

2019-2024

STRATEGIC PLAN



TABLE OF CONTENTS

- 4** A Message from the Superintendent
- 5** Board of Education
- 6** Strategic Planning Team Members
- 7** District Profile
- 8** Executive Summary
- 10** Timeline of Planning Process
- 12** Community Engagement Report
- 14** Strategic Goal Summary
- 17** Goal Area #1: Student Performance
 - Initiative Profiles [18-26]*
 - Projected Benchmark Timeline [27-30]*
- 31** Goal Area #2: Climate, Culture, and Communication
 - Initiative Profiles [32-36]*
 - Projected Benchmark Timeline [37-38]*
- 39** Goal Area #3: Human Resource & Development
 - Initiative Profiles [40-45]*
 - Projected Benchmark Timeline [46-47]*
- 49** Goal Area #4: Operations & Resources
 - Initiative Profiles [50-52]*
 - Projected Benchmark Timeline [53]*
- 54** Acknowledgements



Students of Mid-Del Public Schools have a rich tradition of high achievement. Our typical graduating classes contain academic all-staters, athletes earning college scholarships, artists recognized for their talents around the state and nation, students completing technical programs to directly enter the workforce, and many more committed to military service. We are unique within

the state of Oklahoma—the only school district to also operate as a Technology District. We have long-standing partnerships with Tinker Air Force Base and Rose State College that enhance our students’ opportunities.

Ensuring that the 14,000+ students of this district continue to have the success to which we have become accustomed requires constant focus and planning. That is why Mid-Del collaborated with the Oklahoma State School Board Association and the K20 Center to develop this strategic plan. It is our sincere hope that the students, parents, teachers, administrators, and community members who generously gave of their time will see their work honored throughout this document. Their participation has helped—and will continue to help—ensure that this is a living, breathing plan.

Now the real work starts.

Rick Cobb
Superintendent

BOARD OF EDUCATION



Tim Blanton
President, Ward 2



David Bibens
Vice President, Ward 1



Jimmie Nolen
Clerk, Ward 3



Julian Biggers
Member, Ward 4



Le Roy Porter
Member, Ward 5



STRATEGIC PLANNING TEAM MEMBERS

Student Performance

Rayna Harbin, Colin White,
Amber Reid, Elisha Ashley

Climate, Culture, and Communication

Suzi McLaughlin, Dionne Todd,
Tamara Moore, Lindse Barks,
Darcy Budde

Human Resource and Development

Stacy Willard, Lori Burris,
Steve Gilliland, Stan Greil,
Susan Fulks

Operations and Resources

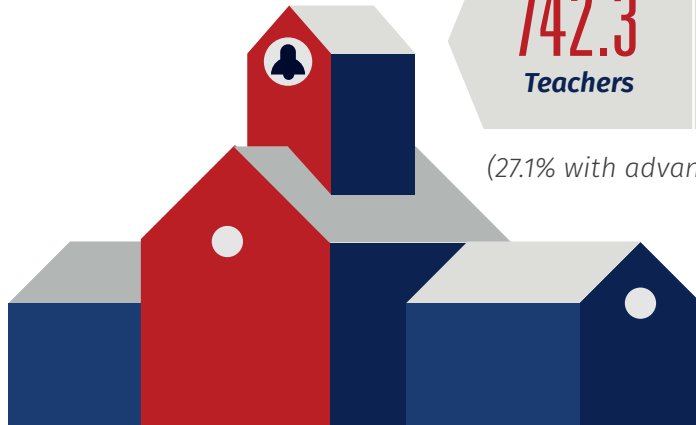
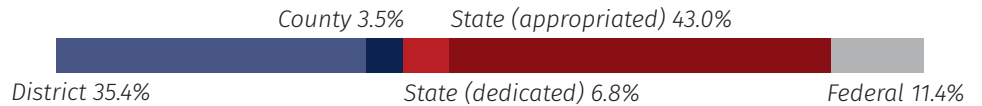
Jeremy Smith, Kristy Cooper,
Andra Gilkey, LeRoy Porter

Students

Breland Steward, Audrey Allard, Ashley
Peak, Ethan Ridenour, Jennifer Nguyen,
Laurn Thomas

DISTRICT PROFILE

District Revenues (All Funds):



742.3
Teachers

38
Counselors

77.6
Administrators

705
Support Staff

(27.1% with advanced degrees, 11.7 average years teaching experience)

High Schools

Carl Albert High School (9–12)
Del City High School (9–12)
Midwest City High School (9–12)

Middle Schools

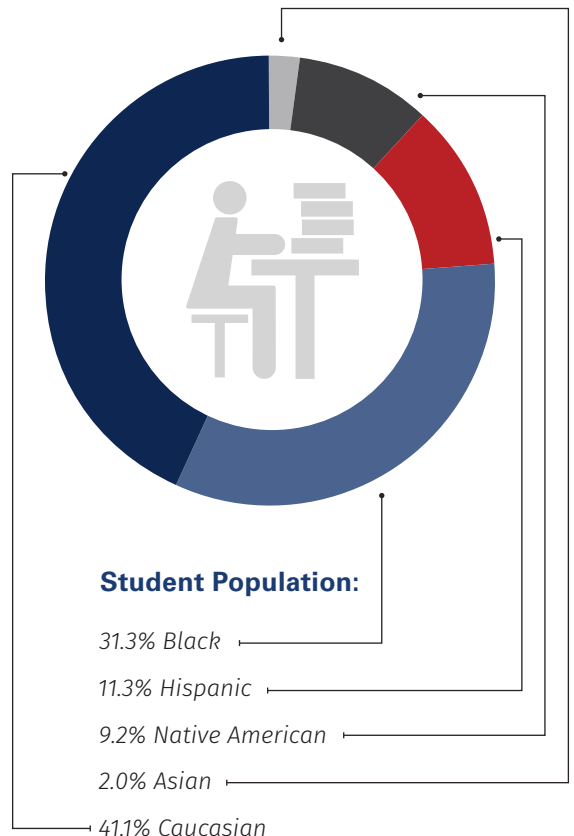
Carl Albert Middle School (6–8)
Del Crest Middle School (6–8)
Jarman Middle School (6–8)
Kerr Middle School (6–8)
Monroney Middle School (6–8)

Other Sites

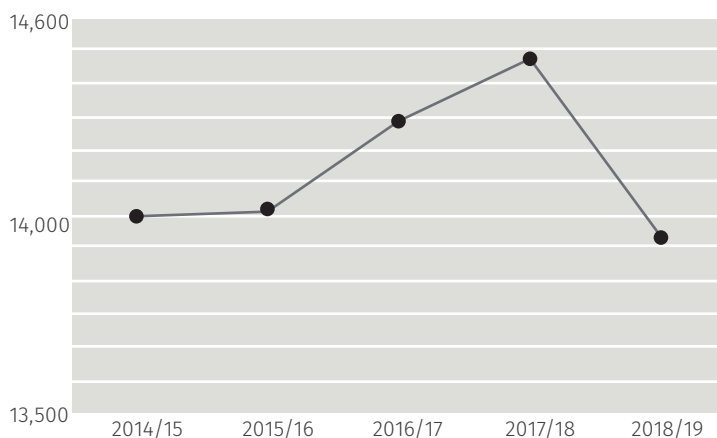
Career and Virtual Academy
Mid-Del Tech Center

Elementary Schools

Barnes Elementary School (EC–5)
Cleveland Bailey Elementary (EC–5)
Country Estates Elementary (EC–5)
Del City Elementary (EC–5)
Epperly Heights Elementary (EC–5)
Highland Park Elementary (EC–5)
Midwest City Elementary (EC–5)
Parkview Elementary (EC–5)
Pleasant Hill Elementary (EC–5)
Ridgecrest Elementary (EC–5)
Schwartz Elementary (EC–5)
Soldier Creek Elementary (EC–5)
Steed Elementary (EC–5)
Tinker Elementary (EC–5)
Townsend Elementary (EC–5)



Enrollment Trends:



16.1%

Identified as
Gifted and
Talented

14.8%

Identified in
Special Education
Programs

3.1%

Identified as
English Language
Learners (ELL)

EXECUTIVE SUMMARY

Mid-Del School District's 2019-2024 Strategic Plan is recognized as a blueprint of district transformation and change that will assist them in being "Safe, Challenged, and Ready!" The district embarked on a transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. This plan focuses on improving academic performance and growth in order to increase students' college/career readiness. The plan addresses ways to increase positive student behaviors as well as enhance district communication to improve the climate and culture of the district. Attention is dedicated to the development of human resources by recruiting, developing and retaining quality personnel through a marketing plan, providing high quality professional development, and mentoring new teachers. In addition, teachers will be encouraged to participate in teacher leadership pathways. These goals cannot be accomplished without addressing the operations and resources of the district. The plan addresses the

continual improvement of facilities, updating and increasing technology resources, and seeking external funding through grants while ever mindful of aligning funding to the needs of the five-year strategic plan.

This plan is the framework through which the district supports the development of each child to his/her potential. It will serve as the foundation for each school in the district to develop annual plans which are designed to support the implementation of the district's five-year strategic plan. The initiatives and action steps will be continually monitored and the Board of Education will be regularly updated as to the progress of the plan.

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

PUTNAM COUNTY SPELLING

157

SAFE
CHALLENGED
READY!

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. The data collected was analyzed and used and reflected the community’s Learner Expectations, Core Beliefs, and Core Values which were used throughout the strategic planning process. These were aligned to goal areas and performance objectives developed in Phase II.

- **October 29th, 2018**
Staff Forum | Midwest City HS
Community Forum | Midwest City HS
- **October 30th, 2018**
Staff Forum | Carl Albert MS
Community Forum | Carl Albert MS
- **November 1st, 2018**
Staff Forum | Epperly Heights ES
Community Forum | Epperly Heights ES
- **October 1st–November 1st, 2018**
Community Survey Open

“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, goal areas, along with performance objectives for each goal area, were decided based on the data analysis.

- **January 14th, 2019**
Day 1 | Mid-Del Schools Administration Building
- **January 15th, 2019**
Day 2 | Mid-Del Schools Administration Building

PHASE III ACT

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

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

- **January 30th, 2019**
Day 1 | Mid-Del Schools Administration Building
- **January 31st, 2019**
Day 2 | Mid-Del Schools Administration Building
- **March 7th, 2019**
Day 3 | Mid-Del Schools Administration Building

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 29th, 2019**
Day 1 | Barnes ES, Cleveland Bailey ES, Highland Park ES, Midwest City ES, Townsend ES, Schwartz ES, Del City ES, Country Estates ES, Pleasant Hill ES, Steed ES
- **May 30th, 2019 | Day 2**
Day 2 | Epperly Heights ES, Ridgecrest ES, Soldier Creek ES, Parkview ES, Tinker ES, Carl Albert MS, Del Crest MS, Jarman MS, Kerr MS, Monroney MS
- **May 31st, 2019**
Day 3 | Del City HS, Carl Albert HS, Midwest City HS, Goal Area Chairs and all Head Principals
- **June 10th, 2019**
Board Approval

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**

Mid-Del Schools expects the graduates of 2028 to have:

- Effective communication skills
- Critical thinking skills
- Creativity
- Organization, goal setting, & time management skills
- Collaboration
- Conflict resolution
- Mastery of core content
- Technology use skills
- Financial skills
- The ability to locate & use information

These expectations will create productive citizens that have the life skills and global awareness necessary to be fully prepared for college and/or career ready.

**Core
Beliefs**

Mid-Del Schools believes that to realize their expectations for graduates, teaching and learning should provide:

- Relevant content
- Opportunities for creativity/innovation
- Community support
- Family support
- Basic skills
- Opportunities for collaboration
- Education about post-high school opportunities
- Counseling
- Opportunities for enrichment
- Student use of technology

This type of teaching and learning, when coupled with opportunities for community service and student leadership, will allow students the opportunity to make connections across content areas and gain a more global perspective.

**Core
Values**

In order to ensure quality teaching and learning, Mid-Del Schools values:

- Quality teachers
- Buildings and grounds
- A respectful & nurturing environment
- Appropriate class sizes
- Up-to-date technology
- Parental involvement
- Adequate financials
- Quality programs
- Strong leadership
- Competitive salaries

By upholding these values, Mid-Del Public Schools will create a safe environment where rigorous curriculum can help meet the diverse needs of students through innovative teaching and connection between the school and the community.

STRATEGIC GOAL SUMMARY

GOAL AREA #1

STUDENT PERFORMANCE

Objective 1: Increase college career readiness

- » Initiative 1: ACT/SAT preparation
- » Initiative 2: Individual Career Academic Plan (ICAP)

Objective 2: Increase student growth

- » Initiative 1: Instructional support
- » Initiative 2: Differentiated instruction

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

Objective 1: Increase positive student behavior

- » Initiative 1: District programs
- » Initiative 2: Behavior plan

Objective 2: Enhance district communication methods

- » Initiative 1: School/Community connections

Objective 3: Establish district programs

- » Initiative 1: Recognition programs

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

Objective 1: Recruit quality personnel

- » Initiative 1: Marketing plan
- » Initiative 2: Recruiting process

Objective 2: Develop quality personnel

- » Initiative 1: Districtwide professional development
- » Initiative 2: Districtwide teacher mentoring program

Objective 3: Retain quality personnel

- » Initiative 1: Teacher leadership pathways
- » Initiative 2: Induction programs/processes

GOAL AREA #4

OPERATIONS AND RESOURCES

Objective 1: Improve facilities

- » Initiative 1: Facilities plan

Objective 2: Update and increase technology resources

- » Initiative 1: Long-range technology plan

Objective 3: Align funding with strategic plan

- » Initiative 1: External funding
- » Initiative 2: Financial overview/budget alignment





GOAL AREA #1

STUDENT PERFORMANCE

GOAL AREA #1

STUDENT PERFORMANCE

OBJECTIVE 1 Increase college career readiness

RATIONALE

If Mid-Del Schools increases college and career readiness, then we will honor our community's learner expectations of critical thinking skills and mastery of core content.

INITIATIVE 1

*ACT/SAT
preparation*

ACTION STEPS

TIMELINE

Determine the number of college entrance exam prep courses needed by considering course requests from students.

**SPRING
2019-20**

Inform/Educate students who are on a college-ready path, and their parents, about the college entrance exam prep course.

**SPRING
2019-20**

Create a college entrance exam prep course, covering both ACT and SAT, utilizing Mid-Del's cadre of trained teachers.

2020-21

Identify college entrance exam prep course instructors.

2020-21

Provide professional development to teachers on crosswalking Oklahoma Academic Standards with ACT/SAT standards.

**SPRING
2019-20**

Provide professional development for high school teachers on how to effectively implement available online resources using Mid-Del's cadre of trained employees.

2020-21

Provide professional development for core content teachers in college entrance exam prep strategies.

2020-21

Integrate college entrance exam prep courses into the master schedule.

2021-22

Provide college entrance exam prep course.

2021-22

Enroll students in college entrance exam prep course.

2021-22

**PERFORMANCE
MEASURE(S)**

Assess the implementation of the program as designed.

2021-22

Survey students and trainers on the effectiveness of ACT/SAT prep courses.

2021-22

Assess ACT/SAT scores for growth.

2021-22

Revise training program based on student feedback and test scores.

2021-22

- By 2024, the average ACT score in English will be 19 (2018 state average = 18.4), according to the 2024 ACT College Readiness Letter.
- By 2024, the average ACT score in Math will be 19 (2018 state average = 18.8), according to the 2024 ACT College Readiness Letter.
- By 2024, the average ACT score in Reading will be 21 (2018 state average = 20.1), according to the 2024 ACT College Readiness Letter.
- By 2024, the average ACT score in Science will be 20 (2018 state average = 19.4), according to the 2024 ACT College Readiness Letter.
- By 2024, the average Composite ACT score will be 19.75 (2018 state average = 19.3), according to the 2024 ACT College Readiness Letter.
- By 2024, the average Composite SAT score will be TBD, according to the annual SAT school report.
- By 2024, 66% of community members will agree/strongly agree our schools are meeting the academic needs of all students, according to the community survey.
- By 2024, 70% of community members will agree/strongly agree that our schools have high expectations of all students, according to the community survey.

GOAL AREA #1

STUDENT PERFORMANCE

OBJECTIVE 1 Increase college career readiness

RATIONALE

If Mid-Del Schools increases college and career readiness, then we will honor our community's learner expectations of critical thinking skills and mastery of core content.

INITIATIVE 2

ICAP
(Individual Career
Academic Plan)

ACTION STEPS

TIMELINE

Explore the possibility of hiring one college and career counselor position for each secondary feeder pattern.

2021-22

Attend state provided ICAP training.

FALL
2019-20

Develop at least one new career awareness event per semester in Pre-K-5th grades such as:

- Career day
- Guest speakers
- Field trips
- A day to dress like what you want to be when you grow up.

2020-21

Develop at least one new college awareness event per semester in Pre-K - 5th grades such as:

- Teachers and students wear a college t-shirt
- Decorate your door
- Guest speaker.

FALL
2019-20

Middle school students will take an interest and career cluster inventory provided through the Oklahoma Career Guide.

FALL
2019-20

Career cluster inventory results will be communicated to students and parents during a selected class and/or parent night.

SPRING
2019-20

Plan career fair at secondary sites.

2020-21

Host career fair at secondary sites.	2021-22
Middle school counselors use inventory results to assist middle school students in developing a written Individual Career Academic Plan (ICAP) before entering high school.	2020-21
High school counselors advise students based on their Individual Career Academic Plan (ICAP).	2021-22
Continue districtwide senior conference and add a junior conference.	WINTER 2019-20
Monitor and adjust according to the results from the community survey question that addresses student preparation for higher education and/or the workforce.	Ongoing

**PERFORMANCE
MEASURE(S)**

- By 2024, 27% of Advanced Placement (AP) students will score a 3 or above on AP Exams, according to the Mid-Del Year Score Summary.
- By 2024, 5% of juniors and seniors will be concurrently enrolled, according to the Mid-Del Enrollment Summary.
- By 2024, 80% of high school graduates will complete a college-bound curriculum, according to the district profile.
- By 2024, 66% of community members will agree/strongly agree our schools are meeting the academic needs of all students, according to the community survey.
- By 2024, 70% of community members will agree/strongly agree that our schools have high expectations of all students, according to the community survey.
- By 2024, 66% of community members will agree/strongly agree our schools are graduating students who are prepared for higher education or the workforce, according to the community survey.

GOAL AREA #1

STUDENT PERFORMANCE

OBJECTIVE 2 Increase student growth

RATIONALE

If Mid-Del Schools increase student growth, then we will honor our community's learner expectations of critical thinking skills and mastery of core content.

INITIATIVE 1

Instructional support

ACTION STEPS

TIMELINE

Develop instructional support needs assessment survey based on content/grade level.

FALL
2019-20

Administer the survey to all instructional staff.

FALL
2019-20

Analyze survey results.

FALL
2019-20

Develop grade-level and content-specific professional development (PD) plan, based on survey results.

FALL
2019-20

Implement PD utilizing district and site structures (e.g. district PD days, site PD days, Professional Learning Community (PLC) time) with a minimum of a full day in August and January.

2020-21

Monitor implementation of PD.

2020-21

Adjust PD based on feedback from staff.

2020-21

Review and clarify the roles of Instructional Coaches based on district expectations and feedback from Instructional Coaches.

FALL
2019-20

Provide PD on instructional strategies to Instructional Coaches for use in all content areas and grade levels that actively engage students in learning.

SPRING
2019-20

Provide PD to instructional coaches on differentiated instruction that will be used for professional development to all certified staff.

SPRING
2019-20

Provide PD on coaching strategies to Instructional Coaches.

2020-21

Evaluate the effectiveness of PD for Instructional Coaches.

2020-21

**PERFORMANCE
MEASURE(S)**

- By 2024, 35% of all 3rd grade students will score at or above proficient on the Oklahoma State Testing Program (OSTP) ELA test (2018 state average = 33%).
 - By 2024, 42% of all 3rd grade students will score at or above proficient on the OSTP math test (2018 state average = 42%).
 - By 2024, 36% of all 4th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 36%).
 - By 2024, 30% of all 4th grade students will score at or above proficient on the OSTP math test (2018 state average = 36%).
 - By 2024, 38% of all 5th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 35%).
 - By 2024, 30% of all 5th grade students will score at or above proficient on the OSTP math test (2018 state average = 30%).
 - By 2024, 41% of all 5th grade students will score at or above proficient on the OSTP science test (2018 state average = 41%).
 - By 2024, 38% of all 6th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 38%).
 - By 2024, 28% of all 6th grade students will score at or above proficient on the OSTP math test (2018 state average = 28%).
 - By 2024, 27% of all 7th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 27%).
 - By 2024, 31% of all 7th grade students will score at or above proficient on the OSTP math test (2018 state average = 34%).
 - By 2024, 34% of all 8th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 33%).
 - By 2024, 20% of all 8th grade students will score at or above proficient on the OSTP math test (2018 state average = 20%).
 - By 2024, 40% of all 8th grade students will score at or above proficient on the OSTP science test (2018 state average = 39%).
- *Performance measures based upon current Oklahoma State Testing Program.*
- By 2024, 66% of community members will agree/strongly agree our schools are meeting the academic needs of all students, according to the community survey.
 - By 2024, 70% of community members will agree/strongly agree that our schools have high expectations of all students, according to the community survey.

GOAL AREA #1

STUDENT PERFORMANCE

OBJECTIVE 2 Increase student growth

RATIONALE

If Mid-Del Schools increase student growth, then we will honor our community's learner expectations of critical thinking skills and mastery of core content.

INITIATIVE 2

Differentiated instruction

ACTION STEPS

TIMELINE

Ensure students on Individualized Education Plans (IEPs) are placed accordingly, based on their needs (i.e. co-teaching, lab setting, monitored).

FALL
2019-20

Provide professional development (PD) to teachers and administrators on differentiating instruction based on content, product, and process.

2020-21

Research, identify, and plan best practices for differentiating instruction.

FALL
2019-20

Collaborate with colleagues on best practices, through the use of Professional Learning Communities (PLCs).

FALL
2019-20

Implement the differentiated instructional strategies across all grade levels and content areas.

2020-21

Use Instructional Coaches to support the implementation of strategies as needed.

2020-21

Monitor, evaluate and adjust the implementation of instructional strategies as needed.

Ongoing

PERFORMANCE MEASURE(S)

- By 2024, there will be a 50% increase in the number of 3rd grade Individualized Education Program (IEP) students scoring at or above proficient on the Oklahoma State Testing Program (OSTP) ELA test.
- By 2024, there will be a 50% increase in the number of 4th grade IEP students scoring at or above proficient on the OSTP ELA test.
- By 2024, there will be a 50% increase in the number of 5th grade IEP students scoring at or above proficient on the OSTP ELA test.
- By 2024, there will be a 50% increase in the number of 6th grade IEP students scoring at or above proficient on the OSTP ELA test.
- By 2024, there will be a 50% increase in the number of 7th grade IEP students scoring at or above proficient on the OSTP ELA test.
- By 2024, there will be a 50% increase in the number of 8th grade IEP students scoring at or above proficient on the OSTP ELA test.

**PERFORMANCE
MEASURE(S)**

- By 2024, there will be a 50% increase in the number of 3rd grade EL students scoring at or above proficient on the OSTP ELA test.
 - By 2024, there will be a 50% increase in the number of 4th grade EL students scoring at or above proficient on the OSTP ELA test.
 - By 2024, there will be a 50% increase in the number of 5th grade EL students scoring at or above proficient on the OSTP ELA test.
 - By 2024, there will be a 50% increase in the number of 6th grade EL students scoring at or above proficient on the OSTP ELA test.
 - By 2024, there will be a 50% increase in the number of 7th grade EL students scoring at or above proficient on the OSTP ELA test.
 - By 2024, there will be a 50% increase in the number of 8th grade EL students scoring at or above proficient on the OSTP ELA test.
-
- By 2024, there will be a 50% increase in the number of 3rd grade IEP students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 4th grade IEP students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 5th grade IEP students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 6th grade IEP students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 7th grade IEP students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 8th grade IEP students scoring at or above proficient on the OSTP math test.
-
- By 2024, there will be a 50% increase in the number of 3rd grade English Learners (EL) students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 4th grade EL students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 5th grade EL students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 6th grade EL students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 7th grade EL students scoring at or above proficient on the OSTP math test.
 - By 2024, there will be a 50% increase in the number of 8th grade EL students scoring at or above proficient on the OSTP math test.

**PERFORMANCE
MEASURE(S)**

- By 2024, there will be a 50% increase in the number of 5th grade EL students scoring at or above proficient on the OSTP science test.
 - By 2024, there will be a 50% increase in the number of 8th grade EL students scoring at or above proficient on the OSTP science test.
 - By 2024, there will be a 50% increase in the number of 5th grade Individual Education Plan (IEP) students scoring at or above proficient on the OSTP science test.
 - By 2024, there will be a 50% increase in the number of 8th grade IEP students scoring at or above proficient on the OSTP science test.
 - By 2024, 35% of all 3rd grade students will score at or above proficient on the OSTP ELA test (2018 state average = 33%).
 - By 2024, 42% of all 3rd grade students will score at or above proficient on the OSTP math test (2018 state average = 42%).
 - By 2024, 36% of all 4th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 36%).
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 - By 2024, 20% of all 8th grade students will score at or above proficient on the OSTP math test (2018 state average = 20%).
 - By 2024, 40% of all 8th grade students will score at or above proficient on the OSTP science test (2018 state average = 39%).
- *Performance measures based upon current Oklahoma State Testing Program.*
- By 2024, 66% of community members will agree/strongly agree our schools are meeting the academic needs of all students, according to the community survey.
 - By 2024, 70% of community members will agree/strongly agree that our schools have high expectations of all students, according to the community survey.

GOAL AREA #1

STUDENT PERFORMANCE

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	19-20	20-21	21-22	22-23	23-24
Increase college career readiness	By 2024, 27% of Advanced Placement (AP) students will score a 3 or above on AP Exams, according to the Mid-Del Year Score Summary.	24.31%	25%	25.6%	26.2%	26.6%	27%
	By 2024, 5% of juniors and seniors will be concurrently enrolled, according to the Mid-Del Enrollment Summary.	2.95%	3.4%	3.8%	4.2%	4.6%	5%
	By 2024, 80% of high school graduates will complete college-bound curriculum, according to the district profile.	70%	70%	70%	73%	76%	80%
	By 2024, the average ACT score in English will be 19, according to the ACT College Readiness Letter.	16.8	16.8	16.8	17.53	18.26	19
	By 2024, the average ACT score in Math will be 19, according to the ACT College Readiness Letter.	18	18	18	18.3	18.6	19
	By 2024, the average ACT score in Reading will be 21, according to the ACT College Readiness Letter.	19	19	19	19.7	20.4	21
	By 2024, the average ACT score in Science will be 20, according to the ACT College Readiness Letter.	18.3	18.3	18.3	18.9	19.5	20
	By 2024, the average Composite ACT score will be 19.75, according to the ACT College Readiness Letter.	18.1	18.1	18.1	18.65	19.2	19.75
	By 2024, the average Composite SAT score will be TBD, according to the annual SAT school report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2024, 70% of community members will agree/strongly agree that our schools have high expectations of all students, according to the community survey.	64%	66%	67%	69%	70%	70%
	By 2024, 66% of community members will agree/strongly agree our schools are graduating students who are prepared for higher education or the workforce, according to the community survey.	61%	62%	64%	65%	66%	66%

GOAL AREA #1

STUDENT PERFORMANCE

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

Increase student growth

By 2024, 35% of all 3rd grade students will score at or above proficient on the OSTP ELA test (2018 state average = 33%).

31%

31.8%

32.6%

33.4%

34.2%

35%

By 2024, 36% of all 4th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 36%).

29%

30.4%

31.8%

33.2%

34.6%

36%

By 2024, 38% of all 5th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 35%).

34%

34.8%

35.6%

36.4%

37.2%

38%

By 2024, 38% of all 6th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 38%).

31%

32.4%

33.8%

35.2%

36.6%

38%

By 2024, there will be a 50% increase in the number of 6th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.

7%

TBD

TBD

TBD

TBD

50% increase

By 2024, 27% of all 7th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 27%).

20%

21.4%

22.8%

24.2%

25.6%

27%

By 2024, 34% of all 8th grade students will score at or above proficient on the OSTP ELA test (2018 state average = 33%).

27%

28.4%

29.8%

31.2%

32.6%

34%

By 2024, 42% of all 3rd grade students will score at or above proficient on the OSTP math test (2018 state average = 42%).

32%

34%

36%

38%

40%

42%

By 2024, 30% of all 4th grade students will score at or above proficient on the OSTP math test (2018 state average = 36%).

24%

25.2%

26.4%

27.6%

28.8%

30%

By 2024, 30% of all 5th grade students will score at or above proficient on the OSTP math test (2018 state average = 30%).

23%

24.4%

25.8%

27.2%

28.6%

30%

By 2024, 28% of all 6th grade students will score at or above proficient on the OSTP math test (2018 state average = 28%).

20%

21.6%

23.2%

24.8%

26.4%

28%

By 2024, 31% of all 7th grade students will score at or above proficient on the OSTP math test (2018 state average = 34%).

24%

25.4%

26.8%

28.2%

29.6%

31%

By 2024, 20% of all 8th grade students will score at or above proficient on the OSTP math test (2018 state average = 20%).

12%

13.6%

15.2%

16.8%

18.4%

20%

By 2024, 41% of all 5th grade students will score at or above proficient on the OSTP science test (2018 state average = 41%).

33%

34.6%

36.2%

37.8%

39.2%

41%

By 2024, 40% of all 8th grade students will score at or above proficient on the OSTP science test (2018 state average = 39%).

32%

33.6%

35.2%

36.8%

38.4%

40%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

By 2024, there will be a 50% increase in the number of 3rd grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	25%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 4th grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	16%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	14%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 6th grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	0%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 7th grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	0%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade English Learner (EL) students scoring at or above proficient on the OSTP ELA test.	6%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 3rd grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	32%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 4th grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	2%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	5%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 6th grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	10%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 7th grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	0%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade English Learner (EL) students scoring at or above proficient on the OSTP math test.	0%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade English Learner (EL) students scoring at or above proficient on the OSTP science test.	14%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade English Learner (EL) students scoring at or above proficient on the OSTP science test.	13%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 3rd grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.	6%	TBD	TBD	TBD	TBD	50% increase

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

By 2024, there will be a 50% increase in the number of 4th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.	5%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.	3%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 7th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.	0%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP ELA test.	3%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 3rd grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	8%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 4th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	8%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	5%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 6th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	3%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 5th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP science test.	6%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 7th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	2%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP math test.	1%	TBD	TBD	TBD	TBD	50% increase
By 2024, there will be a 50% increase in the number of 8th grade Individualized Education Plan (IEP) students scoring at or above proficient on the OSTP science test.	10%	TBD	TBD	TBD	TBD	50% increase
By 2024, 66% of community members will agree/strongly agree our schools are meeting the academic needs of all students, according to the CSI community survey.	61%	62%	64%	65%	66%	66%



GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVE 1 Increase positive student behavior

RATIONALE

If Mid-Del Schools increases positive student behavior, then we will honor our community's core values of a respectful and nurturing environment.

INITIATIVE 1

District programs

ACTION STEPS

TIMELINE

Create a districtwide student mentoring committee.

FALL
2019-20

Research different mentoring programs (e.g., peer to peer, adult to student).

FALL
2019-20

Create a districtwide mentoring program which includes:

- program objectives
- criteria for the selection of mentors and mentees
- training for mentors and mentees
- program evaluation.

2020-21

Implement student mentoring programs at each site.

2021-22

Monitor, evaluate and adjust programs as needed.

ANNUALLY
2022-23

Create a district extra-curricular activity committee that will include teachers and students from across the district.

FALL
2019-20

Research to determine a list of developmentally appropriate extracurricular activities (e.g., clubs, organizations, sports) that support the district's core values, core beliefs, and learner expectations.

FALL
2019-20

Evaluate current activities at each school site compared to the recommended list and consider adding activities at each site.

WINTER
2019-20

Present recommendations to district and site leadership for action.

SPRING
2019-20

Implement recommended activities as needed by each school based upon resources, available sponsors, and interest level.

2020-21

PERFORMANCE
MEASURE(S)

- By 2024, 100% of elementary schools will have a STEM/Botball club/organization at their site, according to the student programs data.
- By 2024, 100% of the middle schools will have a STEM/Botball club/organization, according to the student programs data.
- By 2024, 100% of the middle schools will have a student council, according to the student programs data.
- By 2024, 100% of the middle schools will have a leadership club/organization, according to the student programs data.
- By 2024, the number of economically disadvantaged students having ten or more excused absences will be 12.7% or less, according to the student attendance data.
- By 2024, the number of students having ten or more excused absences will be 15.3% or less, according to the student attendance data.
- By 2024, the number of economically disadvantaged students having ten or more unexcused absences will be 8.15% or less, according to the student attendance data.
- By 2024, the number of students having ten or more unexcused absences will be 5.8% or less, according to the student attendance data.
- By 2024, the number of out-of-school suspensions will be reduced to 25% or less, according to the student discipline data.
- By 2024, the number of in- and out-of-school suspensions for African American students will be 38.5% or less, according to the student discipline data.
- By 2024, the number of in- and out-of-school suspensions from elementary school students will be 13.3% or less, according to the student discipline data.
- By 2024, the number of in- and out-of-school suspensions from middle school students will be 40.7% or less, according to the student discipline data.

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVE 1 Increase positive student behavior

RATIONALE

If Mid-Del Schools increases positive student behavior, then we will honor our community's core values of a respectful and nurturing environment.

INITIATIVE 2

Behavior plan

ACTION STEPS

TIMELINE

Review and revise the districtwide student code of conduct document.

SUMMER
2019-20

Provide a revised code of conduct to each site and post on the district website.

SUMMER
2019-20

Include the code of conduct in enrollment packets to be signed by parents and students.

FALL
2019-20

Develop an incentive plan at each school site to reward positive student behavior.

FALL
2019-20

Implement the incentive plan to encourage appropriate behavior at each school site.

FALL
2019-20

Monitor and adjust the incentive plan as needed.

ONGOING

PERFORMANCE MEASURE(S)

- By 2024, the number of economically disadvantaged students having ten or more excused absences will be 12.7% or less, according to the student attendance data.
- By 2024, the number of students having ten or more excused absences will be 15.3% or less, according to the student attendance data.
- By 2024, the number of economically disadvantaged students having ten or more unexcused absences will be 8.15% or less, according to the student attendance data.
- By 2024, the number of students having 10 or more unexcused absences will be 5.8% or less, according to the student attendance data.
- By 2024, the number of out-of-school suspensions will be reduced to 25% of all suspensions, according to the student discipline data.
- By 2024, the number of African American students receiving in- and out-of-school suspensions will be 38.5% or less, according to the student discipline data.
- By 2024, the number of in- and out-of-school suspensions from elementary school students will be 13.3% or less, according to the student discipline data.
- By 2024, the number of in- and out-of-school suspensions from middle school students will be 40.7% or less, according to the student discipline data.

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVE 2

Enhance district communication methods

RATIONALE

If Mid-Del Schools enhance district communication, then we will honor our community's core beliefs in community support.

INITIATIVE 1

*School/
community
connections*

ACTION STEPS

TIMELINE

Train staff members on how to edit and update their individual school website.

FALL
2019-20

Maintain and keep up-to-date all information on the school website.

ONGOING

Utilize PeachJar for sending home communications to parents/guardians.

ONGOING

Promote the use of the school website to parents, students, and community members.

ONGOING

Create a community/parent survey to determine ways to include community/parent members in opportunities to collaborate, opportunities to provide input, and opportunities for shared decision-making.

FALL
2019-20

Determine various ways to promote the survey and increase participation.

FALL
2019-20

Administer the survey.

FALL
2019-20

Analyze the survey results.

FALL
2019-20

Based on the survey results, determine a plan to increase school/community connections.

FALL
2019-20

PERFORMANCE MEASURE(S)

- By 2024, 61% of community members will agree/strongly agree that our schools value their input, according to the community survey.
- By 2024, 69% of community members will agree/strongly agree that our schools provide opportunities for input, according to the community survey.
- By 2024, 54% of community members will agree/strongly agree that our schools involve the community in decision-making about school business, according to the community survey.
- By 2024, 60% of community members will agree/strongly agree that our schools' staff collaborate with local community members, according to the community survey.
- By 2024, 77% of community members will agree/strongly agree that our schools regularly and effectively communicate with the community, according to the community survey.
- By 2024, 90% of parents/guardians will be involved in parent-teacher conferences, according to the school profile data.

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVE 3 Establish district programs

RATIONALE

If Mid-Del Schools establish district programs, then we will honor our community's core beliefs in opportunities for enrichment and core values of quality programs.

INITIATIVE 1

Recognition programs

ACTION STEPS

TIMELINE

Determine types of recognition programs that should be consistent across the district. Types may include:

- Academic
- Sports
- Character/Citizenship
- Attendance
- Behavior.

FALL
2019-20

Develop and administer a survey to determine current recognition programs and how often recognition programs are offered at each site.

FALL
2019-20

Analyze survey results.

FALL
2019-20

Determine common districtwide recognition program types (e.g. academic, sports, character/citizenship, attendance, behavior).

FALL
2019-20

Provide recommendations to each site on recognition program needs that will provide consistent program types across the district.

SPRING
2019-20

Create programs as needed at each school site.

2020-21

Provide necessary professional development to teachers.

2020-21

Communicate between site administration and parents about what recognition program opportunities are offered.

2021-22

Identify multiple ways to recognize students in addition to assemblies.

SPRING
2019-20

Schedule recognition programs for each site on the districtwide master calendar.

2022-23

Implement recognition programs.

2022-23

Monitor and adjust as needed.

2022-23

PERFORMANCE MEASURE(S)

- By 2024, 100% of all schools will have at least two recognition program assemblies per year, according to the district report on student programs.

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

Increase positive student behavior

By 2024, 100% of the middle schools will have a STEM/Botball club/organization, according to the student programs data.

80%

80%

100%

100%

100%

100%

By 2024, 100% of the middle schools will have a student council, according to the student programs data.

60%

60%

80%

100%

100%

100%

By 2024, 100% of the middle schools will have a leadership club/organization, according to the student programs data.

40%

40%

60%

80%

100%

100%

By 2024, the number of economically disadvantaged students having ten or more excused absences will be 12.7% or less, according to the student attendance data.

22.7%

22.70%

20%

17%

14%

12.70%

By 2024, the number of students having ten or more excused absences will be 15.3% or less, according to the student attendance data.

25.30%

25.30%

23%

20%

17%

15.30%

By 2024, the number of economically disadvantaged students having ten or more unexcused absences will be 8.15% or less, according to the student attendance data.

18.15%

18.15%

15%

12%

10%

8.15%

By 2024, the number of students having ten or more unexcused absences will be 5.8% or less, according to the student attendance data.

15.80%

15.80%

13%

10%

7%

5.80%

By 2024, the number of out-of-school suspensions will be reduced to 25% of all suspensions, according to the student discipline data.

43%

43%

38%

32%

27%

25%

By 2024, the number of African American students receiving in-and out-of-school suspensions will be 38.5% or less, according to the student discipline data.

58.50%

58.50%

52%

47%

41%

38.5%

By 2024, the number of in- and out-of-school suspensions from elementary school students will be 13.3% or less, according to the student discipline data.

23.40%

23.40%

20%

18%

15%

13.3%

By 2024, the number of in- and out-of-school suspensions from middle school students will be 40.7% or less, according to the student discipline data.

50.70%

50.70%

48%

45%

43%

40.70%

GOAL AREA #2

CLIMATE, CULTURE, AND COMMUNICATION

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	19-20	20-21	21-22	22-23	23-24
Enhance district communication methods	By 2024, 61% of community members will agree/strongly agree that our schools value their input, according to the CSI community survey.	56%	56%	57%	59%	60%	61%
	By 2024, 69% of community members will agree/strongly agree that our schools provide opportunities for input, according to the CSI community survey.	64%	64%	65%	67%	68%	69%
	By 2024, 54% of community members will agree/strongly agree that our schools involve the community in decision-making about school business, according to the CSI community survey.	44%	44%	47%	50%	52%	54%
	By 2024, 60% of community members will agree/strongly agree that our schools' staff collaborate with local community members, according to the CSI community survey.	52%	52%	54%	56%	58%	60%
	By 2024, 77% of community members will agree/strongly agree that our schools regularly and effectively communicate with the community, according to the CSI community survey.	72%	72%	73%	74%	76%	77%
	By 2024, 90% of parents/guardians will be involved in parent-teacher conferences, according to the school profile data.	82%	82%	84%	86%	88%	90%
	By 2024, 100% of all schools will have at least two recognition program assemblies per year, according to the district report on student programs.	TBD	TBD	TBD	TBD	TBD	TBD



GOAL AREA#3

HUMAN RESOURCE AND DEVELOPMENT

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVE 1 Recruit quality personnel

RATIONALE

If Mid-Del Schools recruit quality personnel, then we will honor our community's core values of quality teachers.

INITIATIVE 1

Marketing plan

ACTION STEPS

TIMELINE

Create a marketing committee.

FALL
2019-20

Perform a marketing materials inventory to assess types of materials used, consistent branding, etc.

FALL
2019-20

Analyze current social media practices, including analytics.

SPRING
2019-20

Research tactics for recruitment such as:

- marketing videos
- social media advertising
- marketing brochures
- virtual job fairs
- effective job fair presentations.

SPRING
2019-20

Develop district marketing plan.

2020-21

Implement district marketing plan.

2020-21

Assess and revise district marketing plan as needed.

2021-22

PERFORMANCE MEASURE(S)

- By 2024, emergency certified teachers will decrease to 5% of the total staff, according to the district data report.
- By 2024, African American certified staff will increase to 15% of the total staff, according to the staff demographics report.
- By 2024, early childhood education emergency certifications will decrease to 12%, according to the staff demographics report.
- By 2024, elementary emergency certifications will decrease to 20%, according to the staff demographics report.
- By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVE 1 Recruit quality personnel

RATIONALE

If Mid-Del Schools recruit quality personnel, then we will honor our community's core values of quality teachers.

INITIATIVE 2

Recruiting process

ACTION STEPS

TIMELINE

Determine staffing needs for each school year at each school site.

SPRING
2019-20

Develop a dedicated teacher recruitment campaign for colleges of education.

2020-21

Promote job vacancies on multiple teacher boards, a variety of social media platforms, and communicate upcoming vacancies with local universities.

WINTER
2019-20

Create a team of diverse personnel to attend job and career fairs.

WINTER
2019-20

Monitor and adjust annually based on TalentEd data.

SPRING
2019-20

PERFORMANCE MEASURE(S)

- By 2024, emergency certified teachers will decrease to 5% of the total staff, according to the district data report.
- By 2024, African-American certified staff will increase to 15% of the total staff, according to the staff demographics report.
- By 2024, early childhood education emergency certifications will decrease to 12% or less, according to the staff demographics report.
- By 2024, elementary emergency certifications will decrease to 20% or less, according to the staff demographics report.
- By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVE 2 Develop quality personnel

RATIONALE

If Mid-Del Schools develop quality personnel, then we will honor our community's core values of quality teachers and strong leadership.

INITIATIVE 1

Districtwide professional development

ACTION STEPS

TIMELINE

Annually review the professional development needs assessment survey considering strategic plan needs and community values, beliefs, and learner expectations.

FALL
2019-20

Administer the survey.

FALL
2019-20

Analyze and prioritize data from the survey.

WINTER
2019-20

Identify annual district professional development goals and align them to the goals in the strategic plan.

SPRING
2019-20

Compile identified teacher and district needs from the survey results and formulate an annual district professional development plan which includes topics and structures for delivery (e.g. district and site PD days, PLC times).

SPRING
2019-20

Research and seek professional development providers aligned to identified needs.

2020-21

Look for potential partners to fund or present professional development, which may include:

- personnel within district
- other districts
- community partners
- university resources
- foundation or grant dollars.

2020-21

Implement, plan, and provide professional development.

2021-22

Monitor, assess and revise professional development plan as needed.

2021-22

**PERFORMANCE
MEASURE(S)**

- By 2024, 100% of schools will participate in technology integration professional development, according to the professional development report.
- By 2024, 100% of schools will participate in climate and culture professional development, according to the professional development report.
- By 2024, 100% of schools will participate in instructional strategies professional development, according to the professional development report.
- By 2024, 100% of schools will participate in effective Professional Learning Communities (PLCs), according to the professional development report.
- By 2024, 100% of schools will participate in classroom management professional development, according to the professional development report.
- By 2024, 100% of schools will participate in data driven decision making professional development, according to the professional development report.
- By 2024, 100% of schools will continue to dedicate time for PLCs.

INITIATIVE 2

*Districtwide
teacher
mentoring
program*

ACTION STEPS

TIMELINE

Research effective teacher mentoring programs.

**SPRING
2019-20**

Develop an effective districtwide and site teacher mentoring program that includes:

- program objectives
- criteria for selection of mentors and mentees
- training for mentors and mentees
- program evaluation.

2020-21

Implement the districtwide and site mentoring program.

2021-22

Track mentoring activities used throughout the district.

2021-22

Provide opportunities for reflection and revision based upon program evaluation instruments.

2021-22

**PERFORMANCE
MEASURE(S)**

- By 2024, 100% of schools will participate in technology integration professional development, according to the professional development report.
- By 2024, 100% of schools will participate in climate and culture professional development, according to the professional development report.
- By 2024, 100% of schools will participate in instructional strategies professional development, according to the professional development report.
- By 2024, 100% of schools will participate in effective Professional Learning Communities (PLCs), according to the professional development report.
- By 2024, 100% of schools will participate in classroom management professional development, according to the professional development report.
- By 2024, 100% of schools will participate in data-driven decision making professional development, according to the professional development report.
- By 2024, 100% of schools will continue to dedicate time for PLCs.

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVE 3 Retain quality personnel

RATIONALE

If Mid-Del Schools retain quality personnel, then we will honor our community's core values of quality teachers and strong leadership.

INITIATIVE 1

Teacher leadership pathways

ACTION STEPS

TIMELINE

Create a committee to research effective teacher leadership pathways such as:

- Master Teacher
- Mentor Teacher
- Professional development provider
- National Board Certified
- Site Teacher Leader.

2021-22

Identify potential teachers to engage in leadership pathways.

2021-22

Develop a cohort of potential teacher leaders.

2021-22

Provide assistance, opportunities, and/or support for cohort teachers to pursue the identified teacher leadership pathways.

2022-23

PERFORMANCE MEASURE(S)

- By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.
- By 2024, the annual retention rate of teachers who have been in the district five years or less will be 75%, according to the staff demographics report.

GOAL AREA #3

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVE 3 Retain quality personnel

RATIONALE

If Mid-Del Schools retain quality personnel, then we will honor our community's core values of quality teachers and strong leadership.

INITIATIVE 2

Induction programs/ process

ACTION STEPS

TIMELINE

Evaluate current districtwide and site-specific induction activities for new employees (certified and support).

2020-21

Research components of effective induction programs.

2020-21

Develop a district induction program based upon research.

2021-22

Implement district induction program.

2022-23

Evaluate effectiveness of district induction program and adjust as needed.

**2022-23
ONGOING**

Determine minimum components for all site induction programs which may include things such as:

- Professional development
- Mentoring
- Coaching
- Teacher observations.

2021-22

Implement the induction programs at each site.

2022-23

Monitor and assess the site and district programs and revise as needed.

**2022-23
ONGOING**

Survey each site for current team building activities.

2020-21

Research and develop a plan that includes minimum team-building activities to be implemented districtwide-that supports teacher induction processes.

2021-22

Implement team building activities that support teacher induction processes.

2021-22

PERFORMANCE MEASURE(S)

- By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.
- By 2024, the annual retention rate of teachers who have been in the district five years or less will be 75%, according to the staff demographics report.

GOAL AREA #3

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

HUMAN RESOURCE AND DEVELOPMENT

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

Recruit quality personnel

By 2024, emergency certified teachers will decrease to 5% of the total staff, according to the 2024-2025 district data report.

8%

8%

7.50%

7%

6%

5%

By 2024, African American certified staff will increase to 15%, according to the staff demographics report.

10%

10%

10.50%

11.50%

13%

15%

By 2024, early childhood education emergency certifications will decrease to 12% or less, according to the staff demographics report.

24%

24%

21%

18%

15%

12%

By 2024, elementary emergency certifications will decrease to 20% or less, according to the staff demographics report.

41.80%

41.80%

36.35%

30.90%

25.45%

20%

By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.

TBD

TBD

TBD

TBD

TBD

75%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

19-20

20-21

21-22

22-23

23-24

Develop quality personnel

By 2024, 100% of schools will participate in technology integration professional development, according to the professional development report.

48%

48%

61%

74%

87%

100%

By 2024, 100% of schools will participate in climate and culture professional development, according to the professional development report.

26%

26%

44.50%

63%

81.50%

100%

By 2024, 100% of schools will participate in instructional strategies professional development, according to the professional development report.

26%

26%

44.50%

63%

81.50%

100%

By 2024, 100% of schools will participate in effective Professional Learning Communities (PLCs), according to the professional development report.

9%

9%

27.25%

45.50%

72.75%

100%

By 2024, 100% of schools will participate in classroom management professional development, according to the professional development report.

17%

17%

29.25%

41.50%

70.75%

100%

By 2024, 100% of schools will participate in data-driven decision making professional development, according to the professional development report.

9%

9%

27.25%

45.50%

72.75%

100%

By 2024, 100% of schools will continue to dedicate time for PLCs.

100%

100%

100%

100%

100%

100%

Retain quality personnel

By 2024, the annual retention rate of first-year teachers will be 75%, according to the staff demographics report.

TBD

TBD

TBD

TBD

TBD

75%

By 2024, the annual retention rate of teachers who have been in the district five years or less will be 75%, according to the staff demographics report.

TBD

TBD

TBD

TBD

TBD

75%





GOAL AREA #4

OPERATIONS AND RESOURCES

GOAL AREA #4

OPERATIONS AND RESOURCES

OBJECTIVE 1

Improve facilities

RATIONALE

If Mid-Del Schools improve facilities, then we will honor our community's core values in buildings and grounds.

INITIATIVE 1

Facilities plan

ACTION STEPS

TIMELINE

Conduct a districtwide assessment of all facilities (e.g. safety, structure stability).

2020-21

Establish a Facilities Committee to evaluate the facility inspection report.

2021-22

Based upon results of facility inspection, develop a long-range improvement plan for all district facilities.

2021-22

Determine funding available for facility improvement projects.

2021-22

Prioritize facility improvement projects determined to be completed by the committee.

2021-22

Begin facility improvement projects.

2021-22

Inspect completed projects.

2022-23

Monitor, adjust, and evaluate facilities plan as needed.

ONGOING

PERFORMANCE MEASURE(S)

- By 2024, 100% of classrooms will be within a 1.5-mile radius of an available safe room, according to the resources data.

GOAL AREA #4

OPERATIONS AND RESOURCES

OBJECTIVE 2

Update and increase technology

RATIONALE

If Mid-Del Schools updates and increases technology, then we will honor our community's learner expectations of technology use skills, core beliefs in student use of technology, and core values of up to date technology.

INITIATIVE 1

Long-range technology plan

ACTION STEPS

TIMELINE

Conduct technology audit/inventory that includes the following:

- type of devices
- current use of devices
- number of devices
- age of devices
- condition of devices
- site location of devices.

2020-21

Research best practices for 1:1 implementation.

2020-21

Research best practices for technology integration.

2020-21

Develop/revise a district vision statement and determine goals and objectives of the technology plan.

2020-21

Visit other districts that have implemented a 1:1 initiative.

2020-21

Identify funding sources to explore/expand student technology purchases.

2020-21

Provide teachers with updated classroom presentation tools and proper professional development on how to use the tools.

2021-22

Based on inventory and research, make a recommendation to the district professional development committee on future technology integration professional development opportunities.

2021-22

Provide professional development to teachers and staff on the integration of technology for instruction in the classroom.

2021-22

Annually monitor, adjust, and evaluate technology plan as needed, taking into consideration the following:

- goals and objectives of the plan
- classroom use and instruction
- infrastructure
- inventory (hardware & software)
- budget.

2021-22

PERFORMANCE MEASURE(S)

- By 2024, 100% of Mid-Del Schools will increase to 20 Gbps of bandwidth districtwide, according to the technology report.
- By 2024, 100% of students will have access to their own individual device to use in the classroom (e.g. laptop, tablet), according to the district technology inventory.
- By 2024, 100% of classroom presentation tools will be updated and/or replaced, according to the classroom technology inventory data.
- By 2024, 90% of all district devices will be less than five years old, according to the classroom/district inventory data.

GOAL AREA #4

OPERATIONS AND RESOURCES

OBJECTIVE 3

Align funding with strategic plan

RATIONALE

If Mid-Del Schools align funding with strategic programming, then we will honor our community's core values of adequate financials.

INITIATIVE 1

External funding

ACTION STEPS

TIMELINE

Research any district financial needs that are not currently being met.

SUMMER
2019-20

Offer training to school personnel in how to successfully write grants.

FALL
2019-20

Recognize teachers/programs/schools who receive grants.

ONGOING

Identify possible companies and organizations willing to partner with a school(s).

FALL
2019-20

Continue with community recognition.

ONGOING

PERFORMANCE MEASURE(S)

- By 2024, 100% of school sites will submit a minimum of two grant applications for external funding.
- By 2024, the district will secure five partnerships within the Mid-Del community, according to the district resources data.

INITIATIVE 2

Financial
overview/
budget alignment

ACTION STEPS

TIMELINE

Perform initial districtwide review to determine how funds are allocated in relation to strategic plan goals and initiatives.

WINTER
2019-20

Examine review findings to determine the current financial needs related to strategic plan goals and initiatives within the district.

WINTER
2019-20

Allocate spending towards goal areas and initiatives in the strategic plan.

SPRING
2019-20

Perform an annual districtwide review to determine how funds are allocated in relation to the strategic plan.

ONGOING

PERFORMANCE MEASURE(S)

- By 2024, budget alignment to strategic plan goals and initiatives will take place annually, according to district financial records.

GOAL AREA #4

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE

OPERATIONS AND RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	20-21	21-22	22-23	22-23	23-24
Improve facilities	By 2024, 100% of classrooms will be within a 1.5-mile radius of an available safe room, according to the resources data.	58.30%	58.30%	100%	100%	100%	100%
	By 2024, 100% of Mid-Del Schools will increase to 20 Gbps of bandwidth districtwide, according to the technology report.	1 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps	20 Gbps
Update and increase technology resources	By 2024, 100% of students will have access to their own individual device to use in the classroom (e.g. laptop, tablet), according to the district technology inventory.	58.10%	65%	75%	85%	95%	100%
	By 2024, 100% of classroom presentation tools will be updated and/or replaced, according to the classroom technology inventory data.	8.67%	15%	25%	50%	75%	100%
	By 2024, 90% of all district devices will be less than five years old, according to the classroom/district inventory data.	25.59%	35%	50%	75%	85%	90%
Align funding with strategic plan	By 2024, 100% of school sites will submit a minimum of two grant applications for external funding.	TBD	2 PER SITE	2 PER SITE	2 PER SITE	2 PER SITE	2 PER SITE
	By 2024, budget alignment to strategic plan goals and initiatives will take place annually, according to district financial records.	NA	100%	100%	100%	100%	100%
	By 2024, the district will secure five partnerships within the Mid-Del community, according to the district resources data.	TBD	5	5	5	5	5

ACKNOWLEDGEMENTS

The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Board of Education and site administrators of Mid-Del Schools 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 Mid-Del 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 Mid-Del School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

We appreciate the opportunity to work with the Mid-Del School District.



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