

2020—2025

STRATEGIC PLAN



CLEVELAND
PUBLIC SCHOOLS

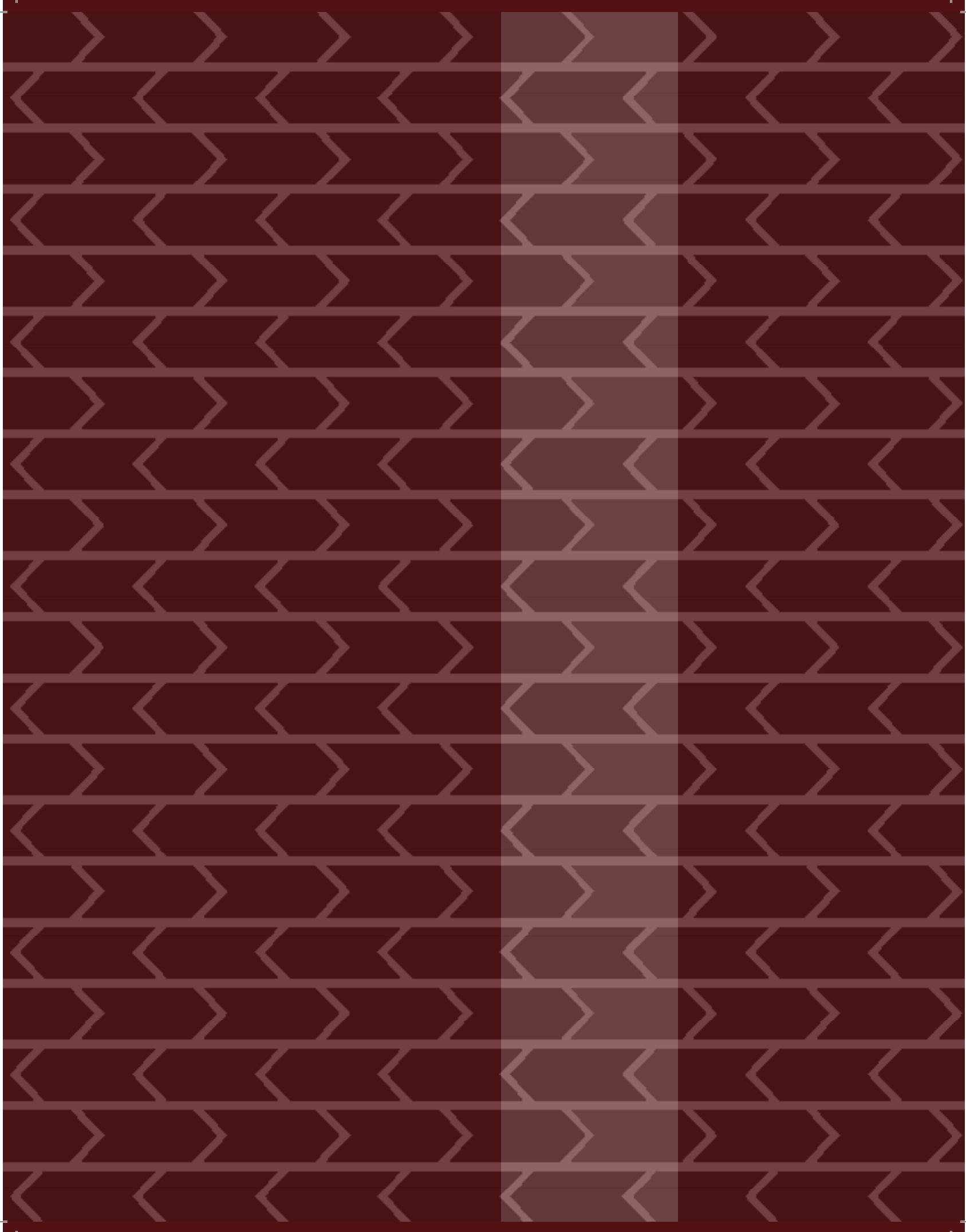


TABLE OF CONTENTS

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

16 Goal Area #1: Student Growth and Readiness

Initiative Profiles [18-25]

Projected Benchmark Timeline [26-29]

30 Goal Area #2: Personnel Growth and Enrichment

Initiative Profiles [31-34]

Projected Benchmark Timeline [35]

36 Goal Area #3: Community and Student-Centered Resources

Initiative Profiles [37-39]

Projected Benchmark Timeline [40]

41 Goal Area #4: Community and School Environment

Initiative Profiles [42-45]

Projected Benchmark Timeline [46]

47 Acknowledgments



Cleveland Public Schools take great pride in the quality of education that is provided to its students. Parents, business leaders, community members, students, and district employees have high expectations in helping to prepare our students for the world in which they live.

We believe the success of our students is a collaborative process. Input from our stakeholders is vital to us as we continue to grow as a district. This strategic plan is a prime example of such collaboration. The plan is the culmination of several months of hard

work between board members, teachers, administrators, staff, and community leaders. This collaboration has helped not only in building a vision of the District's future, but also in the development of the roadmap that will take us there. Cleveland is a unique school district. We are rural, yet many of our families commute to Tulsa to work. We have a very large busing district, transporting over half of our students to school each day. We pull students from numerous small communities into our Cleveland School family. Each factor shapes our schools and district. Bringing multiple stakeholders together to clearly articulate our values, vision, mission, focus areas, and objectives better enables us to work towards improvement and 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 and community and will make clear the goals and objectives of Cleveland Public Schools.

Alan Baker
Superintendent

BOARD OF EDUCATION

Terry Spears

Member

Bryan Walker

Member

Shaun Chapman

Member

Danny Ward

Member

Richard Forbes

Member



STRATEGIC PLANNING TEAM MEMBERS

ADMINISTRATORS

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Erron Kauk
Mark McArthur
Jeremy McKinney
Ron Dye - Central Technology Center
Troy Rhoads

TEACHERS

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Pam Thorton
Rachel Williams

BOARD MEMBERS

Shaun Chapman

STUDENTS

Asher Brewer
Baily Clark
Hannah Dixon
Tristan Fields
Kaden Ready

PARENTS

Brandi Collins
Kelsey Lester
Tammy Lowery
Clinton Stout
Brian Torres

COMMUNITY MEMBERS

Vicki Hagerman
Kaye Kesner
Keylee Tesar
Justin White
David Wilson

SUPPORT STAFF

Mallory Cowen
Sandy Harper
Cindy Proctor

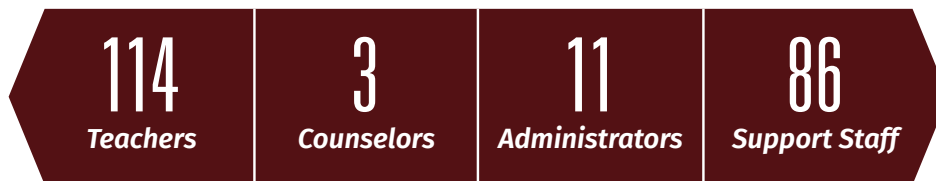
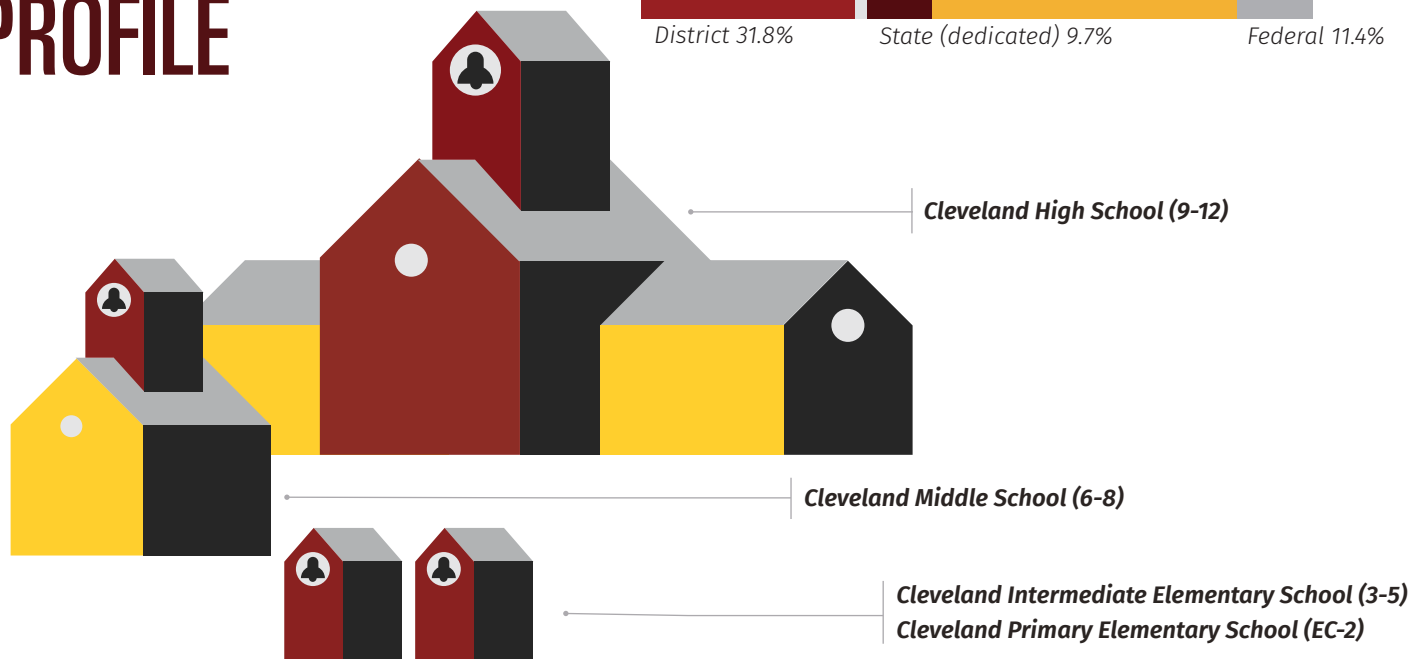
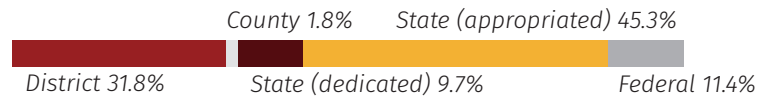
COUNSELOR

Anne Sharp



DISTRICT PROFILE

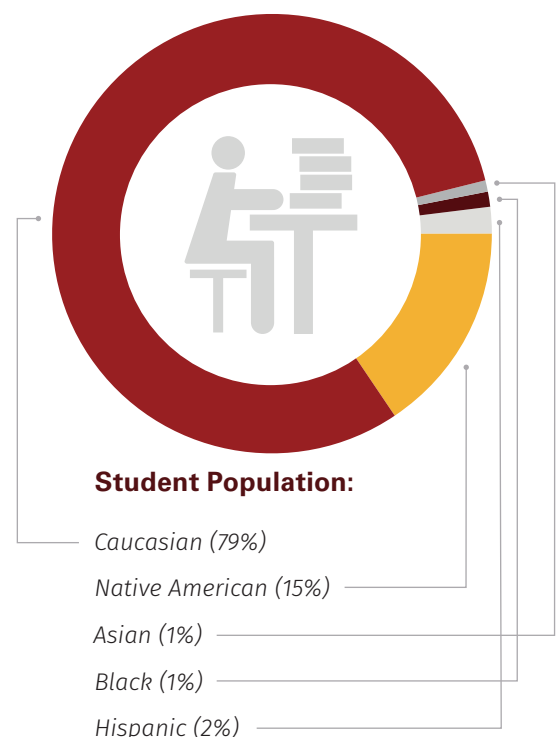
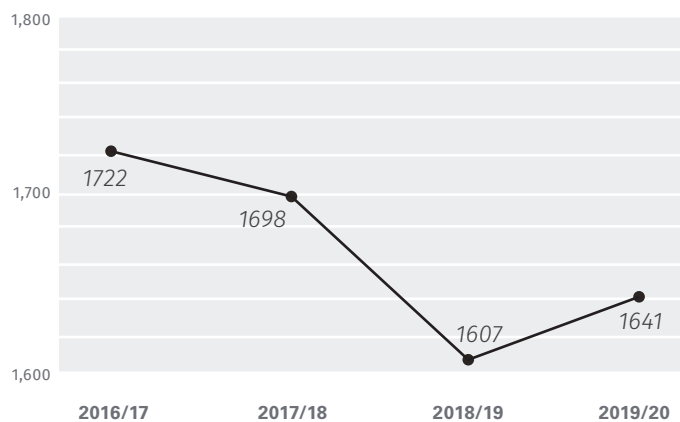
District Revenues: (All Funds)



(16.7% with advanced degrees, 15 average years teaching experience)



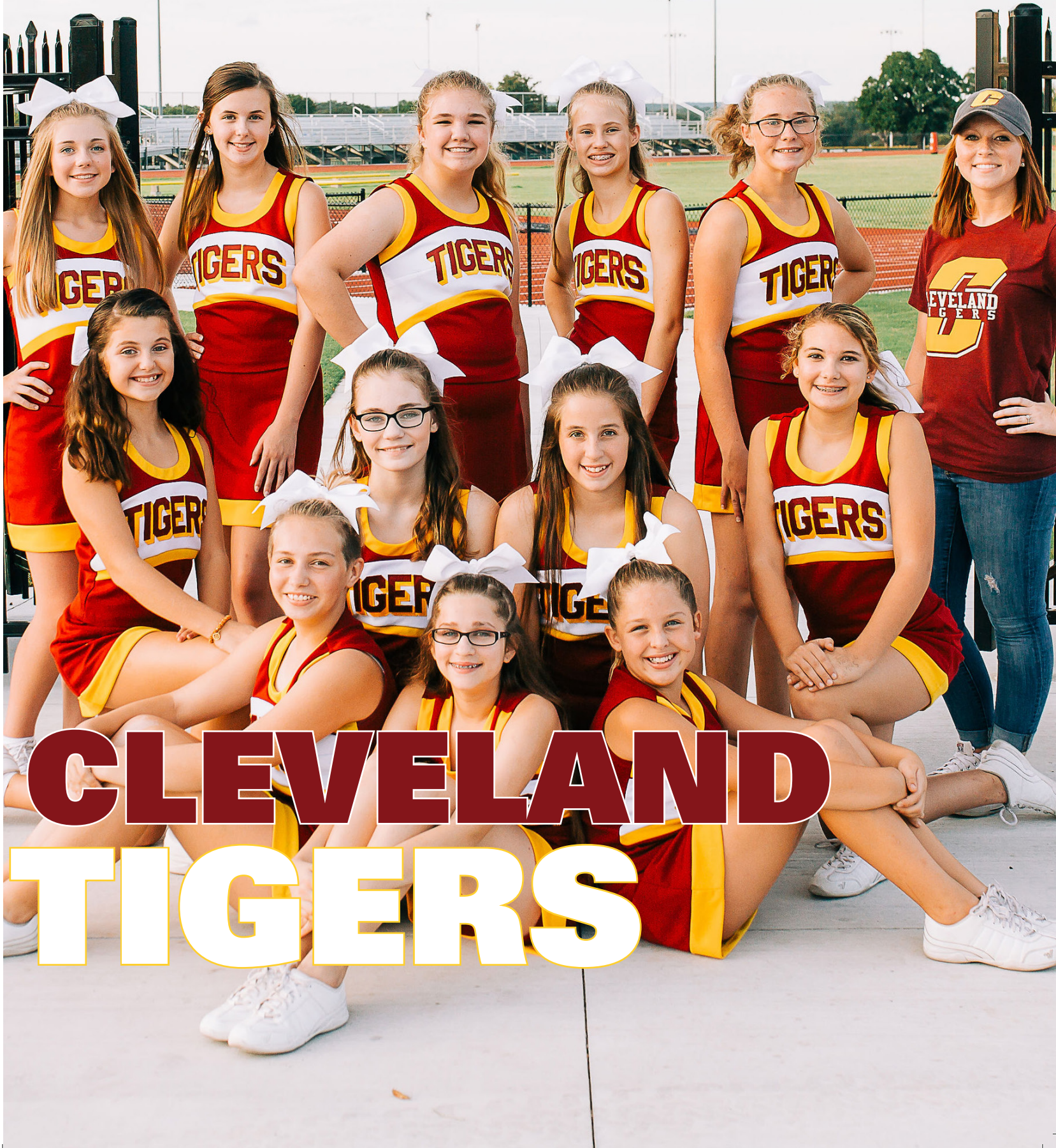
Enrollment Trends:



EXECUTIVE SUMMARY

The Cleveland Public School District is committed to building lifelong learners to meet tomorrow's challenges. Cleveland Public Schools' 2020-2025 Strategic Plan is recognized as a blueprint of district transformation and change. The district embarked on a transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is driven by stakeholders and data. The district is committed to student growth and readiness. The plan addresses not only the mastery of student learning in core content areas, but also stresses the importance of increasing critical and creative thinking and problem-solving. This will be accomplished by initiatives that address curriculum alignment, district-wide benchmarking, project-based learning, and active student engagement strategies. The plan emphasizes meeting the diverse needs of all Cleveland students by the implementation of targeted interventions, including attention to gifted and talented instruction and programs and the implementation of the Individual Career Academic Planning (ICAP) initiative to increase college and career readiness. Personnel growth and development is required to meet these educational goals for students. The plan focuses on the development of a marketing plan, as well as a retention plan to recruit and retain quality personnel, and a formal professional development plan for all employees that can be implemented through professional learning communities.

The Cleveland community is recognized and valued. Attention is given to the development of community- and student-centered resources by increasing parent and community partnerships, increasing and improving student opportunities, and improving and maintaining the physical resources of the district. Finally, the district recognizes the importance of a positive school environment in which students are productive and opportunities are provided to engage community volunteers through an outreach program and a communication 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 or exceed standards, graduate on time, and be college and career ready.



CLEVELAND TIGERS

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 tools were analyzed to reflect the community’s learner expectations, core beliefs, and core values that were used throughout the strategic planning process. Goal areas and performance objectives developed in Phase II were aligned to them.

- **October 8th, 2019**
Community Forum
- **October 9th, 2019**
Community Forum
- **October 10th, 2019**
Community Forum

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.

- **February 11th, 2020**
Day 1
- **February 12th, 2020**
Day 2

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 that 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 avoid placing too many initiatives in any one year, to avoid overloading any responsible person, and to avoid creating a burden on the budget in any one year.

- **March 10th, 2020**
Day 1
- **March 11th, 2020**
Day 2
- **April, 2020**
District Administration

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.

- **July 6th, 2020**
Board Approval
- **Summer, 2020**
Achieve

COMMUNITY ENGAGEMENT REPORT

The district's learner expectations, core beliefs, and core values were developed from the community responses to the online survey and 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	<p>Cleveland Public Schools expects the graduates of 2029 to possess...</p> <ul style="list-style-type: none"> • Effective communication skills • Critical thinking skills • Organization, goal setting, and time management skills • Creativity • Collaboration skills • Life skills • Mastery of core content • Technology skills • Conflict resolution skills • Financial skills <p>These expectations will help to develop college- and career-ready graduates who possess the life skills necessary to be productive citizens.</p>
Core Beliefs	<p>Cleveland Public Schools believes that, to realize their expectations for graduates, teaching and learning should provide...</p> <ul style="list-style-type: none"> • Community service opportunities • Opportunities for creativity and innovation • Community support • Connections across content areas • College and career readiness • Education about opportunities after high school • Student use of technology • Opportunities to address student strengths and weaknesses • Opportunities for collaboration • Counseling services • Enrichment opportunities • Opportunities to locate, evaluate, use information <p>This type of teaching and learning, when paired with family support and parents as leaders, will create connections across content areas and opportunities for student leadership.</p>
Core Values	<p>In order to ensure quality teaching and learning, Cleveland Public Schools values...</p> <ul style="list-style-type: none"> • Respectful and nurturing environment • Quality teachers • Quality programs • Up-to-date technology • Quality school buildings and grounds • Parental involvement and supportive families • Small class size • Innovative teaching • School-community connection • Adequate financials • Addressing health issues of students • Strong leadership <p>By upholding these values and providing a rigorous curriculum with high-quality instructional materials, Cleveland Public Schools will meet the diverse needs of students in a student-centered learning environment.</p>

STRATEGIC GOAL SUMMARY

GOAL AREA #1 STUDENT GROWTH AND READINESS

Objective 1: Improve critical and creative thinking and problem-solving

- » *Initiative 1: Project-based learning K-12*
- » *Initiative 2: Active student engagement*

Objective 2: Improve student mastery in core areas

- » *Initiative 1: Vertical alignment*
- » *Initiative 2: Districtwide benchmark program*

Objective 3: Increase college and career readiness

- » *Initiative 1: Individual Career Academic Plan K-12 (ICAP)*
- » *Initiative 2: American College Testing (ACT) prep program*

Objective 4: Meet diverse needs of students

- » *Initiative 1: Gifted and talented (GT) instruction and programs*
- » *Initiative 2: Targeted interventions*

GOAL AREA #2 PERSONNEL GROWTH AND ENRICHMENT

Objective 1: Recruit and retain quality personnel

- » *Initiative 1: Retention plan*
- » *Initiative 2: Marketing plan*

Objective 2: Develop personnel effectiveness

- » *Initiative 1: Professional Learning Communities (PLC)*
- » *Initiative 2: Professional development*



GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

Objective 1: Increase parent and community partnerships

» *Initiative 1: Parent engagement in student education*

Objective 2: Increase and improve student opportunities

» *Initiative 1: Student opportunities*

Objective 3: Maintain and improve resources

» *Initiative 1: Physical resources*



GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

Objective 1: Enhance positive school environment

» *Initiative 1: Attendance improvement plan*

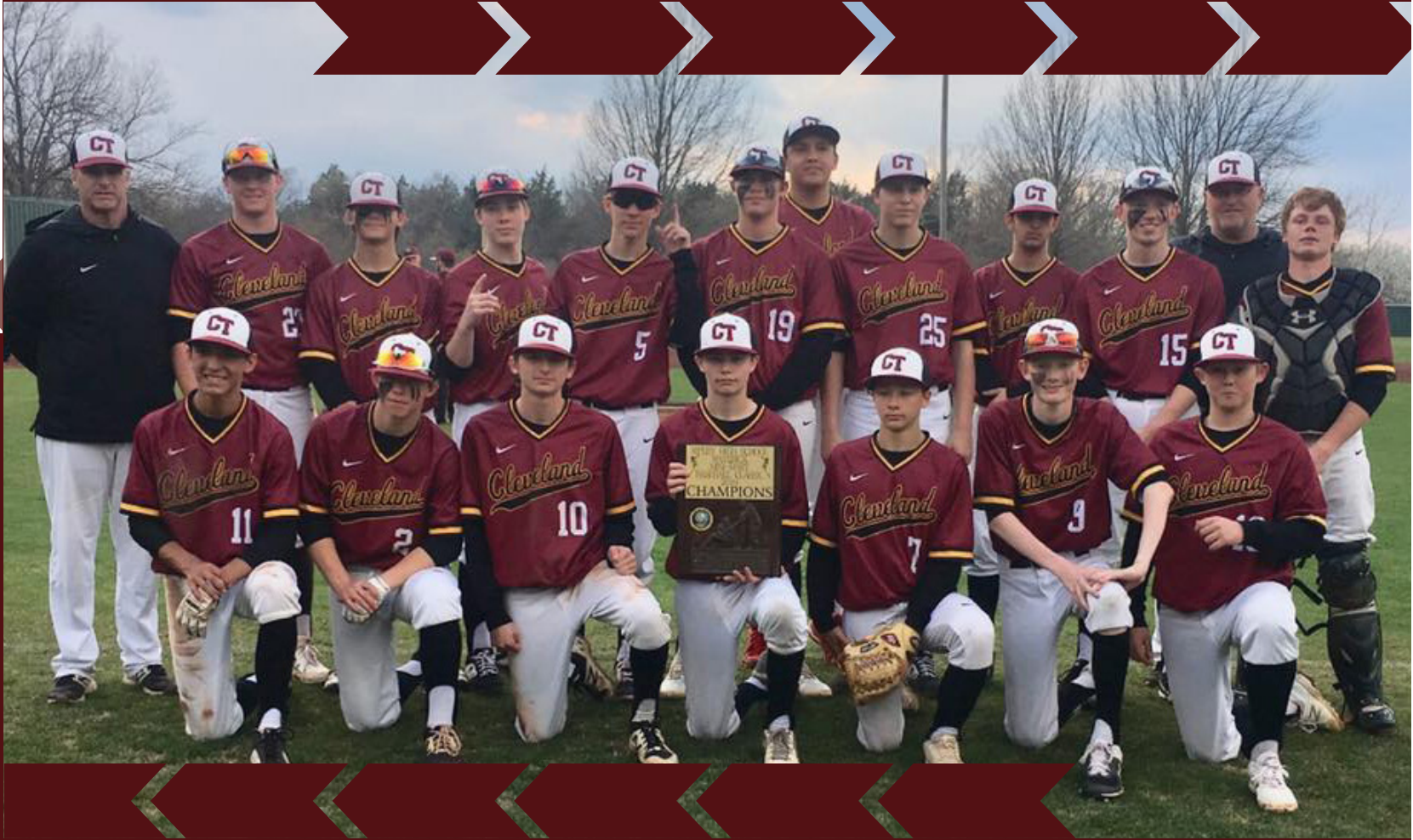
» *Initiative 2: Discipline plan*

Objective 2: Improve community involvement and satisfaction

» *Initiative 1: Communication plan*

» *Initiative 2: Community involvement plan*





GOAL AREA #1

STUDENT GROWTH AND READINESS

Objective 1: Improve critical and creative thinking and problem solving

- » Initiative 1: Project-based learning K-12
- » Initiative 2: Active student engagement

Objective 2: Improve student mastery in core areas

- » Initiative 1: Vertical alignment
- » Initiative 2: Districtwide benchmark program

Objective 3: Increase college and career readiness

- » Initiative 1: Individual Career Academic Plan K-12 (ICAP)
- » Initiative 2: American College Testing (ACT) prep program

Objective 4: Meet diverse needs of students

- » Initiative 1: Gifted and talented (GT) instruction and programs
- » Initiative 2: Targeted interventions

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 1 Improve critical and creative thinking and problem-solving

RATIONALE

If we improve critical and creative thinking and problem solving, we will honor our core values, beliefs, and learner expectations because our community values critical thinking skills and creativity.

INITIATIVE 1

Project-Based Learning K-12

ACTION STEPS

TIMELINE

Form a district Project-Based Learning (PBL) committee.

2021-22

Provide professional development for teachers in PBL.

2021-22 (If Budgeting Allows)

Provide planning time and structures for teachers to develop PBL projects, activities, and assessments (with a focus on STEM activities for math and science.)

2021-22

Identify and purchase PBL materials.

2021-22

Integrate at least one PBL activity per semester (first year in English and social studies classes, second year in math and science classes).

2021-22

Monitor and adjust PBL implementation.

2021-22

Store all PBL plans on a shared site for the district.

2021-22

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 1 Improve critical and creative thinking and problem-solving

RATIONALE

If we improve critical and creative thinking and problem solving, we will honor our core values, beliefs, and learner expectations because our community values critical thinking skills and creativity.

INITIATIVE 2

Active Student Engagement

ACTION STEPS

TIMELINE

Disseminate the goal plan and timeline for curriculum and instruction to all stakeholders.

**June/July 2020
(Board Meeting)**

Establish with building administrators a common language, knowledge of active student engagement, and professional development schedule for staff.

August 2020

Review content and grade level vertical curriculum maps for instructional gaps.

**March 2021
(PD)**

Educate parents on the common language of student engagement.

**P/T Conferences
2020**

Implement strategies learned from professional development and current department and data meetings concerning active student engagement strategies.

**Continually
Throughout Year**

Monitor implementation of content area literacy and student engagement strategies for fidelity.

**Continually
Throughout Year**

Adjust strategies based on data analysis.

**Continually
Throughout Year**

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 2 Improve student mastery in core areas

RATIONALE

If we improve student mastery of core areas, we will honor our core values, beliefs, and learner expectations because our community values mastery of core content.

INITIATIVE 1

*Vertical
Alignment*

ACTION STEPS

Establish district content area committees in core subjects with representatives from all buildings.

Meet with committees to vertically align curriculum in core areas (first-year focus on English and social studies, second-year focus on math and science).

Conduct semester review and adjust curriculum alignment.

TIMELINE

February 2021

March PD 2021

**May/June
(Yearly)**

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 2

Improve student mastery in core areas

RATIONALE

If we improve student mastery of core areas, we will honor our core values, beliefs, and learner expectations because our community values mastery of core content.

INITIATIVE 2

*Districtwide
Benchmark
Program*

ACTION STEPS

TIMELINE

Establish a district data committee with teacher and administrative representation from each site to evaluate the current benchmarking landscape across the campus and determine the district's needs for the future.

May 2021

Based upon district recommendation, investigate the district benchmarking program.

May/June 2021 (If Needed)

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 3 Increase college and career readiness

RATIONALE

If we increase college and career readiness, we will honor our core values, beliefs, and learner expectations because our community values college and career readiness.

INITIATIVE 1

*Individual Career
Academic Plan
K-12 (ICAP)*

ACTION STEPS

TIMELINE

Establish district level Individual Career Academic Plan (ICAP) committee.

**July 2020
(Administration
PD Day)**

Plan districtwide implementation of ICAP.

**July 2020
(Administration
PD Day)**

Establish ICAP committees per site.

August 2020

Provide mentor and training for all ICAP teachers.

**TBD After
Implementation
Schedule Created**

Create an ICAP schedule for implementation at each site.

August PD 2020

Implement ICAP at individual sites.

2020-2021

Collect first year ICAP data from each site and store plans on a shared drive.

May 2021

Meet to plan for year two improvement.

May 2021

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 3 Increase college and career readiness

RATIONALE

If we increase college and career readiness, we will honor our core values, beliefs, and learner expectations because our community values college and career readiness.

INITIATIVE 2

*American College
Testing (ACT) Prep
Program*

ACTION STEPS

TIMELINE

Provide professional development for teachers on how to implement ACT skills in classroom instruction.

2020-21 (January
2021 PD day if
possible)

Increase number of ACT prep courses.

2020-21

Inform students about the importance of the ACT at all grade levels.

2020-21

Educate parents on the importance of the ACT for their child.

September 1,
2020,
(In accordance
with CSCR
1.1: Parent
Engagement
in Student
Education)

Enroll as many juniors in ACT Prep as possible depending on their individual schedules.

2020-21

Explore what classes could be offered as a follow-up course to the ACT prep course.

2020-21

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 4 Meet diverse needs of students

RATIONALE

If we meet the diverse needs of students, we will honor our core values, beliefs, and learner expectations because our community values opportunities to address student strengths and weaknesses.

INITIATIVE 1

*Gifted and
Talented (GT)
Instruction and
Programs*

ACTION STEPS

TIMELINE

Establish a Gifted and Talented (GT) committee to ensure representation at all sites.

Spring 2021

Review and/or revise process for identifying Category 2 GT students.

May/June 2021

Establish committees for each site in order to research programs and best practices for each site.

August 2021

Provide training for district staff on what GT is.

August PD 2021

Identify the GT students (category 1 and category 2).

September 2021

Implement programs at each site.

August 2021

Monitor, evaluate, and adjust GT programs as needed.

**May/June
(Yearly)**

GOAL AREA #1

STUDENT GROWTH AND READINESS

OBJECTIVE 4 Meet diverse needs of students

RATIONALE

If we meet the diverse needs of students, we will honor our core values, beliefs, and learner expectations because our community values opportunities to address student strengths and weaknesses.

INITIATIVE 2

Targeted Interventions

ACTION STEPS

TIMELINE

Establish committees for each site to research programs and best practices for each specific site.

2020-21

Determine gaps in academic standards from previous grade levels based on the measurement of academic progress data.

2020-21

Provide professional development for teachers on intervention strategies (STAR, AR, Reflex, Level group work, tutoring).

**2020-2021
(PD Days
Throughout the
Year)**

Implement targeted intervention strategies.

**2020-21
(Following Data
Meetings)**

Monitor intervention strategies by reviewing performance measures utilizing data from classroom performance, Oklahoma State Testing Program (OSTP), and American College Testing (ACT) scores.

**2020-21
(Following Data
Meetings)**

Adjust strategies based on data analysis.

**2020-21
(Following Data
Meetings)**

GOAL AREA #1

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

STUDENT GROWTH AND READINESS

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

20-21

21-22

22-23

23-24

24-25

Improve critical
and creative
thinking and
problem solving

By 2025, 100% of teachers will have created and implemented at least one Project-Based Learning (PBL) lesson plan within their content/grade.

TBD

TBD

TBD

TBD

TBD

100%

By 2025, 42% of all Class of 2029 students will score at/above proficient on the Oklahoma State Testing Program (OSTP) English Language Arts (ELA) test.

32%

34%

36%

38%

40%

42%

By 2025, 37% of all Class of 2028 students will score at/above proficient on the OSTP ELA test.

27%

29%

31%

33%

35%

37%

By 2025, 47% of all Class of 2027 students will score at/above proficient on the OSTP ELA test.

37%

39%

41%

43%

45%

47%

By 2025, 32% of all Class of 2026 students will score at/above proficient on the OSTP ELA test.

22%

24%

26%

28%

30%

32%

By 2025, 48% of all Class of 2025 students will score at/above proficient on the OSTP ELA test.

38%

40%

42%

44%

46%

48%

By 2025, 37% of all Class of 2024 students will score at/above proficient on the OSTP ELA test.

27%

29%

31%

33%

35%

37%

By 2025, 51% of all Class of 2029 students will score at/above proficient on the OSTP Math test.

41%

43%

45%

47%

49%

51%

By 2025, 48% of all Class of 2028 students will score at/above proficient on the OSTP Math test.

38%

40%

42%

44%

46%

48%

By 2025, 25% of all Class of 2027 students will score at/above proficient on the OSTP Math test.

15%

17%

19%

21%

23%

25%

By 2025, 39% of all Class of 2026 students will score at/above proficient on the OSTP Math test.

29%

31%

33%

35%

37%

39%

By 2025, 36% of all Class of 2025 students will score at/above proficient on the OSTP Math test.

26%

28%

30%

32%

34%

36%

By 2025, 28% of all Class of 2024 students will score at/above proficient on the OSTP Math test.

18%

20%

22%

24%

26%

28%

OBJECTIVES

Improve critical and creative thinking and problem solving

PERFORMANCE MEASURES

BASELINE

20-21

21-22

22-23

23-24

24-25

By 2025, 59% of all Class of 2027 students will score at/above proficient on the OSTP Science test.

49%

51%

53%

55%

57%

59%

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35%

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Improve mastery of learning

By 2025, 51% of all Class of 2029 students will score at/above proficient on the OSTP Math test.

41%

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45%

47%

49%

51%

OBJECTIVES

PERFORMANCE MEASURES		BASELINE	20-21	21-22	22-23	23-24	24-25
Increase college and career readiness	By 2025, a minimum of 98% of Cleveland seniors will graduate according to the Cleveland District Profile.	94%	95%	96%	97%	98%	98%
	By 2025, less than 9% of Cleveland students will drop out according to the Cleveland District Profile.	14%	13%	12%	11%	10%	9% or less
	By 2025, the average ACT Composite score of Cleveland juniors will be 19.5 or higher according to the 2018 Cleveland District Profile.	17.7	18	18.4	18.8	19.2	19.5
	By 2025, the average ACT Composite score of Cleveland juniors who are part of Oklahoma's Promise will be 15.4 or higher according to the Cleveland District Profile.	14	14	15	15	15.2	15.4
	By 2025, a minimum 63% of Cleveland seniors will attend college according to the Cleveland District Profile.	53%	55%	57%	59%	61%	63%
	By 2025, the average ACT English score for Cleveland juniors will be 18 or higher according to the Cleveland ACT College Readiness Letter.	16	167	17	17	18	18
	By 2025, the average ACT Math score for Cleveland juniors will be 19.3 or higher according to the Cleveland ACT College Readiness Letter.	17	18	18	19	19	19
	By 2025, the average ACT Reading score for Cleveland juniors will be 20.2 or higher according to the Cleveland ACT College Readiness Letter.	18	19	19	19	20	20
Meet diverse needs of students	By 2025, the average ACT Science score for Cleveland Juniors will be 19.4 or higher according to the Cleveland ACT College Readiness Letter.	17	18	18	19	19	19
	By 2025, there will be a formal gifted and talented plan for the district.	0	0	1	1	1	1
	16% of all Class of 2029 Individualized Education Program (IEP) students will score at/above proficient on the 2025 OSTP ELA test.	6%	8%	10%	12%	14%	16%
	20% of all Class of 2028 IEP students will score at/above proficient on the 2025 OSTP ELA test and Individualized Education Program (IEP).	10%	12%	14%	16%	18%	20%
	14% of all Class of 2027 IEP students will score at/above proficient on the 2025 OSTP ELA test.	4%	6%	8%	10%	12%	14%
	15% of all Class of 2026 IEP students will score at/above proficient on the 2025 OSTP ELA test.	5%	7%	9%	11%	13%	15%

OBJECTIVES

PERFORMANCE MEASURES		BASELINE	20-21	21-22	22-23	23-24	24-25
Meet diverse needs of students	10% of all Class of 2025 IEP students will score at/above proficient on the 2025 OSTP ELA test.	0%	2%	4%	6%	8%	10%
	10% of all Class of 2024 IEP students will score at/above proficient on the 2025 OSTP ELA test.	0%	2%	4%	6%	8%	10%
	20% of all Class of 2029 IEP students will score at/above proficient on the 2025 OSTP Math test.	10%	12%	14%	16%	18%	20%
	34% of all Class of 2028 IEP students will score at/above proficient on the 2025 OSTP Math test.	24%	26%	28%	30%	32%	34%
	10% of all Class of 2027 IEP students will score at/above proficient on the 2025 OSTP Math test.	0%	2%	4%	6%	8%	10%
	15% of all Class of 2026 IEP students will score at/above proficient on the 2025 OSTP Math test.	5%	7%	9%	11%	13%	15%
	10% of all Class of 2025 IEP students will score at/above proficient on the 2025 OSTP Math test.	0%	2%	4%	6%	8%	10%
	10% of all Class of 2024 IEP students will score at/above proficient on the 2025 OSTP Math test.	0%	2%	4%	6%	8%	10%
	19% of all Class of 2027 IEP students will score at/above proficient on the 2025 OSTP Science test.	9%	11%	13%	15%	17%	19%
	15% of all Class of 2024 IEP students will score at/above proficient on the 2025 OSTP Science test.	5%	7%	9%	11%	13%	15%



GOAL AREA#2

PERSONNEL GROWTH AND ENRICHMENT

Objective 1: Recruit and retain quality personnel

- » *Initiative 1: Retention plan*
- » *Initiative 2: Marketing plan*

Objective 2: Develop personnel effectiveness

- » *Initiative 1: Professional Learning Communities (PLCs)*
- » *Initiative 2: Professional development*

GOAL AREA #2

PERSONNEL GROWTH AND ENRICHMENT

OBJECTIVE 1 Recruit and retain quality personnel

RATIONALE

If we recruit and retain quality personnel, we will honor our core values, beliefs, and learner expectations because our community values quality teachers.

INITIATIVE 1

Retention Plan

ACTION STEPS

TIMELINE

Create and administer job satisfaction surveys at each school site.

May 2021

Analyze survey results and develop a plan to provide resources based on satisfaction survey results.

June 2021

Implement a mentor program with all new staff to the district and/or anyone with 0-3 years of teaching experience.

August 2021

Develop an employee exit interview to determine reasons why the employee is leaving the district.

March 2021

Monitor and adjust plan as needed.

May/June (Yearly)

GOAL AREA #2

PERSONNEL GROWTH AND ENRICHMENT

OBJECTIVE 1 Recruit and retain quality personnel

RATIONALE

If we recruit and retain quality personnel, we will honor our core values, beliefs, and learner expectations because our community values quality teachers.

INITIATIVE 2

Marketing Plan

ACTION STEPS

TIMELINE

Promote job vacancies through a variety of job sites and social media platforms.

Accomplished

Attend career fairs at Oklahoma universities.

Accomplished

Create marketing materials, which could include video, flyers, postcards, etc. to share with universities and at job fairs.

January 2021

Contact education colleges throughout Oklahoma to seek more student teachers, and post available positions on their job posting websites.

January 2021

GOAL AREA #2

PERSONNEL GROWTH AND ENRICHMENT

OBJECTIVE 2 Develop personnel effectiveness

RATIONALE

If we develop effective staff, we will honor our core values, beliefs, and learner expectations because our community values Innovative teaching.

INITIATIVE 1

Professional Learning Communities (PLCs)

ACTION STEPS

TIMELINE

Research scheduling options for Professional Learning Community (PLC) time during the school day at all sites.

August 2022/2023, at earliest (All sites will continue and improve on current data meeting format in order to share best practices.)

Provide PLC professional development training for all staff.

August 2022-23, at Earliest

Define and determine norms and protocols for PLCs.

August 2022-23, at Earliest

Schedule dedicated PLC times by grade levels/departments with agendas and guiding questions for each month.

August 2022-23, at Earliest

Implement PLCs.

August 2022-23, at Earliest

Monitor and adjust as needed.

August 2022-23, at Earliest

GOAL AREA #2

PERSONNEL GROWTH AND ENRICHMENT

OBJECTIVE 2 Develop personnel effectiveness

RATIONALE

If we develop effective staff, we will honor our core values, beliefs, and learner expectations because our community values Innovative teaching.

INITIATIVE 2

*Professional
Development
Plan*

ACTION STEPS

TIMELINE

Create a professional development committee represented by teachers, principals, child nutrition representatives, teaching assistants, and transportation and custodian representatives from each site.

March 2021

Conduct a needs assessment survey with all staff.

May 2021

Analyze the results of the needs assessment survey.

May/June 2021

Create a professional development plan for the district

June/July 2021

Determine professional development providers to educate staff and implement the plan.

June/July (Yearly)

Revise and update the professional development plan annually based on results from the needs assessment.

May/June (Yearly)

Communicate district professional development plan with staff.

August 2021

GOAL AREA #2

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

PERSONNEL GROWTH AND ENRICHMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	20-21	21-22	22-23	23-24	24-25
Recruit and retain quality personnel	By 2025, our district will implement a marketing plan, including social media, university partnerships, and career fairs.	0	0	0	1	1	1
	By 2025, our district will implement a retention plan.	0	0	0	1	1	1
Develop personnel effectiveness	By 2025, we will implement a professional development plan.	0	0	1	1	1	1
	By 2025, we will implement a formal Professional Learning Community (PLC) structure at each site level during the school day.	0	0	0	1	1	1



GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

Objective 1: Increase parent-community partnerships

» *Initiative 1: Parent engagement in student education*

Objective 2: Increase and improve student opportunities

» *Initiative 1: Student opportunities*

Objective 3: Maintain and improve resources

» *Initiative 1: Physical resources*

GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

OBJECTIVE 1 Increase parent-community partnerships

RATIONALE

If we increase parent-community partnerships, we will honor our core values, beliefs, and learner expectations because our community values school-community connections and community support.

INITIATIVE 1

*Parent
Engagement
in Student
Education*

ACTION STEPS

TIMELINE

Define specific parent engagement expectations for each site.

August 17, 2020

Develop a communication plan to inform parents of each site's engagement expectations.

**September 1,
2020**

Define how to provide parents opportunities to fulfill those expectations (i.e., communication tools, forums, open house).

**September 1,
2020**

Evaluate the progress of the parent expectations.

**Twice yearly
(January & May/
June)**

Implement strategies deemed successful at other sites and make adjustments accordingly.

**August 2021
(Cycle Repeats
Yearly)**

GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

OBJECTIVE 2 Increase and improve student opportunities

RATIONALE

If we increase and improve student opportunities, we will honor our core values, beliefs, and learner expectations because our community values innovative teaching and community service opportunities.

INITIATIVE 1

Student Opportunities

ACTION STEPS

TIMELINE

Evaluate current offerings at each site for student opportunities and participation in those offerings.

**August 2020
(Yearly Step)**

Develop a means to assess student interests and evaluate any interests that aren't met by a student opportunity at each school site (i.e., survey).

**October 2020
(Yearly Step, If Needed)**

Develop a team to search and propose new student opportunities to match the previous survey results.

**October
(If Needed)**

Develop 1-3 new student opportunities to fill student interest gaps at each site.

**January
(If Needed)**

GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

OBJECTIVE 3

Maintain and improve resources

RATIONALE

If we maintain and improve physical resources, we will honor our core values, beliefs, and learner expectations because our community values quality school buildings and grounds and up-to-date technology.

INITIATIVE 1

*Physical
Resources*

ACTION STEPS

TIMELINE

Determine physical resource needs (i.e., buildings, grounds, technology).

August (Yearly)

Prioritize needs at each site.

August (Yearly)

Determine rotation of equipment and refurbishing efforts to fulfill needs.

**August (Yearly as
Budget Dictates)**

GOAL AREA #3

COMMUNITY AND STUDENT-CENTERED RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	20-21	21-22	22-23	23-24	24-25
Increase parent-community partnerships	By 2025, 100% of parents will be contacted during parent-teacher conferences according to parent-teacher conference attendance and contact logs.	TBD	TBD	TBD	TBD	TBD	100%
	By 2025, 70% of the district student population will participate in an after and during school club, excluding STEM, band, athletics, and choir, according to district club attendance reports.	20%	30%	40%	50%	60%	70%
Increase and improve student opportunities	By 2025, 100% of sites will have student service opportunities according to site-specific club attendance reports.	50%	50%	75%	75%	100%	100%
	By 2025, 100% of sites will have STEM-based opportunities for students according to site-specific attendance reports.	50%	50%	75%	75%	100%	100%
	By 2025, 75% of our sites will have a career exploration course or program according to the site-specific curriculum plan.	50%	50%	50%	50%	75%	75%
	By 2025, 100% of students receiving their education virtually will be on pace or ahead of pace to graduate with their cohort.	75%	80%	85%	90%	95%	100%
Maintain and improve resources	By 2025, 100% of school Chromebooks will be less than 5 years old, according to the district's technology inventory.	84%	84%	90%	90%	95%	100%
	By 2025, we will maintain 100% of our school sites according to the maintenance record.	100%	100%	100%	100%	100%	100%
	By 2025, 100% of district action steps will be provided with the necessary technological equipment to succeed, according to the Cleveland Strategic Improvement Plan.	100%	100%	100%	100%	100%	100%



GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

Objective 1: Enhance positive school environment

- » Initiative 1: Attendance improvement plan
- » Initiative 2: Discipline plan

Objective 2: Improve community involvement and satisfaction

- » Initiative 1: Communication plan
- » Initiative 2: Community involvement plan

GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

OBJECTIVE 1

Enhance positive school environment

RATIONALE

If we enhance a positive school environment, we will honor our core values, beliefs, and learner expectations because our community values a respectful, nurturing environment.

INITIATIVE 1

*Attendance
Improvement
Plan*

ACTION STEPS

TIMELINE

Develop a district committee with stakeholders, including administrators and attendance secretaries from each site.

**Week of July 27
(Administrator's
Report)**

Review districtwide attendance policy for students and staff.

**Week of July 27
(Administrator's
Report)**

Create and implement a cohesive districtwide attendance plan.

**Week of July 27
(Administrator's
Report)**

Create and maintain a partnership with the local district attorney.

**Week of July 27
(Administrator's
Report)**

Develop a reward/incentive program for students and staff for good attendance.

**Week of July 27
(Administrator's
Report)**

Evaluate the effectiveness of the program by reviewing attendance records annually.

**Early Summer
(May/June)**

GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

OBJECTIVE 1

Enhance positive school environment

RATIONALE

If we meet the diverse needs of students, we will honor our core values, beliefs, and learner expectations because our community values opportunities to address student strengths and weaknesses.

INITIATIVE 2

Discipline Plan

ACTION STEPS

TIMELINE

Develop a committee of administrators and team leaders.

May 2021

Have committee review and adjust the discipline plans from each site.

**June/July
2021**

Educate staff and provide professional development (focusing on trauma-informed instruction and restorative practices) regarding the committee's findings and decisions.

**Beginning of
Year Teacher's
Meeting (By
Building)**

Evaluate and review discipline records annually.

**Early Summer
(May/June)**

GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

OBJECTIVE 2

Improve community involvement and satisfaction

RATIONALE

If we improve community involvement and satisfaction, we will honor our core values, beliefs, and learner expectations because our community values community support and community service opportunities.

INITIATIVE 1

Communication Plan

ACTION STEPS

TIMELINE

Develop and annually administer communication surveys to all stakeholders to assess communication preferences and needs.

Back to School Night(s) 2020

Develop a committee, including representatives from each site, students, parents and community members, to address communication needs based on the survey results.

September 1, 2020

Determine a consistent districtwide tool or tools to be the primary source(s) for sharing information based on survey results.

September 1, 2020

Designate, by site, a person responsible for gathering and disseminating information on a weekly basis.

October 1, 2020

Promote, advertise, educate, and inform all stakeholders about the communication tools available to stay informed.

October 1, 2020

Initiate the process.

October 1, 2020

Evaluate and adjust as needs are determined.

Twice yearly (January & May/June)

GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

OBJECTIVE 2

Improve community involvement and satisfaction

RATIONALE

If we improve community involvement and satisfaction, we will honor our core values, beliefs, and learner expectations because our community values community support and community service opportunities.

INITIATIVE 2

*Community
Involvement Plan*

ACTION STEPS

TIMELINE

Develop a community outreach committee, including a representative from each site, students, and stakeholders.

October 2020

Develop a list with guidelines and districtwide volunteer opportunities.

February 2021

Publish the volunteer guidelines and responsibilities list on the school website as well as in print.

May 2021

Promote volunteer opportunities at parent-teacher conferences, open house, and on social media.

August 2021

Develop a cohesive districtwide plan to record volunteer hours.

August 2021

Develop a plan to publicly recognize volunteers.

October 2021

Evaluate and review record-keeping of volunteer hours.

**January &
May/June
Yearly**

GOAL AREA #4

COMMUNITY AND SCHOOL ENVIRONMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	20-21	21-22	22-23	23-24	24-25
Enhance positive school environment	By 2025, 70% of district teachers will have 6 or fewer absences according to staff demographics.	42%	42%	49%	56%	63%	70%
	By 2025, 12% or less of students will have no more than 10 unexcused absences according to the student demographic data.	24%	22%	19%	17%	14%	12% or less
	By 2025, there will be 150 or fewer suspensions (25% decrease) that result in school days missed, according to student discipline data.	202	190	180	170	160	150 or less
	By 2025, 300 or fewer discipline referrals will be written throughout the district, according to student demographic data.	763	671	579	487	395	300 or less
Improve community involvement and satisfaction	By 2025, 90% of survey participants will strongly agree or agree that our schools are meeting the academic needs of all students according to a stakeholder survey.	56%	63%	70%	77%	84%	90%
	By 2025, 90% of survey participants will strongly agree or agree that our schools are graduating students who are prepared for higher education or the workforce according to a stakeholder survey.	59%	66%	72%	78%	84%	90%
	By 2025, 90% of survey participants will strongly agree or agree that our schools have high expectations of all students according to a stakeholder survey.	62%	68%	74%	79%	85%	90%
	By 2025, 75% of survey participants will strongly agree or agree that our schools have resources needed to meet the needs of all students according to a stakeholder survey.	45.06%	51%	57%	63%	69%	75%
	By 2025, 90% of survey participants will strongly agree or agree that our schools value their input according to a stakeholder survey.	59.26%	66%	72%	78%	84%	90%
	By 2025, 90% of survey participants will strongly agree or agree that our schools regularly and efficiently communicate according to a stakeholder survey.	71.6%	74%	78%	82%	86%	90%
	By 2025, 90% or more of survey participants will strongly agree or agree that our school staff collaborates with local community members according to a stakeholder survey.	55.55%	62%	69%	76%	83%	90%



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The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognize the Cleveland 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 Cleveland 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 Cleveland Public School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

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