



"As a country, we have settled for things that are easy to measure—such as standardized tests—and made them 'important'. Moving forward, in Oklahoma City Public Schools our approach will be different. We will decide as a community on what **goals and measures are important** for our students, **figure out how to measure them, align our resources to accomplish them, and hold ourselves collectively accountable for ensuring success for all of our students.**"

—**Rob Neu**
Superintendent,
Oklahoma City Public Schools

the **Great Commitment**

Working Together As One - For All Students

Oklahoma City Public Schools

2015-2020 Strategic Plan and Internal Strategies

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

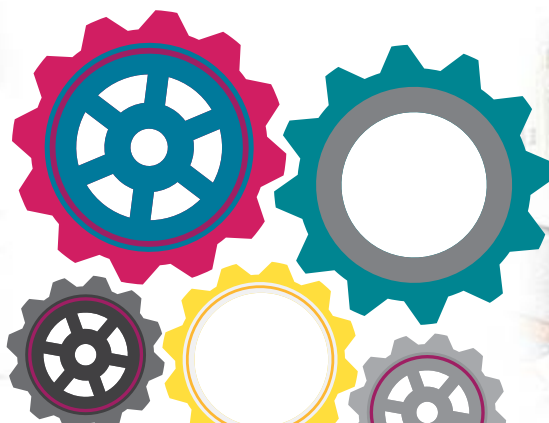
- % of students attending instructional programs at least 95% of total instructional time
- Decrease suspension rate
- Decrease expulsion rate

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



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 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 results for all students through purposeful action.



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

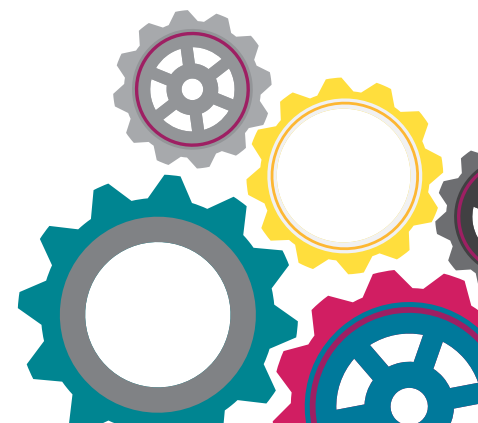


High School Graduation

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



Working Together As One— For All Students

Together, Oklahoma City citizens have committed to a set of bold, community-wide Goals and Measures for student learning and achievement.

Now, we need a system-wide roadmap for accomplishing those outcomes; a coherent approach to ensure that decisions and actions at the district level, at each school, and throughout the community empower and move us steadily towards fulfilling our commitment for student success.

- Our **Four Pillars** provide the foundation for our work; they define the capabilities we must develop and sustain at every level in order to become a high-performing school district.
- The **Signature Strategies** represent specific district-wide processes and structures we will put in place to support our schools.
- The **Instructional Commitments** and **Indicators of Progress** outline the core professional practices that will drive continuous improvement of day-to-day classroom instruction.

More than 200 OKCPS teachers, school leaders and district personnel developed the teaching, leadership and organizational strategies needed to fulfill our commitment to success for all students.

Together, the Four Pillars, Signature Strategies and the Instructional Commitments offer our parents, community partners and district staff an opportunity to contribute in tangible ways to success for every student, without exception.



With our Signature Strategies we will change the culture of the district, and transform how we deliver services and support to our schools.

OKCPS Signature Strategies

Pillar #1

Culturally responsive, rigorous teaching & learning

Aligned curriculum, assessment and materials

- Align curriculum, assessments, materials and technology with Oklahoma standards in all content areas and across all levels.
- Implement a user-friendly assessment system that facilitates reliable, and continuous monitoring and analysis of student, staff practice and school progress.
- Provide equitable access to up-to-date and appropriate instructional materials and technology for all schools.

Personalized learning

- Develop personalized learning for students with identified differentiated instruction, assessment, and intervention.
- Incorporate the prior knowledge, learning styles, and cultural background of OKCPS students in day-to-day instructional practices.
- Provide individualized academic and behavioral supports to assist all students in meeting their goals for success.

Responsive, consistent instruction

- Implement the professional practices in the Instructional Commitments to ensure consistency in core instructional strategies across all schools.
- Strengthen foundations for early-literacy and extend continuous literacy support in all content areas and across all grades.
- Target low-performing/off-track students and struggling schools with district and community resources.

Pillar #2

Safe climate and strong relationships with families & community

Nurture a safe, secure climate for learning and working

- Revise Board policies to address current realities, including bullying and other acts of violence in our schools.
- Provide training for school staff on effective strategies for creating safe and respectful environments for learning and equitable enforcement of disciplinary guidelines.
- Partner with students, families, community-based organizations and private businesses to strengthen and embed effective relationships with the entire community.

Champion equity, fairness and cultural inclusiveness

- Advance understanding of the impact of cultural background on student learning.
- Create a safe climate that fosters culturally inclusive practices among all staff and celebrates the strengths of diversity.
- Promote fair treatment and equitable opportunities for all students.

Strengthen parent education and communication

- Provide ongoing training to parents and families to support district's kindergarten through third grade language and math development plans.
- Provide ongoing communication to families in their primary language regarding student progress, goal setting, and academic achievement.
- Educate parents and families about how to access school and community resources to support family health and wellness as well as behavioral and life success for students.

Pillar #3

Effective teachers, leaders and staff

Attracting, developing and retaining highly qualified diverse workforce

- Hire qualified and diverse staff who have a passion and commitment for working with our district's student demographic population.
- Strengthen partnerships with local colleges to build a "pipeline" of prospective employees and to attract more graduates earlier in their job search cycle.
- Update employment practices and procedures, employee relations and compliance, compensation and benefits, payroll and record-keeping.

Professional Collaboration and teacher-leadership

- Develop a team of highly skilled, well-trained teachers, leaders, and staff to assist in professional learning and peer-to-peer developmental opportunities at school, department, and district levels.
- Provide timely intervention for "struggling" teachers and staff.
- Implement an evaluation system for all district employees that requires them to deliver results, not simply comply with requirements – and that supports their professional growth.

Needs-based professional development

- Develop the scope-and-sequence of professional development courses to be completed at each stage of a teacher's career.
- Set and articulate the professional standards for all staff by job-type and provide training programs aligned to those expectations.
- Facilitate induction of new teachers by offering orientation, training, and mentor-teacher support.

Pillar #4

Data-informed, needs-based resource allocation

Aligned central office support for school

- Organize central roles, resources, timelines, and processes to support the consistent implementation of the strategic plan within the context of school needs and culture.
- Create, publish, and monitor a "Dashboard" of key metrics for each district department/office or functional unit that provides direct services to schools, parents, and community stakeholders.
- Ensure efficient provision of school operations and services in a way that maximizes resources devoted to instruction.

Results-focused planning and public reporting

- Set and monitor annual benchmarks and targets for each of the vital signs of student progress defined in the five year strategic plan.
- Define, implement, and monitor annual performance objectives and milestones of progress for all district-level departments.
- Conduct annual satisfaction surveys of internal and external stakeholders regarding quality of teaching, leadership, and service.

School quality and accountability system

- Establish a common definition of school quality and a comprehensive school accountability system, and institute bi-annual comprehensive School Quality review process for every school.
- Provide timely, useful data to school and district staff so that problems can be addressed and successes celebrated more quickly.
- Implement an assessment system to provide timely and authentic feedback on student growth, instructional practices, interventions and communication with parents.

Our Instructional Commitments articulate our instructional vision; they define the characteristics of effective teaching practices, leadership practices and organizational practices.

OKCPS Instructional Commitments

| | Pillar #1 | Pillar #2 | Pillar #3 | Pillar #4 |
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| | Culturally responsive, rigorous teaching & learning | Safe climate and strong relationships with families & community | Effective teachers, leaders and staff | Data-informed, needs-based resource allocation |
| | We challenge all students by using rigorous curriculum and effective teaching that is responsive to our students' varied learning styles, prior knowledge, and cultural background. | We nurture a culture that supports the personal safety of students and adults and sustains trusting relationships and shared responsibility for student success. | We support growth and effectiveness of all employees through continuous professional learning, evidence-based collaboration, and continuous improvement of their practices. | We rely on evidence to make informed choices and drive decisions. We model equity, flexibility and transparency when allocating resources, so that each student has a fair chance at success. |
| TEACHING PRACTICES | <ul style="list-style-type: none"> Teachers use explicit, high-engagement instructional strategies that show what to do, why, how, and when and provide students choice in how to demonstrate mastery. Teachers increase their knowledge of diverse cultures and utilize rigorous academic standards and practices to adapt and scaffold lessons that reflect the communication and learning styles familiar to the students. | <ul style="list-style-type: none"> Teachers – working with parents – make a concerted effort to provide a safe, accepting environment free from ridicule and bullying, by challenging negative attitudes and practices, and ensuring all students are honored. Teachers provide time, encouragement, and instructional strategies to connect every student to at least one caring adult to guide and advocate for the student's academic and behavioral growth. | <ul style="list-style-type: none"> Teachers use professional learning community (PLC) time to address curriculum scope & sequence and student progress, and to share ideas for enhancing the effectiveness of their instructional practices. Teachers assess their own growth over time by reflecting on instruction and analyzing effectiveness of professional practices relative to student learning. | <ul style="list-style-type: none"> Teachers guide students in setting and monitoring their own progress toward meeting academic and behavioral goals and teachers advocate for resources to support each student's individualized learning paths. Teachers meet regularly within and across grade-level/subject teams to review student data, reflect on professional practices, and implement and monitor the instructional improvements. |
| LEADERSHIP PRACTICES | <ul style="list-style-type: none"> Leadership creates an environment of genuine respect for students and a strong belief in their ability to meet high expectations. Leadership provides resources and support for teachers to question and challenge their own belief and actions about students' ability to meet high expectations. | <ul style="list-style-type: none"> Leadership builds links to systems for educators, students, parents & caregivers, and community to create safe, caring schools. Principal/Leadership Team implements structured in-school suspension programs accompanied by behavioral interventions and supports. | <ul style="list-style-type: none"> Principal schedules and protects 'sacred time' for instructional planning and evidence-based collaboration focused on continuous improvement of professional practice and student learning. Principal/Leadership team provides opportunities for targeted continuous professional learning, stimulates collegial accountability, and bases decisions on the highest professional standards. | <ul style="list-style-type: none"> Principal/Leadership Team ensures that resources (i.e. people, time, money) are aligned to the school's priorities and are allocated to meet the differentiated needs of students, teachers, and staff. Principal/Leadership Team engages teachers in ongoing professional learning, collaboration, application and reflection regarding research-based engagement, formative assessment, and intervention techniques in their classrooms. |
| ORGANIZATION PRACTICES | <ul style="list-style-type: none"> District/School Leadership continuously evaluates, coaches, mentors, and models instructional commitments for teachers in order to accelerate student learning. District and School Leadership Team implement a rigorous, standards-based curriculum and use formative assessments to ensure ALL students are prepared for PreK through postsecondary and career opportunities. | <ul style="list-style-type: none"> The District and Community develop a full continuum of academic and behavioral intervention systems to promote learning and healthy development for all members of the school community. District and School Leadership Team build the principals' capacity to connect every student to at least one caring adult and to link families with community resources and supports. | <ul style="list-style-type: none"> The school/district cultivates a cadre of highly skilled coaches and peer-facilitators to guide induction, mentorship, and continuous growth of teachers, teams, and administrators. The school/district defines and monitors effectiveness of implementation of professional practices regarding curriculum, assessment, and instruction by all employees at every level. | <ul style="list-style-type: none"> School district leadership provides professional development and coaching to all educators regarding analysis and interpretation of data about student learning and professional practices based on evidence. District allocates resources (i.e. time, personnel, materials, equipment) based on student and school needs. |

What gets measured and rewarded gets done. Our Indicators of Progress will enable us to monitor, communicate, and adjust classroom and school-level practices, and how we deliver district-level supports and services to our schools. We will continuously celebrate student, school, and organizational improvements and successes.

OKCPS Indicators of Progress

STUDENT INDICATORS OF PROGRESS

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| <p>Articulation of Learning Goals and Metacognition</p> <ul style="list-style-type: none"> Percentage of students who can explain the purpose of each lesson. Students can use and articulate their critical thinking strategies. | <p>Access to early intervention</p> <ul style="list-style-type: none"> Students have early access to defined periods of interventions as necessary. Students access extra help within the classroom, school, and community. | <p>Self-efficacy</p> <ul style="list-style-type: none"> Students set learning goals and track their own effort, progress, and achievement. Increased percentage of students scoring proficient on academic tenacity battery of questions. |
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TEACHING INDICATORS OF PROGRESS

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| <p>Rigorous Learning Activities</p> <ul style="list-style-type: none"> Teacher uses concrete, representational and symbolic approach to teach content. Increased proportion of instructional time spent on project/inquiry-based learning with authentic forms of assessment. | <p>Relationships with students</p> <ul style="list-style-type: none"> Teacher communicates realistically high and positive academic and behavioral expectations for all students. Teacher exhibits care and interest in students' welfare and learning; and values their point-of-view and interests. | <p>Data guiding instruction</p> <ul style="list-style-type: none"> Teacher maintains and uses accurate records of student achievement, attendance, and behavior to inform instruction and reward progress. Teacher groups students based on common needs identified by assessments. |
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LEADERSHIP INDICATORS OF PROGRESS

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| <p>Instructional monitoring based on shared vision</p> <ul style="list-style-type: none"> Increase percentage of teachers who participate in peer-to-peer classroom observations. Increase percentage of teachers who "agree that the principal sets 1:1 time aside to reflect with teachers about their strengths and opportunities for improvement." | <p>Professional Development (PD) aligned to priorities and teacher professional growth</p> <ul style="list-style-type: none"> Increase percentage of total instructional days/hours dedicated to PD aligned to instructional focus and vital signs. Principals plan opportunities for teachers to share their strengths with other teachers and increase percentage of new teachers who receive formal coaching and support. | <p>Positive school culture for all stakeholders</p> <ul style="list-style-type: none"> Increase percentage of parents who "agree that the school has a welcoming and respectful environment for parents". Increase percentage of teachers who complete at least one positive home contact during each assessment cycle. |
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ORGANIZATIONAL INDICATORS OF PROGRESS

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| <p>Resources aligned to priorities</p> <ul style="list-style-type: none"> School schedule maximizes time spent on quality instruction and sets aside "sacred time" for teachers to collaborate and reflect on practice. Increase percentage of categorical funds allocated to the improvement of teacher/leadership effectiveness. | <p>Fair and equitable treatment</p> <ul style="list-style-type: none"> Committees comprised of school staff, parents, and students implement school discipline policies that are explicit in expectations, consequences, and interventions. Higher level classes are available to all students, and all students have highly effective teachers. | <p>Data management system</p> <ul style="list-style-type: none"> Data from assessments are timely and easily accessible and usable to teachers. Principals and teachers have set aside time for collaborative data examination. |
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The Great Commitment emerged from: *The Great Conversation; Moving Forward as One!*

More than 1,200 Oklahoma City stakeholders participated in an eight-month community-wide strategic planning exercise.

150+ people on the Core Planning Team met for 6 days between November 2014 and March 2015.

180+ teachers and administrators on the Instructional Focus Team met for 2 days.

700+ participants in 8 Community Forums open to all citizens.

Blue Ribbon Group consisting of 30+ leaders from Oklahoma City's business, higher education, local government, community-based organizations, unions, professional associations, and state-level institutions.

More than 100 students from every OKCPS secondary school, who shared their perspectives during the student voice session.

100+ participants on District-level Teams including Teaching & Learning, Superintendent's Cabinet and the Operations Center.

Great schools make a great community; a great community deserves great schools.

Oklahoma City Public Schools aims to become a great school district, where all students learn, grow, and succeed . . . a system of schools that merits the sustained trust, commitment, and investment of every stakeholder.



Oklahoma City Public Schools

900 N. Klein, Oklahoma City, Oklahoma 73106
www.okcps.org | (405) 587-0000