Oakville High School

Part 1: Applicant Info

Basic Information

Are you a school or district?

School

Main Contact

Becky Czuppon

Job Title

Activities Director

Primary Contact Phone

314-467-7201

School Name

Oakville High School

Type of School

Public

Street Address

5557 Milburn Road

City

St. Louis

State

Missouri

Zip

63129

School Website

http://ohs.mehlvilleschooldistrict.com/

School Facebook Page (if there is one)

https://www.facebook.com/pages/Oakville-High-School/800972773247544

School Twitter Handle (if there is one)

@OHS_Tigers

How did you first hear about CEP?

Administrator

Part 1: Applicant Info

Other Contacts

Principal's First Name

Jan

Principal's Last Name

Kellerman

Principal's Phone

314-467-7001

Principal's Email

jkellerman@mehlvilleschooldistrict.net

Is he/she fully supportive of this application?

Yes

District Superintendent's First Name

Norman

District Superintendent's Last Name

Ridder

District Superintendent's Phone

314-467-5001

District Superintendent's Email

riddern@mehlvilleschooldistrict.net

Who manages the web/email/press communications

for your school?

First Name

John

Last Name

Wolf

Phone

314-467-5000

Email

wolffj@mehlvilleschooldistrict.net

Part 1: Applicant Info

Demographic Information

Starting Grade

9

Ending Grade

12

Category of Grade Level

High School

Student Enrollment

1610

Mobility Rates

5.5279

Per pupil cost expenditure

8574

Number of administrative staff

4

Number of teacher staff

140

Number of support staff

59

Graduation Rate

97

Dropout Rate

0.9

% of participants going to 2 and 4 year colleges

88

Population Analysis:

Demographic information may not add up to 100% because some students report more than one ethnicity.

American Indian or Native American (%)

0

Asian (%)

2.3

Black or African American (%)

7.9

Hispanic (%)

2

Native Hawaiian or Other Pacific Islander (%)

0

White (%)

85.7

English Language Learners (ESL/ELL) (%)

1.9

Special Education Students (%)

12.7

% of participants eligible for free or reduced lunch

15.5

Did your school make Adequate Yearly Progress (AYP) last

school year?

Yes

Part 2: Your Character Journey

Your School Story

Write a brief and compelling overview of your school and your character education journey

OHS forges ahead of the curve in terms of new initiatives. Over 15 years ago we redesigned and implemented block scheduling. Through intense study and research, we adopted the Professional Learning Communities' philosophies for 9 years. Staff attended PLC conferences such as the Professional Learning Communities at Work Institute each summer. Staff mentored first and second year programs and presented on three occasions at the Powerful Learning Conference. After a visit to Adlai Stevenson High School , OHS developed a freshman mentoring program extending our journey by merging onto the Character Ed. path - many teachers earned Character Education certification. Understanding that as our student body changes, so should our goals, we revisited OHS's mission/vision revising our goals to meet our students' needs. Staff shares data to improve student achievement and culture. Once our sojourn began, OHS worked zealously on our Character Ed. program. We were recognized with two years of honorable mentions for a state school of character in addition to receiving five Promising Practice awards. Academic excellence extended to participation in extracurricular activities as a goal realizing the more connected students are with the school, the more academically successful they will be. Collaboration of staff, parents, students and the formation and celebration of new initiatives, OHS continues their journey with the recognition of a "School of Character" as a landmark in our expedition.

What are the top three resources that have influenced the character journey at your school?

Student & Staff visits to Adlai Stevenson High School

PLC Institutes

Part 2: Your Character Journey

Your Experience with CEP

Has anyone from your School ever attended the National Forum on Character Education?

No

Has this School / District submitted a Character application before?

Yes

If yes, please provide the years below

2012, 2013

If yes, please share any feedback you received and what you have done to address it.

In our character journey, embedding character education and making it our culture is our greatest challenge. We have made our words, or our Tiger Stripes, visible in our building with banners and signs in classrooms. Our Tiger Stripes are part of disciplinary discussions with students and a driving force behind our Tiger Talk times at the beginning of every Academic Networking Period (ANP) which meets every other day. The Character Education Team has made it its goal to lead the way in building community among the staff through morning social gatherings. As we increase the rigor of our academic program, we have increased technology use. This has created many opportunities to share and support each other in the classroom. We are always looking for ways to involve our parents and community in our Character Education efforts. We are looking more closely at surveys to do this.

Part 3: Implementation of 11 Principles

Self Assessment

The self assessment is an opportunity to gather feedback from your stakeholders as to how they evaluate your School or District on the 11 Principles of Character Education. **In order for us to get a comprehensive understanding of your school's character journey, we recommend that at least one person from each of the following groups of stakeholders complete the self assessment:**

Applicant (Self)
Teacher
Parent
Student
Community Member
Administrator

While only 6 are suggested, for a more thorough assessment, we recommend you get between 10-20 assessments completed. If you have done a collective assessment with your team during your character development planning, please add this score in under "Applicant (Self)", otherwise please assess your school/district yourself.

As stakeholders complete the assessment, the scores of all results will be averaged together and put in a table below.

If for some reason the digital assessment isn't working for your circumstances, please refer to page 25 of the 11 Principles document (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf#page=27) for a pdf version as well as for more understanding of the assessment.

Self Assessment

Name:	Type:	Principles:											
		#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	Average
Jenni Gross	Teacher	3	3	3	3	3	3	3	3	3	3	3	3
Karen Torretta	Community Member	3.67	3.33	3.5	3.75	3.67	4	3.5	3.33	4	3.33	4	3.64
Ryan Gross	Community Member	3.67	3.67	3.25	3.5	3.67	2.67	3.5	2.67	3.33	2.33	3	3.21
John Roland	Community Member	4	4	3.75	3.5	4	3.33	3.5	3.67	4	4	4	3.8
Deb Yost	Parent	3.33	3.67	3	3.5	4	3.67	4	3.67	3.67	3.33	3.33	3.56
Bernice Hodge	Parent	4	4	4	3.25	4	3	3	4	4	3	3	3.57
Amy Learn	Teacher	3.33	3.33	3.25	3.75	3.67	4	3.5	3.33	4	3.33	3.33	3.53
Jeanne Weber	Teacher	3.67	4	4	4	4	4	4	3.67	4	3	3.33	3.79

DyAnn Menzel	Teacher	3.33	3	3	3	3.67	4	2.5	2.67	4	2.33	3	3.14
Jan Kellerman	Administrator	3.67	3.67	3.5	4	4	4	3.5	3.67	3.67	3.33	4	3.73
Brian Brennan	Administrator	3.67	3.33	3.75	3.75	4	3.67	3.5	3.33	3.67	3.67	3.33	3.61
Ross Bullington	Administrator	4	4	4	4	4	4	4	4	4	3	4	3.91
Matt Willett	Administrator	3.33	2.67	3.5	3.75	3.33	3.67	3	3.33	3.33	3.33	3	3.29
Donald Rabin	Student	3.33	3.33	3.75	3.5	3.33	3	2	3.67	4	3	3.67	3.33
Eric Tate	Student	3.33	3.33	3.5	3.25	3.33	3	3.5	3.33	3.67	3	3.67	3.36
Ellie Sona	Student	3	3.33	2.5	3.5	3.67	4	3.5	3.33	3	2.33	3	3.2
Emma Sona	Student	3.67	2.67	3	3	3.67	4	2.5	3.67	3.67	1.67	3.67	3.2
Becky Czuppon	Applicant (Self)	3.67	2.67	3.75	3.5	3.67	3.33	3	2.33	3.33	2.33	4	3.23
Total Averages:		**3.54**	**3.39**	**3.44**	**3.53**	**3.7**	**3.57**	**3.28**	**3.37**	**3.69**	**2.96**	**3.46**	**3.45**

Your Implementation of 11 Principles

In the next section, you will have the opportunity to describe your accomplishments as they relate to each of the 11 Principles of Effective Character Education. You will be given multiple questions to answer in your narrative for each Principle.

Please note that CEP reviewers understand that certain programs or strategies may "fit" under more than one principle and that you have limited space to describe you many programs. Thus, you do not need to repeat your explanations of such programs. Be sure to be specific and give examples whenever possible.

For Principles 1, 3, and 11, you will have the opportunity to provide supporting evidence which illustrate how these Principles have been integrated into your School or District culture.

For more insight, click here to download the 11 Principles of Effective Character Education. (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Principle 1

The School or District community promotes core ethical and performance values as the foundation of good character.

Please describe your implementation of the Principle here:

Our House's touchstone unites us as a family while our tiger

stripes of character focus on five core values: Motivation, Responsibility, Integrity, Respect, Leadership. Stakeholders (students, staff, parents, community members) selected the cores values in a 2012 survey. The words are displayed throughout the school. Students show their stripes through academic performance, displays of moral character, and frequent reflections. Promising Practice Awards for World Change Day, Mentor Program, and collaboration of Leadership Class and SSD Center-Based Classroom, Tiger Tots Program, and Tigers Fight Back prove that our students often show their stripes. During ANP (Academic Networking Period), teachers and students focus on relationship/character building through conversations and reflections. Student-lead Tiger Talk discussions explore the character word of the month. New staff interviews include our strips of character. The staff receives character education training during new teacher orientation and monthly meetings with the principal. To begin the year, staff meets to discuss how to support character in Our House. Staff wears t-shirts displaying the stripes of character on the first day of school as and throughout the year. Students and staff work together to welcome everyone to Our House at an all-school assembly that includes "shout-outs" to student clubs and activities, a senior celebration, and recognition of all new students. One student said, "When I walked through the door, I felt really welcomed to the school .cIt's a good place to be There were lots of students and teachers around to help, and everyone was excited to be here". OHS's website contains a character education section including our mission, activities, stripes of character, and the character word of the month. Our Tiger of Character program honors students who demonstrate character words through exemplary actions. Staff and students celebrate character actions and student achievements.

Upload Evidence to Document Implementation

Please upload 2 documents that demonstrate the presence of this Principle in your School or District. (Only .pdf, .doc, and .docx will be accepted)

Principle 2

The School or District defines "character" comprehensively to include thinking, feeling, and doing.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

OHS Stripes of Character drive our school and the way that staff and students think, feel, and demonstrate character in both living and teaching. The first day of school kicks off a school-wide celebration of the OHS touchstone, Our House. Throughout the year, OHS students and staff make time for character lessons and discussions during class. Leadership mentors (11th & 12th grade students that work with 9th graders) and Students Advisory Board (SAB) members (representatives from each 10th-12th grade ANP) facilitate monthly, student-led character lessons in ANP. These student-led talks center on what character looks like and how it is demonstrated in Our House and community. SAB reps gather responses to character questions and school concerns, and bring that information back to the monthly board meeting. These discussions give time for teachers and students to develop relationships, a sense of belonging, academic responsibility, and individuality. At the end of each term, grade consultations are held between teachers and students. They collaborate on setting academic and behavioral goals, while reflecting on the previous term. In addition, SAB meets monthly with the principal to allow students to voice concerns and feel they have input in their

building. One member said "I like knowing that I have a place to come and be heard. I feel like the administration really listens to what we think and how students feel and that they are doing something about it." Character integration includes faculty meetings where students and staff lead discussions and design character lessons, student reflections on character activities and community service, and surveys of students, staff, parents, and community members. OHS has taken the message of character into the community through school campaigns to raise donations for St. Patrick's Center, Feed My People, Fisher House, and Operation Never Forgotten, as well as staffing a Special Olympics weight-lifting event. In addition, every spring all students give back to the community by participating in a day of service learning. This assistance includes helping at area nursing homes, day care centers, and the Humane Society. Seniors are given the opportunity to select their own service learning project. Reflection discussions take place with their service learning group. One student said, "working with the Humane Society made me realize how important volunteering is. It made me want to go back. I felt like I could do more".

Principle 3

The School or District uses a comprehensive, intentional, and proactive approach to character development.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:
The OHS touchstone "Our House" encourages everyone to support each other. Character is integrated through the "Word of the Month", which each ANP incorporates into discussions, "Good News", and relationship-building "Tiger Talk". Leadership mentors, in collaboration with Student Advisory Board members, facilitate character discussions and reflections during Tiger Talk. Frequent exposure to character topics and discussions move the students beyond defining a word or phrase to living it. A senior mentor stated "I like Tiger Talk because it gets the freshmen connected to

Our House. They want to be part of activities and offer ideas in ANP." Teachers routinely weave character into lessons, such as respecting cultural differences through Foreign Language studies and cross-curricular discussions of academic integrity. An academic honesty policy is being developed through discussions in Student Advisory, Parents' Club and PLCs. Our cadet teaching program assists students in developing lessons, creating activities, and working collaboratively with teachers. This fosters a sense of autonomy, belonging, and competence, and allows cadets to serve as role models for other students. A cadet said, "Cadet teaching gives you a sense of responsibility and a newfound respect for school overall. I also enjoy the sense of camaraderie among the different grade levels." School expectations are designed around our core values which are included in all course syllabi. Sportsmanship codes and club procedures stress responsibility, leadership, and integrity. Athletes sign a contract which includes the following character statement, "Our school's program shall supplement the curricular program of the school and shall provide the most worthwhile experiences possible. These expectations shall result in learning situations that contribute to the development of the attributes necessary for good citizenship." The Tiger community is committed to this proactive approach to character education.

Upload Evidence to Document Implementation

Please upload 2 documents that demonstrate the presence of this Principle in your School or District. (Only .pdf, .doc, and .docx will be accepted)

Document #1

Document (http://hub.character.org/wp-content/uploads/application-files/303-84.pdf)

Document #2

Document (http://hub.character.org/wp-content/uploads/application-files/303-85.pdf)

Principle 4

The School or District creates a caring community

Please describe your implementation of the Principle here:

Our House sets a tone of family before the school year begins. Parents of new students are invited to a question/answer meeting with administrators and counselors. Incoming freshmen tour the building with Leadership Mentors, meet ANP teachers, and visit booths that showcase clubs. The first day begins with an all-school celebration and get-acquainted activities to promote character words and foster relationships between students and teachers. In a recent poll, nearly 90% of the students felt they could go to a teacher with a concern or problem. Students appreciate staff members who attend school events. A junior stated, "I feel supported; they see me as more than just their student." Staff and parents connect at Open House, parent/teacher conferences, extracurricular activities, performance events, sporting events, and activity banquets. Student journalists inform the school/community through The Prowl and OHS Online. Tutoring in all subjects and the Writing Center offer assistance before, during, and after school. Gay/Straight Alliance fosters tolerance and acceptance, while SADD, Trend, and Leadership raise awareness that promote judicious decisions through activities such as Red Ribbon Week and ANP lessons relating to bullying and social media. All support groups encourage student discussions with peers, teachers, and counselors. OHS is the largest south county provider for Feed My People during the Thanksgiving food drive. National Honor Society joins Mehlville High School in a shoebox toy drive. OHS hosts Academic Olympics for elementary and middle school students. During end-of-course exams, juniors and seniors give back to the community through volunteer work: cleaning up local parks, assisting elementary schools Field Day activities. Staff members celebrate together with

holiday parties and breakfast/lunches prepared for staff celebrations. Facility Advisory Board provides a forum to voice staff concerns. A recent teacher survey indicated nearly 50% of the teaching staff has devoted over ten years to OHS, 88% enjoy teaching here, and 78% feel supported by administration. A teacher who has served at our school for over 37 years said, "There's an energy about this place. I've stayed for the kids." Several OHS graduates have returned to teach. One new teacher stated, "High school here was a positive experience. I wanted to come back and create that experience for my students." OHS creates a caring environment by working together in Our House.

Principle 5

The School or District provides students with opportunities for moral action.

To learn more about service learning visit here (http://www.character.org/about/news/newsbriefs/serviceintoservicelearning/).

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

Students at OHS will acquire a deeper understanding of themselves and their world by experiencing and exploring situations that will expand their knowledge and be an integral part of an increasingly diverse society. OHS provides opportunities to engage in positive, moral action. "Spread the Word to End the Word" day, focuses on preventing the use of demeaning, hurtful words. In addition, annual building-wide participation in TREND's Red Ribbon Week promotes drug awareness and prevention. An anti-drug and alcohol campaign educates students about the many dangers of drugs and alcohol and assists them in making responsible decisions. OHS partners with Preferred Health Care, present at all community-based events, to assist students and families in need. The Captain's Clinic, an eight-week program for student athletes, includes training on sportsmanship, peer mediation, and conflict resolution. Monthly Captain

Meetings provide a place for team captains to discuss issues and receive problem-solving guidance. A captain stated, "These meetings have helped the team bond and handle conflicts on our own." Academic dishonesty issues have inspired a dialogue between students and staff. In advisory meetings students and staff converse to develop academic honesty standards. Parents, staff, and students will create one final document. Serving the community is a priority at OHS. NHS takes care of children at the Women's Safe House while their mothers attend support groups. The NHS sponsor said, "It's amazing to see how quickly the children gravitated to our students – the connections were immediate and incredible!" OHS holds a building-wide service learning day with 100% participation from grades 10-12. Seniors work independently to find service opportunities in their areas of interest. Community organizations request student volunteers, and students select where they would like to work. These opportunities support curricular concepts in Family and Consumer Sciences through food preparation, sewing, and parenting, Home Maintenance skills are utilized for Habitat for Humanity with team-building and collaboration at all levels. Students complete a guided reflection and engage in group discussions about their experiences. One student reflected, "It made me feel like I was part of something bigger by helping people."

Principle 6

The School or District offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

OHS offers an academic program focused on high expectations for all students. A diverse learning community, OHS offers classes recognizing individual abilities. Teachers work together to align curriculum with state standards

providing engaging instruction. The course handbook is revised annually to address student interests to offer challenging and/or remedial courses to meet the varied needs of our students. In Technology Ed., Metals II was added to accommodate student interest. Additional math courses bridge the ability gap between high school math and College Algebra. Reading classes provide assistance for students struggling with cross-curricular reading. Cooperative learning, problem solving, and critical thinking strategies are implemented in all classes. OHS offers 32 dual credit courses and 19 AP (Advanced Placement) courses. As one parent says, "I appreciate the increased rigor that AP classes offer as a good prep for college." AP student enrollment has increased significantly, for example, AP Language and Composition has multiplied from one to five sections. At the beginning of the year, all students create a bucket list of goals and review them every six weeks through teacher-lead consultations during ANP. Tiered ANPs help academically at-risk 9-10 grade students improve their grades, Tiger Study Table helps student athletes, Leadership Mentors work with freshmen. Through these ANP programs, students discover the benefits of a strong work ethic. Leadership students co-create lessons with Special School District teachers for special needs students. Several academic groups: Academic Quiz Bowl, Speech and Debate, and First Robotics Club participate in local and national competitions. Various programs and courses motivate students to succeed, and through their personal achievement become responsible people of integrity who respect themselves and others.

Principle 7

The School or District fosters students' self-motivation.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

OHS students show good character through self-motivation, integrity, and reflection. Student-led monthly discussions

and reflections lead to deep conversations about character in our community and school. STUCO hosts a blood drive that has the highest number of donors of any school in the area. This year 140 students donated,saving up to 420 lives. A student said, "I love hosting blood drives because you're encouraging people to save lives." Leadership, STUCO, NHS, and Cheerleaders run a canned food/supply drive for local food banks and veterans' organizations. STUCO discussions reflect on how participation has impacted the students. A student said after working on the grounds of a local military cemetery, " It means a lot that we came out and worked and it means more to those who come to lay their loved ones to rest." Foreign Language classes collect items for Operation Homefront annually. Knowing they make a local/global impact keeps students motivated to participate.Early on a Saturday,soccer players work with special needs students at SpENSA (soccer camp). Leadership eats lunch with special needs "lunch buddies". A student said, "It was a different experience, something I had never done before. I thought I would be uncomfortable but it ended up being the highlight of my day." During discipline conferences, administrators encourage character development through a student's reflection of their behavior, an admission of responsibility ,an evaluation of their choices , and strategizing future decisions. Teachers and students design behavior expectations using character words and incorporating character into classroom management conversations. Students work collaboratively with teachers and counselors to establish and evaluate academic, personal, and career goals for each term and year. Staff members were given Lessons from the Classroom, by Hal Urban, and ideas are shared and discussed at faculty and PLC meetings. Informal, ongoing conversations centered on the ideas presented in this book have led to the implementation of numerous character strategies. Character Education at OHS encourages intrinsic rewards. Students exemplify this through interactions with their peers, for example, often when a student's behavior lacks appropriate character, another student will reply "We don't do that here." In addition, most students are willing to assist teachers and peers without any expectations of rewards. The members of Our House exemplify positive behavior.

Principle 8

The School or District staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

As a PLC school, the OHS Character Education Team leads in-house professional development certified by CHARACTERplus. Amy Johnston kicked off our year by presenting to our staff. We have formed additional PLC groups through shared conference times, "A" Teams, to discuss character topics and build school community. During faculty and "A"Team meetings, teachers share /create strategies for building character in the classroom and school community. Stakeholders model positive behavior for students through our Stripes of Character. Students participated character word presentations. The Faculty Advisory Committee collects staff concerns and tributes, and discusses ethical and moral issues facing the staff. Certified, classified, and support staff are all held accountable to serve as role models by interacting with others in professional and respectful ways. Our bus drivers participated in the WHEELS: Character on the Bus training which carries our core values beyond the school grounds. We are regularly honored with Promising Practices awards and pursue ways to develop moral character through the continuation of Tiger Talk during ANP and Student Advisory Board. Staff members have presented at the Powerful Learning Conference for several years relating to our ANP and Tier Programs. OHS has been invited to serve as mentors for 1st and 2nd year PLC schools in Missouri. Staff members diligently reinforce the core values by embedding them into their curriculum, making them visible in every classroom and educational space, and placing them in the taglines of their emails as well as our school's websites. Teachers and sponsors work side by side with students in all of our community service and service

learning efforts, taking students into the community as productive citizens. Special needs students work at Nazareth Nursing Home; one resident praised OHS for offering this opportunity and said she "loves having the kids come, because they are the courteous and efficient, and it's a great learning experience for the kids." These initiatives demonstrate that character education is embedded into our culture at OHS, not just a theme we promote. Of the students surveyed, 78% reported feeling that the staff truly cares about them, while 82% of parents feel the same way.

Principle 9

The School or District fosters shared leadership and long-range support of the character education initiative.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:

OHS has a multilayered team approach to character education. All staff and administrators passionately promote a positive student-driven culture. Staff members work to cultivate an atmosphere of mutual respect in Our House. Faculty Advisory Committee and Student Advisory Board ensure that everyone in Our House has a voice. Our Pyramid of Intervention (Tiers) intercedes when students are struggling academically and celebrates when students succeed. PLC teams meet to create strategic instruction that embraces the 11 principles, meets high academic expectations, fosters critical thinking and reflection, and always asks the question "is this good for kids?" Classroom activities, such as first day lessons, are embedded with our core values. Our Leadership Course allows students to study and practice the aspects of effective leadership through a variety of student-led, community-oriented projects. A leadership student said, "I value the leadership roles because I am able to lead and guide others to grow in their leadership skills and help the apply those skills to themselves and the community." Parent organizations such as Parents' Club, Sports Boosters, Oakville Tiger Band Boosters, and Oakville

Choir Parents Association meet often and are regularly present at school activities. Character Education team members facilitate: Key Club, Leadership Class, Mentors, NHS, and STUCO. These clubs routinely reach out to the community through activities such as Rake n' Run, canned food collections, and other service projects. Also, members facilitate Freshman Orientation, develop a small group mentoring program for students with developmental delays, and host Special Olympic events, community events and charitable projects. The Character Education team meets regularly to coordinate character/service projects, encouraging staff and student involvement. Our students and staff work together to achieve our building CSIP goals (and district vision points) for character education and place an emphasis on character in all areas of the school. The administration provides "A Team" PLC time during faculty meetings to discuss character education topics. Our head principal champions our core values through her role as "mom" in "Our House." She does this through daily announcements of good choices, personal interactions with students, staff, and parents, and constant invitations to live our stripes of character every day.

Principle 10

The School or District engages families and community members as partners in the character-building effort.

Download the 11 Principles of Effective Character Education (http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)

Please describe your implementation of the Principle here:
OHS provides opportunities for the community to engage in our character education initiative. Parents' Club members work to assist teachers and support academic programs. They raise funds to provide resources for classroom use and award grants to teachers for classroom supplies. Scholarships are awarded to students. Booster organizations meet monthly to support activity groups and athletic programs at OHS. Members raise funds to purchase equipment, they communicate with parents, attend events,

create archives, and encourage others to participate. Activity in our Parents' Club and booster clubs is parent-driven. They take on leadership roles by working directly with staff members to assess needs and communicate those needs to their members. OHS never has a shortage of parent volunteers. When asked why they volunteer, one parent said, "We're showing that we care about the life of the school and our kids". Their participation models our core values to their children. Counselors hold parent workshops on financial aid, Steps 2 College, Parochial Night, 8th Grade Preview, and Freshman Orientation, where we introduce our character program. Our tiger stripes of character are visible in our emails, websites, on banners throughout the school, and in all our classrooms. Counselors work with families new to OHS, fostering a smooth transition. Parents respond to a yearly survey with questions, concerns, or suggestions, which guides further conversation for improvement. Teachers communicate with parents through emails, phone calls, Parent Portal (online grade system), and web pages. As one parent said, "Parent Portal is a great way to improve communication with not only the teachers, but also with my daughter. I love it!" Students work with preschoolers in our Tiger Tot program. One parent said, "It's a great opportunity for young kids to get a taste of school, as well as giving the high school students a taste of what it's like to work with kids". We hold a Trick or Treat night for the children of the community to interact with the high school students. The Foreign Language Department provides opportunities for community members to host students from other countries. Host families share the responsibility of welcoming students from Spain and Germany by providing a safe and caring environment for them during their stay. They show mutual respect as both the host family and host student learn about each other's culture.

Principle 11

The School or District regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

NOTE: Use actual numbers rather than percentages when reporting changes in student behavior.

Please describe your implementation of the Principle here:

OHS has programs in place to assess school climate. In our 9th year as a PLC school, ours is a school of collaboration, with the formation of a Faculty Advisory Committee 7 years ago and Student Advisory Board 2 years ago. Attendance at Parents' Club meetings has jumped from an average of 10 parents last year to 40 parents this year. Parent groups exist to support our band, choir, and sports programs. We participated in the Promising Practices process, and in 2011, 2012, 2013 and 2014 received awards for our programs; Leadership Mentors, World Change Day, Leadership/Special Education Collaborative, Tiger Tots, and Tigers Fight Back. Student achievement is reviewed at 6-week personal grade consultations. Ds and Fs have steadily decreased, due largely to our Tier Intervention Program (support for 9th and 10th grade) and Tiger Table (tutoring for athletes). One athlete said "TST keeps me motivated to turn work in and keep my grades up, and it's nice to know my coaches actually care". Parents and students have access to Parent Portal to review grades. Students that are struggling in a traditional school setting are given the option of attending an alternative school, while freshmen who struggled academically in middle school can attend Freshman Academy to help the transition to OHS. High achieving students are recognized for their accomplishments through our Open ANP Program. Open ANP seniors were surveyed last year, and reported enjoying being viewed as adults. They speak more highly of the school and refer to it as Our House with pride. During EOC testing in 2012, 2013, and 2014, all students performed community service. Our graduation rate has remained consistently high at 95% from 2010 to 2013 and increased to 97% in 2014. On average 400 students go to college and 40 enter the military. Academically, since 2005 our ACT scores have remained consistently high at a 23, with the state mean being 21.6, and the national mean is 21.1. We have increased AP courses from 13 to 19, and in 2013, 275 tests were given to 200 students. College Dual Credit Courses have increased from 19 in 2011 to 29 in 2014. We were recognized by Newsweek Magazine this year as ranking 88th in the country. We are the highest ranked public high school in the state of Missouri.

We acknowledged our students for this great honor through a month of "Thanks and Giving", culminating in a day of celebration thanking students for consistently succeeding.

Upload Evidence to Document Implementation

Please upload 4 documents that demonstrate the presence of this Principle in your School or District. (Only .pdf, .doc, and .docx will be accepted)

Document #1

Document (http://hub.character.org/wp-content/uploads/application-files/303-94.pdf)

Document #2

Document (http://hub.character.org/wp-content/uploads/application-files/303-95.pdf)

Document #3

Document (http://hub.character.org/wp-content/uploads/application-files/303-96.pdf)

Document #4

Document (http://hub.character.org/wp-content/uploads/application-files/303-97.pdf)

Additional Evidence

This section is your opportunity to share anything else that illustrates your school's or district's commitment to character. Some have created training or promotional videos, core value posters, guiding principle documents, or any other dynamic tool your school or district uses to enhance character development.

For pdfs and word documents, use the upload button below. For video links and/or to explain the context of your document, please share the video link in the text box below. Be sure that if students appear in the video that you have followed your School's or District's release policies.

Document #1

Document (http://hub.character.org/wp-content/uploads/application-files/303-98.pdf)

Additional Evidence:

As an introduction to character education, the Character Education team along with students created this presentation for the staff. Our intent was to inform and inspire teachers and students as we began our compelling journey.

Part 4: Evidence of Impact

Academics

There is evidence that character education has a strong correlation to academic achievement, student behavior, and school culture. Please provide the data from state testing and climate surveys to illustrate impact of character education.

Do your students take state tests?

Yes

Indicate the terminology that demonstrates passing rates in your state

Advanced
Proficient
Proficient

Reading Communications/Language Arts

Name of state level test given in reading communications/language arts

Missouri State End of Course Exam (EOC)

Grade levels assessed

10

Percentage of students passing

2013

78.5

2012

77.4

2011

79.9

2010

86.3
2009
85.5

If you feel any of this information needs additional explanation, feel free to do so below.

Between 2010 & 2011, we experienced a high turn over from several retiring master teachers in the English department. To replace them, we hired many 1st year teachers. For the first time ever, a number of students from an unaccredited district enrolled in our school in 2013.

Offer any other evidence that shows academic achievement.

Summer school enrollment in English courses has decreased over the past few years, indicating more students are passing on the first try. On AP scores in English Language and Composition courses, Oakville High School mean scores were above the Missouri and Global mean scores for the past 5 years.

Mathematics

Name of state level test given in mathematics

Missouri State End of Course Exam (EOC)

Grade levels assessed

9, 10

Percentage of students passing

2013
69.9
2012
72.1
2011
77.8
2010
76.5
2009
64.3

If you feel any of this information needs additional explanation, feel free to do so below.

For the first time ever, a number of students from an unaccredited district enrolled in our school in 2013. Our district also adopted new math curriculum which our students needed to adjust to.

Offer any other evidence that shows academic achievement.

On AP scores for Mathematics courses, Oakville High School mean scores were above the Missouri and Global mean scores for the past 5 years.

Part 4: Evidence of Impact

Behavior

Attendance Rate

2013

95.7%

2012

95.7%

2011

95.4%

2010

95.3%

2009

95.3%

Number of Out-of-School Suspensions

2013

244

2012

130

2011

209

2010

313

2009

269

Number of In-School Suspensions or Placements

2013

1199
2012
573
2011
854
2010
945
2009
775

If you feel any of this information needs additional explanation, feel free to do so below.

Starting in 2012-2013, students were allowed to use cellphones during passing time and lunch, resulting in a decrease in referrals for electronic violations. In 2013-2014, the policy was changed, and students now receive a referral after their 4th tardy instead of their 5th. That year, students began wearing IDs, and received a referral after their 3rd violation. We also received 60 transfer students from an unaccredited district, many of which were used to different behavioral standards.

Offer any other evidence that shows improved behavior

Our data shows that although there appears to be an increase in discipline, the students receiving the referral are few in number. The majority of our students (over 75%) have never received a discipline referral.

Part 4: Evidence of Impact

Culture/Climate

Climate surveys are excellent ways to demonstrate growth in an improvement of climate. There are many surveys available to measure the trends of the impact of character development on your culture. On our website, you will find examples of such surveys. http://www.character.org/key-topics/school-climate/ (http://www.character.org/key-topics/school-climate/)

Do you give climate surveys at your School or District?

Yes

2013

Number of Surveys Completed

518

Bullying is infrequent and students feel safe

What specific survey question did you ask to assess bullying?

Bullying is a problem in Our House (rate 1-5)

% of survey participants who report bullying is infrequent and students feel safe.

71.1

Students respect each other

What specific survey question did you ask to assess respect?

Students respect each other at Our House (rate 1-5)

% of participants who report they respect each other

64.3

Teachers and staff respect each other

What specific survey question did you ask to assess respect?

Teachers and staff respect each other (rate 1-5)

% of participants who report teachers and staff respect each other

90.8

Teachers and parents respect each other

What specific survey question did you ask to assess respect?

Teacher and parents respect each other.

% of participants who report teachers and parents respect each other

91.7

2012

Number of Surveys Completed

(no answer)

Bullying is infrequent and students feel safe

What specific survey question did you ask to assess bullying?

(no answer)

% of survey participants who report bullying is infrequent and students feel safe.

(no answer)

Students respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report they respect each other

(no answer)

Teachers and staff respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and staff respect each other

(no answer)

Teachers and parents respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and parents respect each other

(no answer)

2011

Number of Surveys Completed

(no answer)

Bullying is infrequent and students feel safe

What specific survey question did you ask to assess bullying?

(no answer)

% of survey participants who report bullying is infrequent and students feel safe.

(no answer)

Students respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report they respect each other

(no answer)

Teachers and staff respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and staff respect each other

(no answer)

Teachers and parents respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and parents respect

each other

(no answer)

2010

Number of Surveys Completed

(no answer)

Bullying is infrequent and students feel safe

What specific survey question did you ask to assess bullying?

(no answer)

% of survey participants who report bullying is infrequent and students feel safe.

(no answer)

Students respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report they respect each other

(no answer)

Teachers and staff respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and staff respect each other

(no answer)

Teachers and parents respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and parents respect each other

(no answer)

2009

Number of Surveys Completed

(no answer)

Bullying is infrequent and students feel safe

What specific survey question did you ask to assess bullying?

(no answer)

% of survey participants who report bullying is infrequent and students feel safe.

(no answer)

Students respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report they respect each other

(no answer)

Teachers and staff respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and staff respect each other

(no answer)

Teachers and parents respect each other

What specific survey question did you ask to assess respect?

(no answer)

% of participants who report teachers and parents respect each other

(no answer)

How has your schools or districts used these surveys to direct character initiatives with teachers, staff, students, parents, and community?

We use the feedback generated from the surveys to guide future planning and address areas of weakness. We plan to do more frequent surveying of staff, students, and community members to keep up with the pulse of our community at large and address needs as they arise. Survey results will help guide us in how we can better engage our community in our Character Education initiatives.

If you feel any of the information above requires any additional explanation, please do so below

We started our Character Education journey in 2012, and are constantly working on involving our community in our Character Education initiatives. While we have always sought feedback from parents and community members in informal matters, we have only just begun to formalize that feedback and offer a more direct pipeline for staff, students, parents, and community to reach out to each other. At the high school level, students become more autonomous as they move toward self-reliance. This can make it more challenging to involve their parents in day-to-day activities. However, we will continue in our efforts to find creative ways to seek input and involvement from parents and community members.

Part 5: Supporting Materials

Lesson Plans

Title

Bullying – The Ultimate Sign of Disrespect

Estimated Time

45minutes

Grade Levels

Connections to Core Values

Respect, Integrity, Responsibility, Leadership

Connections to CEP's 11 Principles

Promotes core ethical and performance values as the foundation of good character (Principle 1), helps create a caring school community (Principle 4), provides students with opportunities for moral action (Principle 5), and offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed (principle 6).

Overview

This lesson is delivered after the first term has been completed. Incidences of bullying begin to appear around that time and are most prevalent in the freshmen class. Students have an opportunity to explore different role in bullying incidences, role-play in a safe environment, and plan for how to help both targets and bullies. This topic can be sensitive. This lesson allows for safe exploration of the idea, as well as providing quality information about a topic that is often misrepresented.

Lesson Objectives

Students will identify different roles in bullying incidences, recognize the control they have over their role, explore different techniques for diffusing a bullying situation, discuss various myths about bullying, and understand the impact their actions have in the lives of other students. Students will collaborate with their peers to develop skills needed to help protect targets and effectively stop bullies.

Lesson Materials

Freshman Handbook – definitions of different types of bullyingnFlip-Flop quiz – activity led by teachernYou Be The Judge (scenarios) – group activitynIn Your Own Words – individual/group activitynTips for Target, The Bully Beast, and The Witness Wagon worksheets – individual/group activitynWords to Know (cross-word puzzle) & Bully vs. Bully-proof (word search) – individual activity

Lesson Procedures

Definitions of bullying –Discussion of different types of bullying.nFlip-Flop Quiz – Teacher reads a statistic, and student move to different sides of the room depending on if they agree or disagree. Each group defends their opinion before the true statistic is revealed. nYou Be The Judge – Students work in group to answer questions about different cyber-bullying scenarios. nIn your own words –Students reflect on different topics related the bullying. nWorksheets – Students complete worksheets.

Lesson Assessment

Observations of student discussion will reflect depth of understanding of the topic, as will student responses during the activities. nEvaluations of worksheet reflections for completion and effort will further illustrate student comprehension and application of discussions topics.n

Extensions/Adaptations

Students can complete the worksheets at home, or design their own scenarios to explore. nStudents can create action plans based off of their discussions. These plans can provide guidance for other students and staff on ways to address bullying incidences at school. nStudents can also illustrate the different strategies discussed, creating posters to be displayed around the room/school.

Credit

Jennifer Gross, Freshman Guidance Counselor, OHS

Part 5: Supporting Materials

Photos ❷

Please upload 3 photos that represent your character initiative in action. Be sure that if students appear in the photo that you have followed your School's or District's release policies.

PHOTO TIPS: A great photo tells a story revealing action or emotion. A picture of a few **people doing something** is much better than a group shot of people just smiling or looking at the camera. The photo should be in focus. Get close to take the photo.
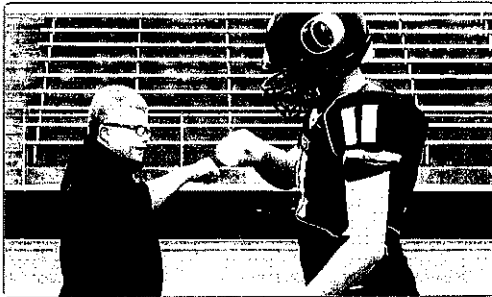
Upload Photo

Tell us about the photo:

Staff members look forward to regular breakfast gatherings in the staff workroom. Teachers take turns providing food for the everyone to enjoy. One teacher commented that it was "so nice to have a gathering of co-workers and to get to see and visit with people you don't see very often."

Upload Photo

Tell us about the photo:

Varsity football players have welcomed with open arms a student with a disability. He has become a teammate and friend to several boys, and has formed a close friendship with the coach. As his mom said "bottom line - we are grateful- so grateful for the difference you have made. Sports is about integrity, passion, teamwork- look at what our boy has found and OHS boys are a part of. You ARE God's great work and my son was meant to meet you."

Upload Photo

Tell us about the photo:

Mentors work with the incoming freshmen to help acclimate them to our way of life. One event is a shadowing opportunity for parochial students. This day allows 8th grade students to experience the reality of high school. As one parent said "the day was informative, eye opening, and allowed my daughter to experience the school in a positive light. She is very much looking forward to high school now. She speaks highly of the experience and fell completely in love with Oakville."

Part 5: Supporting Materials

Testimonials

Teacher

First Name & Last Name

Rebecca Dutcher

Position

Science Teacher

Testimonial: What have been the greatest changes in your school's culture/climate since the implementation of character education?

I think Character Ed has helped us have a common language of expectations for the students. It is really nice to ask a student about a behavior and have them relate it back to our common expectations.

Non-Teaching Staff Member

First Name & Last Name

John Klevorn

Position

Head Custodian

**Testimonial: How are all staff members involved in character

education at your school?

As the custodial staff's night supervisor, I have come across many instances where I could help students in their decision making. Interacting with students and talking with them lets them become more comfortable. A young man, who just graduated, was working at a nearby store and felt comfortable enough to approach me and let me know how he's doing and what future plans he has made. This is just one of the many instances students have opened themselves up to speak with a custodian.

Student

First Name Only

Eric

Testimonial: What do you like best about your school?

What I like most is the passion of the teachers and students for learning and to ensure that students become better people. Students care about each other and their teachers. Students feel comfortable approaching each other and their teachers for help. Leadership mentors aid underclassmen. Underclassmen help each other in and outside the classroom. OHS passion is bursting through the roof when you walk in our house, you can feel it from our Mom to all the brothers and sisters down the road.

Parent

First Name Only

Deb

Testimonial: What do you like best about your school?

The thing we love the most is that OHS is a family. We are grateful for the difference the staff and students have made in our son's life. Having a son with special needs, he could have easily fallen through the cracks. Students at OHS, especially the football boys, opened their arms and hearts and made him their own. Working with coach has been a blessing and has allowed our son to blossom! My son has

purpose and joy because of school. We feel so lucky that our son is part of the OHS family.

Community Member

First Name & Last Name

John Roland

Position

Optimist Club Representative

Testimonial: What is the role of the school in the community?

OHS is an institute that graduates students of high achievement who utilize the knowledge learned to enhance the world as well as their community. This is achieved through volunteerism and service oriented activities. The students genuinely care about their families, their fellow man, their school, their home and the Oakville community. The school is haven for ideas and activities and fosters a caring spirit that spreads out to its neighbors.

Part 5: Supporting Materials

Promising Practices

Has this School or District received one or more Promising Practices awards?

Yes

List any Promising Practices awards your school has received, including the year.

2014-Tiger Tots-Oakville High - 2014-Tigers Fight Back: Leadership Initiative-Oakville High - 2013-OHS Leadership Partnership with Special Needs Students-Oakville High - 2012-It's Not Just World Literature; It's World Change-Oakville High - 2012-Oakville High School Tiger Mentors Program-Oakville High - 2010-Pinning Down Breast Cancer-Oakville High