2021
- \*95% of all 1-5 grade students will feel supported by teachers as measured by the School Climate Survey for elementary students by 2021
- \*95% of all teachers will feel supported by administrators as measured by the Teacher Climate Survey by 2021
- \*90% of all teachers will feel supported by parents as measured by the Teacher Climate Survey by 2021
- \*95% of all 6-12 grade students will feel connected or involved with their school as measured by the School Climate Survey for middle school and high school students by 2021
- \*95% of all 1-5 grade students will feel connected or involved with their school as measured by the School Climate Survey for elementary students by 2021

# GOAL AREA #3

## SUPPORTIVE ENVIRONMENT

### OBJECTIVE 2

#### Enhance positive community support

##### RATIONALE

*If we enhance positive community support, we honor our community belief in community/school connections and involvement.*

### INITIATIVE 1

#### Parent/community involvement

##### ACTION STEPS

##### TIMELINE

Develop a district-wide procedure for reporting parent/teacher conferences

**2016**  
Summer

Connect parent/teacher conferences with other activities that include student participation such as Book Fair, Ice Cream Social, Jupiter Jump, etc...

**Fall 2016**  
and then annually

Compile a list of volunteer opportunities across the district

**2017-18**

Develop a "Volunteer Form"

**2017-18**

Distribute volunteer opportunities in the enrollment packets along with a Volunteer Form

**2017-18**  
and then annually

Promote "Volunteer Challenge" Campaign

**2017-18**  
and then annually

Develop a recognition plan for community volunteers

**2017-18**

Review opportunities list

**2019-20**

Review/evaluate recognition plan

**2019-20**

##### PERFORMANCE MEASURE(S)

- Attain an average of 5.0 patron volunteer hours per year per student as measured by the Annual District Profile by 2021
- 80% of all students will have at least one parent attend at least one conference per year by 2021
- 90% of all parents will feel supported by the school system as measured by the Parent Climate survey by 2021
- 90% of all parents will feel connected or involved with their child's/children's school(s) as measured by the Parent Climate survey by 2021
- 90% of all parents will feel welcomed in their child's/children's school(s) as measured by the Parent Climate survey by 2021

# GOAL AREA #3

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### SUPPORTIVE ENVIRONMENT

#### OBJECTIVES

#### PERFORMANCE MEASURES

BASELINE 2017-18 2018-19 2019-20 2020-21

#### Ensure a positive and nurturing environment

*95% of all 6-12 grade students will feel respected by teachers as measured by the School Climate Survey for middle school and high school students by 2021	TBD	80	85	90	95
*95% of all 1-5 grade students will feel respected by teachers as measured by the School Climate Survey for elementary students by 2021	TBD	80	85	90	95
*85% of all 6-12 grade students will feel respected by peers as measured by the School Climate Survey for middle school and high school students by 2021	TBD	70	75	80	85
*85% of all 1-5 grade students will feel respected by peers as measured by the School Climate Survey for elementary students by 2021	TBD	70	75	80	85
*95% of all teachers will feel respected by other teachers as measured by the Teacher Climate Survey by 2021	TBD	80	85	90	95
*95% of all 6-12 grade students will feel supported by teachers as measured by the School Climate Survey for middle school and high school students by 2021	TBD	80	85	90	95
*95% of all 1-5 grade students will feel supported by teachers as measured by the School Climate Survey for elementary students by 2021	TBD	80	85	90	95
*95% of all teachers will feel supported by administration as measured by the Teacher Climate Survey by 2021	TBD	80	85	90	95
*90% of all teachers will feel supported by parents as measured by the Teacher Climate Survey by 2021	TBD	75	80	85	90
*95% of all 6-12 grade students will feel connected or involved with their school as measured by the School Climate Survey for middle school and high school students by 2021	TBD	80	85	90	95
*95% of all 1-5 grade students will feel connected or involved with their school as measured by the School Climate Survey for elementary students by 2021	TBD	80	85	90	95

#### Parent/community involvement

Attain an average of 5.0 patron volunteer hours per student as measured by the Annual District Profile by 2021	2.5	3	3.5	4	5
80% of all students will have at least one parent attend at least one conference per year by 2021	54	65	70	75	80
90% of all parents will feel supported by the school system as measured by the Parent Climate survey by 2021	TBD	75	80	85	90
90% of all parents will feel connected or involved with their child's/children's school(s) as measured by the Parent Climate survey by 2021	TBD	75	80	85	90
90% of all parents will feel welcomed in their child's/children's school(s) as measured by the Parent Climate survey by 2021	TBD	75	80	85	90





# GOAL AREA #4

OPERATIONS AND RESOURCES

# GOAL AREA #4

## OPERATIONS AND RESOURCES

### OBJECTIVE 1

**Ensure safe school environment/student and teacher safety**

#### RATIONALE

*If we ensure student and teacher safety, we honor our community value for respectful and nurturing environments for parents, students, staff and community members.*

### INITIATIVE 1

*Facility improvements*

#### ACTION STEPS

#### TIMELINE

Reconfigure building entrances in 4 buildings

**TBD**

Provide safe rooms for 3 out of 5 buildings with access by all buildings

**TBD**

#### PERFORMANCE MEASURE(S)

- The percent of students, teachers, and parents who feel safe at school will increase by 10% each year by 2021 as measured through safety surveys

### INITIATIVE 2

*Security equipment*

#### ACTION STEPS

#### TIMELINE

Purchase new DVR systems to enable current cameras to function properly

**2016-17**  
Summer

Install new security panels where needed

**2016-17**  
Summer

Provide a monitoring company for alarm systems

**2016-17**  
Summer

#### PERFORMANCE MEASURE(S)

- 100% of all buildings will contain working cameras and security systems by 2021 based on building inspections



### INITIATIVE 3

*Bus behavior criteria  
and protocol*

#### PERFORMANCE MEASURE(S)

#### ACTION STEPS

#### TIMELINE

Create or find a video of district-wide bus behavior expectations

**2016**  
*Summer*

Provide training for bus behavior expectations for all students

**2016-21**  
*Summer Annually*

Inform students of camera usage on buses

**2016-21**  
*Fall*

Receive bus conduct reports in a timely manner to address issues

**2016-21**  
*Annually*

- *The percent of students who feel safe on the bus will increase by 10% each year until 2021 as measured by student safety surveys*

# GOAL AREA #4

## OPERATIONS AND RESOURCES

### OBJECTIVE 2

#### Provide well maintained buildings and grounds

##### RATIONALE

*If we provide well-maintained buildings and grounds, we honor our community's value for safe and secure buildings and grounds.*

### INITIATIVE 1

#### *Building maintenance plan*

##### ACTION STEPS

##### TIMELINE

Find alternate funding for roof replacement

**2016-17**  
*Summer*

Replace building roofs in need of repair

*Annually*

Replace HVAC units in need of replacement

*Annually*

##### PERFORMANCE MEASURE(S)

- *By 2021 100% of all roofs in need of repair will be repaired based upon building inspections*
- *By 2021 100% of all HVAC units in need of replacement will be replaced based upon building inspection*



**INITIATIVE 2**

*New schools to house  
Central Intermediate  
School (CIS) and Ellington  
Early Childhood Center  
(EECC)*

ACTION STEPS	TIMELINE
Provide evidence of the need for new school buildings	2019-20
Develop bond issue to include new school buildings	<b>2019-20</b>
Develop a plan to sell CIS to Wagoner County	<b>2019-20</b>
Promote a potential bond issue	<b>2020-21</b>
Building a new school housing EECC K-1	2020-21
Build a new school housing CIS and grades 4-6	<b>2020-21</b>

**PERFORMANCE MEASURE(S)**

- *By 2021 two out of five school sites will be replaced*

# GOAL AREA #4

## OPERATIONS AND RESOURCES

### OBJECTIVE 3

#### Provide increased access to up-to-date technology

##### RATIONALE

*If we provide increased student access to up-to-date technology, we honor our community's value for providing financial support for up-to-date technology.*

### INITIATIVE 1

#### Improved infrastructure

##### ACTION STEPS

##### TIMELINE

Investigate E-Rate funding or other funding plan

**2016-17**

Develop configuration plan

**2016**  
Spring

Installation and configuration of new wireless system

**2016**  
Summer

##### PERFORMANCE MEASURE(S)

- By 2021 100% of the WPS wireless infrastructure will be replaced by an up-to-date system as verified by district inventory

## INITIATIVE 2

### *Acquisition of innovative technology*

ACTION STEPS	TIMELINE
Provide training for use in purchased devices for students and faculty	2016-17
Develop technology request system that is processed through the Technology Department	2016-17
Create an annual operating budget for technology renewal	2016-17
Develop a technology renewal plan	2016-17
Investigate alternative technology funding sources	2016-17
Develop grade level teams to visit other schools to investigate technology options	2018-19
Visit other schools to investigate innovative technologies used	2018-10
Report findings to technology department with recommendations for purchasing	2018-19
Replace out of date Windows computers with innovative, student-centered technology	2018-19

#### PERFORMANCE MEASURE(S)

- By 2021 100% of all computers older than 7 years will be replaced as verified by district inventory

### INITIATIVE 3

*Professional development (PD)*

	ACTION STEPS	TIMELINE
	Hire full time technology instructional coordinator	<b>2017-18</b>
	Increase student access to technology by training teachers to better integrate technology into curriculum	<b>2016-21</b> <i>Fall</i>
	Provide monthly PD on technology integration	<b>2016-21</b> <i>Fall</i>
	Post monthly online technology PD offerings on district website	<b>2016-21</b> <i>Fall</i>
PERFORMANCE MEASURE(S)	<ul style="list-style-type: none"> <li>· Increase teacher technology training from 12 hours per year to 20 hours per year</li> </ul>	



**INITIATIVE 4**  
*Improved technology  
 maintenance*

**ACTION STEPS**

**TIMELINE**

Investigate the hiring of a new technology technician

**2016-17**  
*Summer*

Develop a plan to form a student technology team to help with minor tech issues

**2016-17**  
*Summer*

Once selected, train a student tech team in minor tech issues

**2016-17**  
*Summer*

Develop a plan to form a teacher technology team to help with minor tech issues

**2016-17**  
*Summer*

Once selected, train teacher tech team in minor tech issues

**2016-17**  
*Fall*

**PERFORMANCE MEASURE(S)**

- By 2021 work orders will take 2.5 days to complete as verified by collation and averaging of paperwork

# GOAL AREA #4

## TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

### OPERATIONS AND RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
Ensure safe school environment/ student & teacher safety	The percentage of students who feel safe at school will increase by 10% until 2021 as measured through student safety surveys	TBD				
	The percentage of teachers who feel safe at school will increase by 10% each year until 2021 as measured through teacher safety surveys	TBD				
	The percentage of parents who feel safe at school will increase by 10% each year until 2021 as measured through parent safety surveys	TBD				
	The percent of students who feel safe on the bus will increase by 10% each year until 2021 as measured through student safety surveys	TBD				
	100% of all buildings will contain working cameras and security systems by 2021 based on building inspections	40	70	80	90	100
Provide well maintained buildings and grounds	By 2021 100% of all roofs in need of repair will be repaired based upon building inspection	60	70	80	90	100
	By 2021 100% of all HVAC units in need of replacement will be replaced based upon building inspection	25	55	70	85	100
	By 2021 2 out of 5 school sites will be replaced	0	0	0	1 OF 5	2 OF 5
Provide increased access to up-to-date technology	By 2021 100% of the WPS wireless infrastructure will be replaced by an up-to-date system as verified by district inventory	0	40	60	80	100
	By 2021 100% of all computers older than 7 years will be replaced as verified by district inventory	TBD				
	By 2021 work orders will take 2.5 days to complete verified by collation and averaging of paper work orders	5 DAYS	4	3	3	2.5
	Increase teacher technology training from 12 hours per year to 20 hours per year					



# GOAL AREA #5

FINANCE

# GOAL AREA #5

## FINANCE

### OBJECTIVE 1

#### Align expenditures to goal areas

*If we align expenditures to goal areas, we will honor our community's value for policies and procedures that provide for rigorous learning and achievement for all students.*

RATIONALE

#### INITIATIVE 1

*Professional development on the strategic plan for the Board of Education*

##### ACTION STEPS

##### TIMELINE

Determine who will present professional development

**2016-17**  
Fall

Select a date

**2016-17**  
Fall

Present to the Board of Education

**2016-17**  
Fall

##### PERFORMANCE MEASURE(S)

- Support 95% of goal area objectives as identified by the Board of Education by 2021.

#### INITIATIVE 2

*Regular review of the strategic plan to align expenditures*

##### ACTION STEPS

##### TIMELINE

Place applicable item(s) on agenda

**2016-17**  
Winter and then monthly through 2021

Present it either verbally or Principals' report narrative

**2016-17**  
Winter and then monthly through 2021

Present/discuss at applicable monthly administrator meetings

**2016-2021**

##### PERFORMANCE MEASURE(S)

- By 2021 95% of objectives, as identified by the Board of Education, will be financially supported
- Annually no more than 85% of WPS budget will be spent on personnel

# GOAL AREA #5

## FINANCE

### OBJECTIVE 2

#### Seek alternative funding

##### RATIONALE

*If we seek alternative funding, we will honor our community's value for policies and procedures to support rigorous instruction and achievement for all students.*

#### INITIATIVE 1

*External public funding and needs of district*

##### ACTION STEPS

##### TIMELINE

Hold annual town hall meetings to educate the public on budget shortfall goal areas – or go to civic meetings, Rotary, Lions, Chamber of Commerce “State of the District”

**2016-2021**  
*Spring annually*

Submit monthly articles to the newspaper to educate the public on budget shortfall goal areas

**2016-2021**  
*Monthly*

Personally contact prospective donors for alternative funding of goal area objectives

**2016-2021**  
*Fall*

Pod-cast on website and social media on budget shortfall goal areas

**2016-2021**  
*Fall*

Select a committee to investigate grant funding opportunities

**2016-2021**  
*Fall*

Develop a schedule and share opportunities found with Board of Education and site principals

**2016-2021**  
*Fall*

Investigate attaining outside grant writer based on percentage of grants obtained

**2016-17**  
*Summer*

##### PERFORMANCE MEASURE(S)

- *Seek grants and alternative funding sources in order to supplement the general fund in supporting 95% of goal area objectives each year*

# GOAL AREA #5

## FINANCE

### TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2017-18	2018-19	2019-20	2020-21
<b>Align expenditures to goal areas</b>	By 2021 95% of objectives, as identified by the Board of Education, will be financially supported	0	75	85	90	95
	Annually no more than 85% of WPS budget will be spent on personnel	73	85	85	85	85
<b>Seek alternate funding</b>	<p>Seek grants and alternative funding sources to supplement general fund to meet 100% of the goal for that year</p> <ul style="list-style-type: none"> <li>• Sales Tax</li> <li>• Endowments</li> <li>• Facility Usage Fees</li> <li>• Tribal Assistance</li> <li>• Use bond program to invest in efficient new buildings</li> </ul>	0	100	100	100	100

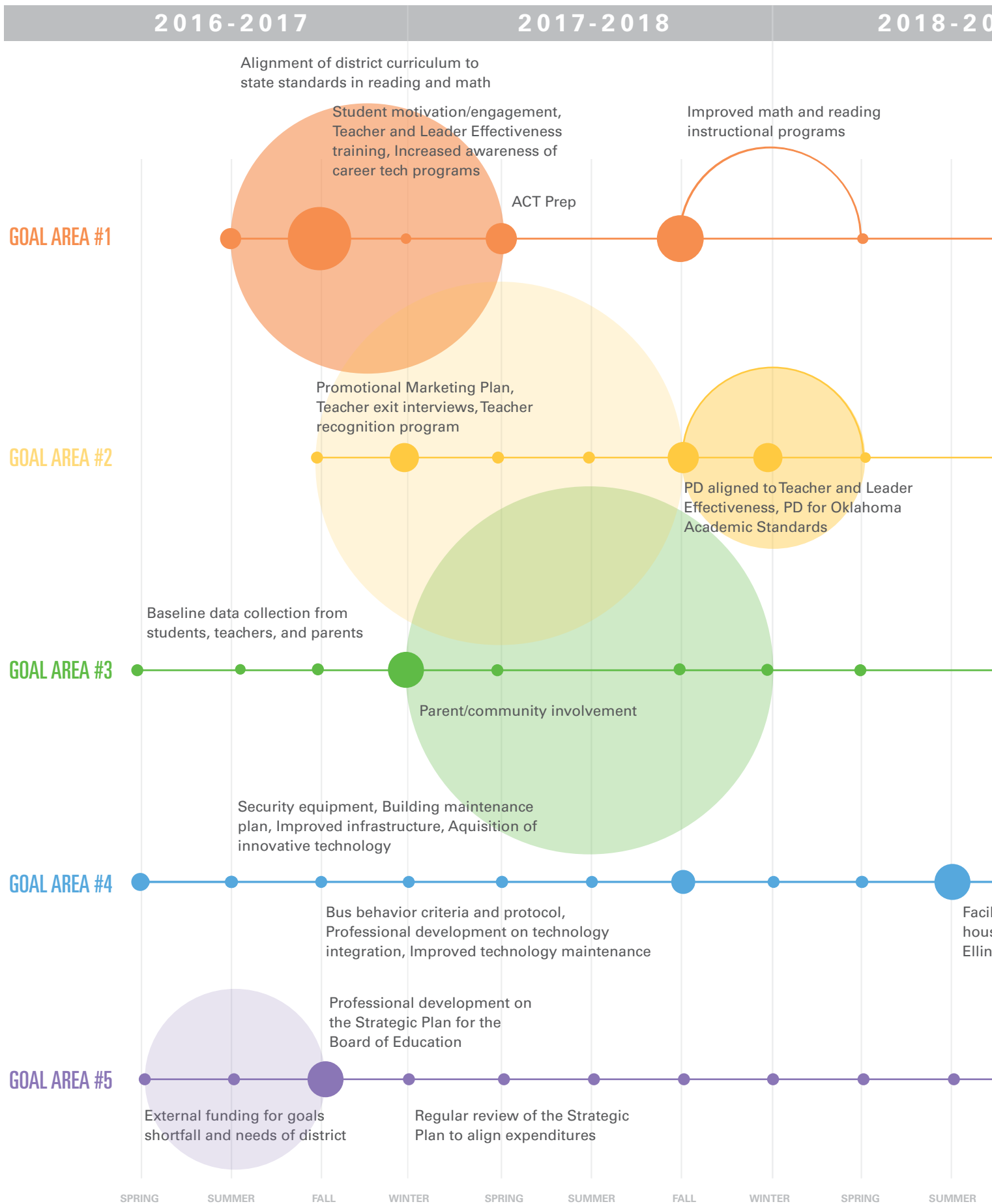


# ACKNOWLEDGEMENTS

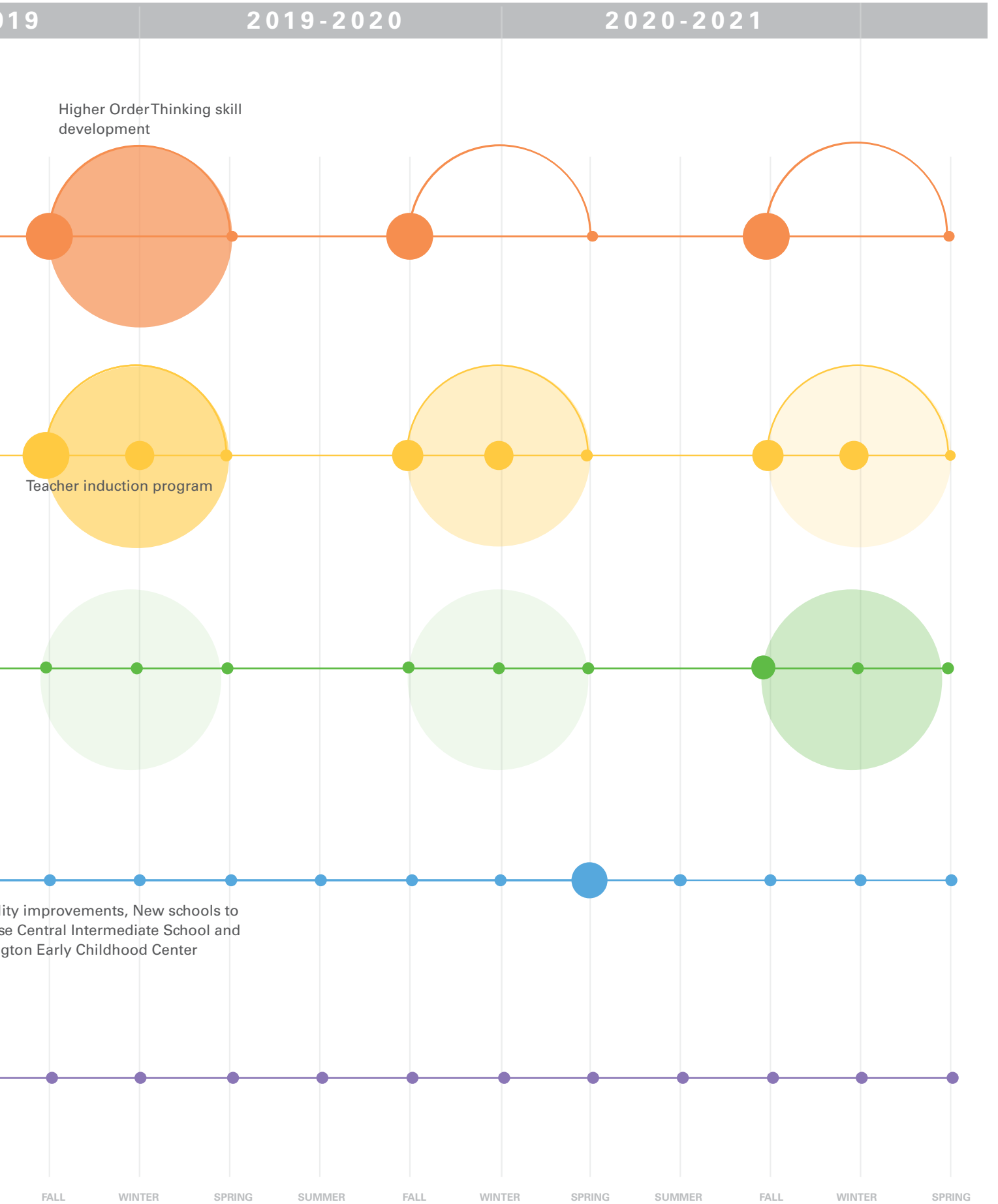
The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Wagoner Public School District, Board of Education and site administrators in this endeavor to determine a path for continuous strategic improvement. Through this stakeholder-driven process, a five-year strategic plan, directly aligned to the community's learner expectations, core values, and core beliefs has been developed to provide guidance for Wagoner 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 Wagoner Public School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

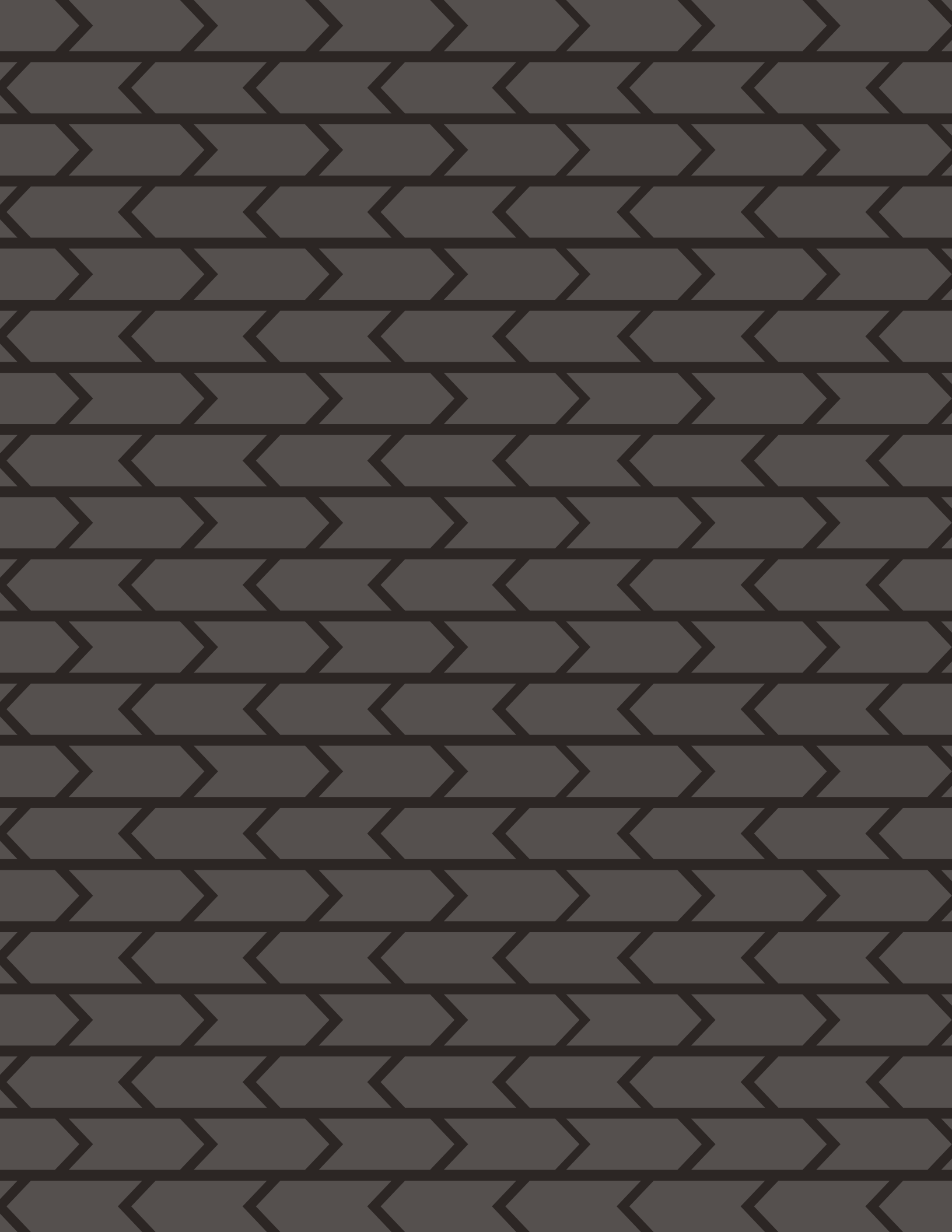
We appreciated the opportunity to work with the Wagoner Public School District.

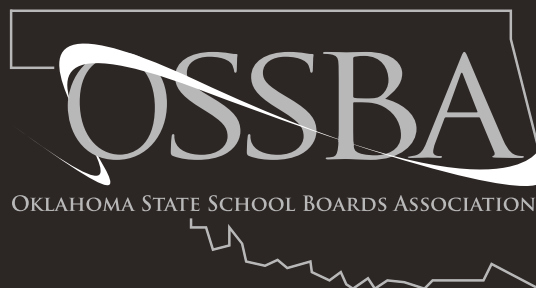
# FIVE YEAR TIMELINE OF INITIATIVES











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