

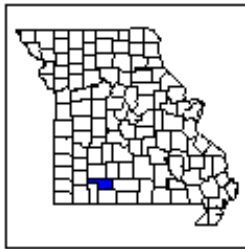


Every Child Every Day Whatever It Takes

Ozark Missouri Public Schools
Mo-Case
December, 2009

Demographics

- Who is Ozark?



DISTRICT INFORMATION

Enrollment:

North Elementary	(K-4)	548
South Elementary	(K-4)	480
East Elementary	(K-4)	488
West Elementary	(K-4)	565
Upper Elementary	(5-6)	865
Jr. High School	(7-8)	810
High School	(9-12)	1508
Finley River	(9-12)	28

DISTRICT TOTAL 2009-10 5292

Free/Reduced Lunch – 34%

Special Needs Students – 11%

How did we get where we are?

- District assessment data – Not where we needed to be on high stakes assessments
- District was changing
- Random acts of improvement



Mission.....

*Every Child Every Day Whatever
It Takes*

Focus on Student Learning

Role of the Superintendent

- Resources
- Focus for leadership team
- Works with the Board of Education



PLC

Prof. Learning Community

Collaboration, Common Assessments

What Do We Expect Students to Learn

How Will We Know When They Have Learned It.

How Will We Respond If They Don't Learn It.

How Will We Respond When They Already Know



- ✓ Every Child
- ✓ Every Day
- ✓ Whatever It Takes!

Ozark School Staff

Workshop Framework for Literacy Instruction

Small Group, Whole Group, Individual – Focus on Learner

Coaching and Mentoring Model

Accountability – goals, assessment, benchmark Indicators

Partnerships in Comp. Literacy

PCL

High Quality Instruction/Intervention

Universal Screening

Implementation of Research-based Strategies

Monitor and Adjust to Student Needs

Response to Intervention

RTI

Perspective of Special Education

- Mrs. Phyllis Wolfram – Director of Special Education

Where do we begin?

**Begin with.....
the end in mind!!!!**

Whose Job is it?

	Purpose	Focus	Team
Old Referral Model	To get students out of general ed and into special ed	Testing Students	Primarily Special Education
Current RTI Model	To help students achieve in the general education classroom	Problem-Solving	Primarily General Education

Whose Job is it?

■ Who understands RTI?

- Sped admin 93%
- Gen Ed admin 14.3%
- IEP Chair 20.1%
- Sped teacher 31.3%
- Gen Ed teacher 8.3%
- Attorneys 20%

Journal of Special Education, March 2008

Making Connections.....

.....Talking the Same Language

Special Education Staff and Literacy Coaches

- Basic Reading Skills
- Reading Comprehension
- Reading Fluency
- Written Expression

Voices from the field

- Kathy Middleton

- Special education teacher
- Reading Recovery teacher

- Kathy Duncan

- Special education process coordinator
- Strategic Processing Coach

Perspective from General Education:

Dr. Karen J. Scott - Director of Federal Programs - PCL District Coach, CIM Coach

How strong is the implementation of the “universals” or “core”?

- How do we focus on the individual student?
- How do individual teachers adjust their instruction?
- What do “best practices” in literacy look and sound like?

For us.....

- Reading Workshop
- Writing Workshop
- Spelling/Phonics
- Whole Group, Small Group and 1:1 Conferencing
- Team meetings – collaboration
- Seamless transitions
- Solid routines and procedures
- Literacy processing system

As stakeholders we must have an

- Emphasis on how children learn to read and write AND
- Understand the alignment to state standards and national standards

Basic Reading Skills

Early Reading Behaviors: Decoding Strategies

Student _____ Date _____

Book Title/Text Level _____ Score: ____/10_

Reading Behavior	Not observed 0	Observed some of the time 1	Observed consistently (or accurate reading) 2	Comments
Self-Monitors reading with greater ease; uses known words and patterns to check on reading.				
Searches through words in a left-to-right sequence; blends letters into sounds; repeats words as if to confirm				
Takes words apart at the larger unit of analysis				
Reads high-frequency words fast, fluently, and automatically				
Becomes faster at noticing errors and initiates multiple attempts to self-correct.				

Adapted from Dorn & Soffos, 2001a, p. 111

Reading Comprehension

Comprehension Guide for Story Retelling

Student _____ Date _____

Story _____ Book Level: _____ Score: ____/18__

Comprehension Guide	Not Observed 0	Prompted Behavior 1	Unprompted Behavior 2	Comments
Retells story in logical and sequential order.				
Discusses the main and secondary characters in the story.				
Describes the setting of the story.				
Uses language phrases, book talk, and/or special vocabulary from the story.				
Detects the problem and solution in the story.				
Includes supporting details from the story.				
Connects story to other texts (text-to-text).				
Responds to story at a personal level (text-to-life).				
Describes the story ending.				

Adapted from Dorn & Soffos, 2001a, p. 110

University of Arkansas at Little Rock
Center for Literacy 131

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Reading Fluency

Name _____

Oral Reading Fluency Scale

Level 4	Reads primarily in large, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.			
Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.			
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.			
Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax.			

* Note the student's fluency level by recording the date and book level.

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Written Expression

Second Grade Writing Proficiency Benchmark Narrative Writing

Page 1

Second Grade Writing Proficiency Benchmark/ Narrative Writing	
<p>Standard I - Process and Habits</p> <p>First Draft</p> <ul style="list-style-type: none"> ✓ Composes ideas with fluency (2 pts) <p>Revising</p> <ul style="list-style-type: none"> ✓ Adds/deletes words or ideas (6 pts) <ul style="list-style-type: none"> • Rearranges words, sentences, or phrases (4 pts) • Substitutes richer vocabulary choices (3 pts) ✓ Uses writing checklist (3 pts) <p>Editing</p> <ul style="list-style-type: none"> ✓ Notices many errors in spelling by circling words (3 pts) ✓ Attempts to correct most misspelled words (3 pts) <ul style="list-style-type: none"> • Attempts to correct all misspelled words (2 pts) ✓ Attempts to correct most punctuation and capitalization (6 pts) <ul style="list-style-type: none"> • Attempts to correct all punctuation and capitalization (2 pts) ✓ Uses resources to check (4 pts) <p>Final Draft</p> <ul style="list-style-type: none"> ✓ Incorporates revisions into final copy (4 pts) ✓ Increases accuracy of the final copy (4pts) <p>TOTAL 46 points</p>	<p>Standard I</p> <p>___ Below the Standard (24 or less)</p> <p>___ Approaching the Standard (25-34)</p> <p>___ Meeting the Standard (35)</p> <p>___ Exceeding the Standard (above 35)</p>
<p>Standard II - Audience and Purpose/Author's Craft</p> <p>Introduces the Topic</p> <ul style="list-style-type: none"> ✓ Opening sentences relate to the topic (6 pts) <ul style="list-style-type: none"> • Creates a good lead that grabs the reader's attention (4 pts) <p>Develops the Topic</p> <ul style="list-style-type: none"> ✓ Uses logical order (beginning, middle, end) (6 pts) ✓ Sustains the idea throughout the piece (6 pts) ✓ Uses individual voice (4 pts) <ul style="list-style-type: none"> • Uses dialogue effectively (2 pts) ✓ Uses transitional words for time flow (3 pts) <ul style="list-style-type: none"> • Uses transitional phrases for time flow (2 pts) ✓ Uses strong nouns and/or muscular verbs (4 pts) <ul style="list-style-type: none"> • Uses descriptive words to create mind pictures (4 pts) • Uses figurative language, similes, or metaphors (2 pts) ✓ Writes to the prompt (3 pts) <p>Concludes the Topic</p> <ul style="list-style-type: none"> ✓ Provides sense of closure (6 pts) <ul style="list-style-type: none"> • Ties story together with appropriate and interesting sentence or section (2 pts) <p>TOTAL 54 points</p>	<p>Standard II</p> <p>___ Below the Standard (31 or less)</p> <p>___ Approaching the Standard (32-41)</p> <p>___ Meeting the Standard (42)</p> <p>___ Exceeding the Standard (above 42)</p>

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Assessment Wall....Data Visible



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- Mrs. Kathy Duncan – Special Education Process Coordinator/Strategic Processing Coach