

Ozark Mountain School District

Bruno-Pyatt School Improvement Plan K-12

Kerry Saylor, Superintendent

Nicole Cunningham, Principal

2019-2020 School Improvement Goals Curriculum, Assessment, and Instructional Planning

Engage teachers in aligning instruction with standards and benchmarks.

IIA01: Instructional teams develop standards-aligned units of instruction for each subject and grade level.

All teachers will be guided by documents that align instruction, curriculum, assessment, and standards. All district and building level administrators will monitor and provide feedback for lesson plans, classroom walkthroughs, and informal assessments.

Engage teachers in assessing and monitoring student mastery

IIB01: Units of instruction include pre-/posttests to assess student mastery of standards-based objectives.

IIB02: Unit pre-test and post-test are administered to all students in the grade level and subject covered by unit of instruction.

IIB03: Unit pre-test and post-test results are reviewed by the instructional team.

IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

All teachers will develop pre and posttest to assess student learning. Pre-test will be used to design instruction and differentiated instruction. Posttest will utilized to assess student mastery.

Classroom Instruction

Expect and monitor sound classroom management

IIIC09: All teachers correct students who do not follow classroom rules and procedures.

IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.

Teachers will be trained in the Positive Student Intervention System. A focus will be on correcting students in a positive manner, consistency in discipline, and maintaining good classroom procedures.

Provide a tiered system of instructional and behavioral supports and interventions.

IIID01: The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and established decision rules to determine those students in need of targeted intervention.

IIID02: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Students will be screened for RTI. Students will be placed according to the screeners in the correct Tier for interventions. Progress monitoring will be ongoing.

Family Engagement in a school community

Provide two-way, school-home communication linked to learning

FE05: The “on-going conversation” between school personnel and parents is candid, supportive, and flows in both directions.

FE06: The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home. (what parents can do to support their children’s learning.

FE07: The school’s website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.

The ongoing conversation between school personnel and parents/families is candid, supportive, and flows in both directions. This will be accomplished through communication folders, conferences, school messenger system, and social media.

High School Leadership and Decision-Making

HS01: The leadership team monitors rates of student transfer, dropout, graduation, and post-high school outcome (student enrollment in college, students in careers, using a longitudinal data system.

The school will begin to maintain records on students post high school experience.

Superintendent Signature _____ Date _____

