



District/LEA: 076-081 OSAGE CO. R-I      Year: 2025-2026

Funding Application: Plan - School Level - 4020 OSAGE CO. ELEM.    Version: Initial    Status: Submitted

☒ Number    ☐ Name    

Select District

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

School Level Plan Home

Print

Cancel Print Mode

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

Comprehensive Needs Assessment    [Show](#)

Schoolwide Program    [Hide](#)

4020 OSAGE CO. 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 type="checkbox"/> Reading	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"/>
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"/>

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	<input 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 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

We will follow the Osage R1 Reading Literacy plan developed last year to screen all students in grades K-5 for essential reading skills, as well as administer required state K-3 reading assessment. We will analyze gathered data to identify which students need additional instruction in specific areas such as: letter naming fluency, rapid automatic naming, phonemic awareness, phonics, oral reading fluency, spelling, and/or reading comprehension. We will provide identified students with targeted interventions by classroom/Title 1/SPED teachers. We will perform routine progress monitoring to measure each student's response to the intervention provided and to guide decisions about further interventions

Phonics benchmark and progress monitoring students in reading.

RTI schedules will be developed to be more effective and efficient for student success.

ESGI Program will help teachers use benchmark assessments aligned to MLS. These tests will provide data to create differentiated instruction for the students.

Data teaming will continue with ELA. Teachers will use Core Phonics, Wilson, Istation, IXL, etc to collect data. Consultants will assist staff in interpreting data and developing instruction based on data.

Instructional resources aligned with Science of Reading such as CKLA, Wilson, and Hegerty will be incorporated into instruction.

Staff will continue to develop, revise, and implement curriculum approved by the district and aligned to the MLS.

The district will continue to participate in the Multi Tiered Systems of Support. Focus areas will include Developing Assessment Capable Learning, Data Teams, Peer Coaching, Tiered Instruction, and Behavior Supports.

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

Description of how strategy/strategies will strengthen

The school will provide push-in pull-out, and other small group instruction to assist students who are at risk of not meeting learning standards. The content focus areas will be ELA and Math. The school will provide additional learning opportunities on Mondays and after school to help improve student performance. A summer session will be held prior to the start of the new school year to prepare students for the upcoming school year.

Additional services will be provided by staff in person, or virtual instruction.

The SPED and Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system, Heggerty, CKLA, and UFLI. Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs. Routine progress monitoring checks will ensure that all students are making sufficient progress with the current intervention provided.

Bridges in Math will be implemented. This will be the third year. Instructional training in mathematics will be provided by experienced consultants..

Staff will be training on developing assessment capable learners, and improve the use of learning targets with students.

Programs and resources aligned to the science of reading will be implemented in the elementary. Geodes Classroom Library Sets will accompany Wilson Foundations instruction.

Staff development will occur in collaborative teams and data based decision making. Teachers will strengthen their understanding of priority standards, learning targets, and collaborative activities to improve teacher efficacy.

☒ 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

Grade level teachers meet with small (tiered) groups of students daily in ELA and math to provide instruction based on data related to skill development.

Classroom teachers provide centers of varying degrees of difficulty so that all students find an activity that matches their ability level.

Librarian provides STEM lessons and activities to all students so that all students are being challenged and exposed to additional learning opportunities.

Classroom teachers provide various STEM activities/lessons each semester in which students work cooperatively to use critical thinking skills to solve problems.

Online programs are also used by individual students to provide individualized instruction/lessons based on each child's ability level including an accelerated curriculum. Resources such as Istation, IXL, Edmentum, and Study Island will be used to gather assessment data and provide individualized instruction.

XTra Math provides addition and subtraction practice on students' individual levels of fact fluency and adjusts their facts accordingly.

Moby Max (used in every subject area) provides interventions as well as accelerated lessons based on each student's ability level which adjusts as needed during their sessions.

Building Blocks (students are leveled according to grade level and work at their own pace).

Math supplemental resources provide additional learning opportunities based on individual or group mastery of certain concepts.

The summer school will be offered for extended and accelerated learning opportunities.

ESGI is a program designed to test students on MLS. Teachers can also modify tests or create tests based on student needs.

Data team meetings will include discussion on teacher progression through curriculum. Teachers will continue to develop, revise, and present curriculum for district adoption. Support will be provided through MTSS Consultants, StepUp resources, RPDC, and others.

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

---

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

Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system, UFLI, and Heggerty.

Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs.

The school will provide opportunities for professional development in social and emotional learning to help find resources and materials for students with emotional needs.

Pirate Academy will be held on certain Mondays throughout the school year, which provides a full day of additional learning opportunities for teachers. Afterschool tutoring will be offered to those who are at risk of not meeting learning standards.

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

The district will continue to receive professional development support from DCI-MTSS and the RPDC in areas that will improve instruction and student achievement. Focus areas will be Developing Assessment Capable Learnings, Data Based Decision Making, Peer Coaching, Collaborative Teams, and Assessments.

Staff will receive training on how to implement instructional resources and assessments. Resources and assessments include intervention programs, Tier I instructional programs, online assessment and instruction programs, literacy and math screeners, etc

New staff will be trained in LETRS.

#### STEM Activities

Staff will receive training on developing and implementing curriculum aligned to MLS and to be implemented in all Tier I instruction.

☐ **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.

School Level Plan Home

Print

Cancel Print Mode

**District/LEA Comments**

**DESE Comments**