



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: School District of Washington

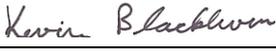
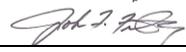
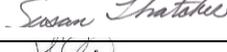
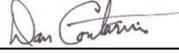
Board President: Mr. Kevin Blackburn President Daytime Phone: 636-259-0207

President Email: Klblackburn2000@yahoo.com

Names of and Titles Who Contributed to the Application:

Dr. Judy Straatmann, Assistant Superintendent Curriculum, Instruction, and Assessment; Dr. Lori VanLeer, Superintendent; Mr. Kevin Blackburn, Board President; Mr. John Freitag, Board Vice-President; Mr. Scott Byrne, Member; Mrs. Trish Mitchell, Treasurer; Mr. Dan Contarini, Member; Mrs. Susan Thatcher, Member; and Mr. Bob Oreskovic, 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:
<u>Kevin Blackburn</u>	<u></u>
<u>John Freitag</u>	<u></u>
<u>Scott Byrne</u>	<u></u>
<u>Susan Thatcher</u>	<u></u>
<u>Trish Mitchell</u>	<u></u>
<u>Dan Contarini</u>	<u></u>
<u>Bob Oreskovic</u>	<u></u>

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

Teaching, Learning & Assessment Criteria

- 1. Current Comprehensive Curricula:** A current, comprehensive curricula is externally aligned with Missouri standards approved by the State Board of Education and internally aligned within and across grade levels and all subject areas. Current board policies support a systematic review, evaluation and revision of curricula that includes input from all stakeholder groups. All curricula are formally approved by the board. The board approved curricula are accessible to professional staff and communicated to parents/guardians. There is evidence of implementation of board approved curricula in all classrooms.
- 2. Strong Instructional Leadership and Effective Instruction:** Instructional leadership and instructional practices are based on evidence from a body of high quality research and demonstrate high expectations for all students. The board periodically reviews instructional leadership and instruction for effectiveness and impact on student performance. The board supports plans that proactively seek

improved instructional leadership and effective instruction. There is evidence that improvement in instructional leadership and instruction has led to increased student performance.

- 3. Data-based Decision Making Regarding Instruction and Programming:** Instructional programs and practices demonstrate alignment to the district's priorities outlined in the strategic plan/CSIP. Systematic collection and review of applicable and reliable data guides decisions regarding the effectiveness of instructional programs and practices. The board periodically reviews district programs and practices for effectiveness in achieving district priorities. The board supports plans that proactively seek proven, research-based instructional programs and practices. There is evidence of improvement in the district's instructional programs and practices.
- 4. Balanced and Comprehensive System of Student Assessment:** An effective comprehensive assessment system (e.g. formative, benchmark and summative assessments) measure progress toward mastery of curricular standards. Ongoing formative and benchmark assessments guide instructional practice, including individual remedial and enrichment requirements. Student performance data is communicated in ways that are clear and meaningful for all stakeholders. The board periodically reviews the effectiveness of the student assessment system and clarity of the communication of student performance data. The board supports plans that proactively seek improved assessment practices to improve instruction and student performance. Assessment practices have led to improvement in instruction and student performance.
- 5. Access to Educational Programming and Resources:** All student populations are provided access to educational programming and resources determined by their needs. There is a focus on closing achievement gaps by using data to improve practices and provide targeted programs or supports. The board periodically reviews the access to and effectiveness of educational programming and resources for all students according to their instructional needs and supports plans that proactively seek improved access and effectiveness of educational programming. There is evidence of the effectiveness of the educational programming and resources in improving student performance and closing achievement gaps.

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.

Current Comprehensive Curriculum: 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.**

Instruction without a curriculum is just random instruction. Instruction with viable and guaranteed curriculum allows for high quality, impactful, and meaningful instruction that provides continuity and cohesiveness from grades K-12. The Board of Education (BOE) encouraged the development of a teacher/staff created electronic curriculum tool when there was a struggle to find a published tool that was teacher friendly and accessible to the staff. The adoption of the tool and its contents provides the School District of Washington (SDOW) staff with the details necessary to graduate students not only with content knowledge, but with employability skills necessary for employment success. The SDOW BOE reviews/ approves the coach/teacher team created curricula on an annual basis. The BOE analyzes pacing guides, lesson plans, common vocabulary, “I can” statements, implementation of employment soft skills, formative/summative assessments, and initiates conversation to understand the scope of the aligned curriculum and its contents.

The BOE supports the use of substitutes and summer stipends to enable staff members to fully embrace active involvement in curriculum development to fully align the SDOW curriculum to the Missouri Learning Standards. Upon completion of a curriculum content area, Instructional Coaches and the curriculum writing teams provide professional development to grade level teams and grade level bands to ensure understanding of the curriculum content and to further analyze the vertical alignment of the curriculum.

To monitor the viability of the curriculum, quarterly benchmark assessments are created based on the Department of Elementary and Secondary Education (DESE) item specifications and Missouri Learning Standards which are delivered via BOE purchased one-to-one student technology. Classroom data is gathered immediately by the teacher enabling each to determine the level of growth each student has made from pre to post benchmark. The Board of Education supported early release Professional Learning Community (PLC) Wednesdays that are used to analyze data by the instructional staff and instructional coaches to monitor curriculum implementation, student learning, data trends, misconceptions, and viability of the curriculum. Due to the curriculum being a “living” document, necessary revisions are made immediately and throughout the academic year.

In order for teachers to effectively deliver the curriculum, the BOE has supported the implementation of one-to-one technology for grades 3-12 students and all staff. Classrooms are provided with smartboards and projectors to enhance instructional delivery. Schoology Learning Management System is used to house teacher created lessons, websites, resources and materials. Teachers are able to store lessons to share with their peers and for student access at school or at home in an effort to extend the classroom and meet individual student needs. Staff members are also using technology to develop BOE approved courses such as personal finance enabling students to take courses outside of the school day thus freeing up their schedule to take more relevant and desired courses.

Evidence: Due to the support of the BOE in the implementation of the curriculum the SDOW has led or been near the top as compared to Franklin County and surrounding schools in the areas of Missouri Assessment Program (MAP) English Language Arts (ELA), math, and science. ACT scores have steadily increased over the past two years and have exceeded state averages in all areas for the past five years. All Annual Performance Report (APR) Academic Achievement points possible, 100%, were earned since 2013-14 in all areas with the exception of social studies in 2015/16 due to a minor Level Not Determined issue that was corrected.

Strong Instructional Leadership and Effective Instruction: 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 School District of Washington (SDOW) Board of Education (BOE) recognizes the level of student learning is directly impacted by the degree of successful pedagogical knowledge and the level of instructional leadership of each building and in district level instructional positions. Therefore, the SDOW BOE greatly supports the professional development of each member of our district, as well as, the BOE members themselves.

After nine years of successful Professional Learning Community (PLC) implementation, the BOE realizes that refresher courses are necessary in order to have strong collaboration between teachers and building leadership. To support continued learning, the BOE has encouraged Building Leadership Teams to attend national PLC conferences as well as the annual Missouri Powerful Learning Conference. It is through the learning at these conferences that Problem Solving Teams have been developed at each building at which individual student data is collected for data walls, student portfolios are created, students’ goals are created and monitored, and instructional strategies are shared.

While the BOE recognizes that it is impossible to send every staff member to out of district conferences, it is necessary to guarantee that ALL staff members are provided with high quality, relevant, professional development. To meet this need, the BOE has supported implementation of Professional Development (PD) Cohorts facilitated by our own teachers and instructional coaches in a train the trainer model. Survey data shows that staff appreciates the opportunity to learn from their peers on a semester/yearlong topic of their choice. The professional learning options align with our continuous improvement plans.

The BOE also provides financial support to fund five instructional coaches in the content areas of English Language Arts (ELA), math, science, social studies, and technology. The coaching model requires data analysis, PD presentations, instructional modeling, facilitation of curriculum writing teams, and class management. The instructional coaches participate in DESE Missouri Learning Standards development, MAP item writing teams, and present at the national/state conference level, (i.e. MCTM math conference).

While some instructional leadership endeavors are district wide, the BOE recognizes that each of our 11 buildings are unique and have various professional development needs. The Board of Education supports principals in their quest to professionally grow staff at the building level through various book studies such as Guided Reading Fountas & Pinnell, Next Step in Guided Reading, Reading Strategies, Daily 5, Make Your Bed: Little things that can change your life, Teach Like a Champion, Number Talks, Reading and Writing Strategies, Teach Like a Pirate, and The Energy Bus. The district leadership team is also undergoing a four-part series on Growth Mindset.

The BOE strives to personally grow by means of workshops, conferences, and activities that promote their individual learning. Two members have earned the Missouri School Board Association (MSBA) Advanced Board Member Certification, and one of the board members has achieved Master Certification with desire to reach the level of Distinguished.

Due to the strong leadership of our administrative team and BOE, the SDOW understands the need for new course offerings, providing students with choices that align with our desire to ensure they are successful in the ever changing world. The SDOW has implemented Project Lead the Way in our gifted program, Washington Middle School, and Washington High School. We have become members of the Center for Advanced Professional Studies (CAPS) Network, offering classes in entrepreneurial and global business, as well as teaching careers, computer integrated advanced manufacturing and biomedical science courses in partnership with business partners within the community.

Evidence: Addition of nine new Advanced Placement (AP) courses, embedded ELA and math credit in eight CTE courses, addition of six PTLW courses, addition of two CAPS courses, 30 dual or college credit offerings.

Data-based Decision Making Regarding Instruction and Programming: 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 School District of Washington (SDOW) Board of Education (BOE) embraced the development of the 21st Century Learning Plan which serves as the comprehensive school improvement plan from 2013-2018. The plan incorporates six elements including increasing student engagement, transforming learning environments, supporting innovators, personalizing professional growth, enhancing communications and collaborating to make decisions. Detailed objectives for each of the areas were included with measurable outcomes to measure the level of success of each. The plan is reviewed by the BOE three to four times a year to monitor progress.

Goals of the 21st Century Learning Plan include the implementation of a successful assessment plan with the inclusion of ACT and WorkKeys, having 95% of all students in attendance 90% of the school year, increasing graduation rate, and graduating students who are ready to successfully join the workforce, college, or technical school. Also included are objectives to provide one-to-one technology for all students grades 3-12 and all staff, as well as provide STEM instruction for students in grades 3-12 by means of PLTW or otherwise. Strategies are used to implement these objectives and data was used to evaluate the success of each. The 21st Century Learning Plan was developed by four focus groups consisting of BOE members, teachers, parents, community members, and students.

Through course evaluation, analysis led to the reorganization of Health Occupations resulting in the addition of Biomedical PTLW. The same analysis led the BOE to approve the expansion of the business and engineering strands to include CAPS Global Business & Entrepreneurialship, Computer Integrated Manufacturing and Capstone course.

The Board of Education supported Professional Learning Community (PLC) process and analysis of math data led the district to offer Think Through Math to students who needed additional support when moving from middle school to high school math. While this was helpful to students in high school, data indicated the need for math remediation much earlier. The BOE is in the process of analyzing the potential addition of Math Applications for incoming 7th grade students to help solidify skills before encountering middle school math concepts. Benchmark data, math placement tests, grades, and teacher referral data will be used to place students in this course. Cohort data of these students will be analyzed to determine success of the program.

Summer school programming was another area of analysis leading to significant changes in offerings from 2016 to the summer of 2017. Credit recovery and advancement courses were added at the secondary level, as well as, remediation and enrichment at the elementary level. Students at the secondary level now have on-line course options. Students can also physically attend courses on our high school campus. Elementary summer school instructional practices evolved from remediation only to enrichment, theme-based courses. Enrollment and engagement soared at both levels with the revision of these programs thanks to the Board of Education and their desire to raise expectations.

To ensure the Board of Education is involved in the analysis of instructional programming data, the board members participate on committees in the areas of; Facilities, Safety, Finance, Legislation, and Strategic Planning. Their analysis and understanding of data specific to our instructional programming is critical to the District’s success.

Evidence: 82% of the 21st Century Plan objectives were successfully completed. Those not completed are very close and are being monitored for success. 100% of students, grades 3-12, use one-to-one technology. SDOW earned 100% of APR attendance and graduation points five years in a row. Summer school increased in enrollment by 214 students.

Balanced and Comprehensive System of Student Assessment: 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.**

While over assessing is a struggle for some districts, the School District of Washington (SDOW) Board of Education (BOE) promotes the idea of assessing when it is meaningful and necessary, and when data is analyzed to measure student learning and instructional success. This is evident in the annually BOE approved District Assessment Plan which includes all required state assessments and local “right test/right time” assessments.

The SDOW understands there is a positive impact on instruction when the hard work of quarterly assessment writing is undertaken by the teaching/instructional coaching staff. This collaborative approach to assessment writing allows for a deeper understanding of the learning standards as well as the level of rigor needed when working through the backward design process. Assessments are written and pre/post test data is analyzed during PLCs to make curricular and instructional changes. Data is analyzed through a tiered process: between teachers and principals, instructional coaches and district administration, and finally between principals and the district administration. Once the analysis is complete, curriculum and assessment revisions are made, if necessary.

Common quarterly assessment data in addition to Missouri Assessment Program (MAP) data results led the District to understand the need for a comprehensive District-wide writing program. The BOE supported and approved the purchase of Lucy Calkins writing materials and subsequent professional development. The analysis also showed longitudinal, vertical weaknesses in algebra concepts and number sense. This information prompted a yearlong math professional development series that teachers are reporting to be one of the most valuable professional development opportunities offered.

To support the “right test, right time” philosophy, the BOE voted in support of offering to pay for students to take either the ACT or WorkKeys assessments during a student’s junior or senior year rather than mass assessing all students on both assessments. The BOE has also supported the implementation of the Developmental Reading Assessment (DRA) for all grade K-6 students. DRA data is used to determine the percent of students reading on grade level. The performance data allows the District to plan for additional reading interventions.

After collaboration with community business leaders and directors of human resources, it was determined that students lack the soft skills necessary to earn and keep employment. This feedback is causing the SDOW District staff, teachers, and instructional coaches to design lessons, checklists, and rubrics to teach and measure student learning in the areas of employment soft skills.

The BOE supports not only academic assessments, but strength-finders and career path success measures. Their support led to the purchase of Naviance, a career path planning tool, and a number of other interest inventories including, Learning Styles Inventory, Career Interest Inventory, and Strength Finder.

Along with student assessments, the BOE encourages adult growth and professional learning. Staff members have been assessed on their technology implementation skills. Data resulted in the formation of the Teacher Technology Learning Academy (TTLA). TTLA is a three-year long cohort in which teachers learn technology skills and become certified to teach their peers.

The BOE participates on the following committees, Pathways for Educators, Strategic Planning, and Federal Program Parent Advocacy to determine program needs. This participation leads to changes in the assessment program, instruction, and utilization of resources.

Evidence: 100% Annual Performance Report (APR) College and Career Readiness (CCR), Attendance and Graduation Rate APR points earned last five years, ACT scores have steadily inclined over the past two years and have exceeded state averages in all areas for the past five years. WorkKey Gold and Silver scores increased from 61% to 80% from SY16 to SY17. Positive survey feedback on TTLA.

Access to Educational Programing and Resources: 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 School District of Washington (SDOW) Board of Education (BOE) understands students need to be supported, not only academically, but socially and emotionally, for them to be successful in their academic career. In order to support students and staff, a host of programs and systems are in place to meet our school community’s needs. The systems begin with our very youngest learners in our 6 week old preschool and continues through grade 12, with additional support systems for our staff.

The SDOW begins supporting students and families by offering tuition based preschool to infants and toddlers, as well as preschool programming for ages 3-5. Additional support for Title I identified 3-5 year-old students and early childhood special education programs are also available.

At the elementary level, there are various supports for students struggling with academic and behavioral issues, as there are for students who achieve at high levels. Secondary principals implement behavioral programs including classroom counseling and Positive Behavior Support, PBS. The use of Problem Solving Teams at each school results in identification of students for the Pinocchio Program (mental health program for K-6 students), mentoring, Shine by Nine (community supported tutoring for K-3 students), and referrals to our Challenge (gifted) program.

At the secondary level, students have the opportunity to be supported through No Excuses (program to provide support to students who are at-risk of dropping out), MO Options, mentoring programs, after-school tutoring, academic labs, and community service. Rocktoberfest (anti-bullying, drug awareness activities), CHADS (Communities Healing Adolescent Depression and Suicide), and ALIVE (abuse program) are just a few of the presentations/programs provided to all secondary students to help them recognize abuse and/or seek help for themselves or others. Our high achieving students can seek additional opportunities such as Challenge (gifted services), Girls State, Boys State, Missouri Scholars Academy, many sports, fine arts, civic, and academic clubs. The BOE takes great pride in our students’ successes and attends many functions to show their support and desire to see ALL students succeed.

The BOE recognizes that it takes a village to raise college and career ready students, and readily support staff and parents’ needs. Staff are encouraged to take care of their health and emotional needs by joining the District partnership with the YMCA or participation in staff yoga courses led by a fellow staff member with yoga certification. Staff are also encouraged to access the instructional coaches to learn additional instructional strategies and stay current on Missouri Learning Standards.

Each building also provides parents with the opportunity to learn how to assist their child(ren) academically and deal with the numerous negative influences in their student’s lives. Schools welcome parents to attend a Parent Series on topics such as cyber bullying, drug/alcohol awareness, and teen driving. Students and parents who struggle financially are enrolled in our Feed Kids, Fueling Minds food backpack program and are also supported by our District United Way Funds for clothing, medical, and school supply needs.

The BOE supports recognition of students by honoring students at BOE meetings and has a student representative position on the board. Students are also recognized by the Rotary Club (seniors) and Let Your Optimism Shine Award, the K-12 Optimist Club Award.

Evidence: Subgroup achievement: District earned 75% of APR subgroup points with 6 of 7 elementary schools all being above 91%, one being at 87%. APR total points increased from 91.8% to 97.5% from SY 16 to SY 17. Average daily attendance was above 90% at all nine schools with a district average of 93.2%.

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.

Our Board of Education members have attended the MSBA Fall Conference and other learning opportunities over the past several years. During this time, they sat in on sessions featuring school boards who have achieved the Outstanding Board of Education award. As recent recipients of the MSBA Governance Award, the Board of Education felt their involvement in the ongoing revision and approval of the curriculum, the adoption of the 21st Century Learning Plan, and now their participation in the Strategic Planning Team to set our course for the coming five years, qualified them to apply for this award, as well.

Board members contributed ideas for this application through:

- Participation on the Strategic Planning Team, and sharing ideas for focus areas for the District for the next five years.
- Discussion at the Board of Education workshop on January 16, 2018, as to content for the Teaching, Learning, and Assessment Performance Area.
- Review of a Draft application at the January 31, 2018 and February 28, 2018 board meetings
- Review of the final application.

Our Board of Education is committed to the continual improvement of our District, and is passionate about Teaching, Learning, and Assessment, as is evident throughout this application. The success of ALL School District of Washington students continues to be a top priority for the Board of Education.