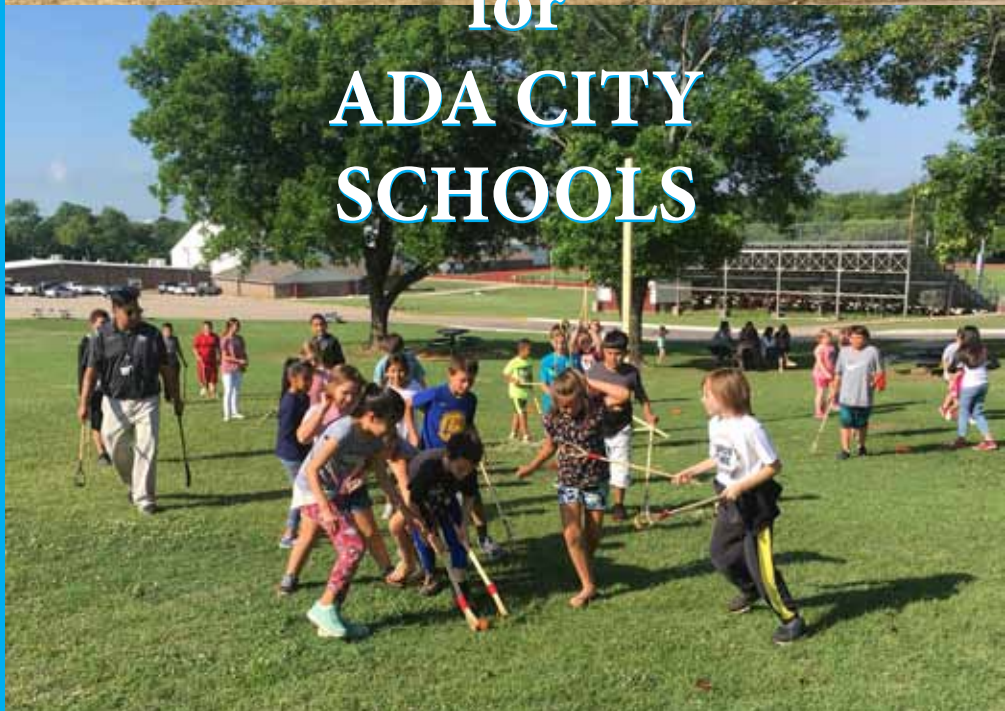




# STRATEGIC PLAN

for

# ADA CITY SCHOOLS







**Mike Anderson**

Superintendent  
andersonm@adapss.com  
580-310-7200

**Paula Kedy**

Executive Director Of Academics & Instruction  
kedyp@adapss.com  
580-310-7354

**Bryan Harwell**

Executive Director Personnel & Operations / Athletic Director  
harwellb@adapss.com  
580-310-7215

**Board of Education**

Todd Boone  
Russ Gurley  
Doug Haney  
Keri Norris  
Kyle Stuart

**ADA CITY SCHOOLS**

324 W. 20th Street  
Ada, OK 74820

<http://www.adacougars.net>  
580-310-7200

## A Message from the Superintendent -

Over the past several months, the Ada City School District has been engaged in one of the most important initiatives that this district has ever undertaken.

District personnel, along with parents, students and community stakeholders have worked tirelessly to formulate a Strategic Plan that has been designed to help lead the Ada City School District in its efforts to become the premiere school district in Oklahoma. The Strategic Plan identifies Key Areas on which to focus and establishes the expectation that all children can achieve high standards of learning.

The Ada City School District is more diverse than ever before. Understanding and acknowledging this fact was of critical importance as we began to develop our strategic plan. It was imperative that those who were involved in this process reflected the social, economic, ethnic, and cultural composition of the students and families of this district. We achieved this by extending invitations to all stakeholders of the district to serve on Steering Committees.

The goal of the Steering Committees was to design and construct a plan that is clearly focused, and manageable enough that all stakeholders will understand his or her role in executing the plan. Our desire was to embrace the importance of strategy by developing plans that are focused and brief and that provide consistent monitoring and evaluation. But most importantly, we wanted to create the understanding that the teachers and leaders who implement the strategic plan must begin this process with the confidence that their professional practices truly influence student achievement.

Thank you to everyone who participated in this initiative. Your willingness to collaborate and to share your creative ideas were instrumental in creating the Strategic Plan, and I am confident that this work will allow the Ada City School District to achieve its mission, which is to prepare all students to be engaged and high performing citizens with the social, academic and professional skills necessary to succeed in a global society.

My hope is that each of you understands the important role you play in educating our students. We cannot do this alone. Every partnership and relationship that is built as we move forward will prove to be a key component in our efforts to make the Ada City School District the very best it can be.

Mike Anderson  
Superintendent

## Who Are We?

### Vision Statement

The vision of the Ada City School District is to become the premier school district in the state of Oklahoma, recognized not only for developing excellence in academics and extra-curricular activities, but for providing a culture of post-secondary readiness for all students.

### Mission Statement

It is the mission of the Ada City School District to prepare all students to become engaged, high-performing citizens with the skills necessary to succeed in global society.



## Ada City Schools District Profile

### School Sites

Ada High School	Grades 10, 11, and 12
Ada Junior High School	Grades 7, 8, and 9
Willard Grade Center	Grades 5, 6
Washington Grade Center	Grades 3, 4
Hayes Grade Center	Grades 1, 2
Ada Early Childhood Center	Grades Pre-K, Kindergarten

### Student Demographics - October 2018

#### Race

Caucasian	40.0%
Hispanic	12.9%
American Indian	26.2%
Asian	0.90%
African American	2.50%
Hawaiian/Pacific Islander	0.10%
Two or More Races	17.4%

### Socio-Economic/Low Income Report

October 2018	64.3%
October 2017	63.3%
October 2016	63.4%
October 2015	64.6%
October 2014	62.5%
October 2013	63.9%

### SY 2018-2019 Current Employees

Certified Teachers - 206
Counselors/Speech and Occupational Therapists/Psychologists -15
Administrators /Principals - 16
Support Staff (Full and Part-time) -150
Total Employees - 387

### Revenues (General Fund) Generated from FY 2019 Estimate of Needs

Local/County	31%
State	61%
Federal	8%

**District Enrollment Trends**

SY 2016	2,688
SY 2017	2,637
SY 2018	2,616
SY 2019	2,551

**SY 2019 Percentage of Student Population Identified as:**

Gifted and Talented	13.0%
Special Education	15.6%
English Learners (EL)	4.6%



## **Ada City Schools Strategic Planning Process**

Throughout the planning process we were careful to develop a Strategic Plan that contains Goals, Action Steps, Timelines and Performance Measures that are both manageable and achievable. The ability of District personnel to “work the plan” is a critical component of any Strategic Plan. At the same time, careful consideration was given to the fact that a challenging plan is necessary to take this District to levels we all want to achieve.

Four phases of the Strategic Planning Process:

### **Phase I -- Engage**

Phase I provided all District stakeholders the opportunity to give feedback by participating in the initial Stakeholder Survey. Six Community and District Forums were also scheduled to give stakeholders additional opportunities to express ideas and thoughts on the future needs and direction of the Ada City School District to develop SMART (Specific Measurable Attainable Relevant Timely) goals.

### **Phase II -- Plan**

All stakeholders contributed in the identification of three Key Areas:

- Academics and Instruction
- Culture and Character
- Finance and Budget

### **Phase III -- Action**

Under each Key Area, Initiatives and possible Action Steps were identified by Strategic Planning Steering Committees which were used to aid the District in its efforts to achieve the identified Goals.

### **Phase IV -- Achieve**

Phase IV is a continuous process of identifying District needs and updating the SMART Goals. This planning phase allows the District to ensure that SMART Goals continue to be relevant and address the ever-changing needs of the District.



## Strategic Planning Steering Committees

### **Academics and Instruction**

Todd Boone Board Member

Russ Gurley Board Member

John Anderson

Jenny Cypert

Jeannie Forneris

Dr. Mark Jones

Pam Martin

Waynette Nell

Maria Ruiz-Blanco

Alicia Underwood

### **School Culture and Character Education**

Keri Norris Board Member

Cindy Brady

Tyson Brown

Amy Elliott

Todd Essary

Cheryl McCortney

Calvin Prince

### **School Finance and Budget**

Doug Haney Board Member

Kyle Stuart Board Member

Steve Bagwell

Stacy Crabtree

Jimmy Eppler

Veneshia Ferdinand

Erik Johnson

John Martin

Mark Weems



# Strategic Plan



## *Academics and Instruction*

**Goal One: To raise academic performance at all school sites**

**Initiative One: Increase the District's composite ACT Score**

### **Action Steps**

- Through Gear Up, provide ACT review sessions for students prior to each national ACT test date
- Provide professional development for subject area teachers on how best to prepare students for the ACT test
- Offer practice ACT tests and appropriate assessment feedback for students



**Initiative Two: Increase the number of students enrolled in subject area Advanced Placement course work**

### **Action Steps**

- Develop specific enrollment procedures that include the recruitment of students for Advanced Placement course work
- Utilize assessment data and teacher recommendation protocol to identify students for Advanced Placement programming
- Provide information for parents as to the criteria for Advanced Placement course work

### **Initiative Three: Increase the number of students receiving a qualifying score on subject area Advanced Placement tests**

#### **Action Steps**

- Provide College Board training for subject area Advanced Placement teachers
- Provide Review Sessions for students prior to the administration of Advanced Placement examinations
- Continue to provide incentives for students and teachers who demonstrate success in Advanced Placement programming

### **Initiative Four: Increase the number of students receiving a proficient score on subject area/grade level tests as part of the Oklahoma State Testing Program (OSTP)**

#### **Action Steps**

- Provide high quality subject area/grade level professional development for teachers
- Implement subject area/grade level test preparation programs prior to the administration of subject area/grade level tests
- Provide specific information for parents on how best to help students prepare for Oklahoma Core Curriculum Tests

### **Goal Two: To increase academic rigor at all school sites by offering strong advanced course work, implementing vertically aligned curriculum, and by ensuring student attainment of post-secondary skills.**

### **Initiative One: Increase the offerings of accelerated course work**

#### **Action Steps**

- Work to develop an Advanced Writing elective at Ada High school that ensures the literacy foundation necessary for college success
- Work to implement technology course work and/or the teaching of technology skills at each grade level that ensures student attainment of 21st century technology skills



- Work to implement pre-engineering courses, which include coding, and robotics

**Initiative Two: Increase rigor in all areas of science and mathematics, paying particular attention to increasing STEM education at the elementary level**

### **Action Steps**

- Identify lead teachers in science and mathematics at all levels and provide opportunity for discourse as to how to increase rigor

- Provide high quality professional development for the teachers of science and mathematics

- Obtain the necessary resources for effective STEM implementation at all grade levels
- Utilize career experts to expand student interest in STEM fields

### **Initiative Three: Continue to focus on vertically aligning curriculum in all subject areas**

#### **Action Steps**

- Ensure the time necessary for subject area teachers at all grade levels to collaborate, plan, and vertically align curriculum
- Build consistent academic vocabulary in all subject areas at all grade levels
- Develop a framework to share best practices in all subject areas, focusing on how best to scaffold instruction from one school site to the next

### **Initiative Four: Implement consistent note-taking skills in Grades 6-12 (Cornell Notes)**

#### **Action Steps**

- Ensure proper professional development in the teaching of appropriate note-taking skills in Grades 6-12 by sending teachers to the AVID Summer Institute
- Provide additional training at each school site as to how best to ensure growth in note-taking skills at each grade level
- Ensure that the use of consistent note-taking skills is monitored at each school site

### **Initiative Five: Provide guidance in the development of Individual Career Academic Plans (ICAPS) in Grades 6-12**

#### **Action Steps**

- Develop committees of administrators, counselors, and teachers at each site to develop the format of Individual Career Academic Plans (ICAPS)
- Introduce the ICAP program and its purpose to students in Grades 6-12  
Provide the necessary information to parents as to the implementation of ICAPS and the role that the parent should play in the implementation process



- Develop a framework for student pre-enrollment that ensures proper enrollment in the student's academic career pathway

**Goal Three: To develop a framework for recruiting and retaining effective teachers and to provide professional development opportunities for continued teacher growth**

**Initiative One: Increase teacher salaries in order to recruit and retain effective teachers**

**Action Steps**

- Examine possible funding sources that would provide a competitive salary scale to attract and retain quality teachers
- Acquire necessary funding to meet the needs of the new salary scale
- Utilize appropriate media outlets to publicize new salary scale
- Establish strong partnerships with the colleges and universities that offer quality teacher preparation programs

**Initiative Two: Develop a strong teacher camaraderie by establishing a positive school culture that has been designed to help retain effective teachers and staff members**

**Action Steps**

- Regularly reward teacher excellence, utilizing all media formats to recognize quality teaching
- Provide quality professional development opportunities, and when appropriate, utilize the Train the Trainer Model to share learned practices
- Build a framework that will enable teachers to build capacity by sharing best classroom practices
- Ensure that teachers at all school sites feel that they play an integral part in achieving the District's overall mission
- Provide social activities for teachers that help to promote camaraderie and team building
- Provide a strong teacher induction program for teachers with three or less years of teaching experience

**Initiative Three: Create a framework whereby teachers have the opportunity to build positive relationships with students by identifying and mentoring students who need additional support**

**Action Steps**

- Identify specific students at each grade level who may need additional social, academic, or personal support
- Partner appropriate personnel with identified students and provide information as to how best serve students
- Develop specific programs or activities which allow teachers the opportunity to build partnerships with students

**Goal Four: To establish clear academic and career pathways for students to ensure seamless transition to post-secondary education, training, and career opportunities**





**Initiative One: Establish partnerships with colleges, technical schools, and business and industry entities to identify appropriate pathways for students**

**Action Steps**

- Build strong partnerships with regional and state colleges and universities to ensure that students are provided the best possible pathways to college success
- Develop strong partnerships with state technology centers to ensure that students are aware of the opportunities that are available at specific technology centers
- Fully implement the Individual Career and Academic Plan (ICAP) program to ensure seamless transition to post-secondary programs  
Fully implement Oklahoma's Promise to ensure college availability for students
- Ensure full implementation of Gear Up college and career readiness program for all secondary students

**Initiative Two: Provide quality career exploration programs for students at all grade levels to ensure that students are aware of possible careers and of the critical state and regional job markets**

## **Action Steps**

- Continue strong participation in the Pontotoc County Career Discovery Program
- Collaborate with the Pontotoc County Career Discovery Program Committee to Develop a Career Snapshot Program that would involve participation from the City of Ada, the Chickasaw Nation, Mercy Health Center, and other business and industry entities
- Work with the Oklahoma State Department of Education to develop a credited Career Internship Program for juniors and seniors
- Implement a Business and Industry Bus Tour for secondary faculty members to provide awareness of local job markets

## **Initiative Three: Provide strong guidance for students and parents in developing post-secondary education and career pathways for students**

### **Action Steps**

- Provide materials for parents as to available course work and programming for students enrolled in Ada Junior High School and Ada High School
- Hold Career Pathway Nights for parents of Willard, Ada Junior High School, and Ada High School students
- Provide one-to-one pre-enrollment counseling for students for Ada Junior High School and Ada High School students
- Provide FAFSA and college enrollment information for students and parents
- Regularly provide strong ACT preparation classes for students

## **READ A BOOK, TEACH A SKILL, GIVE A HUG, BE A MENTOR**

Parents, grandparents, and members of the community of Ada are encouraged to volunteer at Ada City Schools. Help enrich the lives of our students! Call the Board Office at 580-310-7200 for information.

## ***Culture and Character***

**Goal One: To collaborate with community partners in providing opportunities for students, teachers, and parents that will help to develop a positive school culture**

**Initiative One: Provide extended summer learning opportunities for students in academics, extra-curricular activities, and athletics**

### **Action Steps**

- Partner with Latchkey to develop and implement a summer program for students in Grades K-4 that will provide a safe and positive learning environment
- Collaborate with tribal partners to develop and implement a Summer School Reading Program for Native American students in Grades K-5
- Develop a week-long STEM Camp that has been designed to provide authentic, rigorous learning opportunities for students in Grades 7-12
- Provide enhanced Summer School opportunities and Credit Recovery programs for secondary students
- Ensure that all students are aware of summer camp opportunities in athletics, STEM, band, Student Council, and specific tribal programs

**Initiative Two: Develop a framework of volunteer opportunities for students and parents that will help to not only build a sense of community but that will reinforce the belief that it takes each of us to build a positive school culture**

### **Action Steps**

- Review and revise the current Service Learning Program at Ada High School to help ensure the relevance and fidelity of implementation
- Develop a framework which would utilize parents and community members as volunteers at all school events, including Open Houses, athletic events, and school meetings
- Make a concerted effort to ensure that ALL parents are aware that they are not just welcome at school, but that they are needed as volunteers at District and school events

- Create a program to recognize parents, students, and community members for volunteer service

**Goal Two: To develop and implement a Character Education/Leadership program at each school site that will result in respectful behavior by students, teachers, and parents**

**Initiative One: Investigate possible research-based character education programs, curriculum, and/or interventions across all grade levels that address how to develop mutual respect and to reduce conflict**

### **Action Steps**

- Develop a master list of research-based character education programs
- Visit districts/school sites which have demonstrated implementation of quality character education programs
- Collaborate with District leadership teams to determine clear alignment of character education programs
- Secure funding for identified site programs
- Provide appropriate professional development for teachers on the implementation of designated programs



**Initiative Two: Develop and/or revise current District programs that recognize positive behaviors in students and staff, identifying age-appropriate rewards/incentives for positive character behavior at all levels**

### **Action Steps**

- Identify character education rewards/incentive programs being currently implemented at school sites
- Vertically align rewards/incentive programs to promote continued student growth
- Secure funding for rewards/incentives to be presented at each school site
- Develop a Student Ambassador Program at each school site that requires specific responsibilities for students

**Initiative Three: Make educational opportunities and resources about positive choices/actions available to parents at school events such as Parent/Teacher Conferences, athletic events, and extra-curricular activities**

### **Action Steps**

- Develop a library of character education materials and resources that can be shared with students and parents at school events
- Work with Student Ambassadors to identify specific topics that could be highlighted at designated school events
- Provide specific workshops for parents on working with students on making wise choices in regards to bullying, substance abuse, suicide prevention, etc.

**Goal Three: To increase the participation by stakeholders in all school programs and activities by developing a school climate which ensures that all stakeholders are empowered to play an integral role in student success**

**Initiative One: Provide a computer/printer kiosk at each school site to provide the opportunity for parents to check student grades, access volunteer opportunities, complete surveys, etc.**

## **Action Steps**

- Secure funding for computer/printer for parent use at each school site
- Identify and set up location for Parent/Volunteer Kiosk
- Assign campus roles as to the maintenance of Parent/Volunteer Kiosk
- Utilize appropriate media outlets to promote awareness of program

## **Initiative Two: Develop student-led conferences at each school site at least once during the school year**

### **Action Steps**

- Provide professional development for teachers in the implementation of Student Led Conferences
- Establish a District Calendar to ensure implementation of Student Led Conferences
- Utilize appropriate media outlets to ensure awareness of Student Led Conferences

## **Initiative Three: Develop a Code of Honor for students, teachers, and parents that will be implemented across school sites and that will be publicized to all stakeholders as a guide for appropriate behavior**

### **Action Steps**

- Develop an appropriate Code of Honor template for students, teachers, and parents
- Inform all stakeholders as to the importance of the Code of Honor and purpose of implementation
- Require all stakeholders to sign the designated Code of Honor

## **Initiative Four: Develop a framework that provides the opportunity for all students to develop age-appropriate goals for each school year**

### **Action Steps**

- Design an age-appropriate goal-setting template for each school site

- Provide professional development for teachers on the implementation of the goal-setting framework

- Determine roles of counselors and teachers in the implementation of the goal-setting program

- Develop a District calendar that ensures effective implementation of the goal-setting framework and that provides time for student reflection at the conclusion of the school year



**Goal Four: To utilize all available media outlets and organization tools to generate and publicize the positive results, opportunities, and successes of the Ada City School District**

**Initiative One: Create a master calendar for all school sites that provides information as to all daily, weekly, and monthly activities and opportunities**

**Action Steps**

- Establish the need for a District Public Relations Director to develop and maintain calendar

- Secure funding for the Public Relation Director Position

- Determine how information will be gathered at each school site

- Utilize all appropriate media sources to publicize calendar



**Initiative Two: Create and coordinate appropriate publicity/public relations opportunities within classrooms and student organizations which allow students and teachers to share accomplishments**

### **Action Steps**

- Create curriculum opportunities to teach social media skills in specific classrooms, utilizing community experts to teach relevant skills to students
- Create and coordinate appropriate publicity/public relations opportunities for students to utilize acquired social media skills

**Initiative Three: Develop a unified school creed which depicts the strength and mission of the overall District, its students and its teachers**

### **Action Steps**

- Work with site leadership teams to develop a school creed that meets the needs of all students
- Publish necessary signage, documents, and handouts that reflect the school creed
- Regularly use the school creed in student assemblies, programs, and school events





**Initiative Four: Create a relationship building program at each school site that enables teachers to identify and support identified students**

**Action Steps**

- Develop a calendar by which teachers make positive calls to parents about student improvement and/or success
- Develop a mentorship program by which teachers are assigned specific students to contact and/or mentor throughout the week
- Provide professional development for teachers in building positive student/teacher relationships

## ***Budget and Finance***

**Goal One: To develop and implement a long-range financial plan that establishes a clear vision for community stakeholders as to the continued and future needs of the District in the key areas of Academics and Instruction, Culture and Character, and Budget and Finance**

**Initiative One: Develop a long-range plan that addresses the future needs of the District**

### **Action Steps**

- Collect data and information for the purpose of developing a long-range financial plan
- Develop a long-range financial plan that addresses the continued and future needs of the District
- Utilize all media sources to inform stakeholders of the long-range financial plan
- Develop a clear timeline for the implementation of the long-range financial plan
- Monitor continued progress of the implementation of the long-range financial plan by meeting regularly with the long-range financial planning committee

**Initiative Two: Create a funding template to align the financial budget to support specified budget area objectives**

### **Action Steps**

- Align the budget to meet newly identified strategic plan needs
- Use template to monitor implementation and programming
- Ensure that funding is equitable at each site level based on student need

**Goal Two: To seek funding sources to meet immediate District needs**

**Initiative One: Develop a short term bond issue that will meet the District's immediate need to purchase textbooks, upgrade STEM laboratories, and increase technology capacity**

## Action Steps

- Provide evidence of the need to implement textbook purchases in accordance with the Oklahoma State Department of Education Textbook Adoption cycle

- Develop a bond issue which includes the purchase of textbooks according to the OSDE Textbook Adoption Cycle

- Provide evidence of the need to upgrade STEM laboratories at Ada Junior High School and Ada High School

- Develop a bond issue which includes the intent to upgrade the STEM laboratories at Ada Junior High School and Ada High School

- Provide evidence of the need to upgrade technology infrastructure and to increase technology integration at school sites

- Develop a bond issue which includes the upgrade of technology infrastructure and increases technology integration at school sites

## **Initiative Two: Develop short term bond issue that will meet the District's needs for transportation**

### Action Steps

- Provide evidence of the need for school buses



- Develop a bond issue which includes the purchase of new school buses for the school district

**Goal Three: To seek a long-term bond issue to meet the long-range facility needs of the District**

**Initiative One: Construct a grade center designed to house students in Grades 1, 2, and 3**

**Action Steps**

- Provide evidence of the need for a grade center to house students in Grades 1, 2, and 3
- Locate suitable property for the construction of a grade center to house students in Grades 1, 2, and 3
- Develop a bond issue to provide funds for the construction of a new grade center to house students in Grades 1, 2, and 3
- Utilize all media sources to promote the potential bond issue

**Initiative Two: Construct a grade center designed to house students in Grades 4, 5, and 6**

**Action Steps**

- Provide evidence of the need for a grade center to house students in Grades 4, 5, and 6
- Locate suitable property for the construction of a grade center to house students in Grades 4, 5, and 6
- Develop a bond issue to provide funds for the construction of a new grade center to house students in Grades 4, 5, and 6
- Utilize all media sources to promote the potential bond issue

## **Leader in Me**

Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life-skills they need to thrive in the 21st century.

The Ada Schools Leader in Me campuses provide a unique approach to integrating highly effective practices throughout a school's culture. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:

- teach LEADERSHIP to every student,
- create a CULTURE of student empowerment,
- and align systems to drive results in ACADEMICS

## **GEAR UP**

The Ada City School District was awarded the opportunity to participate in a seven year GEAR UP Grant by the Oklahoma State Regents for Higher Education. Gear up is designed to increase student academic performance as well as to prepare students for post-secondary education. The program provides college visits for students, assistance for parents, real-world STEM learning opportunities, and professional development for teachers and administrators. The GEAR UP program is being implemented at both Ada Junior High School and Ada High School.

## **AVID**

AVID (Advancement via Individual Determination) is a post-secondary readiness system designed to ensure that students have the individual capacity to achieve academic success and to ensure that students have the skills necessary for success at the post-secondary level. AVID helps students to acquire organizational skills, to learn to take focused subject area notes, to be successful in Advanced Placement and accelerated course work, and to read, write, and collaborate with others. Currently, AVID is being implemented at Willard Grade Center, Ada Junior High School, and Ada High School.



## **The Sky is Not the Limit!**

### **The Ada City School District's Aviation Program Gains Altitude**

In the fall of 2016, the Ada City School District was approached by city officials and members of Chapter 1005 of the Experimental Aircraft Association (EAA) about developing a partnership that would provide students the opportunity to become aware of the aviation industry and of the growing number of career opportunities in the field of aviation.

Since that initial meeting, the District has worked to build an aviation program that not only provides a strong pathway of secondary aviation course work designed to prepare students for careers in aviation but which also provides elementary students with hands-on aviation learning activities designed to build the strong foundation of STEM skills necessary for students to succeed at secondary and post-secondary levels.

In 2017-2018, the District was selected as one of twenty-nine schools in the nation by the Aircraft Owners and Pilots Association (AOPA) to field test newly developed aviation curriculum. Currently, the District offers two sections of Course One: Introduction to Aviation, and one section



of Course Two: Pilot/Drone. In year three a course in Ground School Certification will be offered, and in year four, a Senior Capstone Course will be implemented. Teachers selected to teach the AOPA curriculum receive regular professional development by the AOPA.

In 2018-2019, elementary aviation activities have become an integral part of the implementation of the District's new elementary STEM labs. Programs such as "A is for Airplane," "Yaw, Pitch, and Roll," and "May the Four Forces Be With You," are just some of the learning programs available to elementary students.

Additional Flight Club and EAA Young Eagles activities will continue to be offered as Saturday or evening programming, and a strong emphasis on post-secondary opportunities and aviation careers will be an integral part of programs at every level.

The District has received tremendous support from business and industry leaders as well as local aviation enthusiasts. What began as a relatively small idea has resulted in a true community partnership that demonstrates that when we all work together, "The Sky is Not the Limit."

# Ada City Schools

## Academic Pride

Total Oklahoma Academic Scholars: 329  
Total Oklahoma Academic All-Staters: 23  
Total National Merit Commended Scholars: 78  
Total National Merit Semi-Finalists: 51  
Total National Merit Finalists: 47  
Total AP Scholars: 22  
Total AP Scholars with Honor: 10  
Total AP Scholars with Distinction: 3

### Average ACT Scores

School Year	AHS	Oklahoma
2013-14	20.0	20.7
2014-15	20.1	20.7
2015-16	21.0	20.4
2016-17	19.5	19.4
2017-18	20.1	19.4

### AP Courses

Biology    Calculus AB    English Language and Composition  
English Literature and Composition    Environmental Science  
Macroeconomics    Psychology    Studio Art: 2-D Design  
Studio Art: 3-D Design    Studio Art: Drawing    U.S. History

### Pre-AP Courses

Algebra II, Anatomy, Biology    Chemistry    College Algebra  
English II    Geometry    Physiology    Spanish III    Spanish IV  
Trigonometry





## Ada City Schools Team Achievement

The District takes pride in its ability to offer strong athletic and extracurricular activities for students. From award-winning athletics and fine arts programs to extracurricular activities at all levels, students have the opportunity to participate in programs that allow them to develop academically and socially. Because of these opportunities, students learn to set goals, to collaborate, and to take pride in their successes. From varsity athletics championships to after school robotics clubs, District students are engaged and are working together to achieve excellence.

Football State Championships: 19  
Tennis State Championships: 22  
Band State Championships: 22  
Vocal Music State Championships: 11  
Academic Team State Championships: 15  
Dance State Championships: 13  
Golf State Championships: 10  
Basketball State Championships: 7  
Track State Championships: 6  
Baseball State Championships: 4  
Mock Trial State Championships: 1



## Partnerships

The Ada City School District recognizes that to ensure that students are ready for post-secondary education and careers, it is important to develop strong community partnerships. Not only have community members, business and industry entities, churches, and others helped the District by volunteering and by donating materials and resources, these entities have now become an integral part in helping the District to build new, creative programs that have been designed to prepare students for designated career pathways. Community leaders in aviation, information technology (IT), health and wellness, and many others are regularly involved in the development of District programs that are being designed to ensure that students have the skills necessary for 21st Century careers.

## City of Ada

We are a progressive, quality-oriented community located in the rolling hills of southern Oklahoma. Imbued with ingenuity, a pioneering spirit, and hospitality, we've been described as a place where the West meets the South! Incorporated in 1901, it now has a population of 17,000. Ada is located within easy driving distances of three major cities, and is a Main Street City and a Tree City USA member. Ada is large enough to offer many bigger city amenities, such as a four-year university and a thriving business climate, yet still small enough to provide a safe and fun place to raise a family. Ada is home to a world-class EPA water



laboratory and the home of the nation's most progressive tribe, the Chickasaw Nation. Ada is birthplace to the state's first native-born governor and longtime U.S. Senator Robert S. Kerr and evangelist Oral Roberts. Recent products include country music superstar Blake Shelton, NFL player Jeremy Shockey, and Miss Oklahoma 2009 Taylor Treat. Come see us, you're always welcome here!

With more than 100 retail stores, eateries, and specialty businesses, Ada Main Street is a great place for visitors and residents to shop, dine, and spend time! Downtown has always been the heart of any community, and Ada is no different. In 1987, Ada was one of the first cities in Oklahoma to receive the Main Street designation and establish a Main Street organization with the purpose of revitalizing and preserving downtown Ada.

Since then, Ada's downtown district has achieved a reinvestment of more than \$20 million, and with ongoing projects that amount keeps climbing.

Whether it is dining, shopping, or just enjoying the historic atmosphere of Ada's original business district, you've just got to come see what Ada Main Street has in store for you. It's time to rediscover downtown Ada - we're waiting on you!

## **East Central University**

East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. East Central University provides leadership for economic development and cultural enhancement.

East Central University is a public university offering Bachelor of Science, Bachelor of Arts and Master's degrees. ECU is located in Ada, a city of 16,000, approximately 90 miles from Oklahoma City, 115 miles from Tulsa and 150 miles from Dallas.



ECU is a Regional University. Students can enroll in and attend ECU classes on campus in Ada, in Ardmore at the Ardmore Higher Education Center, and in McAlester at the Eastern Oklahoma State College branch campus. Some ECU classes are also available on OneNet and online. The ECU nursing program is available in Durant at Southeastern Oklahoma State University.

## Pontotoc Technology Center

Our Mission Statement is *Training to Succeed.*

Pontotoc Technology Center (PTC) has a diverse economy with a large health community including Mercy Hospital Ada, Chickasaw Nation Health System and Rolling Hills Psychiatric Hospital.

PTC partners with the community to offer a variety of services to area employers. As a result of Ada's efforts to create a law enforcement/public service industry, PTC has extended the school's public service offerings to include fire service training using the state of the art Fire Training Center.

PTC's Business Incubator has been very successful in starting new businesses such as Cammond Industry, Jobri Inc., and McGov. Com. Jobri Inc. was the International Incubator Client of the Year. Currently housed in our incubator are Lovera's Cheeses.



PTC is also involved with the WorkKeys/Work Readiness Certificate program. This unique assessment will help students be prepared for available jobs and will help area employers select the best workforce available. PTC is the key to economic development and workforce development in the Pontotoc county area. Secondary students living in the technology center district who attend a public, private, parochial, charter, or home school are eligible to attend tuition free.



## **The Chickasaw Nation**

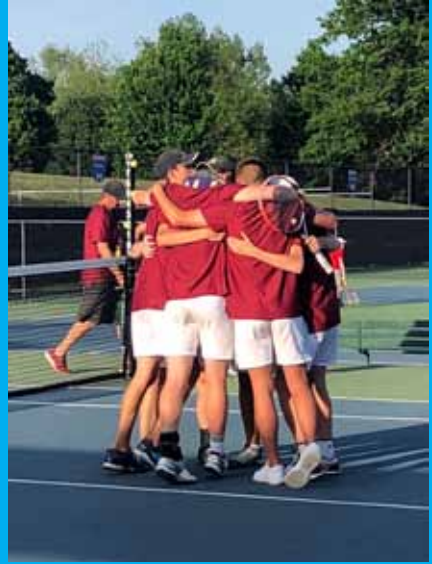
Today, the Chickasaw Nation is economically strong, culturally vibrant and full of energetic people dedicated to the preservation of family, community and heritage. Since the 1980's, tribal government has focused on building an economically diverse base to generate funds that will support programs and services to Indian people. Business has flourished, programs and services have grown, and the quality of life for all Chickasaws has been greatly enhanced.

The Chickasaw Nation's current three-department system of government was re-established with the ratification of the 1983 Chickasaw Nation Constitution. The elected officials provided for in the Constitution believe in a unified commitment, whereby government policy serves the common good of all Chickasaw citizens. This common good extends to future generations as well as today's citizens. The structure of the current government encourages and supports infrastructure for strong business ventures and an advanced tribal economy. The Chickasaw Nation uses new technologies and dynamic business strategies in a global market.

As in times past, the Chickasaw work ethic is very much a part of everyday life today. Monies generated in business are divided between investments for further diversification of enterprises and support of tribal government operations, programs and services for Chickasaw people.

This unique system is key to the Chickasaw Nation's efforts to pursue self-sufficiency and self-determination which helps ensure that Chickasaws stay a united and thriving people.





*Morelia spilota spilota*, wild specimen, Eden NSW. Photo by Adam Elliot.

**#GoForTheA**