

District/LEA: 015-002 CAMDENTON R-III Year: 2026-2027

Funding Application: Plan - School Level - 4030 OAK RIDGE INTERMEDIATE Version: Initial Status: Submitted

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

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School, Parent And Family Engagement Policy [Hide](#)

4030 OAK RIDGE INTERMEDIATE

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.

Oak Ridge Intermediate 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. We utilize various forms of communication to ensure we are reaching all parents.

- ☒ 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 of years to align curriculum to the Missouri Learning Standards. The district previously utilized iReady/NWEA to monitor students' progress with their grade level Missouri Learning Standards. However, mCLASS will be utilized starting in the 26-27 school year. All students in K-5 will be administered the screeners three times per school year. The results of those assessments give data to the students, parents, teachers, and admin in determining how the student is progressing toward proficiency in their grade level standards. The district uses various data points collected throughout the year to focus on specific Missouri Learning Standards that are directly tied to the MAP.

- ☒ 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 completed.
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.

- ☒ 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, most generally on a weekly basis. This information includes student progress with class curriculum and standards. mCLASS results will be shared with parents. Parents are encouraged in ways to support their child's academic needs. Parent Teacher conferences are held in the fall and as often as needed for student success. The district utilizes platforms like Smore, Parent Square, and Infinite Campus to communicate with parents.

- ☒ 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 will send mCLASS reports to parents giving them precise skills that can be supported from home. At-home practice materials for parents will be provided, as well.

- ☒ 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 directors of learning and assessment, 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](#)

4030 OAK RIDGE INTERMEDIATE

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

6/9/2026

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:

Oak Ridge Intermediate is a feeder school for the three district elementary schools. We get a wide variety of students from three Title One schools. This contributes to the fact that our demographic data remains fairly stable. There is not a significant change in our enrollment, ethnicity, or socioeconomic status. However, even though our demographics are stable, we are noticing a slight increase in overall enrollment. There is a direct correlation between the increase in enrollment and the number of homeless and free and reduced students.

The building faculty has implemented schoolwide interventions for both reading and math five days a week. Students are identified and placed in groups based on their most recent iReady/NWEA diagnostic results, formative data and teacher input. Data is analyzed at least quarterly to move students to appropriate groups for specific interventions. The Title I Reading teachers utilize UFLI Foundations and 95 Percent Group program with fidelity in both 5th and 6th grade.

Diagnostic data showed an increase in students at or above grade level in reading and math after the end-of-year iReady/NWEA Diagnostic for both 5th and 6th grade students.

Weaknesses:

With an increase in the number of students qualifying for homeless and free and reduced services, there is a growing need for support services for our most at-risk students. We are seeing an increasing number of students struggling with basic foundational reading and vocabulary. Year after year, the number of students on grade level in ELA, as measured by iReady/NWEA, is approximately one-third of our total population.

Indicate needs related to strengths and weaknesses:

We need to increase support services for the most at-risk students with prescriptive interventions.

Any students who score one or more grade levels below on iReady/NWEA Reading or Math Growth Assessments are listed for initial consideration for additional reading instruction and interventions. We have also put in place a universal screener in reading and math. This list is then cross-referenced with teacher recommendations and other collected data points. Those students who are determined to show the most need are then administered a reading assessment that determines skills deficits.

Students are grouped to receive 20-30 minute instruction outside of their general education content instructional times. This is accomplished both through Title I pull-out groups using research-based interventions and schoolwide interventions. Teachers use progress monitoring at least every two weeks to guide instructional focus decisions.

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:

iReady/NWEA and Common Formative Assessments

ELA - we see a consistent jump in cohort data in 5th while the growth in 6th isn't typically as substantial.

Math - we see a consistent drop in cohort data from 4th to 5th, while 5th to 6th is showing an increase annually.

However, local data isn't always consistent with our MAP data. For instance, we see ups and downs from one cohort to the next in growth.

Student Groups - Our Free and Reduced population consistently performs significantly lower than the non-free and reduced population in ELA and Math. Our special education student group is not showing growth either. Increased support and attention must be placed on these student groups.

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

Strengths:

Schoolwide interventions in reading and math are a strength when executed with intent. Additionally, the reading interventionists provide much needed support to the students who are most at-risk. They have substantial data to highlight the consistent growth of their students, year after year.

Weaknesses:

Many students are arriving in fifth grade without the prerequisite skills needed to access their grade-level content in reading, math, science and social studies. This includes new enrollments, showing that this isn't exclusive to Camdenton. We have an opportunity with the new grade-level reconfiguration to bridge the gap, by serving fourth grade in ORI next school year.

Indicate needs related to strengths and weaknesses:

We need a more focused, prescriptive intervention system and an increased focus on preventative measures in the early grades, which are necessary for the most at-risk students. We are using the master schedule to allocate daily common planning time to interdisciplinary and content teams. PD days are built into the school calendar for data protocols and collaboration. This time will be provided for teachers to meet in teams to look at common formative and summative data to drive core and tiered instruction.

With the implementation of mCLASS next year, we are looking forward to being more prescriptive in our approach.

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:

As a district, we are working to prioritize the state-identified priority standards and ensure our resources, curriculum, and assessments are aligned vertically and within the grade level.
Professional Learning Communities:
Monday PLC days are built into our 26-27 school calendar. This time will be provided for teachers to meet in teams to look at common formative and summative data to drive core and tier II instruction along with schoolwide interventions.

Weaknesses:

Oak Ridge faces challenges in literacy achievement, with students struggling to reach grade-level proficiency, partly due to mobility and diverse student needs that create gaps in reading skills. Additionally, the lack of fully developed district-wide structures and systems for learning, interventions, assessment, and curriculum has led to inconsistencies in research-based instructional delivery. This contributes to uneven academic growth in both ELA and Math, particularly among student group populations, underscoring the need for enhanced support and structure.

Indicate needs related to strengths and weaknesses:

To address these literacy challenges, Title I funds will support the funding of Supplemental ELA teachers at Oak Ridge as well as a TMC (.2) shared between the 5 elementary buildings. These teachers will provide targeted literacy interventions, helping to close achievement gaps and ensure that all students receive the foundational reading skills necessary for academic success.

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:

Principals-Locally supported PD through monthly District Leadership Team collaboration.`

Teachers-The new district calendar for 26-27 includes several full days of professional learning. The focus for the upcoming year includes enhancing the PLC process and Tier I instruction.

Paras-Provided training through the Special Services Department in numerous areas including reducing potentially aggressive situations, assistive devices, etc.

Weaknesses:

Time and funding for substitutes are always a struggle for staff professional development. However, we are hopeful that the new calendar will alleviate this weakness.

Indicate needs related to strengths and weaknesses:

Directors of learning and assessment, lead teachers, and administration will continue to lead, provide and support professional learning opportunities to grow staff for our student success.

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:

Parents report teachers meet their child's learning needs.
The school provides a safe learning environment.
Their child has at least one advocate in the school.
Their child is prepared for success in the next school year.
They consider themselves involved in their children's education.

Weaknesses:

Teachers keep parents regularly informed of how their child is progressing.

Indicate needs related to strengths and weaknesses:

iReady/NWEA reports will go out after each of the testing dates.

Teams will utilize various platforms to communicate with parents/guardians regularly.

The Oak Ridge Building Title I Compliance Plan will be shared with the LEA, parents and the public on the district website at www.camdentonschools.org.

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 in December of 2021 when the board approved it.

Average Class Size: in good shape, aligns with MSIP standards

School Climate: Parents pleased with student progress and involvement opportunities with the buildings. Students and Staff report positive feedback in this area for the Title buildings.

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: N/A

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 and a TMC (.2) shared between the 5 elementary buildings, to provide targeted literacy support for students.

4030 OAK RIDGE INTERMEDIATE**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	Kristin Handley	
2	Teacher	Emily Rice	
3	Principal	Chris Byington	
4	Parent	Tamee Rugen	
5	Parent	Abi Krulatz	
6	Principal	Kyla Kirtley	

Plan Development Meeting Dates			
	Meeting Date		
1	04/08/2026		

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

Building principals and the directors of learning and assessment will assist teachers in strategies to meet student needs.

Strategic interventionists will work with the most at-risk students with the greatest skill gaps with targeted interventions and additional focused time while paraprofessionals provide addition support where needed.

☐ 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

Students who are 1 or more grade levels below in reading will receive additional pull-out time for individual interventions to address their skill gaps.

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

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **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

☒ Professional development activities that address the prioritized needs

Describe activities

Directors of learning and assessment, lead teachers, and building admin will provide strategies and processes to support students through professional learning, collaboration time, and data analysis of student needs.

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

Describe activities

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

Describe activities

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

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.

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District/LEA Comments

Email: janel.juergensmeyer@dese.mo.gov

Current User: purplegold

Improving Lives through Education

Ver.