Project Based STEAM Schools

The only urban school district in Missouri to receive AdvancedEd accreditation

Show-Me Scholars Program

PK-12 Project Lead The Way Launch

Interactive school clubs district wide

Small Learning Communities

Competitive middle and high school athletic programs

Award winning Fine Arts Department

Comprehensive Student Technology Initiative

Comprehensive Early College Program

Diverse Course Pathways

OUR DISTRICT

OUR SCHOOLS

OUR COMMUNITY

Hickman Mills C-1 Schools

STRASTRIC PLAN
HMC-1 is excited to launch the new Five-Year Strategic Plan for the 2020-2025 school years in collaboration with the Board of Education, staff, students and families, community stakeholders and respected business partners. There were teams of people who committed their time, shared ideas as well as aspirations for the future of the Hickman Mills C-1 Schools. The HMC-1 Strategic Plan process involved making decisions about the future based on present data and it allows us to create our future through rigorous organizational assessment and long-range planning, followed by a laser-like focus on executing the identified action steps for Our District, Our Schools and Our Community.

Yaw Obeng, M.Ed.
Superintendent of Schools

Building Our Brightest Future

The best school districts share certain essential and enduring characteristics:

- Caring teachers and staff who work as a team.
- Students who feel safe, connected, and valued as unique people.
- Parents and families who are engaged.
- Thoughtful leaders who listen and act.
- Graduates who are prepared for college, career, and a fulfilling life.
- A community that understands its schools are an irreplaceable element of economic development and invests accordingly.

These characteristics also represent the aspirations of our district and the goals of this Hickman Mills 2020-2025 Strategic Plan. This plan is our road map for growth in the next five years. The focus areas represent our greatest needs, and the action steps will ensure our progress with accountability.

There is no shortage of challenges confronting the students, families and staff members who depend on us - those people who call Hickman Mills home. These people are depending on us to take strategic action. We must commit to academic growth and continuous improvement at the very heart of our work. We must increase student attendance and decrease teacher turnover. We must make every school safe and supportive for every student and lead courageous conversations about diversity and equity. And we must raise engagement with each student’s family and enrich partnerships in our community.

For more than 100 years, the people of Hickman Mills have shown up to do the hard work. We have served our community and its students through sweeping social, cultural, economic, and legislative changes. We have overcome enormous challenges before, and this history is proof that no challenge is too big when good people work together toward a shared vision of something better. And that is why we are optimistic for the work that lies ahead. We will build upon the legacy of bringing together people of diverse backgrounds and interests from across Hickman Mills to respond to community needs, as we did at the time of our historic consolidation in 1903. And we will embrace an ever-brighter future, working toward our mission of providing a foundation for our students that maximizes academic success and fosters civic engagement.

Our success will require hard work, patience and persistence from all of us - Our District, Our Schools, and Our Community. But our work will create the lasting change we all desire. Because we are Hickman Mills, and our brightest days lie ahead.
Our Mission

The mission of the Hickman Mills C-1 School District, a proudly diverse and historic community is to provide a foundation for our students that maximizes academic success and fosters civic engagement, as distinguished by:

- Highly effective teaching focused on rigor and individual student needs
- Building strong family, community and school partnerships
- Collaborative and data-driven decision making
- The integration of technology across the curriculum and the district
- Commitment to early childhood and ongoing college and/or career preparation

About HMC-1

The Hickman Mills area is a diverse community located approximately 10 miles southeast of downtown Kansas City and includes 56 square miles. In 1902, the Hickman Mills area schools became the first consolidated school district in Missouri.

Still today, each of the District's schools strives for academic excellence. Schools include:

- an early childhood center
- seven elementary schools
- one middle school
- one high school
- one alternative learning school

The District also offers a comprehensive gifted program and starting in the 2019-20 school year, HMC-1 will be launching STEAM (Science, Technology, Engineering, Art, and Math) curriculum to all their schools, making HMC-1 one of the few districts in the country making STEAM and Project Based Learning a priority in the classroom and offering such teaching to all students regardless of their grade or academic standing.
Pillar: **Our District**

The success of Hickman Mills depends on stable and responsive leadership that builds consensus and inspires action throughout the district, schools, and community. Communication and racial equity are focus areas that cannot – and should not – be confined to just one area of work. Strategic and lasting progress in both areas will require establishing and maintaining best practices, and most critically, a collaborative approach that reaches into every part of our district.

The third focus area for Our District will be recruitment and retention of the very best teachers and staff to serve Hickman Mills students. From turnover to climate to pay and benefits, the district will seek to better understand the factors that contribute to high turnover and explore options and adopt practices to reverse this trend.

**PILLAR: OUR DISTRICT**

Strategic focus areas include Communication, Staffing and Racial Equity

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Action Step</th>
<th>Notes</th>
<th>Timeline</th>
<th>Role Responsible</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Communications</td>
<td>Implement Communications Audit</td>
<td>A professional third-party communications audit will evaluate the strengths and gaps in the district’s communications programs, with recommendations to help increase effectiveness and measurable outcomes.</td>
<td>Complete by December 2019.</td>
<td>Public Information Office</td>
<td>$10,000-$15,000</td>
</tr>
<tr>
<td>Staffing</td>
<td>Implement Turnover Factor Study</td>
<td>A third-party researcher will review key employee data to help identify factors contributing to turnover rate, including demographics, systems, policies, and/or precursor behaviors or trends.</td>
<td>Begin and complete in Year 1, with recommendations for additional action or remedies to implement before end of Year 3.</td>
<td>Human Resources &amp; Operations</td>
<td>Cost for third-party researcher TBD</td>
</tr>
<tr>
<td>Staffing</td>
<td>Create Retention Task Force</td>
<td>A small task force made up of key stakeholders (district/building administrators, board members, teacher leaders, etc.) will review factors that are helping or hurting retention and team stability.</td>
<td>Begin and complete in Year 2, with recommendations for additional action or remedies to implement before end of Year 4.</td>
<td>Human Resources</td>
<td>N/A</td>
</tr>
<tr>
<td>Staffing</td>
<td>Conduct Climate Research</td>
<td>Pilot new survey instrument called Pulse, for exiting certified staff.</td>
<td>Begin in Year 1 and evaluate instrument tool and data by start of Year 2.</td>
<td>Human Resources</td>
<td>$7,000</td>
</tr>
<tr>
<td>Staffing</td>
<td>Continue Best Practices and cross-pollinate with Pulse</td>
<td>Review existing exit interview and climate survey procedures to better identify retention strengths and weaknesses for all employees.</td>
<td>Continued and ongoing.</td>
<td>Human Resources</td>
<td>N/A</td>
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</table>
Pillar: Our District (continued)

<table>
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<tr>
<th>Racial Equity</th>
<th>PEG</th>
<th>Continue to implement strategies and systems, as recommended by PEG.</th>
<th>Continued and ongoing.</th>
</tr>
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<td>Racial Equity and Staffing</td>
<td>Continue to evaluate and explore consistent teacher pipeline that provides a diverse pool of candidates, including a potential partnership with Historically Black Colleges and Universities.</td>
<td>“Grow Your Own” will be in its third year in 2019-2020.</td>
<td>Continued and ongoing.</td>
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<tr>
<td>In Years 3-5 seek corporate sponsorship for the Grow Your Own program.</td>
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Pillar: Our Schools

As in any district, the schools of Hickman Mills are the heart and soul of our learning community. That’s why the successful implementation of our plan to address the challenges in our schools depends on the investment of everyone who depends on Hickman Mills, from employees and students, to parents, families, and partners in the community.

Without question, full accreditation is an urgent focus. As such, we must create an assertive and dedicated focus on maximizing daily attendance for each student — and creating the safe and supportive environment required for the best learning to happen. Only then will we lay the foundation of full accreditation and establish a long-term path of continuous improvement.

<table>
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<td>Accreditation</td>
<td>Review areas for improvement and develop short-term action plan for implementation in 2019-2020.</td>
<td>It is important to identify which factors are most essential to accreditation and easily achieved in current district structure. DESE provides new APR data in December 2019.</td>
<td>Write detailed plan in January 2020 with immediate implementation.</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Engage the expertise of a third party to evaluate interventions aimed at decreasing chronic absenteeism.</td>
<td>Student attendance is critical to earning full accreditation — and to student growth and success. The district must determine why 20% (about 1,284) of students are chronically absent in HM C-1. The district has partnered with AllHere to address this.</td>
<td>Begin Year 1 with evaluation through the end of Year 3.</td>
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### Pillar: Our School (continued)

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<th>Student attendance is critical to earning full accreditation—and to student growth and success. The district must determine why 20% (about 1,284) students are chronically absent in HM C-1. The district has hired AllHere to address this.</th>
<th>Begin Year 1 with evaluation through the end of Year 3.</th>
<th>Student Services &amp; Building Leaders</th>
<th>$9,000 ($3,000 per year, District responsibly, over three years). A grant pays the remainder.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>Partner with experts who have a proven track record to build systems and supports to improve attendance.</td>
<td>The district is collaborating with Attendance Works via a grant to address this. Enforcement of Policy JED-AP(2) – No Credit for excessive absences.</td>
<td>Begin Year 1.</td>
<td>Student Services &amp; Building Leaders</td>
<td>United Way grant</td>
</tr>
<tr>
<td>Academic Growth &amp; Continuous Improvement</td>
<td>Implementation of STEAM and project-based learning in every school.</td>
<td>This provides enhanced opportunities for student learning.</td>
<td>Implement professional development in Year 1.</td>
<td>Curriculum and Instruction &amp; Building Leaders</td>
<td>Professional development – $7,000 Materials and supplies – TBD</td>
</tr>
<tr>
<td>Academic Growth &amp; Continuous Improvement</td>
<td>Increase the percentage of students participating in real-world learning and earning Market Value Assets (MVA’s).</td>
<td>Collaborative grant through Kaufman Foundation with Center and Grandview districts focusing on market value assets.</td>
<td>Implement design academy for students in Year 1.</td>
<td>Curriculum and Instruction &amp; Building Leaders</td>
<td>N/A (Potential $58,000 grant)</td>
</tr>
<tr>
<td>Safe &amp; Supportive Climate</td>
<td>Continue to update and expand the online resource directory.</td>
<td>With so many varied non-profits and service organizations in the Hickman Mills District, it can be difficult to keep track of which resource might best support a student or family in need. A centralized and easily shared resource will benefit all stakeholders. Investigate what options are out there – consider a small printed card that can also be shared or one central phone number.</td>
<td>Year 1.</td>
<td>Public Information Office &amp; Student Services</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Pillar: Our Community

While our students, teachers, and staff are the faces seen in the classrooms and hallways of our schools each day, we at Hickman Mills fundamentally depend on partnerships with parents and guardians, families, non-profits, and businesses for our continuous growth and long-term success.

The demands many of our district families face are different today than they were even 15 years ago. If we seek to strengthen our partnership with parents and guardians, we must seek to engage in new and different ways. Understanding that meetings during a school day are inaccessible to many of our students’ families, we must also look for ways to leverage everyday technology and other approaches that have the potential to benefit everyone and ultimately serve students better.

Surrounding any successful school system is a community that understands the unique role that its schools play in economic and workforce development. The work we have outlined will help establish and expand partnerships with service organizations and businesses. This growth will not only benefit our schools but also help strengthen the community of Hickman Mills.

PILLAR: OUR COMMUNITY

Strategic focus areas include Family Engagement, Service Organizations and Business Partners

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<tr>
<td>Parent, Guardian, &amp; Family Engagement</td>
<td>Create and implement a real-Life Family Task Force (including parents, teachers, staff and students).</td>
<td>Explore, design, and pilot use of technology (including personal devices as needed) to offer alternatives to parents whose work or family schedules are barriers to attending IEP, 504, PTC, and other activities that directly support student learning. Ex: virtual parent conferences.</td>
<td>Task force begins and makes recommendations by end of Year 1</td>
<td>Public Information Office, Curriculum and Instruction &amp; Student Services</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent, Guardian, &amp; Family Engagement</td>
<td>Launch “DELTA” program.</td>
<td>DELTA is the district’s equity leadership team with “advisory” (A) from parents.</td>
<td>Year 1.</td>
<td>DELTA</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our Research Partner

We partnered with Patron Insight Inc. to assist our effort gathering feedback from all internal and external district stakeholders. Patron Insight used Multiple Validation Protocol to validate ideas, desires and perceptions through multiple audiences, using multiple research vehicles to allow everyone – from the superintendent to a non-parent patron who has not stepped foot on campus in many years – to have a role in creating a vision of what the district should achieve.

The following research processes comprised Patron Insight’s work for the Hickman Mills Strategic Plan process:

- One-on-one interviews with more than 30 individuals inside and outside the school district.
- Community meetings with active participation by attendees.
- Online surveys to students, employees, parents, and community members.
- Phone call survey of 400 “head of household” individuals living in district boundaries, statistically valid to a +/-5 percent error factor.

The research outcomes are incorporated throughout this plan. This process ensures the Hickman Mills Strategic Plan and focus areas are based on valid research outcomes, representing all stakeholder voices.

Patron Insight believes a school district’s strategic plan should be a fluid document, always keeping in mind organizational shifts necessary to achieve the bigger picture. The 2019-2024 Hickman Mills Strategic Plan is clear on its strategic focus areas and addresses the work that will be accomplished in Year 1 of the plan. Knowing we will need to change and adjust to accomplish the bigger picture strategies, the plan will be reviewed annually in May with Patron Insight and the upcoming school year’s action items will be identified at that time. Working with strategy while considering the organizational shifts required to achieve the big picture, the district will create and modify a plan that achieves what is needed to be successfully in each the strategic focus area.