

# 1-5-2016 Strategic Plan V Work Session

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## WELCOME AND CALL TO ORDER

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### CAMP VERDE UNIFIED SCHOOL DISTRICT BOARD AGENDA

PURSUANT TO A.R.S. § 38-431.02, NOTICE IS HEREBY GIVEN TO THE MEMBERS OF THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD AND TO THE GENERAL PUBLIC THAT THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO 28 GOVERNING BOARD WILL HOLD A

#### SPECIAL MEETING

#### OPEN TO THE PUBLIC ON

Tuesday, January 5, 2016

#### Special Work Session Meeting at 5:30 PM

#### AT THE CAMP VERDE UNIFIED SCHOOL DISTRICT MULTI-USE COMPLEX LIBRARY

280 CAMP LINCOLN ROAD

CAMP VERDE, ARIZONA 86322

THE CAMP VERDE UNIFIED SCHOOL DISTRICT NO. 28 GOVERNING BOARD MAY VOTE TO CONVENE IN EXECUTIVE SESSION WHICH SHALL NOT BE OPEN TO THE PUBLIC PURSUANT TO A.R.S. §38-431.03(A)(3) FOR LEGAL ADVICE FROM THE DISTRICT'S ATTORNEY(S) ON ANY MATTER ON THIS AGENDA. THE DISTRICT'S ATTORNEY(S) MAY APPEAR TELEPHONICALLY.

### BOARD VISION STATEMENT

*Inspiring today's students to become tomorrow's leaders.*

### MISSION STATEMENT

*Camp Verde Unified School District will provide opportunities to cultivate academic and personal achievement and service to others within a community of respect.*

5:30 PM

1. WELCOME AND CALL TO ORDER

2. ROLL CALL/BOARD AND STRATEGIC PLANNING COMMITTEE

Board Members: Helen Freeman, Bob Simbric, Kitty McDowell, Christine Schneider, and Tim Roth

Committee Members: Dennis Goodwin, Amy VanDenburgh, Melissa Howe, Lori Showers, Bryan Pelfey, Mark Colbert, Steve Wilson, Dan Wall, Tina Scott, Bob Weir, Danny Howe, ~~Britta Booth~~, Steve Hicks, Stacey Barker, Dale DeVries, Jolynn Sperry, Peggy Dickey and Sara Boland.

3. PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

4. AGENDA REVIEW AND ACCEPTANCE

5. DISCUSSION AND POSSIBLE ACTION ITEMS

1. District Strategic Planning Work Session V

7. ADJOURNMENT

When necessary, the Board may go into Executive Session intermittently throughout the meeting for discussion and consultation for legal advice regarding any of the agenda items. A.R.S. 38-431.03 (A)(3). The Board may also go into Executive session to discuss personnel matters A.R.S. 431.03 (A)(1), records exempt from public inspection A.R. S. 38-431 (A)(2), or legal advice and consultation regarding contracts, negotiation or pending or contemplated litigation A.R.S. 38-431.03 (A)(4). Finally, the Board reserves the right to change the order of items on the Agenda and to call matters in random order.

Camp Verde Unified School District endeavors to make all public meetings accessible to persons with disabilities. With 48 hours advance notice, special assistance can also be provided for sight and/or hearing impaired persons at public meetings. Please call 928-567-8008 to request an accommodation.

- 2. ROLL CALL/BOARD AND STRATEGIC PLANNING COMMITTEE**
  - 3. PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**
  - 4. AGENDA REVIEW AND ACCEPTANCE**
  - 5. DISCUSSION AND POSSIBLE ACTION ITEMS**
  - a. District Strategic Planning Work Session V**
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**Session Four/Five**

**January 5, 2015**

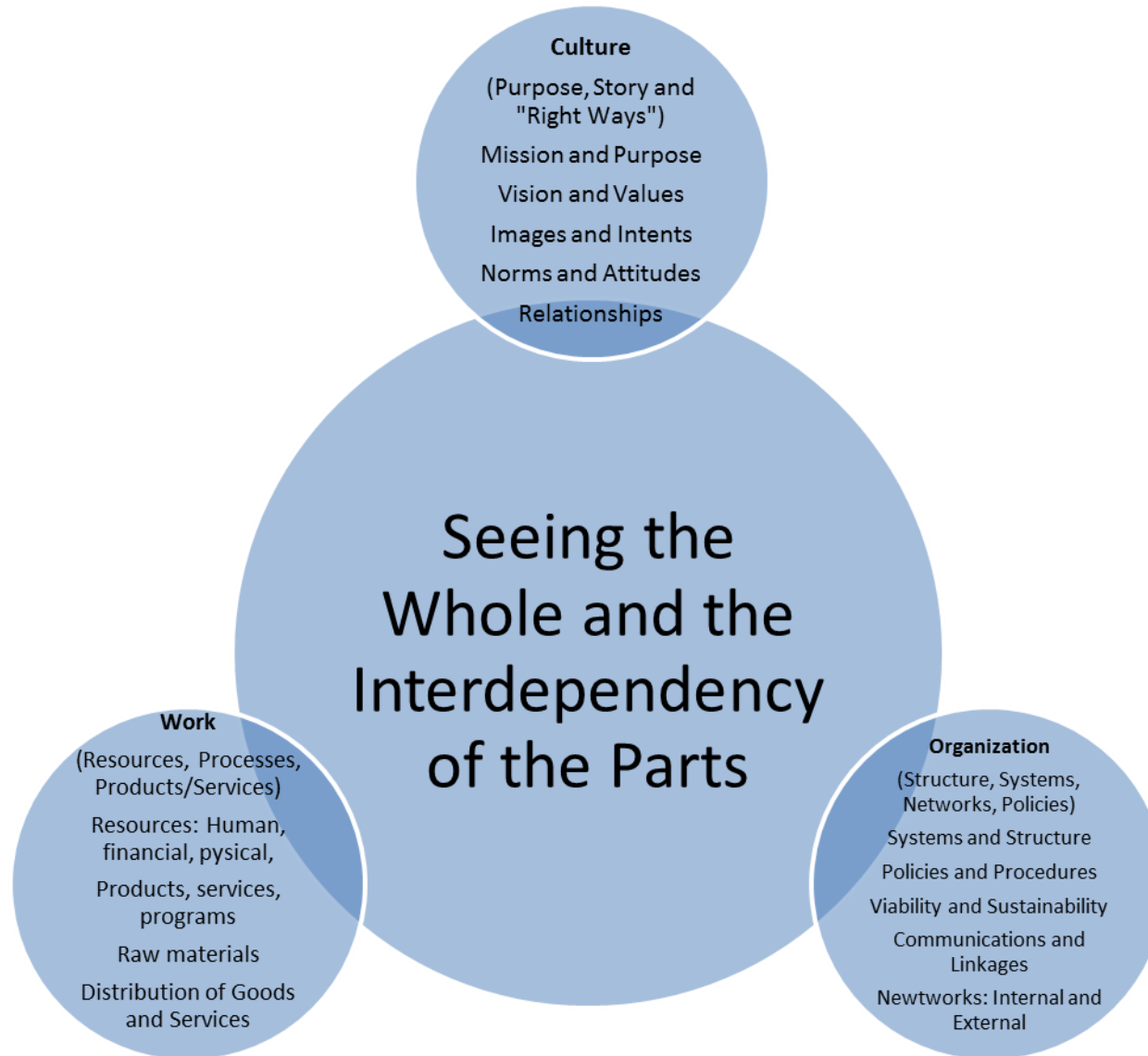
**5:30 pm**

**Developing the Strategic Roadmap, StrategyCards™, and Vision DRAFTS**

## **PROCESS WORK PACKET**

**January 5, 2016 Strategic Plan Meeting**

**Strategic Planning Program**





## Level 1 Environmental Scan framework:

Whole System View Arena	Edge <i>What is being talked about or seen as a bit crazy and novel</i>	Emerging <i>What is being tested in the district or new in the community</i>	Established <i>What are the generally accepted ways of doing, being, and thinking</i>	Ebbing <i>What was largely established, now less prominent, relevant, or useful</i>
<b>Work</b>	<ul style="list-style-type: none"> <li>• Common core standards</li> <li>• Year-round school</li> <li>• Creative funding for courses/sharing services</li> <li>• Greener energy</li> <li>• On line services for SpED and charter services purchased for AP classes or language classes</li> <li>• More BYOD</li> <li>• Team teaching/job share</li> <li>• Five day school week- with fifth day as remediation and extracurricular activities on Fifth-day</li> <li>• Digital classes</li> <li>• Health care onsite for staff members</li> <li>• Classroom restructuring design to include risk opportunities</li> <li>• Differentiated instruction for instructors professional development</li> <li>• All-weather track</li> <li>• Campus security</li> <li>• Title I Preschool/ at risk early childhood</li> <li>• Problem based learning</li> <li>• Standard based grading</li> <li>• Individual learning plans for each student</li> <li>• Four year graduation rate 97%</li> </ul>	<ul style="list-style-type: none"> <li>• 4- day school week</li> <li>• Accommodation school</li> <li>• More Technology – portable labs, I pads etc.</li> <li>• Special Ed student inclusion/integrated with gen-ed kids in all sections</li> <li>• Fifth-day programs</li> <li>• Tutoring/l late bus programs</li> <li>• Common core</li> <li>• Fine arts programs – drama, art.</li> <li>• Foreign language (Spanish)</li> <li>• Go Math at ES</li> <li>• Capturing Kid's Hearts</li> <li>• Work recovery</li> <li>• SpED Preschool</li> <li>• Test scores</li> <li>• Academic focus</li> <li>• Native Languages with/ from Y-A Nation</li> <li>• Band/music programs</li> </ul>	<ul style="list-style-type: none"> <li>• South Verde</li> <li>• Good Kids</li> <li>• Stagnate funding</li> <li>• Dedicated staff</li> <li>• Title I Program</li> <li>• Special Services – Speech, OT, PT (related service providers)</li> <li>• Tax credit (revisit)</li> <li>• Five-day traditional school week</li> <li>• Facilities, grounds</li> <li>• Dual credits</li> <li>• CTE</li> <li>• Safety routines</li> <li>• Teacher driven instruction</li> <li>• Parent/teacher communications/conferences</li> <li>• Discipline code</li> <li>• Financials – taking care of teachers etc...</li> <li>• Transportation</li> <li>• Highly qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Capital budget</li> <li>• High stakes testing (NCLB, AIMS)</li> <li>• Student career opportunities</li> <li>• Dirt track</li> <li>• ES Computer lab help</li> <li>• Facilities (outgrowing buildings) HS 30 years old needs update (bathrooms and concession stands)</li> <li>• Social contracts (everybody loves everybody at HS)</li> <li>• Saxon Math at ES</li> <li>• Old model of tutoring</li> <li>• Paper and pencil testing</li> <li>•</li> </ul>

<b>Organizational</b> <b>I</b>	<ul style="list-style-type: none"> <li>• Student involvement in the community /internships</li> <li>• Business opportunity collaboration between school and town</li> <li>• Town of CV offering 5<sup>th</sup> day programs (Parks and Recreation)</li> <li>• Website production</li> <li>• BYOD</li> <li>• Alternative Learning Paths</li> <li>• Distance Learning</li> <li>• Collaborate model of leadership</li> <li>• More community involvement</li> <li>• Mimeos being used</li> <li>• Technology driven district</li> <li>• Curriculum director k-12</li> <li>• Individual Learning plans (ILPs) for students</li> <li>• Cross grade tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical Alignment (k-12)</li> <li>• Senior Portfolios and job shadowing for student seniors at HS</li> <li>• Electronic Communication (needs to continue to increase)</li> <li>• Board handbook developed for accountability</li> <li>• Increased parental decisions and control</li> <li>• Improved district communication</li> <li>• Technology is getting better</li> <li>• SPED handbook being created for procedural communication for all campuses</li> <li>• Greener schools</li> <li>• Strong unity with administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated staff to see student achieve</li> <li>• Discipline Point System at HS for accountability</li> <li>• Open Enrollment policy</li> <li>• Policies are established</li> <li>• Test Culture</li> <li>• Government requirements and mandates</li> <li>• Communication using the auto-dialer system</li> <li>• Town Governance working with the District (IGAs)</li> </ul>	<ul style="list-style-type: none"> <li>• Old style lecture teaching is out of style</li> <li>• Communication breakdown between Board and admin with 5<sup>th</sup> day programs</li> <li>• NCLB and leaving gifted/talented students not pushed</li> <li>• Curriculum link?</li> <li>• Unity across the District</li> <li>• Students in the middle often forgotten</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• CTE Programs and Dual Enrollment at YC</li> <li>• CTC Program- Dual Enrollment</li> <li>• Four-day school week / attracting teachers in a rural setting</li> <li>• Fifth-day programming</li> <li>• Character Matters for sports teams school wide</li> <li>• Potential Year round school</li> <li>• Potential 100% of students in extracurricular programs</li> <li>• Potential of Flip Classrooms</li> <li>• Potential full inclusion for students with IEPs</li> <li>• Potential entrepreneurial opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>• Capturing Kid's Hearts</li> <li>• Four-day week success at Middle School and High School (prep hour at HS)</li> <li>• Tribal relationships/ staff, students, admin, Board and Council</li> <li>• AZ Merit/ Online testing</li> <li>• Unification of leadership/board/superintendent/principals and teachers</li> <li>• Traditional family structure is eroding</li> <li>• Students not receiving parental support/encouragement to instill a value of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional family structure is eroding</li> <li>• Students not receiving parental support/encouragement to instill a value of learning</li> <li>• Must find ways to overcome student home disadvantage(more hours at school/more extra-curricular activities)</li> <li>• Ability to work with Economic Diversity</li> <li>• CKH at Middle School</li> <li>• Culturally acceptable absences from school</li> <li>• Acceptance of lack of parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Growth –despite lack of town growth, however student enrollment is increasing- drawing kids from outside our district</li> <li>• Lost character counts at ES, but introduces CKH</li> <li>• Lack of use of textbooks/curriculum guidance</li> <li>• School board relations affecting districts culture in a positive way</li> <li>• State testing and control decreasing</li> <li>• Vision of higher education increasing / Junior college attendance increasing</li> </ul>



<p><b>Culture cont...</b></p>	<p>/students building business (example- Digital Media at HS)</p>	<ul style="list-style-type: none"> <li>• Must find ways to overcome student home disadvantage (more hours at school/more extra-curricular activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Good Teachers and Good Teaching</li> <li>• CTE Dual Enrollment YC College Credits at HS</li> <li>• Character Matters at HS</li> <li>• Producing well rounded students/ overcoming perception that other schools are better (ex: Mingus)</li> </ul>	
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**Level 2 Environmental Scan framework:**

**Level 2 Environmental Scan**

<b>Whole System View Arena</b>	<b>Edge</b> <i>What is being talked about or seen as a bit crazy and novel</i>	<b>Emerging</b> <i>What is being tested in the district or new in the community</i>	<b>Established</b> <i>What are the generally accepted ways of doing, being, and thinking</i>	<b>Ebbing</b> <i>What was largely established, now less prominent, relevant, or useful</i>
<b>Key Trends and Influences</b>	<ul style="list-style-type: none"> <li>• Local control – independent of state and county</li> <li>• De-unification of district</li> <li>• Common core battle</li> <li>• Positive psychology</li> <li>• Universal design for learning (UDL)</li> <li>• Transgender</li> <li>• AZMerit</li> <li>• AZ tax credit reform</li> <li>• School calendar</li> <li>• Dream Act</li> <li>• Student progress through without grade level label/students own pace</li> <li>• STEM//STEAM</li> <li>• International catch up</li> <li>• Magnet</li> <li>• Technology/lack of student access at home etc.</li> <li>• Year round school</li> </ul>	<ul style="list-style-type: none"> <li>• ADE Increasing</li> <li>• Online learning</li> <li>• Four-day school week in the state of AZ</li> <li>• CKH</li> <li>• Common Core</li> <li>• STEM</li> <li>• Opt out of mandated tests</li> <li>• More early education/ ,more learning at younger age</li> <li>• Increase in homeschooling</li> <li>• Increase in Career and College readiness</li> <li>• Academic rigor</li> <li>• This too shall last (living document – strategic plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Charter schools</li> <li>• Low funding per pupil in AZ</li> <li>• Lack of support for education in AZ</li> <li>• ELL Program</li> <li>• Never ending ADE issues- lack of support</li> <li>• Community economic level</li> <li>• Attitudes towards the value of education</li> <li>• Political correctness</li> <li>• Transient community</li> <li>• High stakes testing</li> <li>• Equity issues</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Cursive writing</li> <li>• Teacher education</li> <li>• Well-functioning family units</li> </ul>

**Session 5: Mission & Vision: Core purpose with distinction**

**Core values: What do we want to drive our words and actions?**

- **Respect:** Valuing others as individuals of worth by acknowledging similarities and accepting differences. 55
- **Integrity:** Doing the right thing at all times, even if no one is watching. 46
- **Responsibility:** Being accountable for, and taking ownership of, our words, actions, choices, and results. 10
- **Empowerment:** The ability to have input in the decisions that affect yourself, your peers, and students; the tools and confidence to accomplish the task; the opportunity to succeed and convince others that they can, and the room to learn from experience without fear of failure or success. 28
- **Learning:** The passion to consistently gain knowledge by study or practice and the humility to realize we can be better. 5
- **Success:** The feeling of accomplishment when progress toward goals is made and/or achieved by celebrating victories great and small. 18
- **Nurture:** Caring for someone else's well-being by fostering a culture of kindness and compassion. 3
- **Lifelong learning:** The quest to expand (explore) one's learning as a pathway to a world of possibilities. 18
- **Students first:** The driving philosophy based on what is best for the student, which is the reason we are here. 30
- **Positive relationships:** Making genuine connections with staff, students, and parents, by looking for the good in people, and finding ways to help others be their best. 30
- **Always improve:** The passion to educate and find new ways to succeed, learn from mistakes, and strive to be better. 5
- **Safety:** Providing an emotionally and physically secure environment where effective teaching and learning can take place. 17
- **Service:** A personal commitment to make a better community by going above and beyond what is required. 9
- **Research:** Continually looking for methods to educate our students utilizing proven best practices. 0
- **Finance:** Creatively maximizing outcomes and opportunities with available resources. 0

## Camp Verde Unified School District

### **BOARD VISION STATEMENT**

*Inspiring today's students to become tomorrow's leaders. (Board Adopted 9-26-2010)*

### **MISSION STATEMENT**

*Camp Verde Unified School District will provide opportunities to cultivate academic and personal achievement and service to others within a community of respect. (Board Adopted 9-26-2010)*

### **VISION STATEMENT**

*Empowering today's students to become lifelong learners. (as discussed on December 1, 2015)*

**MISSION STATEMENT** *Camp Verde Unified School District will provide opportunities to cultivate lifelong learning, personal achievement, and service to others within a culture of respect and integrity. (as discussed on December 1, 2015)*

### **Vision**

**Vision: What do we commit to create within the next three to four years?**

Strategic Roadmap – DRAFT	
<p><b><u>VISION STATEMENT</u></b> <i>Empowering today's students to become lifelong learners. (as of 12-1-15)</i></p> <p><b><u>MISSION STATEMENT</u></b> <i>Camp Verde Unified School District will provide opportunities to cultivate lifelong learning, personal achievement, and service to others within a culture of respect and integrity. (as of 12-1-15)</i></p> <p>Example provided by Dr. Goodwin <u>Mission:</u></p>	<p><b><u>Core Values</u></b> (as established on 12/1/15)</p> <ul style="list-style-type: none"><li>● <b>Respect:</b> Valuing others as individuals of worth by acknowledging similarities and accepting differences. 55</li><li>● <b>Integrity:</b> Doing the right thing at all times, even if no one is watching. 46</li><li>● <b>Students first:</b> The driving philosophy based on what is best for the student, which is the reason we are here. 30</li><li>● <b>Positive relationships:</b> Making genuine connections with staff, students, and parents, by looking for the good in people, and finding ways to help others be their best. 30</li></ul>

<p><b>Providing students with knowledge, skills and attitudes which enable them to succeed in a globally competitive society:</b>  <b><i>Empower, Learn, Succeed</i></b></p> <p><b>Idea provided by Committee Member</b>  <b>Mission:</b></p>	<ul style="list-style-type: none"> <li>● <b>Empowerment:</b> The ability to have input in the decisions that affect yourself, your peers, and students; the tools and confidence to accomplish the task; the opportunity to succeed and convince others that they can, and the room to learn from experience without fear of failure or success. 28</li> <li>● <b>Lifelong learning:</b> The quest to expand (explore) one's learning as a pathway to a world of possibilities. 18</li> </ul>
<p><b><u>Vision</u></b></p> <p><b>Example provided by Dr. Goodwin</b>  <b><u>Vision:</u></b>          Out district, working in partnership with all families and the community, is a learning organization of engaged, motivated and high achieving lifelong learners. We demonstrate this Vision when:</p> <ul style="list-style-type: none"> <li>• Each learner thrives in a safe, equitable, and respectful learning environment which fosters confidence, excellence and a sense of belonging while honoring difference.</li> <li>• Each learner receives high quality personally relevant instruction enhanced by all members of the learning community.</li> <li>• Each learner studies a challenging academic curriculum, which enhances social, emotional, physical and ethical development.</li> </ul>	<p><b>Strategic Directions (potential framework). From this framework we will build out our goals and objectives.</b></p> <p><b>A: Student learning and career/college readiness</b>  <b>B: The environment of teaching and learning</b>  <b>C: Learning and working environment</b>  <b>D: Management of resources</b>  <b>E: Community connections, satisfaction, and engagement</b></p> <p><b>Your framework ideas:</b>          A.          B.          Etc.....</p>

- Each learner meets rigorous academic standards and is prepared for future learning and success in a multicultural society.

Idea provided by Committee Member

Vision:

<b>Strategic Roadmap –As submitted by Committee Members</b>	
<b>Mission Statement</b>	<b>Core Values</b> <b>Respect:</b>  <b>Integrity:</b>  <b>Responsibility:</b>  <b>Empowerment:</b>  <b>Learning:</b>
<b>Vision</b>	<b>Strategic Directions</b>  <b>A: Student learning and career/college readiness</b> <b>B: The environment of teaching and learning</b> <b>C: Learning and working environment</b> <b>D: Management of resources</b> <b>E: Community connections, satisfaction, and engagement</b>

Environmental Scan					
Whole System View Arena	Edge <i>What is being talked about or seen as a bit crazy and novel</i>	Emerging <i>What is being tested in the district or new in the community</i>		Established <i>What are the generally accepted ways of doing, being, and thinking</i>	Ebbing <i>What was largely established, now less prominent, relevant, or useful</i>
Key Trends and Influences	Edge and Emerging Key Trends and Influences  •			Established and Ebbing Key Trends and Influences •	
Work					*
Organizational				•	•
Culture				•	

## 7. ADJOURNMENT

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