

Oran R-III School District Governance Plan and SMART Goals

May 30, 2023 Draft



Strengths of the District

- Board/Superintendent Partnership
- Communication
- Community Support and Pride for District and Students
- Faculty and Staff
- Students
- Finances
- Facilities

Governing Priority:

Student Performance and Success

Governing Objective:

Establish a plan to update curriculum, assessment, instructional practices and resources with a focus on college and career readiness

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Establish a systematic plan whereby every curricular area will be regularly evaluated, updated, and vertically aligned using student achievement data and current research as drivers for review.	The Superintendent and/or designee(s) will establish a calendar for curriculum evaluation, review/revision and materials adoption for all content areas Kindergarten through 12th grades.	A written calendar for curriculum evaluation, review/revision, and materials adoption will be produced and sequenced so that the process is completed prior to the fiscal year where funds are allocated for purchase of instructional materials.	The Superintendent and/or designee(s) are able to establish a calendar for evaluation, review/ revision, and adoption beginning with core content then followed by all content areas.	Board Policy 6110 and best practices dictate systematic and ongoing review of curriculum based upon the Missouri Learning Standards (MLS), student achievement data, and research (Board Policy 6112). Additionally, the Board of Education shall review and approve the curriculum before classroom implementation (Board Policy 6114).	November 2022 A curriculum evaluation and revision calendar shall be established and communicated. 2022–2027 SYs The calendar developed in 2022–23 will be implemented for the designated areas as indicated each year.

Five - Year Curriculum Review Plan

Content Area	BOE Approval Date	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Communications Arts K-6	December 2022	Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment
Communication Arts 7-12	December 2022	Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment
Communication Arts Electives		Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment
Math K-6	December 2022	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment
Math 7-8	December 2022	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment
Math 9-12	December 2022	Program Evaluation	Implement	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment
Science K-6	June 2026	Implement	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment
Science 7-8	December 2022	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment
Science 9-12	December 2022	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment
Social Studies K-6	June 2028	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Implement
Social Studies 7-12	December 2022	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Implement

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Develop and implement a written curriculum for all content, grade levels and courses vertically aligned to the Missouri Learning Standards (MLS), which includes essential learning standards, district scope and sequence charts, teaching and curricular units of instruction, and technology integration.	<p>The Superintendent and/or designee(s) will partner with administrators and district-wide teacher teams to develop vertically aligned curriculum for each content, grade level and course. The curriculum will include the following components:</p> <ul style="list-style-type: none">• Essential learning/power standards• Curriculum maps and pacing guides• Student learning objectives• Formative and progress monitoring assessment strategies and tools• Instructional tools and resources, including technology integration.	<p>Electronic , curriculum guides maintained by the District with references to all resources will be produced for every content/grade/course beginning with the core content areas and then all other curriculum areas.</p>	<p>The Superintendent and/or designee(s) in partnership with educators reflecting vertical teams will produce a rigorous and viable written curriculum aligned to the MLS for presentation to and approval by the Board.</p>	<p>State Statute 160.514.1 RSMO states that “. . . each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills and competencies...” which are assessed by the Missouri Assessment Program (MAP) and End-of-Course (EOC) Assessments. The written curriculum guides the instructional programs to assure cohesion, rigor and equity of opportunity within the District.</p>	<p>2022–2027 SYs The curriculum by area will be presented to the Board of Education as defined on the curriculum calendar.</p>

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<p>Prioritize time for professional development that allows teachers to collaborate about curriculum and instruction.</p> <p>See attached Professional Development Document. (Choice Board)</p>	<p>The Superintendent in conjunction with the Professional Development Committee (PDC) will develop a plan that allows and protects times for teachers to collaborate about curriculum and instruction.</p>	<p>A calendar for professional development will be established based upon recommendations from the Superintendent and PDC and presented to the Board for approval.</p>	<p>The Superintendent and PDC are able to make recommendations for professional development that prioritize time for teachers to collaborate on curriculum and instruction.</p>	<p>Focused, internal professional development around what is taught and how it is taught provides clarity of expectations for teachers and students, which reinforced through administrative communication and observations, yields enhanced student achievement (Schmoker, 2018).</p>	<p>April, 2024 An academic calendar that includes a design for systematic professional development and collaboration around curriculum and instruction will be presented to the Board for approval.</p>

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Three times throughout the year, the Board will receive a report on student achievement. The beginning and end of the year Reading Data will be presented, and mid-year Stanford 10, MAP/EOC, and ACT scores will be presented.	The Superintendent will designate administrators to make presentations three times throughout the year to the Board regarding student achievement using local and state assessment information.	Presentations using local and other assessment data will be presented three times throughout the year to the Board.	Administrative personnel have access to student achievement data and the ability to interpret and present it.	Board Policy 1710 states, "The Board will take steps to monitor the success of District schools in achieving their educational objectives."	October 2023 An achievement update will be provided. 2022–2026 SYs Three times throughout the year achievement updates will be presented to the Board of Education during its regularly scheduled meetings as data is available.

Governing Priority:

Instructional Innovation

Governing Objective:

Increase student engagement and college/career readiness through meaningful integration and expansion of digital learning environments.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Teachers will continue to expand and refine meaningful integration of instructional technology into teaching and learning that facilitates student engagement and achievement in a digital-age learning environment.	The Superintendent and designees will continue to offer focused, embedded professional development aligned with the International Society for Technology in Education (ISTE) standards in order to meaningfully integrate technology into teaching and engage students in their own learning.	The Superintendent and designees will select a focus for administrators, teachers and students aligned with the ISTE standards, provide professional development to support the practices of those standards, conduct classroom walk throughs (CWTs) that focus on meaningful use of technology with rigorous instruction. Additionally, students will be given surveys regarding instructional technology and learning, with a goal of increasingly positive perceptions from baseline.	The Superintendent and designees are able to offer and track professional development aligned with the ISTE standards, conduct CWTs as part of the existing evaluation tool for teachers with a heightened focus on instructional technology with rigor. District personnel have the ability to develop age-appropriate surveys and track student response data over time.	Leveraging the power of technology in the teaching learning processes can enhance learning and prepare students for college and careers in a digital age. In a study commissioned by Samsung Business (2015), 90% of teachers indicated instructional technology is important for the classroom, while less than a third were satisfied with the support they received, and six of ten teachers felt inadequately prepared. This can be addressed through focused, sustained professional development and supported implementation.	2023–24 Teachers, through the Professional Development Committee, will examine the ISTE standards and select areas of focus for study and implementation of instructional technology. 2023–2026 SYs Professional development will be aligned with the area of focus and teacher will implement the teaching/learning strategies with students. CWT and student survey data will be tracked and reported.

Governing Priority: Instructional Innovation

Governing Objective: Increase student engagement and college/career readiness through meaningful integration and expansion of digital learning environments.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Determine infrastructure and personnel capacity to support the technology needs of the District.	The Superintendent or designee will prepare a report of the current infrastructure capacity, including allocation of personnel, needed to appropriately manage the various technology and devices utilized in the District.	A written report will be presented to the Board.	The Superintendent or designee, with the assistance of internal and external resources, can determine infrastructure and personnel capacity.	The process will determine the current capability and future needs for the District to support students and staff. This report will enable the District to appropriately budget and guide the technology plan of the District.	February, 2020 A written report outlining the current status and projected needs will be presented to the Board.

Governing Priority:

Future–Focused Instructional Programming

Governing Objective:

Establish a plan to update curriculum, assessment, instructional practices and resources to engage students and increase achievement.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time–Bound
Create systems and processes at the secondary level to conduct course audits including CTE offerings to ensure classes are aligned to STEM/21 st century learning and identify courses that may need to be added, revised/resourced, or deleted based upon the priorities of the community and students relative to students' post–secondary pathways.	The Superintendent and designees are able to examine the interests and need for course options to support the learning of all students, the need to support additional faculty certifications in order to provide advanced course options, and analyze any potential budgetary impact.	A process will be initiated at the high school level to determine the interests, need and costs of expanding and/or refining course options and to ensure course options and related co–curricular activities are aligned with STEM/21 st century learning. The findings and recommendations will be presented in a written report to the Board.	District personnel have tools and data to examine secondary courses and related issues and to prepare findings with recommendations to present to the Board.	Stakeholder input from students, educators, and community indicated a strong desire for increased course choices, course content and instruction that is aligned with STEM/21 st century learning, and increased participation in co–curricular activities. Specifically, the desire for Advance Placement (AP), dual–credit, career and technical education (CTE) and courses that are Science, Technology, Engineering, and Mathematics (STEM) and Project Lead the Way (PLTW) focused were strongly requested.	2023–24 A process will be initiated to examine course options and content for the secondary level in order to align programming and necessary funding with community and student priorities and needs. 2024–25 SYs The process created for conducting an audit and considering course options will be implemented with findings presented to the Board.

Governing Priority: Focus on people, students, and staff

Governing Objective: Ensure that students and staff are well taken care of.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Committees will be established to help take care of people and maintain a focus on the well being of students and staff.	The Superintendent will convene quarterly a Staff Advisory Committee to focus on suggestions, celebrations, or any clarifications needed. The building principals will convene a Building Advisory committee monthly to focus on suggestions, celebrations or any clarifications needed. The Superintendent will convene a Student Advisory Committee with the intent of staying well connected with our students and their needs. All three committees will prepare recommendations for change, as needed.	A written report will be presented to the Superintendent, and subsequently, to the Board.	The Superintendent and committees are able to make recommendations for change as needed.	The well being of our students and our staff is essential for teaching and for learning.	March, 2024 The committee will present the report to the Superintendent. April, 2024 The Superintendent and/or the committee will present the report to the Board.

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