Camdenton R-III School District
DRAFT 3 Strategic Plan 2015-2020

Strategic Plan 2015-2020

Mission Statement

To create a learning community that maximizes each individual's performance for future success.

Vision Statement

Everyone Learning Every Day!

Organizational Values

1. Student success, both individually and collectively
2. Engaging, encouraging environment for faculty and staff
3. Supportive district leadership and Board of Education
4. Active, ongoing engagement with stakeholder groups
5. Responsible use of all resources

Competitive Advantages

1. Recent bond issue passage leading to new and updated facilities
2. Commitment to communication and transparency
3. Effective financial management practices
4. Evolving academic programming aimed at expanding college and career readiness
5. Growing relationships (formal and informal) with all communities being served

Strategic Issues

1. Large geographic footprint makes it difficult to develop a singular school district "community"
2. Changing government policies, not all of them met with total support among stakeholders, which can impact district/patron relationships
3. Delivering education that targets the needs of each individual student
4. Continuous funding uncertainty at the state level
5. Making certain that facilities and technology for student and staff use remain current enough to enable, rather than inhibit, the delivery of a quality education

Organization-wide strategies

1. Camdenton R-III will have a facilities plan for the next five years that encorporates anticipated building and technology needs, and that will keep stakeholders informed as milestones are reached and steps are taken.
2. Camdenton R-III will expand its academic offerings to better serve students of all skill levels and interests, and will seek to provide equitable opportunities to all students, no matter where they live in the district.
3. Camdenton R-III will have plans in place to build stronger, mutually beneficial relationships with a broader array of stakeholder groups.

2015-2020 Strategic Plan

Goal area: College and career-ready curriculum

Objective: The Camdenton R-III School District will offer curriculum that prepares students effectively for the next phase in their lives and will keep that curriculum current with changing student and marketplace needs.

Persons Responsible: Central Office and Building Administration

Progress measures:

1. Students will achieve performance in the top 10% statewide on the Annual Performance Report from DESE.

2. S.T.E.M. courses will increase in number by the 2016-2017 school year, will be equivalent to peer districts by the 2017-2018 school year, and will offer at least one unique course in this area (not available in all peer districts) by the start of the 2020-2021 school year.

3. Building-to-building course equivalency will improve each school year, with the goal of full equivalency (or documentation as to why that is not possible or not appropriate in specific cases) by the start of the 2020-2021 school year.

4. Courses that teach "skills for life" (or the inclusion of such skills in existing courses) will begin by the 2016-2017 school year.

5. By the end of each academic year 90% of students will show at least one year's growth in their communication arts scores.

Strategies and tactics (action steps)

Strategy: Create and execute a plan to expand course offerings in S.T.E.M.

1. Identify a district team (faculty, staff, Administration. students, etc.) responsible for researching leading-edge S.T.E.M. courses in regional peer districts, statewide and, where appropriate, nationally.
2. Conduct research with recent (within the last four years) alumni who are attending/attended college to determine S.T.E.M. areas where they felt well-prepared, and those which fell short, once they were introduced to college-level curriculum on the same subject areas.
3. From this research, prepare a list of courses to be added, in priority order, identifying the challenges – budget, staffing, facility shortcomings, etc. – that will need to be overcome to do so.

4. Set timetable for implementation of identified courses, along with identifying responsible parties for various steps in the implementation process.

Strategy: Expand the teaching of basic skills for life through specific courses or by adding to the curriculum of appropriate existing courses.

1. Conduct research with current students, recent alumni (within the last four years) and parents of both regarding what they consider to be "skills for life" for which a school district has some responsibility to teach, and their (or their student's) level of success in these areas.
2. Conduct secondary research by reviewing industry publications and contacting professional societies to determine current views on the role of school districts in skills for life teaching and the existence of strategies that are proving to be successful in other districts.
3. Compare the findings from these two steps with current district curriculum (either entire courses or the addressing of skills for life topics within existing courses) to determine gaps in the skills for life area.
4. Identify community resources that may be able to assist with materials, individuals to teach this information, or both (such as local banks teaching basics of managing a checking account, for example).
5. Assemble all data and prepare a final plan for implementing/expanding skills for life training.

Strategy: Increase curriculum equivalency across the school district.

1. Create a master list of curriculum that is inconsistent from building to building, engaging faculty in this process to make certain that the list is complete.
2. Gather feedback from faculty in affected school buildings on which equivalency issues should be a higher priority than others.
3. Engage a subset of those faculty members to assist with creating and executing a plan to address the high priority curriculum equivalency issues.

Strategy: Engage stakeholders in ongoing curriculum review.

1. Assemble a muti-disciplinary committee consisting of parents, faculty, Administration, students and non-parent patrons to monitor and advise on changing curriculum needs.
2. Schedule quarterly committee meetings, publicize the results through the local media and dedicate a space on the district website for news and information about the committee's work.

Strategy: Create and Monitor a plan for the utilization of effective instructional practices in the area of Communication Arts.

1. Identify a team to research effective schools in the state of Missouri in relation to APR scores in the area of Communication Arts during the 2015-2016 school term.
2. Conduct research regarding why these schools are effective and determine what practices can be used in the district.
3. Utilize i-Ready as a diagnostic and intervention tool in the area of Communication Arts for grades K - 8.
4. Implement Literacy Design Collaborative process in grades 9-12. The high school will implement at least two modules during the 2015-2016 school term with additional modules to be completed during future years.

Goal area: Facility effectiveness

Objective: The Camdenton R-III School District will have facilities that are safe, and that enable, rather than inhibit, the delivery of a high-quality education.

Person responsible: TBD

Progress measures:

1. All buildings will have industry-standard security systems (equipment and protocols) by the 2017 – 2018 school year and develop a plan that assesses the feasibility of construction of safe rooms/storm shelters by the end of the 2016 – 2017 school year.

2. Develop a connected learning community through a comprehensive technology plan that identifies, develops, and provides access to the digital tools, devices, and support that will expand visionary administrative leadership, improve teacher effectiveness, and raise student achievement. This plan will be drafted during the 2015-2016 school year and launched in time for the 2016-2017 school year.

3. A comprehensive analysis of the need, opportunities and challenges associated with a school-based Early Childhood Education program will be completed before the end of the 2017-2018 school year.

Strategies and tactics (action steps)

Strategy: Evaluate existing security systems and create a plan for upgrading, where necessary.

1. Complete an audit of current security systems and protocols across the district and compare the results to peer districts.
2. Engage appropriate security vendors (or create an RFP to do so) to identify various options and timetables for upgrading systems that are insufficient.
3. Review and update protocols for parent notification in the case of a security situation.
4. Insure that the district has an up-to-date crisis communications plan, consulting peer districts for counsel if such a plan does not currently exist.
5. Consultation with local emergency management services regarding findings of the audit.

Strategy: Identify safe room/storm shelter deficiencies and establish timetable for implementing improvements.

1. Solicit an audit of safe room/storm shelter capabilities (and options) by an architecture firm that is familiar with the district.
2. Create a plan for addressing deficiencies in this area as expeditiously as possible.
3. Inform key stakeholders about the feasibility study.

Strategy: Determine current and anticipated student and staff technology needs during Strategic Plan period and match those needs with an appropriate protocol for updating technology.

1. Have an independent technology audit conducted to compare district's status and current plans for upgrading with model school districts.
2. Using this audit as the starting point, assemble a committee of parents, faculty, staff and, if possible, the author of the audit to create (and monitor the execution of) a plan to keep the district current with student and staff technology needs and industry improvements.

Strategy: Engage stakeholders in the Early Childhood Education center analysis.

1. Identify peer districts (such as Rolla) with ECE programs, or programs in development, and conduct research on what is/is not working for these districts.
2. Engage DESE and/or others independent organizations who can assist the district in conducting an evaluation of the need, capabilities and challenges associated with launching such a program in the Camdenton R-III School District.
3. Create a database of local providers of Early Childhood Education services, documenting names, addresses, capacity (number of students), details about their programs, for profit or not-for-profit status, and length of time offering an ECE program.
4. Once all this information has been assembled, determine if there is sufficient merit to continue and, if so, identify a committee of staff, parents, Board of Education members and administrators to continue development.

Goal area: Stakeholder Engagement

Objective: The Camdenton R-III School District will effectively engage all stakeholder groups to build a stronger school district/community relationship through enhanced one-way (outbound from the district) and two-way communications initiatives.

Person responsible: TBD

Progress measures:

1. Engagement, as measured by participation levels for events, on committees and other commitments of time and/or resources, will increase each year throughout the Strategic Plan period.

2. Execution of strategies for specifically targeted stakeholder groups, identified by community-based Strategic Plan contributors as ones who have been under-represented in engagement activities to date, including district alumni, parents of graduates, area businesses, and the Hispanic community.

3. Routine and episodic financial information will be presented in format(s) that are understandable to stakeholders of varying levels of interest, beginning with the 2015-2016 school year, with modifications as necessary throughout the Strategic Plan period, based on feedback.

Strategies and tactics (action steps):

Strategy: Evaluate current levels of engagement with each stakeholder group, with numerical/statistical measurements preferred, and create a specific plan for improvement.

1. Identify engagement opportunities and numerical/statistical ways of measuring engagement, such as attendance at events, volunteering, increased social media presence, etc.
2. Using these measurement methods, tabulate engagement for each individual stakeholder group over an appropriate time period.
3. Identify specific areas where specific stakeholder group engagement is deficient, and draft a logical – meaning not all at once – plan to increase engagement in ways that can be measured.

Strategy: Create and execute separate engagement plans for previously under-represented stakeholder groups.

1. Assemble a targeted Patron Panel group (or more than one, if necessary) that includes representatives from the under-represented groups mentioned above.
2. Conduct quarterly meetings with this Panel group to secure input on district developments.
3. Through these interactions, identify potential methods to increase engagement with these stakeholder groups, securing input from the Patron Panel group members.
4. Strategically increase outbound communications to these targeted groups, having a plan in place to measure the response; modify the plans accordingly.

Strategy: Identify effective ways to offers a multi-tier approach (from simple to comprehensive) to presenting financial information.

1. Begin by formalizing the presentation of financial information into two formats – abstract/brief summary and detailed/full presentation.
2. Post both approaches on the district website (abstract on the front page or one page below – accessed by a single click – and detailed one click below that).
3. Include a feedback link each time information is presented, seeking input on the information and how it was presented.
4. Continue modifying and improving the presentation as guided by the feedback (perhaps adding additional level of complexity between the basic and comprehensive presentation, if desired by stakeholders).