

Columbia School District 2023-2028 Strategic Plan Summary Document



Columbia School District will provide *high quality education* and a variety of *opportunities* to empower students to *achieve success*.





Letter from Board President and Superintendent

Columbia School District 2023-2028 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.

This document contains the 2023-2028 Columbia School District Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Eight community, parent/guardian, staff and student forums as well as an electronic survey open to all resulted in 621 people providing input for the planning process. A Strategic Planning Team of 33 community members, parents/guardians, staff and students participated in an all-day planning retreat on November 5, 2022.

Throughout the planning process the community expressed high expectations of Columbia School District becoming a world class school district and having all students graduate from high school. Even though some of the goals are extremely high, they reflect the strong desire that has been expressed to embrace change and continue to improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While more work needs to be done; Columbia School District is headed in the right direction with positive momentum behind academic growth and instructional reforms.
2. The future of growth and success of Columbia School District must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 33 stakeholders developed belief statements, a mission, vision and focus area goals that will guide our work for the next five years. This is just the beginning of our journey, and we look forward to continuing to work in partnership with all sectors of our community to implement these goals.

Robert Wahr, President of the Board

Pamela Campbell, Superintendent





Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

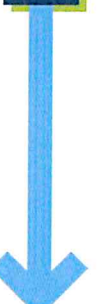
In July 2022, the Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process—providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements, strategic goals were developed. Work was also begun that integrates the strategic planning outcomes with the MICIP process. Regular monitoring of progress is critical to the plan's success.





The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 621 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, in comparison with districts selected by the Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for comparison were Boyne City Public Schools, Jefferson Schools, Lakewood Public Schools, Napoleon Community Schools and Onsted Community Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 33 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop to develop a mission statement, vision statement, beliefs, and strategic focus area goals. During the retreat, the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals contained in this document (see team members on the following page).

Collaborating with the Columbia School District Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

-Penny Kentish McWilliams, MASB Facilitator





Strategic

Planning

Retreat Team

Members

	Connie Douglas*	Mark Neville
	Roger Downey	Christi O'Neil*
	Tiffany Flinn	Andrew Parkinson*
	Becky Furman*	Lindsey Schiel
	Ryan Hackworth*	Kate Schwartz
Melissa Adams	Angie Hogle*	Jackie Thatcher*
Kyle Barnum	Derek Jackson**	Phil Timmerman
Crystal Buter	Karen Kiss	Jennifer Steele
Ginelle Boyle*	Lisa Klink*	Bob Wahr
Pam Campbell*	Brian Knapp	Garrick Zuver
Monika Cook*	Josh Kubiak*	
Travis Cushman*	Dan Luciani**	
Meredith Denney*	Nathan Moore**	

Attended both the retreat and
implementation meetings*
Attended implementation meeting only**





Retreat Workshop

A retreat workshop was held on November 5, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- An environmental scan
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review of previous work and development of the mission, vision and belief statements
- The establishment of strategic goal areas and focus area goal statements
- Brainstorming potential objectives to support focus area goal attainment
- A review of next steps

Columbia School District 2023-2028 Strategic Plan Vision Statement:

Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

The Vision of Columbia School District is:

"Empowering Learners. Achieving Success."





Mission Statement:

Establishes, in the broadest terms, the purpose of a school district. It should answer the question “What ultimate end will the district pursue and in the broadest sense, how?” The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:

The Mission of Columbia School District is:

“Columbia School District will provide *high quality education* and a variety of *opportunities* to empower students to *achieve success*.”

Examples include:

High quality education

- Certified teachers
- Interventionists
- Exploratory/elective classes

Opportunities

- Extra-curricular activities
- Sports
- Band
- Robotics

Success

- High scores
- Graduation rates
- Points of pride





Beliefs:

The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

We Believe:

- ☐ Innovative and diverse learning opportunities inspire students to become lifelong learners.
- ☐ A nurturing and safe environment is essential to meet the needs of all learners.
- ☐ Our school district is the cornerstone of our community.
- ☐ The community is an important partner in the educational process.





2023-2028 Strategic Focus Area Goal Development

Strategic Focus Area Goals: Areas of priority importance in which the district will focus their work (3-5 years). Strategic focus area goals achieve the organization's vision, mission and beliefs.

Objectives, once finalized, are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely.

The Strategic Planning Team, at the November 2022 retreat, developed goal statements in the goal areas categorized below:

2023-2028 Focus Goal Areas/Areas of Inquiry

- ☐ Academics and Programs
- ☐ Learning Environment and Culture
- ☐ Communication and Engagement
- ☐ Personnel and Leadership
- ☐ Operations





Focus Area 1: ACADEMICS and PROGRAMS

Columbia School District will update curriculum to increase student achievement and provide opportunities to build life skills.

Focus Area 2: LEARNING ENVIRONMENT AND CULTURE

Columbia School District will create a culture that welcomes student, teacher, and community engagement to provide a nurturing and safe environment.

Focus Area 3: COMMUNICATION AND ENGAGEMENT

Columbia School District will improve positive relations within the community by providing accurate, timely and transparent information.

Focus Area 4: PERSONNEL AND LEADERSHIP

Columbia School District will make staffing decisions that ensure appropriate levels of support based on student and staff needs.

Focus Area 5: OPERATIONS

Columbia School District will maintain and improve facilities that enhance learning opportunities for students and build relationships with community.





Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district focus area goals identified during the strategic planning retreat will be translated into action plans.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action Plans
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update





STRENGTHS

ACADEMICS AND PROGRAMS

- Alternative Education Program
- Adult Education Program
- Extra-curricular activities
- Sports

LEARNING ENVIRONMENT AND CULTURE

- Family atmosphere
- School climate
- Golden Eagle pride

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

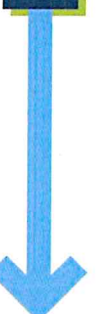
- Variety of platforms utilized
- Communication with families

PERSONNEL AND LEADERSHIP

- Compassionate teachers
- Caring support staff
- Interventionists
- Supportive principals

OPERATIONS

- Updated facilities
- Technology 1:1
- Air conditioning
- Safety





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS AND PROGRAMS

- Curriculum support
- Improve test scores
- Interventions
- 504 plans
- AP courses
- Life Skills

LEARNING ENVIRONMENT AND CULTURE

- Consistent Discipline
- High expectations
- Lack of student voice
- Opportunity for fresh air

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Need for accurate, clear, consistent communication
- Parent Involvement
- Community Involvement
- Website

PERSONNEL AND LEADERSHIP

- Retention of certified teachers
- Mentorship program
- Staff turnover
- Relevant staff development

OPERATIONS

- Transportation
- Grounds
- Finance
- Drop off area
- Bus loops
- Provide shade on playground





BARRIERS

ACADEMICS AND PROGRAMS

- Lack of common curriculum
- Need training to support programs
- Lack of common assessments
- Need pacing guides

LEARNING ENVIRONMENT AND CULTURE

- Fear of retaliation
- Staff morale
- Lack of common planning time

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Lack of collective ownership
- Miscommunication
- Lack of stakeholder engagement
- Open comments at Board meetings
- Data review

PERSONNEL AND LEADERSHIP

- Inconsistent pay
- Turnover rate
- Noncertified teachers
- Commitment to district
- Need curriculum director
- School Board
- Superintendent

OPERATIONS

- District size
- Funding
- Clean facilities





VISION

ACADEMICS AND PROGRAMS

- Aligned curriculum
- High student achievement
- Expanded childcare/latchkey
- Life Skills

LEARNING ENVIRONMENT AND CULTURE

- Positive student and staff morale
- All are welcome, more diversity
- Incentive to excel

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Positive parent communication
- Positive parent support
- Transparent communication

PERSONNEL AND LEADERSHIP

- Staff are respected
- Certified teachers
- Bus drivers

OPERATIONS

- Safe environment
- Food service
- Cutting edge technology
- Update athletic fields



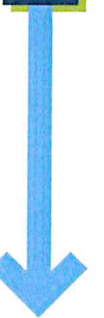


Data Driven Strategic Planning: Columbia School District

Based on analysis of data in this report, the following points are highlighted concerning Columbia School District:

DEMOGRAPHICS

- Approximately 32.6% of residents attended some college or earned an Associate's Degree. In addition, 25.4% of residents have a Bachelor's degree or higher. The combined total of 58% is below the state average of 62.8%.
- The percentage of pre-school aged children attending public pre-school ranked third among the reference districts at 88.6% and is above the state average of 67.7%. The percentage of district-resident children enrolled in the District Schools K-12 ranked second among the referenced districts and exceeded the state average by 1.7%.
- The district's 2020 average (mean) household income of \$100,991 ranks first among the reference districts and is well above the state average of \$80,803.
- Columbia's enrollment ranks second among the reference districts selected. Enrollment at the District has increased three of the past four years. Moving from 1,431 students in 2018 to 1,512 students in 2022; a net gain of 81 students.
- The District has 284 students who choose to attend either other districts or charter schools. Napoleon (88), Hanover-Horton (34), Onsted (34), and Addison (23) enroll the greatest number of the Districts' resident students. There are 426 Schools of Choice students enrolled in the District's schools, with Addison (146), Napoleon (68), Onsted (48), and Hanover-Horton (35) having the greatest number of students enrolled.
- With the exception of 2021, Non-Resident Student Enrollment has increased consistently and Resident Student Enrollment Elsewhere has decreased consistently since 2018.
- At 45.6%, the percentage of the District's students eligible for lunch assistance in 2022 ranked third among the reference districts and below statewide average of 50.5%. Although dipping in 2019, free and reduced student lunch eligibility increased in three of the last four years and is now back to 2018 levels.



**DEMOGRAPHICS – Cont'd**

- The district's 2021 4-year cohort graduation rate of 77.78% ranked last among the reference districts and was below the statewide average by 2.72%.
- While both the District's and the state's average graduation rate was increasing consistently since 2017, both decreased by similar rates – 1.8% and 1.6% respectively%.
- For the class of 2016, the percentage of enrollment in college for that fall was 64.8%. However, after a five-year period 31.2% earned a qualifying certificate or degree and 18.4% were still in programs; totaling an enrollment of 49.6%.
- The demographics of the district's student population is relatively similar to the reference districts and has seen little change in the past 5 years. The 2022 demographic data is as follows: 89.5% White, 3.8% Hispanic, 6% Multiracial, .5% African American, .3% Asian, .1% American Indian, and 0% Native Hawaiian.
- The District's student's chronic absence rate of 25.1% ranked lowest among the reference districts and was 13.4% below the state average. Although the methodology used in calculations changed in 2018 resulting in increases across the board, it dropped and then held relatively steady until increases in 2021 and 2022.
- Students retained in grade numbers fluctuate each of the last five years, falling between 66 and 92 students, with the exception of 2021 when numbers did not need to be reported.



ACADEMIC PERFORMANCE

- The District's students exceeded state averages in reading at all assessed grade levels except 7th grade on the 2022 MEAP/MME/SAT. In most grades, reading scores improved over 2021 levels, but still below 2019 scores.
- The District's students exceeded state averages in math at 3rd, 4th, 6th, and 8th grade levels on the 2022 MEAP/MME/SAT. Like ELA, most math scores saw improvements over 2021 levels, but still below 2019 scores.
- Although not tested since 2017, the District's students exceeded state averages in science at all assessed grade levels on the 2022 MEAP/MME/SAT. In addition, all science scores increased from their 2021 levels.
- The District's students were below state averages in social studies at all assessed grade levels on the 2022 MEAP/MME/SAT. In addition, social studies scores decreased in all assessed grades from 2021 levels.
- At 24.5%, the District's 2022 SAT College Readiness scores were below the state average of 28.1% and ranked third among the reference districts.
- The District has offered AP courses in Psychology, Biology, English Literature, Calculus, History, Chemistry and English Literature during the period of 2018 and 2022 – not all courses were offered every year. Passage rates have been consistently 100% in all classes. Advanced Placement participation has been on the decline each year since 2018, with the exception of 2020.
- While Dual Enrollment participation has ranged from a high of 15 in 2018 to a low of 3 in 2022, Early College participation has increased consistently during that time from a low of 9 in 2018 to a high of 63 in 2022.



FINANCE

- The District's 2022 Foundation Allowance of \$8,700 per student is on par with all reference districts, with the exception of Jefferson whose Foundation Allowance of \$11,682 is considerably higher. The district has received increases in three of the last four years, increasing by \$1,069 over the period. *Not reflected in the chart is a \$450 increase in 2023.*
- In 2021, general fund expenditures of \$10,155 per student rank fifth among the reference districts, and \$1,483 below the state average of \$11,638. General fund expenditures have increased each year since 2017, with the exception of 2020.
- The District's instructional spending has increased three of the last four years, at \$6,731 per student in 2021 it ranked last among the reference districts and is also \$506 below the state average of \$7,237.
- The District's instructional support spending of \$545 per student in 2021 ranks fifth among the reference districts and is well below the \$1,319 state average. With the exception of 2018, it has increased each year since 2017.
- Although business and administration spending of \$1,253 per student increased in 2018 and 2019 but decreased in 2020 and remained similar in 2021, it ranked fifth among the reference districts. It is below the state average of \$1,540.
- General fund expenditures exceeded revenues in 2017, reducing the available fund balance by \$41,117. However, general fund revenues exceeded expenditures in all years 2018 through 2021.
- At 20.3%, the District's Fund Balance ranks third among its reference districts. It steadily increased in each year since 2017 with a sizable jump in 2021.
- The District's loss of 58 students in 2021 resulted in a loss of revenue of \$470,438. It did however recover all but 2 of those students in the 2022 school year.
- The potential revenue per millage of property tax levied in 2021 ranked third among the reference districts for both homestead and non-homestead properties combined. Both the District's homestead tax and non-homestead tax surpassed the state averages.



**PERSONNEL**

- The District ranked fifth among the reference districts. In 2020, staffing FTE reached a high of 174, dropping to 158 in 2022, a reduction of 16.
- At 23, the District's student teacher ratio ranked highest among the reference districts. The district's student-teacher ratio is one above the state average and has remained relatively consistent for the past five years.
- The average teacher salary ranks second among the reference districts at \$59,571 and is below the state average salary of \$64,237; a difference of \$4,666. The average salary has increased by \$4,415 over the 2017 average.
- 52% of the District's teachers have a Master's degree or higher.
- Almost 56% of the teachers have been with the district 5 years or less.
- Teacher Effectiveness ratings have remained relatively consistent over the last five years with 2021 ratings of 97% Highly Effective, 3% Effective, 0% Minimally Effective and 0% Ineffective.
- Administrator Effectiveness ratings have not changed since 2018 at 100% Highly Effective, 0% Effective, 0% Minimally Effective and 0% Ineffective.



The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

EMERGING

- ❖ Critical Thinking
- ❖ Educational pathways; i.e. online, in person, early college, AP, Dual enrollment
- ❖ Flipped Learning
- ❖ Growth Mindset
- ❖ inclusion
- ❖ Inequality
- ❖ Limits
- ❖ Online learning
- ❖ Other actions
- ❖ Population changes; i.e. special ed/504, geographic moves
- ❖ Schools raising children
- ❖ Science of Reading
- ❖ Social Emotional Learning
- ❖ Virtual Learning

ON THE HORIZON

- ❖ Distance Learning
- ❖ Flexible Learning
- ❖ Flexible Scheduling
- ❖ Flexibility in Systems; i.e. staff, schedule, calendar, school day
- ❖ Immersive Learning
- ❖ Online learning
- ❖ Parenting Extremes
- ❖ Project Based Learning
- ❖ Skilled trades
- ❖ Teach reading in later years
- ❖ Way we handle behavior



ESTABLISHED

- ❖ All students will learn
- ❖ Code of conduct
- ❖ Increased use of technology
- ❖ Online learning
- ❖ Procedures
- ❖ Restorative processes and associated reporting
- ❖ School of choice
- ❖ Social Emotional Learning
- ❖ Social Justice
- ❖ Staff shortages (bus, subs, etc)
- ❖ Standardized testing
- ❖ Testing, Testing, Testing (K-3 reading)
- ❖ Use of Tech

DISAPPEARING

- ❖ Authoritarian discipline practices
- ❖ Classroom Lecture
- ❖ Lecturing
- ❖ Paper Homework
- ❖ Parent Involvement
- ❖ Parent Support
- ❖ Rote Learning
- ❖ Soft Skills
- ❖ Textbooks
- ❖ Trade/Vocational Learning
- ❖ Traditional Discipline
- ❖ Traditional Textbooks
- ❖ Typing/Cursive Writing
- ❖ Vocational Education

ACADEMIC PERFORMANCE**Elementary – M-Step**

- Of the ten tests taken in 3-6 grade, CUES is above state average in 8!
- Focus on ensuring all scores are above 40.7 proficiency.
- 5th grade math has declined over the past two years.

Middle School – M-Step

- 7th grade ELA
 - Dropped 17% from 2021-22, while State dropped 3%
- 7th grade Math
 - We are last compared to peers
 - Onsted 37%
 - Napoleon 28%
 - Columbia 24%
- 8th grade PSAT
 - Math 16% higher than State
 - ELA 11% higher than State

High School

- High School students improved Math scores and all AP students passed all AP classes
- Social Studies: from 2018 – 2022 7% decrease
- Currently ranked 3rd out of 6 selected districts in all areas



DEMOGRAPHICS

- Proficiency
- Students coming in 28% (426), 1 in 4, however loss (284) Why?
- Graduation Rate
 - ✓ District 77.78%
 - ✓ High School 97.1%
 - ✓ State 80.5%
- No Retention
- Graduation Testing

FINANCE

- Non-Homestead taxable value \$174,332 higher than peers and state average of \$89,056
- Homestead \$278,802 vs \$164,072
- Instructional Support \$545 lower than peers though it may now be about the same with the hiring of school nurses and social workers
- Business and Administration \$1253 lower than peers and state average of \$1540
 - ✓ This may be perceived as a positive or negative

PERSONNEL

- According to the graph, we have the highest student-teacher ratio (23:1), but we have 1,512 students and 90 teachers 1512/90 = 16.8:1
- Columbia Central has the highest salary in the area for the districts being represented.
- 50 of the 90 teachers in our district have been teachers for 5 years or less.
- Our teacher effectiveness rate is trending up and is higher than it was pre-covid



ATTACHMENT 5

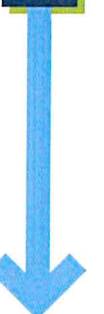
SUGGESTED GOAL AREA OBJECTIVES

ACADEMICS AND PROGRAMS

- Life skills classes - 18 votes
- Develop skill trade partnership - 12 votes
- Add instructional aides K-12 - 11 votes
- After school academic tutoring at Elementary - 5 votes
- Sign language and foreign language classes - 5 votes
- Co-op opportunities - 5 votes
- Curriculum reading - 3 votes
- AP classes
- Consider retention (less social promotion)
- 7th grade vs 8th grade Math
- Understand and preparing curriculum
- Increase academic rigor

LEARNING ENVIRONMENT AND CULTURE

- Staff Driven Training and PD - 11 votes
- Consistent Discipline - 5 votes
- Clean, well-maintained facility - 4 votes
- Innovative, Diverse
- Positive peer culture



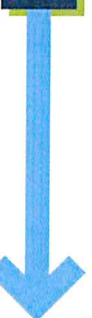


COMMUNICATION AND COMMUNITY ENGAGEMENT

- Better Positive P.R. to community - 11 votes
- Communications to entire district - 4 votes
 - Too many newsletter emails, inconsistent information, mistakes
- Community Activity rooms - 2 votes
- Increase personal parent contact - 1 vote
- Weekly Exponent article
- Community Remind
- Up to Date content
- Accurate content
- Peer/community student mentors

PERSONNEL AND LEADERSHIP

- Curriculum Director - 20 votes
- MTSS/Dean Elementary campus - 10 votes
- Bus Drivers - 9 votes
- Staff input - 5 votes
- Custodians - 3 votes
- HR person - 3 votes
- New teacher support - 1 vote
- Employee Retention
- Teachers/subs
- Retention of certified teachers



ATTACHMENT 5

SUGGESTED GOAL AREA OBJECTIVES

OPERATIONS

- Lisa needs a NEW parking lot - 7 votes
- Playground outside for lunch - 7 votes
- Upper Elementary classroom renovations - 3 votes
- Building updates - 2 votes
- Sports field updates (CUES) - 1 vote
- Energy costs - 1 vote
- Title IX Specialist
- “WOW” curb appeal





COLUMBIA SCHOOL DISTRICT STRATEGIC PLAN SUMMARY | 2023-2028

MISSION

Columbia School District will provide *high quality education* and a variety of *opportunities* to empower students to *achieve success*.

VISION

Empowering Learners.
Achieving Success.

BOARD OF EDUCATION

Robert Wahn, President
Garrick Zaver, Vice-President
Lindsey Schiel, Secretary
Brian Knapp, Treasurer
Kyle Bamm, Trustee
Roger Downey, Trustee
Jennifer Steele, Trustee

SUPERINTENDENT

Pamela Campbell

BELIEF STATEMENTS

We Believe:

- ☐ Innovative and diverse learning opportunities inspire students to become lifelong learners.
- ☐ A nurturing and safe environment is essential to meet the needs of all learners.
- ☐ Our school district is the cornerstone of our community.
- ☐ The community is an important partner in the educational process.

STRATEGIC FOCUS AREA GOAL STATEMENTS

Focus Area 1: ACADEMICS and PROGRAMS

Columbia School District will update curriculum to increase student achievement and provide opportunities to build life skills.

Focus Area 2: LEARNING ENVIRONMENT and CULTURE

Columbia School District will create a culture that welcomes student, teacher, and community engagement to provide a nurturing and safe environment.

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Focus Area 4: PERSONNEL and LEADERSHIP

Columbia School District will make staffing decisions that ensure appropriate levels of support based on student and staff needs.

Focus Area 5: OPERATIONS

Columbia School District will maintain and improve facilities that enhance learning opportunities for students and build relationships with community.

Approved By Columbia School District Board of Education on _____.