



Over 8 months, more than 1,200 students, parents, community members and district staff embarked on “The Great Conversation” to define what student success looks like for Oklahoma City Public Schools. Through our diverse voices, interests and commitment to student improvement; **this community agreed we will define what is important, and we will measure it.**

Consider this, the OKCPS 2015-2016 prekindergarten class will graduate from our schools in 2030 and enter college or careers; the **commitments** in this plan equip those students and others with the knowledge and skills needed to contribute and thrive in the Oklahoma City community, nation and world. **This is our community-wide plan for student progress. These are our children, and they require a great commitment from all of us to work together as one for all students.**

# the **Great Commitment**

*Working Together As One - For All Students*

**Oklahoma City Public Schools**  
2015-2020 Strategic Plan

In Oklahoma City, we must work together to achieve **great results** for **all students**; the movement towards student growth begins with our **commitment** to **high expectations**. We are committed to year-to-year steady progress towards our aspiration of success for all students.

The Great Commitment defines our **goals and measures for student success**, our promise to turn good intentions into stronger results for all students through purposeful action.

# Community-Wide Goals and Measures of Student Success



## Early Literacy & Numeracy

Every student will meet literacy and numeracy readiness criteria for successful transition from pre-k to 2nd grade.

### Measures

- % of students meeting kindergarten readiness criteria in literacy
- % of students meeting kindergarten readiness criteria in mathematics
- % of students acquiring literacy and numeracy foundational skills by the end of 2nd grade

## Maximizing Instructional Time

Every student will participate in at least 95% of the instructional days in a school year.

### Measures

- % of students attending instructional programs at least 95% of total instructional time
- Decrease suspension rate
- Decrease expulsion rate

## Student Engagement & Voice

Every student will play a personal and meaningful role in their own learning and in the educational decision making of their school, district, and/or community.

### Measures

- Student participation and feedback ratings on annual survey
- % of students participating in at least one extra curricular activity
- Number of schools with actively engaged student leadership team
- % of students engaged in community service, civic action or schoolwide projects



## Mastery of Core Subjects

Every student will meet standards of performance in the core subjects at key transitional grade levels.

### Measures

- % of students meeting proficiency standards in 3rd grade reading
- % of students meeting proficiency standards in 5th grade writing and math
- Increased number of students enrolling and passing Algebra 1 in 8th grade
- Increased number of students enrolling and passing Biology in 10th grade

## Accelerated Performance for Under-Performing Groups

Low-performing student groups will perform at a level that closes the opportunity, learning, and achievement gaps.

### Measures

- Achievement rate of African-American students in reading and math
- Achievement rates of English Learners and Special Education students in reading
- Graduation rates of African-American, American-Indian and Hispanic students

## Advanced, Tech-Literate Courses and the Arts

Every student will complete at least one higher-level course of study outside the core subjects.

### Measures

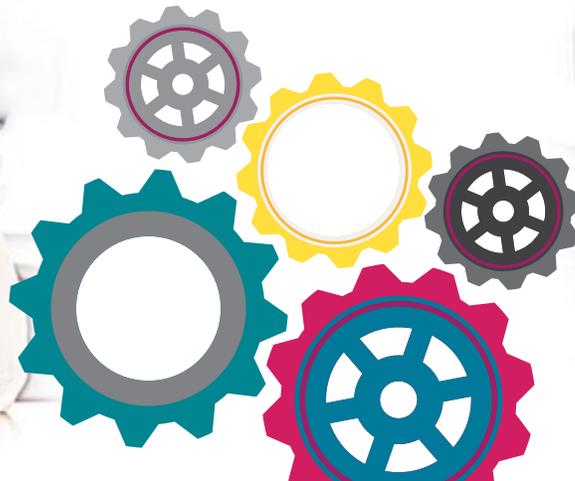
- % of eligible students taking at least one higher-level course
- Completion rates for students pursuing at least one course in:
  - Fine Arts
  - Visual and Performing Arts
  - Advanced Placement (AP) or International Baccalaureate (IB)
  - High School Career Academies
  - Dual/Concurrent Enrollment
  - Technical Certification
  - Adaptive Technologies
  - Intensive Bilingual Coursework

## High School Graduation

Every student will graduate from high school, prepared for success in college or in career-technical fields.

### Measures

- Transition rates from pre-k to elementary and middle school to high school
- % of 10th grade students on-track to graduate
- High School graduation rates



**T**he Four Pillars define the capabilities district staff and the community must develop to reach the goals in The Great Commitment. From teachers to parents and business leaders; we all have a role in turning our school system around in order to reach our community-wide goals.

OKCPS teachers will use the strategies in the “Instructional Commitments” to drive continuous improvement of student learning through effective day-to-day classroom instruction. At the district-wide level, new organizational practices or “Signature Strategies” will be used to shift the support to schools and change the culture of the district. More than 150 OKCPS teachers, school leaders, and district personnel developed the teaching, leadership, and organizational practices needed to fulfill our commitment of success for all students.

# Signature Strategies



## Pillar #1

### Culturally Responsive, Rigorous Teaching & Learning

- Align curriculum, assessment, technology and materials to Oklahoma standards
- Provide instruction that is customized and culturally relevant for students
- Implement specialized practices that support early literacy and target under-performing students and struggling schools



## Pillar #2

### Safe Climate and Strong Relationships with Families & Community

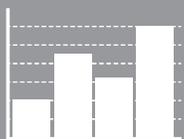
- Provide training and revise policies to support safe and respectful environments and equitable enforcement of disciplinary procedures
- Create a safe climate that celebrates diversity and fosters culturally inclusive practices among all staff
- Provide ongoing training and two-way communication to parents, families, and community



## Pillar #3

### Effective Teachers, Leaders and Staff

- Attract, develop, and retain a highly qualified and diverse workforce
- Set professional standards, evaluate all employees, and provide timely intervention for struggling teachers and staff
- Implement new employee induction by offering orientation, training, and mentor-teacher support



## Pillar #4

### Data-informed, Needs-based Resource Allocation

- Create a data dashboard to inform the public of district departments and school performance
- Conduct annual satisfaction surveys regarding quality of teaching, leadership, and service
- Implement an assessment tool to provide feedback on student growth and teaching practices