2023–2028
STRATEGIC PLAN

GLENPOOL
PUBLIC SCHOOLS
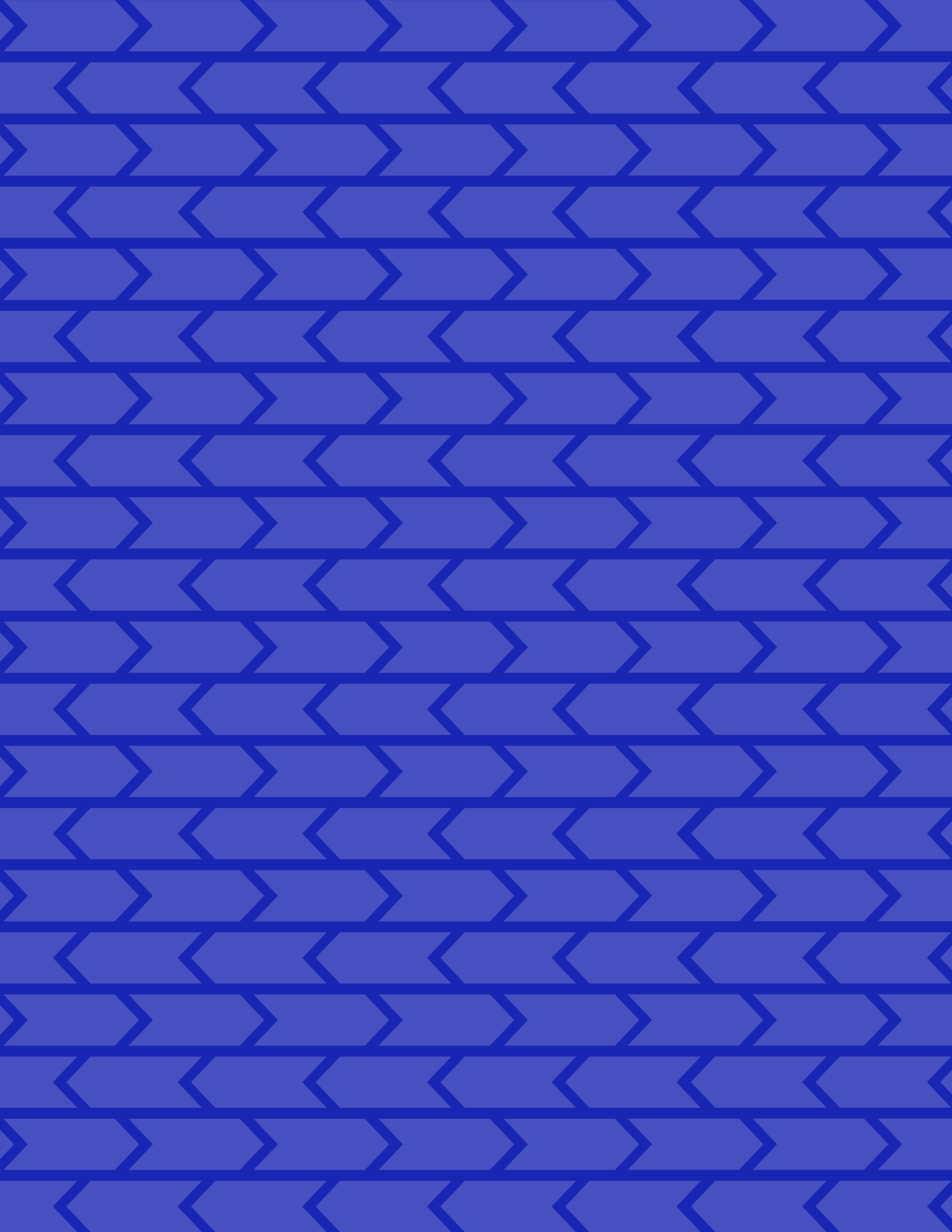
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Glenpool Schools takes great pride in the education that is provided to its students. Parents, patrons, community members, students, and district employees have high expectations in helping to prepare our students for the world in which they live. Glenpool is dedicated to working together as a team to serve the community and to provide a well-rounded education to our students. We emphasize academic growth, life-ready skills, and providing opportunities for students to excel in multiple areas.

Much of the success that our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of several months of hard work between board members, teachers, administrators, staff, parents and community leaders. This collaboration has not only helped in envisioning the future of the district, but also in the development of the roadmap that will take us there. By clearly articulating our values, vision, mission, focus areas, and objectives, we are in the position to continue in the direction of educational excellence.

I am grateful for all of the time, energy, hard work, and creativity given by many in the development of this plan. As we continue to grow, the strategic plan will be used as a road map to guide and move our district forward.

Curtis Layton
Superintendent

BOARD OF EDUCATION

Mike Pendergrass
District 1

Lynne Whetsell
District 2

Jake Schnebly
District 3

William Thayer
District 4

Julie Green
District 5

STRATEGIC PLANNING
TEAM MEMBERS

Student Growth and Success
- Brandi White
- Jamie Crenshaw
- Sara Byrd
- Mava Goddard
- Sarah Barnett
- Kristy Roberts
- Gaylen Urie

Personnel
- Taylor Vaughan
- Shelly Finney
- Zoya Allen
- Blaine Wise
- Sandra Sams
- Michelle Dobbs

Educational Provisions
- Joe Wuest
- Shannon Schwarz
- LeAnn Click
- Lynne Whetsell
- Pete Bell
- Jim VonHolten
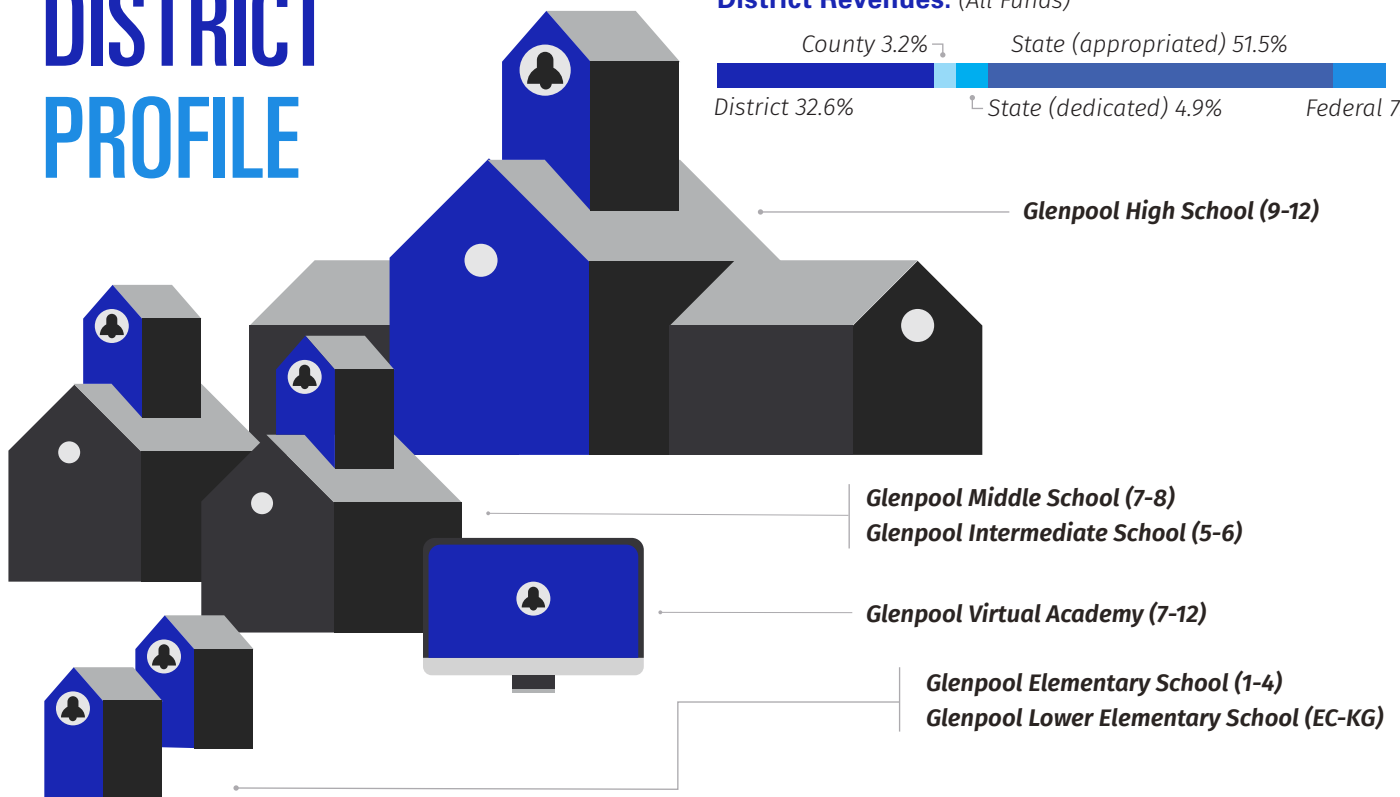- Gene Terronez
- Matt Hilurn
- Monte Randall

Students
- Lillie Bullock
- Nadia Padron
- Switzer McGeeley
- Rueger Tatum
- Caleb McDowell

Not Pictured
- Sondia Johnson
- Reed Coody
- TK Gualnam
- Becky Thayer

DISTRICT PROFILE

County 3.2%   *State (appropriated) 51.5%*

District 32.6%   *State (dedicated) 4.9%*   *Federal 7.8%*

Glenpool High School (9-12)

Glenpool Middle School (7-8)
Glenpool Intermediate School (5-6)

Glenpool Virtual Academy (7-12)

Glenpool Elementary School (1-4)
Glenpool Lower Elementary School (EC-KG)

210	8.4	21	180
Teachers	*Counselors*	*Administrators*	*Support Staff*
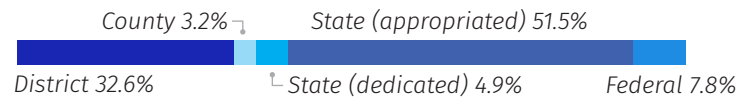
(17.7% with advanced degrees, 14.76 average years teaching experience)

11.4%	14.0%	6.8%
Identified as Gifted and Talented	*Identified in Special Education Programs*	*Identified as English Language Learners (ELL)*

Average Enrollment Trends:

Year	Enrollment
2019/20	2847.87
2020/21	2701.30
2021/22	2839.06
2022/23	2823.80

Student Population:

Asian (10.6%)

Hispanic (7.0%)

Caucasian (44.2%)

Black (7.4%)

Native American (30.5%)

Pacific Islander (0.3%)

Two or more races (20.0%)
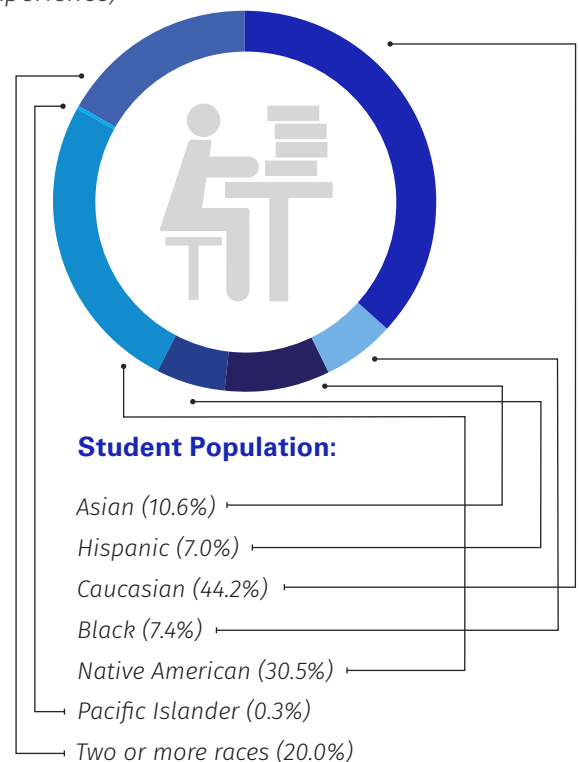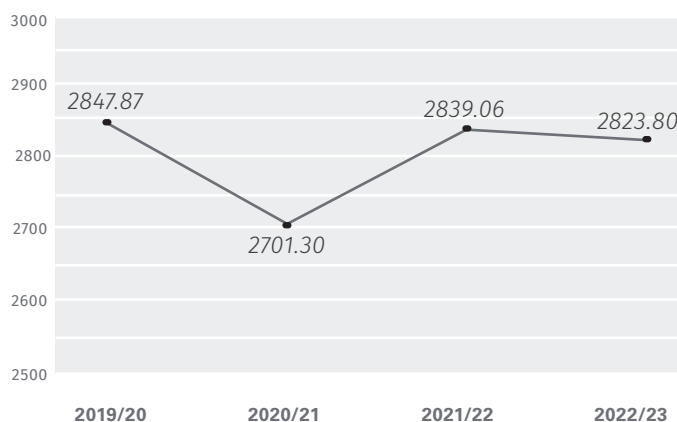
EXECUTIVE SUMMARY

Glenpool Schools, its parents, and the community are committed to creating an environment that encourages all students to achieve their academic potential, develop their social skills, and foster a desire to be a lifelong learner. The Glenpool Public Schools' 2023-2028 Strategic Plan is recognized as the district's blueprint for transformation and change. The district fully engaged in this transparent year-long journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. The plan places an emphasis on student growth and success by focusing on the alignment and development of districtwide curriculum. The goal is to provide strategies for all students to achieve as the district continues to identify struggling students early on and give them the support they need through the district's Response to Intervention (RtI) initiative. The district recognizes the importance of graduates being college and/or career ready, in response to the community's learner expectation that graduates have life skills, the plan expands college and career readiness to include life-ready skills. A positive attitude is important for students to maximize their potential, therefore, this plan will address positive student behaviors, trauma-informed instruction, and provide opportunities to increase student leadership.

To ensure the growth and success of Glenpool students, the plan includes a goal to attract, retain, and develop all personnel within the district. A formal recruitment plan will be implemented. The district's induction plan will expand to include non-certified staff and provide continued support for all early career employees. Part of that support will be realized through a formal district professional development plan. The plan will emphasize the importance of the district continuing and refining their journey to fully implement high-functioning professional learning communities (PLCs) that will ensure all students learn, provide a culture of collaboration for school improvement, and focus on results.

The plan addresses educational resources that include improving and increasing groups and organizations for all students. Consideration is given to ensure the district has a formal technology plan that addresses the maintenance of updating district technology devices and the infrastructure. Lastly, a core belief of community involvement will be realized as the plan provides opportunities for further development of community partnerships and implementation of a district advisory committee.

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 PLAN IS THE FRAMEWORK THROUGH WHICH THE DISTRICT SUPPORTS THE DEVELOPMENT OF EACH CHILD TO HIS/HER POTENTIAL.

GLENPOOL
WARRIORS

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 1st—October 17th, 2022**
  CSI Community Stakeholder Survey

- **September 2nd, 2022**
  CSI Climate Teacher Survey

- **September 26th—30th, 2022**
  *CSI Climate Student Survey (6—12),
  CSI Climate Student Survey (3—5)*

- **October 3rd—6th, 2022**
  Support Climate Survey

- **October 10th, 2022**
  *E.S.C., Elementary Cafeteria,
  Glenpool Conference Center*

- **October 11th, 2022**
  *E.S.C., High School Cafeteria,
  Glenpool Conference Center*

- **October 12th, 2022**
  High School, Glenpool Conference Center

"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.

- **December 7th, 2022**
  Glenpool Conference Center

- **December 8th, 2022**
  Glenpool Conference Center

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 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.

- **January 18th, 2023**
  Glenpool Conference Center

- **January 19th, 2023**
  Glenpool Conference Center

- **March 8th, 2023**
  Glenpool Conference Center

"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 8th, 2023**
  Board Approval

- **May 24th, 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

Glenpool Public Schools expects the graduates of 2032 to possess...

- Effective communication skills
- Life skills
- Critical thinking skills
- Organization, goal setting, and time management skills
- A mastery of core content
- Collaboration skills
- Financial skills
- Technology skills

These expectations combined with college and career readiness and opportunities to locate and use information will effectively prepare Glenpool graduates.

Core Beliefs

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

- Community service opportunities
- Family support
- Relevant content
- Creative and innovative experiences
- Basic skills
- Education on post-high school opportunities
- Attention to student strengths and weaknesses
- Collaboration opportunities
- Community support
- Counseling

Classroom teaching and learning, paired with opportunities for enrichment, will provide future success for Glenpool students.

Core Values

In order to ensure quality teaching and learning, Glenpool Public Schools values...

- Quality teachers
- School buildings and grounds
- A respectful and nurturing environment
- Quality programs
- Up-to-date technology
- Parental involvement and supportive families
- Class size
- Safe/efficient environment
- Innovative teaching
- Strong leadership

Glenpool Public Schools values providing competitive salaries for staff and creating an environment for learning that promotes school and community connections.

STRATEGIC GOAL SUMMARY

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

Objective 1: Increase students' mastery of content standards

» *Initiative: Districtwide curriculum alignment*

» *Initiative: Districtwide curriculum development*

» *Initiative: Districtwide Response to Intervention (Rtl)*

Objective 2: Increase college and career readiness

» *Initiative: Profile of a graduate*

Objective 3: Increase positive student behavior

» *Initiative: Trauma-informed instruction*

» *Initiative: Parental outreach*

Objective 4: Increase student satisfaction

» *Initiative: Positive learning environment*

» *Initiative: Student life and leadership*

» *Initiative: Project Based Learning (PBL)*

GOAL AREA #2
PERSONNEL

Objective 1: Attract and retain personnel

» *Initiative: Recruiting plan*

» *Initiative: Certified staff retention plan*

» *Initiative: Non-certified staff retention plan*

Objective 2: Develop personnel

» *Initiative: Professional development plan*

» *Initiative: Professional Learning Communities (PLC)*

GOAL AREA #3

EDUCATIONAL PROVISIONS

Objective 1: Improve and increase support for all student groups

> » *Initiative: Student groups and organizations*

Objective 2: Improve and increase facilities and infrastructure

> » *Initiative: Funding*

Objective 3: Provide and maintain technology

> » *Initiative: Technology plan*

Objective 4: Increase community and stakeholder involvement and satisfaction

> » *Initiative: Parent engagement*
> » *Initiative: Community partnerships*

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

Objective 1: Increase students' mastery of content standards
- » *Initiative: Districtwide curriculum alignment*
- » *Initiative: Districtwide curriculum development*
- » *Initiative: Districtwide Response to Intervention (Rtl)*

Objective 2: Increase college and career readiness
- » *Initiative: Profile of a graduate*

Objective 3: Increase positive student behavior
- » *Initiative: Trauma-informed instruction*
- » *Initiative: Parental outreach*

Objective 4: Increase student satisfaction
- » *Initiative: Positive learning environment*
- » *Initiative: Student life and leadership*
- » *Initiative: Project Based Learning (PBL)*

GOAL AREA #1

STUDENT GROWTH AND SUCCESS

| OBJECTIVE 1 | **Increase students' mastery of content standards** |

| RATIONALE | *If we increase students' mastery of core content standards, we honor our community's values, beliefs, and expectations because our community expects students to master core content.* |

INITIATIVE 1
Districtwide curriculum alignment

ACTION STEPS	TIMELINE
Review content and grade-level vertical curriculum alignment of power standards for instructional gaps in English language arts (ELA) and social studies.	**2023–24**
Form district content area committees in English language arts (ELA), social studies, math, and science.	**2023–24**
Provide professional development on vertical alignment of power standards for ELA and social studies teachers.	**2023–24**
Review district scope and sequence for English language arts (ELA), social studies, math, and science.	**2023–24**
Use Measures of Academic Progress (MAP) data to determine gaps in academic standards from the previous grade level.	**2023–24**
Develop and implement lessons that are aligned to the English language arts (ELA), social studies, math, and science power standards.	**2023–24**
Monitor and adjust scope and sequence and curriculum alignment for English language arts (ELA), social studies, math, and science.	**Ongoing**
Provide professional development on vertical alignment of power standards for math and science teachers.	**2024–25**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 1	Increase students' mastery of content standards
RATIONALE	*If we increase students' mastery of core content standards, we honor our community's values, beliefs, and expectations because our community expects students to master core content.*

INITIATIVE 2
Districtwide curriculum development

ACTION STEPS	TIMELINE
Provide professional development in authentic learning for all content areas and grade levels.	**2024–25**
Implement authentic learning instructional strategies to increase student engagement.	**2024–25**
Develop or revise lessons using a variety of instructional strategies to improve instruction based on data from Measures of Academic Progress (MAP) assessments, Common Formative Assessments (CFA), the Oklahoma State Testing Program (OSTP), and the College and Career Readiness Assessment (CCRA).	**2024–25**
Monitor implementation of instructional strategies for fidelity.	**Ongoing**
Continually monitor data from MAP, CFA, and OSTP to determine strengths, gaps, and weaknesses in achievement.	**Ongoing**
Revise lessons, instructional strategies, and interventions as needed.	**Ongoing**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 1	Increase students' mastery of content standards
RATIONALE	*If we increase students' mastery of core content standards, we honor our community's values, beliefs, and expectations because our community expects students to master core content.*

INITIATIVE 3

Districtwide Response to Intervention (RtI)

ACTION STEPS	TIMELINE
Assess current implementation, assess needs at each school site, and determine steps/plan for implementation.	**2023–24**
Provide professional development for all teachers on common language, tracking forms, targeted intervention and enrichment strategies.	**2023–24**
Create a tiered structure of targeted interventions for each site.	**2023–24**
Develop specific site plans for RtI (common formative assessments, intervention strategies, structures).	**2023–24**
Implement site RtI plans.	**2023–24**
Monitor and adjust plans as needed.	**Ongoing**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 2 | **Increase college and career readiness**

RATIONALE | *If we increase college and career readiness, we honor our community's values, beliefs, and expectations because our community believes that students need to be educated on post high school opportunities.*

INITIATIVE 1
Profile of a graduate

ACTION STEPS	TIMELINE
Develop a guiding document that outlines what the following mean: • College readiness • Career readiness • Life readiness	**2023–24**
Review current internship program and revise as needed to fully implement.	**2023–24**
Create "Profile of a Graduate" tracking documents beginning in middle school.	**2024–25**
Develop implementation timeline.	**2023–24**
Acquire/develop life ready curriculum using and expanding current programs.	**2025–26**
Revise lessons, instructional strategies, and interventions as needed.	**2025–26**
Develop career exploration program for lower and upper elementary schools. Possible examples: • Career fairs • Guest speakers • Field trips • Event showcasing where staff attended college • Other age-appropriate or appealing activities	**2025–26**
Develop career exploration program for intermediate and middle school. Possible examples: • Career fairs • Guest speakers • Field trips • Event showcasing where staff attended college • Other age-appropriate or appealing activities	**2025–26**
Develop career exploration program for high school. Possible examples: • Career fairs • Interview day • Field trips • Staff showcase	**Ongoing**
Monitor and adjust as needed.	**Ongoing**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 3	**Increase positive student behavior**
RATIONALE	*If we increase positive student behavior, we honor our community's values, beliefs, and expectations because our community values a respectful and nurturing environment.*

INITIATIVE 1
Trauma-informed instruction

ACTION STEPS	TIMELINE
Provide trauma-informed professional development (PD) to all staff (teachers, support staff, and administrators).	**2023–24**
Integrate trauma-informed teaching strategies to meet the needs of individual students.	**2023–24**
Evaluate PD and implementation by collecting data on the number of hours provided and number of staff attending.	**Ongoing**
Provide annual staff refresher course on strategies for trauma-informed teaching. Considerations for structures of delivery of PD might include: • Professional Learning Committee time • Distance learning days • Professional development days • Before/after school	**2024–25**
Establish an intervention team at each site to work with students with challenging behaviors. Interventions might include: • Small groups/individual mediation • Restorative discussions	**2025–26**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 3 | **Increase positive student behavior**

RATIONALE | *If we increase students' mastery of core content standards, we honor our community's values, beliefs, and expectations because our community values a respectful and nurturing environment.*

INITIATIVE 2
Parental outreach

ACTION STEPS	TIMELINE
Investigate hiring a district community liaison.	**2023–24**
Determine: • Goals and objectives of a Parent Outreach committee • Committee members • Meeting dates	**2023–24**
Establish a district Parent Outreach committee.	**2023–24**
Implement Parent Support Nights at each site. Potential topics might include: • Technology support • Trauma support • Importance of education/attendance support • Mental health support • Community resources • Cultural differences • Suicide prevention • Security procedures	**2023–24**
Review the effectiveness of the committee annually and adjust as needed.	**Ongoing**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 4	**Increase student satisfaction**
RATIONALE	*If we increase student satisfaction, we honor our community's values, beliefs, and expectations because our community values creative and innovative experiences.*

INITIATIVE 1
Positive learning environment

ACTION STEPS	TIMELINE
Revise current surveys to be site-specific and include information related to: • Physical updates • Safety • Student feelings • Interest in clubs such as recycling, school improvement, safety, etc. • Awareness of available student support programs	**2023–24**
Annually administer site-specific surveys.	**Ongoing**
Analyze results and develop initiatives to address survey results.	**Ongoing**
Share progress/updates with students, community stakeholders, and other stakeholders.	**Ongoing**
Define roles and responsibilities for de-escalation team and share with building staff.	**2023–24**
Explore expanding character development programs.	**2025–26**
Monitor and adjust surveys as needed.	**Ongoing**

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 4	Increase student satisfaction
RATIONALE	*If we increase student satisfaction, we honor our community's values, beliefs, and expectations because our community values creative and innovative experiences.*

INITIATIVE 2

Student life and leadership

ACTION STEPS	TIMELINE
Form a principal's student advisory committee at each school site. Consideration should be given to: • Development of goals, objectives, and protocols • Addressing school spirit and positive school culture • Schedule of meetings • Criteria for membership • Assessment of impact	2023–24
Develop a school spirit committee to help increase school spirit at each site.	2023–24
Research effective student leadership curriculum.	2024–25
Purchase and/or develop curriculum for student life and leadership class at middle school and intermediate level.	2025–26
Educate students and parents about the course(s).	2025–26
Integrate the class(es) into the master schedule.	2025–26
Monitor effectiveness of the class based on the results of the student climate survey.	Ongoing

GOAL AREA #1
STUDENT GROWTH AND SUCCESS

OBJECTIVE 4	Increase student satisfaction
RATIONALE	*If we increase student satisfaction, we honor our community's values, beliefs, and expectations because our community values creative and innovative experiences.*

INITIATIVE 3
Project Based Learning

ACTION STEPS	TIMELINE
Investigate the impact of Project Based Learning (PBL) on student achievement and engagement.	2026–27
Share information gathered in Professional Learning Communities (PLCs) to determine incorporation and implementation of PBL at each site.	2026–27

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Increase students' mastery of content standards	By 2028, 40% of all 3rd grade students will score proficient or above on the Oklahoma State Testing Program (OSTP) English language arts (ELA) test.	30%	30%	32%	35%	37%	40%
	By 2028, 31% of all 4th grade students will score proficient or above on the OSTP ELA test.	21%	21%	23%	26%	28%	31%
	By 2028, 37% of all 5th grade students will score proficient or above on the OSTP ELA test.	27%	27%	30%	32%	35%	37%
	By 2028, 32% of all 6th grade students will score proficient or above on the OSTP ELA test.	22%	22%	24%	27%	30%	32%
	By 2028, 22% of all 7th grade students will score proficient or above on the OSTP ELA test.	12%	12%	14%	17%	20%	22%
	By 2028, 33% of all 8th grade students will score proficient or above on the OSTP ELA test.	23%	23%	25%	28%	30%	33%
	By 2028, 40% of 3rd grade Individual Education Program (IEP) students will score basic or above on the OSTP ELA test.	30%	30%	32%	35%	37%	40%
	By 2028, 57% of 4th grade IEP students will score basic or above on the OSTP ELA test.	47%	47%	49%	52%	55%	57%
	By 2028, 57% of 5th grade IEP students will score basic or above on the OSTP ELA test.	47%	47%	49%	52%	55%	57%
	By 2028, 46% of 6th grade IEP students will score basic or above on the OSTP ELA test.	36%	36%	38%	41%	43%	46%
	By 2028, 16% of 7th grade IEP students will score basic or above on the OSTP ELA test.	6%	6%	8%	11%	13%	16%
	By 2028, 22% of 8th grade IEP students will score basic or above on the OSTP ELA test.	12%	12%	14%	17%	19%	22%
	By 2028, 66% of 3rd grade English language learner (ELL) students will score basic or above on the OSTP ELA test.	56%	56%	58%	61%	63%	66%

PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
By 2028, 63% of 4th grade ELL students will score basic or above on the OSTP ELA test.	53%	53%	55%	58%	60%	63%
By 2028, 81% of 5th grade ELL students will score basic or above on the OSTP ELA test.	71%	71%	73%	76%	78%	81%
By 2028, 30% of 6th grade ELL students will score basic or above on the OSTP ELA test.	20%	20%	22%	25%	27%	30%
By 2028, 17% of 7th grade ELL students will score basic or above on the OSTP ELA test.	7%	7%	9%	12%	14%	17%
By 2028, 60% of 8th grade ELL students will score basic or above on the OSTP ELA test.	50%	50%	52%	55%	57%	60%
By 2028, 24% of kindergarten through 3rd grade students will receive reading remediation according to the current school profile.	34%	34%	32%	29%	27%	24%
By 2028, 43% of all 3rd grade students will score at or above proficient on the OSTP math test.	33%	33%	35%	38%	40%	43%
By 2028, 60% of all 4th grade students will score at or above proficient on the OSTP math test.	50%	50%	52%	55%	57%	60%
By 2028, 38% of all 5th grade students will score at or above proficient on the OSTP math test.	28%	28%	30%	33%	35%	38%
By 2028, 41% of all 6th grade students will score at or above proficient on the OSTP math test.	31%	31%	33%	36%	38%	41%
By 2028, 31% of all 7th grade students will score at or above proficient on the OSTP math test.	21%	21%	24%	26%	28%	31%
By 2028, 23% of all 8th grade students will score at or above proficient on the OSTP math test.	13%	13%	16%	18%	21%	23%
By 2028, 52% of all 3rd grade IEP students will score basic or above on the OSTP math test.	42%	42%	45%	47%	50%	52%
By 2028, 71% of all 4th grade IEP students will score basic or above on the OSTP math test.	61%	61%	64%	66%	69%	71%
By 2028, 55% of all 5th grade IEP students will score basic or above on the OSTP math test.	45%	45%	48%	50%	52%	55%

Increase students' mastery of content standards

	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Increase students' mastery of content standards	*By 2028, 57% of all 6th grade IEP students will score basic or above on the OSTP math test.*	47%	47%	50%	52%	55%	57%
	By 2028, 36% of all 7th grade IEP students will score basic or above on the OSTP math test.	26%	26%	29%	31%	34%	36%
	By 2028, 16% of all 8th grade IEP students will score basic or above on the OSTP math test.	6%	6%	9%	11%	14%	16%
	By 2028, 78% of all 3rd grade ELL students will score basic or above on the OSTP math test.	68%	68%	71%	73%	75%	78%
	By 2028, 89% of all 4th grade ELL students will score basic or above on the OSTP math test.	79%	79%	81%	84%	86%	89%
	By 2028, 79% of all 5th grade ELL students will score basic or above on the OSTP math test.	69%	69%	71%	74%	77%	79%
	By 2028, 40% of all 6th grade ELL students will score basic or above on the OSTP math test.	30%	30%	32%	35%	37%	40%
	By 2028, 37% of all 7th grade ELL students will score basic or above on the OSTP math test.	27%	27%	29%	32%	35%	37%
	By 2028, 10% of all 8th grade ELL students will score basic or above on the OSTP math test.	0%	0%	2%	5%	7%	10%
	By 2028, 46% of all 5th grade students will score at or above proficient on the OSTP science test.	36%	36%	38%	41%	44%	46%
	By 2028, 73% of 5th grade ELL students will score basic or above on the OSTP science test.	63%	63%	65%	68%	70%	73%
	By 2028, 62% of 5th grade IEP students will score basic or above on the OSTP science test.	52%	52%	54%	57%	59%	62%
	By 2028, 49% of all 8th grade students will score at or above proficient on the OSTP science test.	39%	39%	41%	44%	46%	49%
	By 2028, 35% of 8th grade ELL students will score basic or above on the OSTP science test.	25%	25%	27%	30%	32%	35%
	By 2028, 28% of 8th grade IEP students will score basic or above on the OSTP science test.	18%	18%	20%	23%	25%	28%

OBJECTIVES

	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Increase college and career readiness	*By 2028, the average composite ACT score for Glenpool students will be 20.2. All content areas will be above the state average.*	18.2	18.6	19.0	19.4	19.8	20.2
	By 2028, 90% of juniors and seniors will be enrolled in a postsecondary program (internships, career connections, AP, concurrent, or career tech).	87.8%	88.2%	88.6%	89.4%	89.8%	90.0%
Increase positive student behavior	*By 2028, no more than 15% of the total population will receive 1 or more discipline referrals according to discipline data.*	30.2%	27%	24%	21%	18%	15%
	By 2028, 100% of sites will have received professional development related to trauma-informed instruction according to programs data.	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, no more than 15% of total students will have 10 or more absences according to attendance data.	33.3%	30%	26%	22%	18%	15%
	By 2028, no more than 30% of economically disadvantaged students will have 10 or more absences according to attendance data.	56.1%	51%	46%	41%	35%	30%
	By 2028, no more than 10% of middle and high school students referrals will be due to tardies according to behavior data.	22.5%	20%	18%	15%	13%	10%
	By 2028, no more than 10% of students PK–6 will be tardy according to attendance data.	25.5%	23%	20%	17%	14%	10%
	By 2028, 97% of students will graduate according to district data.	95.4%	95.7%	96.0%	96.3%	96.7%	97%

	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, 70% of 3rd–5th grade students will agree that their school is kept clean according to the student climate survey.	37.06%	43.56%	50.06%	56.56%	63.60%	70%
	By 2028, 80% of 3rd–5th grade students will agree that they feel safe around the outside of their school according to the student climate survey.	59.71%	63.80%	67.91%	72.01%	76.11%	80%
	By 2028, 75% of 3rd–5th grade students will agree that they feel safe in hallways and bathrooms according to the student climate survey.	48.29%	53.59%	58.89%	64.19%	69.49%	75%
	By 2028, 70% of 3rd–5th grade students will agree that most students in their school treat others with respect according to the student climate survey.	35.43%	42.33%	49.23%	56.13%	63.03%	70%
	By 2028, 70% of 3rd–5th grade students will agree that most students in their school try to talk to other students when they are having a problem with them according to the student climate survey.	37.67%	44.17%	50.67%	57.17%	63.67%	70%
Increase student satisfaction	*By 2028, no more than 20% of 3rd–5th grade students will agree that most students in their school get mad when they disagree with people according to the student climate survey.*	34.03%	31.23%	28.43%	25.63%	22.83%	20%
	By 2028, 70% of 3rd–5th grade students will agree that teachers notice if they are having trouble according to the student climate survey.	46.23%	46.23%	46.23%	46.23%	58%	70%
	By 2028, 85% of 3rd–5th grade students will agree teachers help them do better on their school work according to the student climate survey.	68.34%	71.64%	74.94%	78.24%	81.54%	85%
	By 2028, 70% of 3rd–5th grade students will agree that teachers and other adults listen to students' ideas about school according to the student climate survey.	43.05%	43.05%	45%	55%	65%	70%
	By 2028, 75% of 3rd–5th grade students will agree that they feel like a part of the school according to the student climate survey.	57.63%	57.63%	60%	65%	70%	75%
	By 2028, 75% of 3rd–5th grade students will agree that teachers make learning interesting according to the student climate survey.	48.07%	48.07%	48.07%	48.07%	62%	75%
	By 2028, 50% of 3rd–5th grade students will agree that teachers give them work that is interesting according to the student climate survey.	26.97%	26.97%	26.97%	26.97%	39%	50%

	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, 75% of 6th–12th grade students agree or strongly agree that their school will be kept clean according to the student climate survey.	67.14%	69%	71%	73%	75%	75%
	By 2028, 80% of 6th–12th grade students will agree or strongly agree that they feel safe in the hallways and bathrooms according to the student climate survey.	68.97%	71.1%	73.3%	75.5%	77.7%	80%
	By 2028, 70% of 6th–12th grade students will agree or strongly agree that they enjoy being in school according to the student climate survey.	48.51%	48.51%	48.51%	48.51%	60%	70%
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that they have opportunities to express themselves at school according to the student climate survey.	68.42%	69.50%	71.00%	72.50%	73.75%	75%
	By 2028, 70% of 6th–12th grade students will agree or strongly agree that students in school treat each other with respect according to the student climate survey.	43.07%	48%	53%	59%	64%	70%
Increase student satisfaction	*By 2028, 30% of 6th–12th grade students will agree or strongly agree that students at this school are often bullied according to the student climate survey.*	41.79%	39.5%	37.5%	35%	32.5%	30%
	By 2028, 30% of 6th–12th grade students will agree or strongly agree that students at this school are often teased or picked on according to the student climate survey.	60.8%	54%	48%	42%	36%	30%
	By 2028, 80% of 6th–12th grade students will agree or strongly agree that most students in the school treat each other well according to the student climate survey.	61.42%	64%	68%	72%	76%	80%
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that most students in school help each other when asked according to the student climate survey.	68.10%	69.48%	70.86%	72.24%	73.62%	75%
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that most students in school care about each other according to the student climate survey.	56.79%	56.79%	61.30%	65.90%	70.44%	75%
	By 2028, 65% of 6th–12th grade students will agree or strongly agree that most students in the school are well-behaved according to the student climate survey.	45.71%	45.71%	50.53%	55.35%	60.18%	65%
	By 2028, 40% of 6th–12th grade students will agree or strongly agree most students in school think it is okay to cheat according to the student climate survey.	54.88%	51.90%	49.00%	46.10%	43.20%	40%

	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that most students in school do their best even when work is difficult according to the student climate survey.	**60.00%**	**63.00%**	**66.00%**	**69.00%**	**72.00%**	**75%**
	By 2028, 60% of 6th–12th grade students will agree or strongly agree that most students in school try to work out disagreements with other students according to the student climate survey.	**47.62%**	**47.62%**	**50.71%**	**53.81%**	**56.90%**	**60%**
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that adults in the school apply the rules to all students equally according to the student climate survey.	**62.90%**	**65.30%**	**67.75%**	**70.10%**	**72.50%**	**75%**
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that teachers give lots of encouragement according to the student climate survey.	**65.30%**	**67.00%**	**69.00%**	**71.00%**	**73.00%**	**75%**
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that teachers notice when students are doing a good job and let students know they are pleased with them according to the student climate survey.	**63.24%**	**65.50%**	**67.80%**	**70.10%**	**72.40%**	**75%**
Increase student satisfaction	*By 2028, 75% of 6th–12th grade students will agree or strongly agree that teachers and other adults listen to student ideas about the schools according to the student climate survey.*	**66.31%**	**66.31%**	**68.00%**	**70.00%**	**73.00%**	**75%**
	By 2028, 70% of 6th–12th grade students will agree or strongly agree that students help decide what goes on in the school according to the student climate survey.	**54.08%**	**54.08%**	**59.00%**	**64.00%**	**66.00%**	**70%**
	By 2028, 70% of 6th–12th grade students will agree or strongly agree that school work is interesting according to the student climate survey.	**48.51%**	**48.51%**	**48.51%**	**48.51%**	**60.00%**	**70%**
	By 2028, 70% of 6th–12th grade students will agree or strongly agree that assigned school work is meaningful and important according to the student climate survey.	**47.37%**	**47.31%**	**47.37%**	**47.37%**	**60.00%**	**70%**
	By 2028, 75% of 6th–12th grade students will agree or strongly agree that teachers assign homework that helps them learn according to the student climate survey.	**55.70%**	**55.70%**	**55.70%**	**55.70%**	**65.00%**	**75%**
	By 2028, 70% of 6th–12th grade students agree or strongly agree that teachers make learning interesting according to the student climate survey.	**57.88%**	**57.88%**	**57.88%**	**57.88%**	**64.00%**	**70%**

GOAL AREA #2
PERSONNEL

Objective 1: Attract and retain personnel

» *Initiative: Recruiting plan*

» *Initiative: Certified staff retention plan*

» *Initiative: Non-certified staff retention plan*

Objective 2: Develop personnel

» *Initiative: Professional development plan*

» *Initiative: Professional Learning Communities (PLC)*

GOAL AREA #2
PERSONNEL

OBJECTIVE 1	**Attract and retain personnel**
RATIONALE	*If we attract and retain personnel, we honor our community's values, beliefs, and expectations because our community values quality teachers.*

INITIATIVE 1 *Recruiting plan*	**ACTION STEPS**	**TIMELINE**
	Develop a recruiting committee. Team members should include: • Building leaders • Team leads • District HR	**2023–24**
	Revise website presence with welcome, expectations, and culture to include pictures, quotes, and handles (social media links).	**2023–24**
	Develop a uniform interview process that includes common district-level questions.	**2023–24**
	Develop a uniform exit interview process that provides information as to why the employee is leaving their current position.	**2023–24**
	Annually analyze exit interview data to determine district strengths, weaknesses, and potential action steps to increase retainment.	**2024–25**
	Use the following strategies to recruit potential employees: • Incentives • Induction program • Small class commitment • Competitive compensation package • New teacher classroom set up budget • Outreach and networking • Career fair and college classes • Future teacher classes offered in high school • Involve community members	**2024–25**

GOAL AREA #2
PERSONNEL

OBJECTIVE 1 **Attract and retain personnel**

RATIONALE

If we attract and retain personnel, we honor our community's values, beliefs, and expectations because our community values quality teachers.

INITIATIVE 2

Certified staff retention plan

ACTION STEPS	TIMELINE
Review and revise tiered induction program: • 1–3 year teachers • 4–5 year teachers • 6+ year teachers	**2024–25**
Develop implementation plan to include: • Criteria for the selection of mentors and matching mentors and inductees • Assignment of district person(s) to coordinate and monitor the retention plan • Expectations of mentor and inductee to collaborate at the site level • Protected time for mentors and inductees to meet with district coordinator • Monthly site coordinator meeting • Stipends	**2025–26**
Interview mentor and inductee at the end of the year to garner participant feedback.	**2025–26**
Create and administer a program evaluation to be reviewed each semester to monitor program success.	**2026–27**
Analyze data and revise program as needed.	**Ongoing**

GOAL AREA #2
PERSONNEL

OBJECTIVE 1   **Attract and retain personnel**

RATIONALE

If we attract and retain personnel, we honor our community's values, beliefs, and expectations because our community values quality teachers.

INITIATIVE 3

Non-certified staff retention plan

ACTION STEPS	TIMELINE
Create an induction program for support staff.	**2025–26**
Develop implementation plan to include: • District administration working with support supervisors to develop an onboarding process with training protocol as well as culture inclusion	**2026–27**
Create and administer a program evaluation to be reviewed each semester to monitor program success.	**2026–27**
Interview probationary employees at the end of the year to garner participant feedback.	**2027–28**
Analyze data and revise program as needed.	**Ongoing**

GOAL AREA #2
PERSONNEL

OBJECTIVE 2	Develop personnel
RATIONALE	*If we develop personnel, we honor our community's values, beliefs, and expectations because our community values quality teachers and staff.*

INITIATIVE 1
Professional development plan

ACTION STEPS	TIMELINE
Review the professional development (PD) committee composed of the following: • Administrators • Teacher representatives from each site • Support staff • Teaching and Learning director	2023–24
Determine norms and annual meeting schedule.	2023–24
Develop and administer annual needs assessments to certified and support staff. Consideration should be given to state requirements, student assessments, and community learner expectations.	2023–24
Based on results of needs assessment, create a list and schedule of approved PD opportunities for certified and support staff (required and optional).	2023–24
Publish district PD opportunities through email, signage, posters, faculty meeting announcements, etc.	2023–24
Investigate potential community partnerships for incentives. Potential incentives might include: • Stipends • Grants • Business discounts • Gift cards	2023–24
Determine and offer incentives to staff to attend outside PD.	2024–25
Monitor and adjust plan as needed.	Ongoing

GOAL AREA #2
PERSONNEL

OBJECTIVE 2	Develop personnel

RATIONALE	*If we develop personnel, we honor our community's values, beliefs, and expectations because our community values quality teachers and staff.*

INITIATIVE 2

Professional Learning Communities (PLC)

ACTION STEPS	TIMELINE
Continue PLC training for current and new staff.	**2023–24**
Investigate opportunities for creating additional time for PLC. Consider using asynchronous days or early release/late start days for PLC.	**2023–24**
Conduct ongoing review of Common Formative Assessment (CFA) data and effectiveness.	**2024–25**
Analyze data from CFA to determine Response to Intervention (RtI) practices.	**2024–25**
Determine instructional interventions based on analysis of the CFA data and create a structure and/or schedule for implementing interventions.	**2025–26**
Conduct an annual review of the PLC process: • Refining essential standards • Refining target skills • Evaluating CFAs • Evaluating structure and/or schedule for interventions • Refining roles and responsibilities of Guiding Coalition	**2025–26**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, TBD% of certified staff will be retained according to the district data report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, TBD% of support staff will be retained according to the district data report.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, no more than 20% of teachers will agree or strongly agree that they spend too much of their teaching time on disciplining students according to the teacher climate survey.	31.73%	29%	27%	25%	23%	20%
	By 2028, 85% of teachers will agree or strongly agree that students at this school are well-behaved according to the teacher climate survey.	70.37%	73%	76%	79%	82%	85%
	By 2028, 85% of teachers will agree or strongly agree that the school consistently enforces the code of student conduct according to the teacher climate survey.	65.43%	69%	73%	77%	81%	85%
Attract and retain personnel	By 2028, 80% of support employees will report that they are treated and respected as educational professionals according to the support personnel climate survey.	68.76%	68.8%	68.8%	74%	77%	80%
	By 2028, 80% of support personnel will agree or strongly agree that school administrators involve employees in decision making and problem solving according to the support personnel climate survey.	66.29%	66.3%	66.3%	73%	77%	80%
	By 2028, no more than 30% of support personnel will agree or strongly agree they spend a great deal of time dealing with students' social and emotional challenges according to the support personnel climate survey.	40.66%	40.66%	40.66%	35%	32%	30%
	By 2028, 75% of support personnel will agree or strongly agree that the school consistently enforces the code of student conduct according to the support personnel climate survey.	64.84%	64.8%	64.8%	68%	72%	75%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Develop personnel	By 2028, 100% of sites will provide professional development related to the different culture norms that exist within our student population according to the professional development data.	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, 100% of sites will provide professional development related to authentic technology integration according to professional development data.	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, 100% of sites will provide professional development on instructional strategies according to professional development data.	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, no more than 18% of teachers will agree or strongly agree that they spend too much of their teaching time on disciplining students according to the teacher climate survey.	31.73%	28%	25%	22%	20%	18%
	By 2028, 75% of teachers will agree or strongly agree that the school consistently enforces the code of student conduct according to the teacher climate survey.	65.43%	67%	69%	71%	73%	75%
	By 2028, no more than 30% of support personnel will agree or strongly agree they spend a great deal of time dealing with students' social and emotional challenges according to the support personnel climate survey.	40.66%	40.66%	40.66%	35%	32%	30%
	By 2028, 75% of support personnel will agree or strongly agree that the school consistently enforces the code of student conduct according to the support personnel climate survey.	64.84%	65%	65%	70%	73%	75%
	By 2028, 100% of sites will provide professional development related to PLC implementation according to professional development data.	TBD	TBD	TBD	TBD	TBD	100%

GOAL AREA#3
EDUCATIONAL PROVISIONS

Objective 1: Improve and increase support for all student groups
> » *Initiative: Student groups and organizations*

Objective 2: Improve and increase facilities and infrastructure
> » *Initiative: Funding*

Objective 3: Provide and maintain technology
> » *Initiative: Technology plan*

Objective 4: Increase community and stakeholder involvement and satisfaction
> » *Initiative: Parent engagement*
> » *Initiative: Community partnerships*

GOAL AREA #3
EDUCATIONAL PROVISIONS

OBJECTIVE 1 **Improve and increase support for all student groups**

RATIONALE *If we improve and increase support for all student groups, we honor our community's values, beliefs, and expectations because our community values quality programs.*

INITIATIVE 1
Student groups and organizations

ACTION STEPS	TIMELINE
Research student groups and organizations that are not currently available in the district to create an interest survey.	**2023–24**
Create and administer an interest survey to students to determine potential student groups and organizations.	**2023–24**
Create and administer a survey to staff to determine potential staff sponsorship.	**2023–24**
Present student and staff survey results to district leadership.	**2023–24**
Create a formal assessment process for evaluating effectiveness of student groups and organizations.	**2023–24**
Review policies and guidelines for student groups and organizations, and investigate potential incentives for staff sponsorships.	**2024–25**
Create a list of final student group offerings and identify sponsors (staff or community).	**2024–25**
Seek funding for student groups and organizations: • Assess the financial need based on the adopted programs • Research and identify grant opportunities for support of student groups • Explore funding opportunities with local and regional community stakeholders	**2024-25**
Implement student group activities.	**2025–26**
Monitor and adjust as needed.	**Ongoing**

GOAL AREA #3
EDUCATIONAL PROVISIONS

OBJECTIVE 2	Improve and increase facilities and infrastructure
RATIONALE	*If we improve and increase facilities and infrastructure, we honor our community's core values, beliefs, and expectations because our community values school buildings and grounds.*

INITIATIVE 1
Funding

ACTION STEPS	TIMELINE
Assess district sites and establish overall facilities and infrastructure needs.	2023–24
Research available funding resources that can be utilized to improve facilities and infrastructure. Sources could include: • Bonds • Grants • Rebates • District funding sources • Private funding sources	2023–24
Review bond capacity.	2023–24
Based on bond capacity, create a bond committee to investigate facility and infrastructure improvement.	2023–24
Create a community partnership event in which district needs can be presented to local businesses and organizations.	2024–25

GOAL AREA #3
EDUCATIONAL PROVISIONS

OBJECTIVE 3	Provide and maintain technology

RATIONALE | *If we improve and increase technology, we honor our community's values, beliefs, and expectations because our community values up-to-date technology.*

INITIATIVE 1
Technology plan

ACTION STEPS	TIMELINE
Research the most effective PK-12 technology education programs, considering Oklahoma Academic Standards (OAS), International Society for Technology Education (ISTE), and the Substitution Augmentation, Modification and Redefinition (SAMR) Model to inform best practices.	2023–24

Develop and administer a student technology use survey based on best practices to provide information regarding:
• Technology device(s) used
• Frequency of technology use
• Instructional purpose of technology use, such as:
  • Research
  • Creativity
  • Collaboration
  • Problem-solving
  • Critical thinking
  • Communication
	2023–24

Develop and administer a teacher technology use survey to provide information about:
• Student technology device(s) used
• Frequency of student technology use
• Instructional purpose of student technology use, such as:
  • Research
  • Creativity
  • Collaboration
  • Problem-solving
  • Critical thinking
  • Communication
	2023–24

Analyze data from surveys and current technology inventories.	2023–24

INITIATIVE 1
Technology plan

ACTION STEPS	TIMELINE
Create a long-term comprehensive technology plan to include for hardware/software: • Inventory • Budget • Replacement timeline • Funding sources • Needs assessment • Training plan for tech implementation • Ongoing professional development for teachers	**2023–24**
Implement long-term, comprehensive technology plan.	**2024–25**
Review and update plan annually.	**Ongoing**

GOAL AREA #3
EDUCATIONAL PROVISIONS

OBJECTIVE 4	Increase community and stakeholder involvement and satisfaction
RATIONALE	*If we increase community and stakeholder involvement and satisfaction, we honor our community's values, beliefs, and expectations because our community values community service opportunities, community support, and parental involvement and supportive families.*

INITIATIVE 1
Parent engagement

ACTION STEPS	TIMELINE
Gather information from teachers at each site to determine specific parent involvement opportunities and needs and create a survey.	**2023–24**
Share potential volunteer opportunities via social media and the school website. • Create additional tab on website titled Community Support.	**2023–24**
During enrollment, open house, and/or parent-teacher conferences, provide parents with a survey that lists engagement opportunities in which they select their interests and preferences.	**2023–24**
Based on survey responses, invite parents to participate in specific engagement opportunities.	**2023–24**
Create a consistent district form to record volunteers, hours volunteered, and attendance at parent-teacher conferences.	**2023–24**
Create recognition programs appropriate for each school site. Examples might include: • Volunteer breakfast • Volunteer luncheon • Board of Education recognition	**2024–25**
Create a district Superintendent's Advisory Committee. Determine makeup of committee (students, parents, and administrators from different sites): • Determine calendar dates for meetings (monthly, bimonthly, etc.) • Superintendent determines purpose of meetings (share concerns, ideas, gather information, etc.) • Publish results of meetings via social media, website, etc. • Provide quarterly reports to the Board of Education	**2024–25**

INITIATIVE 1
Parent engagement

ACTION STEPS	TIMELINE
Form a district Parent Teacher Organization (PTO): • Develop goals and objectives for a PTO • Research different PTOs based on determined goals and objectives • Select and/or create a preferred PTO • If the preferred PTO is not a state/national organization, develop local bylaws • Publicize the new organization to recruit members and officers • Elect officers at all sites • Implement PTOs	2023–24
Research effective strategies for increasing parent/teacher communication.	2023–24
Gather data from staff to determine current communication.	2023–24
Gather data from parents to determine communication needs and preferences.	2023–24
Establish communication strategies for staff that align with parent needs and preferences from research.	2024–25

GOAL AREA #3
EDUCATIONAL PROVISIONS

OBJECTIVE 4	Increase community and stakeholder involvement and satisfaction
RATIONALE	*If we increase community and stakeholder involvement and satisfaction, we honor our community's values, beliefs, and expectations because our community values community service opportunities, community support, and parental involvement and supportive families.*

INITIATIVE 2
Community partnerships

ACTION STEPS	TIMELINE
Create an inventory of all current community partners who provide continuous support to individual sites and/or the district, such as: • Churches • Corporations • Civic organizations • Businesses	2023–24
Develop recognition protocols such as: • Media campaigns • Intentional Board of Education recognition • Post on website and social media outlets	2023–24
Create a document to define purpose, goals, and guidelines for community partners.	2024–25
Contact potential community partners to encourage collaboration.	2024–25
Establish a liaison who will work with the school and community to improve effective partnerships: • Establish plan to communicate involvement opportunities to community stakeholders • Recruit members for new/existing committees and organizations • Evaluate partnerships and recruit new ones • Communicate opportunities for volunteering, funding, and serving within the school district	2024–25

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Improve and increase support for all student groups	By 2028, 100% of sites will have a leadership program according to student/clubs organizations data.	40%	40%	40%	60%	75%	100%
	By 2028, 80% of sites will have 4 or more clubs/organizations according to student/clubs organizations data.	40%	40%	40%	60%	75%	80%
	By 2028, 14.2% of students will identify as gifted & talented according to the gifted & talented data.	10.7%	11.0%	11.7%	12.2%	13.2%	14.2%
Improve and increase facilities and infrastructure	By 2028, 100% of all district sites will be assessed for updates according to district facilities data.	0%	0%	0%	0%	0%	100%
	By 2028, less than 20% of all district sites will be at capacity according to facilities data.	80%	80%	80%	80%	80%	20%
Provide and maintain technology	By 2028, less than 25% of student chromebooks will be more than 3 years old according to the technology inventory.	61%	61%	51%	41%	31%	25%
	By 2028, less than TBD% of interactive whiteboards will be more than 5 years old according to the technology inventory.	98%	TBD	TBD	TBD	TBD	TBD
	By 2028, less than TBD% of student iPads will be more than 5 years old according to the technology inventory data.	100%	TBD	TBD	TBD	TBD	TBD
	By 2028, less than TBD% of classroom presentation devices will be more than 5 years old according to the technology inventory data.	73.8%	TBD	TBD	TBD	TBD	TBD

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Improve community and stakeholder involvement and satisfaction	*By 2028, 73% of teachers will agree or strongly agree that parents respect their children's teachers according to the teacher climate survey.*	63.3%	63.3%	65%	70%	73%	73%
	By 2028, 75% of stakeholders will agree or strongly agree that parents are actively involved with the school according to the Glenpool stakeholder climate survey.	65.2%	65.2%	70%	75%	75%	75%
	By 2028, a minimum of 75% of teachers will agree or strongly agree that parents will be actively involved with the school according to the teacher climate survey.	48.2%	48.2%	50%	60%	70%	75%
	By 2028, a minimum of TBD % of parents will attend parent-teacher conferences according to the School Profile.	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, 100% of sites will have parent recognition programs according to the programs data.	0%	0%	25%	50%	75%	100%
	By 2028, 100% of sites will have an active Parent-Teacher Organization (PTO).	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, there will be a minimum of TBD# organizational partnerships for the district according to programs data.	TBD	TBD	TBD	TBD	TBD	100%

ACKNOWLEDGMENTS

The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognize the Glenpool Public School District, Board of Education and site administrators in this endeavor to determine a path for continuous strategic improvement. Through this stakeholder and data 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 Glenpool 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 Glenpool Public School District Strategic Plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

We appreciated the opportunity to work with the Glenpool Public School District and look forward to the district's implementation of the plan.

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