

Ozark R-VI School District

Student Dedicated Every Day, Student Driven In Every Way

Special Services Department Comprehensive School Improvement Plan

Board Approved: 4/17/2018



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**

SPED Program Description

The main purpose of the Ozark R-VI District Special Education program is to improve educational results for children with disabilities. The Special Education program is responsible for identifying all children age 3 through grades 12 with disabilities who reside within district boundaries and to ensure that all of these children receive a free appropriate public education (FAPE) under IDEA. A “free appropriate public education” means general and special education and related services which: are provided at public expense under public supervision and direction; meet the standards set forth in the “Missouri State Plan for Special Education” and are provided in conformity with each student’s individualized education program (IEP).

Gifted Program Description

The Ozark R-6 School District “KITES” Program (Kids in Talented Educational Studies) serves students grades two through twelve who give evidence of high achievement capability in areas of intellectual, creative, artistic, leadership and academic performance. The following goals of the program drive the academic objectives presented to students:

- I. The gifted learner will acquire a superior level of knowledge and skills to gather, analyze, interpret, and critique information/ideas with an advanced degree of independence.
- II. The gifted learner will acquired an advanced level of knowledge and skills to communicate high levels of thought within and beyond the classroom.
- III. The gifted learner will acquire a wide range of knowledge and thinking skills to recognize and solve personal and real world problems in diverse ways.
- IV. The gifted learner will acquire an advanced level of knowledge and skills to make informed decisions in order to act as a sensitive and responsible member of our global society.

The District has developed a process to identify students for eligibility in the Gifted Education Program. The screening process occurs at each site and is facilitated by our school guidance counselors. Once screening has been completed, parents of eligible students are notified. If permission is granted further individual evaluation is conducted to determine eligibility for the program. District counselors and other qualified evaluators conduct the testing at the conclusion of each school year and test for approximately one week. Those students who are not available during this window of time are scheduled individually by our evaluators.

Elementary Grades 2- 5 Focus:

Eligible students in grades 2 through 5 are pulled out of their regular classrooms one day a week, and attend class in the KITES classroom currently at West Elementary. Busing is provided to those students who do not attend school at West. In the KITES classroom, students are provided instruction in the following areas: creativity, affective education, critical thinking, and character and leadership skills. Additionally, a quarterly major unit provides for intense and rigorous research and learning about a specific topic that goes beyond what is taught in the regular classroom. In KITES, students are given opportunities for challenge, work both individually and in groups in order to accomplish tasks, and use a multitude of resources in order to rise to their full potential.

Middle School Grades 6-7 Focus:

Eligible Students in grades 6 and 7 attend KITES once a week on their designated day. Each semester students participate in a project based research focus unit with opportunities to research and explore

the specific semester topic. The day begins with students learning to share time speaking and active listening. The students have opportunities to respond after listening to each of their classmates speak. This has been productive for students who have trouble sharing talk times as well as for those students which have trouble speaking to classmates. Learning stations are set up that include activities for creative, deductive and critical thinking. Students have some mandatory task to complete and some optional task having to do with their level and interest. One of the stations always includes technology use as a research tool. The end of the day students gather to discuss what they accomplished for the day and participate in a group activity. The end of the semester they present their projects to each other. An example of this would be our first semester unit "The Brain". After times exploring specific essential information students were able to explore particular topics about the brain they found to be the most interesting and research to create a poster essay they presented to their classmates. Students along with their teacher fill out a quarterly evaluation form stating much they think they have learned or accomplished and what areas they want to improve.

Junior High/High School 8-12 Focus:

Prerequisite: Teacher permission. Students must qualify for the Ozark gifted program, per district policy.

Independent Studies is offered as an elective class at Ozark High School. Students must meet minimum eligibility criteria as outlined in the District Policies and Procedures Handbook for the Ozark R-VI Public School Gifted Program. Students will engage in a number of activities, including, but not limited to: accelerated studies, individualized research, small group projects, and problem solving. The focus of the class will be on individualized and differentiated learning designed to meet the individual and special needs of gifted students.

Planning Process

To guide our continuous improvement efforts, the following people participated in the Comprehensive School Improvement Planning (CSIP) process and reviewed the following goals, objectives, and strategies for 2018-19 School Year. This plan is to be reviewed and updated annually for the Ozark R-VI School District Board of Education.

Committee Members

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|----------------|-------------------|-------------------|
| Jeff Simpson | Sandra Keith | Jessica McConnell |
| Terri Stratton | Stefanie McKoy | Camille Fletcher |
| Amber Martin | Sharon Underwood | Sharon Cook |
| Gina McBain | Leigh Jennings | Angie Stout |
| Phillip Link | Jeanie English | Anita Oaks |
| Seth Jaeger | Lisha Kraft | Sara Floyd |
| Tom Bass | Antoinette Martin | Sara Romans |

SPED Student Performance

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| CSIP Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals. |
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Objective 1.1

Increase use of evidence based instructional practices in the special education classroom.

Strategy 1: Utilize model instructional practices aligned to our Comprehensive Literacy model and our new Balanced Math curriculum within the special education classroom.

Strategy 2: Ensure that alternative curriculum programs are selected with purpose, implemented with fidelity, and used to appropriately meet the targeted needs of students.

Objective 1.2

Increase the percentage of special education students that advance their performance level on MAP by 2%.

Strategy 1: Improve student IEP planning and implementation to appropriately include goals that are based on grade level standards.

Strategy 2: Design instructional supports specifically linked to achievement of grade level expectations.

Strategy 3: Monitor student transfer of skills to meet grade level expectations.

Measurement:

1. DESE Special Education District Profile.
2. NEE teacher evaluation data.
3. MSIP 5 Data.
4. MAP/MAP-A/EOC Scores

Highly Qualified SPED Staff

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| CSIP Goal 2: Recruit, attract, develop and retain highly qualified staff to carry out the local education agency mission, goals and objectives. |
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Objective 2.1

Strengthen recruiting and hiring process for special education staff.

Strategy 1: Establish criteria for special education staff interview and performance events.

Strategy 2: Develop an internal process to identify and develop viably internal candidates for special education positions.

Objective 2.2

Provide appropriate professional development for staff working with special education students.

- Strategy 1:** Provide special education teachers with training to develop, implement and monitor writing IEP's that align to grade level standards.
- Strategy 2:** Continue training of special education teachers in the Comprehensive Literacy model, Balance Math curriculum and interventions related to both.
- Strategy 3:** Provide training in the effective use and analysis of student performance and assessment data.
- Strategy 4:** Provide training for all education staff on effective academic and behavior instructional practices.

Objective 2.3

Ensure competitive compensation and appropriate staffing levels in all areas of Special Education.

- Strategy 1:** Review salary schedules of all Special Education positions.
- Strategy 2:** Ensure that special education caseloads are within DESE recommended limits.
- Strategy 3:** Ensure appropriate levels of special education support staff.
- Strategy 4:** Update and maintain job descriptions.

Measurement:

1. Annual SPED Needs Assessment data review.
2. Review area wide caseloads, pay scales and job descriptions with District Leadership team.

SPED Facilities and Operations

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| <u>CSIP Goal 3:</u> | Provide and maintain appropriate support services with functional and safe facilities |
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Objective 3.1

Ensure appropriate Special Education support services with functional and safe facilities.

- Strategy 1:** Identify classroom needs and coordinate with ongoing facility improvement efforts to provide appropriate learning environments for special education.

Strategy 2: Coordinate with Transportation Department to provide appropriate services for Special Education.

Measurement:

1. Annual SPED Needs Assessment data review.

SPED Instructional Resources

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| CSIP Goal 4: Provide and maintain appropriate instructional resources. |
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Objective 4.1

Ensure that instructional technology resources are embedded in Special Education classrooms.

Strategy 1: Special Services Technology Committee will identify technology needs and coordinate with the Technology Department to provide special education staff and students with necessary instructional technology to meet the needs of students.

Objective 4.2

Ensure that all general education curriculum and instruction materials are available to Special Education classrooms for ELA and Math.

Strategy 1: Identify needs and coordinate with Curriculum and Instruction Department to provide special education staff with necessary instructional materials.

Objective 4.3

Meet specialized instructional resource needs identified within IEP's.

Strategy 1: Identify needs and allocate special education funds as appropriate to meet the assistive technology needs of students.

Measurement:

1. Annual SPED Needs Assessment data review.

SPED Parent and Community Involvement

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| CSIP Goal 5: Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs |
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Objective 5.1

Promote, facilitate and enhance parent, student and community involvement in District Special Education program.

Strategy 1: Continue annual Special Education Parent Surveys.

- Strategy 2:** Continue to strengthen communications with students and parents during the special education process.
- Strategy 3:** Continue collaborative efforts with local agencies that provide support to families and special education students.
- Strategy 4:** Continue Special Education website development.
- Strategy 5:** Area wide transition fair.
- Strategy 6:** Increase collaboration time of the CSIP committee.

Measurement:

1. Parent survey data review.
2. DESE Special Education District Profile.

Governance

CSIP Goal 6: 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.

Objective 6.1

Develop and implement a Local Compliance Plan annually to meet requirements of the Missouri State Performance Plan.

Measurement:

1. DESE Compliance reports.

| | 0-3 Basic | 4-6 Approaching | 7 Goal met | 8-10 Advanced | Measurement Notes |
|---|-----------|-----------------|------------|---------------|---|
| Successfully complete DESE SPED Tiered Monitoring Cycle to demonstrate compliance with IDEA Part B. | | | 7 | | <u>Process includes:</u> Risk Assessment * Desk Audit and Application Review Process * Tier 1: Self Assessment/Desk Monitoring * Tier 2: On-Site Monitoring Tier 3: Training and Preparation |

Gifted Education Comprehensive School Improvement Plan

Gifted Student Performance

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| CSIP Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals. |
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Objective 1.1

Utilize evidence-based practices to improve student learning and development to promote ongoing self-understanding, awareness of needs, and cognitive and affective growth.

Strategy 1: Educators will provide a variety of research based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities and strengths.

Strategy 2: Educators will design interventions for students to develop cognitive and affective growth that is based on research of effective practices.

Objective 1.2

Improve assessment for identification, progress monitoring, and evaluation of gifted programming.

Strategy 1: Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents so that appropriate instructional accommodations and modifications can be provided.

Strategy 2: Educators will use differentiated performance based assessments to measure progress of students with gifts and talents.

Objective 1.3

Review, develop, and implement curriculum and instruction that emphasizes advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains.

Strategy 1: Educators use local, state and national standards to align and expand curriculum so instructional allow growth commensurate with aptitude during the year.

Strategy 2: Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents that responds to diversity.

Objective 1.4

Provide learning environments which foster personal and social responsibility, multicultural competence, interpersonal and technical communication skills for leadership in the 21st century.

Strategy 1: Utilize evidence and research based practices to provide opportunities which develop gifted and talented students personal, social, leadership and communication competence.

Objective 1.5

Develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Strategy 1: Educators will develop a variety of programming options which use evidence and research based practices to accelerate learning.

Strategy 2: Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop and implement services for learners with gifts and talents.

Highly Qualified Gifted Staff

CSIP Goal 2: Recruit, attract, develop and retain highly qualified staff to carry out the local education agency mission, goals and objectives.

Objective 2.1

Strengthen recruiting and hiring process for Gifted Education staff.

Strategy 1: Develop an internal process to identify, develop, and certify viable internal candidates for Gifted Education positions.

Objective 2.2

Provide appropriate professional development for staff working with Gifted Education students.

Strategy 1: Provide training for all education staff on effective inclusion practices, both academically and behaviorally.

Strategy 2: Provide training on progress monitoring procedures.

Strategy 3: Provide Gifted Education staff training on National Gifted Programming Standards.

Strategy 4: Educators will participate in ongoing, research supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.

Facilities and Operations

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| CSIP Goal 3: | Provide and maintain appropriate, functional, and safe facilities |
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Objective 3.1

Ensure Gifted Education has appropriate, functional, and safe facilities.

Strategy 1: Identify classroom needs and coordinate with ongoing facility improvement efforts to provide appropriate learning environments for Gifted Education.

Strategy 2: Coordinate with Transportation Department to provide appropriate transportation services for Gifted Education.

Instructional Resources

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| CSIP Goal 4: | Provide and maintain appropriate instructional resources. |
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Objective 4.1

Ensure that instructional technology resources are embedded in Gifted Education classrooms.

Strategy 1: Identify technology needs and coordinate with the Technology Department to provide Gifted Education staff and students with necessary instructional technology.

Objective 4.2

Ensure that all necessary curriculum and instruction materials are available to Gifted Education classrooms.

Strategy 1: Identify needs and coordinate with Curriculum and Instruction Department to provide Gifted Education staff with necessary instructional materials.

Parent and Community Involvement

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| CSIP Goal 5: | Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs |
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Objective 5.1

Promote, facilitate and enhance parent, student and community involvement in District Gifted Education program.

Strategy 1: Gifted Education Parent Surveys.

Strategy 2: Continue to strengthen communications with students and parents during the Gifted Education identification process, elementary grade

cards, elementary events and projects, MS communications, JH and HS grades project presentations,

Strategy 3: Increase collaboration time of the CSIP committee.

Strategy 4: Develop, promote, and systematically increase access to local, state, and national gifted resources.

Measurement:

- 3. Parent survey data review.

Governance

CSIP Goal 6: 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.

Objective 6.1

Align District Gifted Education Program to meet requirements set forth in Missouri Department of Elementary and Secondary Education Gifted Education Procedure Manual.

Strategy 1: Develop a process for supporting and tracking all identified students.

Measurement:

DESE Office of Quality Schools Desk Audit – Annual District Compliance Report

| | 0-3 Basic | 4-6 Approaching | 7 Goal met | 8-10 Advanced | Measurement Notes |
|--|-----------|-----------------|------------|---------------|---|
| Successfully complete DESE Annual Gifted Desk Audit Process to demonstrate compliance with rules and regulations for state approved gifted programs. | | | 7 | | Desk Audit of Oct Core Data conducted by DESE Dir of Gifted Education Programs. Measures substantial compliance with provisions of Senate Bill 638. |