



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

Funding Application: Plan - Title I.A LEA 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.

ESEA Plan Home Print Cancel Print Mode

Title I.A LEA

INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan for compliance.

The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

Schoolwide Program Buildings Section 1112 (b)(5)

Table with 2 columns: School, Category. Rows include 4040 SOUTH ELEM., 4070 WEST ELEM., 4080 EAST ELEM., 4085 NORTH ELEM., all categorized as ELEMENTARY.

Describe method(s) of identifying students who may be at risk for academic failure:

Prior to school entrance, kindergarten students complete a screening assessment (DIAL). Each fall, the beginning of the year assessments are provided for reading and writing in the elementary grades. Staff review these assessments along with the work done in previous years to identify students. Also, students new to the school are observed closely to identify any specific needs. Students can be referred to the individual building-level Response to Intervention Teams. Observing those children who are not engaged or motivated is always a struggle. Finding methods of instruction, manipulatives, technology, and other strategies to improve engagement and motivation will also improve academic achievement. Identifying those issues early will help with those at-risk students who are not successful and at risk for failure.

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. *Section 1112 (b)(1)(C) and (b) (5)*
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page		
<input type="checkbox"/> Math	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 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 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"/> English Language Arts	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"/> 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"/>	
<input type="checkbox"/> Other <input style="width: 100px; height: 15px;" 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"/>	

EARLY CHILDHOOD EDUCATION SERVICES *Section 1112 (b)(1)(A), and 1113(c)(5)*

- The LEA will not use Title I funds to support a preschool program for children.
- The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type		
District-Wide	Targeted	Schoolwide
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Title I funds will be used by the LEA to provide preschool services for children in:
 - Head Start
 - Other comparable community preschool programs
 - Not Applicable
- The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)
 - Creative Curriculum
 - Emerging Language and Literacy Curriculum
 - High/Scope
 - Project Construct
 - Montessori

Title I.A Funded Preschool Personnel

<input type="checkbox"/> Instructional Teacher	
<input type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other	

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program
	<input type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day
	<input type="checkbox"/> Half Day
Age of Students Served	<input type="checkbox"/> One year prior to entering kindergarten
	<input type="checkbox"/> One and Two years prior to entering kindergarten

EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION *Section 1112 (b)(8)*

- Not applicable; no early childhood education programs exist at the LEA or building level.
- The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition of participants to local elementary school programs.

Describe activities to support, coordinate, and integrate:

Early childhood teachers collaborate with the kindergarten teachers (P2K days). They visit the schools and observe. Also the district holds Kindergarten Preview Days and Kindergarten Screening during the spring. Parent conferences are held. This allows the opportunity for students to experience the school setting and then to transition in a smaller group. The Early Childhood Director and Asst. Director meet at least monthly with the elementary principals.

Describe transition activities:

Kindergarten Preview Days
 Kindergarten Screenings
 Conferences with parents of students in transition
 Beginning of the year OPEN HOUSE

TRANSITIONS *Section 1112 (b)(10)*

- The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

Students in Ozark attend middle grades (5-6) and then transition to the junior high (7-8) before they attend the high school (9-12). Students have advisory teachers. Prior to attending middle school the students are given a tour and review of the middle school experience. Several parent meetings are held in the spring and early August for informational and orientation purposes. At all grade level configurations, there are open houses prior to the opening of the school year. Parents are involved. Orientation is provided at all grade levels each year.

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

Early in a student's high school career they are involved in plans of study - these plans provide a student with an academic pathway. The plans are completed annually with the parent, student, and faculty. Students choose an academy of study and then schedule those courses through the ICAP night with teachers and parents.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

An OTC campus is located in Ozark. Students are enrolled with district financial support in appropriate classes for dual enrollment. Ozark also participated in the GOCAPS program - aligning industry with education. We look for the pathways for successful college/employment - adjusting our paths if needed.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills:

An OTC campus is located in Ozark. Students are enrolled with district financial support in appropriate classes for dual enrollment. Students are enrolled in dual and AP classes. Students enrolled in the auto mechanics program and medical pathway can qualify for certifications - with the passage of assessments.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

Balanced Mathematics, balanced literacy, and structured literacy are implemented in the district. Math Recovery, Math Advantage, Reading Recovery and a balanced literacy model with components of structured literacy are implemented to support students with a deficiency in their learning. Delivery of instruction is built on best practices. Keeping student engagement and motivation as a priority in instruction for all students. High engagement will result in improved achievement, especially for those struggling learners. Providing opportunities through interactive curricular material, manipulatives, and technology are strategies used to enhance the engagement and motivation of at-risk learners.

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

The district utilized the NEE for evaluation of teachers. Teachers are observed multiple times. Feedback is timely. Coaching is made available. Teachers score in the high average (5) and (6) range on the NEE rating scale.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

We provide a strong mentor/buddy program to support the teachers new to the profession and new to the district. Instructional coaches are utilized to support these teachers. We also monitor instruction, which is an expectation of the building leaders. In addition to these supports, there are lead mentors for both elementary and secondary. They meet with teachers quarterly to help ensure new teachers have the skills they need to meet the needs of our learners.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

We have none at Ozark at this time, Staff Assignment Report 6/24/25. No course assignments were found. If Ozark schools would encounter a situation in which we did need to place an out-of-field teacher we would contact parents of the placement with of description of why, how that teacher would be monitored and what supports are in place. We would work with the teacher to obtain the certifications needed, whether that be testing, classes, etc. If that teacher cannot obtain the proper credentials for the following year the district would diligently search for a candidate replacement to ensure all staff were certified and placed properly.

NEGLECTED CHILDREN

Section 1112 (b)(5)

- The LEA does not receive funds for Title I.A Neglected Children.
- The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information: No file chosen

Local institution

List:

Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable to those provided to children in Title funded schools.

Describe services that will be provided:

The district has a strong CARE TO LEARN program which provides support for student health, hunger and hygiene. We also facilitate the Ozark Cares Network that brings together agencies and groups to support at-risk students and families. District Social Workers collaborate with our displaced families to help them navigate resources and services available to them. This includes the homeless population. Staff work closely with our homeless families and students to ensure they have supplies, transportation and payment of any fees that would be incurred via school.

DISCIPLINE

Section 1112 (b)(11)

- The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

Additional training opportunities are provided to the teachers and administrators and support staff regarding strategies to intervene as early as possible. The district incorporates PBIS (Positive Behavior Intervention System), Zones of Regulation and POG Portrait of a Graduate which addresses strong character traits. Students receive supports from counselors, administrators, and teachers. Parents are asked to work together for the solution.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- Determined not appropriate by the LEA; such programs not supported by LEA.
- The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

Describe programs:

The district has a comprehensive program - advanced placement, PLTW, dual enrollment, Ozark Innovation Center, and a district farm for agriculture students. The students identify interests and pursue with their plans of study and Academy Exploration.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- The LEA will not use funds to meet purposes of these other programs.
- The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

- The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

The Title I.A LEA 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.

District/LEA Comments

DESE Comments

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Current User: AThurman

Improving Lives through Education

Ver.