



2018 Application
Performance Area:
Teaching, Learning & Assessment

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: Camdenton R-III
Board President: Chris McElyea President Daytime Phone: 573-346-2203
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Names of and Titles Who Contributed to the Application:
Nancy Masterson, Vice-President School Board - wrote the text for the application

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:
Chris McElyea
Nancy Masterson
Tom Williams
Jackie Schulte
Courtney Hulett
Laura Davis
David Faiferlick

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 [ ]

## Teaching, Learning & Assessment Criteria

### 1. Current Comprehensive Curricula:

The Camdenton R-III School Board believes we are doing the right work to make our district curriculum meet the needs of our students and offering professional development to assist our teaching staff in more effectively teaching that curriculum. At the beginning of this school year, staff was informed that Teaching and Learning would be the primary focus of the Camdenton R-III Board of Education and all professional staff. The District has procured the services of the Southern Regional Education Board (SREB) group. This group works with district staff and administrators by offering professional development and assisting the work for a comprehensive curriculum that is externally aligned with Missouri standards and internally aligned within and across grade levels and all subject areas and instruction. During the required classroom walkthrough process, administrators check the daily posted standards and objectives to ensure that grade level board approved curriculum is being taught.

The Camdenton R-III District provides online access to the board-approved curriculum for staff, parents, and community members. Student report cards in grades K-6 are standards-based measures, so parents of these students see the grade level standards quarterly and can view their individual child's progress with the individual curriculum standards.

This school year, the work has continued using the newly adopted district curriculum to develop unit plans that promote a cross-curricular approach integrating state standards across multiple subjects or contents into a larger unit that promotes real world connections. This work aligns very closely with our Board's focus to ensure proper educational programming and resources needed to meet the vast needs of our students in the Camdenton School District.

The Camdenton R-III District Strategic Plan specifically addresses curriculum: The Camdenton R-III School District will offer curriculum that prepares students effectively for the next phase in their lives and will keep the curriculum current with changing student and marketplace needs. Another part of the strategic plan states that curricular offerings are consistent across the district to ensure that all students receive the same educational opportunities no matter what building they attend within the district. Two new elementary school facilities now make that a reality. At board meetings, we review the "district scorecard" and our "district strategic scorecard," prudently questioning the changes on those measurement instruments. Each building and program in our district has a scorecard with measurable criteria that enables our board to look at the effectiveness of what is occurring and to determine areas to improve. We then can take that information to utilize our resources to address concerns. We see our "grade" improving on the scorecards which tells us we are being effective in our governance.

Through weekly, monthly, and annual written reports and during board meetings the board is informed of what is occurring as curriculum is realigned and revised. During board meetings we discuss and approve new courses that improve alignment per board policy. Advisory committees are in place in most of our buildings which provide input to those building leaders and then to the board. We have a district-wide Patron Panel representing varied stakeholders from across our district who receive information regarding our district and can in turn offer feedback for board decision-making.

The District subscribes to the MSBA policy service. Current policies and procedures are in place that govern the curriculum process and are closely followed. District policies are on the district website.

Further evidence that our district is doing the "right thing" educationally is that the Camdenton R-III school district achieved national accreditation through Advance Ed which is more rigorous than the Missouri School Improvement Standards. Lake Career & Technical Center is accredited by the Commission of the Council on Occupational Education.

2. Strong Instructional Leadership and Effective Instruction:

The Camdenton R-III school board believes we have in place strong instructional leadership starting at the top with our Superintendents who routinely discuss and evaluate the instruction in our district down to our elementary students who now feel empowered through the Leader in Me program to become leaders in their buildings and diligently work toward the academic goals they set for themselves. Effective Instruction is evidenced by our high 2017 Annual Performance Report/MSIP score of 97.5%. Our school district has seen a steady increase in these scores since 2014.

The Camdenton R-III Board supports student achievement through strong instructional leadership delivered through the work of Instructional Coaches and Building Administrators. The Southern Regional Education Board (SREB) provides specific training to guide a consistent, cohesive daily focus on Teaching and Learning. Two of our district's elementary schools have achieved Leader in Me Lighthouse status because of the exceptional drive of teachers and other staff in those schools embracing the tenets of the Leader in Me program and its implementation to enhance their instruction. Every school year the board approves the staffs' professional development plan for the upcoming school year which we feel contributes to both increasing teacher effectiveness and increasing the opportunities to make students more successful.

As a district, we have set the high expectation that we will grow all students one full academic year in reading and math. All our daily work centers on providing a standards-based school day every day meeting students where they are currently achieving and working to grow them a full grade level in 9 months. The Camdenton School Board has supported this work and reviews student achievement and attendance data throughout the school year. i-Ready testing and other assessments show an increase in the number of students increasing their academic achievement levels. To reiterate, this is evidenced by our high 2017 Annual Performance Report/MSIP score of 97.5%. Our school district has seen a steady increase in these scores since 2014.

The district has implemented balanced scorecards from the national Malcom Baldrige Excellence Framework. All district programs are on a rotational board report schedule and provide a balanced scorecard to depict the success and challenges each program has, based solely on program data, assessment data, and perceptual data. The board receives quarterly updates with the district scorecard that depicts current data surrounding teaching and learning in our district.

The district has implemented a student growth measure within our district teacher evaluation model. The school board expects the district leadership team to make frequent walk-through of classrooms as a way of assisting teachers to greater success. Staff have implemented the newly adopted district curriculum to develop unit plans that promote a cross-curricular approach integrating state standards across multiple subjects or contents into a larger unit that promotes real world connections. This work aligns very closely with our Board's work to ensure effective instruction.

A recently board-approved decision to incorporate the "academy structure" at the high school is an example of using research (Kemple & Snipes MDRC 2000) to make our instruction more effective and applicable to students as they work toward their high school diploma with a career focus in mind. The Board approved shifting of staff to cover this change. All high school students are assigned to one of the three academies: CAB (Communication, Arts, Business); HHS (Health and Human Services); or STEM (Science, Technology, Engineering, Mathematics). Our board approved another career-oriented curriculum program, GO CAPS, and one of our board members is president of GO CAPS Board for the Lake Region. At the middle school level, students start their focus on careers through a program all students participate in called Areas of Career Interest (ACI's). This program challenges students to explore future careers in the real world in order to make real-world connections to their academic classwork. Considering a career path early in their school career may help the student choose coursework that is applicable, making the transition to higher education or a career more effective.

### 3. Data-based Decision Making Regarding Instruction and Programming:

Through the curriculum and instruction work staff have completed the past 1 ½ years, the school district is seeing a more consistent practice of instructional strategies with a tighter alignment to the Missouri Learning Standards throughout all buildings in the district. Continued improvement in providing effective instruction is evidenced by our high 2017 Annual Performance Report/MSIP score of 97.5%. Our school district has seen a steady increase in these scores since 2014.

The Camdenton R-III Board of Education and Administration worked through a very in-depth process when they created the current District Strategic Plan. Nearly 1000 voices of community stakeholders were heard throughout the strategic planning process. Many forms of input were gathered from a vast array of stakeholders. Parents, students and key community stakeholders gave input through phone surveys, online surveys, student focus groups, and community focus groups. The district has continued a quarterly collaboration with key community stakeholders to ensure communication with stakeholders. The Camdenton R-III Strategic Plan states the district mission is to “create a learning community that maximizes each individual’s performance for future success.” As directed by the school board, the education provided to students is always aligned with the district strategic plan. The three goal areas of the strategic plan are: College and Career Ready Curriculum, Facility Effectiveness, and Stakeholder Engagement.

The Board has supported the district with resources and time to allow for the in-depth curriculum and instruction focus of teaching and learning for our students. The board approved school calendar has early release time on Friday afternoons for staff to collaborate within their grade level and programs. The staff use data to inform meaningful discussions, to determine changes, and to enhance their instructional techniques. Other professional development is offered when new curriculum is introduced – recently teachers received PD on the Eureka (Engage New York) Math. [EdReports.org](http://EdReports.org), an independent non-profit that reviews curricula, gives *Eureka Math* the highest ratings in all categories (focus/coherence, rigor, and usability in the classroom). On January 2, our teachers attended a self-driven professional development session. Teachers and community members presented on items designed to improve teaching and learning. Providing meaningful training to our staff is important to our school board.

The Camdenton R-III District has designed and implemented the new Camdenton Teacher Support System as the district teacher evaluation system. Walkthrough observations generate discussions that can facilitate instructional improvements. The Board supports the new district classroom walkthrough observation tool used by all district administrators. This tool supports high quality research-based strategies for high quality classroom instruction such as purposeful planning and preparation of instruction, student engagement, high yield instructional strategies, and formative assessment strategies. The school board uses the Performance-based Missouri Educator Evaluation System to annually evaluate our Superintendent.

The district has implemented balanced scorecards from the national Malcom Baldrige Excellence Framework. All district programs are on a rotational board report schedule and provide a balanced scorecard to depict the success and challenges each program has based solely on program data, assessment data, and perceptual data. We also ask building administrators to share the district scorecard with their staff so they feel part of the whole educational process beyond their walls.

The Board has implemented the John Carver Policy Governance Model. This model provides a perpetual calendar that schedules out all district programs to be reviewed throughout the school year at monthly board meetings. All federal programs, gifted programs, and career education programs are reviewed at Board meetings throughout the school year. The focus of each of the program reviews is to determine program effectiveness and to provide necessary feedback. Typically data-driven scorecards are presented on programs as part of the reports.

4. Balanced and Comprehensive System of Student Assessment:

With a tighter alignment to the Missouri Learning Standards and focused formative assessments, the school board is seeing more consistent results due to the clarity this work has provided. Our school calendar allows for early release on Fridays so teachers may collaborate using data from assessments to discuss strengths and weaknesses in instruction in an effort to develop intervention strategies and discuss varied methods of delivering curriculum. During Friday collaborative time, teachers are developing unit plans that embed formative and summative assessment measures aligned to the Missouri Learning Standards which in turn drives our decision making as part of our collaborative Professional Learning Communities process. There is a direct alignment of teaching, student assignments/activities and assessments to the Missouri Learning Standards. Instructional adjustments and interventions are based on all assessment data. The Camdenton School Board recently voted to become a member in the Missouri Assessment Partnership (MoAP). This group of Missouri school districts envisions a replacement for the MAP test for students in grades three through eight. The partnership also will provide schools a network to share ideas and information.

Annually, the board is presented with the student achievement results from the MAP/EOC state assessments in all four curriculum areas. Quarterly, the board is presented i-Ready data focused on the results of the quarterly diagnostic assessment in reading and math. These quarterly results are part of the district scorecard which is reviewed at board meetings. Student achievement as well as attendance, and college and career data is shared many ways in the Camdenton R-III School District. The annual district data is formatted into a booklet and is available to all patrons at the district office. The same report is posted on the district website. All district data is compiled into our district newsletter and mailed to all stakeholders in our district.

The Camdenton School Board has expressed a strong commitment to the systematic assessment process within I-Ready. The i-Ready Learning system allows teachers to quickly evaluate each student K-8 four times a year to check for progress on individual student proficiency for the grade level they are currently in, as well as, identifying specific learning gaps students may be struggling with at that time. i-Ready allows us to assess students with specific Missouri Learning Standards. The i-Ready Learning System provides consistent and constant assessment and instructional support for all students at their individual learning level. The i-Ready formative system is a comprehensive benchmark assessment of growth and performance based on the Missouri Learning Standards using the i-Ready Learning System. Once students have completed their diagnostic assessment, standards mastery, and/or their progress monitoring, they are automatically assigned learning activities that focus on their learning gaps with the state standards. During the school year i-Ready identifies through four diagnostic assessments individual student learning gaps and progress to being on or above grade level on the state standards for their grade level. There is a strong correlation between the i-Ready On/Above grade level data and the Proficient/Advanced data on the Missouri State Assessment. An independent research study by the Educational Research Institute of America found that i-Ready Diagnostic scores predicted actual scores on New York State Math and English Language Arts assessments within one grade level with at least 95% accuracy. Our school district has found that at the 3rd and 4th grade levels, our i-Ready scores are within 2-4 tenths of our state MAP scores.

The Board reviews a quarterly i-Ready report that provides current data about the percent of students who have grown a full academic year and/or are on/above grade level. Longitudinal and cohort data are provided in the quarterly reports to track our effectiveness. There is a strong correlation between the i-Ready On/Above grade level data and the Proficient/Advanced data on the Missouri State Assessment. This data is dis-aggregated by subgroups across the grade spans. We are able to gather lots of data points that help us become very prescriptive with our interventions and everyday work with students. Through the district i-Ready focus, we are seeing an increase in the number of students performing on and above grade and growing a full academic year.

5. Access to Educational Programming and Resources:

The Camdenton R-III Strategic Plan's vision is: Everyone Learning Every Day. That is posted on the wall in our board room and often seen in photos taken honoring members of our staff and board. The mission as stated in that plan is: The Camdenton R-III School district will create a learning community that maximizes each individual's performance for future success. This is followed by the values we adhere to: student success, both individually and collectively; engaging, encouraging environment for faculty and staff; supportive district leadership and Board of Education; active, ongoing engagement with stakeholder groups; responsible use of all resources. Time during the school day for collaboration and the opportunity to work on making our curriculum more effective is showing that student achievement is improving. Continued improvement in providing effective instruction is evidenced by our high 2017 Annual Performance Report/MSIP score of 97.5%. Our district has seen a steady increase in these scores since 2014.

Utilizing research that shows pre-school programs benefit children in lower socio-economic brackets, the Camdenton school board implemented a pre-school program aimed at this population. Even though we do not receive reimbursement for this half-day preschool, the school board feel the funds are well-spent so these students get the jump they need as they start their educational journey. Our district funds an after-school program for children who could benefit from the additional homework help or further interventions. Our district also funds an outstanding Robotic program, with programs extending down into the lower grades.

Our district has ECSE (Early Childhood Special Education) classes and a vibrant Parents as Teachers program. Our district has a significant population of ELL students. Staff who are hired specifically to work with this population during the school day help these students feel more successful in their learning efforts. We even have a program later in the day to help the parents of these students learn the English language so they can better assist their children. Assessments show improving scores with this ELL population in our schools.

Our school board has continued to offer and fund Career Ladder to tenured teachers even though the state funding for this was removed from the state budget. Teachers can earn their career ladder bonus by working with students needing interventions to improve academic achievement. Our school board recently discussed the effectiveness of this program. We feel the individual attention that students received working with teachers in a one to one setting is effective and want to continue this program. We have discussed restructuring the criteria to focus on individual academic instruction in order to improve student's academic scores. Our board recently asked for a report by our administrators to show areas where teachers are spending their career ladder hours, so the school board can purposefully set Career Ladder criteria focused on academic achievement.

Camdenton High School is a member of the Lake Regional Greater Ozarks Centers for Advanced Professional Studies (GO CAPS). Through the GO CAPS program, high school juniors and seniors obtain a rich career exploratory experience. The program provides a different type of educational experience at partner business across the Lake region. Students at Camdenton are also able to access high quality virtual courses through the Launch program housed in the Springfield School District. Launch courses enable students to earn credit and access courses that meet their individual needs. Launch was developed by Missouri educators and is based on the Missouri Learning Standards.

*The Camdenon R-III school district application Process for the Outstanding Board of Education Award*

In June of 2017, our board talked about applying for MSBA awards in the future when we were setting our school board goals for the 2017-2018 school year. When the Camdenon R-III school board was notified by MSBA in December 2018 that we qualified for the Outstanding Board of Education award, the information was forwarded in the weekly Friday (December 22, 2017) report from our Superintendent Dr. Hadfield at the request of Nancy Masterson. The information was sent out then, so that board members could study the performance areas and criteria. The notice that our district had met the criteria to apply for the award was a discussion topic on the January board meeting agenda and that we could choose a performance area. We discussed that our district was strong in many of those performance areas and the board thought to ask our district leadership team to provide input. At the request of the school board, a request went out to all building administrators informing them of the performance areas and criteria. We asked for their input as to which area to address in the 2018 application. Administrators provided input, and that input coupled with another discussion at a later board meeting, determined which performance area to choose. Nancy Masterson was chosen to write the first draft of the text for the application. She asked Assistant Superintendent Dr. Julie Dill to help compile the administrators' comments to select the most relevant information to include. The first draft was sent to our district superintendents and the other members of our school board for review and additional input. Comments provided by other board members and administrators were included in the final application. The application was presented to and approved by the school board on February 27, 2018.