



District/LEA: 022-093 OZARK R-VI **Year:** 2025-2026

Funding Application: Plan - School Level - 4040 SOUTH ELEM. **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.

[School Level Plan Home](#)

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

4040 SOUTH 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.

A Parent and Teacher Advisory Committee meets regularly throughout the school year to collaboratively develop, review, and support the implementation of the district's Parent and Family Engagement Policy. Parents actively participate as committee members, ensuring their voices are represented in decision-making. The policy is also presented and reviewed at parent meetings, where feedback is gathered through analysis of student achievement data, survey results, and small group discussions. This process promotes meaningful collaboration between families and school staff to strengthen engagement practices.

- ☒ 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.

Parents are actively involved in the planning, review, and improvement of the Title I.A program and, if applicable, the Schoolwide Program Plan. Parent representatives serve on the Parent Advisory Committee, which meets throughout the school year to support the continuous development and evaluation of Title I.A programming. This committee plays a critical role in reviewing student achievement data, identifying areas for academic focus, and providing input based on parent experiences and perspectives.

Each spring, parents are invited to participate in the required Title I.A Evaluation Meeting, where they collaborate with school staff to review the effectiveness of the current plan and help shape goals for the following year. During these meetings, previous years' student data and parent survey results are reviewed, and families are encouraged to complete new surveys to provide additional feedback.

- ☒ 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.

The plan is shared with the parent advisory. Input is gathered. Revisions are made if needed. Parents are invited and can attend the required Spring Title I.A Evaluation Meeting to help in the planning, review and improvement of the Title I.A program. These meetings would be where we would look at policies review and plan for improvement. Parent survey data is reviewed. Parents are involved in the meeting and are encouraged to share ideas for policy implementation and programming through surveys, conversations with teachers and administrators and in their PTA meetings.

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.

Parent engagement is supported through a variety of events and communication methods throughout the school year. Opportunities for involvement include family-focused events such as Game Night and Literacy Night, as well as an Open House held prior to the start of the school year. Parent-teacher conferences are scheduled in the fall and additionally as needed to support student success. To ensure ongoing communication, the district utilizes multiple platforms-including the school website, e-newsletters, email, text messages, and phone calls-to keep families informed and engaged.

- ☒ 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.

At the beginning of each school year, parents are provided with an overview of the district's curriculum and instructional approaches during a parent meeting. Teachers use research-based models such as Balanced Mathematics, Balanced Literacy, Structured Literacy, Math Recovery, Math Advantage, Reading Recovery, and the Comprehensive Literacy Intervention Model to support student learning. Individual parent-teacher conferences are held to explain students' academic progress, classroom assessments, and instructional goals.

During these meetings and other parent events, staff provide explanations of academic assessments used to monitor student learning, including classroom-based assessments and district benchmarks. In addition, schools share information about the Missouri Assessment Program (MAP), including achievement level descriptors, scoring categories, and how student performance compares to grade-level expectations. Parents are given resources to help interpret their child's MAP results and understand how assessment data informs instruction and intervention planning.

- ☒ 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 includes the following parent responsibilities:

Ensure that my child attends school every possible day, arrives on time, and stays for the full day.

Stay informed about my child's education by reading all school communications and responding when necessary.

Support my child's learning at home by ensuring completion of any work sent home.

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

School Responsibilities includes:

Provide high-quality curriculum and instruction in a supportive and effective learning environment.

Retain highly qualified principals and teachers.

Provide instruction, materials, and high-quality professional development which incorporates the latest in educational research.

Maintaining a respectful, safe and responsible school climate.

Accessible to parents through phone calls, emails, or scheduled conferences

- ✓ 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.

The school provides multiple opportunities throughout the year to help parents understand key areas of the Title I.A program, including academic standards, curriculum expectations, and assessment practices. Parent meetings are held to explain grade-level standards, student achievement goals, and how progress is measured. Family engagement events are intentionally aligned with instructional practices to help parents better support learning at home.

Parent-teacher conferences are conducted in the fall for all families and scheduled as needed throughout the school year. During these conferences, teachers review student progress, share assessment data, and provide guidance on how parents can reinforce learning. Additionally, parents receive quarterly report cards to monitor academic performance.

- ✓ 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 provides materials and training to support parents in reinforcing student learning at home. Family engagement events, such as Literacy Nights and Math Nights, are designed to demonstrate instructional strategies and provide hands-on activities that align with classroom instruction. During these events, parents receive resources-such as books, math games, and learning guides-that they can use at home to support their child's academic growth.

These events also include brief training sessions to help parents understand grade-level expectations and how to effectively use the materials provided. This approach ensures families are equipped with both the tools and knowledge needed to support literacy and math development outside of the classroom.

- ☒ 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.

The school is committed to educating staff on effective strategies for engaging and partnering with families. Professional development on working with parents is provided throughout the year during PLC meetings, team meetings, faculty meetings, and designated after-school training sessions. These sessions focus on building strong home-school relationships, improving communication, and promoting culturally responsive family engagement practices.

Staff are introduced to evidence-based strategies for involving parents in their child's education, including how to conduct effective parent-teacher conferences, share student progress in meaningful ways, and create welcoming environments for all families. Ongoing training ensures that all school personnel are equipped to build positive, collaborative relationships with parents that support student success.

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.

The Ozark Cares Networks is a vehicle of support. Parents are encouraged to reach out to Parents As Teachers for assistance with early learners. For students struggling there is also access to the Ozark CAT team. This is a group of community agencies that work to problem-solve and support families and children. The Christian County Library provides support with the academics. Social workers play a vital role in helping coordinate resources for our families.

- ☒ 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](#)

4040 SOUTH 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

4/10/2025

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:

Strong parental support and engaged PTA.

Weaknesses:

With the growth in the city of Ozark all the elementary school have displayed growth. This means there are more mobile students. There is a need to support students to meet the attendance thresholds. It is a challenge to keep the students in school routinely.

Indicate needs related to strengths and weaknesses:

There are students who are highly mobile who need supports. Also, students who do not have consistent attendance.

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:

In reviewing the data, it is noted growth continues in a number of students reaching proficient and advanced over a multiyear period.

Weaknesses:

There are still students achieving at the below basic and basic levels in ELA and Math. There is a greater number of students at the low SES level.

Indicate needs related to strengths and weaknesses:

There is a need to address the literacy and math needs of students at the basic and below basic levels. Early literacy and reading achievement are a focus. Using Title I funding to provide staff in the areas of reading and supplemental reading to help improve reading achievement is a need. More focus on early literacy with trained staff is an identified need that we use Title I funds to provide. Maintaining a high level of engagement and motivation with students through curriculum, manipulative, technology are strategies that teachers are consistently trying to improve, which will help improve student achievement. Continued help in interventions is needed.

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:

The curriculum aligns to state and national standards. There is the availability of technology to support student learning.

Weaknesses:

Ensuring alignment between the curriculum and instruction for students who struggle. Improving our tiered interventions to those struggling students.

Indicate needs related to strengths and weaknesses:

Support more collaboration and targeted interventions around the individual students who struggles. Using Title I funds to provide books, literacy materials, manipulatives and other curricular items is a need that has been identified. Leveled reading books and math manipulative aide students in their learning journey. Using curriculum and materials that add high engagement and motivation to students which will in turn improve student achievement. Providing those students with the tools to ensure high engagement and motivation will establish that well rounded student who can achieve at a higher level.

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:

Teachers are certified in the areas they teach.
Teachers have participated in professional development around best practices.

Weaknesses:

Transitions that occur - new hires and changing grade levels. There is always a need for collaboration around instruction and learning.

Indicate needs related to strengths and weaknesses:

Provide more specific training around specific structured literacy interventions and math. Also ensure alignment with best practices for the classroom in both literacy and mathematics. Title I funding is used to provide teachers with professional development to ensure best practices are available to students. Professional development opportunities in the areas of literacy and math are a priority identified.

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:

Families in our community are connected to the school.
Communication with parents is good.
There are school nurses and social workers at the schools who seek out needed supports to aide families in need.

Weaknesses:

Time commitments of families.

Indicate needs related to strengths and weaknesses:

Continued opportunities to focus on the impact of family/community engagement and the relationship with strong academic support. Providing those collaborative opportunities will establish relationships that will allow all stakeholders to work together for each student's learning. Activities such as literacy & math nights are activities that Title I funds can be used to impact that family and community engagement.

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:

Class sizes are small compared to many districts
 Class sizes are smaller at the primary levels.
 Management is consistent
 There is a positive climate in the schools

Weaknesses:

Growth in our community may impact class sizes and make it more difficult to know as many members of our community on a more personal basis as in past years

Indicate needs related to strengths and weaknesses:

As the district and school population grows knowing the population of both students and families, this allows for better communication. Continued collaboration between families, school and community are a need.

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 Ensuring best practices and fidelity with our model of balanced literacy and Balanced Math (Ainsworth) including balanced literacy, structured literacy, Reading Recovery, Math Recovery and Math Advantage. Providing reading and literacy instruction with supplemental staff to help support our young learners is an identified need. A highly identified need is extra instructional staff. Teaching methods coaches are a high need to assist teachers and help with intervention. Provide curricular opportunities and materials that add engagement and motivation that will ultimately improve achievement.

2

Target interventions to the specific needs of students. Ensure there is alignment with classroom instruction. Increase collaboration around individual student learning among the educators who serve the student. (PCL team meetings, PLC) Increase collaboration between/among teachers who serve specific students who receive targeted tiered instruction. Teaching methods coaches are an identified high need area that will assist teachers and help students with intervention.

Schoolwide Program [Show](#)

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