



2018 Application
Performance Area:
Governance, Leadership and Accountability

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: Raymore-Peculiar R-II
Board President: Mrs. Kim Bailey President Daytime Phone: 816-456-5568
President Email: Kim.bailey@raypec.org

Names of and Titles Who Contributed to the Application:

Kim Bailey - Board President, Kim York - Board Vice President, Ruth Johnson - Board Member, Dr. Kari Monsees - Superintendent

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:
Kim Bailey
Paul Coffman
Susan Edmonsond
Ruth Johnson
Ryan Wescoat
Kim York

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 [X] No []

Governance, Leadership and Accountability Criteria

- 1. Strategic Planning: Long term strategic planning occurs every few years. Strategic planning meets State requirements and focuses on continuous school improvement as directed by board policy. The strategic planning process allows for input from all stakeholder groups, students, staff, administrators and board members. The strategic plan includes board governance goals and strategies.
2. Strategic Planning Implementation and Monitoring: The board approved Strategic Plan/CSIP serves as the foundation for allocating resources, developing policies and procedures and selecting and implementing instructional programs and practices to increase student achievement. The strategic plan is consistently referenced in board discussions and guides board decision-making. Annual board review of the implementation of the strategic plan allows for any adjustments needed in order to provide

continuous school improvement and respond to specific critical needs. The board's implementation of the district strategic plan has led to district improvement.

3. **Accountability:** A comprehensive system of district accountability focusing on student performance is established and monitored. District performance data continually guides governance decisions and is systematically utilized in program evaluation, improvement planning and decision making. The board reviews the effectiveness of district programs and practices for effectiveness in meeting district goals and priorities. The board continually monitors student performance and reports on student learning, growth and progress are clearly communicated with all stakeholders. Data-driven decision making has led to measurable district and student improvement.
4. **Collaboration:** Board members engage in ethical behavior as directed by district policy. Collaborative relationships among board members and between the board and superintendent facilitate a focus on student learning, district improvement and effective governance.
5. **Advocacy:** The board is regularly engaged and proactive with community/local leaders and local, state and federal government officials to advocate for students and schools. Board reviews the effectiveness of their efforts in advocating for students and schools.
6. **Professional Growth:** There is evidence of a commitment to continuous board development for both individual board members and as a whole board to build shared knowledge, values and commitments for district improvement efforts and effective governance practices. Opportunities are provided for board members to share their learning. The board's involvement in professional development had led to improved governance practices.

Application Questions

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.

Strategic Planning: 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.

Long term strategic planning occurs every few years. Strategic planning meets State requirements and focuses on continuous school improvement as directed by board policy. The strategic planning process allows for input from all stakeholder groups, students, staff, administrators and board members. The strategic plan includes board governance goals and strategies.

During the fall of 2017, the Ray-Pec Board of Education and district administration completed a comprehensive strategic planning process designed to update the existing strategic plan. The process began with a brainstorming session during a summer retreat day, with the Board identifying three key focus areas as a starting point for revising the strategic plan. The previous strategic plan contained eight focus areas, and while all were important, a conscious decision was made to narrow the focus in the revised plan. The Board also spent extensive time at the summer retreat working with administration to plan a comprehensive community engagement process as part of the strategic plan development. A similar engagement process had been used in previous years for long-range facility planning, a successful bond issue, and the resulting attendance boundary revisions.

The strategic planning process included the formation of a stakeholder committee that included approximately 50 stakeholders. Patron groups represented on the committee included parents, students, community leaders, business leaders, senior citizens, teachers, support staff, principals, Board of Education representatives and district administrators. The committee met six times during the course of the fall, including one joint meeting with the entire Board of Education. The superintendent facilitated the committee with the assistance of the cabinet leadership team and the Board representatives. Feedback from the larger general public was gathered with the assistance of a consultant, to help ensure the proper level of objectivity.

The strategic planning committee began by establishing norms and receiving its charge from the Board. An extensive review of student-level and district-level data helped inform the committee members of current district status. A series of brainstorming activities followed to help develop the focus areas and key strategies. Once a draft set of focus areas and strategies had been developed, they were shared with the community at large for feedback and prioritization. The consultant developed an online survey tool and worked with the district to host a public forum to help gather broader input. The feedback from the community input process was utilized by the committee as they refined the strategies and action steps to be included in the plan.

Throughout the process, the entire Board was updated on a regular basis at regular meetings and work sessions. A draft plan based on the work of the committee and the input of the community was reviewed and discussed in a Board work session prior to a request for final approval. In December 2017, the Board unanimously approved the revised strategic plan. The strategic planning committee members expressed tremendous gratitude for being included in the process, and many have agreed to continue on as members of the Board's standing Citizen Advisory Committee. Work continues to update the supporting SMART goals for the plan, to be measured through an ongoing scorecard monitoring process to be described later.

Plan Alignment: 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.

The board approved Strategic Plan/CSIP serves as the foundation for allocating resources, developing policies and procedures and selecting and implementing instructional programs and practices to increase student achievement. The strategic plan is consistently referenced in board discussions and guides board decision-making. Annual board review of the implementation of the strategic plan allows for any adjustments needed in order to provide continuous school improvement and respond to specific critical needs. The board's implementation of the district strategic plan has led to district improvement.

The Ray-Pec School District utilizes Baldrige principles in developing and monitoring the strategic planning process. Continuous improvement is the focus through ongoing goal setting and progress monitoring. A district-level scorecard has been developed in alignment with key strategic goals, strategies and action steps. At least twice per year the Board reviews progress on key scorecard measures, once during a summer retreat and at least once during the school year after all annual measures can be included in the scorecard. In addition, individual department level scorecards are utilized and shared with the Board of Education as part of the ongoing program review and evaluation process.

The most recent district-level scorecard includes approximately 30 measures, rated on a performance scale of one to ten. About 20 of the measures are performance related indicators, including areas such as multiple student achievement measures, staff recruitment and retention, fund balances, technology integration, and Professional Learning Community (PLC) implementation. The remaining indicators involve satisfaction indicators from annual patron and staff feedback surveys. Survey-related indicators include measures of perceived educational quality, student safety, staff feeling of value, quality of district communication, effective use of technology, and governance and leadership in support of student achievement by the Board and administration.

District and department scorecards are also reviewed and considered as part of the budget development process each year. The annual budget includes connections to key strategic plan focus areas. Specific spending priorities are outlined in relation to the strategic plan. This budget component is one of the required elements of the Meritorious Budget Award (MBA) criteria of the Association of School Business Officials International. Ray-Pec School District has received the MBA award for the past three fiscal years.

District, building and department leaders establish personal goals each year to further support the strategic plan. Building improvement plans are connected to the strategic goals as well. The ongoing strategic planning and monitoring process has helped lead to district improvements over time. District Annual Performance Report (APR) results over the past five years have been as follows: 2013 - 93.2%; 2014 - 96.1%; 2015 - 98.6%; 2016 - 98.9%; 2017 - 98.9%.

Accountability: 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.

A comprehensive system of district accountability focusing on student performance is established and monitored. District performance data continually guides governance decisions and is systematically utilized in program evaluation, improvement planning and decision making. The board reviews the effectiveness of district programs and practices for effectiveness in meeting district goals and priorities. The board continually monitors student performance and reports on student learning, growth and progress are clearly communicated with all stakeholders. Data-driven decision making has led to measurable district and student improvement.

Data driven decision making is a key element of the Ray-Pec continuous improvement effort. In addition to the district scorecard monitoring mentioned previously, each school building is heavily engaged in Professional Learning Community (PLC) work to help ensure high quality instruction and positive student achievement results. Buildings utilize the data-team process to measure progress on key learning objectives. This process encourages teachers to share best practices and collaborate on teaching and assessment strategies.

PLC implementation is evaluated at each school based on a defined implementation rubric. The district scorecard includes a goal related to PLC integration levels across the district. A total of seven Ray-Pec schools in the district have earned the Exemplary Professional Learning Community recognition over the past three years. This award is based on an outside review of PLC practices in conjunction with a pattern of increased student achievement.

As mentioned previously, the Board's ongoing program evaluation process includes the review of department and program scorecards on key benchmark goals. These program evaluations are conducted on a regular schedule by the Board of Education. Each evaluation includes a review of data, whether achievement related or perception feedback from stakeholders. SMART goals are revised on an ongoing basis and opportunities for improvement for the future are identified.

Each fall, the Board spends an entire work session reviewing student achievement information in detail. This review includes MAP/EOC results, ACT results, and benchmark performance results from NWEA assessments in grades K-8. Ray-Pec has placed a greater emphasis in benchmark assessments in recent years, focusing on growth during the course of the school year more so than annual summative tests. The Board recently approved a Memorandum of Understanding to join the Missouri Assessment Partnership (MoAP), which seeks to join with other Missouri districts to enhance assessment for learning.

District-wide assessment results are shared publicly through electronic posting of Board of Education meeting materials. A page of the district website is dedicated to the strategic plan and related monitoring through the scorecard process. All Board meetings, including those that include a review of student achievement and scorecard monitoring, are recorded and posted on the district website to further inform the public on progress toward instructional goals.

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.

Board members engage in ethical behavior as directed by district policy. Collaborative relationships among board members and between the board and superintendent facilitate a focus on student learning, district improvement and effective governance.

The Board of Education works collaboratively with each other and district leaders to provide supportive governance and leadership for the district. Even when personal opinions differ, common ground is found and every effort is made to support the students and staff within the district. Board members demonstrate ethical behavior as they continually focus on the needs of students and staff through their role of leadership and governance.

The Board of Education has established several committees and each member participates in at least two district level committees. Board committees include Citizen Advisory, Policy Review, Audit-Finance, Professional Development, Wellness, Strategic Planning, Innovation, Curriculum Review and Team Ray-Pec (staff welfare). Reports from committee activities are shared out at each monthly meeting. District administrators and other staff and patrons are also included on each committee, creating a distributed leadership model that involves many key stakeholders.

In addition to the regular monthly meetings and committee efforts, work sessions are scheduled from six to eight times per year to foster deeper discussions on key issues. Such work sessions are recorded and posted to the district website similar to regular meetings in an effort to promote transparency and keep the community informed. An annual retreat day is also scheduled each summer to allow for detailed discussions on strategic initiatives in progress or being planned for the future.

For several years, the Board has conducted an annual self-evaluation to help clarify and focus their work. A few key areas are identified annually for further emphasis, in order to develop stronger consensus or improve overall governance. The Board also seeks feedback on their governance and leadership performance each spring through the annual stakeholder survey. A SMART goal related to that performance is included on the district scorecard. Feedback results have shown consistent improvement in perceived Board effectiveness over the past several years.

The Board of Education has a strong working relationship with the superintendent and the entire cabinet leadership team. All parties demonstrate their commitment to the success of the district through their extensive collaborative work above and beyond the call of duty. The collaborative environment over the past five years has resulted in an updated long-range facility plan, a successful bond issue and related construction project, an extensive boundary revision and staffing adjustment process, and most recently a revised strategic plan. Each of these efforts were conducted in a transparent manner with significant communication with patrons. During this same period of time, APR scores have risen to be among the highest in the region.

Advocacy: 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.

The board is regularly engaged and proactive with community/local leaders and local, state and federal government officials to advocate for students and schools. The Board reviews the effectiveness of their efforts in advocating for students and schools.

The Ray-Pec Board of Education sees advocacy as an important responsibility for Board leadership in support of district needs and public education in general. Four years ago, with support of the entire board, board member Ruth Johnson helped organize Cass County Kids First. This informal group includes board members and administrators from all 10 Cass County school districts. The strength of 70 elected school board members working collectively helps gather the attention of those representing public schools in Jefferson City and Washington, DC.

Each year, the Cass County Kids First group works to develop a set of legislative priorities that are common for all districts in Cass County. Each Board of Education then votes to support the priorities in a regular meeting. Those priorities are shared with the local community and our elected representatives. The current focus areas of the legislative priorities include school choice concerns, funding, local control, and accountability.

The group also schedules three local legislative breakfasts each year, inviting locally elected state legislators to come discuss legislative matters that may impact local schools. Each event draws a good representation of both legislators and local school board members. The dialogue has led to positive relationships and ongoing communication related to important legislative actions. It is not uncommon for local area state legislators to contact district representatives for direct feedback on legislative matters. Board members also attend the MSBA Legislative Forum each year, in addition to other trips to Jefferson City to advocate for public education and local educational matters.

Ray-Pec board members have also participated in federal advocacy. Each of the past four years, at least one representative has participated in the MSBA federal advocacy visit to Washington, with three members attending this past summer. This effort has also helped build relationships, as demonstrated by Representative Hartzler's participation in school events on Ray-Pec's campus, as well as the cooperative work over the past few years to make reasonable updates to the Federal School Lunch Program requirements.

Ray-Pec also organizes quarterly meetings of local government groups, known as our Joint Cities meetings. Mayors and council members from the City of Raymore and the City of Peculiar, as well as Cass County elected officials, meet regularly with the Board of Education to discuss shared concerns and enhance communication. Discussions include legislative priorities, infrastructure improvements, public safety, and general community welfare in support of public education and the school district.

Professional Growth: 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.

There is evidence of a commitment to continuous board development for both individual board members and as a whole board to build shared knowledge, values and commitments for district improvement efforts and effective governance practices. Opportunities are provided for board members to share their learning. The board's involvement in professional development has led to improved governance practices.

The Ray-Pec Board of Education is committed to ongoing professional development. Each member completed the Essential training in a timely fashion. Two members have completed the Master training level and one member has completed the Distinguished training level. As mentioned previously, the Board also conducts an annual self-evaluation to identify growth and development opportunities.

The Ray-Pec Board of Education typically sends five to seven members to both the June Leadership Summit and the Fall Annual Conference. A quorum of members attend regional meetings annually as well. Board members utilize these opportunities to hear about best practices, make connections with other board members, and gain insight from high quality presenters and MSBA staff members. Board members have a chance to share their learning during a daylong retreat in June and in work sessions or regular meetings during the course of the school year.

Ray-Pec Board of Education members have also been regular presenters at conferences. Topics include legislative advocacy, working with difficult parents, and sharing Outstanding Board of Education best practices in the areas of Physical and Environmental Resources, School Finance Resources, and Teaching, Learning and Assessment.

The Board of Education seeks feedback from community stakeholders on the effectiveness of their leadership and governance in support of student achievement through an annual survey. As mentioned previously, this measure is one that is included on the annual scorecard for measuring progress on strategic plan priorities. The average score on this measure has increased from 3.53 to 3.80 over the past three years.

The collective effort to enhance Board governance skills has resulted in the Ray-Pec Board of Education receiving the Governance Team Award in five of the past six years. Board members continually share information they have learned with each other and district administration, resulting in a team approach focused on continuous improvement.

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 application process began with a conversation among the Board President (Kim Bailey), Vice-President (Kim York), and Superintendent (Kari Monsees) on categories to be considered for a potential application. After determining the category of choice, a third board member (Ruth Johnson) was added to the group to participate in the drafting process. A shared Google Doc was created to capture brainstorming ideas on significant board actions in support of the criteria. With support from staff, the brainstorming work was translated into a working narrative. The draft application was then shared with the entire Board to gather additional feedback. After a review by the entire board, the final application was prepared for submission.