

For 26 years of my life, I have had the privilege of being involved in the Oran R-III School District as either a student or staff member. I can honestly say that I take a great amount of pride in being a Oran graduate and community member. Growing up in Oran, I learned to work hard, do what is right, and help my neighbors when they need it most. These core values have served me well as proud superintendent of Oran R-III Schools. This district has a long, rich tradition of both academic and athletic success. The reason for those successes go well beyond the walls of our school. The community is, and always has been, a fundamental part of our school district's success. Oran community members take ownership in the school district and have high expectations for the school to perform well. As a school district, we embrace those high expectations because they lead to doing what is best for our students. I was once told that if you always do what is best for kids, school, and community your decisions will not be wrong. Sometimes those decisions may not be popular, but ultimately will be embraced because they are right.

Having a high performing school district with a supportively engaged community, I pose the question, where do we go from here? I alone do not have the answers. I do know with all the great people involved in our school system that we can figure it out together and that is just what we have done. During the June board meeting, the Board of Education approved my recommendation to hire an outside agency to conduct interviews with all stakeholders in the school district. The purpose of these interviews was to identify the areas where we excel and which areas need improvement. We hired an outside agency to conduct the research because we wanted our people to freely and truthfully speak about the school district. The individuals that were interviewed were community focus groups, teachers, cooks, custodians, secretaries, teacher aides, administrators, and board members. This gave us a true picture of how our school district is perceived through the eyes of various stakeholders. I can not convey into words what it meant to me for the invited community members to show up and engage in this process. The feedback was informative and positive, and along with that, a desire to continue performing at a high level was communicated. There is nothing more powerful than having a community and staff committed to creating a great school and I sincerely appreciate everyone's involvement. You will find the key takeaways below:

- Maintain and continue improving facilities**
- Expand career opportunities and developing work skills**
- Continue and expand technology integration with student learning**
- Continue high academic performance with curriculum updates and staff professional development.**

This document and the progress toward our goals will be regularly reviewed during open session school board meetings. You can also find this document on our school website at www.oran.k12.mo.us (School Governance Plan). Exciting things are to come as we move forward to better serving our children. Have a great day and Oran Eagle Pride always.

Sincerely,



Dr. Adam E. Friga

Oran R-III School District Governance Plan and SMART Goals

September 18, 2019



Strengths of the District

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

Governing Priority:
Governing Objective:

Student Performance and Success
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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Board Policy 6110 and best practices dictate systematic and on-going 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).</p>	<p>March, 2020 A curriculum evaluation and revision calendar shall be established and communicated.</p> <p>2020-2024 SYs The calendar developed in 2019-2020 will be implemented for the designated areas as indicated each year.</p>

Five – Year Curriculum Review Plan

Content Area	BOE Approval Date	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Communication Arts (K-5)	June 2010 November 2012	Realign to Common Core *	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation
Communication Arts (6-12)	June 2012	Implement Realignment and Assessments	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation
Communication Arts (Electives)		Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Implement	Analysis and Adjustment
Math (K-5)	October 2008 November 2012	Implement Assessment System / Realign to Common Core *	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation	Rewrite*
Math (6-8)	October 2008 November 2012	Implement Assessment System / Realign to Common Core *	Analysis and Adjustment	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation
Math (9-12)	June 2012	<i>Implementation Planning</i>	Implement	Analysis and Adjustment	Analysis and Adjustment	Program Evaluation
Science (K-5)	May 2014	Analysis and Adjustment	Rewrite/realign to next generation science standards*	Implement	Analysis and Adjustment	Analysis and Adjustment
Science (6-8)	November 2009 May 2014	Analysis and Adjustment	Rewrite/realign to next generation science standards*	Implement	Analysis and Adjustment	Analysis and Adjustment
Science (9-12, including electives)	May 2014	Analysis and Adjustment	Rewrite/realign to next generation science standards*	Implement	Analysis and Adjustment	Analysis and Adjustment
Social Studies (K-5)		Analysis and Adjustment	Program Evaluation	Rewrite*	Implement	Analysis and Adjustment
Social Studies (6-12, including electives)		Study Scope and Sequence in Preparation for Secondary Reorganization	Program Evaluation	Rewrite*	Implement	Analysis and Adjustment

*Board Approval

Updated 6/19/14

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SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>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>	<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>2019-2024 SYs The curriculum by area will be presented to the Board of Education as defined on the curriculum calendar.</p>

Governing Priority:

Student Performance and Success

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<https://docs.google.com/document/d/1PIZgS8vzdKRxHZKW5ztJtKaxDQkr6VMLvtwno-hglhg/edit>

Governing Priority:
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SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>Prioritize time for professional development that allows teachers to collaborate about curriculum and instruction.</p>	<p>The Superintendent in conjunction with the Professional Development (PDC) and Academic Calendar Committees 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 committees for presentation to the Board for approval.</p>	<p>The Superintendent and committees 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, 2020 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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SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>On a quarterly basis, the Board will receive a report on student achievement.</p>	<p>The Superintendent will designate administrators to make quarterly presentations to the Board regarding student achievement using local and state assessment information.</p>	<p>Presentations using local and other assessment data will be presented quarterly to the Board.</p>	<p>Administrative personnel have access to student achievement data and the ability to interpret and present it.</p>	<p>Board Policy 1710 states, "The Board will take steps to monitor the success of District schools in achieving their educational objectives."</p>	<p>December, 2019 An achievement update will be provided.</p> <p>2020-2024 SYs Quarterly achievement updates will be presented to the Board of Education during its regularly scheduled meetings as data is available.</p>

Governing Priority:
Governing Objective:

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

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>2021-2022 Teachers, through the Professional Development Committee, will examine the ISTE standards and select areas of focus for study and implementation of instructional technology.</p> <p>2022-2024 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.</p>

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SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>Vertically articulate the technology and digital literacy skills students will master by the end of each grade level and course for grades Kindergarten-12.</p>	<p>In conjunction with the vertical alignment of curriculum with the MLS, the Superintendent and designees will define the core competencies for technology usage students will demonstrate by the end of each grade level and course.</p>	<p>A document that identifies core competencies students will master by grade and course will be articulated and presented to the Board for approval, with updates coordinated with the curriculum revision calendar. Student data will be tracked relative to the competency standards.</p>	<p>The Superintendent and District team are able to access the ISTE standards and align them with grade/course level learning goals in order to ensure responsible and effective use of technology for learning and use in a student's post-secondary path.</p>	<p>In addition to preparing students for college and careers in the 21st century and digital age, studies suggest that appropriate use of instructional technology engages students, allows access to a broader array of resources, facilitates personal learning, and may improve retention.</p>	<p>2020-2021 A list of technology and digital learning skills students will master by grade level and course for grades Kindergarten-12 will be presented to the Board for approval.</p> <p>2021-2024 SYs Baseline and longitudinal data will be presented to the Board regarding student proficiency toward the defined student competencies. Updates to the competencies will be presented as needed.</p>

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Instructional Innovation
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:
Governing Objective:

Future-Focused Instructional Programming
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
<p>Create systems and processes at the secondary level to conduct course audits to ensure classes are aligned to STEM/21st 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.</p>	<p>The Superintendent and designees are able to examine the interests and need for course options to support the learning of all students and consider any potential staffing and/or budgetary impact.</p>	<p>A process will be initiated at the high school level to determine the interests, need and costs of expanding and/or refining course options to ensure course options and related co-curricular activities are aligned with STEM/21st century learning. The findings and recommendations will be presented in a written report to the Board.</p>	<p>District personnel have tools and data to examine secondary courses and related issues and to prepare findings with recommendations to present to the Board.</p>	<p>Stakeholder input from students, educators, and community indicated a strong desire for more course choices, course content and instruction that is aligned with STEM/21st 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.</p>	<p>2019-2020 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.</p> <p>2020-2021 SYs The process created for conducting an audit and considering course options will be implemented with findings presented to the Board.</p>

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Future-Focused Instructional Programming
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
<p>Examine the long-range viability and sustainability of offering broader Career and Technical Education (CTE) programming within the Oran R-III School District.</p>	<p>District personnel are able to examine current and projected student demographics, community and institutions that offer educational programming, and internal/external resources in order to determine the need, cost, viability and sustainability of CTE programming within the Oran R-III School District.</p>	<p>With the approval of the Superintendent, a task force will be formed by the secondary principal composed of internal and community stakeholders to review data, analyze resources, and project costs to determine the desirability, viability and sustainability of CTE within the District, which will be presented in a report to the Superintendent with supporting data then the Board.</p>	<p>District personnel and stakeholders are equipped with data and tools to examine programming options and partnerships for CTE programming, and prepare findings with all supporting data to Superintendent then the Board.</p>	<p>Stakeholder input from students, educators, and community indicated a strong desire for developing more CTE course strands within the District. Course analysis and labor market information find that each additional year of <i>advanced</i> vocational coursework during high school is associated with a near two percent increase in wages (Keisman & Stange, 2017).</p>	<p>2021-2022 SYs A process will be initiated to examine the viability and sustainability of offering broader CTE programming within the District culminating in a report to the Board.</p>

Governing Priority:
Governing Objective:

Health Services
Provide for the health-related needs of students.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p>Determine the current District services in relation to the health needs of students.</p>	<p>The elementary principal will convene a committee of school employees and parents of students to examine the issue of student health needs and what resources the District is currently providing. The committee will prepare recommendations for change, as needed.</p>	<p>A written report will be presented to the Superintendent, and subsequently, to the Board.</p>	<p>The information needed for analysis can be obtained from data within the District and from consulting with outside sources.</p>	<p>The health of students is essential for learning and nursing services impact the well-being of students within the District.</p>	<p>December, 2019 The committee will present the report to the Superintendent.</p> <p>January, 2020 The Superintendent and/or the committee will present the report to the Board.</p>

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September 18, 2019

