



2017-2022

STRATEGIC PLAN



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ince 1902, Sayre Public Schools has dutifully strived to achieve its mission of serving students for the future. In a 21st Century world, this means traveling the road of continuous improvement and offering each generation a better education than we did the one before. Parents, patrons, community members, students, and district employees have high expectations in helping to prepare our students for life beyond the walls of our school.

The collaborative efforts of our stakeholders will have a direct impact on the success and achievement of our students. For our district, this strategic plan stands as a symbol of the strong partnership that took place for a greater cause. Simply put, that cause is our students. This joint effort between board members, teachers, administrators, staff, students, and community leaders has not only developed a vision for the future of our district, but created a roadmap that paves the way. Every voice was heard and considered as we clearly articulated our values, vision, mission, focus areas, and objectives. This honest process places the district on track to engage and serve our students at a whole new level of educational excellence.

Words cannot express the gratitude I hold for the stakeholders involved in this yearlong planning process. I am appreciative of the time, energy, and hard work freely given by so many in the development of this endeavor. Looking to the future, the strategic plan will be a trustworthy guide as we continue the quest of putting our students first and preparing them for a life they deserve.

Dr. Todd Winn
Superintendent



BOARD OF EDUCATION

Bandy Silk	<i>Member</i>
Brian Chapman	<i>Clerk</i>
Vicki Hinkle	<i>President</i>
Michael Spieker	<i>Member</i>
Calvin York	<i>Vice President</i>



STRATEGIC PLANNING TEAM MEMBERS

Dr. Todd Winn
Superintendent

Student Growth & Achievement

Cody Huckaby/Admin.
 Danny Clifton/Admin.
 Lisa Prentiss/Community
 Kyle Merrick/Parent
 Jennifer Crabb/Teacher
 Kamy Rhoads/Student

Quality Personnel

Andrea Dickson/Admin.
 Sherron Manning/Community
 Connie Ferrero/Parent
 Ann Edwards/Teacher
 Amanda Buie/Teacher
 Kenzie Gordon/Student

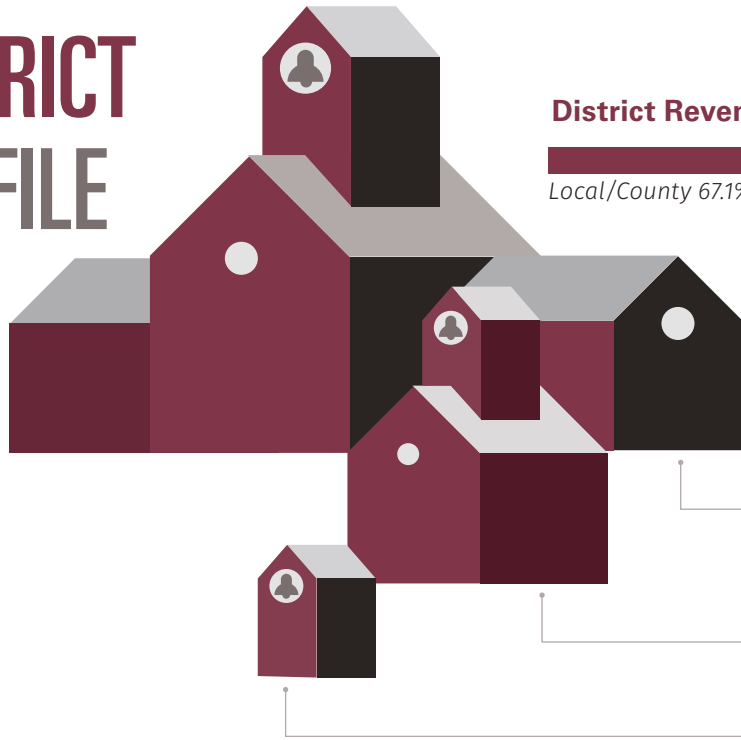
School & Community Partnerships

Brad Coffman/Admin.
 Brian Chapman/Board
 Kelsey Pickens/Parent
 Robin Lakey/Parent
 Mason Bell/Student
 Dana Day/Teacher

Resources

Brian Morris/Admin.
 Angie Logan/Community
 Matt Thornbrough/Parent
 Sandy Winn/Teacher
 Slayde McLemore/Student
 Avery Campbell/Student

DISTRICT PROFILE



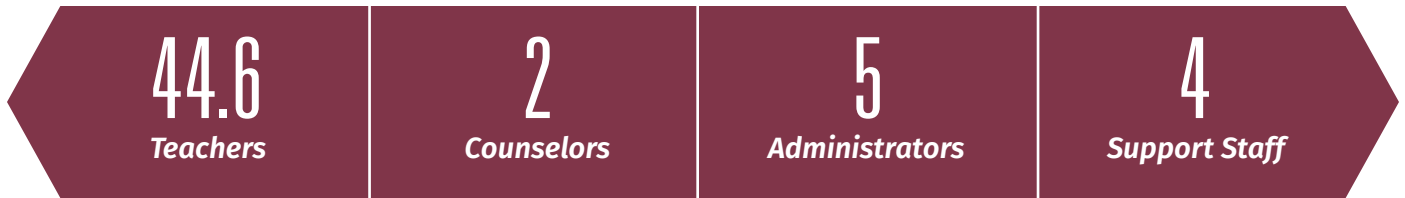
District Revenues: (All Funds)



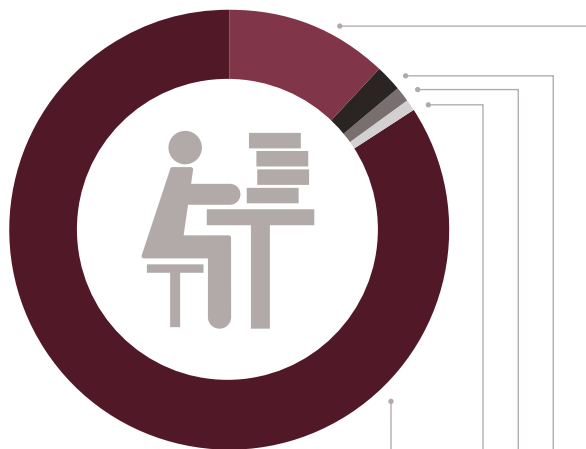
Sayre High School (9-12)

Sayre Middle School (6-8)

Sayre Elementary (Pre K-5)



(28.7% with advanced degrees, 13 average years teaching experience)

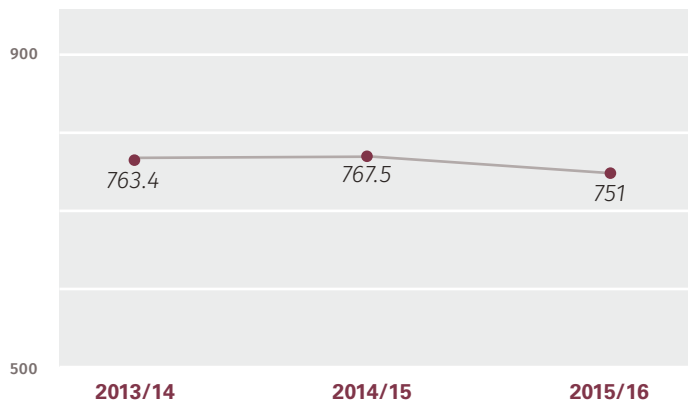


Student Population:

- 84% Caucasian
- 1% Black
- 1% Asian
- 2% American Indian
- 12% Hispanic



Enrollment Trends:



EXECUTIVE SUMMARY

Sayre Public Schools' 2017-2022 Strategic Plan is recognized as a blueprint of district transformation and change. The district embarked on a transparent yearlong journey to develop a five-year comprehensive continuous improvement plan that is stakeholder and data driven. The plan emphasizes improving academic achievement by meeting the diverse needs of students and improving career and college readiness for all students as well as developing the whole child with emphasis on soft skill/character development.

This will be accomplished through the recruitment, retention, and development of quality personnel. Highlighting personnel development will be the implementation of professional learning communities (PLCs) focusing on authentic instruction through Project Based Learning (PBL), Science, Technology, Engineering, and Mathematics (STEM) education, and technology integration. Consideration is given to managing and dedicating resources to increase technology availability and use, to developing academic and character education programs, and to investigating a bond initiative. It was evident, through stakeholder input,

community involvement was of high importance. This will be accomplished as the plan addresses increasing parental involvement through site level parent/teacher organizations and creating and sustaining community partnerships through a volunteer program. Equally important is the commitment to developing and fostering shared leadership within the schools and the community.

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 will be college/career ready.



**The Sayre Public School District is
committed to building lifelong learners
to meet tomorrow's challenges.**

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 8, 2016 – August 19, 2016**
Community Survey open for public participation
- **September 19, 2016**
Sayre Middle/High School 6:00-7:30 pm
- **September 20, 2016**
Sayre Elementary School 4:00-5:30 pm
Sayre Elementary School 6:00-7:30 pm

“Where are we now?” *goal areas and performance objectives*

In this phase, the Planning Team, composed of school and community members selected by the superintendent 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 three to four performance objectives for each goal area.

- **October 26-27, 2016**
Western Technology Center, Sayre Campus

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. The Action Team’s mission was to simplify and focus these goal areas. After two days, the team had developed action steps as well as performance measures that were Specific, Measureable, Attainable, Results Oriented, and Time Bound (SMART). On the third day, the Action Team developed a timeline for the five-year plan, being sure to consider not placing too many initiatives in any one year, not to overload any responsible persons, and not to create a burden in the budget any one year.

- **January 19-20, 2017**
Day 1 & 2 | Western Technology Center, Sayre Campus
- **February 22, 2017**
Day 3 | Western Technology Center, Sayre Campus

“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 assisted in the process by working with a leadership team from each school site and instructing 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 to develop a year one plan which will support the implementation of the district’s strategic plan. An accountability flow chart was developed and shared.

- **May 31, 2017**
Western Technology Center, Sayre Campus

COMMUNITY ENGAGEMENT REPORT

The district's Learner Expectations, Core Beliefs, and Core Values were developed from the community responses to the online survey and to the focus questions asked at the community forums. All responses were compiled and then analyzed to represent one of these areas. As the strategic planning committees worked through the various stages of developing goals, objectives, initiatives, and action steps, they paused at each level of work to check their decisions against what the community had expressed. Alignment to these expectations, core beliefs, and values are noted in the Rationale Statements for each objective.



Learner Expectations

Sayre Public Schools expect graduates of 2015 and beyond to be...

- Critical thinkers
- Effective communicators
- People of character
- Organized with goals
- Knowledgeable of core content
- Collaborators
- Proficient in technology
- Financially literate
- Able to find and use information
- Productive citizens

These expectations will produce creative citizens who are ready to enter college or a career in a global society.

Core Beliefs

Sayre Public Schools believe that to realize their expectations for graduates, teaching and learning should provide opportunities for students to...

- Study relevant connected content/instruction
- Practice life skills
- Collaborate
- Learn about future opportunities
- Be creative
- Have their diverse needs met
- Use technology to locate, evaluate and use information
- Assume leadership roles
- Participate in community service
- Communicate effectively

This type of teaching and learning will provide for the “whole child” in a supportive and safe environment by quality teachers and staff.

Core Values

In order to ensure quality teaching and learning, Sayre Public Schools value...

- A respectful/nurturing environment
- Quality teachers/staff
- Adequate buildings/facilities
- Up to date technology
- Parent/community Involvement
- Strong leadership
- Innovative teaching in small classes
- Quality programs that meet yearly goals
- Student centered learning
- Quality professional development

These values will be demonstrated daily within a democratic system of data-driven decision making that fosters ongoing communication and results in rigorous curriculum and extracurricular activities of which the community can be proud.

STRATEGIC GOAL SUMMARY

GOAL AREA #1

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

Objective 1: Improve academic achievement

- » Initiative 1: Improving standards based assessments and response
- » Initiative 2: Teacher development

Objective 2: Meet diverse needs of students

- » Initiative 1: Gifted and talented education program
- » Initiative 2: Individualized Education Programs (IEP) improvement

Objective 3: Improve career and college readiness

- » Initiative 1: American College Testing (ACT) preparation
- » Initiative 2: College going/career culture

GOAL AREA #2

QUALITY PERSONNEL

Objective 1: Recruit quality personnel

- » Initiative 1: Promotional program: "Selling Sayre"
- » Initiative 2: New teacher incentives

Objective 2: Retain quality personnel

- » Initiative 1: Career teacher incentives and recognition program
- » Initiative 2: Teacher attendance incentives

Objective 3: Develop quality personnel

- » Initiative 1: Authentic instruction through Project Based Learning (PBL) and Science, Technology, Engineering, and Mathematics (STEM) education
- » Initiative 2: Professional learning communities (PLC)

GOAL AREA #3

RESOURCES

- » **Objective 1: Increase technology availability and use**
 - » *Initiative 1: Technology integration (1:1 initiative)*
- » **Objective 2: Develop programs**
 - » *Initiative 1: Academic club/organization development*
 - » *Initiative 2: Character education program development*
- » **Objective 3: Build and improve facilities**
 - » *Initiative 1: Bond initiative*

GOAL AREA #4

SCHOOL COMMUNITY PARTNERSHIPS

- Objective 1: Increase parental involvement**
 - » *Initiative 1: Site level parent/teacher organization*
 - » *Initiative 2: Parent communication*
- Objective 2: Enhance student relationships**
 - » *Initiative 1: Student mentor program*
- Objective 3: Develop and foster shared leadership**
 - » *Initiative 1: Site level leadership team development*
- Objective 4: Create and sustain community partnerships**
 - » *Initiative 1: Community volunteer program*





GOAL AREA #1

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

GOAL AREA #1

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

OBJECTIVE 1

Improve academic achievement

RATIONALE

If we improve academic achievement we will honor our community's expectations of developing critical thinkers, who are knowledgeable of core content.

INITIATIVE 1

Improving standards based assessments and response

ACTION STEPS

TIMELINE

Develop and plan from curriculum maps and pacing guides based on state standards across all grade levels	2017-18 Fall
Measure student knowledge gained through benchmark assessment	2017-18 Fall
Respond to specific student performance deficiencies with remediation or reteaching	2017-18 Fall

PERFORMANCE MEASURE(S)

- By 2022, 85% of all Full Academic Year (FAY) 8th grade students will score proficient or higher on the 8th grade state mandated science assessment
- By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated social studies assessment
- By 2022, 85% of all FAY 3rd grade students will score proficient or higher on the 3rd grade state mandated reading assessment
- By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated reading assessment
- By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated reading assessment
- By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated math assessment
- By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated math assessment
- By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated math assessment
- By 2022, 85% of all FAY high school math students will score proficient or higher on the high school math assessment
- By 2022, 85% of all FAY high school science students will score proficient or higher on the high school science assessment
- By 2022, 70% of all MS/HS students will complete their homework



INITIATIVE 2
Teacher development

ACTION STEPS

Provide professional development specific to authentic teaching and learning

TIMELINE

2017-18
Fall

Provide opportunities for subject specific professional development

2017-18
Spring

Mentor first year teachers

on-going

PERFORMANCE MEASURE(S)

- *By 2022, 85% of all Full Academic Year (FAY) 8th grade students will score proficient or higher on the 8th grade state mandated science assessment*
- *By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated social studies assessment*
- *By 2022, 85% of all FAY 3rd grade students will score proficient or higher on the 3rd grade state mandated reading assessment*
- *By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated reading assessment*
- *By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated reading assessment*
- *By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated math assessment*
- *By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated math assessment*
- *By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated math assessment*
- *By 2022, 85% of all FAY high school math students will score proficient or higher on the high school math assessment*
- *By 2022, 85% of all FAY high school science students will score proficient or higher on the high school science assessment*
- *By 2022, 70% of all MS/HS students will complete their homework*

GOAL AREA #1

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

OBJECTIVE 2

Meet diverse needs of students

RATIONALE

If we meet the diverse needs of students then we will honor our community's values of student centered learning.

INITIATIVE 1

Gifted and talented (GT) education program

ACTION STEPS

Create an after school gifted and talented (GT) program for middle school students	2017-18
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Provide grade level screening/identification criteria for GT students annually	2017-18 <i>Fall</i>
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Provide additional honors and Advancement Placement (AP) courses	2017-18 <i>Fall</i>
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Provide additional enrichment opportunities in the regular classroom setting	2017-18 <i>Fall</i>
--	-------------------------------

Form individual and group academic competitive teams	2019-20
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PERFORMANCE MEASURE(S)

- *By 2022, 100% of all school sites will offer a formal gifted and talented program for identified students*



INITIATIVE 2
*Individual Education
 Program (IEP)
 improvement*

PERFORMANCE MEASURE(S)

ACTION STEPS

Increase staff to implement a co-teaching model	2019-20
Provide professional development for regular education teachers on modifications for IEP students	2017-18 Fall

- *By 2022, 37% of 3rd through 8th grade Individualized Education Program (IEP) students will score proficient or higher on the state mandated reading test*
- *By 2022, 33% of 3rd through 8th grade IEP students will score proficient or higher on the state mandated math test*
- *By 2022, 43% of 8th grade IEP students will score proficient or higher on the state mandated science test*
- *By 2022, 19% of high school IEP students will score proficient or higher on the state mandated English test*
- *By 2022, 30% of high school IEP students will score proficient or higher on the state mandated math test*
- *By 2022, 19% of high school IEP students will score proficient or higher on the state mandated science test*

GOAL AREA #1

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

OBJECTIVE 3

Improve career and college readiness

RATIONALE

If we improve the career and college readiness of our students then we will honor our community's expectations of producing productive citizens, regardless of their future pathway.

INITIATIVE 1

American College Testing (ACT) preparation

ACTION STEPS

Offer ACT workshops	2017-18 Fall
Increase Advanced Placement (AP) course offerings and offer pre-AP courses in the middle school	2018-19
Train teachers to embed ACT prep into their instruction	2018-19
Increase the number of teachers trained to teach AP classes	2018-19

PERFORMANCE MEASURE(S)

- By 2022, the composite American College Testing (ACT) score for graduating seniors will be 21.5
- By 2022, graduating seniors will score an average of 21.2 on the math section of the ACT compared to the college readiness benchmark of 22
- By 2022 graduating seniors will score an average of 22.4 on the reading section of the ACT compared to the college readiness benchmark of 22
- By 2022 graduating seniors will score an average of 21.4 on the science section of the ACT compared to the college readiness benchmark of 23
- By 2022, 15 % or less of the districts' college freshmen will take one remedial course
- By 2022, 5 Advancement Placement (AP) courses will be offered
- By 2022, 65% of students who take an AP test will pass the exam
- By 2022, 100% of seniors will be enrolled in AP, concurrent enrollment or Career Tech
- By 2022, 50% of juniors will be enrolled in AP, concurrent enrollment or Career Tech



INITIATIVE 2
*College going/
 career culture*

ACTION STEPS

Educate students on post high school opportunities through college visits, career talks, job shadowing	2017-18 <i>Spring</i>
Celebrate students who are accepted into college by having a college signing day by creating a wall of fame with students' pictures and acceptance letters, and having a college t-shirt day.	2018-19 <i>Spring</i>
Counsel students needing credit recovery into appropriate placement within one school year of a course failure	<i>on going</i>
Widen the scope of the district's alternative education program to increase enrollment	2018-19 <i>Fall</i>

PERFORMANCE MEASURE(S)

- *By 2022, 100% of high school seniors will be enrolled in Advanced Placement (AP) courses, concurrent enrollment or Career Tech*
- *By 2022, 50% or more of high school juniors will be enrolled in AP courses, concurrent enrollment or Career Tech*
- *By 2022, 90% or more of high school seniors will graduate*

GOAL AREA #1

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Improve academic achievement	By 2022, 85% of all Full Academic Year (FAY) 8th grade students will score proficient or higher on the 8th grade state mandated science assessment	59%	65%	71%	77%	81%	85%
	By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated social studies assessment	46%	56%	65%	75%	80%	85%
	By 2022, 85% of all FAY 3rd grade students will score proficient or higher on the 3rd grade state mandated reading assessment	79%	81%	82%	83%	84%	85%
	By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated reading assessment	52%	62%	70%	75%	80%	85%
	By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated reading assessment	57%	65%	70%	75%	80%	85%
	By 2022, 85% of all FAY 6th grade students will score proficient or higher on the 6th grade state mandated math assessment	37%	50%	60%	70%	80%	85%
	By 2022, 85% of all FAY 7th grade students will score proficient or higher on the 7th grade state mandated math assessment	67%	72%	76%	80%	83%	85%
	By 2022, 85% of all FAY 8th grade students will score proficient or higher on the 8th grade state mandated math assessment	66%	72%	76%	80%	83%	85%
	By 2022, 85% of all FAY high school math students will score proficient or higher on the high school math assessment	69%	74%	77%	80%	83%	85%
	By 2022, 85% of all FAY high school science students will score proficient or higher on the high school science assessment	19%	40%	55%	65%	75%	85%
	By 2022, 70% of all MS/HS students will complete their homework	20%	30%	40%	50%	60%	70%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE 2018 2019 2020 2021 2022

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Meet diverse needs of students	By 2022, 37% of 3rd through 8th grade Individualized Education Program (IEP) students will score proficient or higher on the state mandated reading test	32%	33%	34%	35%	36%	37%
	By 2022, 33% of 3rd through 8th grade IEP students will score proficient or higher on the state mandated math test	28%	29%	30%	31%	32%	33%
	By 2022, 43% of 8th grade IEP students will score proficient or higher on the state mandated science test	38%	39%	40%	41%	42%	43%
	By 2022, 19% of high school IEP students will score proficient or higher on the state mandated English test	14%	15%	16%	17%	18%	19%
	By 2022, 30% of high school IEP students will score proficient or higher on the state mandated math test	25%	26%	27%	28%	29%	30%
	By 2022, 19% of high school IEP students will score proficient or higher on the state mandated science test	14%	15%	16%	17%	18%	19%
	By 2022, 100% of all school sites will offer a formal gifted and talented program for identified students	0	25%	50%	75%	100%	100%
Improve career and college readiness	By 2022, the composite American College Testing (ACT) score for graduating seniors will be 21.5	20.5	20.7	20.9	21.1	21.3	21.5
	By 2022, graduating seniors will score an average of 21.2 on the math section of the ACT compared to the college readiness benchmark of 22	20.2	20.4	20.6	20.8	21	21.2
	By 2022 graduating seniors will score an average of 22.4 on the reading section of the ACT compared to the college readiness benchmark of 22	21.4	21.6	21.8	22	22.2	22.4
	By 2022 graduating seniors will score an average of 21.4 on the science section of the ACT compared to the college readiness benchmark of 23	20.4	20.6	20.8	21	21.2	21.4
	By 2022, 15 % or less of the districts' college freshmen will take one remedial course	32.7%	30%	26%	22%	18%	15%
	By 2022, 5 Advancement Placement (AP) courses will be offered	3	3	4	4	5	5
	By 2022, 65% of students who take an AP test will pass the exam	50%	50%	50%	55%	60%	65%
	By 2022, 100% of seniors will be enrolled in AP, concurrent enrollment or Career Tech	TBD	TBD	TBD	TBD	TBD	100%
	By 2022, 50% of juniors will be enrolled in AP, concurrent enrollment or Career Tech	TBD	TBD	TBD	TBD	TBD	50%
	By 2022, 90% or more of high school seniors will graduate	84%	85%	86%	87%	88%	90%





GOAL AREA #2

QUALITY PERSONNEL

GOAL AREA #2

QUALITY PERSONNEL

OBJECTIVE 1

Recruit quality personnel

RATIONALE

If we recruit quality personnel then we will honor our community's values of quality teachers/staff and strong leadership.

INITIATIVE 1

Promotional program: "Selling Sayre"

ACTION STEPS

TIMELINE

Form a promotional committee	2017-18 Summer
Survey community businesses and schools about what makes Sayre great	2017-18 Summer
Use data from surveys to create a promotional video	2019-20
Film promotional video	2019-20
Push video to social media, gymnasium video board, Youtube, etc.	2019-20
Create brochures, ads in "Sayre Record Democrat", and/or billboards to showcase Sayre	2018-19
Promote job vacancies on multiple teacher boards and have continuous conversations with university deans on available teachers for the upcoming school year	2017-18 Spring
Attend job fairs at various colleges of education	2017-18 Fall

PERFORMANCE MEASURE(S)

- By 2022, four job fairs will be attended by district personnel at various locations
- By 2022, an average of 6-8 applicants per job opening (campus wide) will be received
- By 2022, seven teachers will be dedicated to teaching elective classes
- By 2022, one teacher will be dedicated to Robotics/STEM (Science, Technology, Engineering, and Mathematics) classes



INITIATIVE 2
New teacher incentives

ACTION STEPS

TIMELINE

Form a Teacher Incentive Committee to select 4-5 incentives that the community can provide to new teachers	2018-19
Communicate those incentives to school administration to share with prospective teachers at job fairs	2018-19
Offer signing bonuses to incoming teachers based on high needs areas first	2017-18 Summer

PERFORMANCE MEASURE(S)

- *By 2022, four job fairs will be attended by district personnel at various locations*
- *By 2022, an average of 6-8 applicants per job opening (campus wide) will be received*
- *By 2022, seven teachers will be dedicated to teaching elective classes*
- *by 2022, one teacher will be dedicated to Robotics/STEM (Science, Technology, Engineering, and Mathematics) classes*

GOAL AREA #2

QUALITY PERSONNEL

OBJECTIVE 2

Retain quality personnel

RATIONALE

If we retain quality personnel then we will honor our community's values for quality teachers/staff and innovative teaching.

INITIATIVE 1

Career teacher incentives and recognition program

ACTION STEPS

TIMELINE

Provide step increases beyond the state required pay raise steps each year for contract renewal

2018-19

Create a Teacher Recognition/Incentive Committee with representation of teachers from each site to determine appropriate district recognition based on years of service

2018-19

Recognize faculty for years of service by the Board of Education at the end of the year

2018-19

PERFORMANCE MEASURE(S)

· By 2022, 4% or less of the certified staff leave voluntarily

INITIATIVE 2

Teacher attendance incentives

ACTION STEPS

TIMELINE

Determine pay incentives for unused sick leave in accordance with state law

2018-19

Teacher Recognition/Incentive Committee will establish types of recognition for faculty with zero monthly absences and faculty with a low number of absences

2017-18
Fall

Recognize all teachers with perfect attendance at the building level monthly

2017-18
Fall

Recognize all teachers with perfect attendance and a low number of yearly absences at the building and district level annually

2017-18
Spring

PERFORMANCE MEASURE(S)

· Decrease teacher absences by 1% each year until 2022

GOAL AREA #2

QUALITY PERSONNEL

OBJECTIVE 3

Develop quality personnel

RATIONALE

If we develop quality personnel then we will honor our community's values of quality professional development and student centered learning.

INITIATIVE 1

Authentic instruction through Project Based Learning (PBL) and Science, Technology, Engineering, and Mathematics (STEM) education

ACTION STEPS

TIMELINE

Project Based Learning:

Provide whole staff professional development on PBL

2018-19

Establish site based teams to visit model PBL schools

2018-19

Meet and reflect to identify criteria for successful PBL implementation

2018-19

Create or locate an evaluation rubric to assess PBL projects

2018-19

Develop unit options for the implementation of PBL units

2018-19

Site based team members will develop pilot units for their respective grade level/content based upon PBL rubric

2018-19

Identify and purchase PBL materials

2018-19

Share pilot lessons/units and PBL rubric with other teachers at sites

2018-19

Develop and implement a minimum of one PBL lesson/unit per semester

2018-19

Evaluate PBL projects bi-annually based upon approved rubric

2018-19

Develop, implement, and evaluate a minimum of one additional PBL lesson/unit per semester each year through 2022

2018-19

CONTINUED ON NEXT PAGE

INITIATIVE 1
Authentic instruction through Project Based Learning (PBL) and Science, Technology, Engineering, and Mathematics (STEM) education

ACTION STEPS

STEM:

- Provide whole staff professional development on STEM
- Visit model STEM schools
- Meet and reflect to identify criteria for successful STEM implementation
- Create or locate an evaluation rubric to assess STEM projects
- Develop unit options for the implementation of STEM education units
- Site based team members will develop pilot units for their respective grade level/content based upon STEM rubric
- Identify and purchase STEM materials
- Share pilot lessons/units and STEM rubric with other teachers at sites.
- Develop and implement a minimum of one STEM lesson/unit per semester/teacher
- Evaluate STEM projects bi-annually based upon approved rubric
- Develop, implement, and evaluate a minimum of one additional STEM lesson/unit per semester each year through 2022

TIMELINE

- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**
- 2019-20**

PERFORMANCE MEASURE(s)

- By 2022, 25 hours per school year of professional development will be focused on goals/objectives of the strategic plan
- By 2022, 40% or more teachers will score “highly effective” or higher on their cumulative Teacher Leader Effectiveness (TLE) score
- By 2022, 50% or more teachers will score “highly effective” or higher on TLE criteria #7 “Embedding Literacy”
- By 2022, 45% or more teachers will score “highly effective” or higher on TLE criteria #9 “Active Learning/Questioning Techniques”
- By 2022, 50% or more 3rd-5th grade students will say “yes” their teachers encourage students to collaborate according to the Student Climate Survey
- By 2022, 75% or more MS/HS students will agree/strongly agree that students are treated fairly by the adults in this school according to the Student Climate Survey
- By 2022, 50% of teachers will score “highly effective” or higher on criteria #10 “Teaches the objective through a variety of methods”, (meets diverse needs) 50%= highly effective and 5% superior
- By 2022, 75% or more MS/HS students will agree/strongly agree that teachers make learning interesting according to the Student Climate Survey
- By 2022, 75% or more MS/HS students will state that the work teachers assign often/ almost always is meaningful and important according to the Student Climate Survey
- By 2022, 65% or more MS/HS students will agree/strongly agree they have opportunities to voice their opinion at school according to the Student Climate Survey
- By 2022, 75% or more MS/HS students will agree/strongly agree that their teachers encourage students to share their ideas about things they are studying in class according to the Student Climate Survey
- By 2022, 50% or more MS/HS students will agree/strongly agree that teachers and other adults listen to students’ ideas about the school according to the Student Climate Survey

INITIATIVE 2

Professional learning communities (PLC)

ACTION STEPS	TIMELINE
Provide professional development for whole faculty on PLCs	2017-18 Fall
Create or find a rubric/questionnaire that evaluates PLCs	2017-18 Summer
Develop PLC protocol template	2017-18 Summer
Develop building level schedules/structures for PLCs	2017-18 Summer
Develop PLC norms (may be building or individual PLC teams/grade level/content)	2017-18 Fall
Create or find a rubric to evaluate quality of PLCs	2017-18 Summer
Fully implement PLC assignments and schedule	2017-18 Spring
Monitor the on-going fidelity of PLC practice (minimum monthly) based on agreed upon processes and protocol	2018-19
Evaluate PLCs using approved rubric	2018-19

PERFORMANCE MEASURE(S)

- By 2022, one hour per week professional development (PLC's) will be job embedded
- By 2022, 85% of teachers will agree/strongly agree they have opportunities for professional growth according to the Teacher Climate Survey

GOAL AREA #2

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

QUALITY PERSONNEL

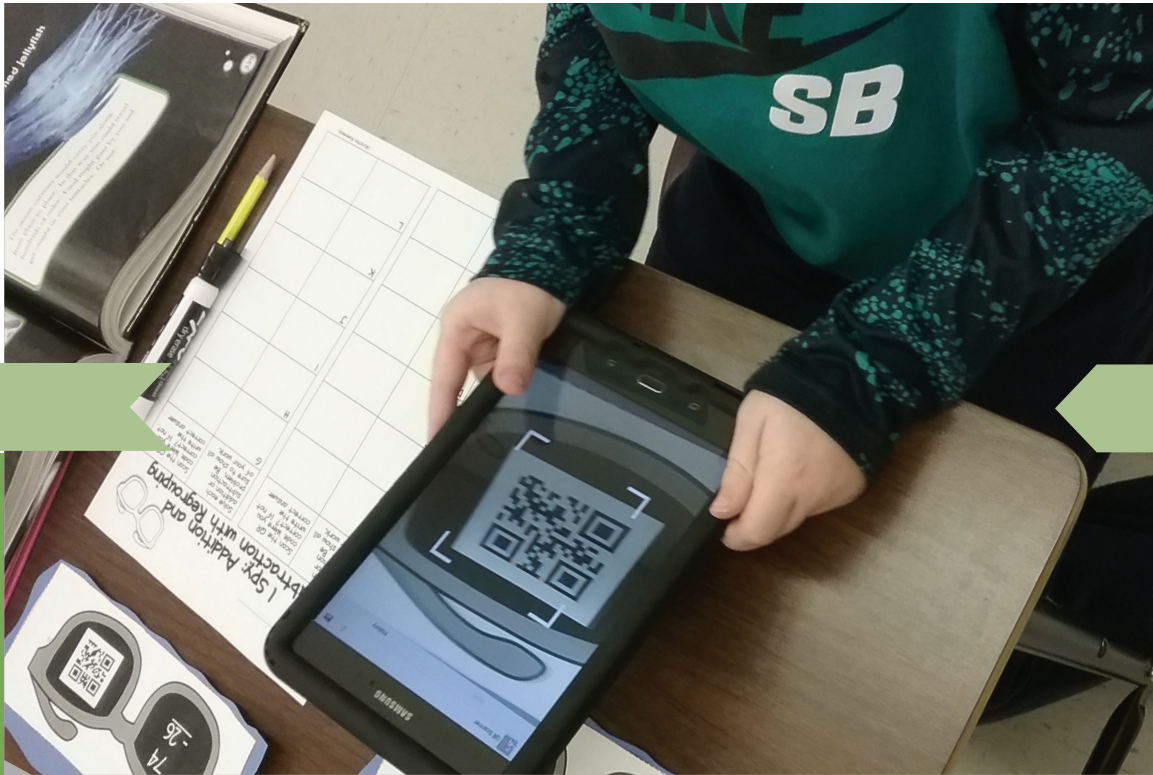
OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Recruit Quality Personnel	By 2022, four job fairs will be attended by district personnel at various locations	2	2	3	3	4	4
	By 2022, an average of 6-8 applicants per job opening (campus wide) will be received	3-5	3-5	4-5	5-6	6-7	6-8
	By 2022, seven teachers will be dedicated to teaching elective classes	5	6	6	7	7	7
	By 2022, one teacher will be dedicated to Robotics/STEM (Science, Technology, Engineering, and Mathematics) classes	0	0	0	1	1	1
Retain Quality Personnel	By 2022, 4% or less of the certified staff leave voluntarily	8.3%	7%	6%	4.5%	4%	4% or less
	Decrease teacher absences by 1% each year until 2022	7%	7%	6%	5%	4%	3%
Develop quality personnel	By 2022, 85% of teachers will be satisfied with the opportunities for professional growth according to the Teacher Climate Survey	76.19%	78%	80%	82%	84%	85%
	By 2022, one hour per week of professional development (PLC's) will be job embedded	0	0	1	1	1	1
	By 2022, 25 hours per school year of professional development will be focused on goals/objectives of the strategic plan	20	20	21	22	24	25
	By 2022, 40% or more teachers will score "highly effective" or higher on their cumulative Teacher Leader Effectiveness (TLE) score	34.3%	34.3%	35%	37%	39%	40%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE 2018 2019 2020 2021 2022

	BASELINE	2018	2019	2020	2021	2022
By 2022, 50% or more teachers will score "highly effective" on TLE criteria #7 "Embedding Literacy"	44.16%	44.16%	45%	47%	49%	50%
By 2022, 45% or more teachers will score "highly effective" on TLE criteria #9 "Active Learning/Questioning Techniques"	41.56%	41.56%	42%	43%	44%	45%
By 2022, 50% or more 3rd-5th grade students will say "yes" their teachers encourage students to collaborate according to the Student Climate Survey	27.46%	27.46%	30%	37%	44%	50%
By 2022, 75% or more MS/HS students will agree/strongly agree that students are treated fairly by the adults in this school according to the Student Climate Survey	54.07%	54.07%	60%	67%	72%	75%
By 2022, 50% of teachers will score "highly effective" or higher on criteria #10 "Teaches the objective through a variety of methods" (meets diverse needs)	43.59%	43.59%	45%	47%	49%	50%
Develop quality personnel						
By 2022, 75% or more MS/HS students will agree/strongly agree that teachers make learning interesting according to the Student Climate Survey	48.38%	48.38%	55%	62%	70%	75%
By 2022, 75% or more MS/HS students will state that the work teachers assign often/almost always is meaningful and important according to the Student Climate Survey	41.38%	41.38%	50%	60%	70%	75%
By 2022, 75% or more MS/HS students will agree/strongly agree that their teachers encourage students to share their ideas about things they are studying in class according to the Student Climate Survey	56.5%	56.5%	60%	65%	70%	75%
By 2022, 65% or more MS/HS students will agree/strongly agree they have opportunities to voice their opinion at school according to the Student Climate Survey	42.95%	42.95%	50%	55%	60%	65%
By 2022, 50% or more MS/HS students will agree/strongly agree that teachers and other adults listen to students' ideas about the school according to the Student Climate Survey	34.43%	34.43%	38%	44%	48%	50%





GOAL AREA #3

RESOURCES

GOAL AREA #3

RESOURCES

OBJECTIVE 1

RATIONALE

Increase technology availability and use

If we Increase our technology, then we will be able to find and use information as well as bring up-to-date technology to our school that our community values and expects for our school to improve for the education of Sayre students.

INITIATIVE 1

Technology integration (1:1 initiative)

ACTION STEPS	TIMELINE
Visit schools with model technology programs	2017-18 Summer
Research and review devices, regulations, and rules	2017-18 Summer
Develop a 5-year plan for purchasing/replacing technology	2017-18 Summer
Present 5-year technology purchasing/replacing plan to Board of Education for approval	2017-18 Summer
Have community meetings with secondary parents and students	2017-18 Summer
Purchase devices according to the approved purchasing plan (secondary)	2017-18 Summer
Provide professional development for District Leadership Team, Site Principals and secondary teachers	2017-18 Summer
Train secondary teachers and administrators on the International Society for Technology in Education (ISTE) standards	2017-18 Fall
Implement lessons that integrate technology use by secondary teachers	2017-18 Fall
Monitor secondary technology use by principal walkthrough supervision	2017-18 Fall
Roll out devices to secondary students before school year starts	2017-18 Fall
Monitor annual secondary technology inventory and replace devices per policy	2017-18 Summer
Train administrators on ISTE standards and walkthrough data collection	2018-19



PERFORMANCE MEASURE(S)

ACTION STEPS	TIMELINE
Purchase devices for 1:1 elementary program	2017-18 <i>Summer</i>
Distribute devices to elementary students before school year starts	2017-18 <i>Fall</i>
Implement lessons that integrate technology use by elementary teachers	2018-19
Monitor technology use by elementary principal walkthrough supervision	2018-19
<ul style="list-style-type: none"> • <i>By 2022, 100% of Sayre students will have a 1:1 device according to the district technology inventory</i> • <i>By 2022, 100% of student technology devices will be less than 3 years old according to the district technology inventory</i> • <i>By 2022, 100% of district classrooms will use technology at least 3 times per week for rigorous curriculum that is aligned to the International Society for Technology in Education (ISTE) standards</i> 	

GOAL AREA #3

RESOURCES

OBJECTIVE 2

Increase technology availability and use

RATIONALE

If we Increase our technology, then we will be able to find and use information as well as bring up-to-date technology to our school that our community values and expects for our school to improve for the education of Sayre students.

INITIATIVE 1

*Academic club/
organization development*

ACTION STEPS

TIMELINE

Analyze current staff certification and availability and/or qualified community volunteers for additional identified programs	2018-19
Create and administer an interest survey with targeted options for both in-school and after-school programs to all students	2018-19
Inform community of upcoming student survey, its purpose, and how the data from it will be used	2018-19
Present survey findings and club options to the superintendent and Board of Education for approval	2018-19
Research needed resources for implementation of new academic programs	2018-19
Draft a final plan for Board of Education approval that includes resources, staffing, and implementation of new programs	2019-20
Develop curriculum maps and implement programs	2019-20
Monitor and revise programs	on-going

PERFORMANCE MEASURE(S)

- By 2022, 80% of student clubs/organizations will have an academic focus (such as STEM and robotics) according to the District Programs Report



INITIATIVE 2
*Character education
 program development*

ACTION STEPS	TIMELINE
Create and administer a character education needs assessment to all teachers and administrators	2018-19
Research programs for character education	2018-19
Present assessment findings to the superintendent and Board of Education for approval	2018-19
Research funding for resources and implementation of new character education program	2018-19
Draft a final plan for Board of Education approval that includes resources, staffing, and implementation of new programs	2018-19
Develop curriculum map and implement program	2019-20
Monitor and revise programs	on-going

PERFORMANCE MEASURE(S)

- *By 2022, 100% of programs will involve soft skill development according to the District Programs Report*
- *By 2022, 100% of programs will have/include a safe, respectful, and nurturing climate according to the District Programs Report*
- *By 2022, two drug education programs per school year will be at every site according to the District Programs Report*
- *By 2022, two healthy choice/relationship programs per school year will be utilized at every site according to the District Programs Report*
- *By 2022, 90% of students will state they often/almost always enjoy being in school according to the Student Climate Survey*
- *By 2022, 80% of students will attend an after school academic program according to the Student Climate Survey*
- *By 2022, 35% or less of teachers will agree/strongly agree they spend a great deal of time dealing with student's social and emotional challenges according to the Teacher Climate Survey*

GOAL AREA #3

RESOURCES

OBJECTIVE 3

RATIONALE

Build and improve facilities

If we improve our facilities it will help form a nurturing environment as well as help recruit quality teachers and staff. Building new facilities will also help our programs to better meet their yearly goals.

INITIATIVE 1

Bond Initiative

ACTION STEPS	TIMELINE
Form a committee for the bond proposal	2017-18
Survey what our specific needs for the facility are	2017-18
Review and visit other projects/ facilities that are similar	2017-18
Draft a plan to present to architects	2018-19
Contact architectural firms and construction manager for presentations/interviews/concepts	2018-19
Architectural firms and construction manager will present the presentations/interviews/concepts to the Board of Education and the board will select a firm	2018-19
Depends on Board Approval Develop and advertise hard plan/blueprints	2019-20
Campaign for bond and vote	2019-20
Bid out the hard plan/blueprints	2019-20

PERFORMANCE MEASURE(S)

- *By 2022, one multi-use building for robotics, STEM, extracurricular, and elective classes will be included and developed in a bond proposal for 2021 that will be needed for the educational growth of the students according to the District Facility Data Report in 2022*

GOAL AREA #3

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

RESOURCES

OBJECTIVES

PERFORMANCE MEASURES

BASELINE

2018

2019

2020

2021

2022

Increase technology availability and use

By 2022, 100% of students at Sayre High School will have a 1:1 device according to the district technology inventory

34%

70%

100%

100%

100%

100%

By 2022, 100% of student technology devices will be less than 3 years old according to the district technology inventory

100%

100%

100%

100%

100%

100%

By 2022, 100% of district classrooms will use technology at least 3 times per week for rigorous curriculum that is aligned to International Society for Technology Education (ISTE) standards according to administrator walkthrough data

TBD

50%

100%

100%

100%

100%

Develop Programs

By 2022, 80% of student clubs/organizations will have an academic focus (such as STEM and robotics) according to the District Programs Report

59%

59%

59%

65%

75%

80%

By 2022, 100% of programs will involve soft skill development according to the District Programs Report

31%

31%

31%

50%

75%

100%

By 2022, 100% of programs will have/include a safe, respectful, and nurturing climate according to the District Programs Report

34%

34%

34%

57%

80%

100%

By 2022, two drug education programs per school year will be needed at every site according to the District Programs Report

1

1

1

2

2

2

By 2022, two healthy choice/relationship programs per school year will be utilized at every site according to the District Programs Report

0

0

0

2

2

2

By 2022, 90% of students will state they often/almost always enjoy being in school often/almost always according to the Student Climate Survey

36.93%

36.93%

36.93%

52%

67%

90%

By 2022, 80% of students will attend an after school academic program according to the Student Climate Survey

68.20%

68.20%

68.20%

72%

76%

80%

By 2022, 35% or less of teachers will agree/strongly agree they spend a great deal of time dealing with student's social and emotional challenges

52.38%

52.38%

52.38%

44%

36%

35%

Build and improve facilities

By 2022, one multi-use building for robotics, STEM, extracurricular, and elective classes will be included and developed in a bond proposal for 2021 that will be needed for the educational growth of the students according to the District Facility Data Report

0

0

0

0

0

1





GOAL AREA #4

SCHOOL COMMUNITY PARTNERSHIPS

GOAL AREA #4

SCHOOL AND COMMUNITY PARTNERSHIPS

OBJECTIVE 1

Increase parental involvement

RATIONALE

If we increase parental involvement we will honor our community's core value for parent/community involvement.

INITIATIVE 1

Site level parent/teacher organization

ACTION STEPS

TIMELINE

Advertise and campaign for membership

2017-18
Spring

Recruit parents and nominate officers

2018-19

Create organization by-laws and
Develop purpose and goals

2018-19

PERFORMANCE MEASURE(S)

- By 2022, 60% of teachers will agree/strongly agree that parents are actively involved with the school according to the Teacher Climate Survey
- By 2022, 85% of teachers will agree/strongly agree that parents know what is going on in Sayre schools according to the Teacher Climate Survey
- By 2022, patron volunteer hours will be 3.5 hours per student according to the district profile
- By 2022, there will be three non-sports or activity related parent organizations at the secondary level



INITIATIVE 2
Parent communication

ACTION STEPS

TIMELINE

Determine how parents prefer to receive communications and enter preferences into student profile

2017-18
Fall

Research and develop consistent communications throughout the district in a timely manner

2017-18
Fall

Create an avenue for parents/community to express their thoughts or concerns

2018-19
Fall

Provide professional development for front office staff on community relationships

2017-18
Fall

Develop a consistent form for data collection for parent/teacher conference attendance

2017-18
Fall

PERFORMANCE MEASURE(S)

- *By 2022, 85% of teachers will agree/strongly agree that parents know what is going on in Sayre schools according to the Teacher Climate Survey*
- *By 2022, 89% of the parents will attend at least one parent teacher conference according to each site's records*
- *By 2022, 93% of teachers will agree/strongly agree that parents are made to feel welcome in the district according to the Teacher Climate Survey*

GOAL AREA #4

SCHOOL AND COMMUNITY PARTNERSHIPS

OBJECTIVE 2

Enhance student relationships

RATIONALE

If we enhance student relationships, then we honor our community's value for a respectful, nurturing environment.

INITIATIVE 1

Student mentor program

ACTION STEPS	TIMELINE
Research model mentoring programs	2018-19
Develop criteria for mentor leaders	2018-19
Recruit mentors	2019-20
Provide mentor training	2019-20
Create incentive plan for mentors	2019-20
Implement program	2019-20
Monitor and revise as needed	on-going

PERFORMANCE MEASURE(S)

- By 2022, 70% of MS/HS students will agree/strongly agree that students treat each other with respect according to the Student Climate Survey
- By 2022, 70% of MS/HS students will agree/strongly agree that most students in school are well behaved according to the Student Climate Survey
- By 2022, 73% of MS/HS students will agree/strongly agree that most students in school are easily able to work out disagreements with other students according to the Student Climate Survey

GOAL AREA #4

SCHOOL AND COMMUNITY PARTNERSHIPS

OBJECTIVE 3

Develop and foster shared leadership

RATIONALE

If we increase parental involvement we will honor our community's core value for parent/community involvement

INITIATIVE 1

Site level leadership team development

ACTION STEPS

TIMELINE

Develop the purpose and agenda protocol for site leadership teams

2017-18
Summer

Select site level members from students, teachers, community and parents

2017-18
Fall

Develop meeting schedule

2017-18
Fall

Communicate meeting results

On-going after first meeting in Fall 2018

PERFORMANCE MEASURE(S)

- By 2022, 65% of MS/HS students will agree/strongly agree they have opportunities to voice their opinion at school according to the Student Climate Survey
- By 2022, 65% of MS/HS students will agree/strongly agree teachers and other adults listen to students' ideas about the school according to the Student Climate Survey
- By 2022, 80% of teachers will agree/strongly agree school administrators involve teachers in decision making and problem solving at Sayre Public Schools according to the Teacher Climate Survey
- By 2022, there will be 4 leadership committees (1 at each site and a district level) created that will involve parents/community members, teachers, administration and students in the decision making process (The district level committee will consist of members from each site committee)
- By 2022, 90% of respondents will say our schools involve the community in decisions according to the Community Survey
- By 2022, 90% of respondents will say our schools provide opportunity for my input according to the Community Survey
- By 2022, 85% of respondents will say our schools value my input according to the Community Survey

GOAL AREA #4

SCHOOL AND COMMUNITY PARTNERSHIPS

OBJECTIVE 4

Create and sustain community partnerships

RATIONALE

If we create and sustain community partnerships then we honor our community's values and opinions on parent and community involvement.

INITIATIVE 1

Community volunteer program

ACTION STEPS

TIMELINE

Define specific needs for each school	2018-19
Recruit community members willing to volunteer time	2019-20
Determine grade level expectations for program	2018-19
Develop a district-wide log sheet for recording volunteer hours	2019-20
Promote and recognize community volunteers through the school web site	2019-20

PERFORMANCE MEASURE(S)

- *By 2022, there will be 30 community members participating as volunteers in reading programs, mentoring programs, and guest speaking programs*



GOAL AREA #4

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

SCHOOL AND COMMUNITY PARTNERSHIPS

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	2018	2019	2020	2021	2022
Increase Parental Involvement	By 2022, 60% of teachers will agree/strongly agree that parents are actively involved with the school according to the Teacher Climate Survey	37%	42%	47%	52%	57%	60%
	By 2022, 85% of teachers will agree/strongly agree that parents know what is going on in Sayre schools according to the Teacher Climate Survey	63%	67%	71%	76%	81%	85%
	By 2022, 89% of the parents will attend at least one parent teacher conference according to each site's records	79%	81%	83%	85%	87%	89%
	By 2022, patron volunteer hours will be 3.5 hours per student according to the district profile	.9 HOURS	1.4	1.9	2.5	3.1	3.5 HOURS
	By 2022, there will be three non-sports or activity related parent organizations at the secondary level	0 PTO IN MS/HS	0	1	2	3	3 PTO IN MS/HS
	By 2022, 93% of teachers will agree/strongly agree that parents will be made to feel welcome in the district according to the Teacher Climate Survey	63%	69%	75%	81%	87%	93%
Enhance Student Relationships	By 2022, 70% of MS/HS students will agree/strongly agree that students treat each other with respect according to the Student Climate Survey	28%	28%	39%	50%	60%	70%
	By 2022, 70% of MS/HS students will agree/strongly agree that most students in school are well behaved according to the Student Climate Survey	20%	20%	32%	44%	57%	70%
	By 2022, 73% of MS/HS students will agree/strongly agree that most students in school are easily able to work out disagreements with other students according the the Student Climate Survey	23%	23%	35%	46%	59%	73%

OBJECTIVES

PERFORMANCE MEASURES

BASELINE 2018 2019 2020 2021 2022

	By 2022, there will be 4 leadership committees (1 at each site and a district level) created that will involve parents/ community members, teachers, administration and students in the decision making process (The district level committee will consist of members from each site committee)	0	0	1	2	3	4 COMMITTEES
	By 2022, 80% of teachers will agree/strongly agree school administrators involve teachers in decision making and problem solving at Sayre Public Schools according to the Teacher Climate Survey	39%	39%	49%	59%	69%	80%
	By 2022, 65% of MS/HS students will agree/strongly agree they have opportunities to voice their opinion at school according to the Student Climate Survey	43%	43%	48%	53%	59%	65%
Develop and Foster Shared Leadership	By 2022, 65% of MS/HS students will agree/strongly agree teachers and other adults listen to students' ideas about the school according to the Student Climate Survey	34%	34%	42%	50%	58%	65%
	By 2022, 85% of respondents will say our schools value my input according to the Community Survey	66%	66%	71%	76%	81%	85%
	By 2022, 90% of respondents will say our schools provide opportunity for my input according to the Community Survey	69%	69%	74%	79%	84%	90%
	By 2022, 90% of respondents will say our schools involve the community in decisions according to the Community Survey	63%	63%	70%	77%	84%	90%
Create and Sustain Community Partnerships	By 2022, there will be 30 community members participating as volunteers in reading programs, mentoring programs, and guest speaking programs	0	0	7	14	22	30

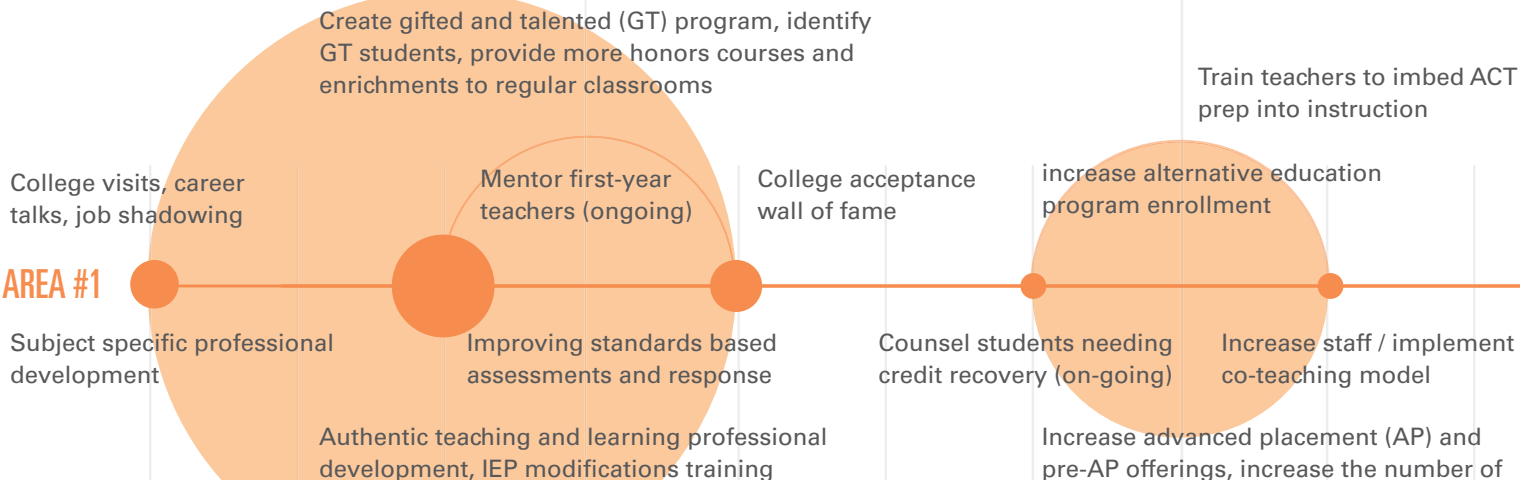
FIVE YEAR TIMELINE OF INITIATIVES

2017-2018

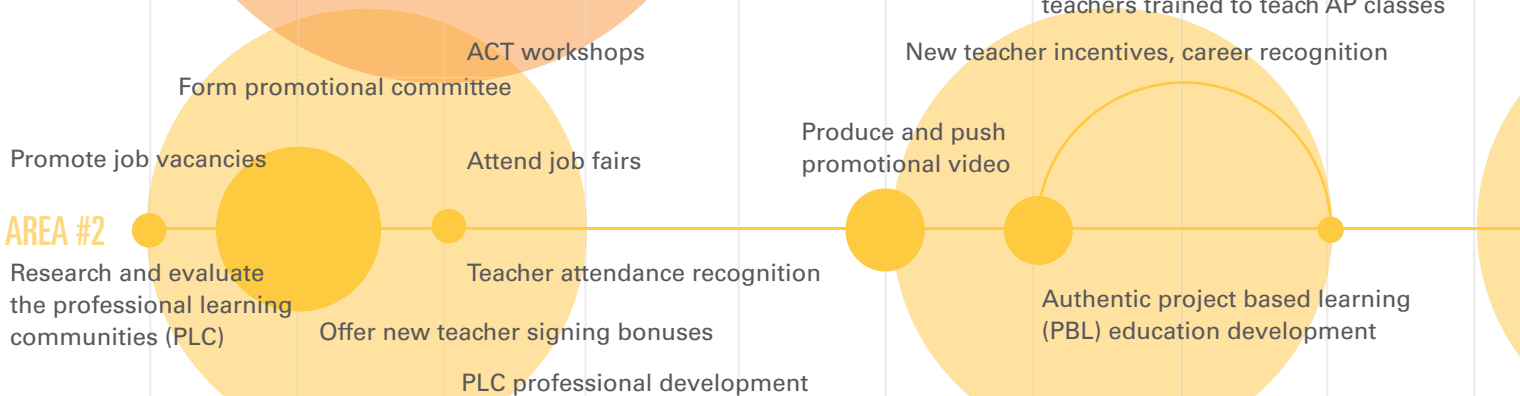
2018-2019

2019-20

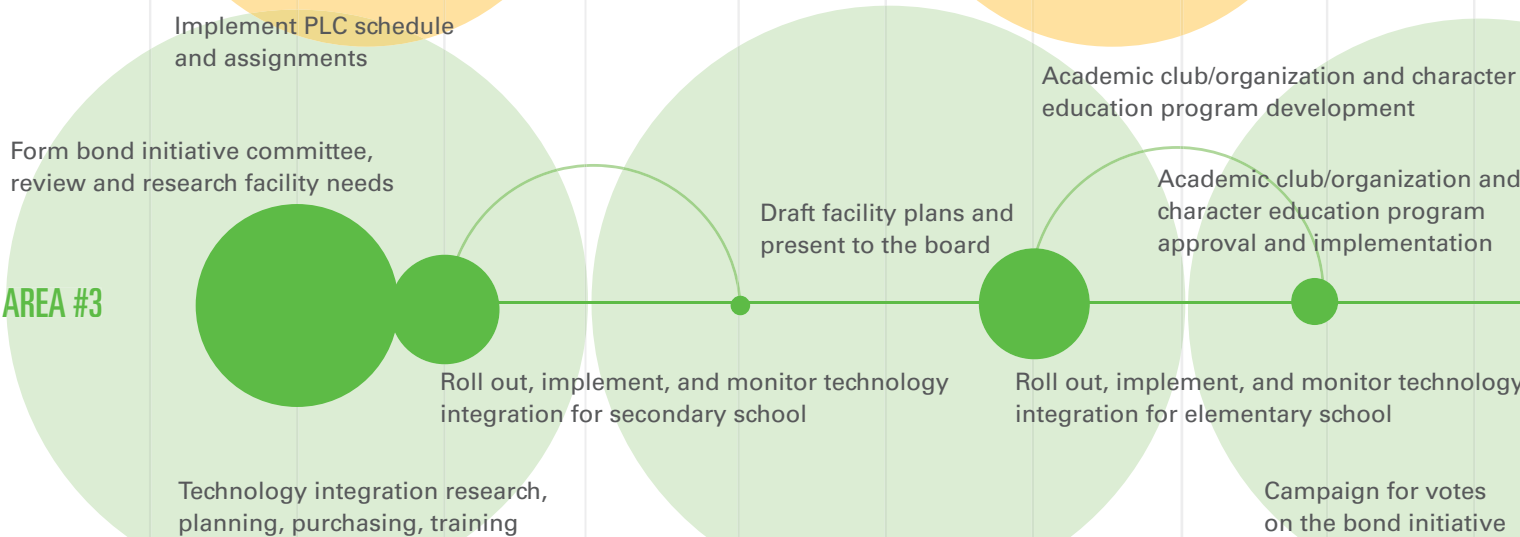
GOAL AREA #1



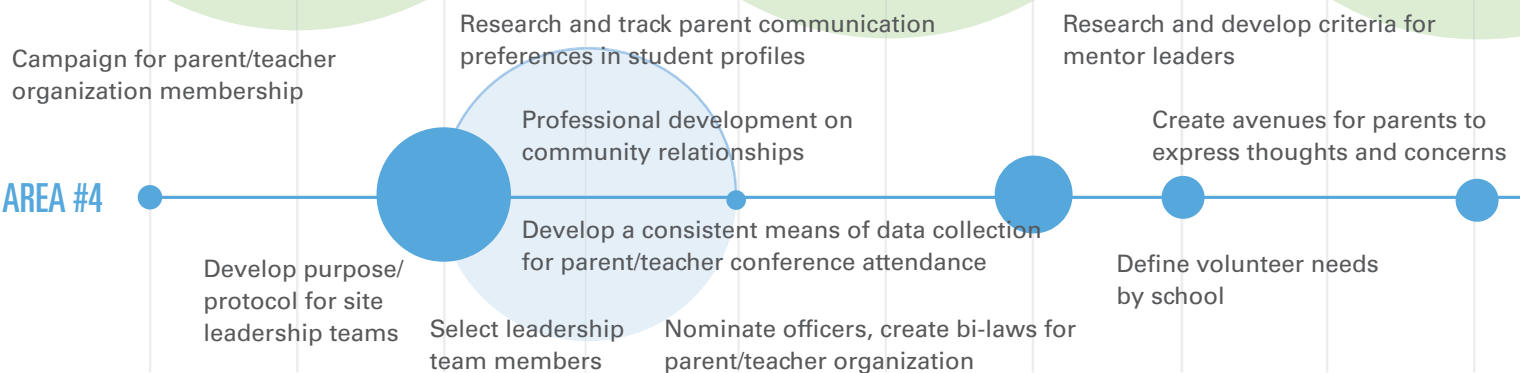
GOAL AREA #2



GOAL AREA #3



GOAL AREA #4



SPRING

SUMMER

FALL

WINTER

SPRING

SUMMER

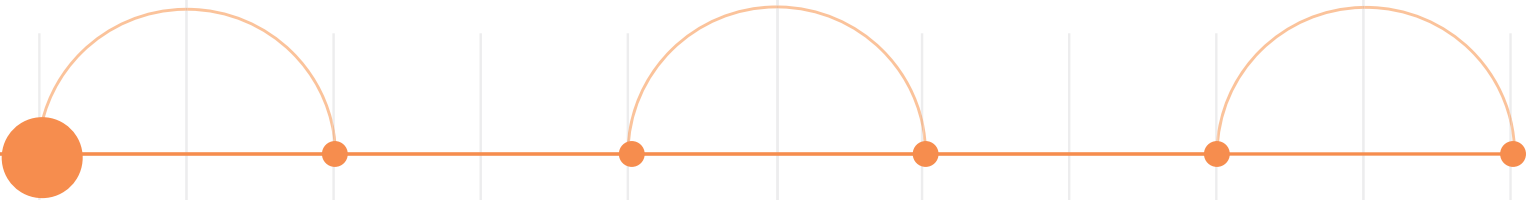
FALL

WINTER

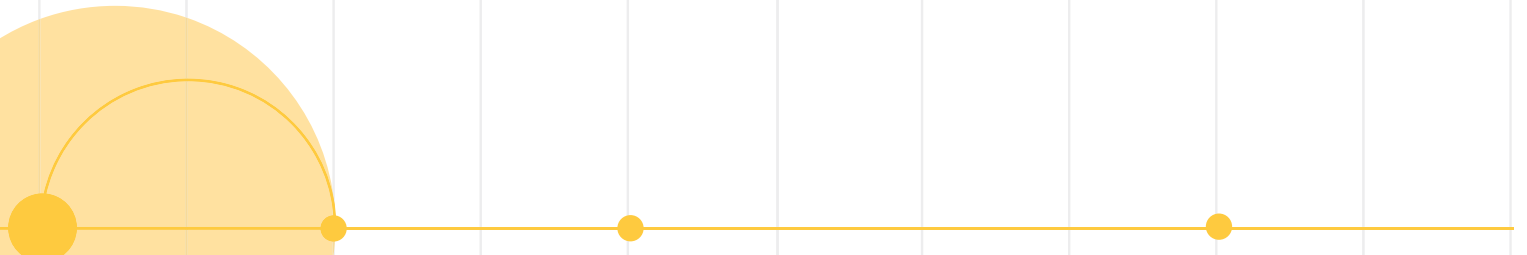
SPRING

SUMMER

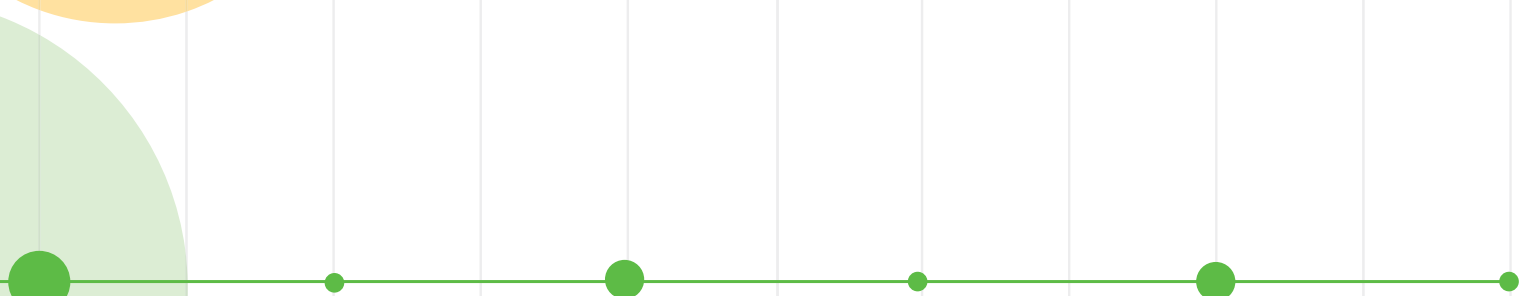
Form competitive academic teams



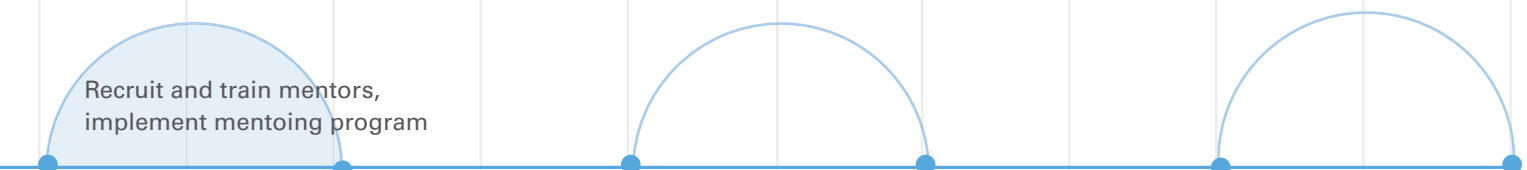
Science, technology, engineering, and mathematics (STEM) education development



Academic club/organization and character education programs monitor and revise (on-going)



Recruit and train mentors, implement mentoing program



Promote and recognize volunteer through website



ACKNOWLEDGEMENTS

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