

## OZARK MOUNTAIN SCHOOL DISTRICT

St. Joe Public School Improvement Plan K-1 (2020-2021)

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### Overview

This plan, developed in conjunction with parents, teachers, administrators and other stakeholders of Ozark Mountain Public School District, identifies and describes measures taken to ensure compliance with Senate Bill 153 and the acts entailed therein.

Adherence to the Science of Reading instruction mandates are met through compliance with the RISE initiative and its prescribed pathways. Professional development training for certified staff members is also conducted annually to ensure compliance with Science of Reading mandates.

K-6 teachers and SPED teachers licensed K-12 have undergone the necessary RISE professional development and are compliant with all of the mandates entailed, having obtained a proficiency credential in knowledge and practices in scientific reading instruction.

7-12 teachers and SPED teachers licensed K-12 have obtained an awareness credential in knowledge and practice in scientific reading instruction primarily through modules provided by AR Ideas. In addition to mandates, Ozark Mountain Public School District has included a plan to revise essential standards in conjunction with the Science of Reading. The plan is to exceed state mandated “awareness” and create a school wide initiative in which 7-12 teachers’ aptitude in RISE and Science of Reading surpasses all requirements.

A holistic and multi-tiered Dyslexia Plan exists in which multiple resources are utilized. The CTOPP tests acts as a screener, and the Barton Program as a resource to meet the needs of these learners. In addition, all staff are trained in the indicators of dyslexia and monitor student performance for any indications thereof. If any suspicion exists, the aforementioned protocol is enacted.

A literacy plan is currently in place which details curriculum, resources, and initiatives utilized to meet said requirements. Resources include Saxon Phonics, comprehensive DIBELS resources, Lexia, IXL, and Heggerty. These resources are utilized in Tiers I, II, and III instruction of the Response to Intervention model.

Ozark Mountain School District sees the need to offer a digital learning platform for families in the district. We have contracted with Acellus to provide K-12 instruction digitally for both our Virtual Academy and our traditional students. We believe that providing this digital option to all our families will better prepare our community for the possibility of future homebound instruction.

As many schools have found, a 4 day school week is the newest and best way to meet the needs of our community. A stakeholder meeting was held and digital questionnaires were dispersed to determine that the majority of community stakeholders agree that the 4 day school week provides the most ergonomic use of instructional time. Because of the extended day, we are able to provide more time devoted to instruction in each class. Attendance improves for both staff and students. Studies show that this will reduce discipline problems and result in a higher graduation rate. Most importantly, this schedule provides more family time and allows for more parent involvement in their child's education.

Career education courses have been added to the schedule rotation. These courses include the Jag program and criminal justice. Zoom rooms have also been added for students to earn college credit through correspondence courses without leaving the campus. Coupled with opportunities to participate in the technical center programs at our local community college, high school students have more opportunities than ever to explore trade skills as well as academic skills.

**Culture and Climate Focus Areas:** *Celebrations, Health and Wellness*

**Curriculum and Instruction Focus Areas:** *Student Engagement, Professional Learning Communities*

**Academic Support Focus Areas:** *RTI Meetings, Interventions*

**Family and Community Engagement Focus Areas:** *Communication, College and Career Education*

**Goal 1:** Foster a positive school culture and climate by establishing expectations and rewarding students for good behavior.

IIC09: All teachers correct students who do not follow classroom rules and procedures.

IIC10: All teachers reinforce classroom rules and procedures by positively teaching them.

-implement PBIS, maintain proven management systems, reward students with Fourth Friday incentives, utilize a plethora of incentive systems (including the fluid movement of intervention groups)

-PLC will determine incentive programs.

**Goal 2:** Maintain a focus on literacy instruction, including data-driven, evidence-based methods which result in improving student achievement. Focus on an effective Response to Intervention model as the primary component of this goal.

IDO1: 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.

IIDO2: 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.

-St. Joe model of RTI performed with the utmost fidelity.

Foci: engaging and rigorous Tier I instruction; Tier II instruction which meets the needs of 15-20% of students below level of mastery; intensive, one-on-one Tier III instruction

-PLCs serve an integral role in this initiative.

**Goal 3:** Maintain lines of clear communication with all stakeholders.

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).

-Communication folders, conferences, school messenger system, REMIND, and social media

- Candid conversations about effort and performance
- Focus on conversations about vocational opportunities and college/career readiness.

**Goal 4:** Focus on and perform pre and posttest components of Power Standard Instruction with fidelity.

IIBO1: Units of instruction include pre-/posttests to assess student mastery of standards-based objectives

IIBO2: Unit pre-test and post-test are administered to all students in the grade level and subject covered by the unit of instruction.

IIBO3: Unit pre-test and post-test results are reviewed by the instructional team.

IIBO4: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

- Integral components of Power Standard protocol will be performed with fidelity, reflected upon, and will shape future instruction
- Universal screener may act as broader, more general pre-test
- Posttest will be more skill specific
- Explore and analyze in PLCs.

Superintendent Signature:

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Date: \_\_\_\_\_