2022–2027
STRATEGIC PLAN

CHOUTEAU-MAZIE PUBLIC SCHOOLS
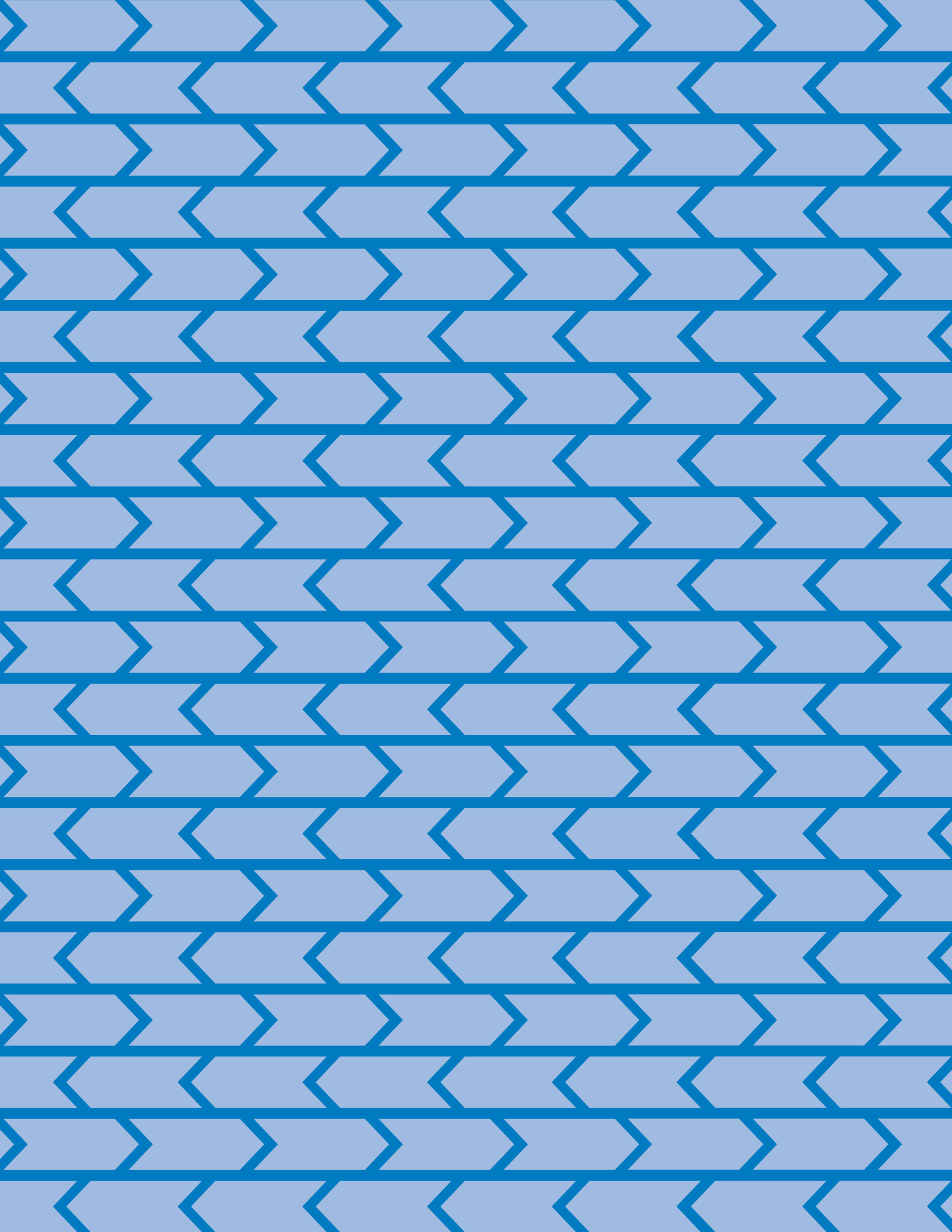
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A great school is the cornerstone of any community, and it is why families choose to live in the Chouteau-Mazie School District. We believe in working collaboratively with our families, our community, and our stakeholders to provide an environment that ensures students have quality programs and opportunities to prepare for great careers and bright futures with a shared understanding that academic achievement begins with high-quality teachers in every classroom. It is our goal to raise the level of achievement for all of our students, with behavioral and academic support in place to address learning gaps.

This strategic plan is a collaboration of efforts to assess the needs of our district based on data and input from students, teachers, parents, and community stakeholders, as well as to formulate strategies to meet those needs. By working together to set and measure goals and to articulate our values, focus areas, and objectives, Chouteau-Mazie will continue on a positive trajectory toward success. This plan will be used to guide our direction, and we are so thankful for the hard work and dedication of each member of the planning committee in its development.

We can all be proud of the many accomplishments our district has achieved thus far and look forward to opportunities ahead to continue a strong foundation based on an engaged community, great teachers and staff, and a supportive Board and administration. With each bringing their attitude of excellence every day, we can continue to provide an education that leads to tremendous opportunities for our students.

Lori Helton
Superintendent

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STRATEGIC PLANNING
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- Bobbie Morgan
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- Conner McNeer
- Patty Pereira
- Roberta Bowling

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- Sherry Alexander
- Heath Deitrick
- JoEllen Yoder
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- Clint Hall
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Human and Facility Resources
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- Melinda Bridges
- Jennifer Newton
- Steven Coblentz
- JoEllen Yoder

Student Achievement
- Susan Applegate
- Josh Gwartney
- Levi Hibbard
- Clarissa Jackson
- Michelle MIddleton
- Tamara Bryan
- Mike Inglett

DISTRICT PROFILE

Chouteau-Mazie High School (9-12)

Chouteau-Mazie Middle School (5-8)

Chouteau Elementary (2-4)
Chouteau-Mazie Early Childhood Center (EC-1)
Mazie Elementary (EC-8)

83	3	6	70
Teachers	**Counselors**	**Administrators**	**Support Staff**
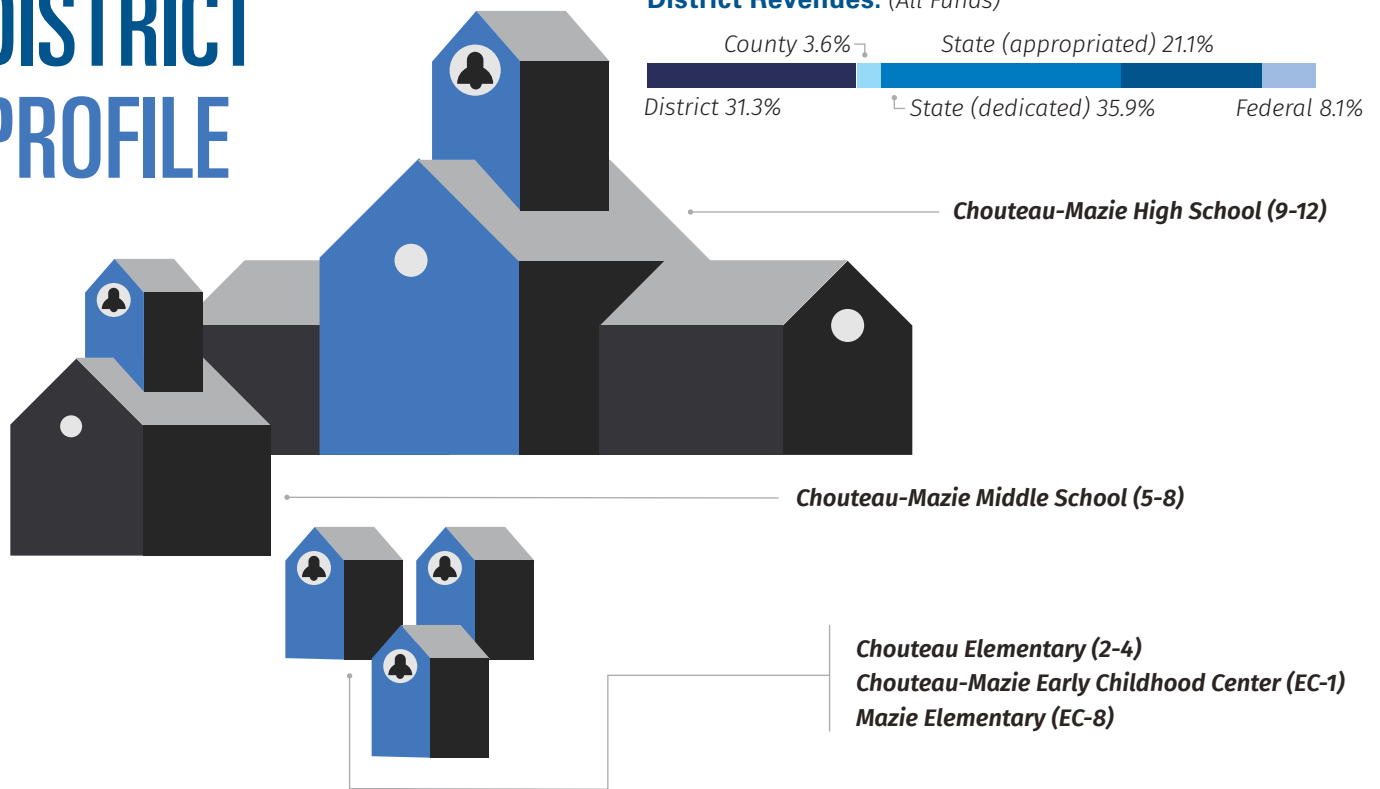
(17.8% with advanced degrees, 12.7 average years teaching experience)

6.7%	20.2%	6.0%
Identified as Gifted and Talented	Identified in Special Education Programs	Identified as English Language Learners (ELL)

Average Enrollment Trends:

854 (2017/18)
876 (2018/19)
824 (2019/20)
770 (2020/21)
831 (2021/22)

Student Population:

Asian (0.5%)
Hispanic (5.3%)
Caucasian (50.9%)
Native American (20.1%)
Black (0.4%)
Two or more races (22.9%)

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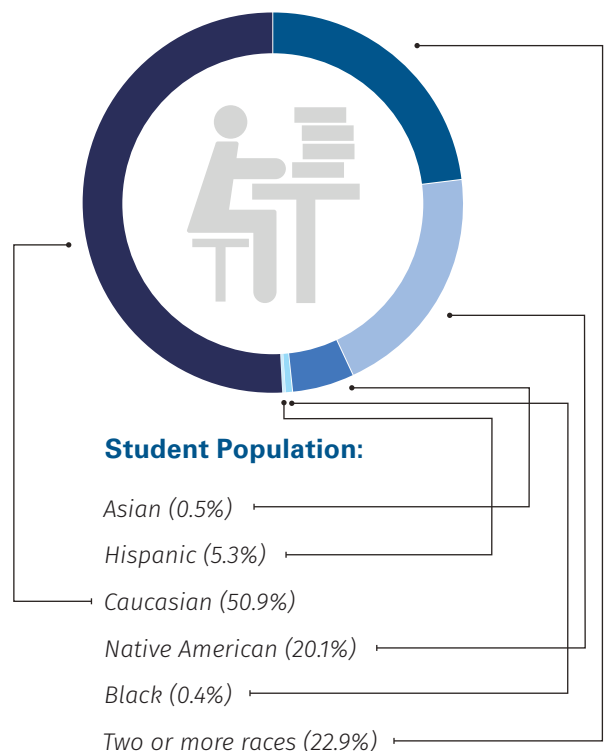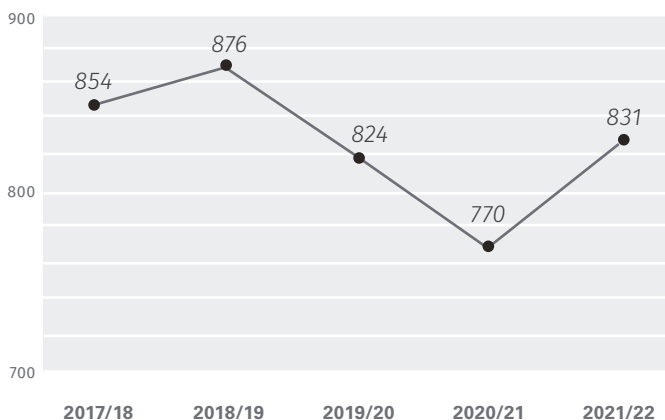
EXECUTIVE SUMMARY

The Chouteau-Mazie Public School District takes pride in ensuring that all students are provided the educational opportunities to acquire the necessary knowledge and skills to be competent, productive members of a global society. After a yearlong journey of collaborative and transparent planning and development, the district now holds a comprehensive five-year plan for continuous improvement driven by data and stakeholder participation.

The plan emphasizes student learning through the implementation of standards-based teaching, ACT prep, and a response-to-intervention (RTI) plan at all sites. In addition, the plan addresses reviewing and improving the Gifted and Talented (GT) identification process and program. Another tenet of the strategic plan stresses the importance of college and career readiness. The plan includes initiatives that address opportunities for students to explore and participate in career pathways and programs that promote leadership skills for students at all grade levels.

Data gathered from a community survey and face-to-face forums reflect that the community values quality teachers and programs. The plan focuses on improving our quality of staff through a robust professional development plan. Data shows the community also values the use of technology and up-to-date facilities; this is addressed via a long-range facilities plan, including bond issues as needed. Recognizing the potential growth in the Chouteau-Mazie community and the importance of school and community relations, the plan will focus on improving communication and increasing community engagement and stakeholder satisfaction. These initiatives and action steps will be continually monitored, and the Board of Education will be regularly updated.

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 are college- and career-ready.

THE MISSION OF CHOUTEAU-MAZIE PUBLIC SCHOOLS IS TO ENSURE THAT ALL STUDENTS ARE PROVIDED THE EDUCATIONAL OPPORTUNITIES TO ACQUIRE THE NECESSARY KNOWLEDGE AND SKILLS TO BE COMPETENT, PRODUCTIVE MEMBERS OF A GLOBAL SOCIETY.

CHOUTEAU-MAZIE
WILDCATS

TIMELINE OF PLANNING PROCESS

PHASE I
ENGAGE

PHASE II
PLAN

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

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

- **August 5th — September 24, 2021**
  Community Survey

- **September 8th, 2021**
  HS Cafeteria
  City Hall

- **September 13th, 2021**
  Early Childhood Center
  First Bank
  Bank of Commerce
  Chouteau Elem
  Maize Cafeteria

"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.

- **October 19th, 2021**
  Word Fellowship Annex

- **October 20th, 2021**
  Word Fellowship Annex

PHASE III
ACT

PHASE IV
ACHIEVE

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

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community's Learner Expectations, Core Beliefs, and Core Values. After two days, the team had developed action steps as well as performance measures that were specific, measurable, attainable, results oriented, and time-bound (SMART). On the third day, the Action Team developed a timeline for the five-year plan, being sure to 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.

- **November 16th, 2021**
  Word Fellowship Annex

- **November 17th, 2021**
  Word Fellowship Annex

- **March 23rd, 2022**
  Word Fellowship Annex

"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, engaged 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 16th, 2022**
  Board Approval

- **May 17th, 2022**
  Year One Plan Development

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

Chouteau-Mazie Public Schools expects the graduates of 2031 to possess...

- Life skills
- Critical thinking skills
- Effective communication skills
- Mastery of core content
- College and career readiness skills
- Organization, goal-setting, and time management skills
- Skills to be productive citizens
- Collaboration skills

These expectations, combined with opportunities to acquire financial skills, use technology, and resolve conflicts, will effectively prepare Chouteau-Mazie graduates.

Core Beliefs

Chouteau-Mazie Public Schools believes that to realize their expectations for graduates, teaching and learning should provide...

- Relevant content
- Creativity and innovation
- Opportunities for collaboration
- Community support
- Student leadership
- College and career readiness
- Family support and engagement
- Student use of technology
- Opportunities to locate, evaluate, and use information
- Counseling services
- Connections across content areas

Classroom teaching and learning, paired with opportunities for community service and enrichment, will accommodate students' strengths and improve upon weaknesses.

Core Values

In order to ensure quality teaching and learning, Chouteau-Mazie Public Schools values...

- Quality teachers
- Quality programs
- A respectful and nurturing environment
- Parent involvement and supportive families
- School and community connections
- Buildings and grounds
- Small class sizes
- Up-to-date technology
- Innovative teaching
- Safe and efficient environment

By upholding these values, Chouteau-Mazie Public Schools will create an environment for learning that provides a rigorous curriculum and the instructional materials and resources needed to meet the diverse needs of students.

STRATEGIC GOAL SUMMARY

GOAL AREA #1
STUDENT ACHIEVEMENT

Objective 1: Increase ACT scores

> » *Initiative: ACT prep*

Objective 2: Increase mastery of core content areas

> » *Initiative: Standards-based teaching*

Objective 3: Increase mastery of core content areas for IEP students

> » *Initiative: Interventions*

GOAL AREA #2
SCHOOL AND COMMUNITY RELATIONS

Objective 1: Improve communication

> » *Initiative: Communication plan*

Objective 2: Increase community engagement and stakeholder satisfaction

> » *Initiative: Stakeholder satisfaction*
> » *Initiative: Community and industry partnerships*

GOAL AREA #3

HUMAN AND FACILITY RESOURCES

Objective 1: Improve the quality of staff

> » *Initiative: Professional development plan*

Objective 2: Develop a long-range facilities plan

> » *Initiative: Facilities plan*
>
> » *Initiative: Bond issue*

GOAL AREA #4

CAREER AND LEADERSHIP PROGRAMS

Objective 1: Increase opportunities for students to recognize and participate in career pathways

> » *Initiative: Career pathways*

Objective 2: Improve the identification process of gifted and talented students

> » *Initiative: Gifted and talented program*

Objective 3: Establish a leadership program for grades K-12

> » *Initiative: Leadership program*

GOAL AREA #1
STUDENT ACHIEVEMENT

Objective 1: Increase ACT scores
>> *Initiative: ACT prep*

Objective 2: Increase mastery of core content areas
>> *Initiative: Standards-based teaching*

Objective 3: Increase mastery of core content areas for IEP students
>> *Initiative: Interventions*

GOAL AREA #1
STUDENT ACHIEVEMENT

OBJECTIVE 1	Increase ACT scores
RATIONALE	*If we increase ACT scores, we will honor our community's values, beliefs, and expectations because our community expects our students to be college- and career-ready.*

INITIATIVE 1
ACT prep

ACTION STEPS	TIMELINE
Provide professional development to teachers on crosswalking Oklahoma Academic Standards with ACT standards.	**2022-23**
Provide professional development for core content teachers in ACT instructional strategies and test-taking strategies.	**2022-23**
Integrate ACT instructional strategies and test-taking strategies into lessons for all high school core classes.	**2022-23**
Inform and educate students and their parents about the ACT.	**2022-23**
Implement ACT and test-taking strategies through the use of resources such as the following: • Edmentum • Testing with Success • ACT Workshop	**2022-23**
Survey students and teachers on the effectiveness of selected ACT strategies and test-taking strategies.	**2023-24**
Analyze data from student-teacher perception, ACT test-taking strategies, and ACT test scores to determine the effectiveness of ACT prep action steps.	**2023-24**
Revise ACT planning according to survey feedback and test scores.	**2023-24**

GOAL AREA #1
STUDENT ACHIEVEMENT

OBJECTIVE 2	Increase mastery of core content areas
RATIONALE	*If we increase mastery of core content areas, we will honor our community's values, beliefs, and expectations because our community expects our students to master core content.*

INITIATIVE 1

Standards-based teaching

ACTION STEPS	TIMELINE
Provide professional learning community (PLC) PD from Solution Tree.	**2022-23**
Develop intentional site schedules with time for PLCs.	**2022-23**
Identify essential standards by content and grade level.	**2022-23**
Create common formative assessments over essential standards.	**2023-24**
Adjust instructional practices based on the results of progress monitoring.	**2023-24**
Implement a Response-to-Intervention (RTI) plan over essential standards at each site.	**2023-24**
Develop and administer a pre and post teacher survey over growth mindset.	**2024-25**
Develop and administer pre and post student growth mindset survey.	**2024-25**
Conduct a book study on growth mindset based on the work of Carol Dwek.	**2024-25**
Provide targeted PD over growth mindset at each site.	**2024-25**
Analyze pre and post surveys on growth mindset.	**2024-25**
Implement specific lessons to increase student growth mindset. • *The Growth Mindset Coach* (book) • Brainology • Applied Brainology	**2024-25**

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 3	Increase mastery of core content areas for Individualized Education Program (IEP) students
RATIONALE	*If we increase mastery of core content for IEP students, we will honor our community's values, beliefs, and expectations because our community expects our students to master core content.*

INITIATIVE 1
Curriculum alignment

ACTION STEPS	TIMELINE
Provide professional learning community (PLC) professional development (PD) from Solution Tree.	2022-23
Provide intentional site schedules with time for PLCs.	2022-23
Identify essential standards by content and grade level.	2022-23
Create common formative assessments over essential standards.	2023-24
Adjust instructional practices based on the results of progress monitoring.	2023-24
Implement a Response-to-Intervention (RTI) plan over essential standards at each site.	2023-24
Research and review special education programs, which might include: • Co-teaching • Inclusion • Direct and indirect services	2022-23
Provide job-embedded professional development days within the first 10 days of each semester for special education teachers to meet individually with regular education classroom teachers and share information about students in their classrooms. Information should include each child's: • Disability • IEP requirements • Accommodations • Modifications	2022-23
Provide professional development on adaptations, accommodations, and modifications for various disabilities.	2022-23

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase ACT scores	By 2027, the average composite score for 11th grade students taking the ACT will be 19.8 according to the ACT Report. (SA 17.7)	16.2	17.1	17.9	18	19	19.8
	By 2027, 40% of 11th grade students will meet the college readiness benchmark of English according to the ACT Report. (SA 40%)	24%	28%	31%	34%	37%	40%
	By 2027, 21% of 11th grade students will meet the college readiness benchmark for math according to the ACT Report. (SA 17%)	11%	13%	15%	17%	19%	21%
	By 2027, 31% of 11th grade students will meet the college readiness benchmark for reading according to the ACT Report. (SA 29%)	21%	23%	25%	27%	29%	31%
	By 2027, 23% of 11th grade students will meet the college readiness benchmark in science according to the ACT Report. (SA 15%)	13%	15%	17%	20%	22%	23%

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 61% of 5th grade students will score at or above proficient on the Oklahoma School Testing Program (OSTP) science test.	51%	53%	55%	58%	60%	61%
By 2027, 57% of 8th grade students will score at or above proficient on the OSTP science test.	47%	49%	51%	53%	55%	57%
By 2027, 25% of 11th grade students will score at or above proficient on the College and Career Readiness Assessment (CCRA) science test.	15%	17%	19%	21%	23%	25%
By 2027, 50% of 3rd grade students will score at or above proficient on the OSTP math test.	40%	42%	44%	46%	48%	50%
By 2027, 42% of 4th grade students will score at or above proficient on the OSTP math test.	32%	34%	36%	38%	40%	42%
By 2027, 52% of 6th grade students will score at or above proficient on the OSTP math test.	42%	44%	46%	48%	50%	52%
By 2027, 43% of 7th grade students will score at or above proficient on the OSTP math test.	33%	35%	37%	39%	41%	43%
By 2027, 34% of 8th grade students will score at or above proficient on the OSTP math test.	24%	26%	28%	30%	32%	34%
By 2027, 31% of 3rd grade students will score at or above proficient on the OSTP English language arts (ELA) test.	21%	23%	25%	27%	29%	31%
By 2027, 39% of 4th grade students will score at or above on the OSTP ELA test.	29%	31%	33%	35%	37%	39%
By 2027, 31% of 5th grade students will score at or above proficient on the OSTP ELA test.	21%	23%	25%	27%	29%	31%
By 2027, 48% of 6th grade students will score at or above proficient on the OSTP ELA test.	38%	40%	42%	44%	46%	48%
By 2027, 18% of 7th grade students will score at or above proficient on the OSTP ELA test.	8%	10%	12%	14%	16%	18%
By 2027, 34% of 8th grade students will score at or above proficient on the OSTP ELA test.	24%	26%	28%	30%	32%	34%
TBD% of students will show a TBD% increase in the growth mindset survey.	TBD	TBD	TBD	TBD	TBD	TBD
TBD% of teachers will show a TBD% increase in the growth mindset survey.	TBD	TBD	TBD	TBD	TBD	TBD

Increase mastery of core content areas

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase mastery of core content areas for IEP students	*By 2027, 56% of 5th grade Individualized Education Program (IEP) students will score at or above proficient on the Oklahoma State Testing Program (OSTP) science test.*	46%	48%	50%	52%	54%	56%
	By 2027, 27% of 8th grade IEP students will score at or above proficient on the OSTP science test.	17%	19%	21%	23%	25%	27%
	By 2027, 27% of 11th grade IEP students will score at or above proficient on the College and Career Readiness Assessment (CCRA) science test.	17%	19%	21%	23%	25%	27%
	By 2027, 35% of 3rd grade IEP students will score at or above proficient on the OSTP math test.	25%	27%	29%	31%	33%	35%
	By 2027, 29% of 4th grade IEP students will score at or above proficient on the 2026-27 OSTP math test.	19%	21%	23%	25%	27%	29%
	By 2027, 33% of 5th grade IEP students will score at or above proficient on the OSTP math test.	23%	25%	27%	29%	31%	33%
	By 2027, 30% of the 6th grade IEP students will score at or above proficient on the OSTP math test.	20%	22%	24%	26%	28%	30%
	By 2027, 10% of 7th grade IEP students will score at or above proficient on the OSTP math test.	0%	2%	4%	6%	8%	10%
	By 2027, 10% of 8th grade IEP students will score at or above proficient on the OSTP math test.	0%	2%	4%	6%	8%	10%
	By 2027, 10% of 3rd grade IEP students will score at or above proficient on the OSTP English language arts (ELA) test.	0%	2%	4%	6%	8%	10%
	By 2027, 23% of the 4th grade IEP students will score at or above proficient on the OSTP ELA test.	13%	15%	17%	19%	21%	23%
	By 2027, 18% of the 5th grade IEP students will score at or above proficient on the OSTP ELA test.	8%	10%	12%	14%	16%	18%

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase mastery of core content areas for IEP students	*By 2027, 30% of 6th grade IEP students will score at or above proficient on the OSTP ELA test.*	**20%**	**22%**	**24%**	**26%**	**28%**	**30%**
	By 2027, 10% of 7th grade IEP students will score at or above proficient on the OSTP ELA test.	**0%**	**2%**	**4%**	**6%**	**8%**	**10%**
	By 2027, 10% of 8th grade IEP students will score at or above proficient on the OSTP ELA test.	**0%**	**2%**	**4%**	**6%**	**8%**	**10%**

GOAL AREA #2
SCHOOL AND COMMUNITY RELATIONS

Objective 1: Improve communication
> » *Initiative: Communication plan*

Objective 2: Increase community engagement and stakeholder satisfaction
> » *Initiative: Stakeholder satisfaction*
> » *Initiative: Community and industry partnerships*

GOAL AREA #2
SCHOOL AND COMMUNITY RELATIONS

OBJECTIVE 1 | **Improve communication**

RATIONALE

If we improve communication, we will honor our community's values, beliefs, and expectations because our community values effective communication.

INITIATIVE 1

Communication plan

ACTION STEPS	TIMELINE
Develop and administer surveys with staff to determine current school communication methods.	**2022-23**
Develop and administer community and parent surveys to determine preferred forms of communication.	**2022-23**
Analyze data and develop a communication plan that includes: • Multiple modes and platforms of communication including district app and website • Guidelines for teachers' and staff members' consistent use of and timelines concerning communication on websites, apps, and other specified modes and platforms	**2023-24**
Designate or hire one person to coordinate and manage district communication, specifically via the school website and app. This person should : • Create tags for parents to easily access relative content for individual use • Allow users to be notified about posts from liked pages or tags • Provide pre-enrollment on the app • Suggest downloading the app or provide it during school enrollment for parents and guardians	**2024-25**
Provide professional development on the communication plan and use of the website and app.	**2025-26**

GOAL AREA #2
SCHOOL AND COMMUNITY RELATIONS

OBJECTIVE 2 | **Increase community engagement and stakeholder satisfaction**

RATIONALE | *If we increase stakeholder satisfaction, we will honor our community's values, beliefs, and expectations because our community values school and community connections.*

INITIATIVE 1

Stakeholder satisfaction

ACTION STEPS	TIMELINE
Develop a stakeholder advisory committee comprised of: • Parents and students from interest groups (sports, band, FFA, NASA, JOM, PTO, etc.) • Staff members (at least one representative from elementary, middle, and high school) • Elementary, middle, and high school students to represent each site	2022-23
Schedule a meeting for stakeholder advisory committee members to establish officers and bylaws.	2022-23
Schedule stakeholder advisory committee meeting dates once per nine weeks or as needed for bond issues, community school collaboration, and input on plans to react to unprecedented events.	2022-23
Develop and administer new parent, teacher, and student surveys.	2023-24
Provide incentives for participants to take the survey. Include prizes for one parent, one teacher and one student for each school.	2023-24
Establish an annual survey to gauge the growth of satisfaction.	2024-25

GOAL AREA #2
SCHOOL AND COMMUNITY RELATIONS

OBJECTIVE 2	Increase community engagement and stakeholder satisfaction
RATIONALE	*If we increase community engagement, we will honor our community's values, beliefs, and expectations because our community values community support and school and community connections.*

INITIATIVE 2

Community and industry partnerships

ACTION STEPS	TIMELINE
Identify potential business and industry partners.	2022-23
Contact potential partners and conduct a survey to determine what types of involvement partners can provide as well as how sites can benefit these partners.	2023-24
Match business and industry partners with school sites and organizations within schools based on survey results.	2023-24
Monitor and adjust partnerships as needed.	2024-25
Invite students to discuss career opportunities to improve community engagement.	2024-25
Host a job fair with local businesses and community partners to make students aware of career opportunities.	2024-25
Expand the job fair to the community to provide an opportunity to fill current jobs after students have participated.	2025-26
Survey site staff to determine specific volunteer needs.	2022-23
Publish specific volunteer needs for each site at enrollment and website.	2023-24
Sign up and recruit volunteers.	2024-25
Determine a consistent method to record volunteer hours at each site.	2025-26
Design and implement a volunteer recognition program.	2025-26

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Improve communication	*By 2027, 65% of parents will respond that communication with families is open and respectful according to the parent climate survey.*	15%	25%	35%	45%	55%	65%
	By 2027, 68% of parents will respond that they know what is going on at their child's school according to the parent climate survey.	18%	28%	38%	48%	58%	68%
	By 2027, 64% of parents will feel comfortable talking with their child's teachers according to the parent climate survey.	38.0%	43.2%	48.4%	53.6%	58.8%	64.0%
	By 2027, 57% of parents will respond that they are well-informed on how their child is doing according to the parent climate survey.	22%	29%	36%	43%	50%	57%
	By 2027, 50% of parents will respond that they know what teachers expect of their child according to the parent climate survey.	25%	30%	35%	40%	45%	50%
	By 2027, 65% of respondents will agree or strongly agree with the statement that our schools regularly and effectively communicate with me according to the parent climate survey.	46.0%	49.8%	53.6%	57.5%	61.3%	65.0%
	By 2027, 60% of parents surveyed will respond that communication with families is open and respectful according to the parent climate survey.	15%	24%	33%	42%	51%	60%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
	By 2027, 60% of students will respond that most students in their school are well-behaved according to the student climate survey.	35%	40%	45%	50%	55%	60%
	By 2027, 70% of students will respond that most students in their school help each other when asked according to the student climate survey.	60%	62%	64%	66%	68%	70%
	By 2027, 72% of students will respond that they have opportunities to express themselves at school according to the student climate survey.	62%	64%	66%	68%	70%	72%
	By 2027, 70% of students will respond that they enjoyed being at school last year according to the student climate survey.	50%	54%	58%	62%	66%	70%
	By 2027, no more than 20% of students will respond that students at this school are bullied according to the student climate survey.	40%	36%	32%	28%	24%	20%
Increase community engagement and stakeholder satisfaction	By 2027, 72% of elementary students will respond that students are well-behaved at their school according to the student climate survey.	64.0%	65.6%	67.2%	68.8%	70.4%	72.0%
	By 2027, no more than 15% of elementary students will respond that their teachers treat some students better than others according to the student climate survey.	34.0%	30.2%	26.4%	22.6%	18.8%	15.0%
	By 2027, 75% of students will respond that they feel like they belong at their school according to the student climate survey.	65%	67%	69%	71%	73%	75%
	By 2027, 70% of students will respond that most students in their school treat each other well according to the student climate survey.	51.0%	54.8%	58.6%	62.4%	66.2%	70.0%
	By 2027, 71% of students will respond that students in their school treat each other with respect according to the student climate survey.	46%	51%	56%	61%	66%	71%
	By 2027, 73% of students will respond that students in their school are easily able to work out disagreements with other students according to the student climate survey.	48%	53%	58%	63%	68%	73%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase community engagement and stakeholder satisfaction	By 2027, 70% of students will respond that their teachers often assign homework that helps them learn according to the student climate survey.	45%	50%	55%	60%	65%	70%
	By 2027, 75% of students will respond that their teachers will give them extra help at school outside of their regular class according to the student climate survey.	57.0%	60.6%	64.2%	67.8%	71.4%	75.0%
	By 2027, 81% of students will respond that teachers and other adults at school listen to students' ideas about school according to the student climate survey.	56%	61%	66%	71%	76%	81%
	By 2027, 80% of students will respond that their teachers notice when they are doing a good job and let them know about it according to the student climate survey.	63.0%	66.4%	69.8%	73.2%	76.6%	80.0%
	By 2027, 80% of students will respond that adults at their school apply the same rules to all students equally according to the student climate survey.	65%	68%	71%	74%	77%	80%
	By 2027, 70% of students will respond that most students in their school do their best, even when their work is different, according to the student climate survey.	52.0%	55.6%	59.2%	62.8%	66.4%	70.0%
	By 2027, 70% of students will respond that most students in their school do their homework according to the student climate survey.	35%	42%	49%	56%	63%	70%
	By 2027, 70% of students will respond that most students in their school try to do a good job on schoolwork even when it's not interesting according to the student climate survey.	55%	58%	61%	64%	67%	70%
	By 2027, 80% of students will respond that their teachers make learning interesting according to the student climate survey.	62.0%	65.6%	69.2%	72.8%	76.4%	80.0%
	By 2027, 65% of parents will respond that their child felt safe at school according to the parent climate survey.	37.0%	42.6%	48.2%	53.8%	59.4%	65.0%
	By 2027, 70% of parents will respond that students have pride in the school according to the parent climate survey.	60%	62%	64%	66%	68%	70%
	By 2027, 60% of parents will respond that the rules for their child are fair according to the parent climate survey.	35%	40%	45%	50%	55%	60%

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 50% of parents will respond that the learning environment is excellent according to the parent climate survey.	25%	30%	35%	40%	45%	50%
By 2027, 47% of parents will respond that they are satisfied with extracurricular activities according to the parent climate survey.	22%	27%	32%	37%	42%	47%
By 2027, 58% of parents will respond that they encourage each other to respect differences according to the parent climate survey.	33%	38%	43%	48%	53%	58%
By 2027, 58% of parents will respond that adults treat students with respect according to the parent climate survey.	33%	38%	43%	48%	53%	58%
By 2027, 80% of parents will respond that parents respect their students' teachers according to the parent climate survey.	65%	68%	71%	74%	77%	80%
By 2027, 50% parents surveyed will respond that teachers set high standards for students according to the parent climate survey.	21.0%	26.8%	32.6%	38.4%	44.2%	50.0%
By 2027, 52% of parents will respond that they are satisfied with the school according to the parent climate survey.	27%	32%	37%	42%	47%	52%
By 2027, 50% of parents will respond that they say schools keep the best teachers and staff according to the parent climate survey.	21%	27%	32%	38%	43%	50%
By 2027, 47% of parents will respond that rules for students' conduct are constantly enforced according to the parent climate survey.	22%	27%	32%	37%	42%	47%
By 2027, 85% of parents will respond that the environment is clean and in good condition according to the parent climate survey.	69%	72%	75%	79%	82%	85%
By 2027, 80% of parents will respond that they care about how their child performs according to the parent climate survey.	68%	70%	73%	75%	78%	80%

Increase community engagement and stakeholder satisfaction

	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase community engagement and stakeholder satisfaction	*By 2027, 52% of parents will respond that they are actively involved according to the parent climate survey.*	27%	32%	37%	42%	47%	52%
	By 2027, 50% of parents will respond that their child has pride in their school according to the parent climate survey.	25%	30%	35%	40%	45%	50%
	By 2027, 50% of parents will respond that their students respect the teachers according to the parent climate survey.	22%	28%	33%	39%	44%	50%
	By 2027, 45% of parents will respond that they are involved in making decisions at their school according to the parent climate survey.	10%	17%	24%	31%	38%	45%
	By 2027, 75% of parents will respond that parents care about how their child performs according to the parent climate survey.	62%	65%	67%	70%	72%	75%
	By 2027, 75% of parents will respond that they have high expectations for all students according to the parent climate survey.	64%	66%	68%	71%	73%	75%
	By 2027, 65% of parents will respond that parents are involved with the school according to the parent climate survey.	40%	45%	50%	55%	60%	65%
	By 2027, 75% of teachers will respond that students come to class prepared according to the teacher climate survey.	64%	66%	68%	71%	73%	75%
	By 2027, 46% of teachers will respond that teachers assign high-quality homework according to the teacher climate survey.	21%	26%	31%	36%	41%	46%
	By 2027, 70% of teachers will respond that the environment is clean and in good condition according to the teacher climate survey.	69%	71%	73%	76%	78%	80%
	By 2027, 50% of teachers will respond that rules for students' conduct are constantly enforced according to the teacher climate survey.	22%	28%	33%	39%	44%	50%

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase community engagement and stakeholder satisfaction	*By 2027, 70% of respondents will agree or strongly agree that schools value their input according to the CSI community survey.*	49%	53%	57%	62%	66%	70%
	By 2027, 70% of respondents will agree or strongly agree that schools are meeting the academic needs of all students according to CSI community survey data.	51%	55%	59%	62%	66%	70%
	By 2027, 71% of respondents will agree or strongly agree that schools are graduating students who are prepared for higher education or the workforce according to the CSI community survey.	46%	51%	56%	61%	66%	71%
	By 2027, 73% of respondents will agree or strongly agree that schools have the resources required to meet the academic needs of every student according to the CSI community survey.	48%	53%	58%	63%	68%	73%
	By 2027, 79% of respondents will agree or strongly agree that schools provide opportunities for their input according to the CSI community survey.	54%	59%	64%	69%	74%	79%
	By 2027, 69% of respondents will agree or strongly agree that schools involve the community in decision-making about school business, according to the CSI community survey.	44%	49%	54%	59%	64%	69%
	By 2027, 65% of respondents will agree or strongly agree that school staff collaborates with local community members according to the CSI community survey.	46%	50%	53%	57%	61%	65%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase community engagement and stakeholder satisfaction	By 2027, 45% of parents will respond that they are involved in making decisions at their school according to the parent climate survey.	10%	17%	24%	31%	38%	45%
	By 2027, 52% of parents will respond that they are actively involved according to the parent climate survey.	27%	32%	37%	42%	47%	52%
	By 2027, 79% of respondents will agree or strongly agree that schools provide opportunities for their input according to the CSI community survey.	54%	59%	64%	69%	74%	79%
	By 2027, 69% of respondents will agree or strongly agree that schools involve the community in decision-making about school business, according to the CSI community survey.	44%	59%	54%	69%	64%	69%
	By 2027, 65% of respondents will agree or strongly agree that school staff collaborates with local community members according to the CSI community survey.	46%	49%	54%	57%	61%	65%
	By 2027, the district will have TBD community partners (internships, job fairs, etc.) according to programs data.	TBD	TBD	TBD	TBD	TBD	TBD

GOAL AREA#3

HUMAN AND FACILITY RESOURCES

Objective 1: Improve the quality of staff
> *Initiative: Professional development plan*

Objective 2: Develop a long-range facilities plan
> *Initiative: Facilities plan*
> *Initiative: Bond issue*

GOAL AREA #3
HUMAN AND FACILITY RESOURCES

OBJECTIVE 1 | **Improve the quality of staff**

RATIONALE | *If we improve the quality of staff, we will honor our community's values, beliefs, and expectations because our community values quality teachers and relevant content.*

INITIATIVE 1

Professional development plan

ACTION STEPS	TIMELINE
Create a committee to develop a districtwide professional development (PD) plan. The committee should include representation from: • Superintendent • Site administrators • Specialized staff • Technology team • Site representative or teacher	**2023-24**
Define the role and purpose of the PD committee, especially: • Increasing the rigor of staff development • Increasing the number of highly qualified staff members • Increasing the authentic use of technology in classrooms	
Use the committee to develop and implement a survey for staff regarding areas in need of professional development.	**2023-24**
Have the committee review the survey results.	**2023-24**
Develop a PD plan based on the survey results.	**2023-24**
Present the PD plan to the school board for approval of implementation.	**2023-24**
Implement the PD plan.	**2024-25**
Survey staff for feedback to determine if the PD plan improves instructional effectiveness.	**2024-25**
Review the PD plan annually.	**2024-25**
Create a new hire introduction to align new hire training with district expectations and culture.	**2022-23**
Implement a new hire introduction to align new hire training with district expectations and culture.	**2023-24**

GOAL AREA #3
HUMAN AND FACILITY RESOURCES

OBJECTIVE 2 | **Develop a long-range facilities plan**

RATIONALE | *If we develop a long-range facilities plan, we will honor our community's values, beliefs, and expectations because our community values buildings and grounds and a safe, efficient environment.*

INITIATIVE 1
Facilities plan

ACTION STEPS	TIMELINE
Form a committee.	**2022-23**
Create an economic development and growth survey.	**2022-23**
Integrate the economic development and growth survey into the CSI plan.	**2022-23**
Review the site plan with stakeholders and committee members to ensure the plan is ready for the architect.	**2022-23**
Search for an architect to develop a plan based on survey results.	**2022-23**
Share the facilities plan with the school board.	**2022-23**
Share the facilities plan with the public.	**2022-23**
Determine Information Technology (IT) equipment inventory at each site.	**2022-23**
Adhere to the technology plan to ensure ongoing funding for IT equipment and needs.	**2022-23**

GOAL AREA #3

HUMAN AND FACILITY RESOURCES

OBJECTIVE 2	Develop a long-range facilities plan
RATIONALE	*If we develop a long-range facilities plan, we will honor our community's values, beliefs, and expectations because our community values buildings and grounds and a safe, efficient environment.*

INITIATIVE 2

Bond issue

ACTION STEPS	TIMELINE
Work with a bonding agent to determine the site's financial capacity.	**2021-22**
Develop a facility site plan that fits the site's bonding capacity.	**2022-23**
Develop a marketing plan to promote the bond issue. This plan might include: • Personal phone calls • Social media campaign • Town hall meetings	**2022-23**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Improve the quality of staff	*By 2027, 85% of district teachers will score 3 or higher in the area of "helping students examine reasoning" according to the Marzano Teacher Evaluation (MTE) report.*	69%	72%	75%	78%	82%	85%
	By 2027, 90% of district teachers will score a 3 or higher in the area of "helping students examine similarities and differences" according to the MTE report.	84%	85%	86%	87%	89%	90%
	By 2027, 75% of district teachers will score a 3 or higher in the area of "helping students revise knowledge" according to the MTE report.	61%	64%	67%	70%	72%	75%
	By 2027, 50% of district teachers will score a 4 or 5 according to the Oklahoma Teacher Leader Effectiveness (TLE) report.	38%	40%	3%	46%	48%	50%
	By 2027, 80% of district teachers will score a 3 or higher on the MTE in the area of "helping students engage in cognitively complex tasks" according to the MTE report.	68%	71%	74%	76%	78%	80%
	By 2027, an average of 45 minutes per week will be devoted to Professional Learning Communities (PLC) according to district programs data.	39	40	41	42	43	45
	By 2027, 18 hours of site-related professional development (PD) will be integrated into the school calendar to accommodate specific faculty needs according to programs data.	0	0	15	16	17	18

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Develop a long-range facilities plan	*By 2027, facilities will be at 100% occupancy according to enrollment numbers and available classrooms as shown on school maps.*	75%	80%	85%	90%	95%	100%
	By 2027, all future project funds will have been used according to the plant facilities projects report.	$250,000	$200,000	$150,000	$100,000	$50,000	$0
	By 2027, 0 classrooms will be available for growth at the Chouteau campus according to the facilities' K-12 maps.	5	5	4	3	1	0
	By 2027, there will be four full-time Information Technology (IT) employees serving 1,700 total devices (1:425) according to the technology inventory report.	3	3	3	3	4	4
	By 2027, 75% of student classroom devices will be less than 5 years old according to technology inventory report.	25%	35%	45%	55%	65%	75%
	By 2027, up or down bandwidth will be 10 GB or higher according to the technology inventory report.	10	10	10	10	10	10
	By 2027, 18 hours of site-related professional development (PD) will be integrated into the school calendar to accommodate specific faculty needs according to programs data.	0	0	15	16	17	18

GOAL AREA #4
CAREER AND LEADERSHIP PROGRAMS

Objective 1: Increase opportunities for students to recognize and participate in career pathways

> *Initiative: Career pathways*

Objective 2: Improve the identification process of Gifted and Talented students

> *Initiative: Gifted and talented program*

Objective 3: Establish a leadership program for grades K-12

> *Initiative: Leadership program*

GOAL AREA #4
CAREER AND LEADERSHIP PROGRAMS

OBJECTIVE 1	**Increase opportunities for students to recognize and participate in career pathways**
RATIONALE	*If we increase opportunities for students to participate in career pathway options, we will honor our community's values, beliefs, and expectations because the community believes in college and career readiness.*

INITIATIVE 1 *Career pathways*	**ACTION STEPS**	**TIMELINE**
	Provide opportunities for students to experience/develop keyboarding skills beginning in grades 2-7, including the following steps: • Research and identify available keyboarding programs for these grades. • Develop a scope and sequence for keyboarding skills. • Implement keyboarding programs in elementary and middle schools.	**2022-23**
	Develop preliminary career pathway goals with fifth graders.	**2022-23**
	Implement Individual Career Academic Plan (ICAP) in 9th-11th grade, including: • Campus visits 　◊ Seniors and parents will visit Northeastern State University. 　◊ Juniors and parents will visit Rogers State University. 　◊ Sophomores and parents will visit Northeast Technology Center Sophomore Showcase. • Field trips 　◊ Freshman and sophomore classes will visit businesses at MidAmerica Industrial Park. • Guest speakers 　◊ Military Mondays: A different branch of the military will visit during both lunch periods. 　◊ Rogers State University: Representative will visit sophomores and juniors to discuss opportunities for concurrent enrollment and various programs. • Free Application for Federal Student Aid (FAFSA) Night 　◊ Parents and students will be invited to meet with the counselor and college advisors to fill out FAFSA information. • College Application Week	**2022-23**

Review and expand the job shadowing and internship program via the following: • Create marketing materials to promote job shadowing and the internship program. • Recruit partners in the community to create job shadowing and internship opportunities based on career interests. • Identify students to participate in job shadowing or internships. • Prepare students and partners for job shadowing and internships. • Survey students and partners for program satisfaction. • Make adjustments as needed.	**2022-23**
Track student ICAP progress via students recording their individual goals, participation, and assessment (on a scale of 1-4) of each Oklahoma state standard and unit.	**2022-23**
Conduct a freshman orientation to inform parents and students regarding: • Credits needed to graduate • Career pathways • Career tech offerings • Internships • Concurrent enrollment • Scholarship information • Advanced Placement (AP) course enrollment	**2022-23**
Offer at least three classes per year to educate parents/guardians about college/career pathways. (These classes will be offered in the evenings or virtually.) Potential class content might include: • Education about AP courses • Benefits and opportunities of Northeast Technology Center (NTC) • Scholarships and financial aid • College applications • College 101 • How to choose a college • Career pathways • Internships 101	**2024-25**

GOAL AREA #4
CAREER AND LEADERSHIP PROGRAMS

OBJECTIVE 2	Improve identification process of gifted and talented students

RATIONALE	*If we improve our gifted and talented program, we will honor our community's values, beliefs, and expectations because our community values creativity.*

INITIATIVE 1

Gifted and talented (GT) program

ACTION STEPS	TIMELINE
Review current committee membership to determine who should be members of the committee.	**2022-23**
Set meeting schedules.	**2022-23**
Review and revise district identification and referral process.	**2022-23**
Provide professional development on the GT process.	**2022-23**
Develop grade appropriate GT programs.	**2022-23**
Implement programs.	**2022-23**
Monitor and evaluate programs.	**2022-23**

GOAL AREA #4
CAREER AND LEADERSHIP PROGRAMS

OBJECTIVE 3	Establish a leadership program for grades K-12

RATIONALE | *If we establish a leadership program, we will honor our community's values, beliefs, and expectations because our community values student leadership.*

INITIATIVE 1
Leadership program

ACTION STEPS	TIMELINE
Review all leadership programs, clubs, and opportunities currently available.	**2023-24**
Identify age levels and groups currently underserved in leadership areas.	**2023-24**
Research available leadership programs and initiatives available, and select potential programs for district's population.	**2023-24**
Determine goals and objectives for a potential consistent leadership program in the district.	**2023-24**
Meet with site and district administration to share potential leadership programs for implementation, and select the best option.	**2023-24**
Educate staff for the selected program.	**2023-24**
Implement leadership programs for all students.	**2024-25**
Monitor and evaluate programs.	**2025-26**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Increase opportunities for students to recognize and participate in career pathways	By 2027, 100% of high school sophomores will have an active, personalized Individual Career Academic Plan (ICAP) and will be working toward their own employment/independent living goals.	0%	10%	25%	50%	75%	100%
	By 2027, 40 Advance Placement (AP) exams will be taken by students according to the College Board data.	30	32	34	36	38	40
	By 2027, 30% of juniors and seniors will be enrolled in AP courses according to College Board data.	20%	22%	24%	26%	28%	30%
	By 2027, up to 25% of junior and senior students will attend Northeast Career Tech according to district career tech enrollment data.	17%	18%	19%	21%	22%	25%
	By 2027, students in grades 2-7 will participate in building keyboarding skills each year according to school class descriptions.	0	2 grades	3 grades	4 grades	5 grades	yearly for 6 years
	By 2027, 20 career tech courses will be offered according to program data.	17	18	18	19	19	20
	By 2027, 25% of students will have taken at least one career tech course according to program data.	TBD	TBD	TBD	TBD	TBD	25%
	By 2027, 25 students will be participating in internships through ICAP according to school programs data.	3	5	10	15	20	25
Improve identification process of GT students K-12	By 2027, at least 10% of students will be identified as gifted and talented (GT) according to program data.	7.7%	8.0%	8.5%	9.0%	9.5%	10.0%
Establish a leadership program for grades K-12	By 2027, all 5 sites will have implemented a comprehensive leadership program.	1	2	2	3	4	5
	By 2027, 80% of sites will offer a student club or organization related to student leadership according to site reports.	60%	64%	68%	72%	76%	80%
	By 2027, 80% of sites will have a student council organization according to the school data report.	60%	64%	68%	72%	76%	80%

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The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognize the Chouteau-Mazie 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 Chouteau-Mazie Public Schools' decision-making and actions in the coming years. We also would like to acknowledge the dedication of those comprising the Planning Team and Action Team, who contributed their time, expertise, experience, and enthusiasm to the development of the district's strategic plan. Their engagement in this process mirrors the community's investment in education and its commitment to student achievement.

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Oklahoma State School Boards Association

Shawn Hime, Ph.D.
Executive Director
shawnh@ossba.org

Stephanie Hyder
Director of Strategic Initiatives and Executive Search Services
stephanieh@ossba.org

K20CENTER
THE UNIVERSITY OF OKLAHOMA

Leslie Williams, Ph.D.
Director
lesliew@ou.edu

Sharon Dean, M.S.
Associate Director of Leadership, College and Career Readiness
sdean@ou.edu

Tracy Felan, M.Ed.
Associate Director of Professional Partnerships
tfelan@ou.edu

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