

2018-2023

STRATEGIC PLAN

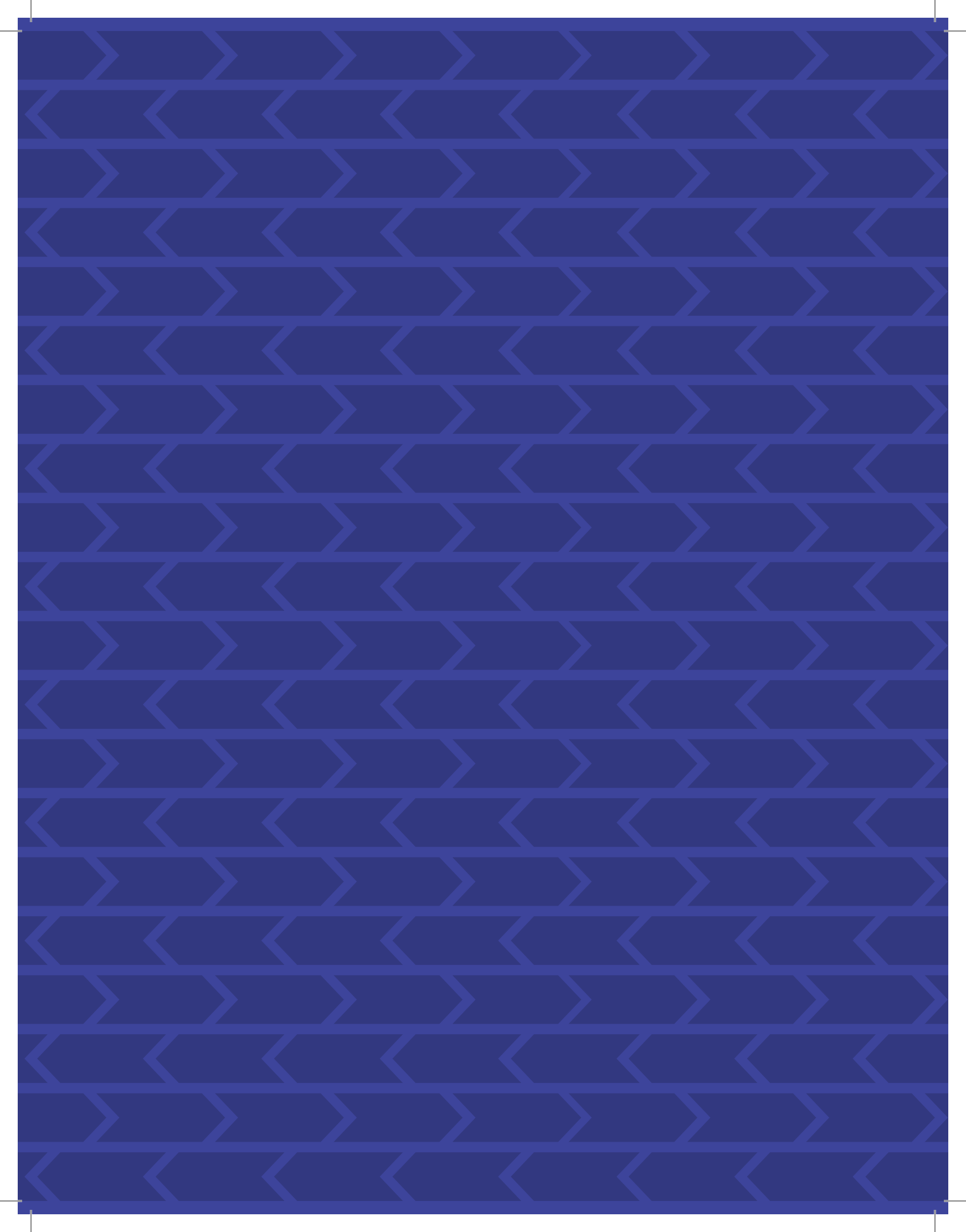


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Miami Public Schools takes great pride in the quality of education that is provided to its students. Parents, patrons, community members, students, and district employees have high expectations in helping to prepare our students for the world in which 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 between board members, teachers, 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.

Jeremy Hogan
Superintendent



BOARD OF EDUCATION

Dr. Mark Folks
Board Vice-President

Marcel Walther
Board Member

Ms. Donni Long
Board Clerk

Mr. Harley Turner
Board Member

Mr. Chuck McKibben
Board President



STRATEGIC PLANNING TEAM MEMBERS

Front row (L to R)

Mary Marugu, Kay Boman-Harvey, Angie Murphy, Melissa Turner,
Melissa Bekemeier, Elsie Grover, Julie Smith

2nd row (L to R)

Travis Jones, Lorry Jackson, Justin Chase, Lisa Munson, Keni Iverson,
Nicholas Talbert, Mary Susan Whaley, Paige Bearden

3rd Row (L to R)

Rick Pulley, Courtney Billings, Andrea Berry, Amy Ishmael, Mary Gilbert,
Courtney Murphy, Roxanne McCain, Amie Whitehill

4th row (L to R)

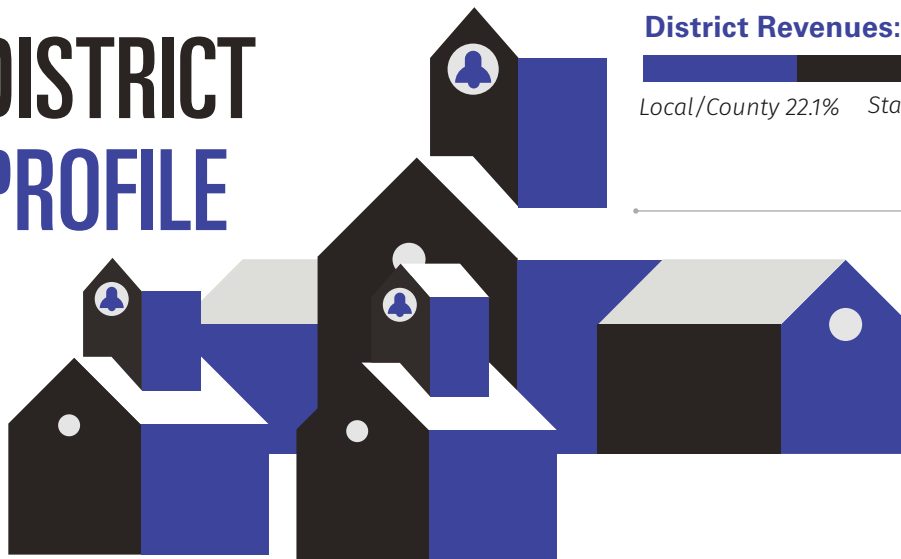
Jeremy Hogan, Richard Patterson, Nick Highsmith, Michael Heyburn,
Harley Turner, Aspen Davis, Delores Harlan

Not Pictured: Destry Allen, John Bearden, Andrea Forrester, Edith Gonzalez,
Jordan Barlow

DISTRICT PROFILE

District Revenues: (All Funds)

Local/County 22.1% State 63.2% Federal 14.7%



Miami High School (9-12)

Miami Academy (6-12)

Will Rogers Middle School (6-8)

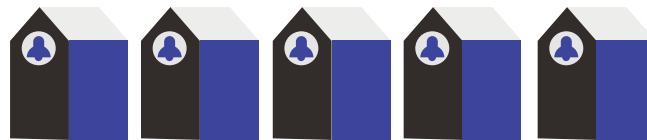
Nichols Elementary (4-5)

Rockdale Elementary (K-3)

Roosevelt Elementary (K-3)

Wilson Elementary (EC-3)

Washington Elementary (K-3)



164

Teachers

5

Counselors

13.3

Administrators

147

Support Staff

(22.5% with advanced degrees, 12 average years teaching experience)

22%

Identified as
Gifted and
Talented

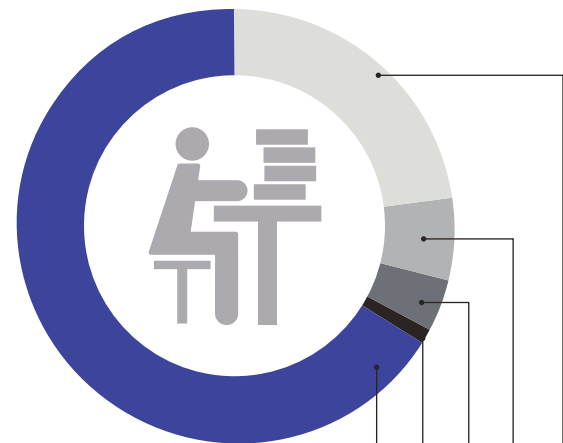
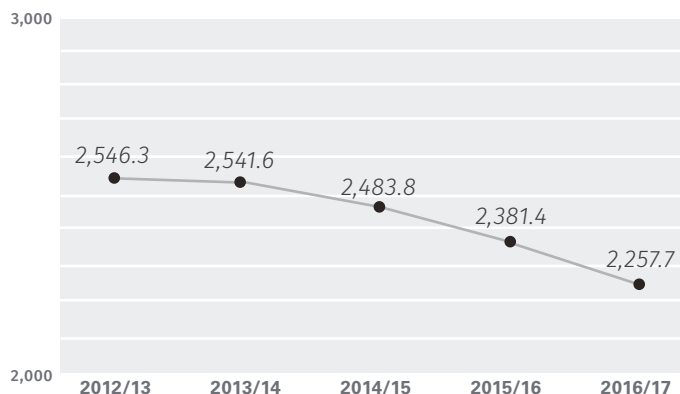
14.3%

Identified in
Special Education
Programs

5.7%

Identified as
English Language
Learners (ELL)

Enrollment Trends:



Student Population:

67% Caucasian

1% Black

4% Asian

6% Hispanic

23% Native American

US Census Data:

Poverty rate 23%

Unemployment rate 9%

Average household income \$46,084

Single-parent families 44%

EXECUTIVE SUMMARY

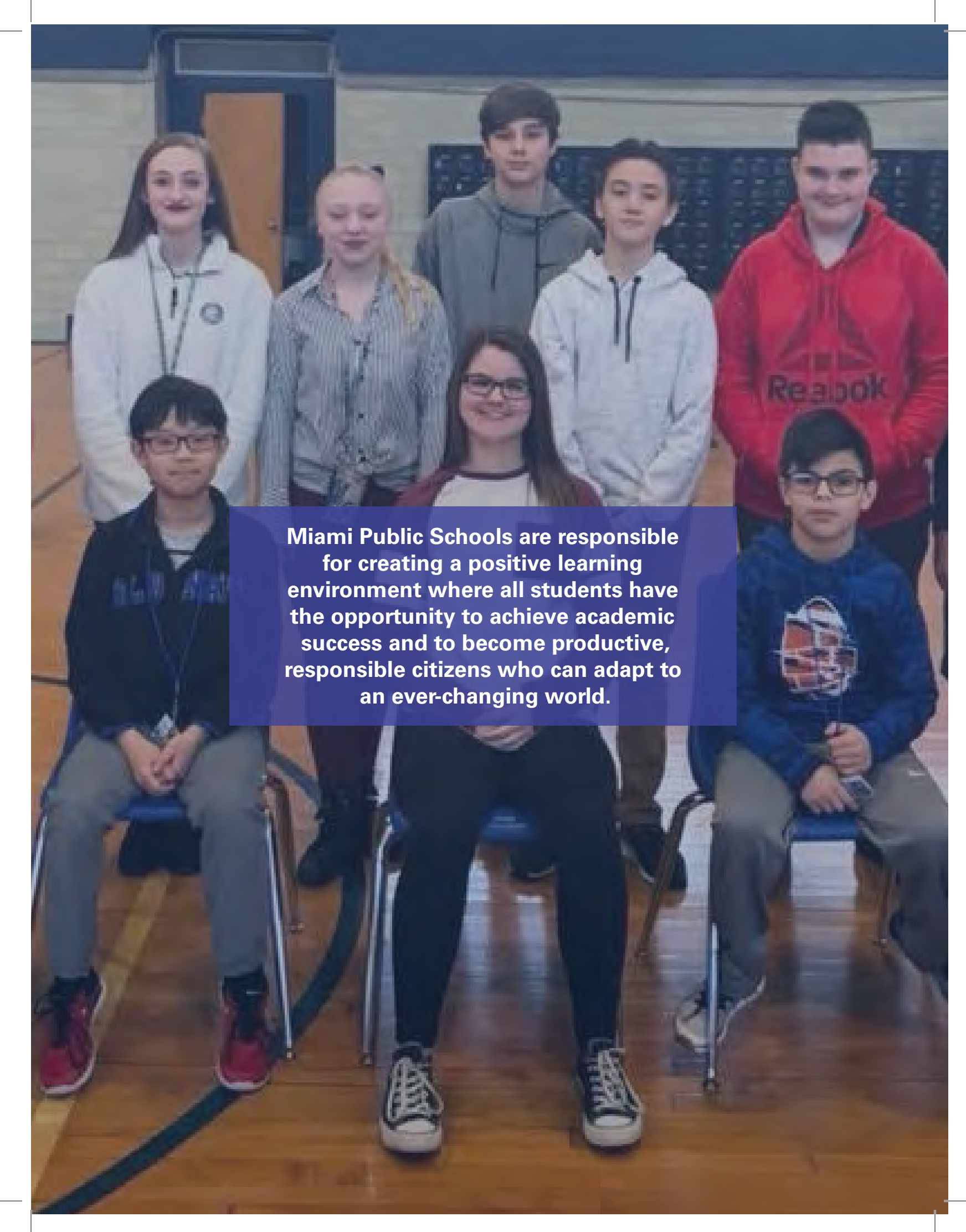
Miami Public Schools are responsible for creating a positive learning environment where all students have the opportunity to achieve academic success and to become productive, responsible citizens who can adapt to an ever-changing world. The 2018-2023 Strategic Plan is recognized as a blueprint of district transformation and change by addressing four identified goal areas: (1) Student Achievement, (2) Quality Staff, (3) Parent and Community Engagement, and (4) Resources.

To accomplish this mission and meet these goals, the district embarked on a transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. The plan emphasizes improvement of student achievement by aligning the curriculum and improving the rigor through project based learning activities to ensure that all students are college and/or career ready. Furthermore, the plan addresses the community's core value of providing a respectful, nurturing environment by developing a district-wide discipline plan, implementing a consistent character education program, and implementing best practices to increase student and staff attendance. This will be accomplished through the recruitment, retention, and development of quality personnel with a district-wide professional development plan which addresses teacher needs, innovative teaching and community learner expectations. Increasing parent and community engagement and satisfaction is

addressed by emphasizing school and community partnerships by creating a parent advisory council, providing more opportunities for parent volunteers which includes mentoring students, and implementing a partners in education program. Consideration is given to managing and dedicating resources that will increase access to up-to-date technology through bond issues and private and/or grant funding. Finally, increasing effective student programs is another important resource that is addressed in the plan.

The five-year strategic plan provides a guiding framework for the district, individual schools, and the community to join together to empower every student for future success. It will serve as the foundation for each school in the district to develop annual plans that will support the district's Continuous Strategic Improvement Plan. The Board of Education is charged with the task of monitoring and supporting the implementation of the initiatives and action steps as they receive regular updates from goal area committees, site administrators, and the superintendent. The initiatives and action steps will be continually monitored and the Miami 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.



Miami Public Schools are responsible for creating a positive learning environment where all students have the opportunity to achieve academic success and to become productive, responsible citizens who can adapt to an ever-changing world.

TIMELINE OF PLANNING PROCESS

PHASE I ENGAGE

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

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

- **September 25-October 20**
Community Survey
- **September 25 at the Miami Activity Center**
Support Staff Forum | 8:30AM
Intertribal Council Forum | 11:30AM
Certified Staff Forum | 1:00PM
Community Forum | 5:30PM
- **September 25 at the Chamber Office**
Chamber of Commerce | 10:00AM
- **September 26 at the Paul Thomas Family Center**
Rotary Forum | 12:00PM
- **September 26 at the Miami Activity Center**
Community Forum | 5:30PM

PHASE II PLAN

“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.

- **November 14 at the Miami Activity Center**
Phase II, Day 1 | 8:30AM-4:00PM
- **November 15 at the Miami Activity Center**
Phase II, Day 2 | 8:30AM-4:00PM

PHASE III ACT

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

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community’s Learner Expectations, Core Beliefs, and Core Values. After two days, the team had developed action steps as well as performance measures that were Specific, 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.

- **January 15 at the Miami Activity Center**
Phase III, Day 1 | 8:30AM-4:00PM
- **January 16 at the Miami Activity Center**
Phase III, Day 2 | 8:30AM-4:00PM
- **February 20 at the Miami Activity Center**
Phase III, Day 3 | 8:30-1:00PM

PHASE IV ACHIEVE

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

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

- **May 14 Board of Education Approval**
- **May 22 at the Miami Activity Center**
Phase IV, Site Plan Development | 8:30AM-4:00PM

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

Miami Public Schools expect the graduates of 2028 to have...

- Effective communication
- Creative and critical thinking
- Organization, goal setting, and time management
- Mastery of core content
- Collaboration skills
- Life skills
- Technology skills
- Productive citizenry
- Skills to locate and use information
- Financial skills

These expectations will create students who feel valued and who are college and career ready to function within a global society.

Core Beliefs

Miami Public Schools believe that to realize their expectations for graduates, teaching and learning should provide...

- Relevant content
- Practice of basic skills
- Collaboration
- Creativity
- Instruction based on student strengths/weaknesses
- Use of technology
- Education about post high school opportunities
- Community support and service
- Enrichment

This type of teaching and learning will create global students ready for life, who are supported by school leadership, counseling, families, and quality programs within an environment that is safe, disciplined and nurturing.

Core Values

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

- A respectful and nurturing environment
- Well maintained buildings and grounds
- Quality teachers
- Up-to-date technology
- Quality programs
- Adequate finances
- Strong leadership
- Innovative teaching
- Conducive class sizes
- Parental involvement

By upholding these values, Miami Public Schools will create a supportive environment in which school and community partnerships provide resources for a rigorous curriculum to meet the diverse needs of students aimed at award winning progress.

STRATEGIC GOAL SUMMARY

GOAL AREA #1

STUDENT ACHIEVEMENT

Objective 1: Improve academic performance

- » Initiative: Curriculum Alignment
- » Initiative: Rigorous Curriculum
- » Initiative: Project Based Learning
- » Initiative: College and Career Readiness

Objective 2: Improve student behaviors

- » Initiative: District-wide Discipline Plan
- » Initiative: Student Social, Emotional, and Mental Health Programs

Objective 3: Improve teacher and student attendance

- » Initiative: Staff and Student Attendance Programs

GOAL AREA #2

QUALITY STAFF

Objective 1: Provide effective professional development

- » Initiative: District-wide Professional Development Plan

Objective 2: Recruit and retain quality staff

- » Initiative: Teacher Recruitment
- » Initiative: Teacher Retention

Objective 3: Improve climate and culture

- » Initiative: Climate and Culture Development



GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

Objective 1: Increase parental involvement

- » Initiative: Parent/Guardian Communication Plan
- » Initiative: Parent Advisory Council
- » Initiative: Parent Volunteer Opportunities
- » Initiative: Student Mentoring Program

Objective 2: Increase community involvement and satisfaction

- » Initiative: Partners in Education
- » Initiative: Community Communication Plan

GOAL AREA #4

RESOURCES

Objective 1: Obtain additional funding and resources

- » Initiative: Private and/or Grant Funding Plan
- » Initiative: Bonds

Objective 2: Maintain high quality facilities

- » Initiative: Facilities Plan
- » Initiative: Staff Training Plan

Objective 3: Increase accessibility of quality programs

- » Initiative: Student Programs

Objective 4: Increase access to up-to-date technology

- » Initiative: Innovative Technology Plan
- 





GOAL AREA #1

STUDENT ACHIEVEMENT

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 1

Improve academic performance

RATIONALE

If Miami Public Schools improves academic performance, then we will honor our community's expectations of mastery of core content.

INITIATIVE 1

Curriculum Alignment

ACTION STEPS

TIMELINE

Form a district committee representing all secondary curricular areas and have a representative from each elementary school site and all site principals.

**Summer
2018**

Research and hire outside expert and develop a schedule for training.

**Summer
2018**

Provide training on curriculum alignment for committee members from an outside expert.

**Fall
2018**

Develop a timeline for aligning the curriculum.

**Fall
2018**

Vertically align the curriculum by content areas and grade levels.

**Fall
2018**

Share vertically aligned curriculum document with secondary and elementary faculty.

2019-20

Horizontally align the curriculum by content areas and grade levels at each site.

**Fall
2018**

Develop and share a written scope and sequence for each grade level/content area that is vertically and horizontally aligned.

2019-20

Monitor lesson plans for alignment to scope and sequence.

2019-20

PERFORMANCE MEASURE(S)

- By 2023, 50% of 3rd grade students will score at or above proficient according to the Oklahoma State Testing Program (OSTP) Reading Test.
- By 2023, 39% of 4th grade students will score at or above proficient according to the OSTP Reading Test.
- By 2023, 56% of 5th grade students will score at or above proficient according to the OSTP Reading Test.
- By 2023, 45% of 6th grade students will score at or above proficient according to the OSTP Reading Test.
- By 2023, 35% of 7th grade students will score at or above proficient according to the OSTP Reading Test.
- By 2023, 36% of 8th grade students will score at or above proficient according to the OSTP Reading Test.

PERFORMANCE
MEASURE(S)
continued

- *By 2023, 59% of 3rd grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 51% of 4th grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 42% of 5th grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 37% of 6th grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 39% of 7th grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 29% of 8th grade students will score at or above proficient according to the OSTP Math Test.*
- *By 2023, 50% of 8th grade students will score at or above proficient according to the OSTP Science Test.*
- *By 2023, 21% of MHS students will score at or above proficient according to the OSTP Science Test.*
- *By 2023, MHS students will meet or exceed the state average on the English ACT exam.*
- *By 2023, MHS students will meet or exceed the state average on the Reading ACT exam.*
- *By 2023, MHS students will meet or exceed the state average on the Math ACT exam.*
- *By 2023, MHS students will meet or exceed the state average on the Science ACT exam.*

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 1

Improve academic performance

RATIONALE

If Miami Public Schools improves academic performance, then we will honor our community's expectations of mastery of core content.

INITIATIVE 2

Rigorous Curriculum

ACTION STEPS

TIMELINE

Provide Advanced Placement (AP) training opportunities to certified MPS staff.

Summer 2018

Research outside expertise to deliver whole staff training on content based instructional strategies to meet the diverse needs of students through active engagement.

2019-2020

Provide additional in-depth training to MPS instructional coaches on instructional strategies and teacher mentoring aligned to the needs of school sites.

2019-2020

Instructional coaches will monitor and support teachers' implementation of instructional strategies.

2019-2020

At the end of each school year, instructional coaches will reflect and recommend professional development to the district Professional Development Committee for the following year.

2019-2020

PERFORMANCE MEASURE(S)

- By 2023, 50% of 3rd grade students will score at or above proficient according to the Oklahoma State Testing Program (OSTP) Reading Test.
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- By 2023, 35% of 7th grade students will score at or above proficient according to the OSTP Reading Test.
- By 2023, 36% of 8th grade students will score at or above proficient according to the OSTP Reading Test.



PERFORMANCE MEASURE(S) <i>continued</i>	<ul style="list-style-type: none">• By 2023, 59% of 3rd grade students will score at or above proficient according to the OSTP Math Test.• By 2023, 42% of 5th grade students will score at or above proficient according to the OSTP Math Test.• By 2023, 37% of 6th grade students will score at or above proficient according to the OSTP Math Test.• By 2023, 39% of 7th grade students will score at or above proficient according to the OSTP Math Test.• By 2023, 29% of 8th grade students will score at or above proficient according to the OSTP Math Test.• By 2023, 50% of 8th grade students will score at or above proficient according to the OSTP Science Test.• By 2023, 21% of MHS students will score at or above proficient according to the OSTP Science Test.• By 2023, MHS students will meet or exceed the state average on the Math ACT exam.• By 2023, MHS students will meet or exceed the state average on the Science ACT exam.

INITIATIVE 3 <i>Project Based Learning</i>	ACTION STEPS	TIMELINE
	Train all teachers in Project Based Learning (PBL) instructional strategies.	2020-2021
	Use Professional Learning Community (PLC) structures to develop PBL projects/activities.	2020-2021
	Identify and purchase PBL materials.	2020-2021
	Integrate PBL strategies into curriculum units.	2020-2021
	Develop a process to monitor and evaluate PBL project activities and integration.	2020-2021
PERFORMANCE MEASURE(S)	<ul style="list-style-type: none">• By 2023, core curriculum classes (Pre-K - 12th grade) will complete at least two PBL units/lessons per course annually, aligned to the scope and sequence.	

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 1

Improve academic performance

RATIONALE

If Miami Public Schools improves academic performance, then we will honor our community's expectations of mastery of core content.

INITIATIVE 4

College and Career Readiness

ACTION STEPS

Lower and Upper Elementary

Provide a minimum of one college exploration activity annually such as:

- College t-shirt day
- Virtual field trip
- Guest speakers
- Door decoration

Each teacher will provide a career exploration activity for each content area annually.

Middle School

Provide college/career materials such as:

- Scholarship information
- College t-shirts

Provide college/career awareness such as:

- College t-shirt day

Provide opportunity for 8th graders to visit:

- College campus
- Career Tech campus

Continue with career assemblies for all students.

Plan and implement Career/Mock Interview Day (8th grade only).

Align students' selected college/career pathway through an Individual Career Academic Plan (ICAP).

TIMELINE

Fall
2018

Fall
2018

Summer
2018

Fall
2018

Spring
2019



	High School	
	<ul style="list-style-type: none">Align students’ selected college/career pathway through an Individual Career Academic Plan (ICAP).Host an annual Job/College Fair.Provide ACT prep classes.Provide sophomores with the opportunity to take the pre-ACT.Provide the opportunity for MHS students to visit:<ul style="list-style-type: none">College campusCareer Tech campus	Fall 2018
PERFORMANCE MEASURE(S)	<ul style="list-style-type: none">By 2023, 50% of 3rd grade students will score at or above proficient according to the Oklahoma State Testing Program (OSTP) Reading Test.By 2023, 39% of 4th grade students will score at or above proficient according to the OSTP Reading Test.By 2023, 56% of 5th grade students will score at or above proficient according to the OSTP Reading Test.By 2023, 45% of 6th grade students will score at or above proficient according to the OSTP Reading Test.By 2023, 35% of 7th grade students will score at or above proficient according to the OSTP Reading Test.By 2023, 36% of 8th grade students will score at or above proficient according to the OSTP Reading Test.By 2023, 59% of 3rd grade students will score at or above proficient according to the OSTP Math Test.By 2023, 51% of 4th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 42% of 5th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 37% of 6th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 39% of 7th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 29% of 8th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 30% of 10th grade students will score at or above proficient according to the OSTP Math Test.By 2023, 50% of 8th grade students will score at or above proficient according to the OSTP Science Test.By 2023, 21% of MHS students will score at or above proficient according to the OSTP Science Test.By 2023, MHS students will meet or exceed the state average on the English portion of the ACT exam.By 2023, MHS students will meet or exceed the state average on the Science portion of the ACT exam.	

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 2

Improve student behaviors

RATIONALE

If Miami Public Schools improves student behaviors, then we will honor our community's core values of respectful and nurturing environments.

INITIATIVE 1

District Wide Discipline Plan

ACTION STEPS

TIMELINE

Review current building discipline plans and reporting practices.

Fall
2018

Review federal reporting requirements.

Fall
2018

Develop plan including common language, behavior expectations, and reporting procedures.

Fall
2018

Present plan to all staff, students, and parents.

2019-2020

Implement discipline plan consistently across all sites.

2019-2020

Administer climate survey, analyze data for growth, monitor and adjust.

2019-2020

PERFORMANCE MEASURE(S)

- By 2023, all sites will have developed and implemented a district reporting system for the recording of discipline data.
- By 2023, students with 0-10 days of out-of-school suspension will be TBD% or less according to the district discipline data.
- By 2023, students with more than 10 days of out-of-school suspension will be TBD% or less according to the district discipline data.
- By 2023, students with 0-10 days of in-school suspension will be TBD% or less according to the district discipline data.
- By 2023, students with more than 10 days of in-school suspension will be TBD% or less according to the district discipline data.
- By 2023, fewer than 25% of out-of-school suspensions will be Individual Education Plan (IEP) students according to the district discipline data.
- By 2023, fewer than 25% of in-school suspensions will be IEP students according to the district discipline data.
- By 2023, 40% of elementary students will respond "yes" to "students at my school are well behaved" according to the elementary student climate survey.
- By 2023, 70% of elementary students will respond "yes" to "students at my school treat each other well" according to the elementary student climate survey.
- By 2023, 70% of elementary students will respond "yes" to "most students in my school treat each other with respect" according to the elementary student climate survey.

**PERFORMANCE
MEASURE(S)**

continued

- By 2023, 75% of secondary students will strongly agree/agree that “my school has clear rules and consequences for behavior” according to the secondary student climate survey.
- By 2023, 30% of secondary students will strongly agree/agree that “most students in my school are well behaved” according to the secondary student climate survey.
- By 2023, 45% of secondary students will strongly agree/agree that “adults in this school apply the same rules to all students equally” according to the secondary student climate survey.
- By 2023, 35% of teachers will strongly agree/agree that “I spend too much of my teaching time disciplining students” according to the teacher climate survey.
- By 2023, 69% of teachers will strongly agree/agree that “the school consistently enforce the code of student conduct” according to the teacher climate survey.
- By 2023, the number of district disciplinary referrals recorded will be fewer than 60 according to the district discipline data.
- By 2023, district disciplinary referrals occurring on buses will be reduced to 12% according to the district discipline data.
- By 2023, district disciplinary referrals as a result of classroom disruption will be reduced to 12% according to district discipline data.
- By 2023, district disciplinary referrals as a result of disruptive behavior will be reduced to 12% according to district discipline data.
- By 2023, district disciplinary referrals as a result of disorderly disruptive behavior will be reduced to 30% according to district discipline data.
- By 2023, district disciplinary referrals as a result of truancy will be reduced to 6% according to the district discipline data.

INITIATIVE 2

Student Social, Emotional, and Mental Health Programs

PERFORMANCE MEASURE(S)

ACTION STEPS

TIMELINE

Research social/emotional skills and character education programs.

Fall
2018

Select social/emotional skills and character education curriculums.

Winter
2018

Provide professional development to all staff on the implementation of the selected character education program(s).

Spring
2019

Provide professional development to all staff on building relationships with all students, behavior management and de-escalation.

Fall
2018

Add student support/services positions (i.e. school based social workers, counselors, school nurses, etc.).

2019-2020

Identify and utilize local organizations and/or people that will support the social, emotional, and mental health of students.

Fall
2018

- By 2023, all sites will have developed and implemented a district reporting system for the recording of discipline data.
- By 2023, students with 0-10 days of out-of-school suspension will be TBD% or less.
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- By 2023, 70% of elementary students will respond "yes" to "most students in my school treat each other with respect" according to the elementary student climate survey.
- By 2023, 75% of secondary students will strongly agree/agree that "my school has clear rules and consequences for behavior" according to the secondary student climate survey.
- By 2023, 30% of secondary students will strongly agree/agree that "most students in my school are well behaved" according to the secondary student climate survey.
- By 2023, 45% of secondary students will strongly agree/agree that "adults in this school apply the same rules to all students equally" according to the secondary student climate survey.
- By 2023, 35% of teachers will strongly agree/agree that "I spend too much of my teaching time disciplining students" according to the teacher climate survey.
- By 2023, 69% of teachers will strongly agree/agree that "the school consistently enforce the code of student conduct" according to the teacher climate survey.
- By 2023, the number of district disciplinary referrals recorded will be fewer than 600 according to the district discipline data.
- By 2023, district disciplinary referrals occurring on buses will be reduced to 12% according to the district discipline data.
- By 2023, district disciplinary referrals as a result of classroom disruption will be reduced to 12% according to district discipline data.
- By 2023, district disciplinary referrals as a result of disruptive behavior will be reduced to 12% according to district discipline data.
- By 2023, district disciplinary referrals as a result of disorderly disruptive behavior will be reduced to 30% according to district discipline data.
- By 2023, district disciplinary referrals as a result of truancy will be reduced to 6% according to the district discipline data.

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 3

Improve teacher and student attendance

RATIONALE

If Miami Public Schools improves academic performance, then we will honor our community's expectations of mastery of core content.

INITIATIVE 1

Staff and Student Attendance Programs.

ACTION STEPS

TIMELINE

Research best practices in increasing staff and student attendance.

Fall
2018

Review staff and student attendance policies.

Fall
2018

Revise staff and student attendance policies according to best practices and present for approval.

Winter
2018

Educate staff, students, and parents on newly adopted attendance policies.

Spring
2019

Implement attendance policies.

2019-2020

Collect and analyze staff and student attendance data.

Fall
2018

Monitor and adjust.

2019-2020

Work with district attorney regarding truancy issues.

Fall
2018

PERFORMANCE MEASURE(S)

- By 2023, 40% of MPS teachers will have fewer than 1-5 absences per school year according to the MPS Timeforce report.
- By 2023, 20% of MPS teachers will have fewer than 6-10 absences per school year according to the MPS Timeforce report.
- By 2023, 20% of MPS teachers will have fewer than 10 absences per school year, excluding catastrophic illnesses/FMLA, according to the MPS Timeforce report.
- By 2023, 25% of MPS students will have fewer than 5-9 absences according to the MPS Powerschool reports.

GOAL AREA #1

STUDENT ACHIEVEMENT

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Improve academic performance	By 2023, 50% of 3rd grade students will score at or above proficient according to the Oklahoma State Testing Program (OSTP) Reading Test.	42%	42%	42%	45%	48%	50%
	By 2023, 39% of 4th grade students will score at or above proficient according to the OSTP Reading Test.	29%	29%	29%	32%	36%	39%
	By 2023, 56% of 5th grade students will score at or above proficient according to the OSTP Reading Test.	46%	46%	46%	49%	53%	56%
	By 2023, 45% of 6th grade students will score at or above proficient according to the OSTP Reading Test.	35%	35%	35%	38%	42%	45%
	By 2023, 35% of 7th grade students will score at or above proficient according to the OSTP Reading Test.	25%	25%	25%	28%	32%	35%
	By 2023, 36% of 8th grade students will score at or above proficient according to the OSTP Reading Test.	26%	26%	26%	29%	33%	36%
	By 2023, 59% of 3rd grade students will score at or above proficient according to the OSTP Math Test.	49%	49%	49%	52%	56%	59%
	By 2023, 51% of 4th grade students will score at or above proficient according to the OSTP Math Test.	41%	41%	41%	44%	48%	51%
	By 2023, 42% of 5th grade students will score at or above proficient according to the OSTP Math Test.	32%	32%	32%	35%	38%	42%
	By 2023, 37% of 6th grade students will score at or above proficient according to the OSTP Math Test.	27%	27%	27%	30%	33%	37%
	By 2023, 39% of 7th grade students will score at or above proficient according to the OSTP Math Test.	29%	29%	29%	32%	35%	39%
	By 2023, 29% of 8th grade students will score at or above proficient according to the OSTP Math Test.	19%	19%	19%	22%	25%	29%
	By 2023, 50% of 8th grade students will score at or above proficient according to the OSTP Science Test.	40%	40%	40%	43%	46%	50%
	By 2023, MHS students will meet or exceed the state average on the math portion of the ACT exam.	18.4	18.4	18.4	18.6	18.8	TBD
	By 2023, MHS students will meet or exceed the state average on the science portion of the ACT exam	19.5	19.5	19.5	19.6	19.6	TBD

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

18-19

19-20

20-21

21-22

22-23

Improve student behaviors

By 2023, all sites will have developed and implemented a district reporting system for the recording of discipline data.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, students with 0-10 days of out-of-school suspension will be TBD% or less according to the district discipline data.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, students with more than 10 days of out-of-school suspension will be TBD% or less according to the district discipline data.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, students with 0-10 days of in-school suspension will be TBD% or less according to the district discipline data.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, students with more than 10 days of in-school suspension will be TBD% or less according to the district discipline data.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, fewer than 25% of out-of-school suspensions will be Individual Education Plan (IEP) students according to the district discipline data.	32%	32%	30%	28%	26%	25%
By 2023, fewer than 25% of in-school suspensions will be IEP students, according to the district discipline data.	33%	33%	31%	29%	27%	25%
By 2023, 40% of elementary students will respond "yes" to "students at my school are well behaved" according to the elementary student climate survey.	23.2%	23.2%	26%	32%	37%	40%
By 2023, 70% of elementary students will respond "yes" to "students at my school treat each other well" according to the elementary student climate survey.	49.3%	49.3%	53%	60%	65%	70%
By 2023, 70% of elementary students will respond "yes" to "most students in my school treat each other with respect" according to the elementary student climate survey.	57.3%	57.3%	61%	64%	67%	70%
By 2023, 75% of secondary students will strongly agree/agree that "my school has clear rules and consequences for behavior" according to the secondary student climate survey.	60.6%	60.6%	63%	67%	72%	75%
By 2023, 30% of secondary students will strongly agree/agree that "most students in my school are well behaved" according to the secondary student climate survey.	15.3%	15.3%	19%	23%	27%	30%
By 2023, 45% of secondary students will strongly agree/agree that "adults in this school apply the same rules to all students equally" according to the secondary student climate survey.	37.3%	37.3%	39%	41%	43%	45%

GOAL AREA #1

STUDENT ACHIEVEMENT

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Improve student behaviors	By 2023, 35% of teachers will strongly agree/agree that "I spend too much of my teaching time disciplining students, according to the teacher climate survey.	45.8%	45.8%	42%	40%	38%	35%
	By 2023, 69% of teachers will strongly agree/agree that "the school consistently enforce the code of student conduct, according to the teacher climate survey.	59.7%	59.7%	62%	65%	67%	69%
	By 2023, the number of district disciplinary referrals recorded will be fewer than 600 according to the district discipline data.	844	800	750	700	650	600
	By 2023, district disciplinary referrals occurring on buses will be reduced to 12% according to the district discipline data.	15.6%	15.6%	15%	14%	13%	12%
	By 2023, district disciplinary referrals as a result of classroom disruption will be reduced to 12% according to district discipline data.	16.2%	16.2%	15%	14%	13%	12%
	By 2023, district disciplinary referrals as a result of disruptive behavior will be reduced to 12% according to district discipline data.	15.8%	15.8%	15%	14%	13%	12%
	By 2023, district disciplinary referrals as a result of disorderly disruptive behavior will be reduced to 30% according to district discipline data.	42%	42%	38%	34%	32%	30%
	By 2023, district disciplinary referrals as a result of truancy will be reduced to 6% according to the district discipline data.	10.1%	10.1%	9%	8%	7%	6%
Improve teacher and student attendance.	By 2023, 40% of MPS teachers will have fewer than 1-5 absences per school year according to the MPS Timeforce report.	46%	45%	43%	42%	42%	40%
	By 2023, 20% of MPS teachers will have fewer than 6-10 absences per school year according to the MPS Timeforce report.	27%	26%	25%	23%	21%	20%
	By 2023, 20% of MPS teachers will have fewer than 10 absences per school year, excluding catastrophic illnesses/FMLA, according to the MPS Timeforce report.	28%	27%	26%	24%	22%	20%
	By 2023, 25% of MPS students will have fewer than 5-9 absences according to the MPS Powerschool reports.	31.5%	30%	29%	28%	26%	25%



GOAL AREA #2

QUALITY STAFF

GOAL AREA #2

QUALITY STAFF

OBJECTIVE 1

Provide effective professional development

RATIONALE

If Miami Public Schools provides effective professional development, then we will honor our community's core value of innovative teaching.

INITIATIVE 1

District-wide Professional Development Plan

ACTION STEPS

TIMELINE

Form (or revise the makeup of) a district professional development committee consisting of all instructional coaches, three administrators (representing elementary, middle school and high school), one teacher representative from each school site, one information technology team member, two community members.

Summer 2018

Create an annual meeting schedule for professional development committee.

Summer 2018

Conduct a needs assessment with staff which should include topics related to community learner expectations, core values, core beliefs (economically disadvantaged students, creative and critical thinking, life skills integration, post high school education, soft skill development, content standards, and relationship-building strategies) and implementation of the five-year strategic plan.

Summer 2018

Determine long-range and short-range goals/objectives based on the results of the needs assessment and the strategic plan.

Summer 2018

Create a schedule of district professional development for staff annually.

Fall 2018

Collect data on number of hours of professional development by content.

Spring 2019

Reflect, monitor, and adjust.

Spring 2019

PERFORMANCE MEASURE(S)

- By 2023, MPS will provide 7 hours of professional development to support providing a nurturing environment for economically disadvantaged students.
- By 2023, MPS will provide 7 hours of professional development to support creative and critical thinking (project-based and student-centered learning).
- By 2023, MPS will provide 1 hour of professional development to support life skills integration in the classroom.
- By 2023, MPS will provide 1 hour of professional development to support post-high school education.
- By 2023, MPS will provide 3.5 hours of professional development to support soft skill development.
- By 2023, MPS will provide 7 hours of professional development toward content standards.
- By 2023, 60% of elementary students agree/strongly agree with the statement "my teachers want students to talk to other students about things they are studying" according to the district student climate survey.
- By 2023, 60% of secondary students agree/strongly agree with the statement "my teachers encourage students to share their ideas about things we are studying in class" according to the district student climate survey.
- By 2023, 60% of secondary students agree/strongly agree with the statement "they don't have a voice" according to the district student climate survey.
- By 2023, 50% of secondary students agree/strongly agree with the statement "my teachers make learning interesting" according to the district student climate survey.
- By 2023, 60% of elementary students agree/strongly agree with the statement "my teachers give me work that is interesting" according to the district student climate survey.

GOAL AREA #2

QUALITY STAFF

OBJECTIVE 2

Recruit and retain quality staff

RATIONALE

If Miami Public Schools recruits and retains quality staff, then we will honor our community's core value of quality teachers.

INITIATIVE 1

*Teacher
Recruitment*

ACTION STEPS

TIMELINE

Collect baseline applicant data.

**Summer
2018**

Create promotional materials to consist of flyer and video which will be used at job fairs and shared with university partners.

**Winter
2018**

Attend job fairs.

**Spring
2019**

Form partnerships with universities.

2019-20

Host Job Fair

- Determine date(s)
- Secure appropriate venue
- Contact departments of education at partnering universities
- Advertise locally and regionally
- Collect promotional materials and produce "gift bags" for attendees
- Plan agenda
- Collect data on number of successful recruitments
- Monitor and adjust

2021-22

PERFORMANCE MEASURE(S)

- By 2023, MPS will form recruitment partnerships with five universities according to district level data.
- By 2023, MPS will increase to 150 teachers district-wide according to the District Profile Report.
- By 2023, there will be an average of TBD applicants per vacant position according to the TalentEd Program.

GOAL AREA #2

QUALITY STAFF

OBJECTIVE 2

Recruit and retain quality staff

RATIONALE

If Miami Public Schools recruits and retains quality staff, then we will honor our community's core value of quality teachers.

INITIATIVE 2

Teacher Retention

ACTION STEPS

TIMELINE

Investigate the need to hire additional instructional coaches.

Winter
2018

Hire additional information technology staff.

2019-20

Create a New Teacher Mentoring/Induction Program:

- Research teacher mentor/induction
- Adopt/develop a teacher induction program
- Choose and train mentor teachers
- Implement the chosen induction program with the New Teacher Cadre
- Evaluate the program
- Monitor and adjust

2020-21

PERFORMANCE MEASURE(S)

- By 2023, the average 3-year attrition rate for MPS is 25% according to the staff demographic data.
- By 2023, 60% of MPS teachers will agree/strongly agree with the statement "that the best teachers and staff are retained" according to the district teacher climate survey.
- By 2023, 75% of MPS teachers will agree/strongly agree "I have access to the tools I need to do my job" according to the district teacher climate survey.
- By 2023, MPS will have 5 instructional coaches for 8 school sites according to district demographic data.
- By 2023, MPS will have 3 technology staff for 8 school sites and 3 district sites according to the district demographic data.

GOAL AREA #2

QUALITY STAFF

OBJECTIVE 3

Improve climate and culture

RATIONALE

If Miami Public Schools improves climate and culture, then we will honor our community's core value of quality teachers.

INITIATIVE 1

Climate and Culture Development

ACTION STEPS

TIMELINE

Provide professional development for all staff and administration on developing a positive climate and culture.

**Winter
2018**

Create a shared vision for positive climate/culture at each building.

2019-20

Implement monthly team-building activities with staff at each building.

2019-20

Provide opportunities for public display of gratitude/appreciation at each building (https://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate).

2019-20

Implement a teacher recognition program at each site.

2019-20

Administer climate surveys annually.

2019-20

Collect and analyze data.

ongoing

Celebrate growth and adjust for weakness.

ongoing

PERFORMANCE MEASURE(S)

- By 2023, 60% of teachers will strongly agree/agree that schools allow for adequate time for teacher preparation according to the 2023 district teacher climate survey.
- By 2023, 75% of teachers will strongly agree/agree the school environment is clean and in good condition according to the 2023 district teacher climate survey.
- By 2023, 35% of teachers will strongly agree/agree that "I spend too much of my teaching time disciplining students" according to the teacher climate survey.
- By 2023, 75% of teachers will strongly agree/agree that "school administrators recognize teachers for a job well done" according to the teacher climate survey.
- By 2023, 75% of teachers will strongly agree/agree that "school administrators involve teachers in decision making and problem solving" according to the teacher climate survey.
- By 2023, 65% of teachers will strongly agree/agree that "school administrators and staff communicate with each other effectively" according to the teacher climate survey.
- By 2023, 49% of MPS secondary students will strongly agree/agree that teachers give them extra help at school outside of regular class according to the 2023 District Student Climate Survey.
- By 2023, 60% of elementary students will strongly agree/agree with the statement "my teachers want students to talk to other students about things they are studying" according to the district student climate survey.
- By 2023, 60% of secondary students will strongly agree/agree with the statement "my teachers encourage students to share their ideas about things we are studying in class" according to the district student climate survey.
- By 2023, 60% of secondary students will strongly agree/agree with the statement "they don't have a voice" according to the district student climate survey.
- By 2023, 50% of secondary will strongly agree/agree with the statement "my teachers make learning interesting" according to the district student climate survey.
- By 2023, 60% of elementary students will strongly agree/agree with the statement "my teachers give me work that is interesting" according to the district student climate survey.

GOAL AREA #2

QUALITY STAFF

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Provide effective professional development	By 2023, MPS will provide 7 hours of professional development to support providing a nurturing environment for economically disadvantaged students.	0	1	2	3	5	7
	By 2023, MPS will provide 7 hours of professional development to support creative and critical thinking (project-based and student-centered learning).	0	1	2	3	5	7
	By 2023, MPS will provide 1 hour of professional development to support life skills integration in the classroom.	0	.25	.5	.75	1	1
	By 2023, MPS will provide 1 hour of professional development to support post-high school education.	0	.25	.5	.75	1	1
	By 2023, MPS will provide 3.5 hours of professional development to support soft skill development.	0	.5	1	1.5	2.5	3.5
	By 2023, MPS will provide 7 hours of professional development toward content standards.	29	1	2	3	5	7
	By 2023, 60% of elementary students agree/strongly agree with the statement "my teachers want students to talk to other students about things they are studying" according to the district student climate survey.	47%	50%	53%	56%	59%	60%
	By 2023, 60% of secondary students agree/strongly agree with the statement "my teachers encourage students to share their ideas about things we are studying in class" according to the district student climate survey.	47.5%	50%	53%	56%	59%	60%
	By 2023, 60% of secondary students agree/strongly agree with the statement "they don't have a voice" according to the district student climate survey.	70%	68%	66%	64%	62%	60%
	By 2023, 50% of secondary students agree/strongly agree with the statement "my teachers make learning interesting" according to the district student climate survey.	33.3%	37%	40%	44%	47%	50%
	By 2023, 60% of elementary students agree/strongly agree with the statement "my teachers give me work that is interesting" according to the district student climate survey.	43.5%	47%	50%	54%	57%	60%

**Recruit and retain
quality staff**

By 2023, the average 3-year attrition rate for MPS will be 25% according to the staff demographic data.	34%	33%	31%	29%	27%	25%
By 2023, MPS will form recruitment partnerships with 5 universities according to district level data.	2	2	2	3	4	5
By 2023, there will be an average of TBD applicants per vacant position according to the TalentEd Program.	TBD	TBD	TBD	TBD	TBD	TBD
By 2023, 60% of MPS teachers will strongly agree/agree with the statement “that the best teachers and staff are retained” according to the district teacher climate survey.	45%	48%	51%	54%	57%	60%
By 2023, 75% of MPS teachers will strongly agree/agree “I have access to the tools I need to do my job” according to the the district teacher climate survey.	56.9%	63%	66%	69%	73%	75%
By 2023, MPS will increase to 150 teachers district-wide according to the District Profile Report.	131.6	135	139	143	147	150
By 2023, MPS will have 5 instructional coaches for 8 schools sites according to 2023 district demographic data.	3	4	5	5	5	5
By 2023, MPS will have 3 technology staff for 8 school sites and 3 district sites according to the 2023 district demographic data.	1.8	1.8	2	2.5	3	3
By 2023, 79% of teachers will have a TLE scores of 4 according to the 2023 district demographic data.	74%	75%	76%	77%	78%	79%

GOAL AREA #2

QUALITY STAFF

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Improve climate and culture	By 2023, 60% of teachers will strongly agree/agree that schools allow for adequate time for teacher preparation according to the 2023 district teacher climate survey.	45%	48%	51%	54%	57%	60%
	By 2023, 75% of teachers will strongly agree/agree the school environment is clean and in good condition according to the 2023 district teacher climate survey.	46.8%	50%	55%	65%	70%	75%
	By 2023, 35% of teachers will strongly agree/agree that "I spend too much of my teaching time disciplining students" according to the teacher climate survey.	45.8%	43%	41%	39%	37%	35%
	By 2023, 75% of teachers will strongly agree/agree that "school administrators recognize teachers for a job well done" according to the teacher climate survey.	65.1%	67%	69%	71%	73%	75%
	By 2023, 75% of teachers will strongly agree/agree that "school administrators involve teachers in decision making and problem solving" according to the teacher climate survey.	61.4%	64%	67%	70%	73%	75%
	By 2023, 65% of teachers will strongly agree/agree that "school administrators and staff communicate with each other effectively" according to the teacher climate survey.	55%	57%	59%	61%	63%	65%
	By 2023, 35% of secondary students will strongly agree/ agree that "my school is kept clean" according to the secondary student climate survey.	28.9%	30%	31%	32%	34%	35%
	By 2023, 49% of MPS secondary students will strongly agree/agree that teachers give them extra help at school outside of regular class according to the 2023 District Student Climate Survey.	39.2%	41%	43%	45%	47%	49%
	By 2023, 60% of elementary students will strongly agree/ agree with the statement "my teachers want students to talk to other students about things they are studying" according to the district student climate survey.	47%	50%	53%	56%	59%	60%
	By 2023, 60% of secondary students will strongly agree/ agree with the statement "my teachers encourage students to share their ideas about things we are studying in class" according to the district student climate survey.	47.5%	50%	53%	56%	59%	60%
	By 2023, 60% of secondary students will strongly agree/ agree with the statement "they don't have a voice" according to the district student climate survey.	70%	68%	66%	64%	62%	60%
	By 2023, 50% of secondary will strongly agree/agree with the statement "my teachers make learning interesting" according to the district student climate survey.	33.3%	37%	40%	44%	47%	50%
	By 2023, 60% of elementary students will strongly agree/ agree with the statement "my teachers give me work that is interesting" according to the district student climate survey.	43.5%	47%	50%	54%	57%	60%



GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVE 1

Increase parental involvement

RATIONALE

If Miami Public Schools increases parental involvement, then we will honor our community's value of parental involvement.

INITIATIVE 1

Parent/ Guardian Communication Plan

ACTION STEPS

TIMELINE

Determine current parent communication methods at school sites.

Fall
2018

Develop a communication survey to determine preferred communication methods.

Spring
2018

Administer the communication survey.

Fall
2018

Analyze survey data to identify preferred methods and provide results to district and site administration.

Fall
2018

Train personnel on preferred method(s) of communication.

Spring
2018

Implement preferred communication methods at all grade levels and all building sites.

2018-19

Teachers will provide positive parent/guardian contacts per semester (number of contacts per semester to be determined by each site administrator).

2018-19

Monitor and evaluate for satisfaction via climate survey.

Spring
2018

PERFORMANCE MEASURE(S)

- By 2023, 85% of MPS parents will attend at least one parent/teacher conference annually according to building site reports.

INITIATIVE 2

Parent Advisory Council (PAC)

ACTION STEPS

TIMELINE

Develop goals and objectives for the Parent Advisory Council (PAC).

Spring
2019

The committee will consist of:

- Parent representatives from each elementary school site
- Parent representatives from each secondary school site
- Administrator representative from elementary and secondary site

Summer
2019

Determine protocols and norms for PAC meetings.

Fall
2019

Determine meeting schedule.

Fall
2019

Provide monthly reports to Miami Board of Education on PAC activities.

Fall
2019

PERFORMANCE MEASURE(S)

- By 2023, 73% of parents will strongly agree/agree that they "are involved in making school decisions" according to the MPS parent survey.

INITIATIVE 3

Parent Volunteer Opportunities

ACTION STEPS

TIMELINE

Compile a list of current volunteer opportunities from each school site.

Fall
2018

Investigate and develop additional volunteer opportunities at each school site to ensure that there are at least 4 opportunities available.

Fall
2018

Develop and distribute a parent volunteer form during enrollment at each school site.

Fall
2018

Communicate volunteer opportunities to parents during enrollment and as needed.

Fall
2018

Develop a method to consistently track parent volunteer hours at each school site.

Fall
2018

Compile parent volunteer hours on an annual basis.

Spring
2019

Develop a recognition plan for parent volunteers at the building and district level.

Spring
2019

PERFORMANCE MEASURE(S)

- By 2023, 73% of parents will strongly agree/agree that they "are actively involved in my child's school" according to the MPS parent survey
- By 2023, all MPS will have a parent/volunteer appreciation day district-wide.
- By 2023, MPS will increase parent volunteer hours per student to 3.2 annually.

GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVE 1

Increase parental involvement

RATIONALE

If Miami Public Schools increases parental involvement, then we will honor our community's value of parental involvement.

INITIATIVE 4

Student Mentoring Program

ACTION STEPS

TIMELINE

Research effective student mentoring programs.

2019-20

Develop a student mentoring program.

2019-20

Implement student mentoring program.

2020-21

Monitor and evaluate for the success of the student mentoring program.

2020-21

Annually recognize volunteers at the site level and district level.

2020-21

PERFORMANCE MEASURE(S)

- By 2023, 73% of parents will strongly agree/agree that they "are actively involved in my child's school" according to the MPS parent survey.
- By 2023, all MPS will have a parent/volunteer appreciation day district-wide.
- By 2023, MPS will increase parent volunteer hours per student to 3.2 annually.
- By 2023, 8 out of 8 MPS sites will have mentor programs.

GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVE 2

Increase community involvement and satisfaction

RATIONALE

If Miami Public Schools increases community involvement, then we will honor our community's beliefs in community support and service.

INITIATIVE 1

Partners in Education

ACTION STEPS

TIMELINE

Determine how community partners can support district goal areas.

2019-20

Identify existing community partners at each site and the services they are providing.

2019-20

Recruit community partners for additional support of district goal areas. (ie., presentations at civic organizations, newspaper, social media, personal contact, etc.).

2019-20

Identify existing school partnerships with the community.

2019-20

Identify community partnerships needs.

2019-20

Determine ways that each schools can give back to the community through partnerships. (ie. Hearts & Hammers, Skip to Serve, etc.).

2019-20

Develop a recognition plan for community volunteers.

2019-20

Monitor and adjust.

2019-20

PERFORMANCE MEASURE(S)

- By 2023, each school site will have a minimum of TBD community partnerships.
- By 2023, 8 out of 8 MPS sites will have mentor programs.

GOAL AREA #3

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVE 2

Increase community involvement and satisfaction

RATIONALE

If Miami Public Schools increases community involvement, then we will honor our community's beliefs in community support and service.

INITIATIVE 2

Community Communication Plan

ACTION STEPS

TIMELINE

Develop calendar for monthly targeted topics.

2019-20

Provide monthly communication to stakeholders through multiple methods targeted to the performance measures (ie. newsletter, website, social media, etc.).

2019-20

Administer an annual survey to community stakeholders.

2019-20

PERFORMANCE MEASURE(S)

- By 2023, 71% of community members will strongly agree/agree that "our schools are meeting the academic needs of all students" according to the Miami community survey.
- By 2023, 66% of community members will strongly agree/agree that "our schools are graduating students who are prepared for higher education or the workforce" according to the Miami community survey.
- By 2023, 74% of community members will strongly agree/agree that "our schools have high expectations of all students" according to the Miami community survey.
- By 2023, 52% of community members will strongly agree/agree that "our schools have the resources required to meet the academic needs of all students" according to the Miami community survey.
- By 2023, 75% of community members will strongly agree/agree that "our schools value my input" according to the Miami community survey.
- By 2023, 70% of community members will strongly agree/agree that "our schools involve the community in decision making about school business" according to the Miami community survey.
- By 2023, MPS will increase the number of parents completing the CSI survey to 600.

GOAL AREA #3

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Increase parental involvement	By 2023, 8 out of 8 MPS will have a parent/volunteer appreciation day district wide.	1	8	8	8	8	8
	By 2023, 85% of MPS parents will attend at least one parent/teacher conference annually according to building site reports.	75%	77%	79%	81%	83%	85%
	By 2023, MPS will increase parent volunteer hours per student to 3.2 annually by increasing the number of parents who volunteer on an annual basis.	2.7	2.8	2.9	3.0	3.1	3.2
	By 2023, 73% of parents will strongly agree/agree that they “are involved in making school decisions” according to the MPS parent survey.	66.8%	68%	69.2%	70.4%	71.8%	73%
	By 2023, 73% of parents strongly agree/agree that they “are actively involved in my child’s school” according to the MPS parent survey.	67.4%	68.7%	70%	71.3%	72.6%	73%
Increase community involvement and satisfaction	By 2023, 8 out of 8 MPS sites will have mentor programs.	4	4	8	8	8	8
	By 2023, MPS will increase the number of parents completing the CSI survey to 600.	341	392	443	494	543	600
	By 2023, 71% of community members will strongly agree/agree that “our schools are meeting the academic needs of all students” according to the Miami community survey.	65.59%	66.67%	67.75%	68.83%	69.91%	71%
	By 2023, 66% of community members will strongly agree/agree that “our school are graduating students who are prepared for higher education or the workforce” according to the Miami community survey.	61.03%	62.03%	63.03%	64.03%	65.03%	66%
	By 2023, 74% of community members will strongly agree/agree that “our schools have high expectations of all students” according to the Miami community survey.	68.8%	70%	71.1%	72.2%	73.4%	74%

GOAL AREA #3

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

PARENT AND COMMUNITY ENGAGEMENT

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

18-19

19-20

20-21

21-22

22-23

Increase community involvement and satisfaction (continued)

By 2023, 52% of community members will strongly agree/agree that "our schools have the resources required to meet the academic needs of all students" according to the Miami community survey.

46.52%

47.61%

48.7%

49.79%

50.86%

52%

By 2023, 75% of community members will strongly agree/agree that "our schools value my input" according to the Miami community survey.

69.49%

70.58%

71.67%

72.76%

73.85%

75%

By 2023, 70% of community members will strongly agree/agree that "our schools involve the community in decision making about school business" according to the Miami community survey.

64.45%

65.54%

66.63%

67.72%

68.81%

70%



GOAL AREA #4

RESOURCES

GOAL AREA #4

RESOURCES

OBJECTIVE 1

Obtain additional funding and resources

RATIONALE

If Miami Public Schools obtains additional funding and resources, then we will honor our community's core values of having up to date technology, quality programming and well maintained buildings and grounds.

INITIATIVE 1

Private and/or grant funding plan

ACTION STEPS

TIMELINE

Identify individuals responsible for grant/private funding opportunities at each site.

Fall
2018

Train grant staff to identify possible grant or private funding opportunities and provide grant writing training.

Spring
2018

Write and submit at least one competitive grant per site per year.

2019-20

Collaborate with site level grant staff to identify large scale district funding opportunities and apply for one district level grant per year.

2019-20

Annually collect data on number of grants applied for and received, monitor and adjust plan as needed.

2019-20

Collaborate with industry, tribes, and education partners to identify opportunities to share funding sources.

2019-20

PERFORMANCE MEASURE(S)

• By 2023, MPS will be awarded 5 competitive grants according to grants received data.

INITIATIVE 2

Bonds

ACTION STEPS

TIMELINE

Attend/hold community forums.

Winter
2018

Attend targeted community meetings.

Winter
2018

Create and distribute information packets.

Winter
2018

Social media and alert solutions.

Winter
2018

Depending on outcomes of proposed bond, monitor and adjust for future bond proposals.

Spring
2019

PERFORMANCE MEASURE(S)

• By 2023, MPS will pass a bond issue.

GOAL AREA #4

RESOURCES

OBJECTIVE 2

Maintain high quality facilities

RATIONALE

If Miami Public Schools maintains high quality facilities, then we will honor our community's core value of having well-maintained buildings and grounds.

INITIATIVE 1

Facilities Plan

ACTION STEPS

TIMELINE

Evaluate efficiency of use of current facilities.

Fall
2018

Create a facilities plan and an observational feedback form to address daily upkeep and regular maintenance.

Summer
2018

Implement Facilities Plan.

Fall
2018

Monitor, evaluate, and adjust Facilities Plan.

ongoing

Implement a check and balance system for maintenance requests.

Fall
2018

PERFORMANCE MEASURE(S)

- By 2023, there will be a saferoom at each site in MPS according to the Facilities Demographic Data Sheet.
- By 2023, 60% of MPS teachers will strongly agree/agree that "students have pride in the school" according to the District Teacher Climate Survey.
- By 2023, 65% of teachers will strongly agree/agree that "school is clean and in good condition" according to District Teacher Climate Survey.
- By 2023, 45% of MPS secondary students will strongly agree/agree that "facilities are kept clean" according to the District Student Climate Survey.

INITIATIVE 2

Staff Training Plan

ACTION STEPS

TIMELINE

Train custodians on proper techniques and expectations.

Summer
2018

Implement new training techniques/expectations.

Summer
2018

Monthly site inspections and feedback to custodial staff.

Fall
2018

Monitor and adjust staff training.

ongoing

PERFORMANCE MEASURE(S)

- By 2023, there will be a safe room at each site in MPS according to the Facilities Demographic Data Sheet.
- By 2023, 60% of MPS teachers will strongly agree/agree that "students have pride in the school" according to the District Teacher Climate Survey.
- By 2023, 65% of teachers will strongly agree/agree that "school is clean and in good condition" according to District Teacher Climate Survey.
- By 2023, 45% of MPS secondary students will strongly agree/agree that "facilities are kept clean" according to the District Student Climate Survey.

GOAL AREA #4

RESOURCES

OBJECTIVE 3

Increase the accessibility of quality programs

RATIONALE

If Miami Public Schools increases accessibility of quality programs, then we will honor our community's core value of having quality programs.

INITIATIVE 1

Student Programs

ACTION STEPS

TIMELINE

Develop a Program Committee consisting of principals, two teachers per site, and two students per site to develop a district-wide plan for student programs.

2019-20

Evaluate current, effective student programs in the district. (character education, leadership, gifted/talented, concurrent enrollment, Advanced Placement, CareerTech).

2019-20

Research highly effective student programs in identified areas.

2020-21

Based on evaluation and research survey data, develop consistent and effective programming that is available to all students as appropriate and modified to developmental stages.

2020-21

Identify staff associated with student programs in MPS and their qualifications for administering student programs.

2020-21

Provide training to staff responsible for administering student programs based on student program plan.

2020-21

Develop a plan to retain staff administering student programs.

2020-21

Implement staff retention plan.

2020-21

Monitor, adjust, and evaluate staff retention plan.

ongoing

Monitor, adjust and evaluate the implementation and effectiveness of student programs.

ongoing

PERFORMANCE MEASURE(S)

- By 2023, MPS will implement one consistent character education program according to the 2023 demographic data on programs.
- By 2023, there will be one identifiable leadership program in the lower elementary schools at MPS according to the demographic data.
- By 2023, there will be one formal gifted and talented program at MPS according to the demographic data.
- By 2023, MPS will implement a consistent gifted and talented identification process according to the 2023 demographic data.
- By 2023, 50% of MHS junior and senior students are enrolled in AP, Career Tech, or concurrent courses according to the 2023 enrollment data.

GOAL AREA #4

RESOURCES

OBJECTIVE 4

Increase access to up-to-date technology

RATIONALE

If Miami Public Schools obtains additional funding and resources, then we will honor our community's core value of having up-to-date technology.

INITIATIVE 1

Innovative Technology Plan

ACTION STEPS

TIMELINE

Identify technology team (technology director, superintendent, principals, site technology lead teacher, parents and students).

**Fall
2018**

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

**Spring
2019**

Develop a monthly committee meeting schedule for first year plan development.

**Spring
2018**

Develop a district-wide comprehensive plan for a one-to-one student/device initiative. The plan will address the following:

- District needs assessment
- Goals and objectives related to
 - infrastructure
 - hardware and software
 - maintenance
 - professional development
- Budget
- Inventory
- Implementation timeline
- Evaluation

2019-20

Seek funding opportunities.

2019-20

Monitor, adjust, and evaluate.

ongoing

PERFORMANCE MEASURE(S)

- By 2023, MPS will have district-wide 1:1 technology tools according to the technology inventory.
- By 2023, MPS staff primary technology devices will be no greater than five years old according to the technology inventory.

GOAL AREA #4

RESOURCES

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	18-19	19-20	20-21	21-22	22-23
Obtain additional funding and resources	By 2023, MPS will be awarded 5 competitive grants according to grants received data.	2	2	3	4	5	5
	By 2023, MPS will pass a bond issue.	TBD	TBD	TBD	TBD	TBD	TBD
Maintain high quality facilities	By 2023, there will be a saferoom at each site in MPS according to the Facilities Demographic Data Sheet.	0	0	25% OF SITES	50% OF SITES	75% OF SITES	100% OF SITES
	By 2023, 60% of MPS teachers will strongly agree/agree that "students have pride in the school" according to the District Teacher Climate Survey.	43.1%	46.5%	49.9%	53.3%	56.7%	60%
	By 2023, 65% of teachers will strongly agree that "school is clean and in good condition" according to District Teacher Climate Survey.	46.8%	50.4%	54.1%	57.7%	61.3%	65%
	By 2023, 45% of MPS secondary students will strongly agree/agree that "facilities are kept clean" according to the District Student Climate Survey.	28.9%	32.1%	35.3%	38.5%	41.8%	45%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

18-19

19-20

20-21

21-22

22-23

Increase accessibility of quality programs

By 2023, MPS will implement one consistent character education program, according to the 2023 demographic data on programs.

0

0

0

1

1

1

By 2023, MPS will employ four librarians according to the 2023 staff demographics.

0

0

0

1

1

1

By 2023, there will be one identifiable leadership program in the lower elementary schools at MPS according to the demographic data.

0

0

0

0

0

4

By 2023 there will be one formal gifted and talented program at MPS according to the demographic data.

0

0

0

1

1

1

By 2023, MPS will implement a consistent gifted and talented identification process according to the 2023 demographic data.

0

0

0

1

1

1

By 2023, 50% of MHS junior and senior students are enrolled in AP, CareerTech, or concurrent courses according to the 2023 enrollment data.

TBD

TBD

TBD

TBD

TBD

TBD

Increase access to up-to-date technology

By 2023, MPS will have district-wide with 1:1 technology tools according to the technology inventory.

37.5%
OF SITES

50%
OF SITES

62.5%
OF SITES

75%
OF SITES

87.5%
OF SITES

100%
OF SITES

By 2023, MPS staff primary technology devices will be no greater than five years old according to the technology inventory.

239

191

143

95

47

0

ACKNOWLEDGEMENTS

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



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