



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: WAYNESVILLE R-6 SCHOOL DISTRICT

Board President: BUTCH ORILEY President Daytime Phone: Click here to enter text.

President Email: Click here to enter text.

Names of and Titles Who Contributed to the Application:
Click here to enter text.

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:
BUTCH ORILEY
PAUL SHULTZ III
Dr. LEROY FULMER Jr.
CHARLES QUIN
DAN DEERING
MIKE KEELING
ANDY ANDERSON

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: 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.

6. 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.**

The Waynesville R-VI School District was cited by Niche as one of the top 25 Best School Districts in Missouri. We were **ranked 2nd of 446 in Most Diverse, 15th of 446 in Safety and 23rd of 446 Best in Missouri.** Niche stated “Waynesville High School is a great school with many resources available to the students.” The district has averaged a 1% increase in the number of students performing proficient and advanced in Language Arts and Mathematics over the last four years. **Our APR Report shows a growth from 82.1% in 2013 to 92.9% in 2014 to a record 97.5% in 2016 to 95.7% in 2017.** In a school district with more than 70% military impactation and an annual turnover rate more than 30%, our graduation rate remains 92%. During the past three years, we opened an alternative school that has successfully helped with credit recovery and student graduation.

Four years ago, Waynesville became the first district in Missouri to receive a NMSI Grant (National Math and Science Initiative). **Over the last three years, our AP class enrollment increased from 144 in 2014 to 675 in 2018. NMSI cited Waynesville R-6 as being the Number 1 school in the United States for having the largest growth in qualifying AP math, science and English scores at Army-affiliated schools across the country.** The grant is designed to be funded for three years only; however, because of our data we are one of only three schools in the nation to be given a 4th year extension. Below is a sample of the growth from the 16 courses we offer in our AP program.

	2014	2018
1. Biology	0	42
2. U.S. History	9	94
3. Calculus	30	61
4. Government	38	64
5. Physics	0	65
6. Psychology	21	43

Last year we entered into a program with Ozarks Technical Community College in Springfield, Mo., allowing our students to earn an Associate’s Degree in Criminal Justice upon graduation; seven students were enrolled in this program last year and 16 this year. The district also has established career-embedded internship classes in marketing through the Waynesville-St. Robert Chamber of Commerce and healthcare with General Leonard Wood Army Community Hospital. FLGW Hospital started with 5 and has grown to 17.

The school calendar allows teachers time, including on late-start Wednesdays, to collaborate in K-12 vertical teams and in grade level and department level Professional Learning Communities (PLCs). During these times our Assistant Superintendent of Instructional Services, instructional facilitators, and grade level and department teacher leaders guide our teachers in reviewing, evaluating and revising their online curriculum to ensure our written guides align with the Missouri Learning Standards, GLEs and CLEs for their content areas. We also provide funding to pay teachers to work during the summer or after school hours. Teachers review and update curriculum resources in every subject area on a four-year rotational cycle. After our teachers spend time researching possible resources for adoption, they make a recommendation to the board and we make every effort to make sure the funding is available. Our increasing scores from our student achievement data indicates the time teachers spend reviewing, evaluating and revising their curriculum to ensure alignment with the Missouri Learning Standards is working.

Our MSIP (APR) scores – 2013-82.1%, 2014-92.9%, 2015-96.6%, 2016-97.5% and 2017-95.7% – show this hard work is translating to improved scores for our students.

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.**

Four years ago, during a summer retreat the board established Board Goals to help guide the superintendent. Three of these goals were as follows: 1.) To have high academic standards for all students. 2.) To hire only highly qualified staff. 3.) To train all administrators to evaluate staff members in a consistent, accurate and timely manner.

As of 2018 all administrators have participated in teacher evaluation training provided by the district. A schedule was developed by personnel that details how and when each teacher is to be evaluated. A teacher feedback conference is scheduled following each evaluation and must be completed in a timely manner. A summative conference completes the evaluation process. The Athletic Director was also directed to complete a formal written evaluation of each head coach and to have summative conferences at the end of the season.

The Board has made a strong commitment to professional development of all staff members. We felt it was important to “lead by example” and so this year the Board has completed one book study – “The School Board Field book: Leading with Vision” – and monthly article reviews. We do two annual board retreats – a one-day local retreat in the winter and a 1.5-day summer retreat out of town. At our summer retreat last year in Columbia, Janet Tilley from MSBA conducted a workshop on Successful Boards. Janet provided several copies of our past regular board agendas that were given to three teams of board member to analyze. An analysis of our **agendas showed that as a board we spent more than 50% of our regular agendas on student assessment and achievement. Our retreat agendas focus on student achievement and assessment data more than 65% of the time.** During the school year, the Assistant Superintendent of Instructional Services prepares ongoing, informational reports derived from formative and summative assessment data for the Board. This provides transparent communication and allows to board to provide reinforcement to the academic progress of our student. If necessary remediation practices are put into play to help those students not on level. Building level administrators can provide feedback for improvement and devise standard specific professional development opportunities to improve performance. In addition, all of regular Board meetings are televised and broadcast live for stakeholders to view.

At least three times during the school year we review school achievement scores, curriculum goals and our internal data collection numbers. When teachers asked for help with teaching writing skills across the curriculum, the Board approved the adoption of the “Step up to Writing” program this year. The program will be used at all levels and across all disciplines. It will provide a template for all teacher to use to teach writing skills. Our students will have a uniform format for writing no matter what grade or discipline they are in. It will provide teachers with a step-by-step process to teach writing skills. The research from this program shows strong gains in writing skills in the first year and future years.

Several years ago, **the Board enacted a No F policy for all activities.** Prior to this Waynesville used the standard set by the Missouri State High School Activity Association, which required participants to take and pass 2.5 credits each semester. The following data shows the GPA of some of our sports programs:

	2014	2017
1. Football	2.87	3.04
2. Volleyball	3.29	3.69
3. Wrestling	3.0	2.96
4. Boys Basketball	2.89	2.92
5. Girls Basketball	3.27	3.71
6. Track	3.17	3.46

The Middle School, Sixth Grade Center and all elementary schools are all implementing leadership programs based on the “7 Habits of Highly Effective People” work of Stephen Covey. This year Piney Ridge and Williams Early Childhood Center were recognized as “Exemplary Professional Learning Community Schools” by DESE. The following schools received the “Exemplary Professional Learning Community Schools” from DESE: 2013-East Elementary & Partridge Elementary, 2014-Thayer Elementary, Freedom Elementary & Wood Elementary and 2015-Sixth Grade Center.

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 Board spends more than 50% of its regular monthly agenda reviewing student achievement and assessment data. Our students’ strengths and weaknesses drive where we place our resources. Overall improvement in student achievement in our district is a cooperative effort between the Board and all stakeholders. One of the first questions we always receive is: “What impact will this have on student learning?” If the answer is negative, we will not proceed with it. We can and do channel funds and support to the areas where our administrators recommend direction for improvement.

In 2016 we decided to do a grade re-configuration of our two off-post elementary schools – each with more than 900 students. Prior to this move, one elementary building housed our k-2 students and one housed grades 3-5 students. These grade-level centers resulted in double bus routes to transfer students and split a family’s grades k-2 and 3-5 students. With the new configuration, **both buildings are k-5 and all of a family’s k-5 students are in one building.** This change had a positive impact on every off-post elementary student. Our parents have only one building for all of their K-5 children and the bus “waves” between the buildings no longer occur. We have already seen an improvement in the test scores in these two buildings.

Our early childhood preschool program was located in several buildings across the district, which required travel time for teachers and ultimately resulted in fewer contact hours with their students. **The board made a decision to construct a new early childhood education facility to house all of our programs under one roof, including PAT, PACE and ECSE.** This has resulted in a new state-of-the-art facility that has reduced our cost of duplicate supplies, materials and equipment. The staff likes the one location and morale has improved significantly.

Due to concern for safety in our schools, the Board approved the use of four resource officers – including a new position that is split between two of our elementary buildings. All entryways into our buildings have been equipped with an electronic locking system that must be opened from the office. All visitors must check in at the office and all buildings have a closed-circuit monitoring system throughout them. Our resource officers have new two-way radios that allow them to communicate with each other and the local police, no matter where they are in the district. The board receives a yearly safety report and updates from our head resource officer. The resource officers are required to attend an annual district-paid professional workshop.

Research data supports the need for a student to be in school and healthy to learn and so the district decided to partner with Central Ozarks Medical Center to apply for a competitive grant (School-Based Health Clinic/SBHC) to place a nurse practitioner in a school building. Research conducted by John Hopkins University shows the benefits of a SBHC program are: **1) decrease in absenteeism, 2) reduces school discipline and behavior problems and 3) saves families money by reducing visits to the ER. There are only four in Missouri and we will be the fifth.** The school-based clinic is open from 7:30 to 4:30 each school day. It serves all students in the district regardless of their ability to pay. Staff members may use the service but students will always be serviced first. The program started in February 2018. We will keep records to determine the impact it has on the district.

The growth in our AP program from 144 students in 2014 to 675 in 2017 shows what high academic standards can do for students, but this growth also resulted in the board approving an additional six AP classes. In 2014 we only had 42 passing the qualifying AP score (3-5); in 2017 we increased to 147.

At least three times during the school year the board reviews school achievement scores, curriculum goals, and our internal data collection numbers. The Board reviews student progress on

- district common assessments, which are aligned to the Missouri Learning Standards
- the quarterly district writing prompts
- STARR Math and Reading assessment data.

Growth throughout the year as well as year-to-year data trends are monitored.

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.**

At least three times during the school year and at one board retreat, we review school achievement scores, curriculum goals and our internal data collection numbers. The Board reviews student progress on:

- District common assessments and these assessments are aligned to the Missouri Learning Standards
- the quarterly district writing prompts
- STAR Math and Reading assessment data.

Growth throughout the year as well as year-to-year data trends are monitored.

During the school year, the Assistant Superintendent of Instructional Services prepares ongoing, informational reports derived from formative and summative data for the Board. This provides transparent communication and allows the Board to provide reinforcement to the academic progress of our students. If necessary, remediation practices are put into play to help those students not on grade level. Building level administrators can provide feedback for improvement and devise standards-specific professional development opportunities to improve performance.

As you can see, a combination of assessment techniques are utilized to ensure students achieve each benchmark of progress districtwide. The Board provides resources and opportunities for teachers to collaborate to address the needs of their students, including those in high poverty, with disabilities, at risk, on target and those advanced students who need academic enrichment exercises. Providing time for teachers to collaborate with others, grades K-12, ensures increased student performance.

In our district’s CSIP, the Board has one goal “To optimize student learning through effective school improvement initiatives (curriculum, assessment, instruction, professional development and collaborative structures). Effective instructional strategies will be implemented to address achievement gaps in identifiable student subgroups.”

The district also has implemented Performance Plus, which is a data analysis system that allows teacher-level PLCs to monitor student progress toward mastery of grade-level standards and to make timely adjustments to instructional practices to meet student needs.

This data is regularly monitored at the building and district level to guide changes in instructional programming as well as to guide professional development. This data is shared with the Board three times per year. Our MAP/EOC Data Trends are as follows:

MAP/EOC % Prof/Adv	2013	2014	2015	2016	2017
ELA- All	57.4%	54.2%	65.4%	69.5%	65.4%
ELA- African-American	46.3%	43.3%	51.4%	57.2%	49.9%
ELA- Special Education	26.5%	27.3%	31.0%	40.9%	36.4%
ELA- English Learners	33.3%	26.1%	37.5%	45.5%	57.1%
Math- All	57.9%	56.0%	48.3%	51.3%	47.1%
Math- African-American	46.9%	42.3%	32.6%	35.9%	24.5%
Math-Special Education	15.4%	29.3%	20.7%	27.3%	18.2%
Math- English Learners	22.2%	33.3%	27.3%	46.2%	46.2%

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.**

All of our schools libraries/media centers have programs available before and after school for student use. This includes access to the computer lab. The high school offers an after school academic assistance program designed to meet the needs of individual students. Our elementary buildings offer a Club Tiger after school academic assistance program tailored to meet the needs of each student. East Elementary and Freedom Elementary offer after-school STEM Nights built around Building Super Hero’s and Markerspace Nights. Wood Elementary offers a Family Literacy Night and a Dr. Seuss’ Night. Each year the board requires the Assistant Superintendent of Instructional Services to give a report on our disaggregated data breaking scores down into each subgroup. This report is again followed up in our summer retreat. We look for changes in scores – both positive and negative. We are more concerned with drops in scores because we normally have growth. We look at achievement gaps from grade to grade, gender and ethnicity.

The board believes that all students have the right to achieve at their highest ability level. Our counselors have been instructed to strongly encourage each student to develop a schedule that is challenging and is not designed to just get by. Traditional AP Programs require a pretest to qualify for the class, but because of our NMSI grant **we DO NOT require a qualifying pretest, but allow ANY STUDENT the opportunity to take an AP class.** NMSI promotes the “soft Landing” strategy, which requires schools to allow all students interested in taking AP and preparatory classes leading to AP to enroll in AP courses. Secondary and Elementary Teachers have been trained through the NMSI Laying the Foundation Training, which promotes critical thinking, as well as inclusion of all students in rigorous learning opportunities. Our AP numbers are proof of this because many of the students enrolled are not college bound; they are part of our vocational program and regular graduation program.

Last year a tax levy was passed for the first time in more than 50 years. The levy passed with a 71% approval rate. During a board summer retreat it was decided that the superintendent was to put a team together to speak to any group that requested a speaker to address the tax levy. All fund generated from this levy are to be spent on student safety or technology. This tax levy was to ensure the continued receipt of Federal B-2 Heavily Impacted Aid. B-2 Aid is used for capital projects within the district, and an academic wing is currently under construction at our middle school. This \$20 million building will be completed in time for the 2018-19 school year. This new state-of-the-art facility will allow special needs students access to all parts of the building. All classrooms will have natural light and the library and cafeteria will be greatly increased in size. The lunch schedule will be reduced to three sections instead of our current four. The library will house two state-of-the-art computer labs.

Our CSIP not only gives direction to the district, but is a clear pathway to where we would like to be in the future. Our goals are clear, attainable and student-centered. Progress toward each goal is assigned and monitored by members of the central office staff. An annual report on that progress is presented to the board by the superintendent. One CSIP Goal is to “optimize student learning through effective school improvement initiatives (curriculum, assessment, instruction, professional development and collaborative structures), with a SMART Objective of: 80% of students will score 80%or better (3.0 or higher on the standards-based scale) on district post-assessments by 2019.” Effective instructional strategies will be implemented to address achievement gaps in identifiable student subgroups. Students and staff will develop an understanding of the diverse community of learners. The staff will cultivate the respect, understanding and appreciation of the diversity within the school community. Each building is required to analyze data by sub-group and identify programming to support the unique needs of subgroups in their building. **All buildings report student performance data by subgroup and have developed action plans in their Building School Improvement Plan to address gaps between the total student population and a particular subgroup.**

All students, regardless of any demographic characteristic, are encouraged to take part in career-embedded learning opportunities or internships.

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

The board strives to be a leader in programs, technology, teaching staff, student achievement and facilities. Two years ago, we presented a workshop at the Leadership Conference called “How School Boards Can Have A Positive Impact On Student Achievement.” During the conference, we watched MSBA present the OSB Award and decided to submit our application as well. In February of 2018 the superintendent notified us that we could apply for the award this year. At the February board meeting, we voted to complete the application and as per Sunshine Regulations, selected a three-member team – Dr. LeRoy Fulmer, Butch O’Riley and Paul Shultz II – to work on completing the application. Each board member was given a copy of the application and asked to send in their thoughts and information to one of the team members to be included in the application and input was received from Dan Deering, Mike Keeling and Andy Anderson. The team met three times to work on completing the paper work. The entire board looked at the rough draft and made changes. The final copy was approved by the board and sent to MSBA.

