

2023–2028

STRATEGIC PLAN



CATOOSA
PUBLIC SCHOOLS

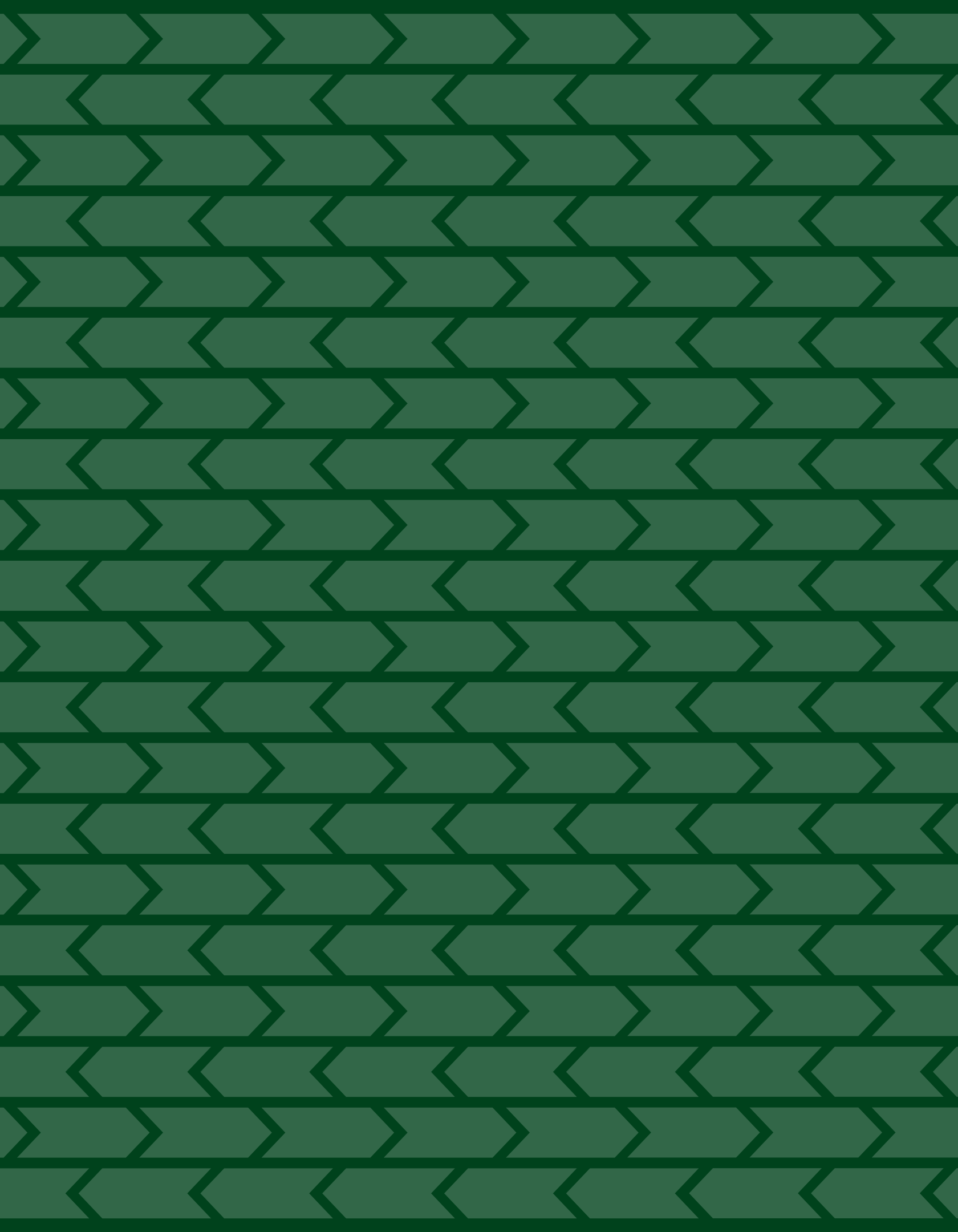


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50 Acknowledgments



Dear Catoosa Public Schools family,

In August 2022, we launched a community-informed, data-driven strategic planning process that included opportunities for every member of the Catoosa Public Schools family to have a voice in setting the goals that will move our district forward across the next five years. I am incredibly proud of the collaborative efforts of our educators, site and district administrators, students, parents, and community members in developing the 2023–2028 Strategic Plan for Catoosa Public Schools.

The 2023–2028 Strategic Plan for Catoosa Public Schools is relentlessly student-centered: each of our four goals is grounded in creating the best possible conditions for teaching and learning.

Goal One: Academic Achievement

We envision a district where every student graduates not only prepared for college and careers, but also with fundamental life skills as critical thinkers and strong collaborators who know how to set goals, manage their time, stay organized, and effectively navigate their finances in the real world.

Goal Two: Supporting Our Team

We envision a district where every teacher and support team member has opportunities for continuous professional growth; school schedules are designed to give educators meaningful time to collaborate on effective approaches to support our highest-need students; and every team member feels supported and enabled to do his or her best work.

Goal Three: Culture and Climate

We envision a district where teacher and student voice matters and parents are empowered and active partners in learning, and where community members, local stakeholders, and business partners have a range of options to be engaged with our school communities.

Goal Four: Strengthening Our System

We envision a district where students have opportunities to explore their interests during their pre-K–12 educational experience through clubs, activities, and partnerships with youth-serving organizations; expanded access to career pathways during their high school years; and safe, secure, high-quality learning environments.

As you read through this plan, I ask you to join us in envisioning a public school district where every student has limitless opportunities to learn, grow, and thrive. I invite you to consider what role you will play as we move forward together toward the vision of our 2023–2028 Strategic Plan for Catoosa Public Schools.

In service,

Robert Schornick
Superintendent

BOARD OF EDUCATION



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Shouse**
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**Stefan
Swaggerty**
Board Member

STRATEGIC PLANNING TEAM MEMBERS



Academic Achievement

- Amy White
- Sandee Cross
- Ashley Hoffman
- Mitch McGrew
- Colleen Gable



Supporting Our Team

- Bridget Tognazzini
- Marcie Wenzel
- Connie Buhler
- Kelly Grossman
- Whitney Calico



Culture and Climate

- Dionne Churchill
- Bryce Hauenstein
- Glenna Scott
- Paula Haueter
- Ashton Sparks

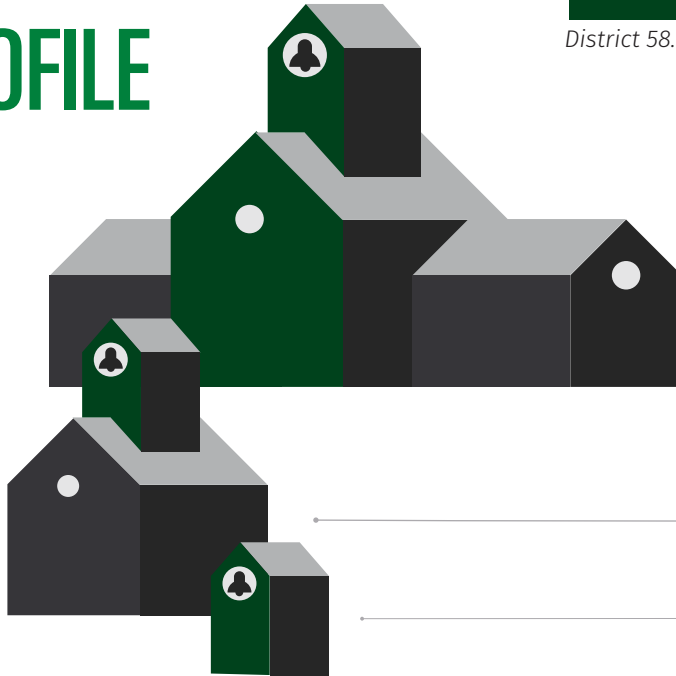
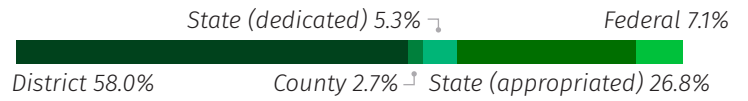


Strengthening the System

- Grant Cheves
- Traci Thomas
- Stefan Swaggerty
- Kaitlyn Pilcher
- Josh Brown

DISTRICT PROFILE

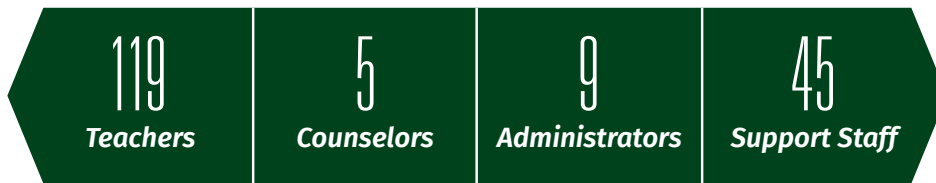
District Revenues: (All Funds)



Catoosa High School (8-12)

Wells Middle School (4-7)

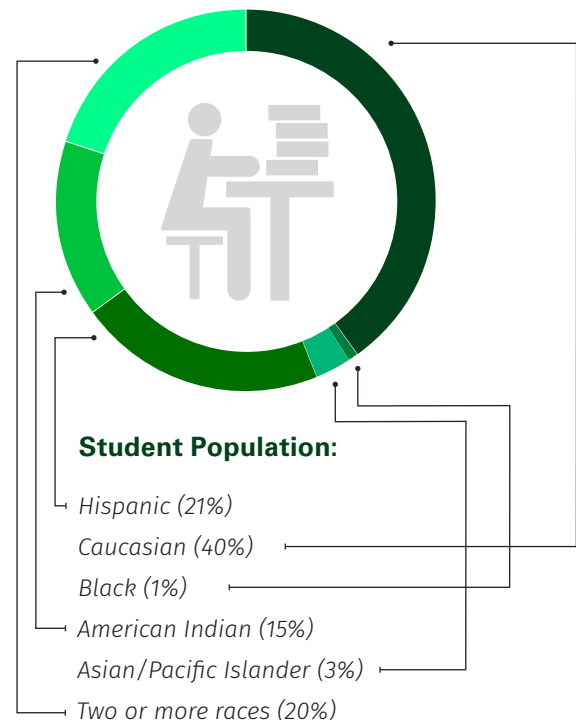
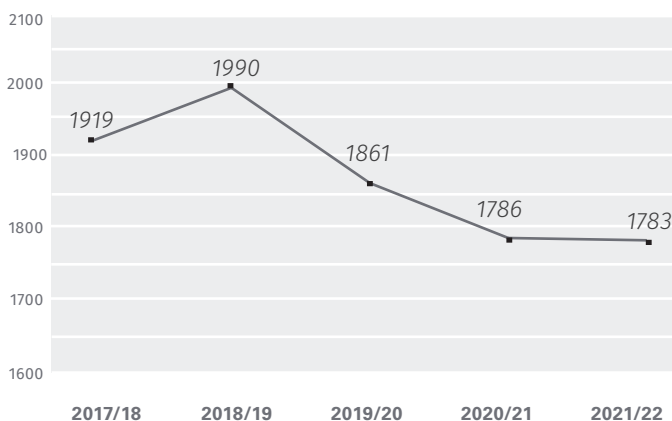
Helen Paul Learning Center (Pre-K-3)



(17.2% with advanced degrees, 14.3 average years teaching experience)



Average Enrollment Trends:



EXECUTIVE SUMMARY

The Catoosa Public School District is committed to creating an environment that encourages all students to achieve their academic potential. The 2023–2028 strategic plan for Catoosa Public Schools is recognized as a blueprint of district transformation and change. The district embarked on a transparent, year-long journey to develop a stakeholder and data driven strategic plan that will help achieve organizational alignment, connect stakeholders to a purpose, and address areas for improvement. First, the plan emphasizes increasing proficiency in core content areas for all students. This will be accomplished by continuing the development of high functioning Professional Learning Communities (PLCs) at each site. Through PLCs, struggling students will be identified early on and given the support they need to thrive in school. Teachers will focus on differentiating instruction to meet the individual academic needs of English language learners, students on an Individualized Education Plan (IEP) and gifted students. College and career readiness will be addressed by improving the college and career ready culture of the district. Academic preparedness does not happen without attending to developing quality personnel in the district. The plan will include a professional development

plan and a teacher and support staff recruitment and retention plan. The climate and culture of the school are the foundations of high quality learning environments and create the conditions for effective teaching and learning. This plan promotes a positive, safe, and nurturing environment by increasing student involvement, student empowerment, community engagement, family support and involvement, and stakeholder satisfaction. The plan ensures that all students will have access to high-quality resources, access to clubs and organizations.

This plan is the framework through which the district supports the development of each child to his/her potential. It will serve as the foundation for each school in the district to develop annual plans which are designed to support the implementation of the district's five-year strategic plan. The initiatives and action steps will be continually monitored, and the Board of Education will be regularly updated as to the progress of the plan. This strategic plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level, can achieve high standards of learning. Strategies are included to ensure students will meet and/or exceed standards, graduate on time, and are college/career ready.

THIS PLAN PROMOTES A POSITIVE, SAFE, AND NURTURING ENVIRONMENT BY INCREASING STUDENT INVOLVEMENT, STUDENT EMPOWERMENT, COMMUNITY ENGAGEMENT, FAMILY SUPPORT AND INVOLVEMENT, AND STAKEHOLDER SATISFACTION.



**CATOOSA
INDIANS**

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 surveys 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 1st–September 30th, 2022**
Community Stakeholder Survey
- **September 20th, 2022**
*Community Forums–Catoosa Public Schools
Board of Education (BOE) Room*
- **September 21st, 2022**
*Community Forums–Catoosa Public High School
Chamber–Homewood Suites
Community Forums–Catoosa Public Schools
BOE Room*
- **September 22nd, 2022**
*Community Forums–Catoosa Public Schools
BOE Room*
- **November 18th–December 15th, 2022**
*Climate Teacher Survey
Climate Parent Survey
Climate Student Survey*

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 two school board members who followed the process and served as liaisons 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 7th, 2023**
- **February 8th, 2023**



PHASE III ACT

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

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community’s Learner Expectations, Core Beliefs, and Core Values. After two days, the team 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 reasonable person and to avoid creating a burden on the budget.

- **March 21st, 2023**
- **March 22nd, 2023**
- **May 9th, 2023**



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, 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.

- **June 19th, 2023**
Board Approval
- **July 20th, 2023**
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 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, beliefs, and values are noted in the rationale statements for each objective.



Learner Expectations	<p>Catoosa Public Schools expects the graduates of 2032 to possess...</p> <ul style="list-style-type: none"> • Strong communication skills • Critical thinking skills • Mastery of College and Career Readiness standards • Organization, goal setting, and time management skills • Strong technological skills • Personal financial skills • Collaborative or team building skills • Life skills needed to be successful for life after high school <p>Catoosa Public Schools expects students to be college and career ready and become productive citizens.</p>
Core Beliefs	<p>Catoosa 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 • Family support and resources • Creative and innovative experiences • Real and relevant content • Opportunities for collaboration • Additional guidance counseling • Post high school educational opportunities • Ongoing and clear communication • Opportunities for community support • Appropriate use of student technology <p>Classroom teaching and learning, paired with opportunities for enrichment to enhance students' strengths and improve weaknesses will provide future success for Catoosa students.</p>
Core Values	<p>In order to ensure quality teaching and learning, Catoosa Public Schools values...</p> <ul style="list-style-type: none"> • Respectful, nurturing, and safe environments • Quality teachers and support staff • Updated school buildings and grounds • Up-to-date technology • Strong site and district leadership • School community connections • Financial stability • Manageable Class size • Diverse needs of all students • Supportive involvement of families • Mental and physical health issues of student <p>Catoosa Public Schools values innovative instruction and quality programs to enhance student engagement and growth.</p>

STRATEGIC GOAL SUMMARY

GOAL AREA #1

ACADEMIC ACHIEVEMENT

Objective 1: Increase proficiency of core content areas

- » Initiative: Professional Learning Communities (PLC)
- » Initiative: Response to Intervention (RTI)
- » Initiative: Student attendance plan

Objective 2: Increase the proficiency of core areas for Individual Educational Placement (IEP) and English Language Learner (ELL) students

- » Initiative: Differentiated instruction

Objective 3: Increase ACT scores

- » Initiative: College and career-ready culture
- » Initiative: ACT prep

GOAL AREA #2

SUPPORTING OUR TEAM

Objective 1: Develop quality teachers

- » Initiative: Districtwide professional development (PD) plan

Objective 2: Improve teacher satisfaction

- » Initiative: Teacher recruitment/retention plan

Objective 3: Improve support staff satisfaction

- » Initiative: Support staff recruitment/retention plan



GOAL AREA #3

CULTURE AND CLIMATE

Objective 1: Increase student empowerment

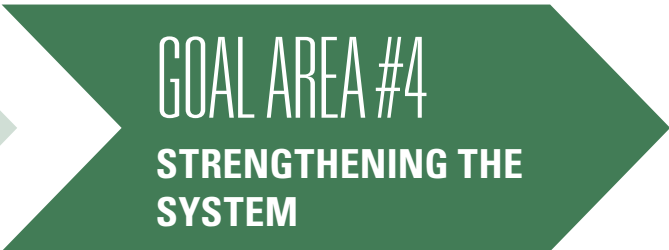
- » *Initiative: Student advisory council*

Objective 2: Increase community engagement and stakeholder satisfaction

- » *Initiative: Partners in Education Program (PIE)*
- » *Initiative: Stakeholder input survey*

Objective 3: Increase community engagement and stakeholder satisfaction

- » *Initiative: Parent/guardian communication plan*
- » *Initiative: Parent/guardian volunteer program*



GOAL AREA #4

STRENGTHENING THE SYSTEM

Objective 1: Increase student involvement

- » *Initiative: Clubs and organizations*

Objective 2: Update and maintain facilities and structures

- » *Initiative: Facility improvements plan*
- » *Initiative: Long-term bond plan*

Objective 3: Ensure school safety, maintaining transportation fleet and providing nutritious meals

- » *Initiative: Safety and operations*
- 





GOAL AREA #1

ACADEMIC ACHIEVEMENT

Objective 1: Increase proficiency of core content areas

- » *Initiative: Professional Learning Communities (PLC)*
- » *Initiative: Response to Intervention (RTI)*
- » *Initiative: Student attendance plan*

Objective 2: Increase the proficiency of core areas for Individual Educational Placement (IEP) and English Language Learner (ELL) students

- » *Initiative: Differentiated instruction*

Objective 3: Increase ACT scores

- » *Initiative: College and career-ready culture*
- » *Initiative: ACT prep*

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 1 Increase proficiency in core content areas

RATIONALE

To increase proficiency in core content areas, we will honor our community's values, beliefs, and expectations because Catoosa expects mastery of core content.

INITIATIVE 1

Professional Learning Communities (PLC)

ACTION STEPS

TIMELINE

Create and promote a PLC culture grounded in purpose.

2023–24

Provide collaboration time for PLCs during the school day. Structures could include:

- Common plans for grade level and core teachers
- Utilizing substitute teachers, paraprofessionals, and/or parent support once per nine weeks to cover classes to allow for teacher collaboration
- Other

2023–24

Create a guiding coalition at the district level (also known as the Superintendent's Teacher Advisory Council).

2023–24

Assess current levels of PLC implementation and needs at each site. Consideration needs to be given to:

- Structures during the school day for meetings
- Definition of a high-functioning PLC
- Establishment of norms and protocols
- Understanding and development of common formative assessments (CFAs)
- Data analysis of CFAs
- Development and implementation of response to interventions (RTIs)
- Vertical and horizontal alignment

2024–25

Determine next steps and plans for consistent implementation across the district.

2024–25

Monitor the effectiveness of each PLC.

Ongoing

Provide professional development for site leaders and staff on proper implementation.

Ongoing

Provide coaching/professional development for groups needing assistance in implementation.

Ongoing

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 1 Increase proficiency in core content areas

RATIONALE

To increase proficiency in core content areas, we will honor our community's values, beliefs, and expectations because Catoosa expects mastery of core content.

INITIATIVE 2

Response to Intervention (RTI)

ACTION STEPS

TIMELINE

Provide professional development for teachers on the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) benchmark assessment data to ensure we are grouping students based on academic growth and proficiency.

2023–24

Analyze NWEA MAP data in reading and math to determine strengths and areas of growth in each content/grade level.

Ongoing

Provide professional development for all teachers on:

- Common language
- Tracking forms
- Targeted interventions
- Enrichment strategies

2023–24

Provide summer school remediation and credit recovery classes to close achievement gaps and to ensure students are on track to graduate.

2023–24

Create common formative assessments for content/grade levels.

2024–25

Provide purposeful before and after-school tutoring for remediation or credit recovery.

2024–25

Create a protected time in the day to implement intervention time.

Ongoing

Create a site resource collection of best practices for core curriculum to develop a tiered structure of interventions.

2025–26

Develop specific site plans for RTI (common formative assessments, intervention strategies, and structures).

2025–26

Analyze effectiveness and revise as needed.

Ongoing

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 1 Increase proficiency in core content areas

RATIONALE

To increase proficiency in core content areas, we will honor our community's values, beliefs, and expectations because Catoosa expects mastery of core content.

INITIATIVE 3

Student attendance plan

ACTION STEPS

TIMELINE

Provide professional development for teachers on the following:

- Student engagement strategies
- Social emotional programs
- Behavior management

2024–25

Monitor and evaluate implementation of district-provided PD.

Ongoing

Reassess needs and effectiveness annually.

Ongoing

Create and implement discipline plans to include:

- Steps for discipline referrals
- Guidelines for parent contact
- Record keeping guidelines

2023–24

Develop site-based discipline plans aligned to district policy. Plans should include:

- Student behavior expectations
- Common vocabulary
- Developmentally appropriate consequences
- Rewards and incentives for positive behaviors

2023–24

Monitor implementation of discipline plan and assess effectiveness periodically. Adjust as needed.

Ongoing

Create and implement a program at each site that recognizes good attendance (not just perfect attendance) at the end of each quarter.

2024–25

Determine appropriate grade level incentives.

2024–25

Provide information for parents regarding school attendance via the school website and parent nights. Information to include:

- When should my student stay home?
- How do we stay well during peak illness seasons?
- Definition of truancy
- Tips for getting students to school on time
- Resources such as Attendanceworks.org

2023–24

Evaluate effectiveness at the end of the school year.

Ongoing

Revise as needed.

Ongoing

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 2

Increase the proficiency of core areas for Individual Educational Placement (IEP) and English Language Learner (ELL) students

RATIONALE

To increase proficiency of core content areas for IEP and ELL students, we will honor our community's values, beliefs, and expectations because Catoosa expects mastery of core content.

INITIATIVE 1

Differentiated instruction

ACTION STEPS

TIMELINE

Provide professional development for all staff in differentiated instruction.	2024–25
Provide instructional coaching for teachers on differentiated instruction.	2025–26
Implement differentiated instructional strategies across all grade levels and content areas.	2025–26
Monitor and evaluate implementation of differentiated instructional strategies.	Ongoing

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 3 Increase ACT scores

RATIONALE

To increase ACT scores, we will honor our community's values, beliefs, and expectations because Catoosa values education on post-high school opportunities and readiness.

INITIATIVE 1

College and career-ready culture

ACTION STEPS

TIMELINE

Provide professional development on Individual Career and Academic Plans (ICAP) to all teachers.

2023–24

Develop and implement career and college awareness activities in PK–5th grade. Provide a minimum of two career awareness activities at the elementary level annually. Activities might include: guest speakers, field trips, career research.

2026–27

Develop and administer a career interest inventory for 6th–12th grade students.

2024–25

Review the results of the career interest inventory to provide information for planning college and career activities.

Ongoing

Host a family college and career advisement night at the high school.

2023–24

Provide opportunities for high school students to learn about career tech and concurrent opportunities on and off campus by:

- Collaborating with career tech to provide promotional materials
- Collaborating with local military recruiters to introduce the various branches of service
- Collaborating with local business leaders to promote job shadowing and apprenticeship
- Organizing and promoting more visitation to all state/regional college institutions
- Providing increased knowledge of available scholarships and grants to all CHS upperclassmen

2023–24

Host two college and career fairs annually for middle school and high school students.

2024–25

Develop internship opportunities for high school students on and off campus.

2025–26

GOAL AREA #1

ACADEMIC ACHIEVEMENT

OBJECTIVE 3 Increase ACT scores

RATIONALE

To increase ACT scores, we will honor our community's values, beliefs, and expectations because Catoosa values education on post-high school opportunities and readiness.

INITIATIVE 2

ACT prep

ACTION STEPS

TIMELINE

Offer two ACT prep courses annually.

2023–24

Implement ACT improvement plans with the use of the school's ICAP platform and I Excell (IXL) program.

2023–24

Utilize NWEA MAP tests to identify Oklahoma Academic Standards students struggle with; allow students to develop growth goal plans in reading; and identify students who need remediation in math and reading.

2024–25

Provide professional development for high school teachers on ACT instructional strategies and test-taking strategies.

2024–25

Develop lesson plans and engage students in instructional strategies and higher order thinking skills.

Ongoing

GOAL AREA #1

ACADEMIC ACHIEVEMENT

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase proficiency of core content areas	By 2028, 38% of all 3rd grade students will score at or above proficient on the Oklahoma State Testing Program (OSTP) math test.	28%	30%	32%	34%	36%	38%
	By 2028, 34% of all 4th grade students will score at or above proficient on the OSTP math test.	22%	25%	27%	30%	32%	34%
	By 2028, 37% of all 5th grade students will score at or above proficient on the OSTP math test.	27%	29%	31%	33%	35%	37%
	By 2028, 22% of all 6th grade students will score at or above proficient on the OSTP math test.	12%	14%	16%	18%	20%	22%
	By 2028, 24% of all 7th grade students will score at or above proficient on the OSTP math test.	10%	13%	16%	19%	22%	24%
	By 2028, 28% of all 8th grade students will score at or above proficient on the OSTP math test.	18%	20%	22%	24%	26%	28%
	By 2028, 52% of all 5th grade students will score at or above proficient on the OSTP science test.	42%	44%	46%	48%	50%	52%
	By 2028, 31% of all 8th grade students will score at or above proficient on the OSTP science test.	21%	23%	25%	27%	29%	31%
	By 2028, 33% of all 3rd grade English Language Arts (ELA) students will score at or above proficient on the OSTP ELA test.	23%	25%	27%	29%	31%	33%
	By 2028, 29% of all 4th grade ELA students will score at or above proficient on the OSTP ELA test.	19%	21%	23%	25%	27%	29%
	By 2028, 48% of all 5th grade ELA students will score at or above proficient on the OSTP ELA test.	38%	40%	42%	44%	46%	48%
	By 2028, 29% of all 6th grade ELA students will score at or above proficient on the OSTP ELA test.	19%	21%	23%	25%	27%	29%

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase proficiency of core content areas	By 2028, 22% of all 7th grade ELA students will score at or above proficient on the OSTP ELA test.	11%	14%	16%	18%	20%	22%
	By 2028, 36% of all 8th grade ELA students will score at or above proficient on the OSTP ELA test.	26%	28%	30%	32%	34%	36%
	By 2028, student chronic absenteeism will decrease by 5% according to attendance data.	17.4%	17.4	15.8	14.2	12.6	12.4%
	By 2028, there will be a 5% decrease in student discipline referrals according to discipline data.	TBD	TBD	TBD	TBD	TBD	TBD

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase the proficiency of core content areas for Individual Educational Placement (IEP) and English Language Learner (ELL) students	By 2028, 13% of all 3rd grade English Language Learner (ELL) students will score at or above proficient on the OSTP ELA test.	8%	9%	10%	11%	12%	13%
	By 2028, 9% of all 4th grade ELL students will score at or above proficient on the OSTP ELA test.	4%	5%	6%	7%	8%	9%
	By 2028, 17% of all 5th grade ELL students will score at or above proficient on the OSTP ELA test.	12%	13%	14%	15%	16%	17%
	By 2028, 13% of all 6th grade ELL students will score at or above proficient on the OSTP ELA test.	8%	9%	10%	11%	12%	13%
	By 2028, 5% of all 7th grade ELL students will score at or above proficient on the OSTP ELA test.	0%	1%	2%	3%	4%	5%
	By 2028, 5% of all 8th grade ELL students will score at or above proficient on the OSTP ELA test.	0%	1%	2%	3%	4%	5%
	By 2028, 18% of all 3rd grade Individual Education Program (IEP) students will score at or above proficient on the OSTP ELA test.	13%	14%	15%	16%	17%	18%
	By 2028, 11 % of all 4th grade IEP students will score at or above proficient on the OSTP ELA test.	6%	7%	8%	9%	10%	11%
	By 2028, 17% of all 5th grade IEP students will score at or above proficient on the OSTP ELA test.	12%	13%	14%	15%	16%	17%
	By 2028, 9% of all 6th grade IEP students will score at or above proficient on the OSTP ELA test.	4%	5%	6%	7%	8%	9%
	By 2028, 5% of all 7th grade IEP students will score at or above proficient on the OSTP ELA test.	0%	1%	2%	3%	4%	5%
	By 2028, 5% of all 8th grade IEP students will score at or above proficient on the OSTP ELA test.	0%	1%	2%	3%	4%	5%
	By 2028, 26% of all 3rd grade ELL students will score at or above proficient on the OSTP math test.	21%	22%	23%	24%	25%	26%
	By 2028, 13% of all 4th grade ELL students will score at or above proficient on the OSTP math test.	8%	9%	10%	11%	12%	13%
	By 2028, 23% of all 5th grade ELL students will score at or above proficient on the OSTP math test.	18%	19%	20%	21%	22%	23%

OBJECTIVES

PERFORMANCE MEASURES		BASELINE	23-24	24-25	25-26	26-27	27-28
Increase the proficiency of core content areas for Individual Educational Placement (IEP) and English Language Learner (ELL) students	By 2028, 13% of all 6th grade ELL students will score at or above proficient on the OSTP math test.	8%	9%	10%	11%	12%	13%
	By 2028, 5% of all 7th grade ELL students will score at or above proficient on the OSTP math test.	0%	1%	2%	3%	4%	5%
	By 2028, 5% of all 8th grade IEP students will score at or above proficient on the OSTP math test.	0%	1%	2%	3%	4%	5%
	By 2028, 18% of all 3rd grade IEP students will score at or above proficient on the OSTP math test.	13%	14%	15%	16%	17%	18%
	By 2028, 11% of all 4th grade IEP students will score at or above proficient on the OSTP math test.	6%	7%	8%	9%	10%	11%
	By 2028, 17% of all 5th grade IEP students will score at or above proficient on the OSTP math test.	12%	13% ¹	14%	15%	16%	17%
	By 2028, 5% of all 6th grade IEP students will score at or above proficient on the OSTP math test.	0%	1%	2%	3%	4%	5%
	By 2028, 5% of all 7th grade IEP students will score at or above proficient on the OSTP math test.	0%	1%	2%	3%	4%	5%
	By 2028, 5% of all 8th grade IEP students will score at or above proficient on the OSTP math test.	0%	1%	2%	3%	4%	5%
	By 2028, 21% of all 5th grade IEP students will score at or above proficient on the OSTP science test.	16%	17%	18%	19%	20%	21%
	By 2028, 5% of all 8th grade ELL students will score at or above proficient on the OSTP science test.	0%	1%	2%	3%	4%	5%
	By 2028, 12% of all 8th grade IEP students will score at or above proficient on the OSTP science test.	7%	8%	9%	10%	11%	12%

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase ACT scores	By 2028, 55% of all students will meet college readiness English benchmarks according to the ACT profile report.	48%	50%	52%	53%	54%	55%
	By 2028, 26% of all students will meet college readiness math benchmarks according to the ACT profile report.	15%	18%	21%	23%	25%	26%
	By 2028, 42% of all students will meet college readiness reading benchmarks according to the ACT profile report.	35%	37%	39%	40%	41%	42%
	By 2028, 29% of all students will meet college readiness Science benchmarks according to the ACT profile report.	24%	25%	26%	27%	28%	29%
	By 2028, The average English ACT score will be 20 or above according to ACT reports.	18.1	18.5	19	19.3	19.7	20
	By 2028, The average math ACT score will be 19 or above according to ACT reports.	17.4	17.8	18.2	18.5	18.7	19
	By 2028, The average reading ACT score will be 22 or above according to ACT reports.	20.1	20.6	21	21.4	21.8	22
	By 2028, The average science ACT score will be 21 or above according to ACT reports.	19.1	19.5	20	20.4	20.7	21
	By 2028, 40% of AP students will score 3 or above on the AP exam according to the AP 2022 student summary.	35%	36%	37%	38%	39%	40%
	By 2028, the average ACT score will be 19 according to the performance measures on the 2020 school profile report.	17.8	18.1	18.4	18.6	18.8	19





GOAL AREA #2

SUPPORTING OUR TEAM

Objective 1: Develop quality teachers

» *Initiative: Districtwide professional development (PD) plan*

Objective 2: Improve teacher satisfaction

» *Initiative: Teacher recruitment/retention plan*

Objective 3: Improve support staff satisfaction

» *Initiative: Support staff recruitment/retention plan*

GOAL AREA #2

SUPPORTING OUR TEAM

OBJECTIVE 1

Develop quality teachers

RATIONALE

To develop quality teachers, we will honor our community’s values, beliefs, and expectations because Catoosa values quality teachers.

INITIATIVE 1

Districtwide
professional
development (PD)
plan

ACTION STEPS

TIMELINE

Review and revise goals and objectives of the Professional Development (PD) committee.

2023–24

Provide PD in authentic technology integration for all content areas and grade levels.

2024–25

Provide PD in instructional strategies to support authentic instruction for all content areas and grade levels.

2024–25

Provide PD in differentiated instruction for all content areas and grade levels.

2024–25

Align all professional development to the district’s strategic plan.

2025–26

Annually monitor and adjust professional development as needed.

2023–24

GOAL AREA #2

SUPPORTING OUR TEAM

OBJECTIVE 2

Improve teacher satisfaction

RATIONALE

To improve teacher satisfaction, we will honor our community's values, beliefs, and expectations because Catoosa values quality teachers and strong leadership.

INITIATIVE 1

Teacher recruitment/ retention plan

ACTION STEPS

TIMELINE

Review historical trends for staff recruitment and retention.

2023–24

Continue the following to retain staff:

- Four-day work week
- Perfect attendance stipends
- Employee retention stipends
- Teacher of the Month programs

2023–24

Continue the following to recruit staff:

- Four-day work week
- Promote listings of open employment opportunities through social media, websites, professional organizations, etc.
- Career fairs

2023–24

Periodically review Panorama Teacher Climate Survey results and make adjustments as needed.

2023–24

Continue to promote:

- A: Acknowledging
- R: Recognizing
- E: Encouraging

2023–24

for students, staff and community members.

Create a Champion of the Week program.

2023–24

Explore implementation of a student-to-teacher program to encourage high school students to choose education as a career path.

2024–25

Increase partnerships with universities by attending career fairs and recruitment fairs.

2024–25

GOAL AREA #2

SUPPORTING OUR TEAM

OBJECTIVE 3

Improve support staff satisfaction

RATIONALE

To improve support staff satisfaction, we will honor our community's values, beliefs, and expectations because Catoosa values a respectful and nurturing environment.

INITIATIVE 1

Support staff recruitment/retention plan

ACTION STEPS

TIMELINE

Review historical trends for staff recruitment and retention.

2023–24

Continue the following to retain support staff:

- Four-day work week
- Perfect attendance stipends
- Employee retention stipends
- Step increases for returning employees

2023–24

Continue the following to recruit support staff:

- Four-day work week
- Promote listings of open employment opportunities through social media, websites, professional organizations, etc.

2023–24

Periodically review support staff climate survey results and make adjustments as needed.

2023–24

Create Support Staff of the Month program and celebrations.

2023–24

Create a more purposeful performance evaluation for support staff.

2024–25

Analyze support staff surveys using climate surveys to determine satisfaction.

2025–26

GOAL AREA #2

SUPPORTING OUR TEAM

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

23-24

24-25

25-26

26-27

27-28

Develop quality teachers

By 2028, TBD% of sites will have participated in authentic technology integration professional development according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

By 2028, TBD% of sites will have participated in professional development for authentic instruction in English Language Arts (ELA) according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

By 2028, TBD% of sites will have participated in professional development for authentic instruction in math according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

By 2028, TBD% of sites will have participated in professional development for authentic instruction in science according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

By 2028, TBD% of sites will have participated in professional development for authentic instruction in social studies according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

By 2028, TBD% of sites will have participated in professional development on differentiated instruction according to the programs report.

TBD

TBD

TBD

TBD

TBD

TBD

Improve teacher satisfaction

By 2028, less than 5% of staff will have an emergency certification according to the staff demographics report as outlined on the School Personnel Report.

13%

11%

9.5%

8%

6.5%

5%

By 2028, 100% of sites will have teacher of the month recognition according to programs data.

66.6%

100%

100%

100%

100%

100%

By 2028, 75% of teachers will agree or strongly agree that the school schedule allows adequate time for teacher collaboration according to the Teacher Climate Survey data.

65.85%

68%

70%

72%

74%

75%

By 2028, 65% of teachers will agree or strongly agree that the school schedule allows for adequate time for teacher preparation and planning according to the Teacher Climate Survey data.

60.17%

61%

62%

63%

64%

65%

By 2028, 76% of teachers will agree or strongly agree that school administrators involve teachers in decision making and problem solving according to the Teacher Climate Survey data.

66.36%

68%

70%

72%

74%

76%

By 2028, 56% of district staff will have 6 or more absences according to the staff demographic report.

61%

60%

59%

58%

57%

56%

GOAL AREA #2

SUPPORTING OUR TEAM

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Improve support staff satisfaction	By 2028, 73% of support staff will agree or strongly agree that they are treated and respected as education professionals according to the Support Staff Climate Survey.	63.34%	65%	67%	69%	71%	73%
	By 2028, 77% of support staff will agree or strongly agree that school administrators give them useful feedback on their job performance according to the Support Staff Climate Survey.	67.86%	69%	71%	73%	75%	77%
	By 2028, 63% of support staff will agree or strongly agree that school administration involves employees in decision making and problem solving according to the Support Staff Climate Survey.	53.57%	55%	57%	59%	61%	63%
	By 2028, 63% of support staff agree or strongly agree that school administration recognizes employees for a job well done according to the Support Staff Climate Survey.	53.57%	55%	57%	59%	61%	63%



GOAL AREA #3

CULTURE AND CLIMATE

Objective 1: Increase student empowerment

- » *Initiative: Student advisory council*

Objective 2: Increase community engagement and stakeholder satisfaction

- » *Initiative: Partners in Education Program (PIE)*
- » *Initiative: Stakeholder input survey*

Objective 3: Increase family support and involvement

- » *Initiative: Parent/guardian communication plan*
- » *Initiative: Parent/guardian volunteer program*

GOAL AREA #3

CULTURE AND CLIMATE

OBJECTIVE 1 Increase student empowerment

RATIONALE

To increase student empowerment, we will honor our community's values, beliefs, and expectations because Catoosa expects collaboration and life skills.

INITIATIVE 1

Student advisory council

ACTION STEPS

TIMELINE

Develop goals and objectives of the district Student Advisory Council.

2023-24

Determine membership of the district Student Advisory Council.

2024-25

Determine meeting schedule and dates of the district Student Advisory Council.

2024-25

Develop goals and objectives of the site-level Student Advisory Council.

2024-25

Determine membership of the site-level Student Advisory Council.

2025-26

Determine meeting schedule and dates of the site-level Student Advisory Council.

2025-26

Reflect on district level and site level advisory councils' goals, objectives, and outcomes of meetings after the first semester to determine adjustments as needed.

Ongoing

GOAL AREA #3

CULTURE AND CLIMATE

OBJECTIVE 2

Increase community engagement and stakeholder satisfaction

RATIONALE

To increase community engagement and stakeholder satisfaction, we will honor our community's values, beliefs, and expectations through community service opportunities and school and community connections.

INITIATIVE 1

Partners in Education Program (PIE)

ACTION STEPS

TIMELINE

Define the purpose, goals, and guidelines for the Partners in Education (PIE) program. (Utilize an information sheet of what the partnership looks like and entails for potential partners.)

2025–26

Develop and administer a needs assessment to each site administrator. Needs would include human, physical, and/or financial.

Ongoing

Analyze the needs assessment.

Ongoing

Create and develop a list of potential partners (churches, corporations, Tulsa Port of Catoosa, organizations, etc.) within the district.

Ongoing

Recruit partners in education.

Ongoing

Match school sites with community partner(s) based on results of needs assessment and PIE list.

2026–27

Honor PIE partners for their service to the district through the PIE program. Potential ways to honor community partners might include:

- Kick off PIE breakfast to introduce partners with assigned school sites
- Recognition on social media
- Recognition at school board meetings
- Other

**2026–27
Ongoing**

GOAL AREA #3

CULTURE AND CLIMATE

OBJECTIVE 2 Increase community engagement and stakeholder satisfaction

RATIONALE

To increase community engagement and stakeholder satisfaction, we will honor our community's values, beliefs, and expectations through community service opportunities and school and community connections.

INITIATIVE 2

Stakeholder input survey

ACTION STEPS

TIMELINE

Determine a climate survey platform to utilize across the district.

2023–24

Administer three climate surveys per year to all stakeholders.

Ongoing

Analyze data from climate surveys.

Ongoing

Share data and findings from the data analysis review with building level administration during Monday morning meetings.

Ongoing

Determine the initiative and action steps to address possible strengths and weaknesses from the data findings. For any new initiatives added, develop specific performance measures needed.

Ongoing

Review stakeholder input data and be transparent with results and intentions of the data compiled.

This might include but is not limited to:

- Community forums
- Email
- Letters
- Phone calls
- Etc.

Ongoing

GOAL AREA #3

CULTURE AND CLIMATE

OBJECTIVE 3 Increase family support and involvement

RATIONALE

To improve family support and involvement, we will honor our community's values, beliefs, and expectations because Catoosa believes in family support and collaboration opportunities.

INITIATIVE 1

Parent/guardian communication plan

ACTION STEPS

TIMELINE

Gather the variety of methods of communication utilized across the district.	2023–24
Analyze and review the data taken from across the district.	Ongoing
Determine a unified and streamlined communication platform for district use.	2023–24
Train all staff on the selected communication platform.	Ongoing
Implement a common communication platform.	2023–24
Provide positive parent/guardian contacts per semester (number of contacts to be determined by each site administrator).	Ongoing
Monitor and evaluate the satisfaction of the implemented platform.	Ongoing

GOAL AREA #3

CULTURE AND CLIMATE

OBJECTIVE 3 Increase family support and involvement

RATIONALE

To improve family support and involvement, we will honor our community's values, beliefs, and expectations because Catoosa believes in family support and collaboration opportunities.

INITIATIVE 2

*Parent/guardian
volunteer program*

ACTION STEPS

TIMELINE

Identify barriers that prevent parent/guardian involvement.

2024–25

Identify schools' volunteer needs at each site.

2024–25

Determine the criteria for an effective volunteer that includes but is not limited to:

- Background checks
- ID cards
- Site level orientation
- Other

2024–25

Develop and distribute a list of volunteer requirements and opportunities/needs for each school site. This can be accomplished by, but is not limited to:

- Postings on social media platforms
- Lists to be distributed at enrollment, conferences, school events, etc.
- Other

2024–25

Determine a districtwide tracking method to collect names and hours of volunteers across Catoosa Public Schools.

2024–25

Develop a recognition plan that celebrates and recognizes parent/guardian volunteers who have donated their time to the children and district.

2024–25

Assess the number and hours of parent/guardian volunteers. Make adjustments to program as needed.

Ongoing

GOAL AREA #3

CULTURE AND CLIMATE

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase student empowerment	By 2028, 100% of all building-level sites and the district level will have an active student advisory council.	0%	0%	25%	50%	75%	100%
Increase community engagement and stakeholder satisfaction	By 2028, 100% of school sites will have at least one community partner.	0%	0%	0%	33.3%	66.7%	100%
	By 2028, 100% of stakeholders will have access to a stakeholder input survey as it relates to Catoosa Public Schools.	0%	20%	40%	60%	80%	100%
Increase family support and involvement	By 2028, 100% of sites will have parent recognition for parent volunteers according to the program data.	33.3%	33.3%	33.3%	66.6%	66.6%	100%
	By 2028, patron volunteer hours (per student) will be 1.7% according to the School Profiles Report.	0.6%	0.6%	0.9%	1.2%	1.5%	1.7%
	By 2028, 100% of all school sites will utilize the same communication platform.	0%	20%	40%	60%	80%	100%





GOAL AREA #4

STRENGTHENING THE SYSTEM

Objective 1: Increase student involvement

» *Initiative: Clubs and organizations*

Objective 2: Update and maintain facilities and structures

» *Initiative: Facility improvements plan*

» *Initiative: Long-term bond plan*

Objective 3: Ensure school safety, maintaining transportation fleet and providing nutritious meals

» *Initiative: Safety and operations*

GOAL AREA #4

STRENGTHENING THE SYSTEM

OBJECTIVE 1

Increase student involvement

RATIONALE

To increase student involvement, we will honor our community's values, beliefs, and expectations because Catoosa values creativity and innovative experiences.

INITIATIVE 1

Clubs and organizations

ACTION STEPS

TIMELINE

Conduct student interest survey for clubs and organizations.

2023–24

Administer Panorama satisfaction survey to students and parents.

2023–24

Analyze inventory data and provide a written report to each site principal to help them determine club/organization needs at their site.

2024–25

Determine site needs based on outcome of written report and interest surveys.

2023–24

Create an inventory of clubs and organizations for each school site.
Inventory will include:

- Site name
- List of clubs at the site
- Grade levels who can participate
- Number of students participating

2024–25

Implement clubs and organizations as needed.

2024–25

Collaborate with school leaders and club sponsors to develop and schedule club/activity fairs to promote visibility and inclusivity.

2024–25

Based on survey results, make adjustments as needed.

2025–26

GOAL AREA #4

STRENGTHENING THE SYSTEM

OBJECTIVE 2

Update and maintain facilities and structures

RATIONALE

To update and maintain facilities and structures, we will honor our community's values, beliefs, and expectations because Catoosa values school buildings and grounds.

INITIATIVE 1

*Facility
improvements
plan*

ACTION STEPS

TIMELINE

Remodel media centers at Wells Middle School and Catoosa High School.

2023–24

Renovate Helen Paul Learning Center where needed.

2023–24

Improve baseball/softball fields and complex.

2023–24

Determine future facility improvements and timeline based on a facility audit.

2023–24

Annually implement facility improvements based on audit results.

2023–24

Design and construct an agriculture education facility that is inclusive of all facets of a successful program.

2023–24

Enhance and improve the learning spaces at both Wells Middle School and Catoosa High School, specifically in the science and STEM departments.

2024–25

GOAL AREA #4

STRENGTHENING THE SYSTEM

OBJECTIVE 2

Improve and maintain district infrastructure

RATIONALE

To update and maintain facilities and structures, we will honor our community's values, beliefs, and expectations because Catoosa values school buildings and grounds.

INITIATIVE 2

Long-term bond plan

ACTION STEPS

TIMELINE

Organize a bond committee to prioritize specific needs for all facilities/sites.

2023–24

Provide the bond committee with district assessment data of facilities, transportation, technology needs, etc.

2023–24

Bring in architectural firms to make presentations, have interviews, and discuss concepts.

2023–24

Have architectural firms present concepts to the Board of Education.

2023–24

Develop publications such as Power Points, news releases, flyers, etc. to communicate information regarding:

- Bond projects by site
- Need for the project
- Who benefits from the project
- Frequently asked questions

2023–24

Campaign for bond and voter turnout by utilizing:

- Community forums
- Focus groups
- Mailers
- Social media
- School website
- Community and business organizations

2023–24

GOAL AREA #4

STRENGTHENING THE SYSTEM

OBJECTIVE 3

Ensure school safety, maintaining transportation fleet and providing nutritious meals

RATIONALE

If we improve and maintain facilities, we honor our community's values, beliefs and expectations because our community values a safe and efficient environment.

INITIATIVE 1

Safety and operations

ACTION STEPS

TIMELINE

Determine transportation needs by examining data related to:

- Current and projected enrollment
- Inventory of vehicles (number, mileage, age)

2023–24

Develop a transportation plan to include:

- Transportation needs
- Maintenance procedures
- Vehicle replacement procedures
- Timeline for replacement of vehicles
- Budget and financial needs

2023–24

Implement long-term transportation plan.

2023–24

Monitor and adjust transportation plan as needed.

2023–24

Determine district security needs based on Oklahoma School Security Institute (OSSI) drill report.

2023–24

Revise and implement district security plan based on OSSI report.

2023–24

Evaluate total number of students participating in school lunch program.

2023–24

Develop and implement a student survey to determine why students do not participate in the school lunch program.

2023–24

Based on survey results, revise expenses and practices. Consideration may be given to:

- Breakfast after the bell program
- Development of an advertising campaign promoting the school lunch program
- Providing incentives for participating in the school lunch program such as weekly drawings, class competitions, lunch games, etc.

2025–26

GOAL AREA #4

STRENGTHENING THE SYSTEM

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23-24	24-25	25-26	26-27	27-28
Increase student involvement	By 2028, 75% of sites will have a robotics club according to the program data.	33.3%	33.3%	33.3%	66.6%	66.6%	75%
	By 2028, 75% of sites will have a student council according to the program data.	33.3%	33.3%	33.3%	66.6%	66.6%	75%
	By 2028, 66.7% of sites will have 7 or more student clubs/organizations according to the program data survey.	50%	50%	50%	50%	50%	66.7%
Update and maintain facilities and structures	By 2028, a minimum of 70% of students will agree or strongly agree that the school environment is clean and in good condition according to the student climate survey.	55.29%	55.29%	60%	65%	70%	70%
	By 2028, no more than 40% of sites will need to be remodeled and updated according to facility data.	60%	60%	40%	40%	40%	40%
	By 2028, no more than 50% of all athletic facilities will be more than 20 years old according to facility data.	75%	75%	75%	50%	50%	50%
Ensure school safety, maintaining transportation fleet and providing nutritious meals	By 2028, TBD number of students will participate in the school lunch program.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, TBD% of sites will be consistently completing state mandated safety drills in a timely manner according to the OSSI Drill Report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, TBD% of students will utilize school provided transportation per the Average Daily Haul Report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, TBD will be spent on maintaining transportation fleet per the General Fund Expenditure Report.	TBD	TBD	TBD	TBD	TBD	TBD

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The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognize the Catoosa 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 Catoosa 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 Catoosa 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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