

2018 Application

Performance Area:

Climate, Culture and Organizational Efficacy

Please complete all sections of this application form, save the file and email to Training@msbanet.org by 5:00 p.m. on Friday, March 9, 2018.


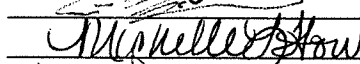
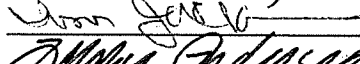
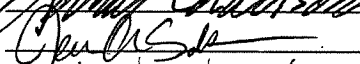
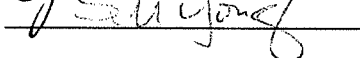
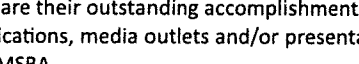

School District: Fayette R-III

Board President: Gary Gose President Daytime Phone: 573-489-8143

President Email: ggose@fayette.k12.mo.us

Names of and Titles Who Contributed to the Application: Those who contributed include each board member listed below, Superintendent Tamara Kimball, and Curriculum Director Jill Wiseman.

We attest that this application has been completed and reviewed by the board members listed above and made with the knowledge and approval of at least a quorum of the board. We attest that the information provided in this application is true and accurate. **Signatures Required.**

| Print Name: | Signature: |
|-----------------|--|
| Gary Gose |  |
| Eric McSwain |  |
| Michelle Howell |  |
| Tim Jackman |  |
| Larry Anderson |  |
| Jean Schmidt |  |
| Shauna Young |  |

If selected as a winner, the Board of Education agrees to share their outstanding accomplishments through MSBA communication channels, including but not limited to publications, media outlets and/or presentations at meetings and conferences, on mutual agreement of the district and MSBA.

Yes No

Climate, Culture and Organizational Efficacy Criteria.

- 1. Positive School Climate:** A positive school climate is created, shared and implemented among all stakeholders as directed by board policies. Ongoing communication with all stakeholders and community involvement informs and supports the implementation of the district vision, mission and goals. The board periodically reviews data and feedback on the effectiveness in creating a positive school climate and supports plans that proactively seek improvement of school climate, communication and engagement. There is evidence of a positive school climate, on-going communication and broad participation in school life of all stakeholders.
- 2. Culture of Learning:** Practices that establish an environment where success and continuous learning for students and staff are expected, identified and implemented creates a culture of learning. Collaborative relationships among all stakeholders support effectively working and learning together. Data and feedback are periodically reviewed by the board on the effectiveness of practices to implement a culture of learning; an environment to support continuous learning for students and staff; and collaborative relationships among all stakeholders. The

board supports plans that proactively seek improvements in creating a culture of learning. There is evidence of continuous improvements in the creation of a culture of learning and engagement for all stakeholders.

3. **Welcome and Safe Environment:** Systems are in place to provide a welcoming, supportive and physically safe environment for all students, staff and stakeholders as directed by board policy. A board-approved, comprehensive and up-to-date crisis/emergency plan and procedures are in place. The board periodically reviews data and feedback regarding the academic, social and physical environments, as well as the implementation of the district's crisis/emergency plan and procedures. The board supports plans that proactively seek improvement in creating a welcome and safe environment. There is evidence of improvement in creating a welcoming, supportive and physically safe environment for all stakeholders.
4. **Collaboration:** Collaborative relationships and shared-decision making exist among all adults. Supportive relationships exist among adults and students and include a willingness to listen and holding high expectations for student success. Feedback from all stakeholders informs continuous improvement in establishing and maintaining collaboration and shared-decision making is periodically reviewed by the board. The board supports plans that proactively seek improvements in establishing and maintaining a collaborative culture, shared-decision making and supportive relationships among adults and students. There is evidence of improvement in establishing and maintaining a collaborative culture, shared-decision making and supportive relationships among adults and students.
5. **Organizational Efficacy:** District organizational structures, programs and practices are aligned with the curricular, instructional and performance goals outlined in the board approved district strategic plan/CSIP. Building and department strategic plans are aligned with the district strategic plan/CSIP. Processes for continuous improvement within the schools and throughout the district are in place. The board periodically reviews building and departmental strategic plans, feedback and data on organizational structures, programs and practices for alignment with the district's curricular, instructional and performance goals. There is evidence of the effectiveness of the district's organizational structures, programs and practices in increasing student performance.

Application Questions

Criteria

Provide the Board of Education's response to the following questions for each of the criteria areas listed above.

Responses may not exceed one page for each of the criteria areas. Additional pages, including appendices or attachments, will not be read or considered.

1. Describe what occurred that is outstanding in the criteria area. Be sure to address all areas listed in the description of the criteria.
2. Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area. Fully describe the board's role and/or actions that led to the accomplishment.
3. How do you know it worked? Describe the evidence that demonstrates the board's practices are effective in meeting the criteria area.

Application Process

On the last page of the application, describe the process the board used to complete the application so as to ensure participation of board members in the application process. Include information on the board's process for deciding to apply for the award; how board members contributed ideas for the content of the application; board member involvement in the drafting of the application; and board approval of the final application to be submitted to MSBA. The response is limited to one page.

Questions about the Application or Awards

Please contact Janet Tilley, Director, Board Development, by phone at 800-221-MSBA (6722), ext 379, or by email at tilley@msbanet.org.

Positive School Climate: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

The members of the Fayette R-III School District Board of Education have been working for several years now to put structures in place with the express purpose of ensuring teachers and students are supported, but realized that was going to take more of a strategic effort than simply wanting it to happen. Working closely with the administrative team, the Board determined its desire to strengthen relationships with all educational stakeholders required ensuring transparency with enhanced communication, improved collaboration, community involvement and engagement, and increased professional development that allowed board members to serve and be seen as role models for all educational stakeholders, which ultimately would lead to stronger relationships and improved student achievement.

To enhance communication at the district level, The Falcon News, a community newsletter, is published annually in the fall and spring both online and in hard copy that includes a section entitled "A Note From the Board" with members taking turns writing this article in each edition. A one page Board Meeting Highlight is posted online after each board meeting that shares the decisions made and the items discussed. The Board meeting agenda items are aligned to CSIP and/or board goals to help board members understand how their work relates to the goals and helps them communicate with the community who may not understand how the guiding documents support and impact board decisions.

To improve collaboration, the Board holds one daytime board meeting each year. This has become a special event and is called "Board Day". The meeting is called to order at 2:00 p.m., but prior to that members have an opportunity to spend the day visiting classrooms, buildings, and programs and to see 'school in action'. This provides them a better understanding of the role and responsibilities of the teacher, which helps them when making decisions. Eating breakfast and lunch with students or teachers provides an opportunity for great conversations. Teachers report pride in their Board for taking the time to visit their classrooms on Board Day and appreciate the work they are doing.

The Board adopted a policy to include student representatives four years ago as a way to support students and ensure their voice is heard. Two student reps provide a monthly update to the board regarding the various activities going on throughout the district. The student reps seek student input and survey students about hot topic issues and share their findings with the board.

An updated Board photo is taken annually and hangs in each office to provide students, parents, staff and community members another opportunity to see their board members. Board meeting agendas include a Showcase, which is a time for the buildings to share accomplishments with the board through student or staff presentations. Parents are invited for the opportunity to enjoy a positive experience with their child. The showcase allows the Board a time to interact with stakeholders publicly.

The school board honors a citizen who supports the district in a variety of ways throughout the year with an award entitled *The Fayette R-III School Board Distinguished Citizen of the Year*. It is given at the end of year awards ceremony and is another opportunity for the Board to publicly express its appreciation to the honoree and enables the community at large to see the school board at work.

Board members seek opportunities to be role models for the staff and have participated in monthly book studies in addition to attending annual conferences and regional meetings. Three board members have earned advanced certification and two have earned the master level certification. This is a first in the history of the board. No members have ever earned certification beyond what is required initially.

An annual summer board retreat is held so members have an opportunity to discuss current topics, and to review CSIP goals and the additional board goals they developed to further guide their work to ensure continuous growth and development. This professional development opportunity enables members to be challenged by one another and/or the superintendent regarding the new learning and any issues the district is facing that requires out of the box thinking. All of this Board work is shared in various ways with the staff and community.

Culture of Learning: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

The Board is excited about the progress of Professional Learning Communities (PLCs) at the elementary. Formal training and implementation is currently being supported at the elementary school where they are in their 3rd year of PLC training and will be participating in their final site review on April 11. Through this process, the elementary has developed a collaborative, building wide process for examining building level data. This data comes from assessments conducted at each grade level. Data teams meet monthly to review data and when appropriate, make changes in instructional practices. Grade level collaborative teams meet weekly to review instructional strategies. Falcon Teams have been established to allow a time for targeted interventions and enrichment specifically geared towards student strengths and weaknesses to take place. Student progress is consistently monitored for changes that will need to take place. All of this revolves around the four corollary questions of: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

The school has established a common purpose of learning for all, a collaborative culture, and a focus on results. Attention is specifically given to developing, celebrating, and maintaining this culture among students and adults. Monthly Falcon Fest assemblies are held to recognize student academic and character achievement. Outstanding teachers (as nominated by students) are also recognized at these assemblies. We have wonderful parent and community involvement at these assemblies. Local businesses help provide awards and t-shirts for staff and students. The newspaper always includes photos of award winners. It is a great monthly event to recognize all of the positive things that are going on at our school.

Student leadership jobs have been established for the students to apply for each semester. Some of the jobs include: Hall Ambassador, Library Helpers, Safety Patrol, Technology, Morning Announcements and Greeters, Assembly Crew, Office Clerks, Recycling, Green Team and Bus Buddies. We have found that this builds school spirit and students' pride, responsibility, and ownership in the running of their school. The Board supports this through the Student Spotlight portion of the Board meeting where students who have been chosen for Leadership jobs are recognized and celebrated for their role in supporting our school.

In addition to highlighting student and teacher success at the meetings, the Board has shown its support for a culture of learning through the adoption of a new school calendar to incorporate more professional development days into the school year. This allows for monthly meetings to review student data as well as to collaborate on instructional strategies without pulling teachers from their classrooms.

The board supports and will continue to support PLCs and other creative ways that help to build and maintain a culture of learning. We are pleased that through the hard work of our elementary staff, we have been recently notified that Daly Elementary is no longer considered a "Focus" school by DESE. This is a huge accomplishment and goal that many of our staff members have worked tirelessly towards achieving. We are very proud of the culture of learning that exists in our schools.

Book studies have occurred in many ways throughout the district, but this year, for the first time, all certified staff participated in one. The district purchased books after surveying the teachers' areas of interest. There were eight different books used for the study. Both teachers and administrators led these monthly sessions and the quality of conversations that have occurred are truly inspirational. This has brought elementary and secondary staff members closer together and forged positive new working relationships over common issues that all teachers have. It is nice to be able to remind teachers that the Board is participating in a book study as well, which demonstrates their willingness to walk the walk and talk the talk. The Board recently completed the book, *Our Kids*.

Welcome and Safe Environment: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective.

Be sure to address all areas in the description of the criteria.

The Board of Education puts the safety and security of our students as its highest priority. We are currently running a bond issue that will in part allow us to make security upgrades including adding new door security mechanisms to classroom doors. We routinely review bus and playground equipment and have a schedule for purchasing new buses to insure the safety of our riders during trips to and from home and to school activities. We are also in the process of renovating our agriculture classroom to improve the restroom facilities as well as improve the ability of the teacher to supervise students going to and from the restroom area.

The schools recently completed a review of the district emergency plans, making revisions to bring procedures up-to-date with current practices. In addition to this, our school administration has identified staff members to participate in CPI (Crisis Prevention Institute) nonviolent crisis intervention training. This training emphasizes early intervention and non-physical methods for preventing or managing disruptive behavior. It provides staff members with techniques to defuse hostile behavior and resolve a crisis before it can become violent. but also teaches "last resort" skills and strategies to use when a student becomes an immediate danger to self or others.

The Board recently approved a grant request to establish a "clothes closet" for our middle and high school students. The grant was approved and the closet is nearing completion. Many of our students, teachers, and classes have taken part in helping to get the clothes closet up and running. The teachers assisted with cleaning out an old storage room of furniture and supplies, the agriculture class is building shelves, and the housing class has helped to paint, clean and hang rods and curtains. Many of our community and staff members as well as students have donated clothing items to get the closet started. This closet will be of great benefit to our at-risk and low-income students who don't necessarily always have clean, climate-appropriate clothing to wear.

Clark Middle School is currently in its third year of implementing PBIS (Positive Based Intervention and Supports) as a part of the Heart of Missouri PBS program. This program has helped our school to establish and sustain a research-based behavioral framework that our staff can utilize with our students to promote positive behaviors. Two CWC lessons will be videotaped on March 8 by NEE, the Network of Educator Effectiveness, for use in their training courses and later this spring, the middle school counselor and the math teacher will present at the PBIS conference. Since the inception of this program, middle school discipline referrals have decreased from 225 disciplinary actions taken prior to beginning the program to a decrease of 212 last year as we finished the second year in the program to 103 so far this year through the end of January.

The high school has made a focus of ensuring a welcoming environment to freshmen students by initiating a "Freshmen Boot Camp". The thinking behind this was to make the new student orientation more student based to give them a chance to meet all of their teachers as well as walk through a "mini" first day of school to become familiar with classroom and building procedures. This also allows students to build rapport as a class as they participate in team-building activities such as a ropes course conducted by army recruit officers and a scavenger hunt led by the student council. Parents were able to come in for an orientation the evening before to make sure that they are able to meet teachers and go through opportunities for parent participation in school activities as well as to review the student handbook. This event also involved the community as we had donors contribute t-shirts and lunch for the students.

The district has been recognized by the Green Clean Institute as having completed Green Clean Institute Certified™ courses regarding the healthy use of procedures, products and equipment. The district completed the required GCIC Technician, Manager, and Executive courses along with certified frontline staff members completing the Technician course which enabled the district to obtain Silver EHS (Environmental Health Safety) Certification. The importance of a clean building that uses healthy products was not lost on the Board as a way of helping to keep students and staff healthy and well and in attendance.

Collaboration: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

The Board realizes that success in the 21st century means things are not only going to look different in the classroom, but the tools needed to assist teachers and students will be different. They have encouraged and supported the administration to put the necessary teams and support structures in place to allow this work to move forward. There are a variety of collaborative teams in place throughout the district, including a leadership team in each building. They meet with the building principal regularly to discuss issues and brainstorm ideas and options to resolve them. Other teams include Care Team, Data Team, Grade Level Team, and Departmental Team. There are also committees in place, some with specific tasks and others more general. There is a Superintendent Advisory Committee as well as a Superintendent Student Advisory Committee who meet monthly to discuss board meeting agenda items and any other issues they bring to the table.

One of the benefits of technology is the collaborative opportunity it provides students and teachers. Through the use of Google classroom and the various apps available in the Google suite of tools, teachers are able to provide real-time feedback to students on their work, even if they aren't in the classroom. The board has encouraged the use of technology and is dedicated to providing the most up-to-date resources for our students. Funding for technology upgrades is one more reason the Board is choosing to run a bond issue in April. We have made strides towards getting more devices into the hands of students this year but we are not yet a 1:1 school district. Our district vision is to ensure that all students are given the necessary means to be prepared for and successful in their next academic challenge. It is imperative that we provide more technology for our students to fulfill our vision.

The Board has worked to create more opportunities for collaboration among staff through the creation of a calendar based on hours instead of days. This calendar option has allowed our district to increase the amount of professional development time in the school year by over 15 hours compared to the traditional calendar system. In reviewing the APR data for the district for the last three years since implementing the new calendar in the 2015-16 school year, the district score has increased from 83.2% in 2015, to 86.1% in 2016 and 88.2% in 2017. The implementation of many of our collaborative opportunities for teachers through PLCs, data teams, grade level and vertical teams is greatly benefited through the change in the calendar system.

Communication and collaboration with parents and other stakeholders in the district is a school board priority. The elementary recently surveyed parents at the fall parent-teacher conferences. Of the 50 responses that were received, 92% agreed that they feel welcome at their child's school; 88% agreed that the school has met and continues to meet the academic needs of their student; 92% agreed that the school provides a positive learning environment. At the middle school, student-led conferences were initiated to increase the communication between students, parents and their teachers. Not only did this instill an increased sense of responsibility by the students towards meeting goals that they established at the beginning of the year, but it also assured a high level of parent attendance with 92% of parents participating in the conferences. While there is always room for improvement, we feel these numbers reflect the effort that we are making to create and maintain a positive, collaborative culture that sustains high levels of learning for our students. All of the buildings provide newsletters, social media updates, text alerts, emails and multiple events throughout the year that encourage parent attendance and feedback. The board has recently held two community forums with another one scheduled this spring to gather feedback from community members regarding district policies, procedures and the upcoming bond issue. These events have been well attended with 55 and 62 community members signing in as compared to 5 & 16, and 11 & 14 community members in attendance in the 2015-2016 and 2016-2017 school years respectively. This demonstrates progress towards building relationships through this type of community collaboration.

Organizational Efficacy: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

The Board utilizes its guiding documents of the CSIP, board policies, and budget as the cornerstone of all its decisions. It reviews and updates the CSIP annually and with the help of the community and staff members, the document is rewritten every five years. Board meeting agenda items are tied to the CSIP.

The board established Board Goals for the first time ever in district history and tied them to the CSIP to help ensure their own effectiveness. The board annually reviews the Building Improvement Plans to ensure alignment to the CSIP. Work at every level is strategic and targeted to the overall support of CSIP goals.

The budget is monitored monthly to ensure expenditures are in line with building improvement goals. Policies are reviewed throughout the year by the policy committee to address MSBA policy updates as well as additional policy issues that need to be addressed.

As a result of the efficacy of the school board, the status of Daly Elementary School as a Focus School has been removed. The Board has supported the work of DES over a four year process of ongoing leadership, PLC training and implementation, and data team training to enable the staff to learn how to focus their efforts and work together in a variety of new ways that have proven to be most effective for the improvement of student achievement.

The Board has a perpetual calendar that ensures it reviews all program evaluations annually or biennially. There are plans in place for athletics, communications, crisis and emergencies, curriculum, facilities, maintenance, professional development, textbooks, transportation and bus rotation, and special education that ensure all needs of the district are being addressed and reviewed routinely.

The first CSIP objective is that student achievement will show growth in meeting annual performance targets set by the state. In order for students to meet this target they have to be in attendance to learn the material. A building level focus has been to increase student attendance. The district has been striving to attain the MSIP goal of 90% of the students in attendance 90% of the time which is tied to our CSIP goal. Increased attendance is impacted by both criteria: the culture of learning and the positive school climate. In 2015 the district 90/90 attendance was 87.4% and in 2017 it had increased to 90.2%. This increase in attendance demonstrates the commitment the board has made and the support it has provided to each building as well as the dedicated work of each building.

The work of the Board has turned from reactive to proactive and we are seeing the fruits of that labor positively impact every aspect of the district.

Application Process: describe the process the board used to complete the application so as to ensure participation of board members in the application process. Include information on the board's process for deciding to apply for the award; how board members contributed ideas for the content of the application; board member involvement in the drafting of the application; and board approval of the final application to be submitted to MSBA.

The Board began discussing the possibility of applying for an OBOE award when the superintendent presented the criteria four years ago as something worthwhile to work towards. The board was updated annually of its status regarding the criteria.

At the summer 2017 retreat, the Board decided that when it did qualify for the opportunity to apply for the award, it would select the Climate, Culture, and Organization Efficacy category. They then brainstormed ideas under each criteria.

The superintendent kept the list of ideas the board brainstormed at the retreat and shared it with them at the November 2017 meeting when they were told they finally met the criteria to apply! The board requested supporting information and data from the administrative team and agreed to have the Board President and the superintendent write a draft to share at the February 2018 meeting. The Board held a work session on February 27, 2018, to review the document and requested the superintendent and curriculum director do one final review and edit of the document.

The members stopped by central office the week of March 5, 2018, for a final read and completed their part of the application.