

Chaffee R-II School District

Strategic Plan

2020-2024

Our Mission

We serve the community by creating an educational environment of accountability and high expectations conducive to the production of life-long learners.

Our Vision

Engaged citizens who contribute to positive growth.

Core Values

As we carry out our mission and achieve our vision, we will remain true to our core values of:

- Safety
- Commitment
- Compassion
- Service
- Responsibility
- Growth
- Cooperation
- Knowledge

Objectives & Goals

Objective: To improve student behavior and performance.

- Goal: The District will provide annual professional development regarding classroom management techniques.
- Goal: The District will provide annual professional development regarding the effective use of existing programs.
- Goal: District administrators will discuss resources and programs to aid students at risk of poor behavior and low academic performance quarterly.

Objective: To actively recruit, develop, and retain quality educators.

- Goal: First-year teachers will meet with their mentor teachers at least one time per quarter.
- Goal: The District will create a plan to recruit quality educators.
- Goal: The District will create a team of educators to identify needs, compile resources, collaborate, and monitor PD for accountability.
- Goal: The District will hold 3 team-building opportunities for staff to engage with each other annually.

Objective: To communicate more clearly and consistently with our community.

- Goal: The District will implement the new student records system by July 31, 2021.
- Goal: Each building will adopt a platform by July 31, 2020, that allows teachers to communicate with stakeholders weekly and provide annual training on that platform.
- Goal: The District will enlist students to share information monthly.

Objective: To engage the community.

- Goal: The District will provide annual opportunities for the community to interact with our students within the school.
- Goal: The District will provide annual opportunities for the students to interact with the community outside the school setting.
- Goal: The District will use multiple ways to inform the community weekly of school activities.
- Goal: The District will highlight/recognize business support weekly.

Objective: To cultivate an environment of servant leadership by instilling the value of serving others.

- Goal: Staff will participate in at least one community service project annually.
- Goal: Every student will have the opportunity to participate in at least one community service activity during the school year.
- Goal: The District will increase efforts to communicate extracurricular activities to staff and encourage their attendance.

Strategic Planning Purpose

Chaffee R-II School District (District) contracted with GlennView Strategies (GlennView) to assist in the creation of a strategic plan that will guide the District through the next 3-5 years. GlennView facilitated a series of focus groups to engage stakeholders including faculty/staff members, students/parents, and the board of education to get their thoughts on the District. Prior to engaging GlennView, the District conducted School Climate Surveys for both the Elementary School and the Junior/Senior High School. Surveyed groups included staff, parents, and students.

Strategic Planning Methodology

Focus Groups

GlennView facilitated three focus groups consisting of faculty/staff, students/parents and board of education members. Focus group participants were solicited by the District.

Each group was asked a series of questions during 90-minute focus group sessions. The focus groups were facilitated by Jeff Glenn of Glennview, with Tracey Glenn, also of GlennView, recording responses. In addition to Ms. Glenn's notes, audio recording equipment was used to record the sessions with each member of the focus groups authorizing their consent to be recorded via consent form.

Dates

Focus groups were conducted at the Chaffee Junior/Senior High School on following dates and times:

- January 6, 2020, 9:00 a.m. (Faculty/Staff)
- January 21, 2020, 7:00 p.m. (Students/Parents)
- February 3, 2020, 7:00 p.m. (Board of Education)

Survey

The School Climate Surveys conducted by the District included the following response rates:

Junior/Senior High School Climate Survey

- 223 Student Responses from 7th-12th Grade Students (55-Question Survey)
- 90 Parent Responses (30-Question Survey)
- 21 Staff Responses (69-Question Survey)

Elementary School Climate Survey

- 157 Student Responses from 4th-6th Grade Students (41-Question Survey)
- 49 Parent Responses (17-Question Survey)
- 18 Staff Responses (68-Question Survey)

The surveys were conducted online during the 2019 Spring Semester. At the Elementary School, 4th-6th grade students participated in the survey using a Google Form created by the school librarian. At the Junior/Senior High School, students participated in the survey using Chromebooks during their advisory periods. Parents participated in the survey during Parent/Teacher Conferences in February 2019. Staff members participated in February/March 2019. All participation was online.

Planning Retreat

On February 28, 2020, GlennView staff facilitated a day-long strategic planning retreat at Chaffee Junior/Senior High School. The retreat began at 8:30 a.m. and ended at 3:00 p.m. There were 14 stakeholders from the district in attendance including administrators, staff members, and parents.

Prior to attending the retreat, participating stakeholders were provided with a binder containing information on the strategic planning process, demographic data from the U.S. Census Bureau, and insights gained through focus groups and online surveys.

During the district retreat, GlennView presented the results of a SWOT Analysis based on feedback received during the focus groups and feedback received from the online surveys conducted by the district during the Spring 2019 Semester. Stakeholders then worked together through small group discussions and large group discussions to revise the district's Mission and Vision Statements, create a new Core Values Statement, develop Strategic Objectives, and create SMART Strategic Goals.

Stakeholders were informed that GlennView would provide the district with a final report including the updated strategic plan and a template to create action plans for each strategic goal.

Strategic Planning Insights

Focus Groups

Participants in the focus groups demonstrated a high level of overall satisfaction with the District's staff and programs; but were also willing to share their opinions on areas that could be improved. Common themes identified through the focus groups included:

- There is a strong sense of pride in the District.
- The District creates a safe learning environment for students/staff.
- District staff members care about students.
- The District provides a diverse variety of extra-curricular activities for students.
- The District provides a quality education for students.
- The District could improve by increasing the accountability of students and staff members.
- The District could improve by teaching more "life skills" in addition to academic skills.
- It is becoming increasingly difficult for the District to recruit/retain qualified teachers/coaches.
- Advances in technology present an opportunity for the District to improve outcomes.
- Increased communication/collaboration, both internally and externally, could benefit the District.
- Poverty presents a threat to some students' academic success in the District.
- A lack of funding to recruit/retain teachers/coaches and expand facilities is a threat to the District.
- Teacher burnout presents a threat to the district.

School Climate Surveys

Students

A total of 380 student responses were received through the Elementary and Junior/Senior High School Climate Surveys. Respondents rated the schools favorably on most indicators. There were a few areas that may need be addressed in the strategic planning process.

Elementary School Climate Survey

- 36% of respondents indicated they have been bullied within the past year at school and 65% indicated they have helped someone else who was bullied at school.
- 29% of respondents indicated they do not try to work out their problems by talking or writing about them.
- 17% indicated they do not tell teachers or other grown-ups at school if something bad is happening.
- 29% of respondents indicated they have moved or changed homes in the past 12 months.

Junior/Senior High School Climate Survey

- 24% of respondents indicated they have moved or changed homes in the past 12 months.
- 25% of respondents didn't feel teachers treat students equitably.
- When asked if they do interesting classroom activities, 50% indicated that was not at all true (17%) or a little true (33%).
- 25% of respondents didn't agree that adults at the school treat all students with respect.
- 33% of respondents didn't agree that teachers show how classroom lessons are helpful to students in real life.
- 45% of respondents didn't agree that students at the school are motivated to learn.
- 30% of respondents didn't agree that all students are treated consistently when they break school rules.
- 52% of respondents didn't agree that students at the school are well-behaved.
- 48% of respondents indicated alcohol and drug use are a moderate (31%) or severe (17%) problem.
- 47% indicated tobacco use is a moderate (27%) or severe (20%) problem.
- 38% of respondents indicated bullying was a moderate (20%) or severe (18%) problem.
- 58% indicated disruptive student behavior was a moderate (39%) or severe (19%) problem.
- 33% of respondents indicated student depression or other mental health problems are a severe problem.
- 49% of respondents indicated lack of respect for staff by students was a moderate (31%) or severe (18%) problem.
- 13% of respondents indicated they had been pushed, shoved, slapped, hit, or kicked at least 4 times by someone who wasn't just kidding around.
- 27% of respondents indicated they had been afraid of being beat up on school property at least once in the past 12 months.
- 13% of respondents indicated they had been in a physical fight on school property in the past 12 months.
- 50% of respondents indicated they have had rumors or lies spread about them on school property in the past 12 months.
- 24% of respondents indicated they had property stolen or deliberately damaged on school property.
- Roughly 25% of respondents indicated they had rumors or lies spread about them using electronic/social media including text messages.
- 21% indicated another student sent them sexually explicit material electronically.
- 23% of respondents indicated they have seriously considered completing suicide and 12% indicated they made a plan about how they would complete suicide.

Respondents indicated many indicators have improved in the last year with the exception being tobacco/alcohol/drug use on school property.

Parents

A total of 139 parent responses were received during Parent/Teacher Conferences at both the Elementary and Junior/Senior High Schools. On question after question the District received overwhelmingly positive feedback from respondents in the survey.

The only areas where the District received some negative feedback were in the area of parental involvement in their child's school, and in parents being given the opportunity to make important school decisions. The responses to these questions were still satisfactory, but these areas didn't receive the overwhelming support other areas received in the surveys.

Staff

A total of 39 staff responses were received through the Elementary and Junior/Senior High School Climate Surveys. Staff responses to most questions with regard to school climate were positive. However, on some questions, there was a greater divergence in opinions than on others. Some important notes from the staff surveys include:

- Respondents feel they spend a great deal of time dealing with students' social and emotional challenges.
- Respondents differ in their opinions on whether parents are actively involved with the school.
- Respondents differ in their opinions on whether the school provides adequate support services for students.
- Respondents differ in their opinions on whether the school has an effective school improvement process in place.
- Respondents have differing opinions about how much of a problem student depression or mental health issues are at the school.
- Respondents have differing opinions on whether the school provides students with healthy food choices.
- Respondents have differing opinions on what extent the school provides conflict resolution or behavior management instruction.
- Respondents have differing opinions to the extent to which the school provides harassment or bullying prevention.
- Respondents at the Elementary School have differing opinions on whether they spend too much time disciplining students.
- Respondents at the Elementary School have differing opinions about how much of a problem lack of respect of staff by students presents at the school.
- Respondents at the Junior/Senior High School have differing opinions on whether the school community has high expectations of all students and whether students are encouraged to think critically.
- Respondents at the Junior/Senior High School differ in their opinions on whether students respect each other.
- Respondents at the Junior/Senior High School have some concerns about how much of a problem alcohol, tobacco, and drug use are at the school.

- Respondents at the Junior/Senior High School have differing opinions about how much of a problem harassment or bullying are at the school.
- Respondents at the Junior/Senior High School have differing opinions on the extent to which the school provides character education.

District SWOT Analysis

In providing a SWOT Analysis for the district, it was clear that district stakeholders were generally very satisfied with district staff, programs, extra-curricular activities, and culture.

Strengths

- Good location/facilities
- Quality staff/administrators who care
- Quality/variety of programs/activities
- Administrative feedback
- Access to needed tools
- Professional growth opportunities for staff
- Good work environment for staff
- Good learning environment for students
- Community/family support
- Few discipline issues/discipline handled fairly
- Students allowed to learn from mistakes
- Staff Collaboration
- Communication
- Small town feel/safe environment
- Low turnover (High School)
- Teachers encourage student hard work/success
- Teaching values/life skills
- Small class sizes
- Briggs Scholarship
- Booster Club
- Improved food service
- Improved attendance rate
- Low taxes
- Increasing enrollment
- Teacher autonomy
- Respect for teachers, students, and parents (strong relationships)
- Clear mission/expectations/allocation of resources
- School pride
- Health services/support services for students
- Services for students w/disabilities
- Parental Support

Weaknesses

- Holding students accountable
 - Kids still get to play on sports teams etc. even though they are not obeying the rules
 - Giving students too many second chances
 - Disruptive student behavior
- Holding teachers accountable
 - Teachers on their phones too much
 - Relying too much on technology and not instructing
 - Teachers writing off some kids
- Holding the district accountable
 - Sports programs could be better
 - ACT scores could be higher
 - Lunch service could be improved (quality of food)
 - Anti-bullying policy enforcement
 - Administrative support for teachers on discipline issues
- Quantity of books
- Teachers shaming students for not knowing things
- ICU viewed as punishment instead of opportunity
- Lack of writing skills
- Elementary turnover
- Too much focus on MAP tests
- High performing kids need to be challenged
- IXL program doesn't teach
- Hiring teachers without certification
- Attracting good teachers and coaches
- Some teachers view their position as a job instead of career
- Not teaching enough real-world skills
- Lack of communication from elementary school
- Student motivation

Opportunities

- Leverage new staff w/new ideas
- Utilize/update technology
- Increase communication (app, robo-calls, etc.)
- Update curriculum
- Teach communication & life skills
- Focus on student strengths
- Increase collaboration between high school & elementary
- Increase parental involvement
- Recruit students from surrounding area
- Add SRO
- Students grading teachers

- Expand facilities
- Increase student engagement
- Engage supportive community
- Increase teacher support outside of class time

Threats

- Student home life
 - Unemployed parents
 - Different definitions of acceptable behavior
 - Lack of support for student achievement
 - Lack of role models in the home
 - Lack of discipline at home
 - Parents unable to help with homework
 - Alcohol/drug use/tobacco
- Poverty
- High special ed concentration
- Drug addiction
- Transient population
- Lack of funding
- Outgrowing facilities
- Teacher burnout (too many hats)
- Safety (lack of SROs)
- Unfounded outside criticism/drama
- Changing interests/motivations of students
- Shrinking pool of qualified applicants
- Pressure to improve test scores, grad rates, attendance rates, etc.
- Charter schools
- Lowering expectations for kids in poverty
- Student apathy
- Student social/emotional challenges

Expectations

- Provide a safe/supportive/respectful environment for students/teachers/staff
- Be positive role models for students
- Challenge students academically at all levels
- Challenge students to behave appropriately
- Prepare students for future success (anywhere)
- Hold teachers/staff/students accountable for providing best effort
- Retain quality teachers/staff/coaches