



# Ozark School District

# 2025-2030

## A Comprehensive and Continuous, Strategic Plan



A Comprehensive School Improvement Plan  
strategically developed in alignment with the Missouri  
School Improvement Program (MSIP 6) 2025-2030.



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## About Our District

### Attendance Centers

Tiger Paw Childhood Education Center

North Elementary

South Elementary

East Elementary

West Elementary

Ozark Middle School

Ozark Junior High School

Ozark High School

Ozark Innovation Center

Ozark School District is approximately 20 miles south of Springfield. The district is home to 9 schools including an Innovation Center, a high school, a junior high school, a middle school, four elementary schools, and one early childhood education center. Traditions are valued in the district, as is the high quality of staff, innovative programs, and the ongoing desire for continuous improvement.

### Statistical information:

- Enrollment of approximately 6,055 students – PreK-12
- 97.2% Graduation Rate
- 91.1% of Graduates pursued Education, Military, or Work six months after Graduation (2021-22 data)
- 17:1 Student/Teacher Ratio
- Employment of nearly 998 Faculty and Support Staff
- 57.6% of Certified Staff with Advanced Degrees
- 14 Average Years of Certified Staff Experience

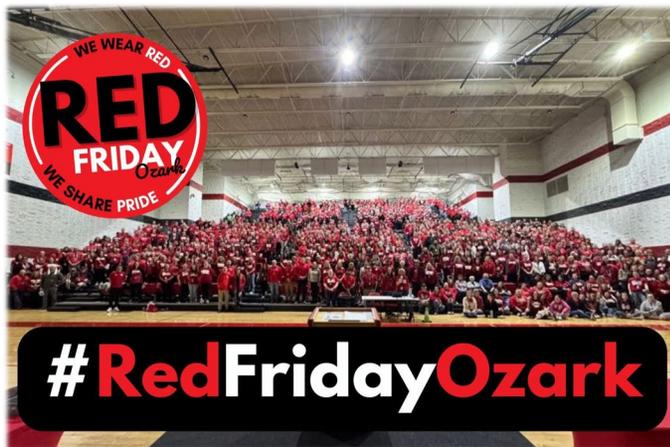


## Message from the Superintendent



As we entered the 2024-2025 school year, we knew our current strategic plan would sunset. In working through the planning process for the 2025-2030 document, the district administration team and Board of Education have enjoyed hearing from and working with individuals from all stakeholder groups. As a public school district that serves more than 6,000 students Pre-K through 12th grade, our work must be in line with the needs of the community. The following pages will outline the vision, mission, values, priority areas, goals and actionable strategies that will guide the Ozark School District through continuous improvement efforts for all.

***-Lori Wilson, Ed. D.***





## Strategic Planning Process: February 2025 through July 2025

The Ozark School District partnered with The Quality Coach to engage stakeholders in the process of strategic planning. The Quality Coach facilitated the process of discovery, visioning, implementation planning, and evaluation to solidify the strategic direction and final Comprehensive School Improvement Plan as required by the Department of Elementary and Secondary Education.





## Summary of Findings

The Board of Education authorized the process of strategic planning for the future in December 2024. A strategic plan, also commonly known in Missouri as the Comprehensive School Improvement Plan, requires innovative thinking, high levels of collaboration, ongoing emphasis on continuous improvement and alignment to MSIP 6, which contains the indicators and best practices school districts in Missouri are required to assure and submit to the Department of Elementary and Secondary Education.

The district partnered with The Quality Coach to facilitate the collaborative process designed to establish the strategic priorities for the future. The strategic planning process is designed to engage a wide array of stakeholders including parents, students, faculty, staff, leaders, civic, business and community partners. Participation may take many forms, as individuals engage in teams, survey response, board meetings, or focus groups associated with planning major initiatives. Stakeholders were asked to share their perspective regarding the attributes and skills students should acquire prior to graduation, district strengths, weaknesses, opportunities, and threats. Additionally, team members were asked to prioritize the strengths in which to maximize, the weaknesses to overcome, the opportunities to take advantage of and the threat in which to overcome over the next five years. Surveys were also distributed to students and parents. Themes emerged throughout stakeholder participation as summarized below.

### **Themes Identified District-Wide:**

- Strong support for real-world learning, especially at the junior high and high school levels, through programs like Academy Exploration, technical education, and dual credit/AP coursework. Would like to see an increase at elementary level.
- Ozark Innovation Center (OIC) is an area of pride, although concerns regarding some logistical elements.
- Early Childhood Education is highly valued in the school district and community.
- Dedicated and caring educators and staff who go above and beyond to support students academically and emotionally.
- Concerns about staffing needs and attracting and retaining employees.
- Tradition and strong relationships, with pride and eagerness to build upon and sustain this culture.
- Appreciation for communication efforts, such as regular emails, social media updates, and other communication that kept them informed and connected to school happenings.
- Need for academic intervention and high desire to meet the needs of every student, academically, physically, socially, and emotionally. Some express the need for higher behavioral expectations and support.



## Needs Assessment and Collaborative Processes

Multiple teams collaboratively engaged over the course of the strategic planning process. Surveys were utilized to solicit feedback and input regarding the future direction and needs of the district. The Steering Team (administrative team) and Strategic Planning Team (diverse group of staff and community members) completed discussion and brainstorming around student motivators, graduate outcomes, and the **SWOT** analysis used to identify **Strengths**, **Weaknesses**, **Opportunities**, and **Threats**. Additionally, survey data and prioritization exercises were conducted, resulting in the establishment of priority areas, goals, and action steps within four key pillars: **1) Academic Excellence**, **2) Connections (Community & Communication)**, **3) Operational Efficiency**, and **4) Leadership & Governance**.

The results of the Motivator Analysis and the SWOT (strengths, weaknesses, opportunities, and threats) can be found by clicking the following links:

**Student Motivator Analysis:** [Student Motivator Results](#)

**SWOT:** [Strengths, Weaknesses, Opportunities, and Threats](#)

Students from grades 5-12 were invited to participate in Listening Tours to share their feedback and insights regarding what Ozark School District is doing well and where it could improve. Students were asked what motivates them to come to school. Engaging, caring teachers who push students and make learning interesting ranked high with all grade levels. Additionally, preparing for future careers, social interaction, and extra-curricular activities were all motivators for students. When asked about the importance of relevant learning options, students shared their desire to explore different academies and classes to find out if they align with their own interests. Guest speakers, hands-on project-based learning, and assignments that are fun add to the learning experience. Students from all grade levels stressed the importance of good relationships with teachers and with fellow students. Pride in their buildings, addressing bullying issues, overcrowding of hallways and limited passing time were all deemed important topics.

All staff members had the opportunity to provide input through in-person listening tours and a follow-up survey. Staff members were asked to share their thoughts on the Key Pillars of Academic Excellence, Connections, Operational Efficiency, and Leadership and Governance. These areas were deemed as important key areas for the continued growth and progress of the Ozark School District. Many positive comments were shared regarding the high-quality staff including

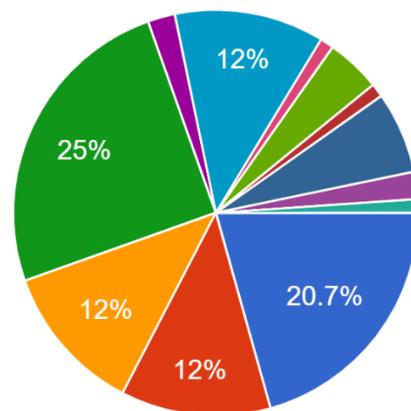


teachers, paras, support staff, bus drivers, and administrators. Other areas receiving high praise included the curriculum, academic interventions, and the district's SRO's. Multiple comments were shared on the importance of attracting and retaining quality teachers and staff, and ensuring salaries and benefits keep pace with area districts. An importance was placed on the culture of the district and the individual buildings, along with upkeep of maintenance and facility needs. Academic enrichment and behavioral interventions, as well as addressing bullying issues in a quick and consistent manner were shared.

Responses were received from staff members from all areas and departments across the district.

### Describe your current relationship to the district.

92 responses



- PreK - Elementary Certified Staff
- Middle School Certified Staff
- Junior High School Certified Staff
- High School Certified Staff
- Paraprofessional (non SPED)
- Paraprofessional (SPED)
- District Custodial Staff
- District Food Service Staff
- District Nursing Staff
- District Transportation Services
- District/Departmental Office Staff (leaders and/or support staff)
- Other

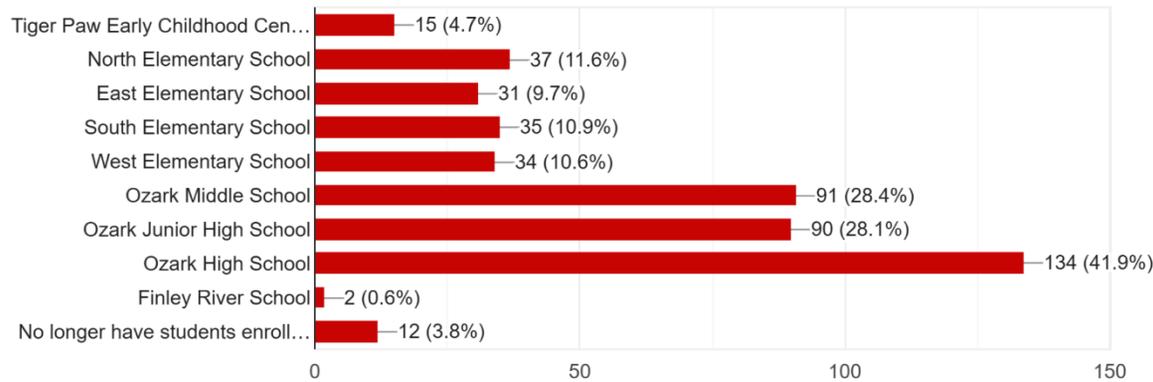


## Parent Survey

Many of the members of the Strategic Planning Team and Steering Team are also parents of children in the Ozark School District. Their perspective as parents fills a vital role in shaping the goals for the coming years. In order to reach as many parents as possible, a survey was also sent to parents to solicit their feedback throughout the Strategic Planning process. Over 300 parents participated in the survey and were also asked to share their thoughts on the Key Pillars of Academic Excellence, Connections, Operational Efficiency, and Leadership and Governance. Parents from each attendance area participated in the survey.

My child attends the following school(s)...

320 responses



Many of the comments shared by parents reflected a good experience and praise for the school district. Many comments indicated strong support for real world learning, early childhood education, and the opportunities for academic growth at all levels. Parents highlighted the commitment and dedication of educators across grade levels. Favorable comments were also shared regarding their appreciation and trust in school staff and the visible presence of School Resource Officers (SRO). Parents emphasized the need for improved pay and benefits to retain high quality educators, paraprofessionals, and support staff. Concerns were cited with inter-campus travel, addressing bullying instances quickly and consistently, and the need for a standardized means of communication between teachers and parents.



## Success Ready Students

At **Ozark School District**, we take a personalized, competency-based approach to ensure every student develops the knowledge, skills, and character needed to be ready for high school, college, career, and beyond.

Our **Ozark Success Skills** guide this commitment, equipping students with essential life skills that blend social-emotional learning and academics, creating a strong foundation for lifelong success. From early childhood through high school, these skills evolve as students grow, building their capacity to thrive in college, careers, and the community.

We assess student progress through multiple indicators that reflect a well-rounded picture of growth:

- **Student Growth and Achievement**
- **Individual Career & Academic Plan (ICAP)**
- **Market Value Assets**
- **Qualifying Assessments**
- **End of Course Exams**
- **Graduation Rate**

The Success-Ready Students Network (SRSN) supports Missouri public school stakeholders in using a competency-based mind-set to personalize learning in ways that ensure every student has the knowledge, skills and dispositions they need to be high school, college, career and workplace ready.



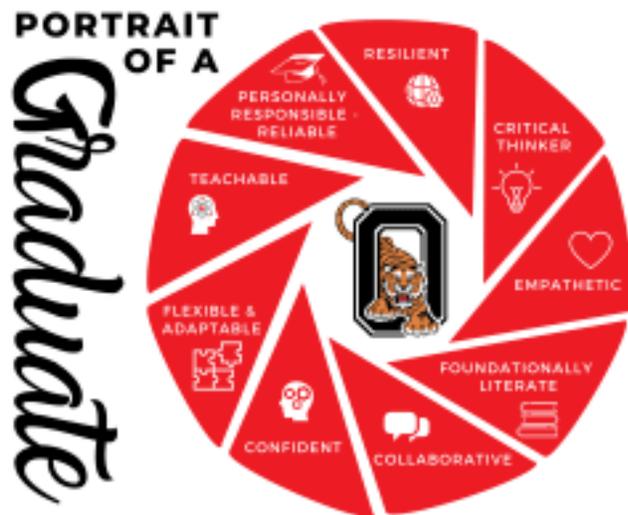


## Portrait of a Graduate

### What describes a successful Ozark graduate?

In 2020, we gathered members of our community and asked what character traits are important for an Ozark graduate. The discussion resulted in nine traits we have embedded within our curriculum to ensure our graduates are prepared for success.

“Portrait of a Graduate is what our community said were the most important dispositions, skills and knowledge that our graduates need to be our next generation of community members. They will be our politicians, our non-profits, our parents — they are Ozark,” said Assistant Superintendent of Learning Dr. Craig Carson. “Portrait of a Graduate allows us to teach social skills that our community has said are important for all students to know.”



### Nine Traits – Portrait of a Graduate

- Critical Thinker
- Empathetic
- Foundationally Literate
- Collaborative
- Confident
- Flexible & Adaptable
- Teachable
- Personally Responsible, Reliable
- Resilient



## CORE BELIEFS – In Ozark We Believe In:

- **PEOPLE FIRST:** Our students, educators, and staff are our greatest assets. Every child is valued, capable, and supported in their journey toward excellence.
- **A CULTURE OF EXCELLENCE:** High expectations, accountability, and self-reflection empower students and staff to achieve their fullest potential.
- **INNOVATIVE LEARNING:** Education should inspire curiosity, foster creativity, and connect students to real-world experiences that ignite passion and purpose.
- **STRONG FOUNDATIONS:** Early childhood education is essential in preparing our youngest learners for lifelong success.
- **FOSTERING CONNECTIONS:** Meaningful relationships among students, educators, families, and the community create a culture of belonging and strengthen learning environments.
- **A SAFE, SUPPORTIVE ENVIRONMENT:** Students and staff thrive in schools where they feel secure, valued, and encouraged.
- **COMMUNITY PARTNERSHIPS:** Collaborating with families, businesses, and the broader community extends learning beyond the classroom, creates a sense of belonging and prepares students for the future.
- **SUCCESS FOR ALL:** Every student has the potential to learn, grow, and achieve personal success through intentional, engaging, and relevant learning experiences.
- **INVOLVEMENT BEYOND THE CLASSROOM:** Providing students with opportunities to develop leadership, teamwork, and discipline through diverse programs that foster personal growth and school spirit.



## OUR MOTTO:

**Excellence Drives Us,  
Tradition Unites Us!**



## **OUR MISSION:**

**Ozark Schools fosters connections, drives innovation, and creates a supportive learning environment where each student can achieve success.**



## **OUR VISION:**

**Our vision is to inspire innovation and excellence in education, empowering every student to reach their highest levels of achievement with confidence. We foster meaningful connections and strong collaboration among students, educators, families, and our broader community to create a safe, supportive and enriching learning environment. Through dedication and shared purpose, we equip students with the knowledge, skills, and character needed for success in life.**



## Key Initiatives & Priority Areas: Ozark School District

High Standards of Excellence and Continuous Improvement

### 1. Academic Excellence

1. Academic growth for every student (data based decisions, best practices, strong curriculum, enrichment)
2. Real-world/authentic learning
  - a. PreK-4, 5-6, 7-8 (scaffold-exposure & exploration)
  - b. Secondary/HS Learning Model (continuous improvement of Academies and instructional practices 9-12)
  - c. CTE/CC/IRC/RYA
  - d. Business partnerships
3. Early Childhood Programming
4. Academic and behavioral interventions

### 2. Connections

Community & Communication

1. Quality relationships-caring school community, collaborative culture
2. Public relations (parent education, engagement, and community support)
3. Communication planning, internal and external structures, consistency of messaging

### 3. Operational Efficiency

1. Safety infrastructure and preparedness (training/infrastructure, transportation services)
2. Staffing analysis in alignment with MSIP 6, district goals
3. Facility Planning (short and long range planning to include capacity study, maintenance rotations, modernization, campus improvements/repurposing, new construction, etc. )

### 4. Leadership & Governance

1. Attract and retain quality staff, competitiveness
2. Teamwork (culture of support, unity)
3. Fiscal responsibility, alignment, planning, engagement
4. Implementation and monitoring of the CSIP, systems alignment
5. Professional development opportunities for all staff as aligned to goals of the district



## Key Pillar 1: Academic Excellence

### Priority Area 1.1: Academic Growth for Every Student

- Goal 1.1.A.** Elevate academic rigor to ensure that students are challenged to reach higher levels of thinking, while also providing clarity so they know how to improve and advance to the next level as measured by at least 75% of students achieving mastery of the District's assessed Mathematics priority standards in grades PK-12, at least 75% mastery in reading/writing (ELA) in grades PK-7, 85% mastery of assessed ELA priority standards in grades 7-12, at least 75% mastery in science in grades PK - 12, at least 75% mastery in social studies in grades PK - 12, and 75% mastery in non-core classes in grades PK - 12.
- Goal 1.1.B.** Teachers should consistently utilize data to inform instructional decisions, targeting student needs, and adjusting strategies accordingly.

### Priority Area 1.2: Real-World/Authentic Learning

- Goal 1.2.A.** Create a vertically aligned PK-12 Real World Learning (RWL) plan that ensures students explore (PK-4), engage (5-8), and immerse (9-12) in career and community learning experiences.
- Goal 1.2.B.** By the end of 2027-28, 80% of business and community partners surveyed will report Strongly Agree/Agree that the Ozark School District creates and maintains collaborative opportunities and relationships with local industry and community partners to create or maintain well-rounded educational opportunities for students and educators.
- Goal 1.2.C.** All teachers will participate in professional development sessions focused on designing and implementing RWL activities.
- Goal 1.2.D.** The district will adopt and promote a common RWL vocabulary (academies, career clusters, pathways, community partnerships) using best practices, including resources from the Success Ready Student Network and Kauffman Foundation.



## Key Pillar 1: Academic Excellence *cont.*

### Priority Area 1.3: Early Childhood Programming

- Goal 1.3.A.** Kindergarten Readiness- By the end of 2029-2030, Tiger Paw students transitioning to kindergarten will show mastery of the priority standards (general education PK students: 85% of standards; early childhood special education students: 50% of standards).
- Goal 1.3.B.** Pathways to Developmentally Appropriate Practices -By the end of the 2029–2030 school year, Ozark School District will ensure that 100% of early childhood PK-K classrooms implement developmentally appropriate learning opportunities.
- Goal 1.3.C.** By the end of the 2029-2030 school year, Ozark School District will expand access to high-quality early childhood education by increasing the number of students served.

### Priority Area 1.4: Academic and Behavioral Interventions

- Goal 1.4.A.** Develop internal instructional capacity by establishing model classrooms and cultivating teacher capacity focused on Response to Intervention and evidence-based intervention strategies through mentorship.
- Goal 1.4.B.** Create and implement a vertically aligned intervention framework to ensure consistent practices and equitable access to academic and behavioral interventionists across the district by May 2030.
- Goal 1.4.C.** All schools will have access to evidence-based, tiered instructional resources across all core content areas.



## **Key Pillar 2: Connections – Community and Communication**

### **Priority Area 2.1: Quality Relationships**

- Goal 2.1.A.** Ozark Schools will foster learning environments that value the worth and potential of all staff by promoting shared leadership, collaborations, and onboarding as evidenced by our climate and culture survey data.
- Goal 2.1.B.** Ozark Schools will encourage a supportive and inclusive learning environment by actively promoting positive interactions among students, encouraging open communication, and creating opportunities for collaboration, with the goal of strengthening peer relationships and building a sense of community within the school as evidenced by our climate and culture survey data.
- Goal 2.1.C.** Parent engagement committees district wide will be established to ensure academic understanding, student outcomes, and parent involvement as evidenced by our climate and culture survey data.

### **Priority Area 2.2: Public Relations**

- Goal 2.2.A. Regular Recognition Across All Buildings:** A cohesive, districtwide recognition initiative in which each school building regularly honors at least one student and one staff member. This program will represent all departments and grade levels, consistently promoting a positive and supportive culture among students, staff, and families.
- Goal 2.2.B. Community Partner Campaign "Community Connections":** Create a program that facilitates and supports the collaboration of Ozark businesses and all school buildings. This program will magnify the opportunities between our District and our thriving business community.

### **Priority Area 2.3: Communication Planning**

- Goal 2.3.A. Comprehensive Approach to Effective Communication:** Develop a plan to foster a comprehensive culture of communication between parents, staff and students. This plan is not limited to only classroom communication, this will be a top-down approach to unify all communication between staff, parents, students and community.



## Key Pillar 2: Connections – Community and Communication cont.

### Priority Area 2.3: Communication Planning cont.

**Goal 2.3.B. Internal Communication Expectations Guide:** An Internal & external district wide campaign will be created that informs families, students and staff on how to effectively communicate and use school resources and platforms which will reinforce the partnerships needed to effectively educate our Ozark students.





## Key Pillar 3: Operational Efficiency

### Priority Area 3.1: Safety Infrastructure and Preparedness

- Goal 3.1.A. Safety & Infrastructure:** The district will improve campus safety by redesigning campus traffic flow with reported congestion, securing all inter-campus travel paths, and reducing student travel-related incidents.
- Goal 3.1.B. Facilities:** The district will assess major quality disparities between new and aging facilities.
- Goal 3.1.C. Transportation:** Evaluate the district's transportation fleet to identify buses over 15 years old or high mileage, and prioritize them for replacement based on safety, efficiency, and cost-effectiveness.

### Priority Area 3.2: Staffing Analysis

- Goal 3.2.A.** The district will create systems for greater transparency, examination of current realities, and programs and procedures to retain, hire, and prioritize needs based on vision, mission, and goals.
- Goal 3.2.B.** Conduct a staffing analysis by grade level, course, and school building to determine current realities within the district, specifically as they pertain to meeting Missouri Department of Elementary and Secondary Education (DESE) standards—from the recommended to the desirable—for class sizes.

### Priority Area 3.3: Facility Planning

- Goal 3.3.A.** Analyze and develop a plan for all existing and future playgrounds within the district to ensure they are safe, inclusive, and fully accessible. Each playground will include ADA-compliant components and sensory-rich features that promote equitable play opportunities for children of all abilities.
- Goal 3.3.B.** Implement solar energy systems on at least one additional campus by 2030, with plans to expand district-wide. This will result in the reduction of energy consumption and an increase in the amount of energy gained through renewable resources.



## Key Pillar 3: Operational Efficiency *cont.*

### Priority Area 3.3: Facility Planning *cont.*

- Goal 3.3.C.** Engage students, staff, and families in energy efficiency and sustainability practices through education, hands-on activities, and community involvement.
- Goal 3.3.D.** Identify opportunities to reduce energy consumption through equipment upgrades and improved staff and student behaviors, with a special focus on classroom technology use.
- Goal 3.3.E.** Expand and enhance the Facility Walkthrough Process by establishing collaborative building teams, working alongside building principals, to assess areas of strength and identify areas for improvement in school facilities, fostering a culture of continuous improvement and student-centered environments.





## Key Pillar 4: Leadership and Governance

### Priority Area 4.1: Attract and Retain Quality Staff

- Goal 4.1.A.** District will enhance its culture as evidenced by 85% retention rate and a District average of 4/5 on the staff culture survey.
- Goal 4.1.B.** Attract and retain highly qualified staff by offering a competitive compensation and benefit package that is aligned to similar, top tiered, districts in the area.
- Goal 4.1.C.** Attract and retain a talented, highly qualified workforce, both certified and classified.

### Priority Area 4.2: Teamwork, Culture of Support, Unity

- Goal 4.2.A.** Foster a culture of teamwork and unity among the Board of Education, district administration, and staff to strengthen communication, governance, and execution of school initiatives in alignment with the district's strategic vision and community values.

### Priority Area 4.3: Fiscal Responsibility

- Goal 4.3.A.** By the end of 2025-2026, Ozark School District will maintain a reserve ratio (fund 1 & 2) between 20% and 30% as reported on the ASBR.
- Goal 4.3.B.** By the end of 2025-2026 the Business Services Department will improve transparency through increased communication and in-person meetings regarding the budgeting process, evidenced by acknowledgement through the rounding process (Ozark LEADS).

### Priority Area 4.4: Implementation and Monitoring of the CSIP

- Goal 4.4.A.** The Board of Education and school community will establish ownership over the shared vision, mission, and goals through awareness of, monitoring, and updating the Comprehensive School Improvement Plan.



## Key Pillar 4: Leadership and Governance *cont.*

### Priority Area 4.5: Professional Development and Training

- Goal 4.5.A.** Enhance the effectiveness of Professional Learning (PL) by ensuring it is job-embedded, relevant, and leads to measurable improvements in instructional practices.
- Goal 4.5.B.** All teachers will participate in professional development sessions focused on designing and implementing RWL activities.
- Goal 4.5.C.** Early Childhood teachers and staff will participate in evidence based professional development.
- Goal 4.5.D.** Teachers will receive appropriate professional development on academic and behavior interventions and the RTI process.
- Goal 4.5.E.** Ensure all staff complete regular and required training on communication platforms to enhance effective and consistent district-wide communication.
- Goal 4.5.F.** Ensure all staff receive annual safety and emergency response training to promote a safe, prepared, and responsive school environment.
- Goal 4.5.G.** Opportunities to engage in professional development on energy sustainability will be provided.
- Goal 4.5.H.** Develop an ongoing professional development plan for support staff.
- Goal 4.5.I.** Determine professional development schedule in alignment with work calendars for support staff professional development.
- Goal 4.5.J.** Develop meaningful professional development to attract and retain quality staff.
- Goal 4.5.K.** Ensure staff receive training on proper financial procedures.



## ACTION PLANS

### KEY PILLAR 1: ACADEMIC EXCELLENCE

**PRIORITY AREA: 1.1** Academic growth for every student (data-based decisions, best practices, strong curriculum, professional development, intervention and extension).

**Goal 1.1.A.** Elevate academic rigor to ensure that students are challenged to reach higher levels of thinking, while also providing clarity so they know how to improve and advance to the next level as measured by:

- 75% of students achieving mastery of the district's assessed Mathematics priority standards in grades PK-12
- 75% mastery in reading/writing (ELA) in grades PK-7
- 85% mastery of assessed ELA priority standards in grades 7-12
- 75% mastery in science in grades PK - 12
- 75% mastery in social studies in grades PK - 12
- 75% mastery in non-core classes in grades PK - 12.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.1.A.a. Promote student clarity through clear learning targets and success criteria by daily posting and referring to learning targets and success criteria, ensuring students understand what success looks like and how to achieve it.	Building Administration  Teacher Teams  Instructional Coaches	Walkthrough Data, PLC Agendas	District Budget	Fall 2025	Spring 2028
1.1.A.b. Promote student clarity through clear learning targets and success criteria by developing and utilizing student-friendly proficiency scales to increase visibility and clarity on expectations.	Assistant Superintendent of Learning	Walkthrough data, PLC Agendas	District Budget  District Curriculum Budget	Fall 2026	Spring 2028



<p>1.1.A.b. <i>cont.</i> Promote student clarity through clear learning targets and success criteria by developing and utilizing student-friendly proficiency scales to increase visibility and clarity on expectations.</p>	<p>Executive Director of Secondary Learning Executive Director of Elementary Learning</p> <p>Building Administration</p> <p>Instructional Coaches</p> <p>Teacher Teams</p>				
<p>1.1.A.c. Align curriculum, instruction, and assessment to foster rigor and clarity to ensure that curriculum and instructional strategies meet grade-level expectations, emphasizing critical thinking, application, and transfer.</p>	<p>Executive Director of Secondary Learning</p> <p>Executive Director of Elementary Learning</p> <p>Building Administration</p> <p>Instructional Coaches</p> <p>Teacher Teams</p>	<p>Faculty Meeting Agendas, PLC Team Agendas, Curriculum Implementation Calendar</p>	<p>District Budget</p> <p>District Curriculum Budget</p>	<p>Fall 2026</p>	<p>Spring 2028</p>



**Goal 1.1.B.** Teachers consistently utilize data to inform instructional decisions, targeting student needs, and adjusting strategies accordingly.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.1.B.a. Embed data-driven instruction in professional learning committee (PLC) practices by standardizing PLC agendas to include data analysis and instructional adjustments based on student performance and proficiency levels.	Executive Director of Secondary Learning Executive Director of Elementary Learning Building Administration Instructional Coaches Teacher Teams	PLC (Data) Teams Agendas, Student Data	District Budget  Federal Funds Budget (Title I, IIA)	Fall 2026	Spring 2028
1.1.B.b. Embed data-driven instruction in PLC practices by using formative, summative and other types of student data to inform flexible groupings and differentiation.	Executive Director of Secondary Learning Executive Director of Elementary Learning Building Administration Instructional Coaches Teacher Teams	PLC (Data) Teams Agendas, Student Data: Formative (exit tickets, intervention data, anecdotal notes...), Summative Data	District Budget  Federal Funds Budget (Title I, IIA)	Fall 2026	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>1.1.B.c. Observe data-driven instruction through regular walkthroughs, team meetings, peer learning walks, and school-wide communication to recognize, celebrate, and share teacher use of data to adjust instruction.</p>	<p>Assistant Superintendent of Learning            Executive Director of Secondary Learning            Executive Director of Elementary Learning            Building Administration            Instructional Coaches            Teacher Teams</p>	<p>Walkthrough data, Faculty Meeting Agendas, Team PLC Agendas, Staff Newsletters &amp; social media</p>	<p>District Budget            District Substitute Budget</p>	<p>Fall 2026</p>	<p>Spring 2028</p>



## KEY PILLAR 1: ACADEMIC EXCELLENCE

### PRIORITY AREA: 1.2 Real World Learning

**Goal 1.2.A.** Create a vertically aligned PK-12 Real World Learning (RWL) plan that ensures students explore (PK-4), engage (5-8), and immerse (9-12) in career and community learning experiences.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<b>1.2.A.a.</b> Create a PK-12 implementation team to guide and monitor the work of RWL across the school district.	Superintendent	Implementation team established with representation from each grade and key departments	N/A	Fall 2025	Fall 2025
<b>1.2.A.b.</b> Audit current RWL practices across grade levels to identify overlaps and gaps.	Superintendent  District Implementation Team	Completion of a districtwide RWL audit tool or inventory, disaggregated by school and grade level  Documented map of current RWL activities across PK–12 showing where experiences occur and where gaps and redundancies exist	District Budget	Fall 2025	Spring 2026 Review Annually
<b>1.2.A.c.</b> Explore: Introduce students to a broad range of careers and community roles through playful, age-appropriate experiences that emphasize curiosity, creativity, and connection to the real world.	Building Administration  Tiger Paw and Elementary Leadership Teams	Explore Progression Map (Crosswalk)	District Budget  Community and Business Resources	Fall 2026	Spring 2029 Ongoing



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<b>1.2.A.d.</b> Engage: Provide structured opportunities for students to explore career clusters, develop foundational skills, and reflect on their interests through hands-on learning and community connections.	Building Administration  OMS & OJH Leadership Teams	Engage Progression Map (Crosswalk)	District Budget  Community and Business Resources	Fall 2026	Spring 2029 Ongoing
<b>1.2.A.e.</b> Immerse: Ensure students experience authentic, career-aligned learning through internships, client-connected projects, entrepreneurial experiences, and dual-credit coursework aligned with pathways.	Building Administration  OHS Leadership Team	Immerse Progression Map (Crosswalk)	District Budget  Community and Business Resources	Fall 2025	Spring 2029 Ongoing
<b>1.2.A.f.</b> Establish the academy model as the core identity of Ozark High School by implementing intentional culture-building strategies, including structured academy events, integrated school-wide assemblies, and an integrated academy time into the weekly schedule.	Building Administration  OHS Leadership Team	Revised Academy Handbook  Master Schedule with built-in Academy Time  Academy Time Curriculum	District Budget	Fall 2025	Spring 2027
<b>1.2.A.g.</b> Explore additional opportunities to expand RWL in specialized programming. (magnet school/one specialized grade level pulled out to another location, etc.).	Superintendent Asst. Supt. Executive Directors Building Administration Teacher Teams	Completion of a needs assessment or feasibility study regarding specialized RWL programming options  Resource and facility assessments completed for potential specialized RWL sites	N/A	Fall 2028	Spring 2030



**Goal 1.2.B.** By the end of 2027-28, 80% of business and community partners surveyed will report Strongly Agree/Agree that the Ozark School District creates and maintains collaborative opportunities and relationships with local industry and community partners to create or maintain well-rounded educational opportunities for students and educators.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<b>1.2.B.a.</b> Develop onboarding and training materials for partners to clarify expectations and roles, PK-12.	Executive Director of Secondary Learning Executive Director of Elementary Learning Bldg. Admin. Dir. of Academies Communication Department	Completion of comprehensive onboarding materials  Creation of clear role descriptions and expectation documents  Development of training modules or workshops	District Budget  GOCSO RVL Group	Fall 2026	Spring 2028
<b>1.2.B.b.</b> Create a centralized, accessible database of business/community partners, PK-12.	Asst. Supt. of Learning Executive Director of Secondary Learning Executive Director of Elementary Learning Bldg. Admin. Dir. of Academies Communication Department	Completion and launch of the centralized partner database accessible to all relevant staff across PK–12  Number of current business and community partners entered and categorized in the database by sector, service type, and grade-level focus	District Budget  GOCSO RVL Group	Fall 2026	Spring 2028



<p><b>1.2.B.c.</b> Define what partnerships look like at the Explore, Engage, and Immerse Level.</p>	<p>Asst. Supt. of Learning Executive Director of Secondary Learning Executive Director of Elementary Learning Bldg. Admin. Dir. of Academies Teacher Teams</p>	<p>Partner Handbook  Completion of partnership level definitions (Explore, Engage, Immerse) with clear characteristics, examples, and expectations</p>	<p>District Budget  GOCSD RWL Group</p>	<p>Spring 2026</p>	<p>Spring 2028</p>
<p><b>1.2.B.d.</b> Establish capstone projects as integral, pathway-specific culminating experiences across all academies, ensuring they reflect multiple Market Value Assets (MVAs) and include immersive, passion-driven components that align with each academy.</p>	<p>Building Administration (High School) Director of Academies Academy Leadership Team</p>	<p>Revised Academies Handbook  Completed Pathways Charts  Number of academies with developed capstone project frameworks aligned to their specific pathways</p>	<p>District Curriculum Budget</p>	<p>Fall 2025</p>	<p>Spring 2028</p>
<p><b>1.2.B.e.</b> Establish a district-wide teacher externship program that connects educators with local businesses, industries, and community organizations to enhance real-world learning and improve classroom instruction.</p>	<p>Asst. Supt. of Learning Executive Director of Secondary Learning Executive Director of Elementary Learning Director of Academies</p>	<p>Number of teachers participating in externships annually across grade levels and content areas  Number of local businesses, industries, and community organizations engaged as externship hosts  Completion of program guidelines, application processes, and scheduling structures to support externships</p>	<p>District Budget Grants</p>	<p>Spring 2027</p>	<p>Spring 2029</p>



**Goal 1.2.C.** The district will adopt and promote a common RWL vocabulary (academies, career clusters, pathways, community partnerships) using best practices, including resources from the Success Ready Student Network and Kauffman Foundation.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<b>1.2.C.a.</b> Each school will enhance stakeholder understanding and engagement in Real World Learning through cohesive, strategic communication—leveraging visual branding, digital platforms, and regular storytelling to promote a unified vision and highlight academy progress by sharing one RWL project per quarter.	District Administration Building Administration Academy Leadership Team Communications Department & Building Liaisons	Communication Plan  RWL is highlighted monthly across communication platforms	District Budget	Fall 2027	Spring 2030
<b>1.2.C.b.</b> Establish a shared understanding of Market Value Assets (MVAs) among all stakeholders, including their earning and application, through the redesign of the Diploma & MVA recognition and the creation of a comprehensive tracking dashboard for graduate outcomes.	Asst. Supt. of Learning Executive Director of Secondary Learning Academy Leadership Team	OHS College & Career Readiness Dashboard	District Budget  District Curriculum Budget	Fall 2026	Spring 2029
<b>1.2.C.c.</b> Each school will leverage the Portrait of a Graduate as the foundational framework to guide and align all real-world learning experiences, ensuring that every student engages in opportunities that intentionally develop the competencies and attributes outlined in the Portrait.	District Administration Building Administration Counselors Faculty & Staff	POG student of the month  Integrated in PBIS initiatives PK-6 PK-6 Grade Card  Goals and curriculum at the secondary level	District Budget  District Curriculum Budget	Fall 2025	Spring 2026



## KEY PILLAR 1: ACADEMIC EXCELLENCE

### PRIORITY AREA: 1.3 Early Childhood Programming

**Goal 1.3.A. - Kindergarten Readiness** - By the end of 2029-2030, Tiger Paw students transitioning to kindergarten will show mastery of the priority standards (general education PK students: 85% of standards; early childhood special education students: 50% of standards).

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.3.A.a. Evaluate the current curriculum and research other DESE-approved early childhood curricula to determine the best fit for reaching our instructional goals and student outcomes.	Asst. Supt. of Learning Executive Director of Elementary Learning Bldg. Admin District Curriculum Committee Tiger Paw Curriculum Committee	Pros/cons surveys, testing periods, pilot the curriculum	District Budget Building Budget District Curriculum Budget	Spring 2026	Spring 2027
1.3.A.b. Vertical collaboration between Tiger Paw, Kindergarten, and 1st grade to transition students from pre-k to kindergarten with updated information on expectations of kindergarten.	Building Administration Teacher Team	Agenda and notes from meeting	N/A	Fall 2025	Spring 2027
1.3.A.c. Conduct a staffing analysis to determine alignment with programming goals.	Dist. Admin Bldg. Admin	Student data, students served, teacher surveys	District Budget	Spring 2026	Spring 2027 Ongoing



**Goal 1.3.B. Pathways to Developmentally Appropriate Practices** - By the end of the 2029–2030 school year, Ozark School District will ensure that 100% of early childhood PK-K classrooms implement developmentally appropriate learning opportunities.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.3.B.a. Students will have opportunities to engage in play-based learning daily in PK and Kindergarten classrooms.	Building Administration  Instructional Coaches  Teachers	Daily and Master schedule, Observations	Building Budget	Fall 2025	Fall 2027
1.3.B.b. Students in Kindergarten will have at least 60 minutes of gross motor movement per day. (based on recommendations from CDC, AHA, SHAPE America for 3–5-year-olds).	Building Administration  Teachers PE teachers	Daily and master schedule, Observations	N/A	Fall 2027	Fall of 2028
1.3.B.c. All elementary students will have access to developmentally appropriate Physical Education instruction, including adaptive physical education.	District Administrators  Building Administrators  Teachers	An APE teacher for elementary levels  Percentage of students receiving APE instruction	District Budget	Fall 2027	Fall 2030



**Goal 1.3.C.** By the end of the 2029-2030 school year, Ozark School District will expand access to high-quality early childhood education by increasing the number of students served.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.3.C.a. Investigate community interest in part-time programming for regular education preschool.	Building Administration	Parent Survey, Fewer students waiting list	N/A	Fall 2025	Fall 2026
1.3.C.b. Explore early childcare programming facilities as growth occurs and needs necessitate more space as well as ways to service employee parents and teen mothers.	District Administration Building Administration	Completion of a comprehensive needs assessment	District Budget	Fall 2026	Spring 2028
1.3.C.c. Increase the quality of early childhood education through vertical collaboration opportunities between PK, K, 1 classroom teachers with peer observations vertically and horizontally.	District Administration Building Administration	Student outcomes, Number of classroom observations	Building Budget	Fall 2026	Spring 2028



## KEY PILLAR 1: ACADEMIC EXCELLENCE

### PRIORITY AREA: 1.4 Academic and Behavioral Interventions

**Goal 1.4.A.** Develop internal instructional capacity by establishing model classrooms and cultivating teacher capacity focused on Response to Intervention and evidence-based intervention strategies through mentorship.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.4.A.a. Establish a process of peer observation with building administration to create alignment within and across grade levels, content areas, and school sites.	Executive Director of Student Services  Building Administration  Teacher Teams	Staff survey reflects opportunity for observation  Percentage of staff completing observations	N/A	Fall 2025	Spring 2026
1.4.A.b. Facilitate site visits to observe intervention practices in settings across the district and other districts.	Executive Director of Student Services  Building Administration	Staff survey reflects opportunity for observation  Percentage of staff completing observations	District Budget	Spring 2026	Spring 2027
1.4.A.c. Implement structured peer observation protocols for each building.	Executive Director of Student Services  Building Administration	Staff survey reflects opportunity for observation  Percentage of staff completing observations	District Budget	Fall 2026	Spring 2027



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.4.A.d. Conduct a district-wide audit of Response to Intervention (RTI) practices based on DESE’s RTI/MTSS (Multi-Tiered Systems of Support) guidelines to ensure alignment and effectiveness.	Executive Director of Student Services Building Admin Interventionist	Audit report with findings and recommendations  Identified professional development needs	DESE RTI/MTSS guidelines	Fall 2026	Spring 2027

**Goal 1.4.B.** Create and implement a vertically aligned intervention framework to ensure consistent practices and equitable access to academic and behavioral interventionists across the district by May 2030.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.4.B.a. Develop a unified PK-12 intervention process and procedures manual that includes a data tracking system to ensure seamless transition across buildings and collaboration protocols for RTI teams.	Executive Director of Student Services	The use of Unified Insights to show movement of students through the Tiers of MTSS and referrals to Special Education	District Budget	Spring 2027	Spring 2028
1.4.B.b. Integrate RTI practices into structured instructional block time or designated intervention time.	Executive Directors of Student Services  Building Administration	Building schedules will show flexibility allowing for RTI time within the class or school day	No Cost	Fall 2027	Spring 2030



**Goal 1.4.C.** All schools will have access to evidence-based, tiered instructional resources across all core content areas.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.4.C.a. Conduct an audit of all resource materials available for tiered instruction and devise a plan to ensure availability of both academic and behavioral tools that support the whole child.	Executive Director of Student Services Executive Director of Secondary Learning Executive Director of Elementary Learning Instructional Coach	100% of instructional and intervention resources for tiered academic and behavioral support will be inventoried and evaluated for effectiveness and alignment	N/A	Fall 2026	Spring 2027
1.4.C.b. Create a committee to investigate possible evidence-based resources through research and other school districts.	Executive Director of Student Services Executive Director of Secondary Learning Executive Director of Elementary Learning Building Admin Instructional Coach	Submission of findings and recommendations with an increase in inventory and student outcomes in areas of resource development	District Professional Development Budget	Spring 2027	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
1.4.C.c. Identify and evaluate diagnostic decision-making tools that enable teachers to accurately match specific areas of student deficiency with appropriate instructional strategies.	Executive Director of Student Services	Implementation of a diagnostic decision-making tool  NEE Observations	N/A	Fall 2026	Spring 2027





## KEY PILLAR 2: COMMUNITY AND COMMUNICATIONS

### PRIORITY AREA: 2.1 Quality Relationships - Caring School Community and Culture of Collaboration

**Goal 2.1.A.** Ozark Schools will foster learning environments that value the worth and potential of all staff by promoting shared leadership, collaborations, and onboarding as evidenced by our climate and culture survey data. *(identify your baseline data and the desired growth measurement).*

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.1.A.a. The district will increase staff participation in site/department leadership teams, action teams, and district-wide committees by implementing rotational basis (subject specific), promoting opportunities quarterly through multiple communication channels to support staff involvement.	District Administration  Building Administration	Staff feedback surveys on awareness, accessibility, and value of leadership opportunities  Percentage increase in staff participation in site/department teams and district committees compared to the previous year  Number of staff members serving on at least one team or committee during the year.	Building Budget  District Salary/Stipend Budget  District Substitute Budget	Spring 2026	Spring 2029
2.1.A.b. To promote a positive and collaborative school culture, teachers will be encouraged to participate in at least one school-based committee—such as student engagement, equity, wellness, PBIS, or staff morale—based on their interests and strengths. Participation will support shared leadership, improve communication, and foster a unified school environment.	District Administration  Building Administration	Staff climate/culture survey results  Percentage of teaching staff participating in at least one committee	Building Budget	Fall 2026	Spring 2030



**Goal 2.1.B.** Ozark Schools will encourage a supportive and inclusive learning environment by actively promoting positive interactions among students, encouraging open communication, and creating opportunities for collaboration, with the goal of strengthening peer relationships and building a sense of community within the school as evidenced by our climate and culture survey data. *(identify your baseline data and the desired growth measurement).*

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.1.B.a. The district will continue to add student mentoring programs and encourage positive peer relationships.	District Administration  Building Administration	Annual Climate and Culture Survey  Number of new mentoring programs launched districtwide or by school level (elementary, middle, high)  Total number of students participating in mentoring programs (as mentors and mentees)	Building Budget	Fall 2026	Spring 2030
2.1.B.b. Students are in the driver's seat of their own learning through active engagement and maintaining regular school attendance.	Building Administration	Each building will follow the attendance pyramid of interventions.  90/90 report  Chronic absenteeism rate monitoring  Overall attendance rate by school, grade level, and subgroup	Building Budget	Fall 2025	Spring 2027



**Goal 2.1.C.** Parent engagement committees district wide will be established to ensure academic understanding, student outcomes, and parent involvement as evidenced by our climate and culture survey data. *(identify your baseline data and the desired growth measurement).*

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.1.C.a. Each building will have a parent engagement committee.	Building Administration  Booster Clubs  PTA	Number and percentage of buildings with an active parent engagement committee established  Number of parent participants per building committee	Building Budget  PTA Budget  Booster Budget	August 2026	June 2028
2.1.C.b. Each parent engagement committee will provide opportunities for education on academic understanding.	Building Administration  Booster Clubs PTA	Parent feedback surveys  Number of academic education events or sessions hosted by each parent engagement committee	Building Budget  PTA Budget  Booster Budget	Fall 2026	Spring 2028
2.1.C.c. Each parent engagement committee will provide education on parent involvement activities such as: transparency of curriculum and academic standards, parenting and child development skills.	Building Administration, Booster Clubs PTA	Parent feedback surveys on the clarity, relevance, and value of the education provided  Number of parent education events	Building Budget  PTA Budget  Booster Budget	Fall 2026	Spring 2028



## KEY PILLAR 2: COMMUNITY AND COMMUNICATIONS

### PRIORITY AREA: 2.2 Public Relations

**Goal 2.2.A. - Regular Recognition Across All Buildings:** Develop a cohesive, districtwide recognition initiative in which each school building regularly honors at least one student and one staff member. This program will represent all departments and grade levels, consistently promoting a positive and supportive culture among students, staff, and families.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.2.A.a. Teacher Proud Tuesday at EACH Building.	Building Administration Communication Department	Quantity - One per month per building/ Certified  One per month per building/Non-Certified	District Funding	Fall 2025	Spring 2026
2.2.A.b. Building Staff “Team” highlights.	Communication Department  Communication Coordinators	One team per month per building	District Funding Community Sponsors	Fall 2026	Spring 2027
2.2.A.c. Tiger “Staff” Shout Outs.	Communication Department	Number of shout outs per building, Staff feedback surveys	District Funding Community Sponsors	Fall 2026	Spring 2027



**Goal 2.2.B. Community Partner Campaign "Community Connections"** Develop a program that facilitates and supports the collaboration of Ozark businesses and all school buildings. This program will magnify the opportunities between our District and our thriving business community.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.2.B.a. Walk & Talks with Community/ Business Partners.	Communication Department Superintendent	1 Per Semester (Year 1) 2 Per Semester (Year 2)	District Budget	Spring 2026	Spring 2028
2.2.B.b. Intentional Involvement with Community Regarding School Initiatives.	Communication Department Superintendent	1 Per Semester (Year 1) 2 Per Semester (Year 2)	District Budget	Spring 2026	Spring 2028
2.2.B.c. Re-establish an Adopt-A-Class Program.	Communication Department	Number of classrooms adopted  Frequency of interactions per classroom  Student Engagement Survey	District Budget Community Sponsors	Fall 2026	Spring 2027
2.2.B.d. Business Bank - List of willing businesses who want to partner and get more involved in Ozark Schools.	Communications Director of Academies	Growth of Participating Businesses  Number of businesses enrolled in the Business Bank  Number of new business partnerships added quarterly or annually  Number of partnership types offered, such as internships, guest speaking, mentorship, sponsorship, or donations	District Funding	Spring 2026	Fall 2029



2.2.B.d. <i>cont.</i> Business Bank List of willing businesses who want to partner and get more involved in Ozark Schools.		Participation rate of listed businesses in at least one school event, program, or initiative			
2.2.B.e. Realtor/Chamber Connection Campaign.	Communication Department	1-2 New Features Annually	District Budget	Fall 2026	Spring 2028
2.2.B.f. Enhance District Website Navigation to Better Engage and Attract New Families.	Communication Department	1-2 New Features Annually	District Budget	Fall 2027	Spring 2030



## KEY PILLAR 2: COMMUNITY AND COMMUNICATIONS

### PRIORITY AREA: 2.3 Communication Planning

**Goal 2.3.A. Comprehensive Approach to Effective Communication** Develop a plan to foster a comprehensive culture of communication between parents, staff and students. This plan is not limited to only classroom communication, this will be an all-inclusive approach to unify all communication between staff, parents, students and community.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.3.A.a. To provide families with opportunities to understand the transitional process between buildings. Explore parent orientation to help bridge the gap.	District Administration Building Administration Communication Department	Staff and parent survey results Number of transition-related events or orientation sessions offered per school year Parent attendance rate at orientation or transition events	District Budget	Fall 2026	Spring 2027
2.3.A.b. Create "Who Do I Ask" for parents.	Communication Department	Staff and parent survey results Completion and publication of the "Who Do I Ask" resource on the district and/or building websites	District Budget	Fall 2026	Spring 2027
2.3.A.c. "Springboard" Guides that help support positivity and consistency.	Communication Department	Staff and parent survey results Number of Springboard Guides developed and distributed per semester or school year Percentage of buildings or departments that utilize the guides	District Budget	Spring 2027	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
2.3.A.d. Clear expectations from district and building leaders on (who, what, when, why, where) communication.	District Administration  Communication Department	Staff Surveys  Completion and distribution of a district-wide communication expectations guide	District Budget	Fall 2026	Fall 2027
2.3.A.e. Create communication expectations for staff guide that includes social media rules and best practice.	Communication Department	Survey on confidence levels of use of social media  Completion and distribution of the communication expectations guide to 100% of staff  Number of professional development or orientation sessions that include training on the guide	District Budget  Training Materials	Fall 2026	Fall 2027



**Goal 2.3.B. Communication Tool Awareness Campaign (Parents)** An Internal & external district wide campaign will be created that informs families, students and staff on how to effectively communicate and use school resources and platforms which will reinforce the partnerships needed to effectively educate our Ozark students.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<b>2.3.B.a.</b> Create an educational campaign around how to better engage with the Ozark School District.	Communication Department	Parent Surveys	District Funding Campaign Materials	Spring 2025	Spring 2027
<b>2.3.B.b.</b> Create parent informational/training videos on classroom and district communication.	Communication Department	Parent Surveys Number of video views	District Funding	Spring 2025	Spring 2027



## KEY PILLAR 3 OPERATIONAL EFFICIENCY

### PRIORITY AREA: 3.1 Safety Infrastructure and Preparedness (Buildings & Transportation)

**Goal 3.1.A. Safety & Infrastructure** The district will improve campus safety by redesigning campus traffic flow with reported congestion, securing all inter-campus travel paths, and reducing student travel-related incidents.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.1.A.a. Traffic Flow Improvements - Assess and redesign arrival/dismissal traffic plans with civil engineering partners. Implement signage, barriers, and traffic staff to improve flow and pedestrian safety.	Executive Director of Operations  Director of School Police  Director of Transportation  Building Administration	Identify immediate areas of concern and implement solutions such as signage, flow of traffic, etc.	District Budget  Outside source for a traffic study, materials	Fall 2026	Spring 2028
3.1.A.b. Inter-Campus Travel Safety - Map all student inter-campus travel and implement supervised transit or designated walking paths. Provide safe passage plans, including lighting and security features.	Executive Director of Operations  Director of School Police  Director of Transportation  Building Administration	Identify the area for crosswalks at OIC and HS campuses	District Budget	Fall 2026	Spring 2028



**Goal 3.1.B. Facilities** The district will assess major quality disparities between new and aging facilities.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.1.B.a. Facilities Equity Audit - Assess all facilities to identify gaps in infrastructure, accessibility, and instructional quality. Ensure safety measures and provide secure entrances district-wide.	District Administration  Executive Director of Operations  Building Administration	100% of district facilities are formally assessed using a standardized rubric  Accessibility audits are conducted in all buildings  Instructional spaces are evaluated for quality  Secure entrance standards are defined	District Budget  Bond Campaign	Fall 2025	Spring 2028
3.1.B.b. Capital Improvement Plan - Prioritize upgrades based on audit data, with dedicated funding for under-resourced areas. Ensure safety measures are addressed. Ensure ADA compliance and equitable access.	District Administration  Executive Director of Operations  Building Administration	Facilities Improvement Document	District Budget  Bond Campaign	Fall 2026	Spring 2030



**Goal 3.1.C. Transportation** Evaluate the district’s transportation fleet to identify buses over 15 years old or high mileage, and prioritize them for replacement based on safety, efficiency, and cost-effectiveness.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.1.C.a. Fleet Audit & Replacement Plan - Audit all buses for age, condition, and safety compliance.	Executive Director of Operations  Director of Transportation	Prioritize the replacement schedule	District Budget  Grants	Fall 2025	Spring 2026





**Goal 3.1.D.** Ensure all district personnel are trained, equipped, and supported to respond effectively in emergency situations by providing annual training, conducting regular emergency drills, and systematically reviewing and updating Emergency Operating Plans (EOPs) and drill procedures.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>3.1.D.a. Review Emergency Operating Plans - Conduct an annual review of each building’s Emergency Operating Plan, including input from administrators, first responders, and key district personnel. Updates should reflect new threats, changes in building layout or occupancy, and feedback from prior drills or incidents.</p>	<p>Executive Director of Operations</p>	<p>100% of school buildings complete annual EOP review and update</p> <p>Documentation of collaboration with emergency response partners</p> <p>Staff Survey indicating 90%+ awareness of updated protocols</p>	<p>District Funding</p> <p>Partnership with local emergency services</p>	<p>Fall 2025</p>	<p>Spring 2027</p>
<p>3.1.D.b. Review All Emergency Drills - Systematically review the outcomes and execution of all emergency drills (fire, lockdown, tornado, evacuation, etc.) conducted throughout the year. The review process will identify strengths, gaps, and opportunities for improved safety practices. Feedback will be gathered from staff, students, and local emergency partners to enhance drill procedures and training.</p>	<p>Executive Director of Operations</p>	<p>100% of required drills completed on schedule in each building</p> <p>Drill reports submitted and reviewed within two weeks of each event</p> <p>At least one debriefing session per semester including administrative and safety staff</p>	<p>N/A</p>	<p>Fall 2025</p>	<p>Spring 2026</p>



## KEY PILLAR 3 OPERATIONAL EFFICIENCIES

### PRIORITY AREA: 3.2 Staffing Analysis

**Goal 3.2.A.** The district will create systems for greater transparency, examination of current realities, and programs and procedures to retain, hire, and prioritize needs based on vision, mission, and goals.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.2.A.a. Analyze and align learning goals (Response to Intervention, Professional Learning Communities, and Real-World Learning) to full-time equivalent (FTE) staffing.	Executive Director of Student Services  Building Administration	Student Data	N/A	Fall 2026	Spring 2026
3.2.A.b. Conduct a comprehensive analysis of classified staff positions, comparing them to similar districts and in alignment with Missouri School Improvement Program 6 (MSIP 6) standards.	Executive Director of Operations  Executive Director of Human Resources  Executive Director of Special Education	100% of existing classified staff positions are documented, including roles, responsibilities, pay scales, and FTE allocation  Benchmark at least 5 comparable Missouri districts are analyzed for staffing structure, compensation, and classification	Peer district data. Internal staffing and workload metrics. Operations staff time.	Spring 2026	Fall 2026



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.2.A.c. Create a consistent and transparent form of communication for sharing staff analysis information; update and distribute this information annually.	Executive Director of Human Resources  Communication Department	Information is publicly accessible and updated annually  Staff and community reports improved understanding of staffing decisions via surveys or feedback	Communication platforms (website, newsletters, board updates)	Spring 2027	Spring 2027

**Goal 3.2.B.** Conduct a staffing analysis by grade level, course, and school building to determine current realities within the district, specifically as they pertain to meeting Missouri Department of Elementary and Secondary Education (DESE) standards—from the recommended to the desirable—for class sizes.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.2.B.a. Compare class size data from the Student Information System (SIS) master schedule to actual enrollment as of September count date with a follow-up review at the start of second semester.	Building Administrators  Counseling Staff	Completed class size comparison report twice annually	SIS access Time for data analysis	Fall 2025	Fall 2026



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>3.2.B.b. Conduct a staffing audit to determine whether enrollment and class sizes align with DESE’s MSIP 6 recommendations. Develop a color-coded spreadsheet: Green (desirable standard), Yellow (at standard), and Red (exceeds recommended standard) for each elementary classroom and for each course section at the secondary level.</p>	<p>Executive Director of Human Resources</p> <p>Executive Director of Secondary Learning</p> <p>Executive Director of Elementary Learning</p> <p>Building Administration</p>	<p>Report completed annually</p> <p>Data used in staffing recommendations</p>	<p>Spreadsheet software</p> <p>SIS data</p> <p>Time for analysis</p>	<p>Fall 2025</p>	<p>Spring 2026</p>
<p>3.2.B.c. Based on analysis, develop realistic and appropriate student-to-staff ratio goals for all instructional programs and services. Use this to guide equitable staffing decisions and future FTE requests.</p>	<p>Executive Director of Human Resources</p> <p>Executive Director of Secondary Learning</p> <p>Executive Director of Elementary Learning</p> <p>Building Administration</p>	<p>Established ratio benchmarks by program/level</p> <p>Alignment to future staffing requests</p>	<p>Current Staffing and enrollment data, Benchmarking data, Budget and policy data</p>	<p>Spring 2026</p>	<p>Fall 2026</p>



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.2.B.d. Conduct a staffing audit to determine whether intervention needs (academic and behavioral) are being met at all levels. Identify gaps and propose staffing adjustments or supports.	Executive Director of Student Services  Building Administration	Gap analysis report  Recommendations for improved intervention coverage	RTI staffing data Intervention program information	Fall 2026	Spring 2027





## KEY PILLAR 3: OPERATIONAL EFFICIENCY

### PRIORITY AREA: 3.3 Facility Planning (Long, Short, and Rotational)

**Goal 3.3.A.** Analyze and develop a plan for all existing and future playgrounds within the district to ensure they are safe, inclusive, and fully accessible. Each playground will include ADA-compliant components and sensory-rich features that promote equitable play opportunities for children of all abilities.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.3.A.a. Conduct a Comprehensive Accessibility Audit - Evaluate all existing playgrounds to identify current compliance with ADA standards and pinpoint gaps in accessibility. This includes assessing surfacing, equipment, pathways, signage, and inclusive play features. Engage certified ADA specialists and gather input from community members, especially those with disabilities and caregivers.	Executive Director of Operations	100% of playgrounds audited by December of 2026  Completion of a detailed audit for each playground, outlining specific ADA compliance and recommended improvements by Spring of 2027	District Budget  ADA Consultant	Spring 2026	Spring 2027
3.3.A.b. Analyze Findings and Prioritize Needs - Compile audit data into a detailed report, ranking each playground based on its level of accessibility and urgency of improvements. Identify high-impact areas where upgrades will serve the most users or address significant barriers. Use this analysis to develop a phased improvement schedule.	Executive Director of Operations	Completion of an audit report with a prioritized list of playgrounds based on accessibility gaps and usage needs by Spring 2027	District Budget  ADA Consultant	Spring 2027	Spring 2027



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>3.3.A.c. Finalize Design and Procurement for Priority Projects - For the top-priority sites, finalize playground designs that meet ADA standards and reflect community and user input. Select vendors and equipment through an equitable procurement process that emphasizes inclusive design, safety, and durability. Coordinate with construction teams to align timelines and minimize disruption to school or community activities.</p>	<p>Executive Director of Operations</p>	<p>100% of playground designs finalized and equipment vendors selected within the planned procurement window</p>	<p>District Budget ADA Consultant Bond Campaign</p>	<p>Fall 2027</p>	<p>Spring 2030</p>
<p>3.3.A.d. Construct and Retrofit Playgrounds According to Schedule - Begin construction or retrofitting of playgrounds following the established phased timeline. Monitor projects closely to ensure adherence to design specifications, ADA compliance, and safety standards. Conduct post-construction walkthroughs and obtain stakeholder feedback to ensure the new or upgraded playgrounds meet the intended accessibility and inclusivity goals.</p>	<p>Executive Director of Operations</p>	<p>100% of projects completed on time and within budget  Post-construction ADA accessible audit of all playgrounds</p>	<p>District Funding Bond Campaign</p>	<p>Fall of 2028</p>	<p>Spring 2030</p>



**Goal 3.3.B.** Implement solar energy systems on at least one additional campus by 2030, with plans to expand district-wide. This will result in the reduction of energy consumption and an increase in the amount of energy gained through renewable resources.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.3.B.a. Conduct Solar Site Feasibility Studies - Evaluate all district properties to identify the most suitable location for solar panel installation, considering factors such as roof condition, sun exposure, structural integrity, and energy usage patterns. Partner with solar consultants or engineering firms to assess technical and financial viability.	Executive Director of Operations	100% of district-owned properties assessed for solar feasibility by June 2026, with a detailed report outlining priority sites, estimated costs, and projected energy savings	Outside Consultant  District Funding	Fall 2027	Spring 2028
3.3.B.b. Secure Funding and Partnerships - Pursue a combination of funding sources, including state and federal grants, utility rebates, bond initiatives, and public-private partnerships. Explore Power Purchase Agreements (PPAs) or leasing options to reduce upfront costs and accelerate deployment.	Executive Director of Operations	Obtain funding or financing commitments covering at least 75% of projected solar installation costs for selected sites by 2028, including at least one grant or PPA (Power Purchase Agreement) secured	District Funding Grants  Rebates  Partnerships	Fall 2027	Fall 2028
3.3.B.c. Phase in Installation and Integration - Develop a phased installation plan to add solar systems to selected sites over three years. Coordinate construction during school breaks to minimize disruption, and integrate solar monitoring systems for transparency and educational use in classrooms.	Executive Director of Operations	Solar energy systems fully installed and operational at a minimum of one additional district site by June 2030, with real-time monitoring data integrated into school curriculum and utility bills reflecting reduced grid electricity usage	District Funding Grants  Rebates  Partnerships	Fall 2028	Fall 2030



**Goal 3.3.C.** Engage students, staff, and families in energy efficiency and sustainability practices through education, hands-on activities, and community involvement.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>3.3.C.a. Collaborate with teachers, STEM coordinators, and sustainability experts to create age-appropriate content.</p> <p>Include modules on energy efficiency, renewable energy (like solar), climate science, and conservation.</p> <p>Integrate real-time data from school energy systems if available.</p>	<p>Executive Director of Operations</p> <p>Assistant Superintendent of Learning</p>	<p>Curriculum developed and approved for use in grades K–12 by August of 2027</p>	<p>District Budget</p> <p>District Curriculum Budget</p>	<p>Fall 2027</p>	<p>Spring 2029</p>
<p>3.3.C.b. Gather feedback from students, staff, and families.</p> <p>Track participation, energy savings, and student knowledge gains.</p> <p>Adjust the program and plan for ongoing implementation.</p>	<p>Executive Director of Operations</p> <p>Assistant Superintendent of Learning</p>	<p>Program evaluation report completed by June 2029</p>	<p>District Funding</p>	<p>Fall 2028</p>	<p>Fall 2029</p>



**Goal 3.3.D.** Identify opportunities to reduce energy consumption through equipment upgrades and improved staff and student behaviors, with a special focus on classroom technology use.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>3.3.D.a. Develop or adopt a standardized audit tool to assess: Lighting, HVAC, and plug load efficiency.</p> <p>Classroom technology usage (e.g., smartboards, projectors, computers left on overnight).</p> <p>Teacher and student energy-use behaviors (e.g., thermostat settings, lights left on, additional heaters and lighting).</p>	<p>Executive Director of Operations</p> <p>Executive Director of Finance</p>	<p>Audit tool developed and piloted at one school by October 2026</p>	<p>District Funding</p>	<p>Fall 2027</p>	<p>Spring 2028</p>
<p>3.3.D.b. Schedule and conduct audits in random classrooms and common areas across the district.</p>	<p>Executive Director of Operations</p> <p>Executive Director of Finance</p>	<p>Audit reports include at least three actionable recommendations per school to reduce energy use</p>	<p>District Funding</p>	<p>Spring 2028</p>	<p>Spring of 2030</p>



**Goal 3.3.E.** Expand and enhance the Facility Walkthrough Process by establishing collaborative building teams, working alongside building principals, to assess areas of strength and identify areas for improvement in school facilities, fostering a culture of continuous improvement and student-centered environments.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
3.3.E.a. Form Collaborative Building Teams - Establish a diverse team consisting of school staff, including teachers, custodians, maintenance personnel, and administrators, to conduct regular facility walkthroughs. Ensure each team has clear roles and responsibilities and is aligned with the building principal to focus on assessing key areas such as safety, cleanliness, functionality, and the overall learning environment.	Executive Director of Operations	Successful formation of building teams in 100% of schools within the Ozark School District. Each team should include at least one teacher, one custodian, one maintenance staff member, technology, safety and security and the principal	N/A	Fall 2025	May 2026
3.3.E.b. Develop a Data-Driven Feedback System - Implement a standardized system to collect, analyze, and report feedback from the walkthroughs. This system should allow team members to document strengths and areas for improvement, categorize findings, and work with the principal to develop actionable plans. Ensure that the data is used to prioritize improvements and allocate resources effectively.	Executive Director of Operations	Creation and implementation of a feedback system that captures at least 90% of walkthrough observations, categorizing them into strengths and areas for improvement	N/A	Spring 2026	Spring 2027



## KEY PILLAR 4: LEADERSHIP AND GOVERNANCE

### PRIORITY AREA 4.1 Attract and Retain Quality Staff

**Goal 4.1.A.** District will enhance its culture as evidenced by 85% retention rate and a District average of 4/5 on the staff culture survey.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.1.A.a. Implement a District and Building culture committee to positively impact climate and culture.	Executive Director of Human Resources  Building Leader	Building/Department Staff culture survey data, Quarterly committee meetings	Building/ Department staff culture survey, Fundraiser monies at the building level	Fall 2026	ongoing
4.1.A.b. Enhance community engagement through the development of a community involvement plan for the elementary and secondary levels.	Administrators and Directors	Apprenticeships, Business fairs, Externships	Time, willing business partners	Fall 2026	ongoing
4.1.A.c. Improve internal and external communication by following up and by closing the communication loop.	Administrators and Directors	Surveys, Ozark LEADS Report	Survey and rounding results	Fall 2025	ongoing



**Goal 4.1.B.** Attract and retain highly qualified staff by offering a competitive compensation and benefit package that is aligned to similar, top tiered, districts in the area.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.1.B.a. Strive to position our salary schedule within the top three most competitive in the region through ongoing analysis and improvement.	Superintendent Executive Director of Business Services Executive Director of Human Resources	Salary schedule placement among Districts in the region	District Salary Budget	Fall 2025	Fall 2030
4.1.B.b. Conduct a compensation and benefit analysis utilizing comparison districts of similar size, and within our region.	Executive Director of Business Services Executive Director of Human Resources	Benefit package analysis document	N/A Access to regional district's benefits package information	Fall 2025	Ongoing
4.1.B.c. Collaborate with the communications department to coordinate with local businesses to establish relationships to increase employee access to local wellness discounts and promotions.	Executive Director of Human Resources Benefits Specialist Communications Department	Annual review of local discounts / partnerships	N/A Community Resources	Spring 2026	Ongoing



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.1.B.d. Annually evaluate the feasibility of maternity and paternity leave options including childcare for staff.	Superintendent  Executive Director of Business Services  Executive Director of Human Resources	Annual review of policy and budget	N/A	Fall 2025	Fall 2030
4.1.B.e. Enhance/Establish mentorship programs for all departments.	District Administration  Building Administration	Mentor manuals for all departments	Time, mentorship training, mentorship manual, Instructional Coaches	Fall 2026	Fall 2030



**Goal 4.1.C.** Attract and retain a talented, highly qualified workforce, both certified and classified.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.1.C.a. Develop a communication and advertising plan for recruiting of employees.	Executive Director of Human Resources  Communications Director  Building Administration	Advertising plan document	District Budget  District Communications Budget	Fall 2025	Ongoing
4.1.C.b. Attend and host local hiring fairs.	Executive Director of Human Resources  Human Resource Specialist  Benefit Specialist	Hiring study to track where new hires come from	District Budget  Human Resources Budget	Fall 2025	Ongoing
4.1.C.c. Develop an onboarding plan to include a 90 day check in with new hires.	Executive Director of Human Resources  District Administration  Building Administration	Ozark LEADs for new hires	90 days LEADs Survey	Fall 2025	Fall 2026
4.1.C.d. Conduct exit interviews in conjunction with Ozark LEADs interviews.	Executive Director of Human Resources	Exit interview responses and themes analysis	Exit Interview questions	Fall 2025	Ongoing



## KEY PILLAR 4: LEADERSHIP AND GOVERNANCE

### PRIORITY AREA 4.2 Teamwork, Culture of Support

**Goal 4.2.A.** Foster a culture of teamwork and unity among the Board of Education, district administration, and staff to strengthen communication, governance, and execution of school initiatives in alignment with the district’s strategic vision and community values.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.2.A.a. Pursue statewide recognition for Effective Governance as the Board works towards the Governance Award through the Missouri School Board Association (MSBA) to highlight and reinforce exemplary board leadership and collaborative governance practices.	Board President  Superintendent	<a href="#">Review of Awards Requirement Checklist</a>	N/A	Fall 2025	Spring 2026  April 13, 2026 and annually thereafter
4.2.A.b. Implement a comprehensive onboarding program for newly elected board members to ensure clarity of roles, review of district operations and policies, and collaborative norms. Include orientation sessions with District Office Departments.	Superintendent	Orientation checklist/agenda	N/A	Spring 2026  Each April/May for new board members	Spring 2026  Ongoing
4.2.A.c. Facilitate joint leadership retreats with the Board of Education and District Administration to reflect on strategic priorities and district performance, deepen understanding of each group’s perspectives and roles, build trust and collective ownership of district goals.	Superintendent  Executive Cabinet  Board of Education	Retreat agenda, sign-in sheet, and meeting summary	N/A	Fall 2025	Spring 2026  Three per year



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.2.A.d. Communicate and celebrate progress with updates on teamwork-focused initiatives through internal newsletters, board reports and staff recognition. Highlight examples of collaboration and shared successes across stakeholder groups to reinforce desired culture and behaviors.	Superintendent  Communication Director	Board reports, newsletters	N/A	Fall 2025	Fall 2026  Ongoing





## KEY PILLAR 4: LEADERSHIP AND GOVERNANCE

### PRIORITY AREA: 4.3 Fiscal Responsibility, Alignment, and Planning

**Goal 4.3.A.** - By the end of 2025-2026, Ozark School District will maintain a reserve ratio (fund 1 & 2) between 20% and 30% as reported on the ASBR.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.3.A.a. Develop an annual budget that aligns with the Meritorious Budget Award Criteria.	Executive Director of Business Services	Meritorious Budget Award	District Budget	Fall 2025	Fall 2026 Ongoing
4.3.A.b. Monitor and strengthen internal controls to ensure a clean annual audit.	Executive Director of Business Services  Business Services Team	District Data Dashboard	District Budget	Fall 2025	Fall 2027 Ongoing
4.3.A.c. Ensure fund 4 balances range from 25% – 30% of normal annual expenses to support reserve ratio percentage.	Executive Director of Business Services	District Data Dashboard	District Budget	Fall 2025	Fall 2030 Ongoing
4.3.A.d. Maintain our general obligation bond rating through S&P 500 at A+ or higher.	Executive Director of Business Services  Business Services Team	District Data Dashboard	District Budget	Fall 2025	Fall 2030 Ongoing



**Goal 4.3.B.** - By the end of 2025-2026 the Business Services Department will improve transparency through increased communication and in-person meetings regarding the budgeting process, evidenced by acknowledgement through the rounding process (Ozark LEADS).

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.3.B.a. Create a citizen's guide for budget information that is concise and easily understandable for stakeholders.	Business Services Team	Website Communication	District Budget	Fall 2026	Spring 2027
4.3.B.b. Ensure ongoing stakeholder engagement through building staff meetings with the Executive Director of Business Services.	Executive Director of Business Services	Visit per building	Meeting dates aligned to building calendars	Spring 2026	Fall 2030 Ongoing
4.3.B.c. Effectively communicate financial information to stakeholders.	Business Services Team	Digital Analytics	District Budget	Fall 2025	Spring 2026 Ongoing
4.3.B.d. Design website resources that are easily accessible and available through the district newsletter.	Business Services Team	Website Analytics	District Budget	Spring 2026	Fall 2026



**KEY PILLAR 4: LEADERSHIP AND GOVERNANCE**

**PRIORITY AREA 4.4 CSIP Progress Monitoring and Systems Alignment**

**Goal 4.4.A.** The Board of Education and school community will establish ownership over the shared vision, mission, and goals through awareness of, monitoring, and updating the Comprehensive School Improvement Plan.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.4.A.a. List the Mission/Vision/Core Values on agenda for quick reference at every Board of Education meeting.	Board Secretary	Board Agenda	N/A	Fall 2025	Ongoing
4.4.A.b. Progress update reports to the Board of Education delivered by Executive Cabinet (as applicable) and Champions to monitor performance and goal progress.	Superintendent	Presentation Schedule/Communication Cadence/Scorecard (Quarterly reviews)	N/A	Fall 2025	Ongoing
4.4.A.c. Participation/observation of the strategic actions as applicable - attend meetings, walk-throughs, district promotional activities, positive engagement and teamwork.	Superintendent	Attends scheduled strategic planning meetings and work sessions  Participates in site walk-throughs aligned to strategic goals  Supports or attends district promotional and engagement events	N/A	Fall 2025	Ongoing



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.4.A.d. Three board workshops per year to discuss district-wide business, CSIP progress, and other pertinent business.	Superintendent	Workshop Agenda	N/A	Fall 2025	Ongoing
4.4.A.e. Organize district-wide events, such as “Unity in Education Night” and service projects, where all stakeholder groups interact informally.	Superintendent	Flyers advertising events, sign-in sheets	District Funds Sponsorships	Fall 2026	Spring 2027





## KEY PILLAR 4: LEADERSHIP AND GOVERNANCE

### PRIORITY AREA: 4.5 - Professional Development and Training

**Goal 4.5.A.** Enhance the effectiveness of Professional Learning (PL) by ensuring it is job-embedded, relevant, and leads to measurable improvements in instructional practices (*and aligned with Academic Goal 1.1.A*).

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.A.a. Define and implement high-rigor lessons by training teachers to define, design, and implement lessons that require higher-order thinking (e.g., critical analysis, synthesis, and Non-Fiction reading/writing) and productive struggle.	Asst. Supt. of Learning  Executive Director of Secondary Learning  Executive Director of Elementary Learning	PLC (Data) Teams Agendas  Student Proficiency Data  Walkthrough Data	District Budget  District Professional Development Budget	Fall 2027	Spring 2028
4.5.A.b. Define and implement high-rigor lessons by modeling for teachers high-rigor lessons in classrooms, emphasizing instructional strategies that challenge students to justify their answers and engage in critical thinking.	Building Administration  Instructional Coaches	Weekly PLC team agendas  Monthly administrator team agendas  Coaching cycle agendas	District Budget  Federal Funds Budget (Title I, IIA)	Fall 2027	Spring 2028
4.5.A.c. Provide professional learning to equip teachers with strategies for embedding rigor and clarity into the aligned curriculum, instruction, and assessment.	Executive Director of Secondary Learning  Executive Director of Elementary Learning  Building Administration  Instructional Coaches	Faculty Meeting Agendas  PLC Team Agendas  PD Survey Data  PD Calendar	District Budget  District Professional Development Budget	Fall 2025	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.A.d. Provide ongoing professional learning opportunities on data literacy, targeting the creation and interpretation of assessment data, creating small-group instructional plans, and adapting lessons based on real-time student performance.	Assistant Superintendent of Learning Executive Director of Secondary Learning Executive Director of Elementary Learning Building Administration Instructional Coaches	Faculty Meeting Agendas PLC Team Agendas PD Survey Data PD Calendar	District Budget District Professional Development Fund	Spring 2026	Spring 2028
4.5.A.e. Provide ongoing professional learning on data literacy by modeling lesson planning based on data, showing how to adjust instruction in response to students' needs.	Building Administration Instructional Coaches	Faculty Meeting Agendas, PLC Team Agendas, PD Survey Data, PD Calendar	District Budget District Professional Development Fund	Fall 2026	Spring 2028
4.5.A.f. Design PL based on teacher needs and roles and provide opportunities that are targeted by grade level, subject, and experience, ensuring relevance to teachers' daily practices.	Executive Directors, Principals Instructional Coaches	Faculty Meeting Agendas PLC Team Agendas PD Survey Data PD Calendar Calendar matches the survey	District Budget, PD Funds	Fall 2026	Spring 2028
4.5.A.g. Design PL based on teacher needs and roles which allows for choice in PL topics, with opportunities for teachers to select based on their individual or team needs.	Assistant Superintendent of Learning, Executive Directors, Principals, Instructional Coaches	PD Survey Data PD Calendar	District Budget, PD Funds	Fall 2026	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.A.h. Provide ongoing application, coaching, peer collaboration, and feedback into professional learning, giving teachers opportunities to apply new strategies in real-time.	Principals, Instructional Coaches, Teacher Teams	Faculty Meeting Agendas PLC Team Agendas PD Survey Data PD Calendar Coaching Calendar  Update performance measures	District Budget, Federal Funds (Title I, IIA), PD Funds	Fall 2026	Spring 2028
4.5.A.i. Provide ongoing application, coaching, and feedback to implement teacher or team goal setting around PL opportunities and discuss progress during follow-up coaching sessions and PLC meetings.	Principals, Instructional Coaches, Teacher Teams	Faculty Meeting Agendas PLC Team Agendas PD Survey Data PD Calendar Coaching Calendar	District Budget, Federal Funds (Title I, IIA), PD Funds	Fall 2027	Spring 2028
4.5.A.j. Increase teacher ownership and visibility by creating opportunities for teachers to lead PL sessions, sharing successful strategies and outcomes with their peers.	Principals, Instructional Coaches, Teacher Teams, PL Committee	Faculty Meeting Agendas PLC Team Agendas PD Survey Data PD Calendar	District Budget, PD Funds	Fall 2025	Spring 2028
4.5.A.k. Increase teacher ownership and visibility by tracking and celebrating the impact of professional learning on instructional changes through classroom observations, student proficiencies, and teacher reflections.	Assistant Superintendent of Learning, Executive Directors, Principals  Teacher Teams, PL Committee	PLC (Data) Teams Agendas Student Proficiency Data Walkthrough Data PD Survey Data	District Funds	Fall 2026	Spring 2028



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>4.5.A.I. Provide ongoing professional learning opportunities on data literacy, targeting the creation and interpretation of assessment data, creating small-group instructional plans, and adapting lessons based on real-time student performance.</p>	<p>Assistant Superintendent of Learning</p> <p>Executive Director of Secondary Learning</p> <p>Executive Director of Elementary Learning</p> <p>Building Administration</p> <p>Instructional Coaches</p>	<p>Faculty Meeting Agendas</p> <p>PLC Team Agendas</p> <p>PD Survey Data</p> <p>PD Calendar</p>	<p>District Budget</p> <p>District Professional Development Fund</p>	<p>Spring 2026</p>	<p>Spring 2028</p>



**Goal 4.5.B.** All teachers will participate in professional development sessions focused on designing and implementing RWL activities.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.A.a. Build faculty and staff capacity to effectively implement the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) framework as a common language for student self-discovery and career exploration by providing comprehensive professional development and ongoing support across grades 5–12.	District Administration  Counselors	RIASEC lessons and assessment implementation plan  PD Plan	District Budget, District  Curriculum Budget  District Professional Development Budget	Fall 2026	Spring 2028
4.5.A.b. Develop PK–12 faculty understanding and capacity to explore, engage, and immerse students in Real World Learning (RWL) and the Academy Model.	District Administration  Counselors	PD Plan  All teachers participate in at least 2 RWL PD	District Budget  District Curriculum Budget  District Professional Development Budget	Spring 2027	Spring 2029
4.5.A.c. Provide targeted professional development for secondary faculty and staff to ensure the consistent use of clear language around Diploma + MVA and the identification of key success measures.	Building Administration (High School)  Director of Academies	PD Plan	District Budget  District Professional Development Budget	Fall 2026	Spring 2028



**Goal 4.5.C.** Early Childhood teachers and staff will participate in evidence based professional development (as aligned with Academic Goal 1.3.A. - Kindergarten Readiness).

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.C.a. Early Childhood staff will engage in evidence-based professional development targeting social/emotional development and severe behaviors.	Building Administration Interventionist	Teacher completion of professional development	District Budget Building Professional Development Budget	Fall 2025	Spring 2027
4.5.C.b Teachers will receive professional development focused on developmentally appropriate practices, with instructional coaches supporting implementation.	Building Administration Instructional Coaches Teachers	PD logs	District Professional Development Budget	Fall 2025	Fall 2029
4.5.C.c. Teachers will receive professional development on vertical and horizontal peer observations.	Building Administration Instructional Coaches	Observation schedule	District Professional Development Budget	Fall 2026	Spring 2028



**Goal 4.5.D.** Teachers will receive appropriate professional development on academic and behavior interventions and the RTI process.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.D.a. Provide ongoing professional development through the PDC committee for teachers, interventionists, and administrators on behavior interventions, modeling strategies, and tiered instruction.	Assistant Superintendent of Learning, PD Committee	Staff survey reflecting increased opportunities for PD	District Professional Development Budget	Spring 2026	Spring 2030
4.5.D.b. Recruit and train teachers to become model examples of the RTI process.	Executive Directors of Learning Building admin	Evidence of process to recruit, train, and sustain model classrooms in each building	District Professional Development Budget	Fall 2026	Spring 2028
4.5.D.c. Provide cyclical professional development on the effective use of resources and data-informed intervention.	Assistant Superintendent of Learning with PD Committee	PD Plan	District Professional Development Budget	Fall 2027	Spring 2030



**Goal 4.5.E.** Ensure all staff complete regular and required training on communication platforms to enhance effective and consistent district-wide communication.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.E.a. Regular & required training on communication platforms.	Communication Department	Staff Survey  Number of staff trained	District Budget  Training Materials	Fall 2025	Fall 2027  Ongoing

**Goal 4.5.F.** Ensure all staff receive annual safety and emergency response training to promote a safe, prepared, and responsive school environment.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.F.a. Provide annual safety and emergency response training for all staff.	Executive Director of Operations  Director of School Police  Building Administration	100% of staff complete required safety and emergency response training annually.	District Budget	Fall 2025	Fall 2030  Ongoing



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.F.b. Driver Training & Accountability-Ensure all school bus drivers demonstrate high standards in safety, professionalism, and student management through consistent training, evaluation, and support.	Executive Director of Operations  Director of Transportation	Number of bus drivers that complete safety and emergency response training within a specified time  Feedback system to monitor and improve transportation performance	District Budget	Fall 2025	Spring 2027
4.5.F.c. Emergency Management Training-Professional development or training focused on crisis response protocols, communication procedures and safety measures.	Executive Director of Operations	100% of staff participate in training  Conduct at least one table-top or live action drills a year	District Budget  Partnership with local emergency services	Spring 2026	Spring 2027



**Goal 4.5.G.** Opportunities to engage in professional development on energy sustainability will be provided.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.G.a. Provide professional development workshops focused on energy education and integrating sustainability into existing subjects.	Executive Director of Operations  Assistant Superintendent of Learning	At least 25% of the teaching staff <b>selected</b> will complete training	District Budget	August 2027	August 2028
4.5.G.b. Offer training on using energy monitoring tools or solar dashboards in the classroom.	Executive Director of Operations	Number of staff in attendance	District Budget	August 2027	August 2028
4.5.G.c. Develop and Train a team of facilities staff, student leaders, and/or green teams to audit and bring awareness to energy consumption.	Executive Director of Operations  Executive Director of Finance	Team Roster	District Budget	August 2026	June 2027



**Goal 4.5.H.** Develop an ongoing professional development plan for support staff.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.H.a. Host department meetings to identify the reality and where we see ourselves in 5 years.	Department Directors and Executive Directors	100% of departments hold at least one facilitated future-planning meeting  At least 75% of staff attend and actively participate in the meetings  Each area submits a summary document identifying current strengths, challenges, and a 5-year vision	District Budget	Fall 2025	Fall 2026
4.5.H.b. Establish a district wide support staff committee for the purposes of collaboration and identification of professional development opportunities.	Executive Director of Human Resources  Department Representative	1 meeting per semester (Fall 2026)  A districtwide survey or focus groups are conducted with support staff, with at least 75% response rate (Fall 2026)  Classified employees are offered access to a minimum of two relevant professional development opportunities annually	District Budget  District Professional Development Budget	Fall 2026	August 2030



<p>4.5.H.b. <i>cont.</i> Establish a district wide support staff committee for the purposes of collaboration and identification of professional development opportunities.</p>		<p>80% participation and 85% of participants reporting the training was valuable and applicable to their role</p>			
<p>4.5.H.c. Ensure equitable access to communication, learning, and school services by proactively supporting individuals who face challenges with technology or language barriers.</p>	<p>Executive Director of Human Resources  Executive Director of Student Services</p>	<p>100% of critical district communications are available in the top 3 home languages</p> <p>At least 90% of families/employees who report technology access challenges are provided a solution within 5 days</p> <p>At least 95% of front-facing staff (office, counselors, teachers) complete annual training on effective communication with multilingual or tech-challenged families</p>	<p>District Budget</p>	<p>Fall 2025</p>	<p>Spring 2026</p>



**Goal 4.5.I.** Determine professional development schedule in alignment with work calendars for support staff professional development.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
<p>4.5.I.a. Explore the feasibility of adding days to support staff schedules to facilitate meaningful professional development opportunities.</p>	<p>Executive Directors  Committee members</p>	<p>A formal analysis examines cost, scheduling impact, contract implications, and staff availability</p> <p>Comparison of at least 5 similar districts' PD practices and calendar models for support staff is completed and summarized</p> <p>A written report with at least two viable options for adding PD time is presented</p>	<p>District Budget</p>	<p>Fall 2026</p>	<p>Spring 2027</p>



**Goal 4.5.J.** Develop meaningful professional development to attract and retain quality staff.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.J.a. Conduct a needs analysis at the department/building level utilizing building level achievement data, active listening through rounding visits and survey feedback.	District Administration Building Administration	Ozark LEAD Rounding Survey data	N/A	Fall 2025	Fall 2030
4.5.J.b. Design and develop a PD plan for each department/building.	District Administration Building Administration	PD Document	District Budget District Professional Development Budget Building Professional Development Budget	Fall 2026	Fall 2030
4.5.J.c. Allocation of funds to support professional development.	District Administration Building Administration	Budget PD Plan Document	District Budget District Professional Development Budget Building Professional Development Budget	Fall 2026	Fall 2030



**Goal 4.5.K.** Ensure staff receive training on proper financial procedures.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Resources Needed/Source of Funding	Start Date	Completion Date
4.5.K.a. Training for staff to ensure proper financial procedures.	Executive Director of Business Services  Business Services Team	Visit per building	District Budget	Fall 2025	Fall 2030  On Going





## Planning Partners and Team Involvement

The Ozark Comprehensive and Continuous, Strategic Plan was collaboratively developed. The following individuals were invited participants in some phase of the planning process and their input and contribution is appreciated.

### Strategic Planning Team

Sarah Adams-Orr, Board Member  
Lindsay Ash, Science Teacher/Parent  
Tim Bartholomew, Business Owner  
Sarah Brockmeier, AD/Teacher/Parent  
Amber Bryant, Board Member  
Carrie Burke, Office Manager  
Dr. Craig Carson, Asst. Superintendent/Parent  
Curtis Chesick, Asst. Superintendent  
Heather Cook, SPED Teacher/Parent  
Sarah Cooper, Asst. Principal  
Jacki Dublin, ECSE SPED Teacher/Parent  
Josh Fish, Asst. Principal  
Shara Foster, Parent/Parent Representative  
Amy Gilbert, Business Owner/Parent  
James Griffin, Board Member/Parent  
Rachel Hall, Teacher/Parent  
Chase Hampton, Support Services Network Specialist  
Mike Hayward, Community Business/Former Parent  
Craig Heath, Bus Driver/Parent  
Andy Hedgpeth, VP of Human Resources/Parent  
Eric Johnson, City Administrator  
Josiah Johnson, Teacher  
Brianna Kelly, Asst. Principal





## Strategic Planning Team cont.

Elizabeth Kern, Paraprofessional/Parent  
Cindy Kinser, Parent  
Yancey Little, Athletic Director  
Jared Lotz, Asst. Principal  
Amber Manning, Counselor  
Mitch Maples, Maintenance/Parent  
Jarrett Matheny, Fire Chief/Parent  
Erin McAninch, Asst. Principal/Parent  
Jeri McCoy, Teacher Academy/Parent  
Crystal Medlock, Custodian  
Shannon Merriman, Parent  
Austin Oliver, Teacher/Parent  
Dan Ortega, Director of Communications  
Ashley Penrod, Asst. Principal/Parent  
Melinda Rice, Counselor/Parent  
Kristy Richart, Asst. Principal/Parent  
Kim Riekema, Parent/Parent Representative  
Tracey Roussell, Math Instructional Coach/Parent  
Chris Russell, Chamber Director  
James Schuler, Pastor/Parent  
Callie Sitton, Business Owner/Parent  
Angela Smith, Teacher/Parent  
Chris Snyder, Parent  
Dr. Stacy Vaught, Parent/Parent Representative  
Erin Vernatti, Secretary/Parent  
Natalie Ward, Asst. Principal  
Tina White, Nurse/Parent  
John Wilkerson, SRO/Parent  
Carla Williams, Kitchen Manager  
Phillip Witt, Principal/Parent  
Kayleigh Woodruff, Teacher/Parent





## Steering Team

Kyle Anderson, Director of Technology  
Karen Capen, Principal  
Craig Carson, Asst. Supt. of Learning/Parent  
Gerald Chambers, Exec. Director of Secondary Learning/Community Member  
Curtis Chesick, Asst. Superintendent of Operations  
Elizabeth Dawson, Principal  
Laura Eakins, Exec. Director of Special Services  
Dennis Faught, Director of Custodial/Maintenance  
Mark Faught, Director of Maintenance  
Kim Fitzpatrick, Exec. Director Student Services/Parent  
Robert Hedgecorth, Exec. Director of Business Services  
Cheryl Johnson, Director of Nutrition  
Philip Link, Exec. Director of Human Resources/Parent  
Justin Peery, Principal/Parent  
Eric Russell, Principal/Parent  
Kent Sappington, Exec. Director of Elementary Learning  
Kendra Scott, Principal/Parent  
Amanda Sooter, Principal  
Rachel Tabuya, Principal  
Anna Thurman, Director of Intervention/Parent  
Dean Wake, Director of Transportation/Parent  
Zeb Wallace, Principal/Parent  
Dr. Lori Wilson, Superintendent  
Phillip Witt, Principal/Parent



## Common Acronym Help Sheet

**CSIP**- Comprehensive School Improvement Plan (document generated following the strategic planning process)

**CTE**- Career Technical Education

**DESE**- Missouri Department of Elementary and Secondary Education

**ELA**- English Language Arts

**GOCS**D - Greater Ozark Cooperative School District

**HR**- Human Resources

**ICAP**- Individualized Career and Academic Plan

**IEP**- Individualized Education Plan (special education students) **IRC**- Industry Recognized Credential

**MAP**- Missouri Assessment Program

**MSIP**- Missouri School Improvement Program (used to accredit school districts and produce annual performance reports from the Missouri Department of Elementary and Secondary Education.

**MTSS**- Multi-tiered System of Support

**N/A**- Not applicable (no anticipated impact on current funding source)

**PBL**- Project Based Learning

**PD**- Professional Development (training and learning provided by the district or outside experiences to grow skills and meet the needs of students)

**PL** - Professional Learning

**PLC**- Professional Learning Community (collaborative structure used by teachers/staff to meet the needs of students)

**RIASEC** - Realistic, Investigative, Artistic, Social, Enterprising, Conventional. A model often used in career counseling and assessment tools to help students explore personality types and career paths.

**RWL** - Real World Learning

**RYA**- Registered Youth Apprenticeship

**SPED**- Special Education

**SRSN** – Success Ready Student Network

**STEM**- Science, technology, engineering, and math courses **SWOT**- Activity to identify organizational strengths, weaknesses, opportunities, and threats

**Tiered Intervention**- process of instructional support in the classroom, in addition to the classroom or outside the classroom based on individual needs (stages of intervention)

**TSA**- Technical Skills Assessment