

# Ozark Mountain School District

Bruno-Pyatt Elementary Improvement Plan

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## **2023-2024 School Improvement Plan**

### **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 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.

A holistic and multi-tiered Dyslexia Plan exists in which multiple resources are utilized. ACT 1268 required universal screening in Kindergarten through 2nd grade for indicators of Dyslexia, as well as initial screening in grades 3rd-12th. The Ozark Mountain School District conducts initial screenings in Kindergarten through 2nd grade for indicators of Dyslexia. In addition, we also screen any student in the 3rd-12th grade who appears to be experiencing difficulty (as noted by the classroom teacher or Response to Intervention Data). Specific screening tools used by the Ozark Mountain School District may include: Level I: STAR Early Literacy and STAR reading assessment (online assessment of reading skills), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), DSA (Developmental Spelling Analysis), and AR-RAN (Arkansas Rapid Automatized Naming Screener) Level II: CTOPP-2 (Comprehensive Test of Phonological Processing-2), WRMT-III (Woodcock Reading Mastery Test III); GORT-5 (Gray Oral Reading Test-5th edition); TOWRE-2 (Test of Word Reading Efficiency- 2nd edition); TWS-5 (Test of Written Spelling-5th edition); OWLS-II (Oral and Written Language Scale - 2nd edition). Interventions include Wilson Reading Program, Connections, and Heggerty. 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, CKLA/Amplify, etc. These resources are utilized in Tiers I, II, and III instruction of the Response to Intervention model.

Ozark Mountain School District utilizes Google Classroom to provide K-12 instruction to our traditional students. We believe that providing this digital option to our families will better prepare our community for the possibility of future homebound instruction in the event of AMI days or another period in which we forego onsite instruction due to a pandemic.

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.

**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.

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.

-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.

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 post test components of Power Standard Instruction with fidelity.

IIBO1: Units of instruction include pre-/post tests 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

-Post test will be more skill specific

-Explore and analyze in PLCs.

**Goal:** To increase the number of students scoring exceeding or ready by 5% and to decrease the number of students scoring in need of support by 5%.

\* Teachers will use strategies from the R.I.S.E training to improve core literacy instruction.

\* Continued professional development in the RISE initiatives.

\* Teachers will continue to address power standards and use formative assessments to determine the effectiveness of instruction.

\* STAR, DIBELS, PAST, DSA, and other assessment data will be used to determine the need for remediation.

\* RTI program for intervention: Connections, IXL, Heggerty, Envision Diagnostics, Lexia, Newsela, Accelerated Reader, Saxon Phonics.

Discipline Specific Instruction:

\* Discipline specific writing implemented across the curriculum

\* Discipline specific close reading strategies

\* Discipline specific vocabulary instruction

\* Focus on discipline specific non-fiction texts, Studies Weekly

**Phonics, Vocabulary, and Fluency:**

\* Phonemic Awareness: Teachers use materials by Heggerty and Kilpatrick \* Phonics

Instruction: Teachers use Saxon Phonics and Words by Marsha Henry \* 5-6 Amplify Vocabulary and Fluency Folders, chapter book read alouds, dictionaries and Thesauruses.

\* Vocabulary K-3: Amplify Core Knowledge Language Arts, 4-12: Teachers use vocabulary.com and Amplify

\* Fluency K-6: Epic.com, ABCMouse.com, and familiar reading folders, K-2: Saxon Phonics passages and decodable readers

**Grammar and Writing Instruction:**

- \* Grammar Instruction K-4: Amplify CKLA and supplemental resources.
- \* Grammar and Writing Instruction 5-6: No Red Ink, Amplify CKLA and Amplify ELA and IXL for reinforcement

**Reading Skills Instruction:**

- \* Comprehension: Engage New York (UnboundEd), Louisiana Believes (LearnZillion), CPALMS lessons, Readworks, and Springdale Public School lessons, Amplify Core Knowledge Language Arts
- \* 5-6 Chapter books on grade level with chapter and summative assessments \* Grades 5-12 - Commonlit for Reading Literature and Reading Informational Text skills practice, specifically focusing on text-dependent and constructed response questions, as well as text-film comparisons (RL.7 & RI.7) and text-text comparisons (RL.9 & RI.9) and Readworks
- \* Grades K-6 - IXL for skills practice

**Action Plan:** All teachers K-6 will provide explicit teaching of reading strategies utilizing strategies from the RISE initiative. K-6 will include Phonemic Awareness, Phonics Instruction, Vocabulary, Fluency and Comprehension. Teachers will also give explicit instruction in writing.

**Professional Development:** All teachers will attend the required RISE training and the ongoing PLC process.

**Evaluation:** Power standards implementation, data driven decision making, RTI methodologies, tutoring, reading initiatives and writing practices will be evaluated throughout the school year. Data will be evaluated, at a minimum, 1x/month to determine what adjustments need to be made.

**Special Education:** The literacy team will implement an inclusionary practice model for each student receiving special education services. Students in special education will receive core instruction from their general education teacher with support from the special education personnel. General education and special education teachers will collaborate to develop appropriate accommodation, modifications, and differentiated instruction to make the grade level curriculum more accessible to students with disabilities.