

Ozark Schools
Federal Program Plan
August 2015

Federal Programs Advisory

The Federal Programs Advisory consists of both internal and external constituencies. The Federal Programs' Advisory membership included:

Debbie Barnes	Nurse- High School
Christy Bevel	Teacher- South/Parent
Angela Boyer	Coach- South and West/Parent
Dr. Shonna Crawford	Parent
Jennifer Ferguson	Teacher – East /Parent
Dr. Kim Fitzpatrick	Principal – South/Parent
Chuck Fugate	School Board member/local businessman
Linda Fugate	Teacher Leader - District
Dr. Francis Gooden	At Risk Coordinator
Karen Hood	Principal- North
Michelle Houghton	Counselor
Allison Jackson	Teacher – West
Susan Kendrick	Least of These
Lori Lewis	Administrator – Early Childhood /Parent
Lori Luthy	Teacher – North/Parent
Kerry Moore	Parent
Melinda Rice	Counselor
Tracey Roussell	Teacher- District/Parent
Kent Sappington	Principal – East/Parent
Kim Shinn-Brown	Oacac Director
Jeff Simpson	Executive Director of Special Services/ Parent
Sharon Underwood	Principal – West/Parent

Ozark R-VI School District Comprehensive School Improvement Plan



GOAL 1: Student Performance

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.



GOAL 2: Highly Qualified Staff

Recruit, attract, develop and retain highly qualified staff to carry out the Local Education Agency (LEA) mission, goals and objectives.



GOAL 3: Facilities & Operations

Provide and maintain appropriate support services with functional and safe facilities.



GOAL 4: Instructional Resources

Provide and maintain appropriate instructional resources.

GOAL 5: Parent & Community Involvement

Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs.



GOAL 6: Governance

Govern the Ozark R-VI School District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

Student Dedicated Every Day,
Student Driven In Every Way

Goal 1: The Ozark R VI School District will provide academic support for students who are not meeting grade level expectations for literacy and mathematics in the primary grades.

Objective 1 –Implement supplemental instruction for literacy for the primary grades (Tier 2 and 3).

Strategy: 1.1.1 Implement Reading Recovery and Comprehensive Literacy Intervention groups – CIM with fidelity.

Strategy 1.1.2 Ensure collaboration among classroom teacher/Reading Recovery –intervention teachers/ and other educators of students served with either Reading Recovery or CIM.

Measurement:

1. The district literacy leadership team will review in May the K-12 district and building practices with supplemental literacy with the primary grades.
2. The discontinuation rate for the district with Reading Recovery should be above the national average. During the 2014-2015 school year the discontinuation rate was 90% - meaning of first grade students who were served with Reading Recovery as an intervention 90% were at or above the class average at the end of the intervention.
3. The discontinuation rate for students receiving CIM interventions will be reviewed in March. The long-term goal is to have a discontinuation rate of 80% or better.

Objective 2 –Implement instruction for mathematics that is supportive of struggler learners.

Strategy: 1.2.1 Implement best practices in mathematics for elementary students that includes a strong problem-solving component, number sense development and routine use of manipulatives.

Strategy 1.2.2 Ensure collaboration among classroom teacher around best mathematics instructional practices to plan additional math supports for struggling learners.

Strategy 1.2.3 Implement mathematics instruction utilizing the “Ainsworth framework”.

Measurement:

1. The district mathematics leadership team will review in February district and building practices with mathematics at the elementary level.

2. Long term goal: Students struggling (below basic) with mathematics will receive tutoring opportunities aligned to the district mathematics program averaging three (3) sessions per week – usually 30 minutes in length.

Goal 2: The Ozark R VI School District will provide parent involvement activities at the elementary level (K-4) to support literacy and mathematics learning.

Objective 1 – Parent involvement activities will be provided at the building level to support the literacy learning of students requiring additional support.

Strategy 2.1.1 Parents/guardians of students receiving Reading Recovery/intervention services will be invited to an orientation meeting that will include strategies for supporting the respective learners.

Strategy 2.1.2 The Reading Recovery/Intervention teachers will join classroom teachers in conferencing with parents of students receiving literacy services.

Strategy 2.1.3 Literacy nights will be offered at the elementary schools to provide all parents/guardians an opportunity to explore strategies for supporting literacy learning at home.

Measurement:

1. In May the district literacy leadership team and building principals will review the completed parent involvement activities for the school year.
2. Long term goal: 75% of students receiving supplemental support will have a parent attending at least one parent involvement activity during the school year.

Objective 2 – Parent involvement activities will be provided at the building level to support the mathematics learning of students requiring additional support.

Strategy 2.2.1 Math nights will be offered at the elementary schools to provide all parents/guardians an opportunity to explore strategies for supporting mathematics learning at home.

Measurement:

1. In May the district mathematics leadership team and building principals will review the completed parent involvement activities for the school year.
2. Long term goal: 50% of elementary students will have a parent attending at least one parent involvement mathematics activity during the school year.

Goal 3 The Ozark R VI School District will provide professional development to support struggling learners in both literacy and mathematics instruction at the elementary level.

Objective 1 – Reading Recovery/Intervention teachers and classroom teacher will align their instruction around best literacy practices.

Strategy 3.1.1 Provide on-going professional development for Reading Recovery /Intervention teachers.

Strategy 3.1.2 Provide professional development for classroom teachers regarding best practices for literacy instruction.

Strategy 3.1.3 Provide the “Literacy Intervention” year-long class taught by the Reading Recovery teacher leader for first grade, ell, and special education teachers.

Measurement:

1. In May the district literacy leadership team will review the number of hours of professional development completed by Reading/Intervention teachers for the year. All Reading Recovery/Intervention teachers should meet the standard/guideline identified by Reading Recovery.

2. In May the district literacy leadership team will review the number of hours of professional development completed by elementary classroom teachers around literacy instruction best practices. The long term goal is that all teachers will have a coaching cycle and will also attend at least four hours of professional development per year.
3. Long-term goal – All first grade, elementary ell, and elementary special education teachers will complete the “Literacy Intervention” class.

Objective 2 –Classroom teacher will align their instruction around best mathematics practices.

Strategy 3.2.1 Provide on-going professional development for Math Advantage for elementary teachers.

Strategy 3.2.2 Provide professional development for classroom teachers regarding best practices for mathematics instruction.

Strategy 3.2.3 Math Recovery teacher leader training will be completed so that the opportunity to provide Math Recovery training to teachers will be available during the 2016-2017 school year.

Measurement:

- 1 In May the district mathematics leadership team will review the number of hours of professional development completed by classroom teachers for the year. The goal is that all elementary teachers will complete at least three specific hours including 1) number sense, 2) problem-solving and 3) manipulatives.
- 2 Long term goal: All elementary teachers will receive Math Advantage training. For the 2015-2016 school year, the intended goal will be that 15 teachers receive the training.
3. By the beginning of the 2016-2017 school year, the Math Recovery teacher leader training will be completed by our elementary math instructional coach. During the 2016-2017 school year she will offer Math Recovery training for teachers.

Title I LEA Plan

Implementation Years 2015-2016 - 2020-2021

This plan is submitted to DESE and includes the required components.

- 1. Describe how the district will coordinate and integrate Title I services with other educational services at the LEA or school level – such as Even Start, Head Start and other preschool programs, including transition plans to elementary schools; services for LEP students, children with disabilities, migrant students, neglected and delinquent youth, Native American children served under Title VII A, homeless children and immigrant children. Specify how these services will increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

Currently we have a Title I preschool. This program is housed in the same facility as our ECSE program. Students and families enrolled in Even Start, Head Start and other programs participate in the routine screenings of the Title I program. The Early Childhood director maintains routine conversations with the Director of Federal Programs. We monitor the enrollments of high needs students – ensuring they have consistent supports. Contacts are also made with outside agencies that serve the populations. The contacts have been invited to serve as member of the Federal Programs Advisory.

- 2. Describe how migrator and former migratory children who are eligible to receive services under Title IA are selected to receive services on the same basis as other children receiving Title IA services.**

At this time we do not have students identified as migratory. If we receive students with this classification we will involve them in the “selection” process for our services- following the Reading Recovery selection and Comprehensive Literacy Intervention Model (CIM) selection processes.

- 3. a) How will Title I services be delivered?**

We will implement using a School-wide Program rather than Targeted Assistance.

b) Briefly describe how the district will use Title IA funds to support student success, include expected interventions, instruction programs/practices and professional development.

Currently our district implements the Partnerships in Comprehensive Literacy Model. The interventions of this model include our Comprehensive Literacy Intervention Model (CIM) and Reading Recovery. These models are built on best practices and continued professional development. We are beginning the processes of implementing best math practices aligned with interventions (Math Recovery and Math Advantage). The Ainsworth Framework is the design model utilized for our math instructional program.

4. Identify how the LEA will provide instruction to students at risk of academic failure.

Push-in, Pull-out, Literacy /Instructional Coach, Reading Recovery and Early Learning, Family Literacy

5. Title I instructional services, materials and supplies, equipment and facilities are used for educational assistance to individual students assessed as needing help meeting Missouri Learning Standards This support includes:

Employee FTE (full or part-time) to provide supplemental services :

Number of Teachers/Role: 8 Reading Recovery /CIM teachers, 1 Reading Recovery Teacher Leader, 1 Title I preschool teacher

Number of Paraprofessionals: 1 Title I Preschool Paraprofessional

- Homeless set-aside
- Supplemental materials and supplies
- Professional development activities including Reading Recovery new teacher, continuing contact CIM training for Reading Recovery, classroom and SPED teachers/administrators - PCL training including support for coaches and teachers; training and continuing contact for PCL District trainer and Reading Recovery teacher leader, MARRE Conference, UALR/PCL/CIM Conference

6. List the evidenced based practices supported with Title I funds that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities 2007
- Tiered Instructional Support such as Response to Invention. Briefly describe.
 - 2007 Partnerships in Comprehensive Literacy and Comprehensive Literacy Intervention Model (Reading Recovery)
 - 2013 Math Advantage /Math Recovery

7. Indicate how the district will extend student learning time.

Before and after school tutoring
Summer programs and opportunities

8. The following high quality student academic assessments, in addition to the Missouri Assessment Program (MAP) will be used by the LEA and schools served to assist in diagnosis, teaching and learning in the classroom, enabling low-achieving children to meet the Missouri Learning Standards and do well in the local curriculum; to determine the success of children and to provide information to teachers, parents and students on progress made; and to determine when revision is needed.

Reading:

MAP Communication Arts Scores, Basic Reading Inventory, Developmental Reading Assessments (SRI), Evaluate

Mathematics:

MAP Math Scores, Evaluate

9. For Targeted Assistance Programs Only : No response needed

10. The LEA has a plan for its Title I.D. Neglected funds that describes the programs to be implemented. No response needed

11. a) Pre-school services will be supported with Title I A funds. Yes

b) Research Based Preschool Curriculum Chosen: Early Language and Literacy Curriculum

c) How will Title I funds support the preschool program? Describe services.

Teachers and paraprofessional professional development

Materials and supplies

2 sessions per day 4 days per week – 5th day includes teacher plan time and parent contact/development

12. The LEA has identified effective parent involvement process and is providing educational activities including.

Literacy Night or Breakfast

Math Night

Parent teacher conferences

Kindergarten Screening

Kindergarten Preview Day