District/LEA: 015-002 CAMDENTON R-III   **Year:** 2025-2026

Funding Application: Plan - School Level - 4080 OSAGE BEACH ELEMENTARY   **Version:** Initial   **Status:** Returned to LEA

ePeGS

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home   Print   Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4080 OSAGE BEACH ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

○ Schoolwide

○ Targeted

☑ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Osage Beach Elementary collaborates with parents throughout the year to review and update the Parent and Family Engagement Policy. Our approach includes the following steps:

Ongoing Parent Advisory Team Meetings: The Parent Advisory teams meet regularly throughout the year to discuss and suggest updates to the family engagement policy. Parents actively participate in these meetings to shape the policy based on family needs and district goals.

Finalized Policy Accessibility: Once finalized at the end of the year, the updated policy is made widely accessible to families through multiple channels. It is presented at family events, shared on the district website, included in physical and online resources, and made available in various locations for easy access.

Continuous Parent Feedback Collection: Throughout the year, we invite and collect feedback from parents during advisory meetings, family events, and through additional communication channels. This feedback is reviewed annually to inform potential updates to the policy, ensuring it continues to meet the community's evolving needs.

☑ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☑ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

☑ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

☑ The agenda reflects that the purpose of the meeting is

☑ To inform parents of their school's participation in the Title I.A program

☑ To explain the requirements of Title I.A

☑ To explain the right of parents to be involved.
Section 1116 (c)(1)

☑ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☑ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

☐ Transportation

☐ Child care

☐ Home visits

☑ Funds will not be utilized for these purposes
Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

☑ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

> All information is provided to parents for their review and input during building parent advisory meetings. Academic and perceptual data is reviewed with parents in order to formulate the best plan for the building.

☑ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

> All information is provided to parents for their review and input during building parent advisory meetings. Academic and perceptual data is reviewed with parents in order to formulate the best plan for the building.

The school provides parents of participating children:

☑ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

> Title information is presented several times to parents throughout the school year at many daytime and evening family events. Information is given on the website, in the handbook, and with materials sent home to families.

☑ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
  Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

> The district has worked the past couple years to align the curriculum to the Missouri Learning Standards. The district utilized the I-Ready Learning System to monitor students' progress with their grade level Missouri Learning Standards. All students in grades K-4 take three diagnostics per school year. The results of those diagnostic assessments give data to the students, parents, teachers and admin in determining how the student is progressing in learning their grade level standards. As a district, we have found that the end-of-year diagnostic results are within 2-4 tenths of our MAP scores.

☑ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☑ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☑ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☑ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

```
1.  Make sure they are in school every day possible.
2.  Check that homework is complete.
3.  Participate in parent-school activities
4.  Be aware of my child's extracurricular time and activities.
5.  Stay informed about my child's education by reading all communications from
the school and responding appropriately.
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☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

```
1.  Retain highly qualified principals and teachers.
2.  Provide instruction, materials and high-quality professional development
which incorporates the latest research.
3.  Maintain a safe and positive school climate.
```

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

    ☑ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed

    ☑ Issuing frequent reports to parents on their children's progress

    ☑ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities

    ☑ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

☑ Provides assistance to parents, as appropriate, in understanding
    o the Missouri Learning Standards,
    o the Missouri Assessment Program,
    o local assessments,
    o how to monitor a child's progress, and
    o how to work with educators to improve the achievement of their children.
    Section 1116 (e)(1)

Describe plans to provide assistance.

```
Frequent parent communications are sent home through newsletters and Parent
Square.  This information includes student progress with class curriculum and
standards.  I-Ready results are shared with parents. Parents are encouraged to
support their child's academic needs by providing resources and information.
Parent Teacher conferences are held in the fall and as often as needed for
student success.
```

☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

```
The school sends parent i-Ready information reports to parents giving them
precise skills that can be supported from home.  The district uses standards-
based report cards so parents are aware of skill deficits and can assist their
children.  Teachers work to provide home practice materials for parents.
```

☑ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

> Teachers work closely with the learning and assessment directors, lead teachers, and administrators to support parents working with their children.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

☑ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

> All family activities and events are conducted through the lens of all federal programs to support our families and students.

☑ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

☑ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

☑ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

☑ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

☑ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

☑ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

☑ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

☑ Provides opportunities for the informed participation of parents and family members, including:

    ☑ Parent and family members who have limited English proficiency.

    ☑ Parent and family members with disabilities.

    ☑ Parent and family members of migratory children.

☑ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

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COMPREHENSIVE NEEDS ASSESSMENT (school level)
Section 1114(b)(6)

☑ A comprehensive needs assessment of the entire school has been conducted.

☑ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/23/2025

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☑ Enrollment (Required)
- ☑ Grade level (Required)
- ☑ Ethnicity (Required)
- ☑ Attendance (Required)
- ☑ Mobility (Required)
- ☑ Socioeconomic status (Required)
- ☑ Discipline (Required)
- ☑ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Osage Beach has always had the largest EL population, so our staff is familiar with working with that demographic. Those skills have come in handy as we have increased various student groups.

Weaknesses:

The Missouri goal of 90/90 has proven challenging for Osage Beach Elementary. The building is located in the Lake of the Ozarks region. The parent population is heavily associated with the local tourist industry, and families tend to vacation during the school year rather than the summer. Our counselor, leadership team and administration have prioritized this for the 2024-2025 school year. Although our ADA is usually around 95% the 90/90, 88.2% in 2017-18, and again dropped to 86.39%, it is a huge focus of our building. Monthly letters are sent home with students as attendance reminders. At semester the counselor implemented a daily drawing, one student per grade, if they were here and on time, received a prize. All students below the 90% attendance rate started the school year in an attendance club. The attendance club focused on relationships with staff members and constant communication at home.

Indicate needs related to strengths and weaknesses:

The building will continue its focus on interventions and attendance while building relationships.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☑ MAP results by content area and grade level, including multi-year trends (required)
- ☑ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☑ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☑ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☑ Other performance indicators used in analysis:

The building leadership team met and reviewed our academic results from i-Ready Diagnostic assessments given quarterly along with perceptual data compiled through stakeholder surveys. The agenda also included developing and approving a Parent Compact which will also be posted on our website. Osage Beach Elementary participated in the AdvancEd accreditation process and received additional input from teachers, administrators and parents.

Strategies to increase parent involvement include reviewing a school needs assessment and considering feedback provided by parents. An electronic survey was available to all parents of the various activities and academic expectations in the classrooms. Other opportunities for parental involvement come through our monthly family events. We have links to best practices regarding literacy instruction on the building website. Our building also utilizes social media, including implementing a school wide program, Parent Square, to provide additional layers of communication.

The leadership team analyzed the data and concluded that the delivery of Eureka Math program with increased fidelity led to improved i-Ready scores. The team assessed that our MAP scores are not trending in the upward direction. We've been hopeful that the above actions will lead to improved scores for MAP, which they have yet to yield those results. Our Title Reading Teachers have focused on supporting grades K-4th grade. The district goal of 100% indicates that the students made one year's growth. It is a hefty goal, but the team feels that our progress is trending upward.

The faculty will continue to implement the above-mentioned instructional strategies and analyze data.

Summarize the analysis of data regarding **student achievement**:

Strengths:

A more focused curriculum and instruction along with students goal setting and being accountable for their own learning has helped increase student growth and proficiency. i-Ready testing OBE started the year with 35% of students on or above grade level in reading and ended with 64%, math was 17% of students on or above grade level and ended with 6%. The school year focused on a structured schedule to support students on grade level along with intervention and extensions.

Weaknesses:

Student group achievement is becoming a greater area of focus. We are looking at additional intervention structures to support and increase student achievement for all student groups. Based on i-Ready diagnostic data, the number of students making one year's growth in Reading has decreased from 68% to 65%. We attribute this to more students needing targeted instruction and supports. We believe there continues to be room for improvement. With recent assessments indicating a need for targeted support in English Language Arts, we need to funnel resources to fully address achievement gaps in reading and literacy. This gap highlights the necessity of providing additional, intensive ELA instruction to support struggling readers and improve overall literacy outcomes.

Indicate needs related to strengths and weaknesses:

Title I funds will be directed toward Supplemental ELA teachers to meet the identified needs. These positions will focus on providing dedicated instructional support in reading and literacy, enhancing core instruction, and effectively addressing student learning gaps. In addition funds will pay for a TMC (.2) shared between the 5 elementary buildings.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ✔ Learning expectations
- ✔ Instructional program
- ✔ Instructional materials

☑ Instructional technology

☑ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

> We have utilized 3rd and 4th grade MAP performance data, iReady data, common formative assessments, universal screening data and teacher observations to determine academic needs. We continue to utilize iReady data to monitor progress, provide online instruction and administer diagnostic testing. We have become systematic and frequent in our monitoring of student progress and proactive in setting individual academic goals.
>
> We have had a more focused curriculum and instruction at the building as we have built interventions to meet student skill gaps.
>
> UFLI was implemented as classroom Tier 1 instruction for Grades K-2. Training for all teachers to implement this phonics-based instruction was given along with the purchase of instructional supplies. Reading interventionists are highly trained in best practices supported by reading research.

Weaknesses:

> Our staff needs more intervention strategies/curriculum materials to develop foundational skills for differentiated, targeted small group instruction.

Indicate needs related to strengths and weaknesses:

> As our building becomes more diverse, we have relied on our data, curriculum, and instructional processes to meet the needs of our students. Our Free/Reduced lunch rate and steadily increased, and our homeless rate continues to, as well. With that being said, we have explored more structured, foundational learning with our curriculum and instructional practices.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

☑ Staff preparation

☑ Core courses taught by appropriately certified teachers

☑ Staff specialists and other support staff

☑ Staff demographics

☑ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

District supported professional development includes training to address Missouri Learning Standards (English Language Arts and Mathematics) as well as effective instructional strategies (e.g. strategies researches by Hattie and Marzano) and inquiry based mathematics. The Special Services Department provides ongoing training for the special education teachers and paraprofessionals. The district has an active Professional Development Committee which provides an emphasis on specific learning standards identified through staff surveys, administrator input and district strategic plan.

Administrators from Camdenton R-III Schools attend various college placement days to attract high-quality teachers. In addition, teachers are offered a salary that ranks in the top 10% of the state. Also, an attractive fringe benefits package and a career ladder incentive is offered.

PLCs continued and the pillars were revisited (vision mission, collective commitments, and goals). The basic tenets of Professional Learning Communities are an established part of our culture. This includes collective inquiry and collaboration. We have early releases built into our district calendar but they are sparse throughout the school year. Teachers in the building also have common planning time to meet throughout the week during the school day in small grade level teams to answer the 4 corollary questions of PLC.

Weaknesses:

Time and substitute costs continue to be a struggle.

Indicate needs related to strengths and weaknesses:

Directors of learning and assessment, lead teachers, and building administrators will continue providing professional development targeted to student data and skill gaps to help design interventions for students.

A tiered support system is incorporated into all classes and some grade levels. Based on multiple criteria, students identified as at-risk in reading are placed in small groups in the classroom with more individualized instruction by the teacher. The students that don't respond to these interventions are then supported by another tier with a reading specialist.

Students that are identified as at-risk in math based on the multi-criteria are placed in small groups in the classroom with more individualized instruction by the teacher. Those students that don't respond to these interventions are then supported by the grade level in flexible groupings that provide more targeted instruction.

If students do not respond to either of the above tiered instructional strategies their data and progress will be reviewed by the grade level and building level Student Intervention Team for possible change in interventions, continued support or further assessment.

We utilize iReady to help us inform teachers' instruction based on student performance. There are various assessments including progress monitoring, diagnostic testing and standards mastery testing. The district will continue to focus on creating common formative assessments for ELA and Math. As these are created the classroom teachers will incorporate them into their instruction and use the data to guide instructional strategies.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ✔ Parental involvement
- ✔ Communication with parents
- ✔ Policy Involvement
- ✔ Parent education
- ✔ Support for special needs and underserved

✔ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

> Traditionally, families are encouraged to attend classroom activities and monthly events. In addition, music programs, family events, and special assemblies are offered periodically throughout the year. Our parent advisory team met monthly to collaboratively plan these events.

Weaknesses:

> Some of the activities offered are during the school day. Many parents work and find it difficult to take this time off of work. To help with this obstacle, family events are offered in the morning before school, at the beginning of the day, or in the evenings.

Indicate needs related to strengths and weaknesses:

> Strategies to increase parent involvement include reviewing a school needs assessment and considering feedback provided by parents. An electronic survey was available to all parents during parent teacher conferences. Teachers send out weekly newsletters informing parents of the various activities and academic expectations in the classrooms. Other opportunities for parental involvement come through building programs and the PTO, which meets monthly. We have links to best practices regarding literacy instruction on the building website. Our building also utilizes social media to provide additional layers of communication. The building utilized the communication platform, Parent Square, to communicate with families, too.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

✔ School mission/vision

✔ Average class size

✔ School climate

✔ Management and governance

✔ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

> School Mission/Vision: The district mission/vision was continued when the board approved our the strategic plan several months ago.
> Average Class Size: In good shape, aligns with the desirable MSIP standards
> School Climate: Parents are pleased with student progress and involvement opportunities with the buildings. Students and staff report positive feedback in this area.
> Management and Governance: Strong admin support across all Title buildings
> Student Discipline Policy: We follow the MSBA policy service- in great shape

Weaknesses:

```
School Mission/Vision:  N/A
Average Class Size:  N/A
School Climate:  Parents are eager to participate in building activities.
Management and Governance: N/A
Student Discipline Policy:  N/A
```

Indicate needs related to strengths and weaknesses:

```
These areas of school context and organization are in great shape.
```

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	The top priority is funding Supplemental ELA teachers to provide targeted literacy support for students.

Schoolwide Program Hide

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development		
Team Member		
Team Member Role	Team Member Name	
1	Parent	Kyle Kemp	
2	Teacher	Kim Jenkins	
3	Principal	Erin Kaminski	
4	Parent	Brittany Pendleton	
5	Parent	Ashley Silver	
6	Parent	Kelsey Holman	
7	Parent	Taylor Odom	
8	Parent	Seth Odom	
Plan Development Meeting Dates		
1	Meeting Date	05/08/2025	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
Federal Titles/Acts	**Program Representative**	**Representative Role**	
1 Select... ⌄			

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☑ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☑ **Supplemental instruction**

	Subject areas and grade levels to be served (mark all that apply)	
1 ☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2 ☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3 ☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4 ☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5 ☐ Other [____]	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

☐ Preschool
☑ Pull out/resource classroom
☑ Push in/regular classroom
☐ Summer School
☐ Tutoring (before-or-after-school)
☐ Other

[   ]

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☑	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other [____]	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

☑ **Professional Learning Communities**
☐ **Schoolwide Positive Behavior Support**
☑ **Response to Intervention**
☐ **Other**

[   ]

The strategies will (mark all that apply)

☑ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

```
Focused interventions will be provided to all students showing a need, with our
most at-risk students having access to tiered interventions.
```

☐ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

☐ Increase the amount of learning time

    ☐ Extended school year

    ☐ Before-and/or after-school programs

    ☐ Summer program

    ☐ Other

☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

☑ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

```
Focused reading instruction for our most at-risk students as identified by a
universal screener and then diagnostic assessment.
```

Activities will (mark all that apply)

    ☐ **Improving students' skills outside the academic subject areas**

        ☐ Counseling

        ☐ School-based mental health programs

        ☐ Specialized instructional support services

        ☐ Mentoring services

        ☐ Other

    ☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

        ☐ Career/technical education programs

        ☐ Access to coursework to earn postsecondary credit

            ☐ Advanced Placement

            ☐ International Baccalaureate

            ☐ Dual or concurrent enrollment

            ☐ Early college high schools

            ☐ Other

    ☐ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☑ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

    ☑ Delivery of professional development services

    ☐ Instructional coach

    ☑ Teaching methods coach

    ☐ Third party contract

    ☐ Other

> [text box]

    ☑ Professional development activities that address the prioritized needs

    Describe activities

> Directors of learning and assessment, lead teachers, and administrators will support intervention professional learning and strategy development for at-risk students.

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

> [text box]

☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

> [text box]

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

☐ Title I.A (required)

☐ State and Local Funds (required)

☐ Title I School Improvement (a)

☐ Title I.C Migrant

☐ Title I.D Delinquent

☐ Title II.A

☐ Title III EL

☐ Title III Immigrant

☐ Title IV.A

☐ Title V.B

☐ School Improvement Grant (g) (SIG)

☐ Spec. Ed. State and Local Funds

☐ Spec. Ed. Part B Entitlement

☐ Perkins Basic Grant - Postsecondary

☐ Perkins Basic Grant - Secondary

☐ Workforce Innovation and Opportunity Act

☐ Head Start

☐ McKinney-Vento

☐ Adult Education and Family Literacy

☐ Others

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```

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

○ Yes
○ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

```
                                                            
                                                            
```

[Save Comments] [School Level Plan Home] [Print] [Cancel Print Mode]

District/LEA Comments

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DESE Comments

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