



District/LEA: 013-055 HAMILTON R-II Year: 2026-2027

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 sch

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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 (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. 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 3 columns: School, HAMILTON ELEM., HAMILTON MIDDLE, Category, ELEMENTARY, MIDDLE

Describe method(s) of identifying students who may be at risk for academic failure:
Benchmark assessments are given three times per year; within ten days of the beginning of school, in December, and April to students in grades K-6th to identify students who may be at risk for academic failure and to monitor progress. Low achieving students in grades 7-8 are assessed as needed to identify students in need of extra academic support. Reading Success plans are created for students who are reading below grade level.

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 (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
Math, Reading, English Language Arts, Science, Other

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
☐	☐	☐

- ☐ 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

☐ Instructional Teacher	
☐ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program
	☐ Five Day Program
Length of School Day	☐ Full Day
	☐ Half Day
Age of Students Served	☐ One year prior to entering kindergarten
	☐ 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 school programs.

Describe activities to support, coordinate, and integrate:

Federal Requirements

Hamilton R-2 School District is required to have a Coordination and Transition Plan that is developed and implemented with the input from district staff, early childhood programs, including Head Start, and parents. Requirements come from the Elementary and Secondary Act (ESEA), title 1 Part A, Sections 1112, 1114, and 11208 and through Head Start.

Hamilton R-2 School District is responsible for the development of the written plan but must do so with the active participation of early childhood agencies and parents. The plan must be kept on file at the district office and at the elementary school. The local Board of Education should be aware of the plan and it should be available for the public upon request. The Department of Education (DOE) requires the written plan to be submitted when the district is reviewing an on-site monitoring visit or a desk review through Title programs.

Goals and Objectives

The goal of the Coordination and Transition Plan is to provide assistance in the transition from preschool age children (four-year olds) into kindergarten.

Objectives Include:

- Educate and prepare parents for transition and for their role in a child's education,
- Prepare children for the transition from home, daycare, preschool, and/or Head Start to kindergarten, and
- Involve the children in the transition process.

Coordination and Communication

Green Hills Head Start, Little Honey Bees Preschool, other area private preschool programs and daycare centers, parents, Hamilton Elementary School, and Hamilton R-2 School District staff is invited to attend all meetings scheduled for the Coordination and Transition of Preschool children held for the Hamilton R-2 School District.

Staffs from area daycare and preschool centers are encouraged to visit with Hamilton R-2 District and Green Hills Head Start. The PAT Educator and Elementary Principal will act as representatives of Hamilton R-2 School District. Meetings involving parents, preschool, kindergarten teachers, Special Education staff and Head Start teachers will be held to discuss developmental and other needs of individual children.

Describe transition activities:

Transition Process and Procedure for Receiving Records

Special Education staff, Green Hills Head Start and Little Honey Bees Preschool and other area preschools provide the Hamilton R-2 School District with enrollment information, assessment findings, and other child information with parental consent. Early Childhood Enrollment and Kindergarten Screening is held during the spring to welcome new families to the Hamilton R-2 School District and to inform families of new preschool/kindergarten age students of the screening and enrollment process. Screenings and enrollment are held at Hamilton Elementary School during the spring. Screenings were held March 25-27, 2026. Families of students on individualized education plans meet with the elementary principal, the elementary special education coordinator and the early childhood special education teacher as well as teaching staff to ease transition and ensure proper placement and services.

The PAT Coordinator and elementary principal plan screening for children, birth to five, in April. Areas screened include: DIAL-4, hearing, fine motor, gross motor, vision, cognitive and communication skills, weight and height. During the screening process the school nurse checks immunization records and the school secretary files registration documents (birth certificate, immunization records, etc.) in the student's cumulative folder.

The PAT Coordinator, informs families of three and four year old children who reside in district about Readiness Night and Enrollment/Screening dates. These dates are also posted in all three school buildings, at Green Hills Head Start, in area daycare centers and preschools as well as in the local newspaper and at businesses in Caldwell County and Daviess County. The information is placed on the district website and notices are sent home with all elementary age students.

During the screening, children eligible to attend Little Honey Bees Preschool Program (the district preschool program) the next fall may fill out preschool applications. Little Honey Bees Preschool is housed in the elementary school and is open to any child that reaches the age of four before August 1st of that year. Final enrollment is completed in August and if the preschool is not fully enrolled, three year old students will be accepted. Priority is given to those who reside in the Hamilton R-2 School District and who are four by August 1st, then three-year-old children in the district, then four-year-old children outside of district. Children will be put on a waiting list if there is not an opening at the start of the year. (Little Honey Bees can place 40 students.) A student may be "bumped" from the program for lack of attendance, failure to pay tuition, a change in placement, or for multiple behavior issues.

Other activities planned during the screening may include a tour of the preschool and kindergarten classrooms, a lead screening by the Caldwell Co. Health Dept. and parent involvement information displays.

Professional Development for Teachers and Parents

Professional development that is made available for Early Childhood, Preschool and Kindergarten staff and parents includes the Conference on the Young Years, Conscience Discipline Training, Project Construct Training, Really Great Reading Training, and CPR training. Workshops and conferences may be available for staff and parents as those become available through the Parents as Teacher Coordinator, Special Education Department, and Professional Development Committee. When possible, district staff and Head Start staff will participate in joint transition-related trainings to ensure a smooth transition process.

Parent Involvement

Each building principal along with building leadership teams and Parents as Teachers Coordinator work together to provide parent involvement activities across the district. For more information regarding parent involvement opportunities, please contact a building principal or the PAT Coordinator. Materials and suggestions for activities are sent home with PK and K children at Readiness Night and after screenings. The PAT Coordinator offers a monthly literacy program to area daycares and preschools. Parents of preschool age and kindergarten age students are also encouraged to participate in annual activities such as Open House, HES Tailgate, Parent-Teacher Conferences, Veterans Day Celebration, Christmas Program, Math and Science Night, Reading Week, Field Day, Father/Daughter Dance, Mother/Son Activity, class parties, monthly PTO meetings, annual Title 1 meetings, and as volunteers in school buildings. Communication folders are sent home with students in grades PK-5 daily. Parent information is placed on the district website and included in the district newspaper as well as the Caldwell County newspaper. Parents will also be invited to meetings with teachers to discuss developmental needs of individual students.

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:

The Hamilton Middle School works with students to identify their individual learning style and help them advocate for instructional strategies that enhance their learning. We have implemented specific components to our curricular activities designed to encourage grit and growth mindset. Hamilton Middle School students will utilize Missouri Connections to identify potential areas of career interest and aptitude and evaluate career and education options prior to entering high school; this will be part of their Individual Career and Academic Plan (ICAP). This will allow them the opportunity to establish and prioritize goals and evaluate their own progress towards those goals. The Hamilton Middle School curriculum will include exploratory classes that will provide growing exposure to areas of career interest in specific career fields. Hamilton Middle School coordinates with Penney High School to sponsor a Future's Night wherein students transitioning to high school have the opportunity to visit with teachers and explore class schedule options as well as visit with students and discuss all of the program opportunities that exist in high school.

- ☒ 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:

At Hamilton R-II School District we understand the importance of beginning early and working together to ensure students are prepared as they transition from high school to post-secondary education. At Hamilton R-II, the transition plan includes:

- Early Intervention, when students are developing their college and career aspirations. Students begin preparing for their futures in middle school while working closely with the school counselor and advisors to select classes.
- Emphasis on rigor and high expectations for all students, along with appropriate counseling and other supports. At Penney High, students are offered a selection of class choices including dual-credit courses, Project Lead the Way courses, and on-line courses.
- Integrating strong academic content into career-focused classes. At Penney High, students have the opportunity to take advantage of the A+ program and technical education courses at Grand River Technical School in Chillicothe. Students can also take part in job shadowing and mock interviews or enroll in the work study program.
- At Hamilton R-II we collaborate with post-secondary institutions, economic development agencies, and employers to help create smoother transitions to college and the workforce.

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

- Project Lead the Way courses in Engineering are sponsored by the University of Missouri at Rolla.
- Students have the opportunity to attend technical and medical courses at Grand River Technical School in Chillicothe.
- Students can enroll in dual-credit courses through North Central Missouri College and UMKC. Courses offered include: English, Chemistry, Psychology, American History, Algebra, Speech, and Statistics.
- Penney High School also hosts college reps from NWMSU, Truman, MWSU, NCMC, and UCM.

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

All students enrolled in PHS have the opportunity to visit the guidance office for career/educational counseling. We have multiple opportunities for dual credit enrollments when students enter their junior and senior year. Many students become involved in Upward Bound, another program through NCMC that furnishes students with opportunities to begin exploring colleges and takes students to their campus in the summer for different trainings. Students have the opportunity to tour the local Vocational Technical school during their sophomore year after all sophomores view a presentation on vocational programs.

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:

Students in grades K-6 will participate in benchmark testing within ten days of the beginning of the year, in December, and April to determine the success of children served and to provide information to teachers, parents, and students on progress made; and to determine what revisions are needed. These benchmark assessments include i-Ready Reading in grades K-6, and Really Great Reading Phonics and Phonemic Awareness assessments in grades K-2. Text-based assessments including pre and post assessments and benchmarks will also be utilized in grades K-8 in Reading, Writing, Math, Science and Social Studies. Students identified as needing extra support will receive Supplemental ELA and Math services through push in and/or pull out. Supplemental ELA and Math teachers will support students in small group and/or one-on-one settings using Really Great Reading resources, A to Z Learning resources, and Readingworks.org resources and leveled libraries. Students in grades 6-8 who are identified as needing extra support will receive support during study hall and will be placed in smaller classes than peers to support small group and one-on-one instruction at the middle school level. Before school and after school tutoring is also offered to students in grades K-8. A month long summer school program is held every year as well.

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, ine

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

Building administrators support staff members to identify and address disparities in ineffective teachers by partnering with staff members to create professional development plans that relate to Comprehensive School Improvement and Building Improvement Plans. Building administrators conduct walk-through evaluations each month. The walk-through evaluations follow the DESE model and allow the administrators to give constructive feedback throughout the school year. Professional development is implemented when needed to support teacher effectiveness in the classroom. Hamilton School District also supports first and second year teachers through a Beginning Teacher Program in which new teachers are mentored by experienced teachers.

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

Hamilton R-2 School District provides a Beginning Mentoring Program to all first and second year teachers to ensure their success. These teachers are partnered with experienced teachers and receive in-district training in classroom management, communication, relationship building, on effective teaching strategies and in developing effective professional development plans. These teachers meet each month with their mentor, building administrators and the curriculum director to discuss topics related to teaching. Inexperienced teachers receive professional development through the Missouri State Teachers Association, are advised to observe in experienced teachers' classrooms, and are monitored and evaluated by district administrators more often than more experienced teachers. District On-boarding is held each year in the summer to welcome new district staff members and to familiarize them with the community and the district.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DE: description):

Hamilton R-2 School district makes every effort to hire highly qualified teachers. We continue to utilize professional development opportunities and mentoring to train out-of-field teachers to ensure teachers are qualified to teach in the areas for which they are hired. The district informs teachers of paths to certification including the ABCTE program. The district allows teachers up to two years to complete the certification for the area in which they teach. Additionally, teachers can apply for up to \$10,000 in continuing education assistance in their teaching field as long as they have been employed in the district for one year and commit to two additional years of employment beyond their degree completion.

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):

- ☐ 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 in funded schools.

Describe services that will be provided:

Students who are identified as homeless will be supported to ensure the success of all students and to provide an equal playing field. These students may receive support to ensure that home lives are comfortable and needs are met. This could include providing funds for clothing, medical needs, school needs, etc.

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 by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom by implementing school wide positive behavior support at the Tier 1, 2 and 3 levels at the elementary school and the Character Strong Program is utilized at the Middle School. Students, teachers, and parents receive training on expected behaviors. Students are positively encouraged to maintain desirable behaviors through pre-teaching expectations, giving positive comments and tangibles, through positive communication with parents, and positive office referrals. Student behavior data is tracked using swis.org. CARE Teams are in place at Hamilton Elementary and Hamilton Middle School to provide interventions and support to students in need. Tier 2 supports include individual counseling, small group social skills lessons, and Check In/Check Out. Tier 3 includes behavior plans and intervention teams.

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:

COMPREHENSIVE SERVICES

Targeted and/or Schoolwide Programs (ESEA Section 1115 (e)(2))

- ☐ LEA uses Title I, Part A funds for comprehensive services and funds are not reasonably available from other public or private sources to provide such services.

Description of services provided and description of how the LEA (a) has engaged in comprehensive needs assessment and (b) assures funds are not reasonably available from other public or private sources to provide such services.

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

Email: tyler.grellner@dese.mo.gov

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