



# 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](mailto:Training@msbanet.org) by 5:00 p.m. on Friday, March 9, 2018.

School District: Windsor C-1 School District

Board President: Mr. Tim McCraw President Daytime Phone: 314-346-1253

President Email: strfaith@msn.com

**Names of and Titles Who Contributed to the Application:**

Mr. Tim McCraw – Board President, Mr. Scott Brothers – Vice-President, Mrs. Margie Passmore – Member, Mr. Steve Meinberg – Member, Mr. Michael Dubis – Member, Mr. Dan Shaul – Member, Mr. Tom Krupp - Member

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:

Mr. Tim McCraw

Mr. Scott Brothers

Mrs. Margie Passmore

Mr. Steve Meinberg

Mr. Michael Dubis

Mr. Dan Shaul

Mr. Tom Krupp

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](mailto: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.**

1. **Describe what occurred that is outstanding in the criteria area.** The Windsor C-1 Board of Education has held steadfast to the need for ongoing communication with all stakeholders and highly engaged community involvement. Per the Windsor C-1 Comprehensive School Improvement Plan (CSIP), regarding parent and community involvement, the main objective is to improve the effectiveness of communication with all stakeholders utilizing a variety of accessible methods. Some of the actions of this CSIP Goal 4 and objectives 1 and 2 are:
  - a. Recognizing a public relations coordinator for each building for the submissions of informational material to the local paper and various media outlets.
  - b. Develop and promote building level opportunities for parental involvement.
  - c. Promote alumni events.
  - d. Promote programs that are conducive to community involvement.

The Windsor C-1 School District has developed a high level of positive school culture through various means, with one of the largest being through personal relationship building that has encompassed all the qualities of our district mission statement, where all is founded on the fundamentals of a caring family, school, and community. At the Board's direction, a core values survey was utilized for staff, administrators, students, and parents.

2. **Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area.** The Board of Education has been diligent in the promotion of individuals from within the District. Teacher's aides and para-professionals, with certification, are given the opportunity to move into vacated teaching positions. Administrators in the District are being promoted from within the teaching ranks; the Superintendent and Assistant Superintendent were promoted from within the system, as well. All of these individuals were key stakeholders in the District and their promotions immediately sent a message that the District respects and appreciates the work that is being done by those, within, who have been performing at a high level. In addition, the Board approved Summer School Interns, in order to aid in developing future administrators.

At the direction of the Board of Education, the District issues a monthly newsletter and a monthly newspaper article that includes relevant information from all district buildings and highlights the many positive items that occur. Our school is a welcome host to our parents and community on a regular basis. The Board provides various public forums of information (ex. Bond Issue, school calendar, etc.), as needed throughout the year and has also spearheaded such programs as Watchdogs and Super Moms, which allow for Moms and Dads to be involved in the school day through volunteer programs working with students. Our Board of Education hosts a Christmas Party each year on campus, serving breakfast, lunch, and desserts to all staff members of the District. The Board of Education also hosts a "Welcome Back to School Dinner" for all staff members of the District in order to show their appreciation and to provide relationship building with one another. This year, they will be hosting their 2<sup>nd</sup> annual golf tournament in order to raise money for scholarships.

The Board of Education reviews the various aspects of a positive school climate at its' monthly meetings and workshops that are scheduled throughout the school year and constantly seeks feedback.

3. **How do you know it worked?**
  - a. Windsor High School - 2014 Missouri School of Character and a 2015 National School of Character
  - b. Windsor C-1 School District - 2017 Missouri District of Character.
  - c. Windsor Elementary - 2017 Missouri School of Character.
  - d. James E. Freer Elementary - 2016 National Blue Ribbon School Award winner.
  - e. The District has passed its' 2017 no tax increase bond issue at a rate of 79.02%
  - f. The Board of Education has not held an April Board election in the past 7 years.
  - g. 2016 and 2017 - Honored as a Post - Dispatch Top Workplace
  - h. Windsor High School - 2016 National Gold Council of Excellence

**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.**

1. **Describe what occurred that is outstanding in the criteria area.** Per the Windsor C-1 Comprehensive School Improvement Plan (CSIP), regarding a culture of learning in order to meet the learning needs of students and to prepare for college and career readiness. Some of the actions of this CSIP Goal 1 and objectives 1 and 2 are:
  - a. Collaboration with business and community leaders to develop skills relevant to career preparation.
  - b. Data team analysis for individual student planning.
  - c. Provide Response to Intervention, and OASIS tutoring (community volunteers) to increase achievement.
  - d. Provide after school tutoring, homework club, and summer school learning opportunities.
  - e. Provide a district early childhood program to eligible students.
  - f. Provide an alternative education to students in grades 9-12.
  - g. Utilize automated phone and email system to inform parents of absences and other relevant information.
  - h. Committee development for technology vision/action planning, related to curriculum and instruction.

Some of the actions of CSIP Goal 3 and objectives 1 are:

  - a. The district will continue to seek steps to provide students with 1 to 1 devices for instructional purposes.
  - b. Continue to provide technology and training to support the staff.
2. **Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area.** Our Board of Education has been a leader in the area of a culture of learning. The Board was one of the first to employ Curriculum Coaches at each level of the district, in order to work directly with the instructional staff. This was a Board initiative that continues to reap benefits, as this allows for teachers to identify various practices, engage student learning, and develop collaboration among the staff. Also, the Board of Education has utilized interactive workshops with the goal of examining local and state assessment results.

As our students continually evolve in a technological world, our Board of Education initiated the purchase of Promethean Boards for every classroom in the District, as well as the 1:1 technology for each student in grades 9-12. The Board was passionate that students learn more today from a technological standpoint than ever before. Our Board recognized the potential opportunity for additional student engagement and allotted the revenue for such expenditures. In addition, the Board approved training for all staff members. As a result of their direction, the lessons in our classrooms are evolving into a more student engaged classroom.

Our District reviews various avenues for reducing drug use among students in our schools. Our Board became involved in a proactive manner, in order to provide a safe environment for all, as well as allow for suspended students to return to a more productive path. The Board immediately developed a new policy that allowed for long-term suspensions, but at the same time, gave students the opportunity to place their suspension in abeyance by completing a drug prevention program and consenting to a drug testing procedure, in order to return to school. The Board worked diligently with stakeholders over a period of months, in order to foster a positive climate for all students.

Per policy BHA, the superintendent and Board president provide new Board members with training and resources for the new member to understand and participate in Board service from the beginning. With this discussion, the Board president and superintendent focus on the District's Comprehensive School Improvement Plan, District policies, the budget, the Annual Performance Report, assessment scores, and all other governing documents. Also, each new board member is encouraged to attend individual Board training and education that is available through the Missouri School Boards' Association; our Board is always well represented at the Region 7 meetings, as well as the MSBA Fall Conference and members of our Board have served as a Region 7 delegate, MSBA Advocacy Network, MSBA Legislative Committee, and the MSBA Early Childhood Development Committee.

3. **How do you know it worked?**
  - a. 2006 - 2014 Accredited with "Distinction in Performance".
  - b. 2017 Annual Performance Report Score of 96.1%.
  - c. 2016 – James E. Freer Elementary- National Blue Ribbon School Award winner.
  - d. 53% of basic and basic of below students moved to Proficient/Advanced due to after school tutoring
  - e. 2016 Promising Practices Award and 2017 Magna Award from NSBA for "Owl Time".

**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.**

1. **Describe what occurred that is outstanding in the criteria area.** Per the Windsor C-1 Comprehensive School Improvement Plan (CSIP), regarding a welcome and safe environment, in order to ensure staff, students, and parents feel safe at school, the following actions of this CSIP Goal 5 and objectives 1 are:
  - a. Building administrators will identify and report safety concerns within their individual buildings.
  - b. All staff will be trained in the proper use of safety procedures.
  - c. The district will train staff in implementing SW-PBS in grades K-12.
  - d. The district will continue to implement character education on a daily basis.
  - e. The district will provide a school safety hotline phone number for each building and ensure regular monitoring by building administrators.
2. **Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area.** The Board of Education receives monthly program evaluation reports in the areas of the Comprehensive School Improvement Plan, Crisis Plan, Parents as Teachers, At-Risk, Homeless, Facilities, Summer School, Transportation, Technology, Safety, etc. Each one of these reports leads to extensive discussions by the Board of Education, as it relates to providing a welcoming and safe environment.

During the 2014-15 school year, the Board of Education asked for a review and evaluation of the Crisis Plan. Various stakeholders were utilized in the process, including staff, students, parents, Sheriff's Department, Fire Department, administration, and patrons. Through this process, we were able to recognize out of date procedures and were, therefore, able to establish a more up to date and user friendly plan that could be accessed and utilized in a time of crisis. In addition, we've been able to create a stronger and more collaborative relationship with local law enforcement and partner with various security organizations that have helped provide our District with current practices, equipment, and procedures. This past year, the Board of Education made the decision to employ a District Safety Director to improve and expand the safety procedures in the District.

With the increase in homeless and at-risk students, the Board of Education also approached the administration, in regards to hiring a social worker. The District now employs a social worker that is able to more successfully support the social, emotional, and physical needs of those particular students.

Through discussion of the Crisis Plan, the Board of Education began to allot expenditures for all staff to receive active shooter and intruder training each year. This has created a greater sense of confidence in staff members having viable means of protecting students in these types of situations and has empowered them, in the process. The Board of Education has partnered with local law enforcement to house the Jefferson County Eastern Zone Sheriff's Department on our campus, through the rental of one of our facilities. This allows for quicker access to law enforcement and serves as a deterrent for criminal infractions, as well.

The Board recently purchased a system that connects all of the various social media networks, emails, texting, phone apps, etc., in order to more effectively communicate with the parents and patrons of the District, as it relates to emergency type situations. This was done all in an effort to increase communication with the home.

The Board was involved in collaboration with stakeholders for the past several years, in planning for a "No Tax Increase Bond Issue" that was successfully passed in April 2017. The main focus of this ballot measure is in the construction of more secure entrances to restrict access within each building, along with safety glass and surveillance camera upgrades. Our Board members are very approachable by the community and continue to find avenues to reach out to all constituents.

3. **How do you know it worked?**
  - a. 2017 Special Bond Election – Passed with a 79.02% voter approval.
  - b. District surveys: "having a crisis plan in place and receiving professional development, gives me a sense of empowerment and ownership that I can provide safety for our students in a moment of crisis".
  - c. District surveys: "the yearly active shooter training has allowed for a stronger confidence and collaboration among the faculty in believing that we are better prepared as individuals and as a faculty".

**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.**

1. **Describe what occurred that is outstanding in the criteria area.** Collaboration is an ongoing process. The Windsor C-1 School District provides consistent information to our public to make them aware of all the opportunities that exist for our students. The District also provides open access for two-way communication between parents and members of the District. The Board of Education has worked to create days into the academic calendar in order for productive collaboration to occur between staff members on a regular basis. The Board approved one day per month to be allotted for professional learning, in order for team, grade level leaders, and administrators to have optimal time to collaborate on avenues of success for each child. Each professional learning community establishes agendas, data teams, curriculum development, team building, focus planning, and the ability to follow up with the progress made.
2. **Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area.**

The Board of Education has supported our instructional calendar and have included parent, staff, and student involvement in that decision making process. The Board and all stakeholders have worked collaboratively in making necessary changes to our instructional calendar that focuses designated time for planning that is so imperative to truly supporting each individual child in their progress toward achievement, whether obtaining proficient or advanced status. Data is regularly reviewed with the Board of Education in order to update them on our academic progress. The assessment plan is updated and reviewed on a yearly basis.

The evidence of improvement of the collaboration is evident in the overall District score of 96.1% on our recent Annual Performance Report. Also, through faculty reports, 100% of our staff believes that professional development has a direct impact on student learning. The Board also approved non-certified staff to participate in the professional development days, and insures that the Professional Development activities are correlated to the District CSIP Plan. The Board also developed the TAB (Teachers, Administrators, and Board) committee in order for all to collaborate when it comes to salary, benefits, and the overall betterment of the District.

The C-1 Board of Education is very unique in that each member has a genuine respect and admiration for one another; they rely on each other's strengths and come together on various topics and discussions with an open mind and refuse to make any decisions that are detrimental to students. Regardless of the topic, the collective group has the presence of mind to use the phrase "What is best for our students?" on every issue; they refuse to waiver from this, regardless of their personal thoughts, experiences, etc. They also do not make quick decisions without a thorough investigation and discussion of the matter, in order to make the best decisions for students.

The Windsor C-1 Board of Education works closely with its' State Representatives and Senators, as it relates to the various school issues. The District is fortunate to have Representative Dan Shaul, as a member of its Board of Education. The District collaborates regularly with all local legislators regarding issues that can impact the students of the District and those across the State of Missouri. The Board is also active with MSBA's Legislative Forum and the local Jefferson County Legislative breakfast that occurs each year.

The District conducts a yearly exit interview with staff members who leave the District, or retire from the District, in order to utilize that information to benefit current and future employees, as the Board analyzes the various answers to the questionnaire. As a result of these exit interviews, the Board has worked diligently to provide retirement incentives for employees and to utilize any savings to help increase the salary schedule and benefits at all levels and for all employees.

3. **How do you know it worked?**
  - a. Annual Performance Report of 92.5% in 2013-14, 95.0% in 2014-15, 96.1% in 2015-16, and 96.1% in 2016-17.
  - b. 2006 - 2014 Accredited with "Distinction in Performance"
  - c. 2016 – James E. Freer Elementary recognized as a National Blue Ribbon School.
  - d. 2017 - Honored as a Post - Dispatch Top Workplace
  - e. 2017 Special Bond Election – Passed with a 79.02% voter approval.

**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.**

1. **Describe what occurred that is outstanding in the criteria area.** The Board of Education has supported the CSIP by providing resources in the budget to allow activities and instructional improvement to meet the goals, as well as by being an active participant in its' implementation and revision. Through the allocation of resources and a collaborative effort with the various stakeholders, school performance has continued to elevate, as has the attendance rate, along with a decline in student discipline referrals. The Windsor C-1 School District Annual Progress Report of 96.1% for the 2016-17 school year demonstrates the results of this collaboration and financial support. The continued focus remains in maintaining and exceeding the current score, through expansion of the educational opportunities for all students.

The Comprehensive School Improvement Plan specifically addresses in Goal 1 the various actions involved, as related to student performance, as well as Goal 3 which addresses the instructional resources and this is reviewed with the Board, throughout the school year at multiple board meetings and board workshops. The Board reviews the strategic plans of the school, as well as the feedback and data involved; through the CSIP reports, program evaluations are reviewed for alignment with the instructional goals. Mrs. Margie Passmore, board member, is also a teacher in one of our neighboring districts and she has played a vital role with her active participation in the collaboration that has taken place in the implementation of the plan.

2. **Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area.** The Windsor C-1 School District's curriculum, instruction, and performance goals are aligned to the Comprehensive School Improvement Plan. The plan was comprehensively reviewed in November 2017. Various stakeholders play a role in this revision and alignment, including the Board of Education, administration, students, faculty, parents, and patrons.

The Windsor C-1 Board of Education works diligently to draft and revise the various MSBA policies and procedures, in order to show a true reflection of what is occurring. The C-1 Board of Education is committed to excellence, through a systematic approach and personal beliefs that each child can achieve at a high level. The C-1 Board has been vital in allowing the alignment of professional learning of staff members with the needed support for instruction, in order to meet the needs of each child.

**3. How do you know it worked?**

- a. Annual Performance Report of 92.5% in 2013-14.
- b. Annual Performance Report of 95.0% in 2014-15.
- c. Annual Performance Report of 96.1% in 2015-16.
- d. Annual Performance Report of 96.1% in 2016-17.
- e. 2006 - 2014 Accredited with "Distinction in Performance"
- f. 2016 – James E. Freer Elementary recognized as a National Blue Ribbon School.
- g. Windsor High School was named a 2017 Missouri School of Character.
- h. Windsor C-1 School District was named a 2017 Missouri District of Character.
- i. Windsor Elementary was named a 2017 Missouri School of Character.
- j. Also, for evidence, our District has not had a board election in the previous 7 years, as the community has a high level of trust and confidence in those that currently serve.
- k. Teachers with Masters Degree or higher has risen from 29.1% in 2009 to 54.4% in 2017.
- l. 2014 Advanced Placement Honor Roll for expanding opportunities and improving performance for Advanced Placement students.
- m. Windsor students can earn 54 college credits through the dual credit program.
- n. Windsor High School offers 10 Advanced Placement courses.

**Application Process: Describe the process the board used to complete the application so as to ensure participation of all board members in the application process.**

The Board of Education asks regularly, “are we going to apply for the Outstanding Boards of Education Award this year”. Once the email arrived to the Superintendent on December 18, 2017, the Board members began delegating the various duties related to the application and the 5 criteria involved.

The Board President, Mr. Tim McCraw, took the lead for writing the initial rough draft, as well as the revisions of the document once the other members would submit to him their information.

Mrs. Margie Passmore, who is a public educator, agreed to be the final reader and make any revisions necessary to the application.

Mr. Scott Brothers, Mr. Steve Meinberg, Mr. Michael Dubis, Mr. Dan Shaul, and Mr. Tom Krupp were responsible for collecting the various data and information to support the final outcomes. These individuals were also tasked with having conversations with the Superintendent, Curriculum Coaches, Board Secretary, Building Principals, and other staff members that had relevant information needed for the final submission.

Mr. Scott Brothers, Board Vice-President, was responsible for emailing the final submission to the Missouri School Boards’ Association.