

## Tab 01 – Executive Summary

Hollis + Miller Architects worked closely with the Ozark R-6 School District to create a long-range plan which provides opportunities for the school district to navigate towards its own unique educational vision by steering and not just reacting. In essence, the district now has a road map for the development of future facilities based on vision and need. The long-range planning process is a five-step process and this book provides documentation of the information, activities, and conclusions taken/discovered throughout the process.

### Step 1: Project Initiation

The first part of this process begins by answering all the key facts: who, what, when, where and why.

Who: Staff, Community, Site Councils, District Staff.

What: Define the parameters and goals of the long-range plan study.

When: Establish a timeline for the process.

Where: Determine the best places to engage the community for discussion about long-range planning.

Why: Explain the importance of the long-range plan to all stake holders – district, staff and community.

### Step 2: Gather Data and Information

The second step was to gather as much data and information about the district and its buildings. An independent demographer was brought in earlier in the year by the school district to study the demographic trends and forecast the growth of the population and enrollment. Interviews were held with staff to determine needs and the district's vision for Ozark's growth. Building capacity studies were conducted.

### Step 3: Planning Criteria

In step three Hollis + Miller Architects worked with staff, district personnel and community members to develop an objective set of statements that clearly lay out the school district's desires. These statements are used to objectively evaluate multiple long-range facility options and form the action plan for meeting the school district's broadly stated education goals.

### Step 4: Exploring Options

In the fourth step, the vision for the district was overlaid on a conceptual map of the facilities. In this step many questions were asked: How can we best use existing facilities? Where are new facilities needed? Is there room for expansion? And, most importantly, how do the answers to these questions play-out in the school district's long-term needs. The result is a diagram of circles, triangles and squares, called "feeder pattern" diagrams which show how a student moves through the facilities, while also showing how the facilities grow and change.

### Step 5: Adopt Best Plan

In the final step, the planning criteria and feeder pattern diagrams were refined to reflect the best options. At this point, a closer look of the advantages and disadvantage were studied until a single concept or hybrid emerged as the best configuration. "Flash Points" were calculated and a railroad diagram was developed showing enrollment milestones, thus creating a flash point that triggers the district to start planning the next step.