

District/LEA: 026-001 COLE CO. R-I Year: 2025-2026

Funding Application: Plan - School Level - 4020 COLE CO. R-I ELEM. Version: Revision 1 Status: Approved

Number  Name

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

### 4020 COLE CO. R-I ELEM.

## 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.

At the Bi-annual Title I parent meeting, parents are given the parent and family engagement policy as part of the Title I Handbook. After brief review of the policy, parents are asked to review the family engagement policy. Parents are asked to take the compact home to discuss it with their child and then sign and return the parent and family policy to school. Parents who do not attend the meeting receive the policy in both paper and electronic copy as well

- 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 parents within the school district will be invited to volunteer to serve on the Advisory Committee, which is to meet twice during the school year to review the program plan documents and conduct the annual review of the program. During the fall Title I parent meeting, parents are encouraged to share any questions, suggestions, or input regarding the program. At the end of the school year all parents, are asked to complete a questionnaire to share their

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.

Parents will receive the school parent and family engagement policy in the Title I handbook at the fall Title I parent meeting. Parents will be invited to be part of the Advisory Committee to review and revise the policy, as needed.

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.

It is our goal to ensure that parents are aware of the Title I program and the services that is provided to students through this program. At the beginning of the school year a copy of the handbook is distributed to all students in the elementary building in information regarding our Title I program is included. This same information is provided on the school's website. In the first part of the school year an informational meeting is held in which our Title I

- 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.

During the Title I parent meeting, Title I teachers and administrators will describe the curriculum used in the Title I programs to address the needs of students. Information will be given about the universal screening assessments used by our district (i-Ready, Developmental Reading Assessment, Reading Inventory, etc.) and how the scores are interpreted and used to match instruction to student needs. Title I teachers will explain 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)*

The school-parent compact states that parents are responsible for providing support, positive attitude, and a quiet place/time to do schoolwork. Parents should encourage children to complete schoolwork, as well as ensure that their children get adequate sleep, a healthy diet, and arrive at school on time. Parents should discuss their child's learning with their child and communicate with teachers regularly, and parents should spend time reading with their child

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The school-parent compact explains that the Title I teachers will be aware of student needs and teach necessary concepts to the students, communicating regularly with the parents on their child's progress. It also states that the school is responsible for creating a safe, positive, healthy learning environment. Teachers are responsible for demonstrating the importance of reading, math, and learning, as well as relating reading and math to everyday

- 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.

During the Title I parent meeting, Title I teachers will give brief overviews of MAP, universal screening assessments (iReady, Reading Inventory, Developmental Reading Assessment, etc.), and progress monitoring procedures. Sample reports and parent notes will be shared to help parents recognize and understand their child's scores and progress. Parents will be given ideas on how to work with teachers to improve their child's achievement during the

- 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.

Each year, two Family Nights will be held where parents attend with their child to participate in engaging learning activities. Title I teachers and other staff will present information to parents at these events regarding how to help their child improve academic achievement. Handouts and/or take-home materials will be provided to parents at these events. Parents also receive information and materials regarding how to help their child with their child's specific

- 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.

During our back-to-school teacher workdays, administrators will provide professional development that includes information about connecting with families of our students and fostering open communication with parents. Use of tools like Class Dojo, Remind app, newsletters, email, and text alerts will be explained and encouraged, and strategies for parent contact phone calls will be discussed.

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.

To encourage parents to participate in their child's education, Title I teachers will provide information to parents regarding resources available to our community that would support academic achievement, as those teachers become aware of these opportunities. Summer programs provided by the local county libraries will be shared with families before summer break. Participation in the Parents as Teachers program is encouraged and teachers will be asked to

- 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](#)

## 4020 COLE CO. R-I ELEM.

### 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

4/21/2025

## 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:

After analyzing student demographic information it has been determined that the Cole County R-1 School district is strong in many areas. Due to all of the support systems that we currently have in place, our district has high attendance averages, low free/reduced count, and discipline referrals. Due to the RTI model, students are not being retained and are performing close to grade level in most areas.

Weaknesses:

In reviewing our data our declining enrollment continues to be of concern. Regardless of our efforts to draw new families to our district, housing continues to be an obstacle. Our student population has little diversity but we are working to incorporate programs that will educate our student population on diversity.

Indicate needs related to strengths and weaknesses:

Due to declining enrollment, Title I Funds are needed to cover the salaries of our Title I Teachers. Without these funds, we will not be able to financially support these services.

## 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:

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

Strengths:

This year we will be able to use student achievement data provided by the state of Missouri. as well as student data that had been collected through the course of the year such as IReady Math & Reading/ELA scores, curriculum benchmarks and other diagnostic tools to monitor student growth. We have identified specific areas in both math and reading/ELA. We are in the process of changing teaching strategies in order to address the issue of the deficit in

Weaknesses:

After reviewing last year's data, we have seen gains in many different areas within language arts, but writing continues to be a weakness for our district. We will continue with the implementation of the CKLA program, as we have seen great gains and hope that this year we will see gains in our writing. This year our one of our building goals is to dive deep into our reading/ELA data to identify specific areas using our Item Analysis information from the MAP. We

Indicate needs related to strengths and weaknesses:

We are continuing to put interventions in place for our students who have exhibited any academic gaps. In our Title I groups, we are using Foundations and Wilson language in order to close any gaps that students may have in regards to the fundamentals of reading, comprehension, and ELA. We are implementing research-based teaching strategies and interventions that have originated from programs like Foundations in the regular classroom. We are also

## 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:

After analyzing data regarding the Cole County R-1 curriculum and instruction it is determined that we are meeting learning standards through the use of effective instructional strategies, resources and technology. Our students currently take the IReady diagnostic in both reading and math. Teachers also assign lessons to students in the areas in which they flag as needing more remediation. During Title I reading services students also receive

Weaknesses:

While reviewing student data, it has been determined that our students seem to struggle with basic math concepts, reading comprehension, and writing. We are in year two of implementing the CKLA program in grades kindergarten through sixth grade. We have documented small gains; we are hoping that by reviewing our Item Analysis from our MAP data, we will be able to identify specific areas that we need to reteach or provide interventions in order to close the academic

Indicate needs related to strengths and weaknesses:

In order to address low performance in the areas of math, reading comprehension, and writing, the Cole County R-1 School District will continue to implement math, reading, and ELA interventions using these resources: Foundations, CKLA, and RTI.

Title I Funds or Federal dollars are needed to cover the salaries of our Title

## 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:

An average of about 99 percent of the teachers in the Cole County R-1 School District are teaching the areas in which they are certified. We have a reading specialist on staff who is providing reading interventions daily. We have a certified Special Education teacher who also has a master's degree in teaching reading, who is providing interventions for ELA. We have a certified elementary teacher providing math interventions to students as well as co-

Weaknesses:

We have several low socioeconomic families that move in and out of our district. We work hard to provide those students with interventions while they are in our school that will close academic gaps, but this can be challenging at times. Many students who move to us are 1 - 2 grade levels below their current grade level.

Indicate needs related to strengths and weaknesses:

Professional development will be provided to teachers through the course of the year in order to ensure the security of this program. Our teachers have all been LETRS certified in both elementary and preschool. We are continuing to review data this year to evaluate and monitor student progress to ensure that struggling students are receiving appropriate interventions.

## 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:

Title I teachers do an excellent job of communicating information pertaining to the Title I program to all parents especially to those specific Title I families. Throughout the year Title I teachers send notifications to parents keeping them informed of their students progress and any concerns that they may have regarding a students progress. Title I teachers participate in the RTI process this allows them to meet and collaborate with all teachers on the

Weaknesses:

In the past, our Title I family nights have not been well attended, or the families have dropped off students but not stayed and participated. We made some changes to make parent involvement a requirement and provided parents with resources that they can use to help their student at home in order to improve math, reading, and ELA skills.

Indicate needs related to strengths and weaknesses:

Our Title I team is working hard to identify specific areas of weakness within our program and provide parents with the information and resources that are necessary for them to support their students' academic needs at home.

Title I Funds or Federal dollars are needed to cover the salaries of our Title I Teachers. Without these funds, we will not be able to financially support

## 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:

At the end of the 2025 - 2026 school year, our staff met to discuss goals for the upcoming school year. During this meeting, we received our Title I data as well as our I-Ready data and determined that we needed to make some changes in our interventions in the areas of math, reading, and ELA. Both classroom and Title I teachers worked together to formulate a plan on how to address these areas of weakness.

Weaknesses:

We have noticed an decrease in student engagement, so we are working to implement more effective strategies to improve engagement within lessons. As a staff we are working to reimplement programs such as Excelling Indians, RTI is still implemented consistently and other positive behavior programs to assist in decreasing these behaviors.

Indicate needs related to strengths and weaknesses:

Students need more accountability programs. Students are coming to us in kindergarten, and they are not only lacking in the areas of reading and math but socioemotional skills. Students need exposure to simple day-to-day skills and modeling and instruction on how to appropriately interact with both staff and peers.

**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 To provide students who have been identified as critical needs with the appropriate interventions utilizing our Title I Reading, Supplemental Language, and Supplemental Math teachers to ensure
- 2 To develop and enhance quality educational/instructional programs to improve and enable students to meet their personal, academic and career goals.
- 3 To provide an environment that allows for the optimum learning of all students.

Schoolwide Program [Hide](#)

## 4020 COLE CO. R-I ELEM.

### 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)*

### 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

### 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	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input checked="" type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- 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

Student performance data will be routinely collected and analyzed by both individual teachers and data teams to monitor student progress and to evaluate the effectiveness of instructional strategies and make necessary adjustments to instruction. Teachers have worked to create a viable curriculum that is aligned with the Missouri Learning Standards, they are consistently monitoring their practices to ensure that best practices are being implemented.

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

Description of how strategy/strategies will strengthen

The Cole County R-1 School District will provide time, resources and support to allow for collaboration of teachers through the PLC process. This process will allow teachers to monitor and guide the instructional practices of the district. During the early release time, teachers will work to increase critical thinking strategies in all classes. Annually review the course curriculum to ensure rigor. Teachers have participated in book studies that

- 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

The Cole County R-1 School District strives to meet the needs of all students. At times some students are at risk of not meeting the Missouri Learning Standards, these are some of the strategies that are in place to meet student needs. RTI teams will analyze the MAP data to determine students who are at the below basic range and provide them with the supplemental instruction necessary to move them to the basic or higher range. RTI teams will utilize

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

Professional development activities that address the prioritized needs

Describe activities

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

Describe activities

The Cole County R-1 School District understands the importance of recruiting and retaining effective teachers in, particularly high need subject areas. The district will maintain and adopt a salary schedule that is competitive with surrounding districts. The district will also provide benefit packages that are competitive with surrounding districts and offer usefulness. The district will reimburse the cost of the MEGA Test for those teachers who are willing to

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

Describe activities

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## **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.

[ESEA Plan Home](#)

[School Level Plan Home](#)

[Print Preview](#)

**District/LEA Comments**

**DESE Comments**

**Email:** [janel.juergensmeyer@dese.mo.gov](mailto:janel.juergensmeyer@dese.mo.gov)

**Current User:** DESEPUBLIC