



District/LEA: 024-093 NORTH KANSAS CITY 74 Year: 2026-2027



Funding Application: Plan - School Level - 4590 GREENWAY ELEMENTARY 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.

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

4590 GREENWAY ELEMENTARY

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.

Our Title plan will be shared with families via our monthly/weekly school newsletter, as well as through family involvement activities (Fall and Spring Title 1 Mtgs, family nights/events throughout the year, PTA meetings, etc.). Families will be asked to sign and return the Home-School Compact.

☒ 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.

A survey will be sent to families for input. A draft of the plan will be developed, then brought to families for feedback and input at the Spring Parent Meeting as well as via the monthly School News electronically. Input will be solicited when the plan is shared at the Spring parent meeting, as well as through PTA (multiple opportunities, both in larger and smaller settings). The Home/School Compact will also be shared at the Spring Parent Meeting and via monthly School News for feedback, and then will be sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2025-26 school year.

- ☒ 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.

A survey will be sent to families for input. A draft of the plan will be developed, then brought to families for feedback and input at the Spring Parent Meeting as well as via the monthly School News electronically. Input will be solicited when the plan is shared at the Spring parent meeting, as well as through PTA (multiple opportunities, both in larger and smaller settings). The Home/School Compact will also be shared at the Spring Parent Meeting and via monthly School News for feedback and then sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2025-26 school year.

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.

The Home/School Compact will be sent home via paper copy as well as virtually to families with a portion to sign and return to acknowledge it has been received. Input will be solicited when the plan is shared at the Fall parent meeting, as well as through PTA (multiple opportunities, both in larger and smaller settings).

- ☒ 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.

A presentation will be developed that shares information about our school's academic progress, including MAP achievement levels as well as district benchmark data, and the curriculum and assessments we utilize, as well as our plan for how to continue to improve. This will be shared at a family involvement night in the Fall as well as during parent-teacher conferences, throughout the year at Title 1 family involvement events, and with our PTA. The slides and video from the presentation will be shared with families after the meeting in our monthly School News in the event they are unable to attend the in-person presentation opportunities.

- ☒ 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)*

- Providing physical and emotional encouragement by setting limits, giving love, and listening
- Be my child's advocate
- Partner with their teachers by developing positive relationships of respect and support
- Make learning a priority and value my role as my child's first teacher
- See that my child attends school regularly and arrives on time prepared to learn
- Support and encourage my child in making positive choices for behavior
- Teach values and model respect for others by setting a good example
- Read with my child and let my child see me read, write, and do math and science to model enthusiasm about learning and school
- Find time daily to discuss what my child is learning and demonstrate support of my child's teacher
- Set and discuss high expectations with my child, and be consistent in holding them accountable for behavior and academic achievement
- Read to or listen to my child read daily
- Celebrate my child's learning progress with them, both academic and socioemotional
- Support and participate in school organizations, programs, and activities
- Provide a quiet time and place for homework and monitor electronic use

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

- Develop positive relationships of respect with each student and family by keeping families informed and partnering with families to maximize student success
- Honor inclusion and listen to learn how we can improve and increase cultural awareness and learning in our classrooms.
- Develop strong classroom communities
- Create systems to support each student's learning experiences, whether for additional support or enrichment to meet individual student needs
- Teach students skills to process and support their socio-emotional development
- Hold students accountable for positive behavior and academic achievement
- Work together as collaborative Professional Learning Teams (PLT) to ensure equitable and developmentally appropriate experiences in each classroom
- Provide clear feedback and celebrate learning progress and goals met with students and our grade level PLT
- Create and utilize a school wide Positive Behavior Support system to reinforce positive behavior of students
- Partner with our community to provide real-world relevant learning experiences for our students and celebrate academic and socioemotional growth
- Ensure a safe and kind learning environment by modeling these traits as well as integrity and fostering a sense of belonging

☒ 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.

Through fall parent teacher conferences, teachers will help families to understand the learning expectations set for their child and their child's progress with these expectations. We also hold a spring student-led learning showcase where students share their goals, growth, and progress with their families, and teachers are available to assist with questions/guidance for parents. We will also continue to share expectations by content area at family Title 1 events throughout the school year and by communication via the teacher to families after academic benchmarking periods.

- ☒ 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.

We provide materials and training for our families in an ongoing basis. We will provide materials and training to parents through fall and spring parent teacher conferences, and plan to hold literacy, math, culture, and Positive Behavior Support/SEL themed family events where families will learn how to support their child with learning activities, strategies, and common language from home.

- ☒ 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.

We will integrate professional development around building positive relationships/communication with families next year, and our Building Leadership Team will continue to help serve as leaders in our school around our equity goal of improving family involvement through inclusion/participation by all families.

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.

We will host two early childhood classrooms at Greenway with up to 40 students who receive daily preschool within our school. Conferences will be held for these families throughout the year so they can learn from the teacher on how to support their child at home. Our PreK teachers will send home resources that parents can implement at home to ensure their child is kindergarten ready at the end of PreK. We will also continue to share NKC Schools' Early Childhood screening/program information in our weekly/monthly School News (a monthly virtual newsletter in which more frequent updates are added and shared as needed via School Messenger several times monthly) to ensure our families are aware of the PreK program and resources that are available to them.

- ☒ 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](#)

4590 GREENWAY ELEMENTARY

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

4/16/2026

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:

Students who identify as Hispanic, two or more races, female, Asian, Pacific Islander, and American Indian are either proportionally represented or underrepresented in disciplinary data for both major and minor incidents. Black students are almost proportionally represented in major disciplinary data (29% of major referrals coming from 26% of students who identify as Black).

Weaknesses:

Approximately 75% of students at Greenway will likely qualify for free/reduced lunch. There is overrepresentation in disciplinary data for students who identify as Black/African American (34% of minors and 29% of major disciplinary referrals whereas 26% of the Greenway projected enrollment identifies as Black/African American); for male students (males are overrepresented in both major-71%, and minor- 66%, disciplinary data). Special Education students are also overrepresented in disciplinary data (34% of Major discipline referrals and 21% of minor discipline referrals coming from special education students, whereas 19% of the school population qualifies for special education services). School attendance is 82.44%, so is an area for growth, as well.

Indicate needs related to strengths and weaknesses:

There is a need for continued professional development in both the areas of Positive Behavior Support (to include Conscious Discipline and Restorative Practices) as well as equity and inclusion training for all staff at Greenway to support creating classrooms with a strong sense of belonging and connection. There is a particular need to focus this professional development in the area of special education to ensure staff in this department at Greenway have been trained on how to create classroom environments that are strong in the 8 effective practices of Positive Behavior Support, as well as how to create and implement Behavior Intervention Plans with a response plan that is embedded within their instructional day with staff from the special education team. A need exists to remove barriers to school attendance for all families at Greenway, including a full time SCRS to help monitor daily attendance in between monthly attendance team meetings to trigger interventions early and often to keep students in school, on time, regularly. Continued training /learning for families on the importance of school attendance is a need at Greenway.

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:

Science was a relative strength for both Greenway based on the NKC Schools district 5th grade benchmark data in 2025-26.
5th grade literacy achievement was also a strength based on local assessments (NKC Schools ELA benchmarks, CUA's).
In the 2025-26 school year, there were 75 ELL students identified between Greenway. 13 students were exited based on Access scores.

Weaknesses:

Our K-2 reading level data indicate a need for additional early intervention to support our youngest learners in learning how to read based on our district benchmark data. 3rd-5th grade literacy is also a continued area for improvement based on our NKC Schools assessment plan data.
Math is an area for continued improvement/growth based on NKC Schools culminating unit assessments and benchmark assessments.

Indicate needs related to strengths and weaknesses:

We have a need for multiple certified reading teachers to serve as reading interventionists, teaching Tier 2 and 3 small group interventions to support our students who are learning to read or falling below grade level standards. We have a continued need for professional development and materials to support literacy instruction.
We also have a continued need for professional development and materials to support mathematics instruction.

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:

There are strengths within our certified staff of having an understanding of the Tier 1 implementation of district instructional models.

Weaknesses:

Staff could use additional professional development in literacy and mathematics to help students who are struggling to reach proficiency with grade level priority standards.
Our staff also could use additional resources to help meet the needs of our special education students and English Language Learners, particularly those who are newcomers to the United States and learning grade level concepts along with the English language.

Indicate needs related to strengths and weaknesses:

Indicate needs related to strengths and weaknesses:

We have a continued need for professional development to refine Tier 1 instruction aligned to NKC Schools instructional models by building teacher's efficacy to explicitly define and model skills and strategies students can use as readers and writers. Professional development is needed to support teachers in planning lessons that authentically engage students through explicit connections to the real world in authentic ways. Additional professional development is needed to support implementation of Tier 2 and Tier 3 interventions to differentiate for all learners and extend the learning for those who have already demonstrated proficiency.

Additionally, our grade level professional learning teams (PLT's) could use support in PLT's with deconstructing priority standards and determining the most effective strategies and tools to utilize for Tier 1 instruction as well as to differentiate for students who still haven't demonstrated proficiency with grade level standards (or those from previous grade levels), and extending the learning for those who have already demonstrated proficiency.

We have a need to continue to provide after-school tutoring for students who fall in the Tier 3 levels for math support as there is not enough time during the school day to ensure they get their Tier 1 instruction over priority standards as well as the additional time needed to master previous content/priority standards. Additionally, we have a need to continue to provide after-school tutoring for English Language Learner students who are learning the English language.

With the addition of additional certified staff members joining our team as well as new teachers in the future, we will need to purchase additional material and supplies to ensure a guaranteed and viable curriculum in each classroom that includes mentor texts to support their units of study, classroom library books that include books that can serve as windows, mirrors, and sliding glass doors to promote equity among our students, leveled text sets for small group reading instruction, and concrete manipulatives and math games to support concrete math learning and help students practice identified skills aligned to priority standards.

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:

All of our professional/certified staff are considered to be appropriately certified.

Weaknesses:

We have several staff who are in their first 1-5 years of teaching. We had the opportunity to train many as student teachers ourselves and have a great system of support/mentorship for these new staff; they are doing an excellent job thus far with their limited experience. Regardless, this continues to be one reason we need additional support via professional development for both SEL/PBS/BIST and academic instructional support, coaching, and consultant work.

Indicate needs related to strengths and weaknesses:

The Greenway admin team and teaching and learning coach will continue to work with first and second-year teachers and/or teachers who are new to NKC Schools to help them learn the district's instructional expectations. A continued focus in weekly PLT meetings will remain on deconstructing and mastery of the MO Learning Standards through close analysis of item specification documents. We will continue professional development on standards-based learning and use of common formative assessments to help teachers determine consistent expectations for mastery of priority standards, as well as strategic intervention and enrichment that results in student growth.

Additional time for each grade level professional learning team to collaborate for one day each semester is needed to provide professional development and ensure a consistent viable curriculum & instruction are projected to all of our students regardless of experience level of their teacher. This will help ensure the level of instruction in each of our classrooms is aligned to the level of rigor expected by the Missouri Learning Standards for our priority standards, as well as that teachers provide instruction that is relevant to students' lives and engaging. This work requires substitute teachers and possible consultant or district instructional coordinator support.

Our administrative team, teaching and learning coach, and PBS coaches will also help support staff in consistent implementation of Positive Behavior Support, Conscious Discipline, and to support instructional staff, (and therefore, students) through our Multi-Tiered Systems of Support model.

We also have a continued need for professional development in the areas of ELA and Math.

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:

Both Lakewood and Winnwood (schools that made up Greenway) have had monthly family engagement opportunities in the past, and they were well attended. We have had 90% participation at parent-teacher conferences. Greenway is planned to have a PTA, as well.

Weaknesses:

A need exists to bolster family engagement for academic learning. Our Title 1 surveys report a desire by families to better understand the academic standards their students are expected to meet. Families also indicated a desire to have varied times and days of the week for family involvement activities in the future. PTA interest has been minimal thus far as we have tried to reach out to families to keep it going

Indicate needs related to strengths and weaknesses:

We will continue to seek varied ways to engage our families in what is occurring at school as our partners. We will continue to seek ways our families can support their child's learning in their homes to help all students reach their full potential, both academically and behaviorally/socioemotionally. We will continue to gather family input through a variety of means (meetings, surveys, in person communication).

We may need to supplant some of what the PTA used to provide if we are unable to keep the PTA going when opening the new school, and may need to do this with Title 1 funds (i.e. field trips, family involvement activities before and after school).

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:

Our school has a Building Leadership Team, Positive Behavior Support team, well-functioning Professional Learning Teams, and has developed consistency with our PBS expectations and common language, as well as our system to support students and teachers in developing Tier 2 and 3 interventions, achieving Gold/Tier 3 level recognition for the last four years from the state of Missouri for our implementation of Positive Behavior Supports. We have partnered with an MTSS consultant to help us improve our overall MTSS from Aligning to Sustaining overall in the past few years to integrate our PBS and academic multi-tiered systems of support strategically in ways that are more efficient and effective. We have implemented Second Steps for Tier 1 SEL curriculum as well as Proactive and Restorative Community Circles to build strong classroom learning communities. We have integrated language from restorative practices into our Tier 1 PBS language. Our staff has participated in Equity and Inclusion training and continues to do our own work through staff book studies in addition to quarterly district training. Class sizes are a strength at both LA and WW. We have had staff participate in PBS and BIST training in the past, and will continue Conscious Discipline training with all staff to promote conscious adults who support healthy self-regulation and emotion management to contribute to positive behavior that supports academic learning.

Weaknesses:

With combining two existing schools, there will be a need to be very intentional about building community connections between the two existing school communities as we forge our own way as one Greenway community/team. There are also differences in the professional development experiences and schoolwide systems between the two buildings we will need to resolve upon opening.

Indicate needs related to strengths and weaknesses:

We began a strategic planning process in February 2025 to bring the two teams together into 10 action teams focused on developing all systems, routines, and procedures for Greenway. Implementing these then continually coming back together as school teams to revise and improve systems and develop consistency will be a big priority in year 1. Our team is eager to continue their professional development around Standards-Based Learning to support PLT teams in tracking student learning and continued enrichment beyond the standards for mastery while also more effectively supporting students in setting and tracking learning goals. We also have a continued need for additional training and learning (as well as staffing support for students in crisis to allow for minimized disruption to the learning of other students) to help us meet the needs of students who require behavior support plans. Additionally, we will likely need additional materials and supplies to support consistent implementation of our instructional models for balanced literacy and math instruction. We have not yet been able to fully inventory combined materials and supplies and will do so after moving, combining, and opening the two schools in August 2025.

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	There is a need to continue providing additional reading teacher support at Greenway. These teachers (2) would provide focused Tier 2-3 reading interventions for students who are reading below grade level and/or those with Reading Support Plans. These teachers would progress monitor students weekly and throughout the school year and meet with classroom teachers monthly to determine changes needed to flexible groups.
2	There is a need to continue providing a schoolwide certified behavior specialist. This position would be responsible for assisting with challenging behaviors, explicitly teaching expected positive behavior and classroom/schoolwide routines and procedures and decreasing the amount of office referrals and missed classroom instruction during the day. This position would partner with the PBS team and classroom teachers, staff, students, and families to develop positive behavior support plans for student success.
3	. Continued PD to refine Tier 1/2/3 MTSS via PBS/SEL (Conscious Discipline) practices to all staff are clear on processes as we celebrate “graduating” students from Tier 2/3 SEL/PBS interventions through collaboration between PBS and PLT team members.
4	Increase student time on task and high levels of learning engagement during instructional periods.
5	Increase student attendance rates/percentages through family involvement.
6	Differentiated, conceptual math instruction and better understanding of priority standards and the tools and strategies that can be utilized to help teach them and differentiate for students not yet mastering concepts (or those who already have demonstrated proficiency). This includes increasing opportunities for discourse during the focus portion of math workshop, as well as increased differentiation and enrichment during the practice portion of math workshop block to meet learners along a progression/continuum of learning and continue to nudge/enrich those already proficient learners while intervening for those who lack foundational skills/understanding of priority standards). This includes resources for Tier 3 math intervention (tutoring program, interventions, math consultant work, possibly a math interventionist as well as an academic paraprofessional to support students during math workshop and with math interventions outside of the math workshop time.

Schoolwide Program [Hide](#)

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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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☒ Other Social Emotional/Behavior Learning	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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	☒	☐	
Supplemental English Language Arts	☐	☐	
Supplemental Mathematics	☐	☐	
Supplemental Science	☐	☐	
1 Other	☐	☐	☐

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

- ☒ **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 work to build increasingly inclusive communities in our classrooms and at our school by further engaging parents of all subgroups in building shared commitments to students' education. Our staff is committed to continued learning in the areas of academic differentiation for both math and reading, Positive Behavior Support/restorative practices/SEL instruction, and equity and inclusion training to help us close the achievement gaps that existed the last time we took statewide MAP assessments and those we continued to identify through monthly/quarterly data analysis by subgroup. We will do this by continuing to refine our integrated MTSS process for academic and behavioral support and strengthening our Tier 1, 2, and 3 instruction in the above areas. We will do this by collaborating with Dr. Jeanine Haistings, local math consultant, to support teacher collaboration time when planning and projecting units based on priority standards and the strategies and tools that will help make math concepts more concrete for students.

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

Description of how strategy/strategies will strengthen

We will use PBS, restorative practices, Conscious Discipline, BIST, and continue to refine MTSS processes for academic, SEL, and behavioral supports for students. Through development and continued refinement of our family involvement plan, we will invite parents and guardians to partner with us in supporting their child's growth and development. Through implementation of standards-based learning, academic goals and expectations will be made clearer to both students and their families alike. We will continue to implement district adopted balanced literacy and math workshop models to provide high-quality instruction and the right levels of differentiation and enrichment for student to achieve the goals they set with teachers.

- ☒ 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

For those who qualify, the district offers SAGE K-5 gifted program, as well as advanced math for 5th graders. Additionally, we will continue to implement after-school tutoring programs to support Tier 3 math intervention needs as well as Imagine Learning for English Language Learners.

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

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

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **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

MTSS Consultant (if funds available, has been helpful to have her conduct year-end meetings with PBS and BLT teams for continuous improvement of MTSS systems) to continue to train staff/consult through continuous improvement meetings annually on MTSS and help increase effectiveness and efficiency of teams; math consulting with Dr. Haistings, PBS consulting.

☐ **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.

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District/LEA Comments

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