ELMORE CITY - PERNELL

EDUCATIONAL EXCELLENCE · CULTURE & CLIMATE · PERSONNEL & PROPERTY

ECP²

PUBLIC SCHOOLS

**2018-2023**

# STRATEGIC PLAN

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**E**lmore City-Pernell Public Schools 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 to enter the workforce or go on to seek a post-secondary education.

Much of the success that our students achieve today is the result of the collaboration and support from our stakeholders. Our stakeholders, including parents, community members, students, teachers and administrators, worked together for many days and hours to put together a strategic plan that will take the students of Elmore City-Pernell well into the future. Together, we have created a strong vision for our district and now have a roadmap from which to work.  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.

## Jennifer Cruz
*Superintendent*

# BOARD OF
# EDUCATION

Dave Dellin
*President*

Renee Barber
*Vice President*

Michael Hucks
*Board Clerk*

Danny Reed
*Board Member*

Tony Davis
*Board Member*

# STRATEGIC PLANNING
## TEAM MEMBERS



**Educational Excellence**
**Left to right:** Stacy McCaa, Angela Sawyer, Hannah Woronvich, Charlie Robison, Sheila Henry, Dalton Otwell



**Culture & Climate**
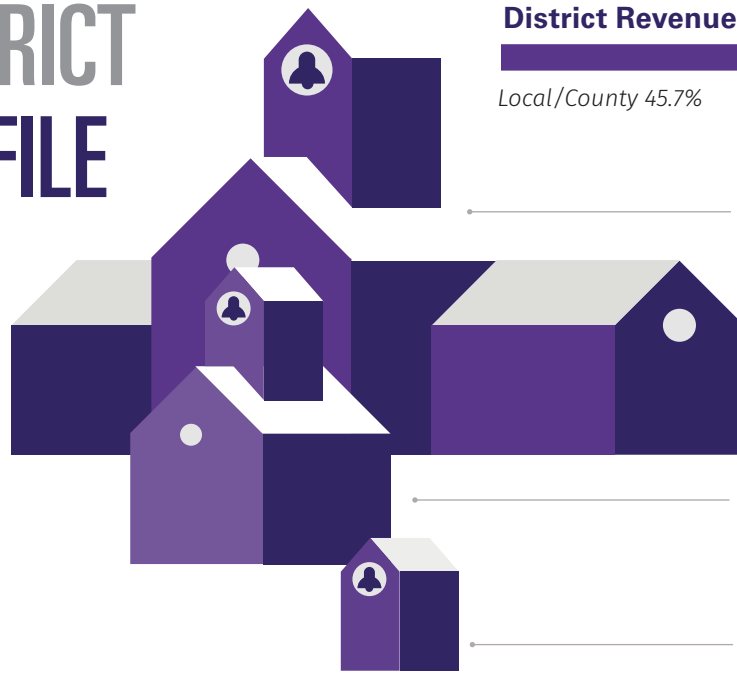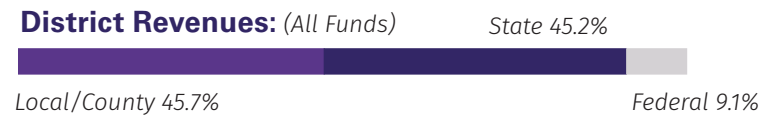**Left to right:** Steven Beck, Jennifer Earp, Sheila Collins, Nancy Watson, Greg Willis, Billy Brown



**Personnel & Property**
**Left to right:** Dave Dellin, J.R. MCCaskill, Mandy Chapman, Amee Ratchford, Shellie Wallace

# DISTRICT PROFILE

**District Revenues:** *(All Funds)*          *State 45.2%*

*Local/County 45.7%*          *Federal 9.1%*

Elmore City-Pernell High School *(9-12)*

Elmore City-Pernell Middle School *(6-8)*

Elmore City-Pernell Elementary *(PreK-5)*

| 35 | 1 | 4 | 16 |
|---|---|---|---|
| **Teachers** | **Counselors** | **Administrators** | **Support Staff** |

*(19.8% with advanced degrees, 15 average years teaching experience)*

| 18.7% | 20.6% | 0.2% |
|---|---|---|
| *Identified as Gifted and Talented* | *Identified in Special Education Programs* | *Identified as English Language Learners (ELL)* |

## Enrollment Trends:

498.7    503.9    495    515.5    507

600
550
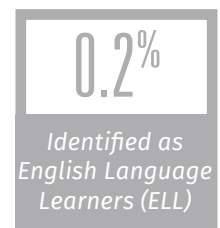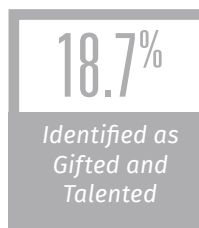500
450
400

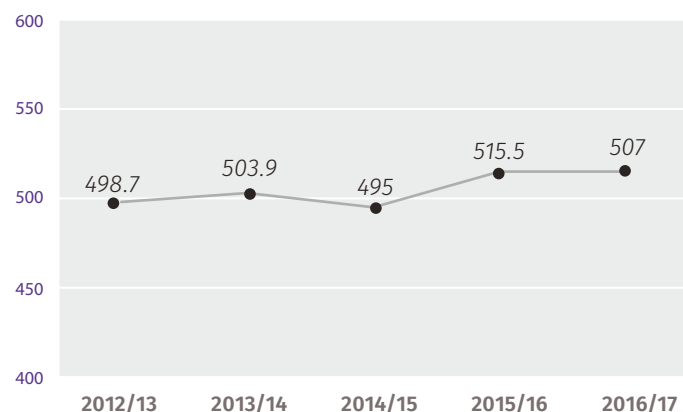2012/13    2013/14    2014/15    2015/16    2016/17

## Student Population:

*83% Caucasian*

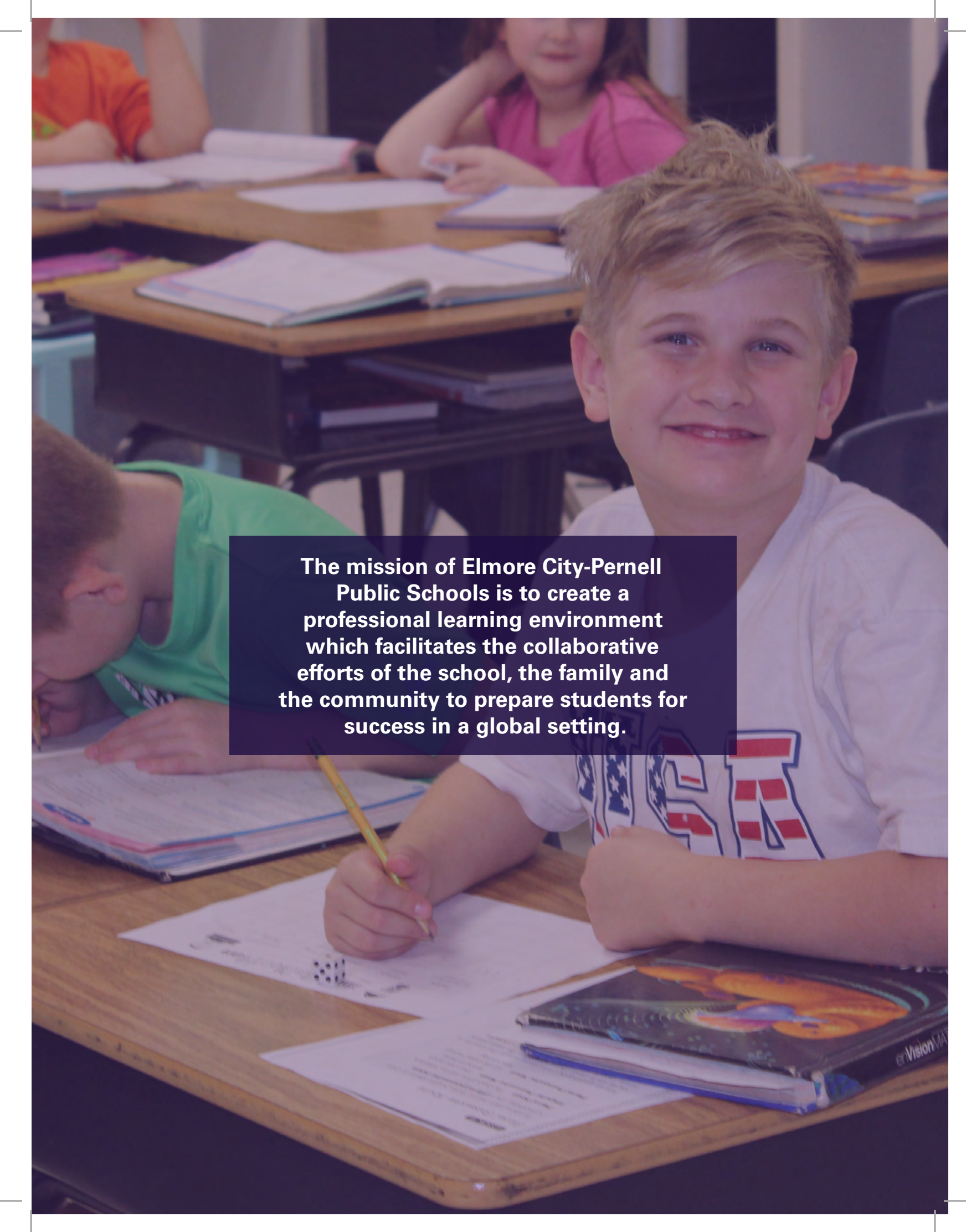*12% Native American*

*4% Hispanic*

*1% Black*

# EXECUTIVE
# SUMMARY

Elmore City-Pernell Public Schools' mission is to create a professional learning environment which facilitates the collaborative efforts of the school, the family and the community to prepare students for success in a global society. Elmore City-Pernell Public Schools' 2018-2023 Strategic Plan is recognized as a blueprint of district transformation and change. The district launched a transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. The plan, known as (ECP)[2], is committed to educational excellence by improving students' mastery of learning standards, increasing college and/or career readiness while meeting the diverse needs of all students. This will be accomplished through the development of quality staff focused around a recruitment/retention plan and a professional development plan. The strategic plan recognizes the importance of and addresses the need to improve facilities and provide equitable technology to students and teachers. Finally, it addresses the importance of building a positive culture and climate within the school and with the community by developing a communication plan, providing multiple opportunities for stakeholder involvement and recognizing students and staff for their contributions.

This five-year strategic plan provides the framework for the district and individual schools to support the development of each child to his/her potential. It serves as the foundation for each school in the district to develop annual plans which 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 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 included to ensure students will meet and/or exceed standards, graduate on time, and are college/career ready.

The mission of Elmore City-Pernell Public Schools is to create a professional learning environment which facilitates the collaborative efforts of the school, the family and the community to prepare students for success in a global setting.

# TIMELINE OF
# PLANNING PROCESS

## PHASE I
### ENGAGE

## PHASE II
### PLAN

**"Who are we?"** *district's learner expectations, core beliefs, and core values*

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

- **October 16 - 30, 2017**
  *Community Survey*
- **October 16, 2017**
  *Forum | 12:00 p.m. |  EC Community Center*
- **October 17, 2017**
  *Forum | 3:15 p.m. |  Elementary Cafeteria*
- **October 17, 2017**
  *Forum | 6:00 p.m. |  Elementary Cafeteria*
- **October 24, 2017**
  *Forum | 6:00 p.m. |  Panther Creek Lodge*
- **October 26, 2017**
  *Forum | 6:00 p.m. |  Katy Schoolhouse*

**"Where are we now?"** *goal areas and performance objectives*

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

- **January 11, 2018**
  *Panther Creek Lodge*
- **January 12, 2018**
  *Panther Creek Lodge*

# 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. Their first task was to make certain the goal areas and performance objectives were aligned to the community's Learner Expectations, Core Beliefs, and Core Values. After two days, the team had developed action steps as well as performance measures that were Specific, Measurable, Attainable, Results Oriented, and Time Bound (SMART). On the third day, the Action Team developed a timeline for the five-year plan, being sure to consider not placing too many initiatives in any one year, not to overload any responsible person, and not to create a burden in the budget any one year.

- **February 5, 2018**
  *Panther Creek Lodge*
- **February 6, 2018**
  *Panther Creek Lodge*
- **March 9, 2018**
  *High School Library*

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

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

- **June 11, 2018**
  *Board Approval*
- **TBD**
  *Development of Year One Site Plans*

# COMMUNITIY
# 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

Elmore City-Pernell Public Schools expect the graduates of 2028 to:

- Effectively communicate
- Master core content
- Use technology
- Organize, set goals, manage time
- Possess life skills
- Be creative
- Be college/career ready
- Resolve conflicts
- Possess financial skills
- Think critically

These expectations will help to shape productive citizens that can successfully locate and use information and collaborate with others in a global society.

## Core Beliefs

Elmore City-Pernell Public Schools believes that to realize their expectations for graduates, quality teaching and learning should provide students with:

- Relevant content
- Creativity/innovation
- Family support/engagement
- Education about post HS opportunities
- Student strengths/weaknesses
- Use of technology
- Connections across content areas
- Student leadership
- Collaboration
- Locating, evaluating, and using information
- Enrichment
- Community support/service

This type of teaching and learning will provide students a respectful nurturing environment in which they have opportunities for counseling to meet their diverse needs.

## Core Values

In order to ensure quality teaching and learning, Elmore City-Pernell Public Schools values…

- Quality teachers
- Respectful/nurturing environment
- Adequate financials
- Buildings/grounds
- Quality programs
- Strong leadership
- Parental involvement
- School/community connection
- Innovative teaching
- Rigorous curriculum
- Safe environment
- Professional development

By upholding these values, Elmore City-Pernell Public Schools will meet yearly progress by utilizing up-to-date technology in a student centered learning environment.

# STRATEGIC GOAL SUMMARY

## GOAL AREA #1

### EDUCATIONAL EXCELLENCE

**Objective 1:  Improve mastery of course content**

» *Initiative 1:  Curriculum Standards Alignment*

» *Initiative 2:  Project Based Learning*

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

» *Initiative 1:  College and Career Culture*

» *Initiative 2:  Advanced Placement*

**Objective 3:  Meet the diverse needs of students**

» *Initiative 1:  Differentiated Instruction*

» *Initiative 2:  Schoolwide Enrichment*

## GOAL AREA #2

### CULTURE AND CLIMATE

**Objective 1:  Improve community satisfaction/engagement**

» *Initiative 1:  Communication Plan*

» *Initiative 2:  Stakeholder Involvement*

**Objective 2:  Facilitate positive building climate**

» *Initiative 1:  Advisory/Mentoring Program*

» *Initiative 2:  Discipline Plan*

» *Initiative 3:  Staff/Student Recognition*

## GOAL AREA #3

### PERSONNEL AND PROPERTY

**Objective 1:  Develop quality staff**

» *Initiative 1:  Professional Development Plan*

» *Initiative 2:  Recruitment/Retention Plan*

**Objective 2:  Improve facilities**

» *Initiative 1:  Bond Issue*

» *Initiative 2:  Maintenance Plan*

**Objective 3:  Provide equitable technology**

» *Initiative 1:  Technology Plan*

# GOAL AREA #1

**EDUCATIONAL EXCELLENCE**

# GOAL AREA #1
## EDUCATIONAL EXCELLENCE

| OBJECTIVE 1 | Improve mastery of course content |
|---|---|
| RATIONALE | *If we improve mastery of course content, then we will honor our community's expectation of mastery of core content and our community's belief in relevant content.* |

## INITIATIVE 1

*Curriculum Standards Alignment*

| ACTION STEPS | TIMELINE |
|---|---|
| Form district content area committees in English Language Arts and Social Studies with representatives from high school, middle school, upper elementary, and lower elementary school and all site principals. | **Fall 2018** |
| Form district content area committees in math and science with representatives from high school, middle school, elementary school and all site principals. | **Fall 2018** |
| Research outside experts to facilitate vertical alignment with district content committees. | **Fall 2018** |
| Provide professional development to vertically align curriculum in math and science. | **2019-2020** MATH / SCIENCE |
| Develop a district scope and sequence for math and science core content areas. | **2019-2020** MATH / SCIENCE |
| Horizontally align curriculum in all grade levels in math and science based on scope and sequence. | **2019-2020** MATH / SCIENCE |
| Teachers develop math and science lesson plans/units based on determined scope and sequence. | **2019-2020** MATH / SCIENCE |
| Provide a common plan period/time for middle and high school math and science core content teachers. | **2019-2020** MATH / SCIENCE |
| Monitor and adjust scope and sequence and curriculum alignment in math and science annually. | **2019-2020** MATH/SCIENCE |
| Provide professional development to vertically align curriculum in English Language Arts and social studies. | **2020-2021** ELA / SOCSTU |
| Develop a district scope and sequence for English Language Arts and social studies. | **2020-2021** ELA / SOCSTU |

| | |
|---|---|
| Horizontally align curriculum in English Language Arts and social studies based on scope and sequence. | **2020-2021** <br> ELA / SOCSTU |
| Teachers develop English Language Arts and social studies lesson plans/units based on determined scope and sequence. | **2020-2021** <br> ELA / SOCSTU |
| Provide a common plan period/time for middle and high school English Language Arts and social studies core content teachers. | **2020-2021** <br> ELA / SOCSTU |
| Monitor and adjust scope and sequence and curriculum alignment in English Language Arts and social studies annually. | **2020-2021** <br> ELA / SOCSTU |

**PERFORMANCE MEASURE(S)**

- *By 2023, male third grade students will meet or exceed the state proficiency average on the Oklahoma State Testing Program (OSTP) math test*
- *By 2023, fourth grade students will score meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, sixth grade students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, seventh grade students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, third grade Individual Education Plan (IEP) students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, sixth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, seventh grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, third grade students will meet or exceed the state proficiency average on the OSTP English Language Arts (ELA) test.*
- *By 2023, fourth grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, fifth grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, sixth grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, seventh grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, third grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, sixth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, seventh grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, fifth grade students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, high school students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*

# GOAL AREA #1
## EDUCATIONAL EXCELLENCE

| OBJECTIVE 1 | Improve mastery of course content |
| --- | --- |
| RATIONALE | *If we improve mastery of course content, then we will honor our community's expectation of mastery of core content and our community's belief in relevant content.* |

## INITIATIVE 2

*Project Based Learning (PBL)*

| ACTION STEPS | TIMELINE |
| --- | --- |
| Provide professional development to all teachers in project based learning. | **2021-2022** |
| Provide planning time/structures for teachers to develop PBL projects, activities, and assessments. | **2021-2022** |
| Identify and purchase PBL materials. | **2021-2022** |
| Integrate at least one PBL activity each nine weeks. | **2021-2022** |
| Develop a process to monitor and evaluate PBL implementation. | **2021-2022** |
| Store all PBL plans on a shared site for all other teachers to access. | **2021-2022** |
| Monitor and adjust PBL projects and activities. | **2021-2022** |

**PERFORMANCE MEASURE(S)**

- *By 2023, male third grade students will meet or exceed the state proficiency average on the Oklahoma State Testing Program (OSTP) math test.*
- *By 2023, fourth grade students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, sixth grade students will meet or exceed the state proficiency average on the OSTP math test.*
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- *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, third grade Individual Education Plan (IEP) students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
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- *By 2023, fourth grade students will meet or exceed the state proficiency average on the OSTP ELA test.*
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- *By 2023, fifth grade students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, high school  students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*

# GOAL AREA #1
## EDUCATIONAL EXCELLENCE

| OBJECTIVE 2 | Increase college and career readiness |
| --- | --- |
| RATIONALE | *If we meet the diverse needs of students, then we will honor our community's beliefs in creativity, innovation, use of technology, and student strengths and weaknesses.* |

## INITIATIVE 1

*College/Career Culture*

| ACTION STEPS | TIMELINE |
| --- | --- |
| Provide professional development to all staff on promoting a college/career going culture. | **2018-19** |
| Elementary | **Spring 2018** |
| • Each classroom will provide a minimum of one career exploration activity for each content area annually. | |
| • Each classroom will provide a minimum of one college exploration activity annually such as:<br>  - Invite college student to talk to students<br>  - Host a career day<br>  - Provide visuals in the classroom that explore colleges/careers<br>  - College t-shirt day<br>  - College door/bulletin board decoration contest<br>  - Virtual college tour<br>  - College field trip<br>  - Other activities as determined by elementary school leadership | **Fall 2018** |
| Middle School | |
| • Each content teacher will provide a minimum of one career exploration activity related to their content annually. | |
| • Partner with local CareerTech to provide promotional materials at the middle school. | |
| • Provide a minimum of one annual career awareness event such as:<br>  - Provide visuals in the classroom that explore colleges/careers<br>  - Host a career day<br>  - A visit to the local CareerTech<br>  - Speakers from various careers<br>  - Other activities determined by middle school leadership | **Spring 2019** |
| • Provide a minimum of one annual college exploration activity such as:<br>  - Host a college/career day/fair<br>  - College field trip<br>  - Host a financial information night for parents<br>  - Other activities determined by middle school leadership | **Fall 2019** |
| High School | **Spring 2019** |
| • Each content teacher will provide a minimum of one career exploration activity related to their content annually. | |

- Partner with local CareerTech to provide promotional materials at the middle school.

- Provide a minimum of one annual college exploration activity such as:
  - Student led college/career fair
  - College field trip
  - Host a financial information night targeted to specific grade levels (Oklahoma's Promise, FAFSA, scholarship application, etc.) for parents
  - Other activities determined by high school leadership

**Fall 2019**

- Develop and implement an ACT prep course for fall of students' junior year.

- Investigate possible ACT test prep providers.

- Provide ACT test prep for students, parents and teachers.

**2019-20**

Develop and implement a Senior Seminar Class to support students in:

- Developing resumés
- Searching for and applying for financial aid
- Completing college/job applications
- Preparing for job interviews
- Life skills development

**2019-20**

Counselor will annually meet with secondary students to determine college/career pathway for enrollment in courses, which includes:

- High school course selection
- Enrollment in CareerTech career pathways
- Concurrent enrollment in high school

**2019-20**

## INITIATIVE 2

*Advanced Placement Programs (AP)*

| ACTION STEPS | TIMELINE |
|---|---|
| Create and administer a student college/career interest survey. | **2019-2020** |
| Based on survey results, determine math and science AP courses to offer. | **2019-2020** |
| Encourage all teachers to attend AP summer training. | **2019-2020** |
| Provide professional development for selected teachers who will be teaching the AP courses. | **2019-2020** |
| Provide math and science AP courses for high school students. | **2019-2020** |
| Create and administer a student college/career interest survey. | **2020-2021** |
| Based on survey results, determine English Language Arts and social studies AP courses to offer. | **2020-2021** |
| Encourage all teachers to attend AP summer training. | **2020-2021** |
| Provide professional development for selected teachers who will be teaching the AP courses. | **2021-2022** |

**PERFORMANCE MEASURE(S)**

- *By 2023, ECP will have 3 Advanced Placement courses according to the 2022-2023 District Programs Data.*

# GOAL AREA #1
## EDUCATIONAL EXCELLENCE

| OBJECTIVE 3 | **Meet the diverse needs of students** |
|---|---|
| RATIONALE | *If we meet the diverse needs of students, then we will honor our community's beliefs in creativity, innovation, use of technology, and student strengths and weaknesses.* |

## INITIATIVE 1

*Differentiated Instruction*

| ACTION STEPS | TIMELINE |
|---|---|
| Provide professional development to teachers and administrators on differentiating instruction based on content, product, and process. | **Fall 2018** |
| Provide professional development on co-teaching instruction. | **Fall 2018** |
| Research and identify research-based strategies for differentiated instruction. | **Fall 2018** |
| Provide professional development on instructional strategies for differentiating instruction in the classroom. | **Fall 2018** |
| Implement the differentiated instructional strategies across all grade levels and content areas. | **Spring 2019** |
| Monitor and evaluate the implementation of differentiated instructional strategies. | **ongoing** |
| Adjust the plan based on monitoring. | **ongoing** |

**PERFORMANCE MEASURE(S)**

- *By 2023, 75% of respondents will strongly agree/agree that our schools are meeting the academic needs of all students according to the 2022-23 ECP Community Survey;*
- *By 2023, 90% of respondents will strongly agree/agree students receive help when struggling academically according to the 2022-23 ECP Community Survey;*
- *By 2023, 80% of respondents will strongly agree/agree students are encouraged to think outside the box and actively research answers to their questions according to the 2022-23 ECP Community Survey.*
- *By 2023, third grade Individual Education Plan (IEP) students will meet or exceed the state proficiency average on the Oklahoma State Testing Program (OSTP) math test.*
- *By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP math test.*
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- *By 2023, seventh grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.*
- *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*
- *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.*

## INITIATIVE 2

*Schoolwide Enrichment*

| ACTION STEPS | TIMELINE |
|---|---|
| Research schoolwide enrichment models (i.e., Renzulli Model). | **2019-20** |
| Develop a schoolwide enrichment plan which includes:<br>• Needs assessment<br>• Interest inventory for students and teachers<br>• Schedule to include time for schoolwide enrichment<br>• Content/courses based on inventory results<br>• Lesson plans from teachers<br>• Gifted and talented program | **2019-20** |
| Present schoolwide enrichment plan to board for approval. | **2019-20** |
| Implement schoolwide enrichment plan. | **2019-20** |
| Monitor, evaluate and adjust plan as needed. | **2019-20** |

**PERFORMANCE MEASURE(S)**

- *By 2023, two art classes will be offered at the secondary level for the year according to the District Programs Data.*
- *By 2023, there will be a formal gifted and talented program at ECP according to the District Programs Data.*
- *By 2023, 75% of respondents strongly agree/agree that our schools are meeting the academic needs of all students according to the ECP Community Survey.*
- *By 2023, 80% of respondents strongly agree/agree that teachers have high expectations for all students in the district according to the ECP Community Survey.*
- *By 2023, 30% of respondents strongly agree/agree that there is a wide variety of course offerings for students according to the ECP Community Survey.*
- *By 2023, 80% of respondents strongly agree/agree students are encouraged to think outside the box and actively research answers to their questions according to the ECP Community Survey.*
- *By 2023, 90% of respondents strongly agree/agree students receive help when struggling academically according to the ECP Community Survey.*
- *By 2023, 15% of students will have fewer than 5-9 unexcused absences. according to District Data Profile.*
- *By 2023, 10% of ECP students will have fewer than 10 or more days of unexcused absences according to the District Demographics Data.*
- *By 2023, two foreign language classes will be offered at the secondary level for the year according to the District Programs Data.*

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| | By 2023, male third grade students will meet or exceed that state proficiency average on the Oklahoma State Testing Program (OSTP) math test | 1.16% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, fourth grade students will score meet or exceed the state proficiency average on the OSTP math test. | 14.5% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, sixth grade students will meet or exceed the state proficiency average on the OSTP math test. | 28.37% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, seventh grade students will meet or exceed the state proficiency average on the OSTP math test. | 10.81% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP math test. | 10.97% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, third grade Individual Education Plan (IEP) students will meet or exceed the state proficiency average on the OSTP math test. | 6.16% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP math test. | 18.5% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| *Improve mastery of course content* | By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP math test. | 5.1% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, sixth grade IEP students will meet or exceed the state proficiency average on the OSTP math test. | 100% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, seventh grade IEP students will meet or exceed the state proficiency average on the OSTP math test. | 100% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP math test. | 100% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, third grade students will meet or exceed the state proficiency average on the OSTP English Language Arts (ELA) test. | 0.42% ABOVE STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, fourth grade students will meet or exceed the state proficiency average on the OSTP ELA test. | 5.01% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, fifth grade students will meet or exceed the state proficiency average on the OSTP ELA test. | 11.78% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, sixth grade students will meet or exceed the state proficiency average on the OSTP ELA test. | 11.32% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, seventh grade students will meet or exceed the state proficiency average on the OSTP ELA test. | 4.7% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP ELA test. | 38% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | By 2023, third grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test. | 25% BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |

## OBJECTIVES

| | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| *Improve students' mastery of learning standards* | *By 2023, fourth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.* | **15.01%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.* | **9.78%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, sixth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.* | **100%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, seventh grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.* | **100%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *by 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP ELA test.* | **100%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, fifth grade students will meet or exceed the state proficiency average on the OSTP science test.* | **16.92%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, eighth grade students will meet or exceed the state proficiency average on the OSTP science test.* | **13.44%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, high school students will meet or exceed the state proficiency average on the OSTP science test.* | **7.84%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, fifth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.* | **22.92%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| | *By 2023, eighth grade IEP students will meet or exceed the state proficiency average on the OSTP science test.* | **23.56%** BELOW STATE AVE. | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE | MEET OR EXCEED STATE AVE |
| *Increase college and career readiness* | *By 2023, ECP will offer 30 units of High School credit compared to a community average of 29.9 units according to 2022 District Data Profile.* | **25.5** | **26** | **27** | **28** | **29** | **30** |
| | *By 2023, 35% of ECP junior/senior students will be concurrently enrolled in higher education courses according to District Student Enrollment.* | **13%** | **15%** | **20%** | **25%** | **30%** | **35%** |
| | *By 2023, 35% of ECP junior/senior students will be enrolled in CareerTech according to the District Student Enrollment.* | **23%** | **25%** | **27%** | **29%** | **32%** | **35%** |
| | *By 2023, ECP will have 3 Advanced Placement courses according to the District Programs Data.* | **0** | **0** | **0** | **1** | **2** | **3** |
| | *By 2023, 19.6 will be the average ACT English score According to the 2023 ACT college readiness letter.* | **18.6** | **18.8** | **19** | **19.2** | **19.4** | **19.6** |

# GOAL AREA #1
## EDUCATIONAL EXCELLENCE

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| *Increase college and career readiness* | *By 2023, 19.7 will be the average ACT Math score according to the ACT College Readiness Letter.* | 18.7 | 18.9 | 19.1 | 19.3 | 19.5 | 19.7 |
| | *By 2023, 21.3 will be the average ACT Reading score according to the ACT College Readiness Letter.* | 20.3 | 20.5 | 20.7 | 20.9 | 21.1 | 21.3 |
| | *By 2023, 20.3 will be the average ACT Science score according to the ACT College Readiness Letter.* | 19.3 | 19.5 | 19.7 | 19.9 | 20.1 | 20.3 |
| | *By 2023, 20.4 will be the average ACT Composite score according to the ACT College Readiness Letter.* | 19.4 | 19.6 | 19.8 | 20 | 20.2 | 20.4 |
| | | | | | | | |
| *Meet the diverse needs of students* | *By 2023, 75% of respondents will strongly agree/agree that our schools are meeting the academic needs of all students according to the ECP Community Survey.* | 39% | 35% | 30% | 25% | 20% | 15% |
| | *By 2023, 90% of respondents will strongly agree/agree students receive help when struggling academically according to the ECP Community Survey.* | 53.41% | 57% | 61% | 66% | 71% | 75% |
| | *By 2023, 80% of respondents will strongly agree/agree students are encouraged to think outside the box and actively research answers to their questions according to the ECP Community Survey.* | 62.30% | 68% | 72% | 77% | 81% | 85% |
| | *By 2023, third grade Individual Education Plan (IEP) students will score 6% above the state proficiency average on the Oklahoam State Testing Program (OSTP) math test.* | 15.80% | 18% | 21% | 24% | 27% | 30% |
| | *By 2023, fourth grade IEP students will score 6% above the state proficiency average on the OSTP math test.* | 16.90% | 15% | 13% | 12% | 11% | 10% |
| | *By 2023, fifth grade IEP students will score 6% above the state proficiency average on the OSTP math test.* | 31.60% | 42% | 54% | 66% | 78% | 90% |
| | *By 2023, sixth grade IEP students will score 6% above the state proficiency average on the OSTP math test.* | 57.90% | 65% | 72% | 79% | 85% | 90% |
| | *By 2023, seventh grade IEP students will score 6% above the state proficiency average on the OSTP math test.* | 42.20% | 49% | 56% | 64% | 72% | 80% |
| | *By 2023, eighth grade IEP students will score 6% above the state proficiency average on the OSTP math test.* | 0 | 1 | 1 | 2 | 2 | 2 |
| | *By 2023, third grade IEP students will score 6% above the state proficiency average on the OSTP English Language Arts (ELA) test.* | 0 | 0 | 1 | 1 | 2 | 2 |
| | *By 2023, there will be a formal gifted and talented program at ECP according to the District Programs Data.* | 0 | 0 | 1 | 1 | 1 | 1 |

# GOAL AREA #2

**CULTURE AND CLIMATE**

# GOAL AREA #2
## CULTURE AND CLIMATE

**OBJECTIVE 1** | Improve community satisfaction and engagement

**RATIONALE** | *If we improve community satisfaction and engagement, then we will honor our community's belief in family support and engagement and our community's values of parental involvement and school/community connections.*

**INITIATIVE 1**

*Communication Plan*

| ACTION STEPS | TIMELINE |
|---|---|
| Develop and administer surveys with staff to determine current school communication methods. | **Summer 2018** |
| Develop and administer surveys with parents/community about preferred methods of school communication. | **Summer 2018** |
| Establish communication guidelines for teachers and staff utilizing preferred methods identified in parent/community survey. | **Fall 2018** |
| Provide website training for all teachers to utilize full communication functions. | **Summer 2018** |
| Provide professional development on using mass messenger to improve communication with parents/community. | **Summer 2018** |
| Develop guidelines for posting to master calendar. | **Summer 2018** |
| Provide weekly message blast from each site on upcoming events based upon chosen methods of communication. | **Summer 2018** |
| Provide personal invitations to parents who traditionally do not attend events. | **2019-2020** |

**PERFORMANCE MEASURE(S)**

- *By 2023, 85% of respondents will strongly agree/agree that our schools regularly and effectively communicate with us according to the ECP Parent/Community Survey.*
- *By 2023, TBD% of parents will attend Parent-Teacher Conferences according to the District Profile Report.*

# INITIATIVE 2

*Stakeholder Involvement*

| Action Steps | Timeline |
|---|---|
| Research successful "parent university" programs. | **2019-2020** |
| Survey teachers/staff to determine topics of discussion for a "parent university" program based upon performance measures of this initiative. | **2019-2020** |
| Conduct a needs assessment of the parents to determine topics of interest for parental involvement. | **2019-2020** |
| Develop a schedule and agendas for once per semester "parent university" programs appropriate to each school site. | **2020-2021** |
| Coordinate semi-annual district showcase event (fall/spring) to recognize parents/volunteers. | **2019-2020** |
| Develop and administer annual survey of satisfaction for all stakeholders. | **Spring 2019** |

**PERFORMANCE MEASURE(S)**

- *By 2023, 85% of respondents will strongly agree/agree that our schools provide opportunities for input according to the ECP Parent/Community Survey.*
- *By 2023, 70% of respondents will strongly agree/agree that our schools involve the community in decision making according to the ECP Parent/Community Survey.*
- *By 2023, 80% of respondents will strongly agree/agree that our schools' staff collaborate with local community members according to the ECP Parent/Community Survey.*
- *By 2023, there will be TBD opportunities for parent involvement according to the District Programs Data.*
- *By 2023, there will be TBD parent volunteer hours per student according to the District Profile Report.*
- *By 2023, TBD% of parents will attend Parent-Teacher Conferences according to the District Profile Report.*
- *By 2023, there will be TBD recognition programs for parents/volunteers according to the  District Programs Data.*

# GOAL AREA #2
## CULTURE AND CLIMATE

**OBJECTIVE 2** | **Facilitate positive building climate**

**RATIONALE** | *If we facilitate a positive building climate, then we will honor our community's value of a safe, respectful, and nurturing environment.*

**INITIATIVE 1**

*Advisory/ Mentoring Program*

| ACTION STEPS | TIMELINE |
|---|---|
| Research successful student advisory/mentoring programs that have a character education or life skills focus. | Fall 2018 |
| Explore scheduling options for an advisory class from similar school districts. | Winter 2018 |
| Build schedule with student advisory/mentoring period. | 2019-2020 |
| Determine criteria to identify at-risk students for mentoring. | Spring 2019 |
| Identify at-risk students by utilizing identified criteria. | 2019-2020 |
| Provide parent education regarding mentoring programs. | 2020-2021 |
| Develop criteria for mentor leaders. | Spring 2019 |
| Recruit mentors (secondary students and/or adults). | 2019-2020 |
| Provide mentor training. | 2019-2020 |
| Implement advisory/mentoring class. | 2020-2021 |
| Provide end-of-year recognition/celebration for mentors and mentees. | 2020-2021 |

**PERFORMANCE MEASURE(S)**

- *By 2023, there will be 3 formal character education or life-skills programs for students according to the District Programs Data.*

## INITIATIVE 2
### *Discipline Plan*

| ACTION STEPS | TIMELINE |
|---|---|
| Develop a Discipline Committee with representatives from each site. | **Fall 2018** |
| Research discipline plans/programs. | **Winter 2018** |
| Develop a consistent discipline plan across the district. | **2019-2020** |
| Purchase districtwide software for the consistent recording of disciplinary actions. | **2019-2020** |
| Implement discipline plan district-wide | **2020-2021** |
| Monitor/evaluate/adjust discipline plan as needed. | **2021-2022** |

**PERFORMANCE MEASURE(S)**

- *By 2023, 65% of respondents will strongly agree/agree that discipline at schools is fair and consistent according to the ECP Parent/Community Survey.*
- *By 2023, there will be a formal discipline plan across the district, and at each site, according to the District Demographics Data.*
- *By 2023, fewer than 40 office referrals will result in suspension according to the District Demographics Data*
- *By 2023, fewer than 32 office referrals will be for disrespect according to the District Demographics Data.*
- *By 2023, fewer than 10 of office referrals will be for cell phones according to the District Demographics Data.*
- *By 2023, fewer than 20 office referrals will be for incomplete work according to the District Demographics Data.*
- *By 2023, fewer than 40 office referrals will be for classroom disruption according to the District Demographics Data.*

## INITIATIVE 3
### *Student/Staff Recognition*

| ACTION STEPS | TIMELINE |
|---|---|
| Research State Teacher of the Year guidelines/application process. | **Fall 2018** |
| Develop district guidelines and application that align to state guidelines and application. | **Fall 2018** |
| Implement Teacher of the Year program at site and district level. | **2019-2020** |
| Expand Student of the Month program to all grades. | **Fall 2018** |

**PERFORMANCE MEASURE(S)**

- *By 2023, there will be TBD recognition programs for teachers according to the District Programs Data.*
- *By 2023, there will be 6 formal student recognition programs according to the District Programs Data.*

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| *Improve community satisfaction and engagement* | *By 2023, 85% of respondents will strongly agree/agree that our schools regularly and effectively communicate with us according to the ECP Parent/Community Survey.* | 54.55% | 60% | 66% | 72% | 78% | 85% |
| | *By 2023, TBD% of parents will attend Parent-Teacher Conferences according to the District Profile Report.* | TBD | TBD | TBD | TBD | TBD | TBD |
| | *By 2023, 85% of respondents will strongly agree/agree that our schools provide opportunities for input according to the ECP Parent/Community Survey.* | 53.41% | 60% | 66% | 72% | 78% | 85% |
| | *By 2023, 70% of respondents will strongly agree/agree that our schools involve the community in decision making according to the ECP Parent/Community Survey.* | 39.08% | 45% | 51% | 57% | 64% | 70% |
| | *By 2023, 80% of respondents will strongly agree/agree that our schools' staff collaborate with local community members according to the ECP Parent/Community Survey.* | 50% | 56% | 62% | 68% | 74% | 80% |
| | *By 2023, there will be TBD opportunities for parent involvement according to the District Programs Data.* | TBD | TBD | TBD | TBD | TBD | TBD |
| | *By 2023, there will be TBD parent volunteer hours per student according to the District Profile Report.* | TBD | TBD | TBD | TBD | TBD | TBD |
| | *By 2023, TBD% of parents will attend Parent-Teacher Conferences according to the District Profile Report.* | TBD | TBD | TBD | TBD | TBD | TBD |
| | *By 2023, there will be TBD recognition programs for parents/ volunteers according to the District Programs Data.* | TBD | TBD | TBD | TBD | TBD | TBD |
| *Facilitate positive building climate* | *By 2023, there will be 3 formal character education or life-skills programs for students according to the District Programs Data.* | 0 | 0 | 1 | 2 | 3 | 3 |
| | *By 2023, there will be a formal discipline plan across the district, and at each site, according to the District Demographics Data.* | 0 | 0 | 1 | 1 | 1 | 1 |
| | *By 2023, fewer than 40 office referrals will result in suspension according to the District Demographics Data* | 83 | 83 | 70 | 57 | 44 | <40 |
| | *By 2023, fewer than 32 office referrals will be for disrespect according to the District Demographics Data.* | 65 | 65 | 55 | 45 | 35 | <32 |
| | *By 2023, fewer than 10 of office referrals will be for cell phones according to the District Demographics Data.* | 65 | 65 | 50 | 35 | 20 | <10 |
| | *By 2023, fewer than 20 office referrals will be for incomplete work according to the District Demographics Data.* | 51 | 51 | 43 | 35 | 27 | <20 |
| | *By 2023, fewer than 40 office referrals will be for classroom disruption according to the District Demographics Data.* | 83 | 83 | 70 | 57 | 44 | <40 |
| | *By 2023, there will be TBD recognition programs for teachers according to the District Programs Data.* | TBD | TBD | TBD | TBD | TBD | TBD |
| | *By 2023, there will be 6 formal student recognition programs according to the District Programs Data.* | 1 | 2 | 3 | 4 | 5 | 6 |
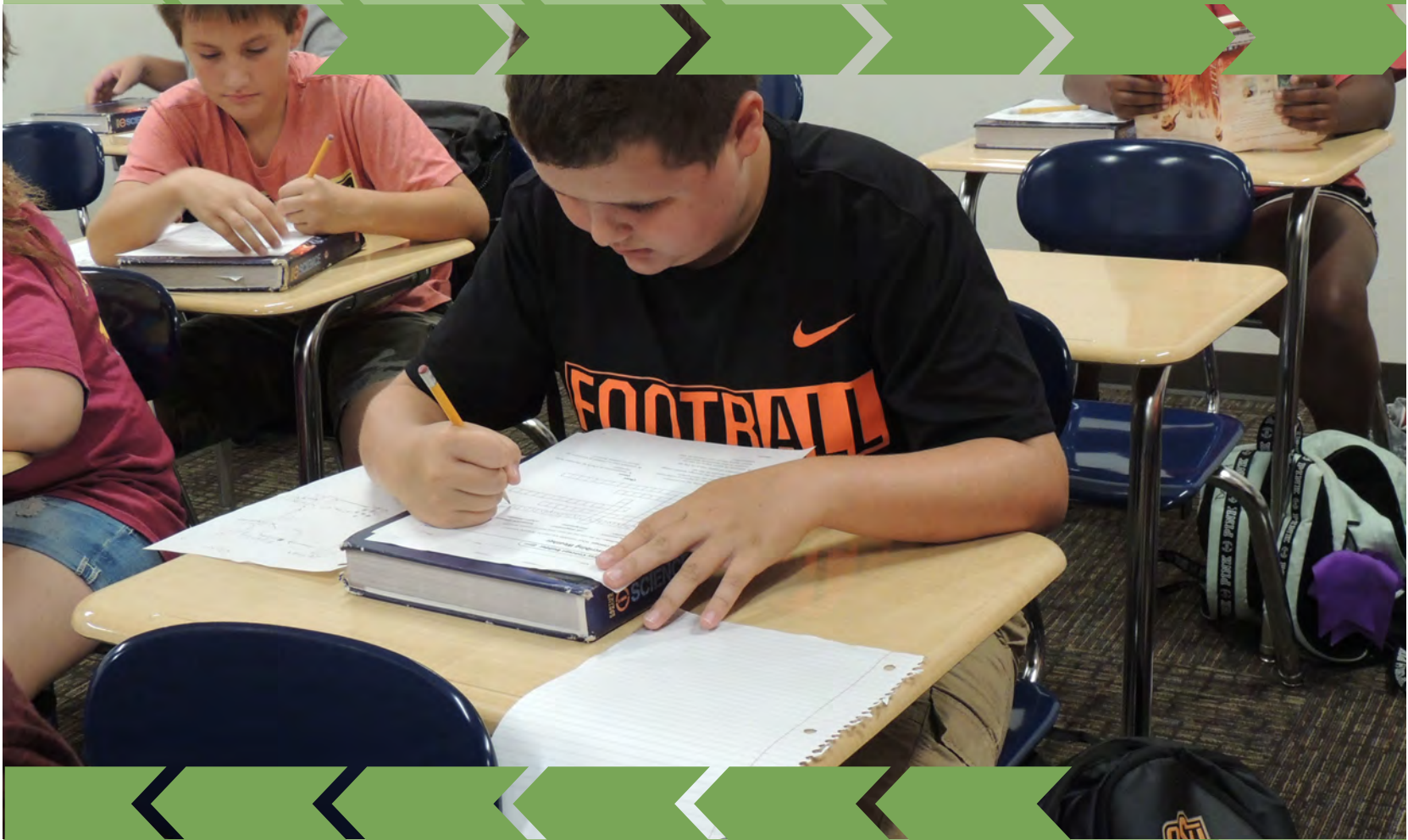
# GOAL AREA#3

**PERSONNEL AND PROPERTY**

# GOAL AREA #3
## PERSONNEL & PROPERTY

| **OBJECTIVE 1** | **Develop quality staff** |

**RATIONALE** — *If we develop quality staff, then we will honor our community's core values of quality teachers and professional development.*

## INITIATIVE 1

*Professional Development Plan*

| ACTION STEPS | TIMELINE |
| --- | --- |
| Develop a district professional development (PD) committee with representatives from elementary, middle, and high school. | **Summer 2018** |
| Develop/locate a professional development needs assessment which addresses content, instructional strategies, technology and areas aligned to implementation of the district's strategic plan. | **Summer 2018** |
| Administer the professional development needs assessment. | **Summer 2018** |
| Analyze needs assessment to develop the district professional development plan. | **Summer 2018** |
| Implement the professional development plan. | **Ongoing** |
| Develop a professional development reflection survey for teachers to complete after each professional development activity to determine effectiveness of the professional development. | **Summer 2018** |
| Monitor and adjust the professional development plan annually based on reflection surveys and strategic plan. | **Ongoing** |

**PERFORMANCE MEASURE(S)**

- *By 2023, 75% of teachers will strongly agree/agree that faculty meetings are used for professional development according to the Elementary Teacher Survey.*
- *By 2023, 75% of teachers will strongly agree/agree that faculty meetings are focused on professional development according to the Secondary Teacher Survey.*
- *By 2023, 25% of the secondary teachers will state they use the textbook as a primary resource in the classroom according to the Secondary Teacher Survey.*
- *By 2023, 85% of secondary teachers will strongly agree/agree they use data from formal/informal assessments to drive instruction according to the Secondary Teacher Survey.*
- *By 2023, 80% of core subject areas will have common planning time at the middle school and high school sites according to the District Programs Data.*
- *By 2023, there will be a minimum of 50 cumulative hours of professional development in content area standards according to District Profile Report.*
- *By 2023, there will be a minimum of 50 cumulative hours of professional development in technology integration according to District Programs Data.*
- *By 2023, there will be a minimum of 50 cumulative hours of professional development in instructional strategies according to District Programs Data.*

- *By 2023, there will be minimum of 50 cumulative hours of professional development in differentiated instruction according to District Programs Data.*
- *By 2023, there will be a minimum of 50 cumulative hours of professional development in positive school climate according to District Programs Data.*
- *By 2023, there will be 1 teacher support program district-wide provided according to the District Programs Data.*
- *By 2023, there will be 25 hours of professional development programs other than state mandated requirements according to the District Programs Data.*
- *By 2023, there will be 40 teachers employed at ECP according to the District Profile.*
- *By 2023, there will be 3 special education teachers according to the District Profile.*
- *By 2023, there will be 3 counselors for the district according to the District Profile Report.*
- *By 2023, there will be 0.3% other certified personnel staff (OCPS)  for the district according to the District Profile Report.*
- *By 2023, 85% of ECP teachers will be ranked highly-effective or higher according to the Oklahoma Teacher and Leader Effectiveness (OKTLE) Total Ratings Report.*
- *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 9 of Instructional Effectiveness; (Teachers use active learning, questioning techniques and/or guided practices to involve all students.) according to the OKTLE Ratings of Indicator Report.*
- *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 10 of Instructional Effectiveness (Teacher teaches the objective through a variety of methods.) according to the OKTLE Ratings of Indicators Report.*
- *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 13 of Instructional Effectiveness (Teacher checks to determine if students are progressing toward stated objectives) according to the OKTLE Ratings of Indicators Report.*
- *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 16 of Instructional Effectiveness (Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.) according to the OKTLE Ratings of Indicators Report.*
- *By 2023, the percent of ECP teachers having zero to five absences will be 25% or less according to the District Demographic Data.*
- *By 2023, the percent of ECP teachers having six or mor absences will be 20%  or less according to the District Demographic Data.*

# GOAL AREA #3

**PERSONNEL & PROPERTY**

| **OBJECTIVE 1** | Develop quality staff |

**RATIONALE**

*If we develop quality staff, then we will honor our community's core values of quality teachers and professional development.*

**INITIATIVE 2**

*Recruitment/ Retention plan*

| ACTION STEPS | TIMELINE |
|---|---|
| Promote job vacancies on multiple teacher boards and communicate upcoming vacancies with local universities. | **Spring 2018** |
| Attend at least three job fairs at local universities. | **Spring 2018** |
| Explore opportunities for the following incentive programs:<br>• New teacher signing bonus<br>• Retention incentives<br>• Attendance incentives<br>• Performance-based incentives | **Spring/ Summer 2018** |
| Provide mentors and new teacher training/orientation. | **Spring/Fall 2019/2020** |

**PERFORMANCE MEASURE(S)**

- *By 2023, the percent of ECP teachers having zero to five absences will be 25% or less according to the District Demographic Data.*
- *By 2023, the percent of ECP teachers having six or mor absences will be 20% or less according to the District Demographic Data.*
- *By 2023, 40 teachers will be employed at ECP according to the District Profile.*
- *By 2023, there will be 3 special education teachers according to the District Profile.*
- *By 2023, there will be 3 counselors for the district according to the District Profile Report.*

# GOAL AREA #3

**PERSONNEL & PROPERTY**

**OBJECTIVE 2** | **Improve facilities**

**RATIONALE** | *If we improve facilities, then we will honor our community's core values of building/grounds and a safe environment.*

## INITIATIVE 1

*Bond Issue*

| ACTION STEPS | TIMELINE |
|---|---|
| Create a campus improvement committee with representatives from the following:<br>• Each school site<br>• Parents<br>• Students<br>• Community members outside of the parent group<br>• Administration team | **Summer 2018** |
| Campus improvement committee will determine facility needs by conducting a needs assessment. | **Fall 2018** |
| Engage the community through various methods which could include:<br>• Town hall meetings<br>• Needs assessment surveys<br>• Information via social media | **Winter 2018-19** |
| Create building plan and develop related bond issue. | **Spring 2019** |
| Develop and implement marketing campaign. | **Fall/Spring 2019/2020** |
| Present bond issue for election. | **Fall/Spring 2019/2020** |
| Campaign for bond and vote. | **Fall/Spring 2019/2020** |

**PERFORMANCE MEASURE(S)**

· *By 2023, there will be a new high school building according to the District Financial Data.*
· *By 2023, there will be a new high school gym according to the District Financial Data.*
· *By 2023, there will be a new field house according to the District Financial Data.*

# GOAL AREA #3

**PERSONNEL & PROPERTY**

| **OBJECTIVE 2** | Improve facilities |
|---|---|

**RATIONALE** — *If we improve facilities, then we will honor our community's core values of building/grounds and a safe environment.*

## INITIATIVE 2

*Maintenance Plan*

| ACTION STEPS | TIMELINE |
|---|---|
| Develop and administer a maintenance needs assessment of facilities and transportation. | **Spring 2018** |
| Analyze results of the maintenance needs assessment for the development of a maintenance plan. | **Summer 2018** |
| Develop a maintenance plan to include:<br>• Maintenance schedule<br>• Maintenance trainings<br>• Appropriation of funds | **Fall 2018** |
| Monitor, reflect, and adjust plan annually. | **Ongoing** |

**PERFORMANCE MEASURE(S)**

· *By 2023, the elementary parking lot will be complete according to the District Financial Data.*

# GOAL AREA #3

## PERSONNEL & PROPERTY

**OBJECTIVE 3** | **Provide equitable technology**

**RATIONALE** | *If we provide equitable technology, then we will honor our community's expectations of use of technology and our community's belief in student use of technology.*

## INITIATIVE 1

*Technology Plan*

| ACTION STEPS | TIMELINE |
|---|---|
| Create a district technology committee including stakeholder presentation from the following groups:<br><br>• district/site leadership<br>• teachers<br>• students<br>• parents<br>• board of education<br>• Personnel and Property committee member | **Spring 2018** |
| Review/revise district technology vision statement from input gathered from site principals. | **Summer 2018** |
| Develop a monthly committee meeting schedule during the first year of plan development. | **Summer 2018** |
| Develop the technology plan to address the following :<br><br>• Needs assessment (from teachers, students, parents, community)<br>• Goals and objectives related to:<br>  - Authentic classroom use and instruction<br>  - Infrastructure<br>  - Hardware and software<br>  - Maintenance<br>  - Professional development<br>  - Device replacement/update<br>• Budget<br>• Inventory<br>• Implementation/deployment timeline<br>• Evaluation | **Fall 2018** |
| Present plan to Board of Education for approval. | **Spring 2019** |
| Implement the plan. | **Fall/Spring 2019/2020** |

| | |
|---|---|
| Review and revise technology goals for 5-year plan. | **Ongoing** |
| Research and obtain continual  funding through:<br><br>• bonds<br>• grants<br>• budget allocations | **Ongoing** |
| Monitor, reflect and adjust plan as needed. | **Ongoing** |

· *By 2023, there will be a five-year district technology plan according to the District Program Data.*

· *By 2023, 85% respondents strongly agree/agree that there is equity in resources among the three buildings according to the ECP Parent/Community Survey.*

· *By 2023, 85% respondents strongly agree/agree that our schools have the resources required to meet the academic needs of every student according to the ECP Parent/Community Survey.*

· *By 2023, all three schools can support technology infrastructure according to the Technology Inventory.*

· *By 2023, there will be 1:1 student technology devices available district wide according to the Technology Inventory.*

· *By 2023, the three student computer labs will be converted to STEAM Labs according to the Technology Inventory.*

· *By 2023, 100 classroom and lab student devices will be three to five years old according to the Technology Inventory.*

· *By 2023, grants that have been received to include: 1 campus grant at each campus and one district wide.*

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| *Develop quality staff* | *By 2023, 75% of teachers will strongly agree/agree that faculty meetings are used for professional development according to the Elementary Teacher Survey.* | 52.90% | 59% | 63% | 67% | 71% | 75% |
| | *By 2023, 75% of teachers will strongly agree/agree that faculty meetings are focused on professional development according to the Secondary Teacher Survey.* | 21.40% | 35% | 45% | 55% | 65% | 75% |
| | *By 2023, 25% of the secondary teachers will state they use the textbook as a primary resource in the classroom according to the Secondary Teacher Survey.* | 42.90% | 42% | 38% | 34% | 30% | 25% |
| | *By 2023, 85% of secondary teachers will strongly agree/agree they use data from formal/informal assessments to drive instruction according to the Secondary Teacher Survey.* | 61.60% | 69% | 73% | 77% | 81% | 85% |
| | *By 2023, 80% of core subject areas will have common planning time at the middle school and high school sites according to the District Programs Data.* | 0 | 10 | 20 | 40 | 60 | 80% |
| | *By 2023, there will be a minimum of 50 cumulative hours of professional development in content area standards according to District Profile Report* | 0 | 15 | 25 | 35 | 45 | 50 |
| | *By 2023, there will be a minimum of 50 cumulative hours of professional development in technology integration according to District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 50 |
| | *By 2023, there will be a minimum of 50 cumulative hours of professional development in instructional strategies according to District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 50 |
| | *By 2023, there will be minimum of 50 cumulative hours of professional development in differentiated instruction according to District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 50 |
| | *By 2023, there will be a minimum of 50 cumulative hours of professional development in positive school climate according to District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 50 |
| | *By 2023, there will be 1 teacher support program district-wide provided according to the District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 1 |
| | *By 2023, there will be 25 hours of professional development programs other than state mandated requirements according to the District Programs Data.* | 0 | 15 | 25 | 35 | 45 | 25 |
| | *By 2023, there will be 40 teachers employed at ECP according to the District Profile.* | 31.2 | 32% | 34% | 36% | 38% | 40 |
| | *By 2023, there will be 3 special education teachers according to the District Profile.* | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 3 |
| | *By 2023, there will be 3 counselors for the district according to the District Profile Report.* | 1 | 1 | 1 | 2 | 2 | 3 |

**TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES**

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| | *By 2023, there will be 0.3% other certified personnel staff (OCPS) for the district according to the District Profile Report.* | 0.30% | 0.30% | 0.30% | 0.30% | 0.30% | 0.30% |
| | *By 2023, 85% of ECP teachers will be ranked highly-effective or higher according to the Oklahoma Teacher and Leader Effectiveness (OKTLE) Total Ratings Report.* | 50.53% | 62% | 68% | 74% | 80% | 85% |
| | *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 9 of Instructional Effectiveness; (Teachers use active learning, questioning techniques and/or guided practices to involve all students.) according to the OKTLE Ratings of Indicator Report.* | 65.22% | 69% | 73% | 76% | 79% | 85% |
| | *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 10 of Instructional Effectiveness (Teacher teaches the objective through a variety of methods.) according to the OKTLE Ratings of Indicators Report.* | 56.52% | 62% | 67% | 72% | 77% | 85% |
| *Develop quality staff* | *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 13 of Instructional Effectiveness (Teacher checks to determine if students are progressing toward stated objectives) according to the OKTLE Ratings of Indicators Report.* | 54.35% | 61% | 67% | 73% | 79% | 85% |
| | *By 2023, 85% of ECP teachers will be rated highly-effective or higher in Indicator 16 of Instructional Effectiveness (Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.) according to the OKTLE Ratings of Indicators Report.* | 45-65% | 53% | 61% | 69% | 77% | 85% |
| | *By 2023, the percent of ECP teachers having zero to five absences will be 25% or less according to the District Demographic Data.* | 53% | 45% | 40% | 35% | 30% | 25% |
| | *By 2023, the percent of ECP teachers having six or more absences will be 20% or less according to the District Demographic Data.* | 44% | 40% | 36% | 30% | 26% | 20% |
| | *By 2023, there will be a new high school building according to the District Financial Data.* | 0 | 0 | 0 | 0 | 0 | 1 |
| | *By 2023, there will be a new high school gym according to the District Financial Data.* | 0 | 0 | 0 | 0 | 0 | 1 |
| *Improve facilities* | *By 2023, there will be a new field house according to the District Financial Data.* | 0 | 0 | 0 | 0 | 0 | 1 |
| | *By 2023, the elementary parking lot will be complete according to the District Financial Data.* | 0 | 0 | 0 | 0 | 0 | 1 |

| OBJECTIVES | PERFORMANCE MEASURES | BASELINE | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|
| | *By 2023, there will be a five-year district technology plan according to the District Program Data.* | **2** | **2** | **3** | **3** | **4** | **5** |
| | *By 2023, 85% respondents strongly agree/agree that there is equity in resources among the three buildings according to the ECP Parent/ Community Survey.* | **31.60%** | **45%** | **55%** | **65%** | **75%** | **85%** |
| | *By 2023, 85% respondents strongly agree/agree that our schools have the resources required to meet the academic needs of every student according to the ECP Parent/Community Survey.* | **22.72%** | **37%** | **49%** | **61%** | **73%** | **85%** |
| | *By 2023, all three schools can support technology infrastructure according to the Technology Inventory.* | **2** | **2** | **2** | **2** | **2** | **3** |
| *Provide equitable technology* | *By 2023, there will be 1:1 student technology devices available district wide according to the Technology Inventory.* | **1:05** | **1:05** | **1:04** | **1:03** | **1:02** | **1:01** |
| | *By 2023, The three student computer labs will be converted to STEAM Labs according to the Technology Inventory.* | **0** | **0** | **1** | **1** | **2** | **3** |
| | *By 2023, 100 classroom and lab student devices will be three to five years old according to the Technology Inventory.* | **191** | **170** | **150** | **130** | **120** | **100** |
| | *By 2023, Grants that have been received to include: 1 campus grant at each campus and one district wide.* | **2** | **2** | **3** | **3** | **4** | **5** |

# ACKNOWLEDGEMENTS

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