

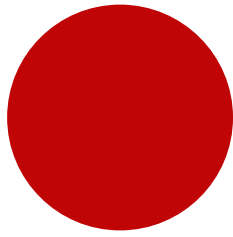
OZARK CITY SCHOOLS

Strategic Plan

2019-2024

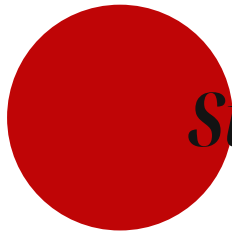


#NEagle
OZARK CITY SCHOOLS



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Strategic Planning

The Ozark City School System has developed and is maintaining a strategic plan that focuses on improving the student performance of the schools within the district. The school board, superintendent and district leadership team shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. The strategic plan is data driven and includes analyses of demographic data, the system's vision, mission, and core beliefs, and strategic goals established through a collaborative effort. The plan is a dynamic, living document that serves as a guide in decision making at both the school and district level. Portions of the plan are designed to assist system leaders in measuring the success of the school system as well as identifying areas for improvement. The strategic plan is reviewed and updated periodically. Decisions made throughout the school year regarding the school system should support the ideals contained in the plan.

The Ozark City School System is focused on preparing students for the future. With all stakeholders working together and putting the interests of the students first, we can accomplish our goals.

DISTRICT GOALS



Ozark City School Board and Superintendent

On behalf of the Ozark City School System, I am pleased to present the district's Strategic Plan. Our System's Vision- "Soar Like Eagles" is a reflection of a rich tradition celebrated in the Ozark School System and a commitment made by all schools to prepare our students for life beyond the classroom. The system's "Plan on a Page" was a collaborative effort put forth by many stakeholders- district leadership, parents, community members, and teaching staff. This plan was built upon research from the International Center for Leadership in Education and revolves around the Rigor Relevance Framework and the components of the Alabama Department of Education Report Card. During the last year, the strategic plan has undergone revision to better align it with the Cognia Performance Standards. The current version of the plan includes both long and short term goals that are designed to build upon the recent accomplishments of the school system. I am committed to moving our system forward through achievement of the goals stated on the Plan on a Page.

Mr. Reeivice Girtman, Superintendent

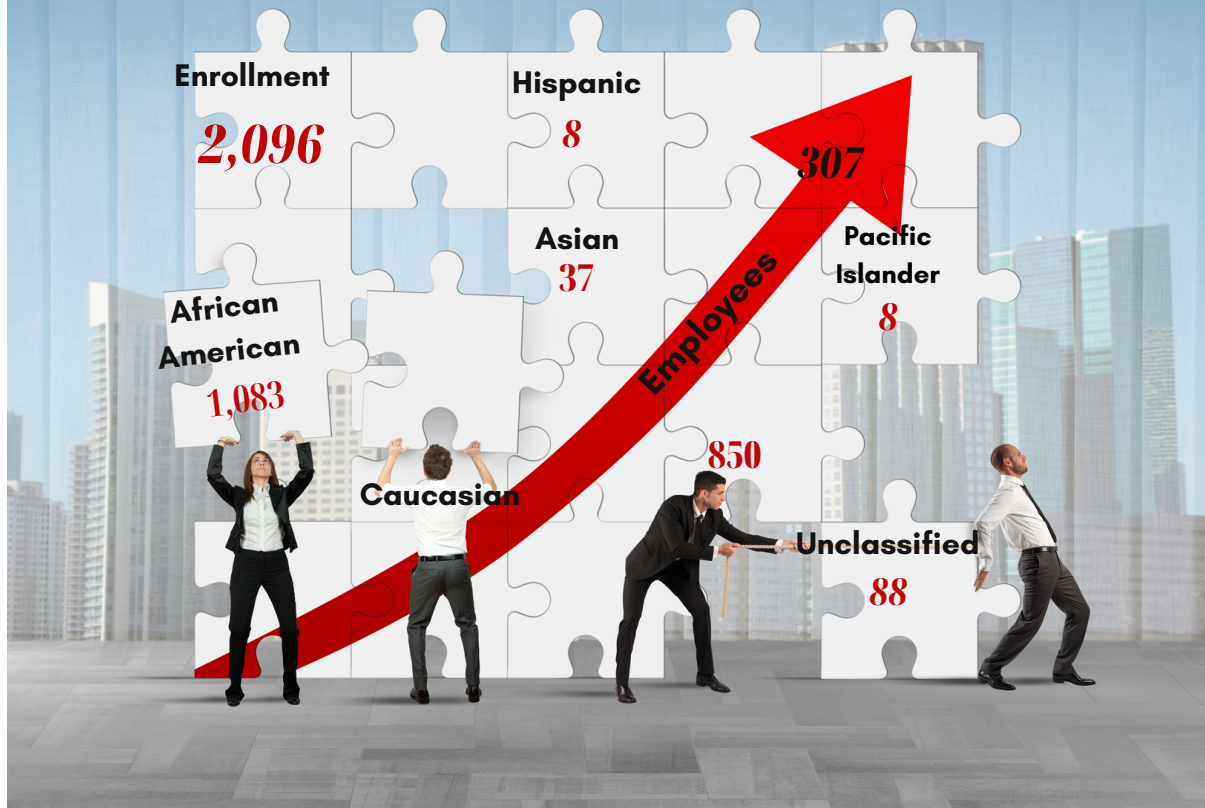


OZARK CITY SCHOOL BOARD:

From left to right: Nicholas Bull (Chair), Theresa Locke, Herman Jackson (Vice Chair), Superintendent Mr. Reeivice Girtman, Larry Hicks, Leslie Reeder

District Data

BUDGETS: FY 20- 19,334,141.46 FY21- 17,922,224.89
FY22-23- Budgeted Amount- 19,854,539.30



OZARK CITY SCHOOLS

- *USENBY PRIMARY- Pre-K -2*
- *MIXON INTERMEDIATE- 3-5*
- *DA SMITH MIDDLE - 6-8*
- *CARROLL HIGH SCHOOL & CAREER CENTER- 9-12*



OZARK
CITY SCHOOLS
EAGLE POWER³ • RIGOR • RELEVANCE • RELATIONSHIPS

District Goals:

Academic Achievement

Create a culture of instructional excellence for all students and staff.

Academic Growth

Increase academic achievement and growth among all student groups while addressing gaps.

Graduation Rate

Increase the graduation rate.

College and Career Readiness

Prepare college and career ready students.

Absenteeism

Create a culture where all stakeholders value education.

Vision

Mission:

To grow and develop productive citizens for college/work/adulthood.

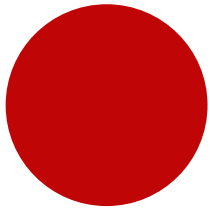
Core Beliefs:

We believe in creating powerful, diverse relationships through rigorous, relevant, and engaging instruction.

2019-2024



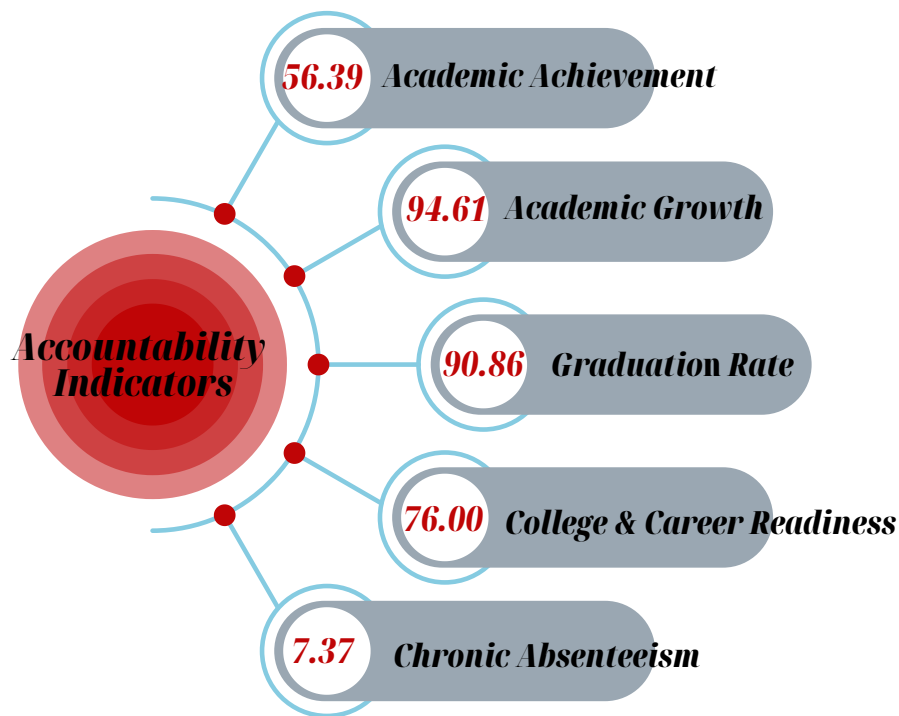
Ozark City Schools
860 N US HWY 231
Ozark, AL 36360
www.ozarkcityschools.net

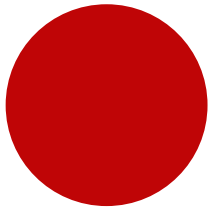


Alabama State Report Card

The goal of the Alabama State Report Card is to provide the public with easy to understand information, to ensure schools are accountable for their data, and to bring about action for the betterment of Alabama's public schools. Act No. 2012-402 of the Alabama Legislature requires an Alabama State Report Card. This report card contains information that includes: Academic Achievement, Growth, Graduation Rate, College and Career Readiness, and Chronic Absenteeism. These areas are reflected on our system's Plan on a Page and correlate with our District Goals.

SYSTEM WIDE GRADE: B 2018-19 Last Reporting Period by the State

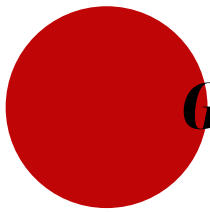




Strategic Plan Timeline

Timeframe	Annual Recurring Steps Related to Strategic Plan Implementation, Review and Monitoring
August	Beginning of school year assembly for all staff
September	Budget discussion- Meeting regarding Lead Alabama and Strategic Plan Revision
October	Alabama Continuous Improvement Plans (ACIPs) submitted
October-January	Progress Monitoring of Strategic Plan Areas
January	District Leadership Team meeting- beginning of 2 nd semester
Feb.-April	Continue Progress Monitoring of Strategic Plan
End of May	District Leadership Team meeting to discuss progress, determine outcomes for school year and next steps





GOAL 1

*To create a culture
of instructional excellence
for all students and staff*

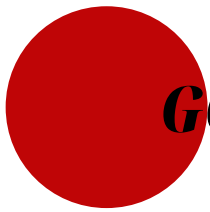


**COGNIA KEY CHARACTERISTICS: 1- Culture of Learning
2- Leadership for Learning, 3- Engagement of Learning**

STRATEGIES:

- *Create a district professional development plan based on the school/system goals*
- *Expand technology in every school*
- *Add STEM/STEAM teachers to the elementary schools*
- *Support and enhance current arts programs in schools*
- *Participate in the Alabama Teacher Mentoring Program (ATMP) to assist with retention of quality staff*
- *Increase participation in Advanced Placement classes*
- *Expand dual enrollment opportunities for students*
- *Create partnerships with institutions of higher learning*
- *Continue providing student-centered programs through career academies and career tech courses*
- *Increase number of math coaches in the system*





GOAL 2

Increase Academic Achievement & Growth Among all Student Groups While Addressing Gaps



COGNIA KEY CHARACTERISTIC 4- Growth in Learning

Increase reading achievement on local and state assessments.

STRATEGIES:

- Utilize ARI science of reading strategies to impact core K-5 instruction
- Strengthen MTSS framework and implementation at all schools
- Participate in the state pilot for MTSS
- Employ interventionists to assist struggling readers
- Increase reading proficiency of K-3 students through the implementation of the Alabama Literacy Act
- Analyze data from formative assessments to adjust instruction and provide appropriate classroom intervention
- Embed ARI suggested strategies for students with special needs (dyslexic, special education, EL, et al.).
- Provide impactful professional development for teachers and administrators
- Conduct periodic school and district walkthroughs to observe instructional practices, student engagement, etc.
- Establish partnerships between the school system and institutions of higher education

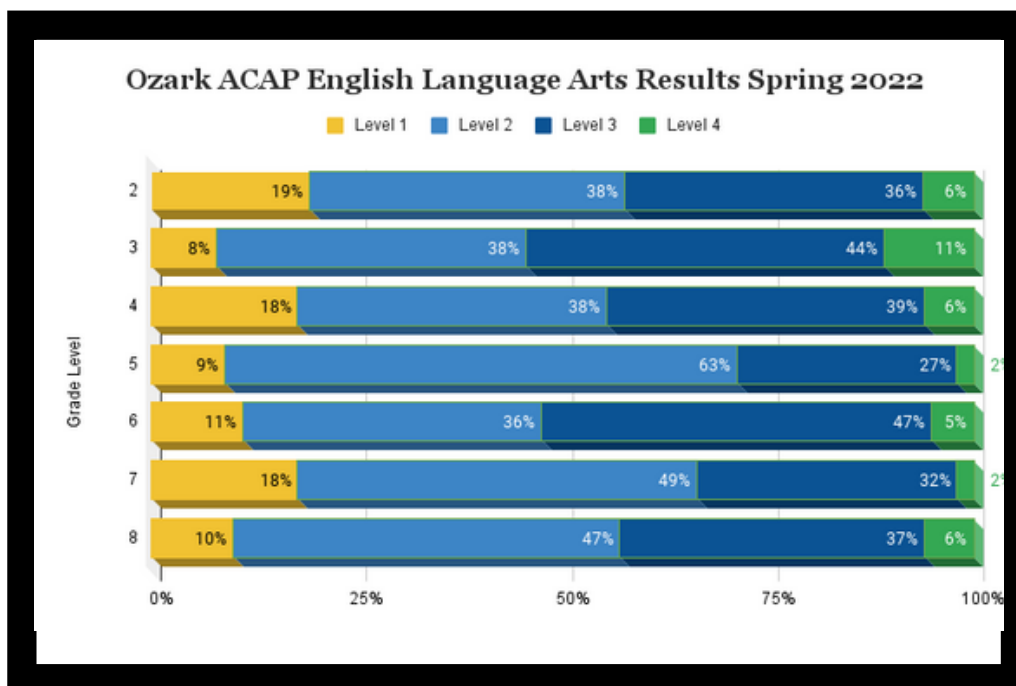
Increase mathematics achievement on local and state assessments.

- Employ math coaches in the schools to support classroom teachers
- Work with AMSTI specialists to provide onsite support, professional learning and resources for our teachers and students, including those with exceptional needs
- Use disaggregated math data to provide targeted professional development for teachers
- Analyze data from formative assessments to adjust instruction and provide appropriate mathematics intervention

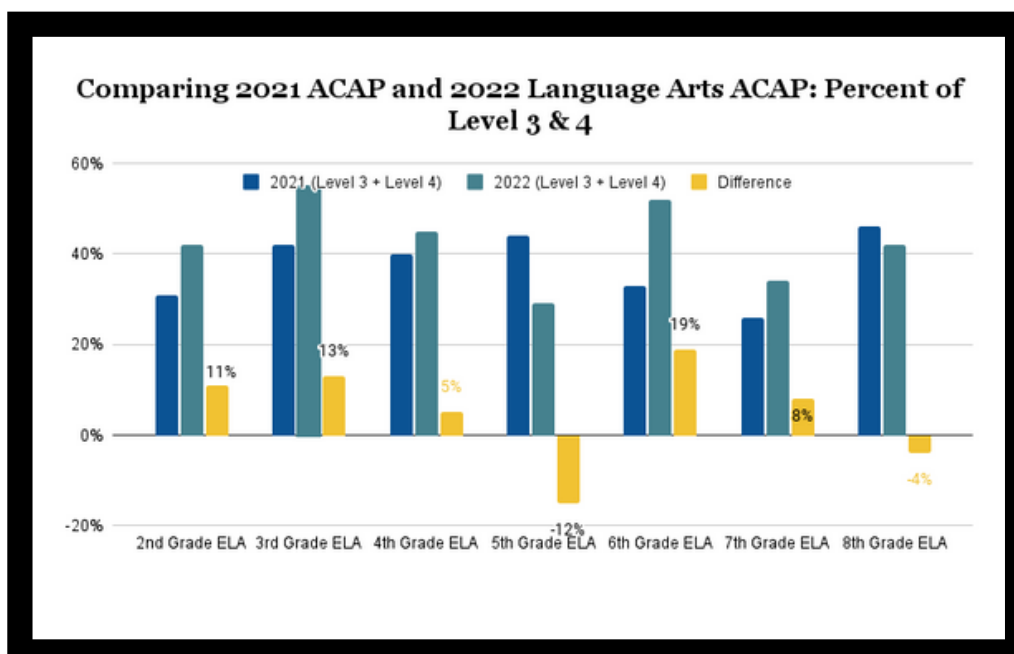
- Provide impactful professional development for teachers and administrators*
- Conduct regular school and district walkthroughs to observe instructional practices, student engagement, etc.*
- Establish partnerships between the school system and institutions of higher education*



Measures of Success



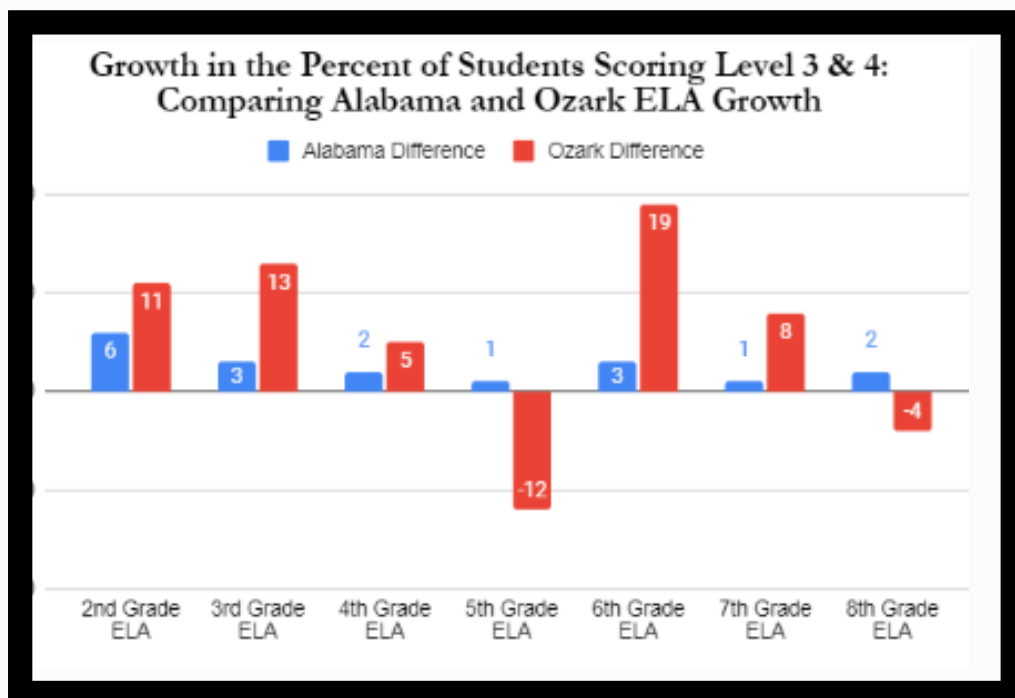
Percentage of student achievement in ELA as measured by ACAP



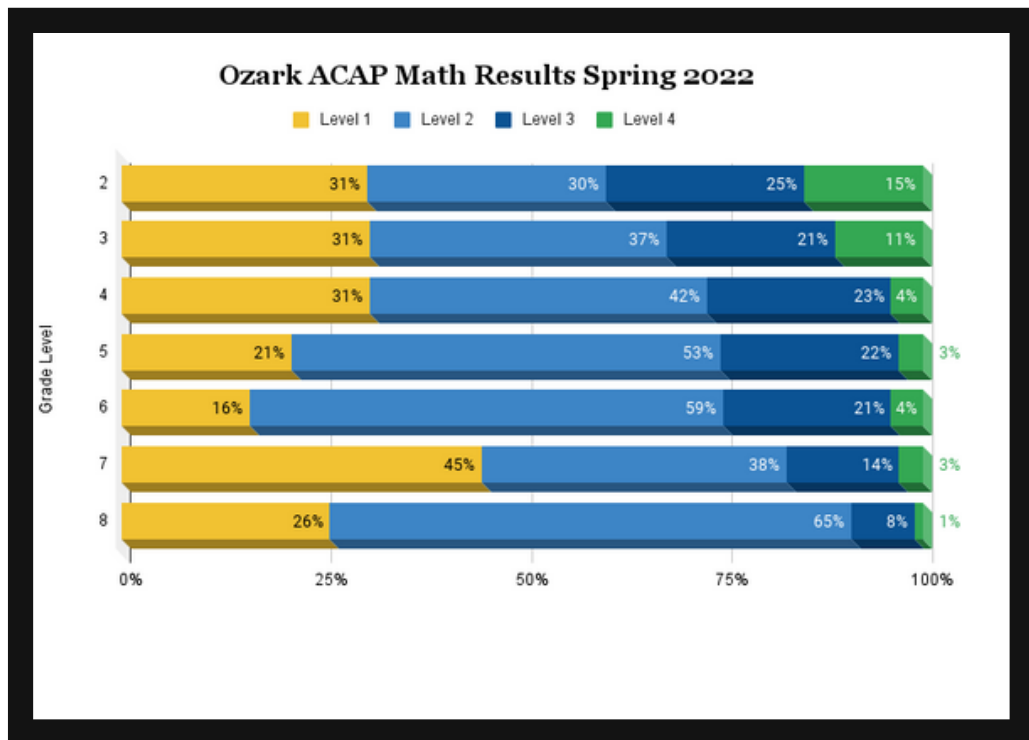
Comparison of students achieving Levels 3 & 4 in 2021 and 2022 as measured by ACAP

	2021 (Level 3 + Level 4)	2022 (Level 3 + Level 4)	Difference
2nd Grade ELA	31%	42%	11%
3rd Grade ELA	42%	55%	13%
4th Grade ELA	40%	45%	5%
5th Grade ELA	41%	29%	-12%
6th Grade ELA	33%	52%	19%
7th Grade ELA	26%	34%	8%
8th Grade ELA	46%	42%	-4%
			40%

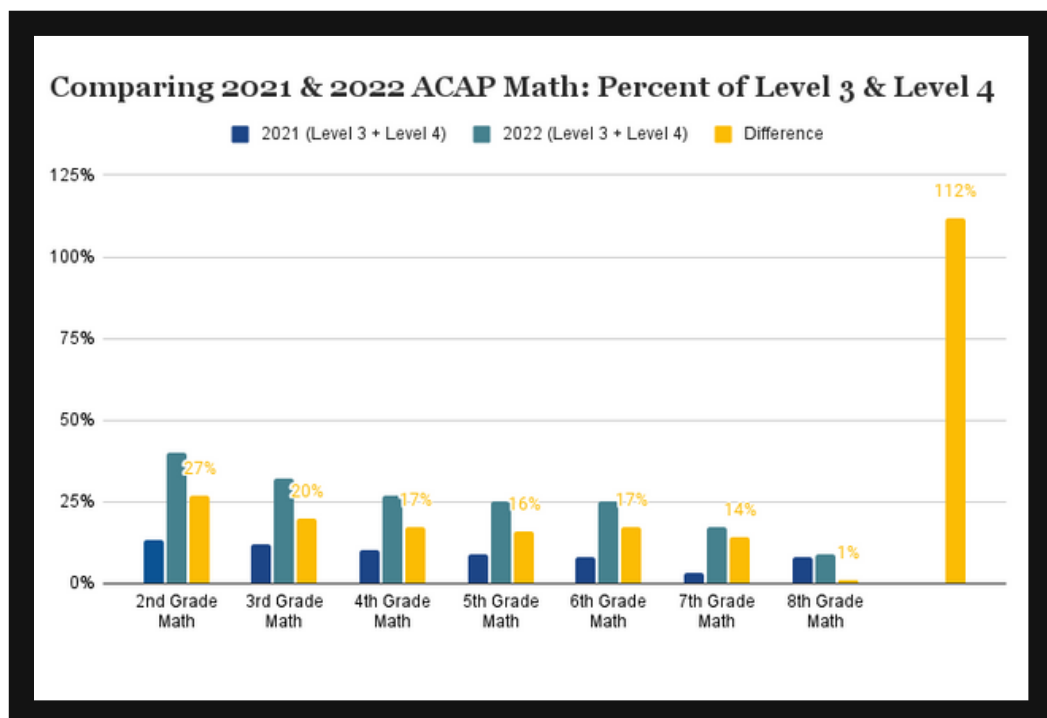
Ozark City Schools ELA improvement on ACAP from 2021-2022†



Comparison of ELA growth of Alabama and Ozark Students



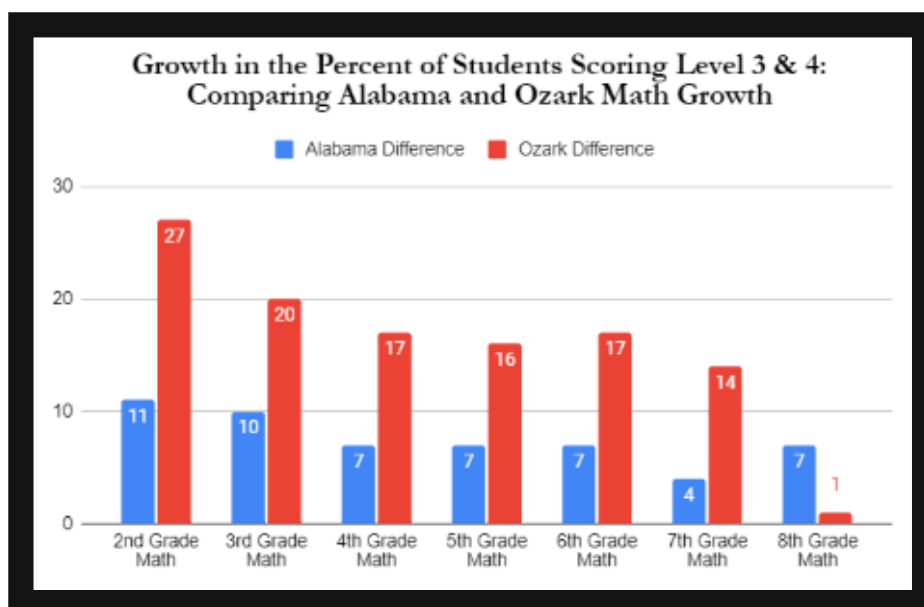
Percentage of student achievement in math as measured by ACAP



Comparison of students achieving levels 3 & 4 in math as measured by ACAP

	2021 (Level 3 + Level 4)	2022 (Level 3 + Level 4)	Difference
2nd Grade Math	13%	40%	27%
3rd Grade Math	12%	32%	20%
4th Grade Math	10%	27%	17%
5th Grade Math	9%	25%	16%
6th Grade Math	8%	25%	17%
7th Grade Math	3%	17%	14%
8th Grade Math	8%	9%	1%
			112%

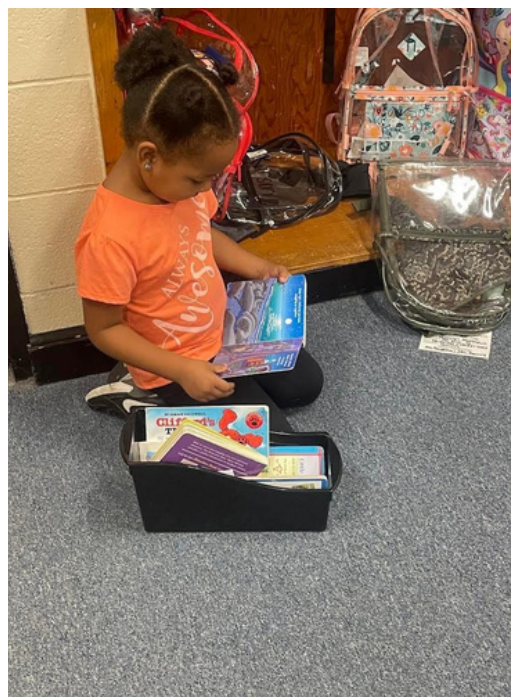
Ozark City Schools math improvement on ACAP from 2021-2022



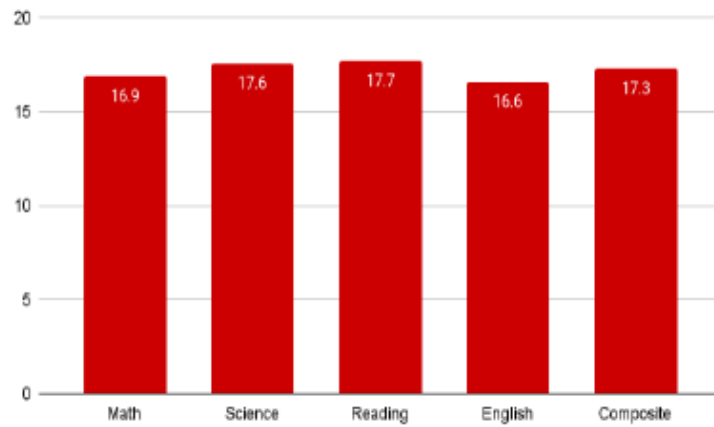
Comparison of ELA growth of Alabama and Ozark students

OCS Group Improvement				
ELA by Class	2021	2022	Growth	
2022 3rd Grade	31%	55%	24%	Class of 2030
2022 4th Grade	42%	45%	3%	Class of 2029
2022 5th Grade	40%	29%	-11%	Class of 2028
2022 6th Grade	44%	52%	8%	Class of 2027
2022 7th Grade	33%	34%	1%	Class of 2026
2022 8th Grade	26%	42%	16%	Class of 2025
			41%	
Math by Class	2021	2022	Growth	
2022 3rd Grade	13%	32%	19%	Class of 2030
2022 4th Grade	12%	27%	15%	Class of 2029
2022 5th Grade	10%	25%	15%	Class of 2028
2022 6th Grade	9%	25%	16%	Class of 2027
2022 7th Grade	8%	17%	9%	Class of 2026
2022 8th Grade	4%	9%	5%	Class of 2025
			79%	

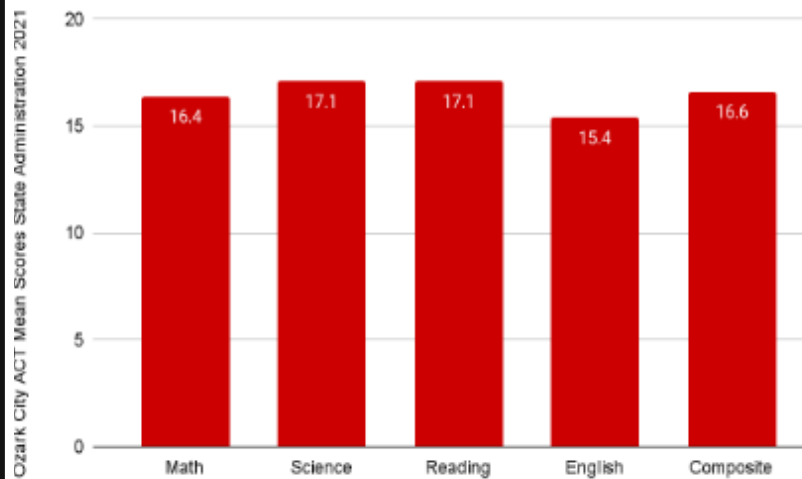
Improvement by cohort groups of students in ELA and math for 2021-22

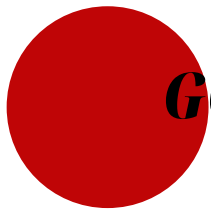


State of Alabama ACT Mean Scores State Administration 2022



Ozark City ACT Mean Scores State Administration 2022





GOAL 3

Increase the Graduation Rate

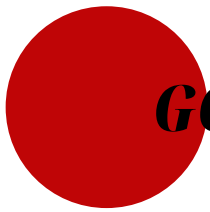


COGNIA KEY CHARACTERISTIC 4- Growth in Learning

STRATEGIES:

- Provide students with individual counseling for all 4 years of their high school tenure
- Offer Virtual Access makeup courses
- Attendance in Virtual School for students wishing to take a non-traditional route to receive a diploma
- Support and enhance current arts programs in schools
- Moved to Block Scheduling- School Year 2022-23
- Career Prep Classes
- Increased number of dual enrollment classes
- Hired full-time career coach
- Create a Career Exploration Center at DA Smith Middle School





GOAL 4

Prepare College and Career Ready Students



COGNIA KEY CHARACTERISTIC 3- Engagement of Learning

STRATEGIES:

Technology:

- Equip students with individual devices
- Place interactive tv panels in all classrooms
- Update computer charging stations
- Install additional cyber safety mechanisms (BARK, HAPARA)
- Update firewall and additional antivirus protection
- Increase bandwidth wireless access points and switches
- Increase technology integration in the classrooms
- Increase usage of Engineering Design Process

College and Career Ready Standards:

- Participate in the Alabama State Department of Education College and Career Ready Standards trainings
- Participate in AMSTI and ARI trainings and utilize specialists within the schools
- Achieve STEM recertification- Carroll High School and Career Center
- Create additional career academies
- Offer Advanced Placement courses in all academic areas
- Provide teachers opportunities to attend AP trainings each year
- Add more dual enrollment courses



GOAL 5

Create a Culture Where all Stakeholders Value Education



COGNIA KEY CHARACTERISTIC 1- Culture of Learning

STRATEGIES:

- Offer several interventions to address tardies and absenteeism
- Streamline documents to assist with consistency and work load
- Create COVID-19 guidelines for parents, students and staff
- Provide leadership training for principals, assistant principals, central office staff, and aspiring administrators within the system
- Offer Title I Parent Training Sessions
- Create shared leadership through building leadership teams
- Continue partnerships with Troy University and Fort Rucker
- Participate in Purple Star School Program- all schools



FACILITIES AND BUDGET

Infrastructure

The Ozark City School System completed an extensive facilities renovation project just prior to the start of the 2017-18 school year. The school system funded this effort through a state bond program that included about twelve other school systems. With the exception of the new high school, each building in the system has now been retrofitted with new windows, new lighting, new ceilings and computer controlled heat and air conditioning systems. Financial reports seem to indicate that the overall energy usage in the school system has been significantly reduced.

The final portions of the bond money are currently being applied to two additional projects that have been on the capitol plan for some time. After the construction of the new high school, limited property was available for athletic practice facilities. Much of the practice had to be done on the one playing field which was causing a great deal of wear and damage to the playing surface. We had a small football practice field, but it was often not able to be used even for basic drills due to water flowing out of a hillside and across the surface. The bank has now been cut back, a new drainage system installed, and the field has been enlarged to the size of a regulation football field. The completion of this project will allow much of the practice time for both football and soccer to be spent on the practice field and not on the playing surface in the main stadium. The final large project being completed with the bond money is the renovation of office space at the bus facility on highway 231. The front portion of the building has been totally redesigned and has now become the fully operational site of the Ozark City Board of Education during the 2018-19 school year.

High School Stadium

The poor drainage in the high school stadium has been an ongoing problem for years. The field has had a history of retaining water which resulted in a wet surface which was not safe for football and soccer players. The school board requested architects to look at the situation and the recommendation was to totally remove the playing surface, install new drainage, and replace the surface. The cost for this repair was very high and not possible to complete with the current budget situation of the school system.

A second opinion was given by a turf specialist company which involved the creation of a five year plan which included extensive aeration of the playing surface, regular fertilization and weed control, and regular mowing. The plan was put in place and is resulting in a much improved playing surface. The water is now reaching the drainage system and the surface has been in very good condition for two years. Soccer play puts an additional strain on the

the field and often results in bare spots at certain locations. This fall, for the first time, we will over seed the surface with rye in an attempt to keep grass on the field throughout the soccer season.

In October, 2018, a new problem emerged in the stadium. A large sink hole developed just in front of the home seating area. A large drainage pipe runs the length of the stadium and the fear was that the pipe had collapsed which would again bring up the question of extensive repairs in the stadium. A company was contracted to use a robot camera to inspect the pipe. It was discovered that the pipe was intact, but was leaking at the point of the sinkhole. The decision was made to seal the pipe with concrete and refill the hole.

At some point, Matthews Stadium will require major repairs, but for the time being, we feel confident that the stadium will serve the school system and the community for several additional years without major interventions and repairs.

Budget

The school system has ended the past three budget years with a small budget surplus each year. This is significant since the original budget projections for each year was to have a negative budget each year. This is significant, given enrollment numbers have decreased steadily over the past decade and sources of revenue have decreased as well. The 2018-19 school year has had the first increase in student enrollment in more than a decade. Expenditures throughout the system are monitored carefully and federal fund sources are used carefully to help the system meet the budget each year.

Tax Distribution

At the beginning of the 2017-18 school year all of the school systems in Dale County were notified that the local tax distribution formula was being modified to include the cities of Enterprise and Dothan. The justification was that there were students living in Dale County that attended both the Enterprise and Dothan systems. The new formula had nothing to do with state ADM funds which had always followed the student. This revision applied to mainly property tax funds on property that was located in Dale County, but the children, by choice, attended a system outside of the county.

The Dale County systems did not agree with the formula and have sued Enterprise and Dothan, as well as the State Department seeking a solution to this situation. Until the court rules, the tax funds in question are being held in escrow by the County Revenue Commissioner and no system is able to make use of the funds. The goal is to have this situation resolved during the 2018-19 school year, so the funds being help can be distributed appropriately. Until then, all of the systems involved are experiencing a reduction in usable revenues.

FOCUS AREAS FOR THE SYSTEM

Second Grade Relocation

Beginning in January of 2019, a committee of stakeholders will begin meeting to examine the possibility of relocating all second grade classrooms from Lisenby Primary School to Mixon Intermediate School. There are two primary reasons this adjustment is being examined. First, Lisenby Primary is currently using all available classroom space and there is not room to expand any programs at the school. If the second grade were moved from Lisenby, it would allow space to expand preschool programs in the primary school. It is believed that there would be space to accommodate the second grades at Mixon School. The second reason for this study is a financial one. Neither Lisenby nor Mixon currently earn an assistant principal from state funding. If the second grade were housed at Mixon, the Mixon population would be over 500 students and the assistant principal would be earned and would no longer need to be paid from teacher allocation and local funds. After two meetings and much discussion, it was decided that at this time there will not be a relocation of the second grade from Lisenby Primary School to Mixon Intermediate School.

Elementary Alternative Program

Like most schools, Ozark struggles with appropriate ways to manage students that act out in a classroom setting and disrupt the education program for other students. In recent years, the elementary schools have created rooms within their building that serve as temporary placements for these disruptive students. The rooms are staffed with either retired teachers or other combinations of staff members. Beginning in January of 2019, a committee of teachers will begin looking at the possibility of creating a true alternative educational program where students could be placed for short periods of time and still receive their full education program. Available space, staffing requirements, and curriculum considerations will all be examined in this feasibility study. Four members from the Elementary Alternative Program visited a facility in Elmore County to gather information regarding several facets of their program. Contact was also made with the Second Chance Program in Prattville to discuss their Step Program. The committee will meet again in April to discuss these findings and determine next steps.

In 2020, the decision was made to create an elementary alternative program housed within the Mixon Intermediate School. An administrator and paraprofessional were hired for this program. In 2021, the program was moved to an existing facility located near Carroll High School and was given the title of The Eagle Academy. This site is an alternative setting for identified students in K-12 and consists of an elementary and secondary administrator, teachers, and paraprofessionals.

SAFETY

All Ozark City Schools create annual safety plans that are housed in the Virtual Alabama Website – <https:safeschools.alacop.gov/V2/>. The creation of these plans is a joint effort among school administrators, school staff members, central office administrations, local law enforcement, and other local resource agencies.

During the 2018 legislative session, the Alabama Legislature allocated some excess revenues from the Education Trust Fund. These funds are usually designated for technology, but this year the Legislature also included safety items as allowable expenditures. The Ozark School System took advantage of this opportunity and implemented several facility improvements that relate to student safety. Some of the more significant improvements that are being completed with these funds include: the upgrade of camera systems at D.A Smith and Mixon, the addition of communication radios at all schools, panic buttons installed in each office that are connected to 911, installation of bulletproof glass at the Carroll reception area, exterior lighting at Lisenby, and additional access control systems at locations where they had not been previously installed.

During the 2019-20 school year, safety improvements were made at both Lisenby Primary School and Mixon Intermediate School with the installation of a new interior entrance for parents and other visitors. In 2021, walkways to the DA Smith Middle School band room and gym were enclosed for safety purposes.

The school system has also entered into a cooperative agreement with the city of Ozark that has resulted in the addition of one School Resource Officer. Two officers now work exclusively in the school system. This changed at the beginning of the 2022-23 school year, and we currently only have one SRO serving all four schools within the system.