2024-29

STRATEGIC PLAN

IDABEL
PUBLIC SCHOOLS


APPLE
WARRIORS
71
WARRIORS
55
WARRIORS
12
WARRIORS
33
WARRIOR
CHEER
CHIX
WARRIORS
4



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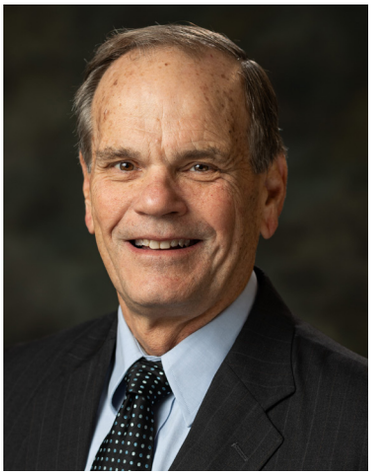
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A MESSAGE FROM THE SUPERINTENDENT



Idabel Public Schools takes great pride in the quality of 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.

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, 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 move forward, the strategic plan will be used to guide our direction in doing that which is in the best interest of our students.

Dr. Alan Bryant
Superintendent
Idabel Public Schools

IDABEL PUBLIC SCHOOLS
BOARD OF EDUCATION



Donny Butler
School Board President



Jerry Robinson
School Board Vice President



Darrell Courtney
School Board Clerk



James Raley
School Board Member



Brent Bolen
School Board Member (Outgoing)



Eric Nuber
School Board Member (Incoming)

STRATEGIC PLANNING
TEAM MEMBERS



Student Learning and Achievement

- Laura Bullock
- Stephanie Armstrong
- Korina Yanez
- Carolyn Carper
- Mya Murray
- Lori Reesing



Personnel Development Initiatives

- Jake Jackson
- Jill Martin
- Tammy Russell
- D'zina Richard



Community, Campus, Culture and Perception

- Ida Fabian
- Marlin Coffman
- Sharon Wooten
- Sherlyn Federico



Asset Development and Improvement

- Brennan Hill-Bayler
- Connie Lynch
- Kevin Carper
- Tyler Hooten
- Betty Warren
- Stephanie Ratcliff



Student Committee

- Tyler Hooten
- D'Zina Richard
- Sherlyn Fredrico
- Korina Yanez
- Mya Murray

Not Pictured:

- Cheyenne Farley
- John Harjo

DISTRICT PROFILE

SCHOOLS

Idabel High School (9-12)

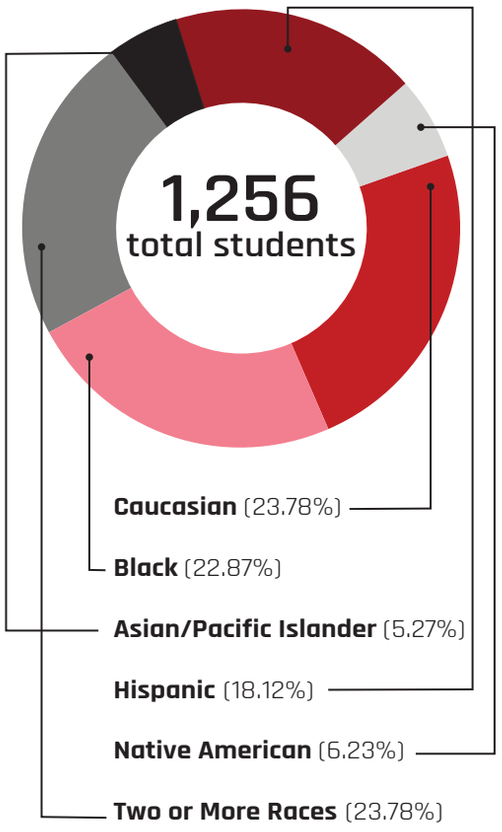
Idabel Middle School (6-8)

Idabel Primary South Elementary (EC-1)
Central Elementary (2-5)

SOURCES OF DISTRICT REVENUES (ALL FUNDS)



STUDENT POPULATION

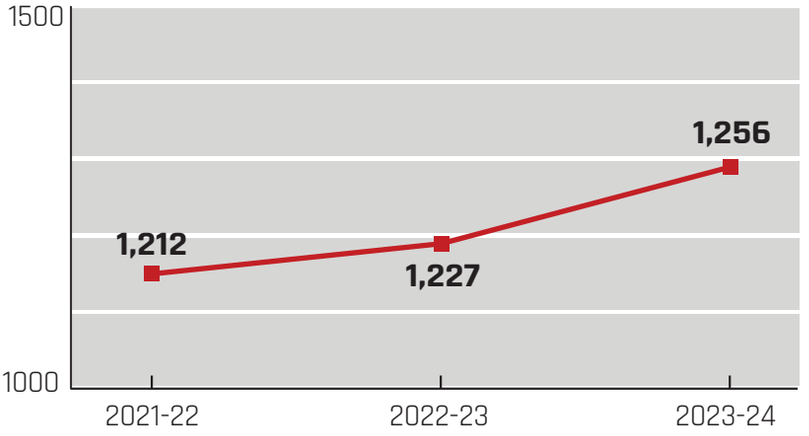


30.4% Identified as Gifted and Talented

17.2% in Special Education Programs

9.1% Identified as English Language Learners (ELL)

ENROLLMENT TRENDS



EMPLOYEES

126 Teachers*

3 Counselors

5 School Administrators**

98 Support Staff

*24% with advanced degrees | 14.7 average years teaching experience

**4 head principals + 1 assistant principal

EXECUTIVE SUMMARY

The Idabel Public School District is committed to "Preparing Champions for Life!" This five-year strategic plan represents a bold step forward in the commitment to educational excellence, community involvement, and the development of a nurturing and innovative learning environment. This plan is a blueprint for enhancing student achievement, fostering the growth of educators, enriching the community's involvement and perception, and improving the physical and technological assets that support their educational mission.

At the heart of the plan is the goal to elevate student learning and achievement. The district recognizes that mastery of learning standards is fundamental to student success. To achieve this, they are committed to realigning the curriculum to better meet learning standards and implementing differentiated instruction strategies that cater to the unique needs of each student. Recognizing the importance of preparing students for life beyond the classrooms, they will also intensify efforts to increase college and career readiness. Initiatives such as targeted college and career readiness programs and ACT preparation courses will ensure students are well-equipped for their future endeavors.

Understanding that the quality of personnel is just as critical as educational programs, the personnel development initiatives aim to cultivate a highly skilled, motivated, and satisfied team of educators. The development of a comprehensive professional development plan and a staff induction program is planned to not only attract but also develop and retain quality teachers. These programs will serve as the cornerstone for building a supportive and dynamic educational community, ensuring all staff have the resources and support necessary to thrive professionally.

Community engagement and the cultivation of a positive educational culture are also paramount. Under the community, campus, culture, and perception goal, a multifaceted communication plan to enhance transparency and engage with the district's stakeholders more effectively will be rolled out. Programs designed to increase community involvement, such as Parents in Education (PIE), a recognition program, and Warrior Nation student program, will foster a sense of belonging and pride among all stakeholders. Additionally, initiatives aimed at improving student behavior and attendance will support a positive and conducive learning environment.

Finally, recognizing the role of physical and technological infrastructure in providing quality education, the asset development and improvement goal focuses on upgrading and maintaining facilities and technology. A comprehensive facilities plan alongside a transportation plan will ensure schools are safe, accessible, and conducive to learning. To keep pace with the digital age, a technology improvement plan will guarantee that students and staff have access to the latest educational technology, supporting effective teaching and learning.

This five-year strategic plan is more than just a document; it is a commitment to students, teachers, and community. Through targeted initiatives and a holistic approach to education, they are setting the stage for a future where every student can achieve their full potential, supported by a community of dedicated educators, engaged families, and a supportive environment. 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 expectations that each student, regardless of ethnicity, language, disability, or income level can achieve high standards of learning. Strategies are included to ensure students will meet and/or exceed standards, graduate on time, and are college/career ready. Together, the district will navigate the challenges ahead and seize opportunities to create an educational experience that is not only rewarding but also transformative.

TIMELINE OF PLANNING PROCESS



PHASE I: Engage

"Who are we?"

District's learner expectations, core beliefs, and core values

The purpose of this phase is critical to the fidelity and sustainability of public education. Phase I gained stakeholder input in determining the community's educational objectives. This process included community forums to engage stakeholders in reflective dialogue about the purpose and process of education in a local context. The community survey offered a second opportunity for stakeholders to provide input and ideas. Data collected from these surveys were analyzed to reflect the community's Learner Expectations, Core Beliefs, and Core Values, which were used throughout the strategic planning process. Goal areas and performance objectives developed in Phase II were aligned to them.

September 15 - October 13, 2023
Community Stakeholder Survey

October 10-12, 2023
Community Forums

- *Idabel Country Club - Kiwanis Club Luncheon*
- *Central Elementary School*
- *Idabel Primary*
- *Public Library*
- *Idabel High School*
- *AJ Restaurant - Rotary Club Luncheon*
- *Idabel Middle School - Community Lights ON*
- *Choctaw Nation - Choctaw Elders*
- *Booker T. Washington Center*



PHASE II: Plan

"Where are we now?"

Goal areas and performance objectives

In this phase, the Planning Team—composed of school and community members selected by the District Leadership Team— engaged in a collaborative inquiry process to implement change. Team members were representative of the demographics of the district, with 75% of the membership comprised of district leaders, school administrators, and teachers. The other 25% were students, parents, and community members. 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.

November 15, 2023
November 16, 2023

PHASE III: Act

"Where do we want to go?" and "How will we know when we get there?"

SMART performance measures, initiatives for each performance objective, action steps for each initiative, timeline of initiatives

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community's learner expectations, core beliefs, and core values. After two days, the team had developed action steps as well as performance measures that were specific, measurable, attainable, results oriented, and time-bound (SMART). On the third day, the 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 responsible person and to avoid creating a burden on the budget in any one year.

February 6, 2024
February 7, 2024
April 4, 2024

PHASE IV: Achieve

"How do we plan to get there?"

Training of a site leadership team from each school site in the district to develop a site-level year-one plan

The district needs to be held accountable to achieve the goals set forth by this process. This phase works with a leadership team 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.

April 18, 2024



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

Idabel Public Schools expects the graduates of 2033 to possess...

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

These expectations combined with the skills to use technology effectively will prepare students to become productive citizens.

CORE BELIEFS

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

- Opportunities for creativity and innovative experiences
- Opportunities to collaborate
- Relevant content
- A respectful and nurturing environment
- Quality teachers
- A foundation in basic skills and literacy across all content areas
- Opportunities for community service
- Opportunities to address students' strengths and weaknesses

Classroom teaching and learning paired with opportunities to use technology authentically and the support of families will provide future success for Idabel students.

CORE VALUES

In order to ensure quality teaching and learning, Idabel Public Schools values…

- Extra-curricular activities and after-school programs
- A respectful and nurturing environment
- Quality teachers
- Up-to-date technology
- School buildings and grounds
- Parental involvement and supportive families
- Health issues of students
- Concern for the diverse needs of students
- Strong leadership

By upholding these values, Idabel Public Schools will create an environment that provides a rigorous curriculum and connections between school and community to promote student success.

STRATEGIC GOAL SUMMARY

Goal Area #1

Student Learning and Achievement

Objective 1: Improve Students' Mastery of Learning Standards

- » Initiative: Curriculum alignment
- » Initiative: Differentiated instruction

Objective 2: Increase College and Career Readiness

- » Initiative: College and career readiness
- » Initiative: ACT prep

Goal Area #2

Personnel Development Initiatives

Objective 1: Develop Quality Teachers

- » Initiative: Professional development plan
- » Initiative: Staff induction program

Objective 2: Increase Teacher Recruitment and Retention

- » Initiative: Teacher recruitment program
- » Initiative: Staff retention plan

Goal Area #3

Community, Campus, Culture and Perception

Objective 1: Improve District Communication and Perception

- » Initiative: Communication plan

Objective 2: Increase Community Involvement

- » Initiative: Parents in Education (PIE)
- » Initiative: Recognition program
- » Initiative: Warrior Nation student program

Objective 3: Increase Positive Student Behavior

- » Initiative: Attendance improvement plan
- » Initiative: Positive behavior plan

Goal Area #4

Asset Development and Improvement

Objective 1: Improve and Maintain School Facilities

- » Initiative: Facilities plan
- » Initiative: Transportation plan

Objective 2: Expand Student Programs and Clubs

- » Initiative: Student programs

Objective 3: Maintain and Improve Technology

- » Initiative: Technology plan





Goal Area #1

Student Learning and Achievement

Objective 1: Improve Students' Mastery of Learning Standards

- » Initiative: Curriculum alignment
- » Initiative: Differentiated instruction

Objective 2: Increase College and Career Readiness

- » Initiative: College and career readiness
- » Initiative: ACT prep

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT

OBJECTIVE 1 **Improve Students' Mastery of Learning Standards**

RATIONALE If we improve students' mastery of learning standards, we honor Idabel's values, beliefs and expectations because our community expects learners to master core content.

INITIATIVE 1
Curriculum Alignment

ACTION STEPS	TIMELINE
Research benchmark assessments for consistent measurement/tracking aligned to state standards.	2024-25
Develop common benchmark assessments for each grade level in the core content areas.	2024-25
Review content/grade-level vertical curriculum maps for instructional gaps.	2024-25
Analyze student assessment data and make adjustments as needed.	2024-25
Provide professional development for core departments related to learning gaps, based on data analysis and instructional gaps in curriculum maps.	2025-26
Implement strategies learned from professional development.	2025-26
Consistently review educational materials and programs to align with Oklahoma Academic Standards (OAS).	2025-26

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT

OBJECTIVE 1 **Improve Students' Mastery of Learning Standards**

RATIONALE If we improve students' mastery of learning standards, we honor Idabel's values, beliefs and expectations because our community expects learners to master core content.

INITIATIVE 2
Differentiated Instruction

ACTION STEPS	TIMELINE
Provide professional development on instructional strategies to differentiate instruction.	2024-25
Create tiered structures for intervention, response to intervention (RTI).	2024-25
Implement site RTI plans.	2024-25
Implement early literacy in the Even Start program and early childhood. Consideration should be given to: • providing professional development • ongoing evaluation • adjusting the program as needed	2024-25
Develop academic intervention programs for grades 6-12. Programs might include: • tiered structures for interventions • tutoring • mentoring	2024-25
Analyze benchmark, Oklahoma State Testing Program (OSTP), American College Testing (ACT), and Oklahoma College Career Readiness Test (OCCRT) data and develop a plan to share data with staff at each site, which will be used to develop tiered structures.	2025-26
Implement research-based instructional strategies based on benchmark, OSTP, ACT, OCCRT data analysis.	2025-26
Monitor and adjust plans as needed.	2026-27

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT

OBJECTIVE 2 **Increase College and Career Readiness**

RATIONALE If we increase college and/or career readiness, we honor Idabel's values, beliefs, and expectations because our community expects graduates to be college and/or career ready.

INITIATIVE 1
College and Career Readiness

ACTION STEPS	TIMELINE
Provide professional development to all teachers and administrators on the ICAP (Individual Career Academic Plan) processes and products.	2024-25
Administer the career interest inventory to 6th - 12th grade students.	2024-25
Develop at least one new **career** awareness event per semester in PK-5th grades such as: • guest speakers • dress like what you want to be when you grow up. • field trips	2024-25
Develop at least one new **college** awareness event per semester in Pk-5th grades such as: • teachers and students wear a college t-shirt • decorate your door • guest speakers • college visits • career tech visit	2024-25
Secondary schools will plan and implement a minimum of one new college/career activity per year which might include: • career fair • mock interview day • virtual field trips • college/campus visit. • job shadowing • internship	2025-26
Develop and integrate soft skills activities at all grade levels.	2025-26

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT

OBJECTIVE 2 **Increase College and Career Readiness**

RATIONALE If we increase college and/or career readiness, we honor Idabel's values, beliefs, and expectations because our community expects graduates to be college and/or career ready.

INITIATIVE 2
American College Test (ACT) Prep

ACTION STEPS	TIMELINE
Provide professional development (PD) to secondary teachers on aligning core content standards with ACT standards.	2024-25
Implement the ACT prep course.	2024-25
Provide professional development for all core content teachers on test taking strategies and online testing skills.	2024-25
Create a revised schedule for an ACT prep mini-course (length of course TBD).	2025-26
Revise ACT prep course based on student and teacher feedback and test scores.	2025-26

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1
Improve Students' Mastery of Learning Standards.

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 47% of 3rd grade students will score at or above proficient on the Oklahoma State Testing Program (OSTP) English Language Arts (ELA) assessment according to OSTP assessment data.	37%	39%	41%	43%	45%	47%
By 2029, 36% of 4th grade students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	26%	28%	30%	32%	34%	36%
By 2029, 28% of 5th grade students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	18%	20%	22%	24%	26%	28%
By 2029, 28% of 6th grade students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	18%	20%	22%	24%	26%	28%
By 2029, 20% of 7th grade students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	10%	12%	14%	16%	18%	20%
By 2029, 19% of 8th grade students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	9%	11%	13%	15%	17%	19%
By 2029, 40% of the 3rd grade English Language Learner (ELL) students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	30%	32%	34%	36%	38%	40%
By 2029, 37% of the 4th grade ELL students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	27%	29%	31%	33%	35%	37%

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1 (Continued)

Improve Students' Mastery of Learning Standards.

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 19% of 5th grade students will score at or above proficient on OSTP ELA Assessment according to OSTP assessment data.	9%	11%	13%	15%	17%	19%
By 2029, 10% of the 6th grade ELL students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	0%	2%	4%	6%	8%	10%
By 2029, 19% of the 7th grade ELL students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	9%	11%	13%	15%	17%	19%
By 2029, 10% of the 8th grade ELL students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	0%	2%	4%	6%	8%	10%
By 2029, 28% of the 3rd grade Individual Education Plan (IEP) students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	23%	24%	25%	26%	27%	28%
By 2029, 5% of the 4th grade IEP students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	19%	20%	21%	22%	23%	24%
By 2029, 19% of the 5th grade IEP students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	14%	15%	16%	17%	18%	19%
By 2029, 24 % of the 6th grade IEP students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	0%	1%	2%	3%	4%	5%
By 2029, 5% of the 7th grade IEP students will score at or above proficient on the OSTP ELA assessment according to OSTP assessment data.	0%	1%	2%	3%	4%	5%

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1 (Continued)

Improve Students' Mastery of Learning Standards.

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 5% of 8th grade IEP students will score at or above proficient on the OSTP ELA assessment according to the OTSP assessment date.	0%	1%	2%	3%	4%	5%
By 2029, 58% of 3rd grade students will score at or above proficient on the OSTP math assessment according to OSTP assessment according to OSTP assessment data.	48%	50%	52%	54%	56%	58%
By 2029, 29% of 4th grade students will score at or above proficient on the OSTP math assessment according to the OSTP assessment data.	19%	21%	23%	25%	27%	29%
By 2029, 33% of 5th grade students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	23%	25%	27%	29%	31%	33%
By 2029, 21% of 6th grade students will score at or above proficient on the OSTP math exam according to OSTP assessment data.	11%	13%	15%	17%	19%	21%
By 2029, 20% of 7th grade students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	10%	12%	14%	16%	18%	20%
By 2029, 22% of 8th grade students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	12%	14%	16%	18%	20%	22%
By 2029, 70% of 3rd grade ELL students will score at or above proficient on the OSTP math assessment according to the OSTP assessment data.	60%	62%	64%	66%	68%	70%
By 2029, 28% of 4th grade ELL students will score at or above proficient on the OSTP ELL assessment according to OSTP assessment data.	18%	20%	22%	24%	26%	28%

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1 (Continued)

Improve Students' Mastery of Learning Standards.

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 28% of 5th grade ELL students will score at or above proficient on the OSTP math assessment according to OSTP assessment data..	18%	20%	22%	24%	26%	28%
By 2029, 22% of 6th grade ELL students will score at or above proficient on the OSTP math exam according to OSTP assessment data.	12%	14%	16%	18%	20%	22%
By 2029, 10% of 7th grade ELL students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	0%	2%	4%	6%	8%	10%
By 2029, 30% of 8th grade ELL students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	20%	22%	24%	26%	28%	30%
By 2029, 36% of 3rd grade IEP students will score at or above proficient on the OSTP math exam according to the OSTP assessment data.	31%	32%	33%	34%	35%	36%
By 2029, 17% of 4th grade IEP students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	12%	13%	14%	15%	16%	17%
By 2029, 5% of 5th grade IEP students will score at or above proficient on the OSTP math exam according to OSTP assessment data.	0%	1%	2%	3%	4%	5%
By 2029, 5% of 6th grade IEP students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	0%	1%	2%	3%	4%	5%
By 2029, 5% of 7th grade IEP students scored at or above proficient on the OSTP math assessment according to OSTP assessment data.	0%	1%	2%	3%	4%	5%

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1 (Continued)

Improve Students' Mastery of Learning Standards.

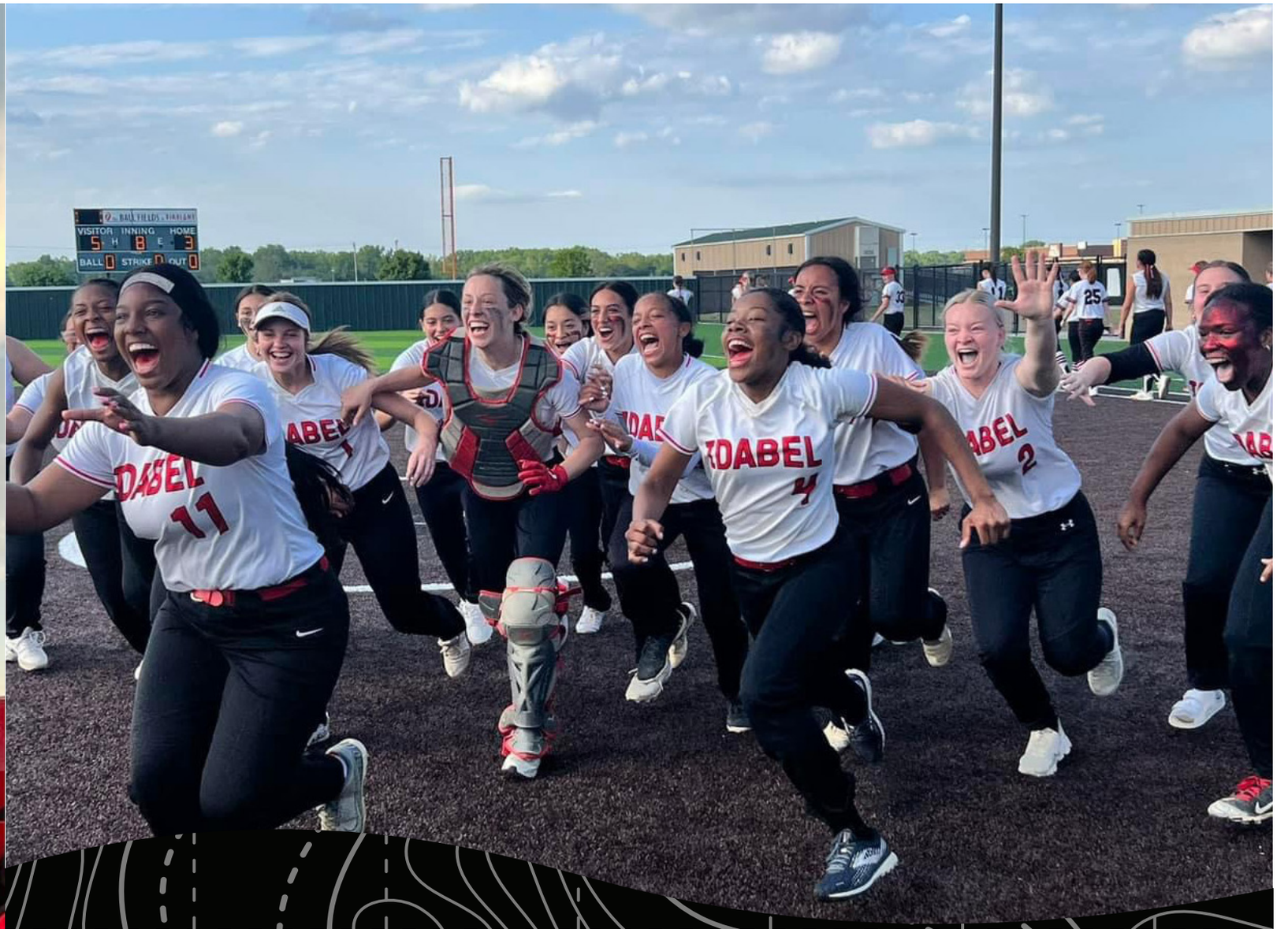
PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 5% of 8th grade IEP students will score at or above proficient on the OSTP math assessment according to OSTP assessment data.	0%	1%	2%	3%	4%	5%
By 2029, 35% of 5th grade students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	25%	27%	29%	31%	33%	35%
By 2029, 31% of 8th grade students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	21%	23%	25%	27%	29%	31%
By 2029, 19% of 5th grade ELL students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	9%	11%	13%	15%	17%	19%
By 2029, 10% of 8th grade ELL students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	0%	2%	4%	6%	8%	10%
By 2029, 34% of 5th grade IEP students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	29%	20%	31%	32%	33%	34%
By 2029, 25% of 8th grade IEP students will score at or above proficient on the OSTP science assessment according to OSTP assessment data.	20%	21%	22%	23%	24%	25%

GOAL AREA #1
STUDENT LEARNING AND ACHIEVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #2
Improve College and Career Readiness.

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 40% of students will meet the College Readiness Benchmarks in all four areas on the ACT according to ACT Profile Report.	30%	32%	34%	36%	38%	40%
By 2029, 42% of students will meet the College Readiness Benchmarks in English on the ACT according to the ACT Profile Report.	32%	35%	37%	39%	40%	42%
By 2029, 28% of students will meet the College Readiness Benchmarks in Reading on the ACT according to the ACT Profile Report.	18%	20%	22%	24%	26%	28%
By 2029, 13% of students will meet the College Readiness Benchmarks in Math on the ACT according to ACT Profile Report.	3%	5%	7%	9%	11%	13%
By 2029, 17% of students will meet the College Readiness Benchmarks in Science on the ACT according to ACT Profile Report.	7%	9%	11%	13%	15%	17%
By 2029, the average score on the English ACT will be 17.6 according to ACT Profile Report.	15.6	15.6	16.1	16.7	17.2	17.6
By 2029, the average score on the Math ACT will be 17.1 according to ACT Profile Report.	15.5	15.5	16.0	16.5	16.8	17.1
By 2029, the average score on the Reading ACT will be 18.6 according to the ACT Profile Report.	16.4	16.4	16.9	17.4	18.0	18.6
By 2029, the average score on the ACT Science will be 18.1 according to ACT Profile Report.	16.1	16.1	16.6	17.1	17.6	18.1


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Goal Area #2

Personnel Development Initiatives

Objective 1: Develop Quality Teachers

» Initiative: Professional development plan

» Initiative: Staff induction program

Objective 2: Increase Teacher Recruitment and Retention

» Initiative: Teacher recruitment program

» Initiative: Staff retention plan

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES

OBJECTIVE 1 **Develop Quality Teachers**

RATIONALE If we develop quality teachers, we honor Idabel's values, beliefs and expectations because our community believes students need opportunities for creativity and innovative experiences in a respectful and nurturing environment.

INITIATIVE 1
Professional Development Plan

ACTION STEPS	TIMELINE
Form a district professional development committee to include representation from each site.	2024-25
Develop and conduct surveys annually for certified staff and administrators to determine professional development needs.	2024-25
Develop a district professional development plan to address strategic plan needs. Topics should include: • PD for all new programs implemented • instructional strategies to support authentic instruction • classroom management • soft skills development • data driven decision making • technology integration • diverse needs of students • media literacy skills	2024-25
Implement district and site professional development plan.	2025-26
Monitor and adjust district and site professional development plans annually based on performance measures and survey results.	2027-28

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES

OBJECTIVE 1 **Develop Quality Teachers**

RATIONALE If we develop quality teachers, we honor Idabel's values, beliefs and expectations because our community believes students need opportunities for creativity and innovative experiences in a respectful and nurturing environment.

INITIATIVE 2
Staff Induction Program

ACTION STEPS	TIMELINE
Develop a committee to review the current induction program.	2024-25
Research and review successful induction programs around the state.	2024-25
Develop criteria for pairing mentors and mentees to align with the needs of the incoming teacher.	2024-25
Provide expectations and training to mentor teachers with proper techniques to assist new teachers.	2024-25
Develop formal processes and forms to be completed for mentor/mentee meetings.	2024-25
Expand the teacher induction program at IPS program to 3 years.	2025-26
Develop an induction and evaluation program for support staff.	2025-26
Survey staff as they complete the induction program to collect feedback.	2025-26
Monitor and adjust staff induction program as needed based on data and survey results.	Ongoing

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES

OBJECTIVE 2 **Increase Teacher Recruitment and Retention**

RATIONALE If we increase teacher recruitment and retention, we honor Idabel's values, beliefs, and expectations because our community values quality teachers.

INITIATIVE 1
Teacher Recruitment Program

ACTION STEPS	TIMELINE
Review the financial possibilities to compete with area districts regarding salaries and benefits. Investigate sign-on bonuses, increasing salaries and benefits.	2024-25
Advertise and promote district job openings on a variety of platforms.	2024-25
Build and foster relationships with education programs at universities within the state of Oklahoma.	2024-25
Develop an advertising committee with at least one member from each site within the district.	2025-26
Develop a marketing plan to advertise and promote education as a career at IPS. Marketing materials should highlight the community's and district's strengths. Materials could include brochures, videos, banners and social media posts.	2025-26
Develop a teacher referral program within the district to allow current teachers to refer possible teaching candidates.	2025-26
Develop a paraprofessional-to-teacher program to encourage non-certified staff to become teachers.	2025-26
Select teams to attend job fairs to recruit new teachers. Teams will consist of principals, teachers and administrators within the district.	2025-26
Develop and implement a student-to teacher program to grow teachers from local students.	2025-26
Monitor and adjust recruitment programs annually based on district data.	2025-26

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES

OBJECTIVE 2 **Increase Teacher Recruitment and Retention**

RATIONALE If we increase teacher recruitment and retention, we honor Idabel's values, beliefs, and expectations because our community values quality teachers.

INITIATIVE 2
Teacher Recruitment Program

ACTION STEPS	TIMELINE
Continue the following to retain staff: • perfect attendance stipends • step increases for returning employees	2024-25
Create and conduct job satisfaction surveys annually.	2024-25
Analyze data and revise the retention program as needed.	Ongoing

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1

Develop Quality Teachers

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 100% of staff receive professional development (PD) focused on instructional strategies according to District Program Data.	9%	10%	25%	40%	70%	100%
By 2029, 100% of staff receive PD focused on classroom management according to District Program Data.	9%	10%	25%	40%	70%	100%
By 2029, 100% of staff receive PD focused on soft skill development according to District Program Data.	0%	1%	25%	40%	70%	100%
By 2029, 100% of staff will receive PD focused on data-driven decision-making, according to District Program Data.	0%	1%	25%	40%	70%	100%
By 2029, 100% of staff will receive PD focused on diverse needs of students according to District Program Data.	0%	1%	25%	40%	70%	100%
By 2029, 100% of staff will receive PD focused on authentic instructional according to District Program Data.	0%	1%	25%	40%	70%	100%
By 2029, 100% of staff will receive technology integration PD according to District Program Data.	25%	26%	45%	60%	80%	100%
By 2029, 100% of sites will have professional learning community (PLC) meetings during the day according to PLC meeting notes.	50%	51%	60%	75%	90%	100%
By 2029, 100% of sites will have bi-monthly faculty meetings according to faculty meeting sign in sheets.	50%	51%	60%	75%	90%	100%

GOAL AREA #2
PERSONNEL DEVELOPMENT INITIATIVES
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #2

Increase Teacher Recruitment and Retention

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, no more than 40% of staff members will have 6 or more absences according to the District Personnel Report.	54%	55%	60%	75%	70%	40%
By 2029, TBD% of teachers will receive the attendance incentive, according to the District Personnel Report.	TBD	TBD	TBD	TBD	TBD	TBD
By 2029, the average number of absences per certified staff member will decrease according to the District Personnel Report.	8.5	8.0	7.5	7.0	6.5	6.0
By 2029, the average number of absences per non-certified staff member will decrease to TBD according to the District Personnel Report.	TBD	TBD	TBD	TBD	TBD	TBD
By 2029, The average number of applicants per certified job opening will increase to 5 according to non-certified job postings.	1	2	3	4	4	5
By 2029, The average number of applicants per non-certified job openings will increase to TBD according to non-certified job postings.	TBD	TBD	TBD	TBD	TBD	TBD
By 2029, 3 or less staff members at IPS will be emergency certified according to the District Personnel Report.	12	10	7	5	4	3
By 2029, 100% of sites will offer recognition programs for teachers according to programs data.	0%	25%	50%	100%	100%	100%
By 2029, there will be 5 full-time counselors for approximately 1,300 students according to the District Personnel Report.	4	5	5	5	5	5


WARRIORS



Goal Area #3

Community, Campus, Culture and Perception

Objective 1: Improve District Communication and Perception

- » Initiative: Communication plan

Objective 2: Increase Community Involvement

- » Initiative: Parents in Education (PIE)
- » Initiative: Recognition program
- » Initiative: Warrior Nation student program

Objective 3: Increase Positive Student Behavior

- » Initiative: Attendance improvement plan
- » Initiative: Positive behavior plan

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 1 **Improve District Communication and Perception**

RATIONALE If we improve district communication, we will honor our community's values, beliefs and expectations because Idabel values communication and opportunities to be involved.

INITIATIVE 1
Communication Plan

ACTION STEPS	TIMELINE
Develop and annually administer communication surveys to all stakeholders to assess communication preferences and needs.	2024-25
Develop a committee, including representatives from each site, students parents and community members, to address communication needs based on the survey results.	2024-25
Determine a consistent districtwide tool or tools to be the primary source(s) for sharing information based on survey results.	2024-25
Designate, by site, a person responsible for gathering and disseminating information on a weekly basis.	2024-25

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 2 **Increase Community Involvement**

RATIONALE If we increase community involvement, we honor the values, beliefs, and expectations of our community because Idabel values parental involvement and supportive families as well as opportunities for community service.

INITIATIVE 1
Parents in Education (PIE)

ACTION STEPS	TIMELINE
Schedule stakeholder gatherings quarterly for survey/data gathering to assess whether marks are being met.	Ongoing
Assess the opportunities at each site for parent involvement which might include: • site/district level committees • parent/teacher organizations • volunteer opportunities	2024-25
Based on site assessments, determine at least one committee at each site and one district committee for parental input.	2024-25
Recruit parents for committees, determine goals/objectives of the committees, and set meeting schedules.	2024-25
Implement parent committees.	2024-25

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 2 **Increase Community Involvement**

RATIONALE If we increase community involvement, we honor the values, beliefs, and expectations of our community because Idabel values parental involvement and supportive families as well as opportunities for community service.

INITIATIVE 2
Recognition Program

ACTION STEPS	TIMELINE
Create a recognition committee at each site.	2024-25
Research recognition programs for students, teachers, and parents.	2024-25
Determine criteria for recognition of students, teachers, and parents. Criteria might include: • "caught you doing something good" • positive behavior • attendance • leadership • athletics • academics • other	2024-25
Create recognition programs at each site for students, teachers, and parents.	2024-25
Communicate the recognition programs and criteria at each site.	2024-25
Implement recognition programs at each site.	2024-25
Determine criteria for district level recognition.	2024-25
Recognize teachers, parents or students monthly at the Board of Education meeting.	Ongoing
Continue to provide media recognition.	Ongoing
Continue recognizing Buildings' Teacher of the Year, and District Teacher of the Year (TOY) based on revising the current selection process.	Ongoing

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 3 **Increase positive student behavior**

RATIONALE If we increase positive student behavior, we honor our community's values, beliefs and expectations because Idabel believes in a respectful and nurturing environment for students and staff.

INITIATIVE 1
Attendance Improvement Plan

ACTION STEPS	TIMELINE
Research successful attendance policies.	2024-25
Develop an attendance committee composed of teachers, students, parents, and administrators at each site.	2024-25
Review the current attendance policies and procedures and current district attendance data.	2024-25
Based on review of attendance policies and procedures, adjust plan as needed.	2024-25

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 3 **Increase Positive Student Behavior**

RATIONALE If we increase positive student behavior, we honor our community's values, beliefs and expectations because Idabel believes in a respectful and nurturing environment for students and staff.

INITIATIVE 2
Positive Behavior Plan

ACTION STEPS	TIMELINE
Create a district discipline committee to review and adjust the discipline plans from each site.	2024-25
Create a common list of office referral behavior definitions.	2024-25
Provide professional development (focusing on trauma-informed instruction and restorative practices) regarding the committee's findings and decisions, language, and common behavior definitions.	2024-25
Form site level discipline committees to develop a site specific classroom discipline step plan which addresses behavior expectations, consequences and rewards/ incentives.	2024-25
Create site level discipline contracts signed by teacher, parent/caregiver, and student.	2024-25

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

OBJECTIVE 3 **Increase Community Involvement**

RATIONALE If we increase community involvement, we honor the values, beliefs, and expectations of our community because Idabel values parental involvement and supportive families as well as opportunities for community service.

INITIATIVE 3
Warrior Nation Student Program

ACTION STEPS	TIMELINE
Determine the goals and objectives of the Warrior Nation Student Volunteer Program that emphasize: • higher academic performance • social and emotional well-being • sense of belonging • consistent attendance • career exploration • community service	2024-25
Determine criteria for student volunteerism if during the school day and tracking of volunteer hours.	2024-25
Publicize volunteer opportunities. Activities might include: • social media posts • volunteer fair • website • flyers, brochures, posters	2024-25
Recruit business/organizations (profit and non-profit) memberships to provide student volunteer opportunities.	Ongoing

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1

Improve District Communication/ Perception

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, there will be a district wide communication plan according to District Program Data	0	0	0	1	1	1

OBJECTIVE #2

Increase Community Involvement

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 100% of sites will have stakeholder committees according to District Program Data.	0%	25%	50%	100%	100%	100%
By 2029, 100% of sites will offer recognition programs for parents according to District Program Data.	0%	100%	100%	100%	100%	100%
By 2029, 100% of students will have an opportunity to participate in a community service program according to District Program Data.	0%	25%	50%	100%	100%	100%
By 2029, 100% of all campus sites will have a Parent/Teacher organization according to District Program Data.	50%	100%	100%	100%	100%	100%

GOAL AREA #3
COMMUNITY, CAMPUS, CULTURE AND PERCEPTION

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #3

Increase Positive Student Behavior

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, no more than 30% of teachers will have 6 or more absences according to demographic data.	54%	40%	30%	30%	30%	30%
By 2029, no more than 8% of students will have 10 or more unexcused absences according to the student attendance record.	16%	12%	8%	8%	8%	8%
By 2029, no more than 10% of discipline referrals will be for disrespect according to district discipline data.	25%	17%	10%	10%	10%	10%
By 2029, no more than 10% of discipline referrals will be for classroom disruptions according to district discipline data.	45%	23%	10%	10%	10%	10%
By 2029, 100% of campus sites will offer recognition programs for students according to District Program Data.	50%	75%	100%	100%	100%	100%





Goal Area #4

Asset Development and Improvement

Objective 1: Improve and Maintain School Facilities

» Initiative: Facilities plan

» Initiative: Transportation plan

Objective 2: Expand Student Programs and Clubs

» Initiative: Student programs

Objective 3: Maintain and Improve Technology

» Initiative: Technology plan

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT

OBJECTIVE 1 **Improve and Maintain School Facilities**

RATIONALE If we improve school facilities, we honor Idabel's values, beliefs and expectations because our community values up-to-date school buildings and grounds.

INITIATIVE 1
Facilities Plan

ACTION STEPS	TIMELINE
Establish a committee to prioritize and identify capital projects.	2024-25
Develop a long-range facilities improvement plan for the district.	2024-25
Develop a universal checklist of cleaning standards for all district buildings/property.	2024-25
Provide professional development for operations and maintenance staff to ensure compliance, and consistency in procedures, and processes for the building.	2024-25
Implement a lifecycle plan for all categories of building maintenance.	2025-26
Monitor and adjust facilities improvement plan and building maintenance plan bi-annually.	Ongoing

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT

OBJECTIVE 1 **Improve and Maintain School Facilities**

RATIONALE If we improve school facilities, we honor Idabel's values, beliefs and expectations because our community values up-to-date school buildings and grounds.

INITIATIVE 2
Transportation Plan

ACTION STEPS	TIMELINE
Conduct an annual assessment of the transportation fleet to determine future needs.	2024-25
Implement a driver's daily assessment checklist of their vehicles.	2024-25
Investigate hiring certified transportation maintenance employees.	2024-25
Develop a transportation budget by assessing and prioritizing future needs based on annual assessments and drivers' daily vehicle assessments.	2024-25
Research and access funding to implement the plan. Funding sources can include: • bonds • grants • solicitation of alumni • district funding	2024-25

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT

OBJECTIVE 2 **Expand Student Programs and Clubs**

RATIONALE If we expand student programs and clubs, we honor Idabel's values, beliefs and expectations because our community values extra-curricular activities and after-school programs.

INITIATIVE 1
Student Programs

ACTION STEPS	TIMELINE
Review programs offered and identify gaps	2024-25
Create and administer student and parent interest surveys regarding student clubs and programs.	2024-25
Based on results of parent and student interest surveys, create and administer staff and community volunteer survey for sponsorship of clubs and/or programs.	2024-25
Present survey results to leadership to determine new clubs/programs to offer.	2024-25
Recruit sponsors and provide necessary training and resources for staff and community.	2024-25
Implement new clubs and programs.	2024-25

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT

OBJECTIVE 3 **Maintain and Improve Technology**

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

INITIATIVE 1
Technology Plan

ACTION STEPS	TIMELINE
Create a technology team that will: • promote tech personnel vacancies • determine regular meeting time • publicize the technology plan with students, parents and community	2024-25
Define the role and purpose of the technology team.	2024-25
Develop a district technology vision.	2024-25
Review/revise the technology inventory.	2024-25
Develop a long-range plan based on phasing out technology devices more than 3 years old.	2024-25
Prioritize a list of the most needed technology devices and equipment then determine a budget.	2024-25
Research and access funding for the purpose of implementing a plan. • bond • grants • solicitation of alumni • district funding	2024-25
Review inventory annually to determine technology needs and evaluate the technology plan annually and modify as needed.	2024-25
Provide professional development on authentic technology integration to all staff annually.	2024-25

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #1

Improve and Maintain School Facilities

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 0% of sites will need improvements according to facilities data.	80%	80%	60%	40%	20%	0%
By 2029, there will be 5 full-time maintenance personnel for the district according to personnel data.	2	1	1	1	1	5
By 2029, no more than 50% of route buses will be 10 years old according to district transportation report	100%	90%	80%	70%	60%	50%
By 2029, 0% of activity buses will be 10 years old, according to district transportation report.	100%	80%	60%	40%	20%	0%

GOAL AREA #4
ASSET DEVELOPMENT AND IMPROVEMENT
TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVE #2
Expand Student Programs and Clubs

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 100% of sites will offer Character Education/Life Skills according to District Program Data.	60%	60%	80%	80%	100%	100%
By 2029, 80% of sites will offer athletic programs according to Programs Data.	40%	40%	40%	60%	60%	80%
By 2029, 100% of sites will offer student clubs/organizations according to program data.	50%	50%	50%	75%	75%	100%

OBJECTIVE #3
Maintain and Improve Technology

PERFORMANCE MEASURES	BASELINE	24-25	25-26	26-27	27-28	28-29
By 2029, 90% of student technology devices will be no more than three years old, according to technology inventory.	TBD	TBD	TBD	TBD	TBD	90%

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