



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



Funding Application: Plan - School Level - 4560 TOPPING ELEMENTARY Version: Initial Status: Submitted

☒ Number

☐ Name

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

School Level Plan Home

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

4560 TOPPING 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.

At Topping, we believe that strong partnerships between home and school are essential to student success. As a Title I School, we are committed to providing high-quality instruction and meaningful support to all students, and we know that parent and family engagement plays a critical role in achieving that goal. To support this partnership, we send out a Title I Parent Survey twice each year- once in the fall and again in the spring. This survey allows families to share their experiences, ideas, and feedback about how we can improve our Title I programming. Topics typically include communication, school climate, academic support, and opportunities for parent involvement. In addition to the surveys, Topping holds two Title I Parent Meetings each year- in the fall and spring. These meetings are open to all families and provide valuable information about:

- What Title I funding is and how it supports our school,
- The academic programs and interventions in place to support students,
- How families can be involved in decision-making and school activities,
- Ways parents can support learning at home.

These meetings are also a time for families to review and provide input on our Family Engagement Policy and our School-Parent Compact. These documents outline how the school and families will work together to support student learning and success. The feedback provided through both the surveys and meetings is thoughtfully reviewed by our staff and leadership team. It directly informs the revisions we make to our Family Engagement Policy each year. Once updated, the policy is shared with all Topping families so that everyone has a clear understanding of our shared commitments and how to stay involved. The policy is provided in multiple languages to support families.

☒ 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.

At Topping, parent and family engagement is a vital part of our school's success and an essential component of our Title I.A and Schoolwide Program planning. We are committed to creating opportunities for families to play an active role in shaping the programs and policies that impact their children's education. Each year, families are invited to participate in the development and planning of our Title I.A program. During our Fall Title I Parent Meeting, we share information about:

- How Title I funding is used to support student learning,
- Academic goals and instructional strategies aligned with our Schoolwide Program Plan,
- Intervention supports and resources available to students and families.

Parents are encouraged to ask questions, give suggestions, and provide input on our academic and family engagement priorities. This feedback is used by our leadership team to guide planning decisions for the upcoming school year. We conduct biannual Title I Parent Surveys in the fall and spring to gather ongoing feedback about the effectiveness of our Title I programming. These surveys ask parents to reflect on communication, engagement opportunities, support for learning at home, and the overall impact of the Title I program. Additionally, the Spring Title I Parent Meeting provides a dedicated time for reviewing our current Family Engagement Policy, School-Parent Compact, and Title I strategies. Parents review how well the program is meeting students' needs and suggest areas for growth. Input gathered from surveys, meetings, and informal feedback is reviewed by our school leadership team. This team uses parent input to revise and strengthen:

- The Schoolwide Program Plan, including instructional focus areas, student supports, and professional learning for staff,
- The Family Engagement Policy, ensuring it reflects parent priorities and supports meaningful engagement,
- The School-Parent Compact, ensuring shared responsibility for student success is clearly communicated.

Updated versions of these plans and policies are shared with all families at the start of each school year and made available in accessible formats. We use the survey to really drive our next steps in our school planning. Below is our data from our Spring Survey. We will use this data to ensure that we are being responsive with our families needs.

- ☒ 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.

At Topping, we view families as essential partners in the academic and social success of our students. We ensure that parents are meaningfully involved in the planning, annual review, and improvement of our Parent and Family Engagement Policy through multiple, intentional strategies designed to promote collaboration, transparency, and shared decision-making.

Each school year begins with a collaborative review of the existing Parent and Family Engagement Policy during our Fall Title I Parent Meeting. At this meeting, families learn about the policy's purpose, how it supports student success, and how it aligns with Title I requirements. Parents are then invited to provide input on ways we can enhance communication, increase engagement opportunities, and better support learning at home.

We also provide families with the Title I Parent Survey in both fall and spring. This survey includes specific questions about their experiences with family engagement and allows them to offer ideas for how the school can better partner with families.

In the Spring Title I Parent Meeting, we revisit the policy and share data and themes from the fall and spring parent surveys. Parents have the opportunity to review the current policy in small groups or individually and give feedback on which strategies are effective and where improvements are needed. We also review the School-Parent Compact during this time, ensuring it continues to reflect shared responsibility between the school and families.

All input from meetings, surveys, and ongoing family conversations is carefully reviewed by our school leadership team. We use this feedback to revise and update the Parent and Family Engagement Policy annually. Specific suggestions from families are incorporated into the policy to ensure it is relevant, inclusive, and responsive to our school community's needs.

Once finalized, the updated policy is distributed to all Maplewood families at the beginning of the school year and is available in multiple languages and formats to ensure accessibility. The policy is also posted on our school website and highlighted at family engagement events throughout the 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.

Each fall, Topping hosts an Annual Title I Parent Meeting, which is widely advertised through flyers, emails, school newsletters, social media, and our school website. During this meeting, families receive comprehensive information about:

We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.

What Title I.A funding is and how our school qualifies,
 How the funds are used to support student achievement (e.g., staffing, interventions, instructional materials),
 Parent rights under Title I.A,
 Opportunities for parent and family engagement in school planning and decision-making.

We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.

Information about the Title I.A program is also shared through:
 We ensure all communication is accessible and written in family-friendly language. For families needing assistance, staff are available to explain Title I programs individually through phone calls or in-person meetings.
 The school handbook and annual welcome packet,
 Regular school newsletters, emails, and announcements,
 A dedicated section on our school website outlining Title I programming, supports, and updates,
 Translated materials and interpretation support for non-English-speaking families.

Topping regularly integrates Title I information into events such as Curriculum Night, Parent-Teacher Conferences, Literacy Nights, and Family Engagement Events. These informal settings provide an opportunity for families to ask questions and learn more about how Title I supports their child's education in a welcoming and interactive environment.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

At Topping, we recognize that informed families are empowered partners in student success. We provide parents and guardians with multiple opportunities throughout the school year to learn about the curriculum, academic assessments, and Missouri Assessment Program (MAP) achievement levels, ensuring that families understand what students are expected to learn and how progress is measured. We provide families with detailed information about the grade-level curriculum and academic expectations through the following methods:

Grade-Level Newsletters and Updates: Sent regularly to families, these updates include what students are currently learning and ways families can support learning at home.

School Website and Family Handbook: These resources include summaries of district-approved curricula, including links to Missouri Learning Standards.

Parent-Teacher Conferences (Fall & Spring): Conferences include discussions about individual student progress and instructional goals aligned to curriculum expectations.

MAP Family Guides: Sent home and available online, these explain the structure of MAP tests, the grade-level content covered, and the meaning of achievement levels (Below Basic, Basic, Proficient, Advanced).

MAP Score Report Review: In the fall, families receive their child's official MAP report with an explanation of achievement levels and performance compared to state expectations. Staff are available to assist families in understanding the data and setting goals for growth.

- ☒ 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)*

To foster a collaborative environment and support the academic success and well-being of our students, we ask that parents and guardians commit to the following responsibilities and expectations:

1. Teach and Model Values:

o Parents are expected to instill core values such as respect, responsibility, and perseverance in their children. Modeling these values at home helps children understand their importance and apply them in their daily lives, including their school environment.

2. Maintain Communication Between the Family and School:

o Utilizing the Title I Compact, parents should ensure regular and open communication with teachers and school staff. This helps to stay informed about their child's progress and any areas needing attention. Continuous communication fosters a strong partnership and supports student success.

3. Be Enthusiastic Towards School:

o Demonstrating a positive attitude towards education and school activities encourages children to adopt a similar outlook. Parents' enthusiasm for school can motivate children to engage more actively in their learning.

4. Teach Children to Take Responsibility:

o Parents should guide their children in understanding and taking responsibility for their actions, assignments, and behavior. Encouraging accountability helps children develop independence and a sense of ownership over their learning.

5. Value the Importance of Education:

o By showing that they value education, parents emphasize its significance to their children. Supporting and prioritizing educational activities at home reinforces the message that learning is important.

6. Be Active in Conferences, Family Involvement Events, and Programs:

o Participation in parent-teacher conferences, family involvement events, and school programs is crucial. Active engagement in these activities helps parents stay connected with their child's education and the school community.

7. Send Students Well-Rested, Prepared to Learn, and On Time:

o Ensuring that children get enough rest, come to school with the necessary materials, and arrive on time is vital for maximizing their learning potential. A well-prepared and punctual student is better positioned to focus and succeed academically.

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

The school is committed to ensuring that all students receive a high-quality education within a supportive and effective learning environment. This responsibility encompasses several key areas:

1. Fostering Creativity and Critical Thinking:
 - o The school promotes innovative thinking and problem-solving skills through a curriculum that encourages students to explore, question, and engage in creative activities.
2. Holding Children Accountable for Behavior, Academic Achievement, and Digital Citizenship:
 - o Students are expected to adhere to standards of behavior and academic performance. The school also emphasizes the importance of responsible digital citizenship, teaching students how to navigate online environments safely and ethically.
3. Keeping Family Members Informed and Partnering with Families to Maximize Student Success:
 - o Regular communication with families is prioritized to keep them informed about their child's progress and school activities. The school will work in partnership with families to support student success, valuing their input and involvement.
4. Instilling and Modeling Responsible and Respectful Behavior:
 - o Staff members model and teach responsible and respectful behavior, setting a positive example for students to follow. This helps to build a school culture based on mutual respect and accountability.
5. Meeting Students' Individual Needs:
 - o The school recognizes the unique needs of each student and strives to provide tailored support and resources to address those needs, ensuring that every student can succeed.
6. Providing Developmentally Appropriate Instruction for All Students:
 - o Instruction is designed to be developmentally appropriate, meeting students at their level and challenging them to grow academically. This approach helps to ensure that all students are engaged and making progress.
7. Providing a Safe, Respectful, and Positive Learning Environment:
 - o The school is committed to maintaining a safe and welcoming environment where all students feel respected and valued. A positive school climate is essential for effective learning and student well-being.
8. Making Learning Enjoyable and Challenging for Each Individual Student:
 - o Lessons are designed to be both enjoyable and challenging, engaging students in ways that make learning exciting and meaningful. This helps to foster a love for learning and academic curiosity.
9. Embracing Diversity, Respect, Responsibility, and Life Skills:
 - o The school values diversity and teaches students to respect and appreciate differences. Emphasis is also placed on teaching responsibility and essential life skills that prepare students for success beyond the classroom.
10. Being a Culturally Responsive Educator:
 - o Teachers are trained to be culturally responsive, understanding and respecting the diverse backgrounds of their students. This approach ensures that the curriculum and instruction are inclusive and relevant to all students.

By focusing on these areas, the school aims to provide an education that not only meets academic standards but also supports the overall development and well-being of each student. This holistic approach is essential for creating a nurturing and effective learning environment.

☒ 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.

We provide this assistance on an ongoing basis as needed by parents. Additionally, we ensure that every parent/guardian receives this support during our fall family conferences and our spring student-led conferences. We highly value an open-door policy, and parents/families routinely reach out to us for assistance as they work to maximize their academic support for their child. During family curriculum events, we provide connections to standards. We also; share resources and strategies that parents can use at home to support their child's learning; provide regular updates and feedback on student progress to keep parents informed and engaged; encourage parents to participate in classroom activities and volunteer opportunities to better understand the learning environment and curriculum; and maintain open lines of communication through various channels, including email, phone calls, and in-person meetings, to address any questions or concerns promptly. By offering these supports and maintaining a strong partnership with parents, we aim to enhance the educational experience and academic success of every student.

- ☒ 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 parents on an ongoing basis. This information is shared with every parent/guardian during our fall family conferences and spring student-led conferences. We highly value an open-door policy, encouraging parents and families to reach out to us for support as they work to maximize their child's academic achievements. We also offer guidance to help them improve their child's performance. During family curriculum events, we provide connections to standards and offer additional resources as needed.

- ☒ 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.

At our school, fostering effective collaboration between school personnel and parents is a key objective. We recognize the importance of Title I funds in enhancing this partnership and have devised a comprehensive plan to educate our school personnel on working with parents using Title I funds.

1. Needs Assessment: Conduct a thorough needs assessment to identify specific areas where school personnel require training and support in engaging parents. Gather feedback from teachers, administrators, counselors, and support staff to pinpoint the most relevant topics.
 2. Professional Development Workshops: Utilize Title I funds to organize targeted workshops and training sessions. Collaborate with educational experts, consultants, and experienced educators to deliver engaging sessions that focus on effective communication, cultural competence, parent involvement strategies, and building positive relationships.
 3. Incorporate Title I Guidelines: Ensure that all training content aligns with Title I guidelines and objectives. Emphasize the importance of Title I funding in enhancing parent engagement and student success.
 4. Diversity and Inclusion Training: Allocate Title I funds to provide specialized diversity and inclusion training for school personnel. Equip staff with the skills to work with parents from diverse backgrounds, cultures, languages, and socioeconomic statuses.
 5. Technology Integration: Utilize Title I funds to incorporate technology tools and platforms that facilitate communication between school personnel and parents. Train staff on using digital resources for sharing updates, assignments, and progress reports.
 6. Parent-Teacher Communication Strategies: Provide training on effective communication strategies, including active listening, two-way dialogue, and empathetic communication. Demonstrate how regular and meaningful communication fosters positive relationships with parents.
 7. Cultural Competency Workshops: Organize workshops that promote cultural understanding and sensitivity. Train school personnel to recognize and respect the diverse values and traditions of students' families.
 8. Collaborative Planning Sessions: Utilize Title I funds to facilitate collaborative planning sessions where school personnel share best practices, success stories, and challenges related to parent engagement. Encourage peer learning and idea exchange.
 9. Ongoing Support and Feedback: Allocate a portion of Title I funds for ongoing support, mentoring, and coaching for school personnel. Provide opportunities for reflective discussions, feedback loops, and continuous improvement.
 10. Evaluation and Assessment: Allocate funds for evaluating the effectiveness of the professional development initiatives. Gather feedback from school personnel and parents to measure the impact of the training on parent engagement and student outcomes.
- By utilizing Title I funds for targeted professional development, we aim to equip our school personnel with the skills, knowledge, and tools necessary to foster meaningful and productive partnerships with parents. This investment will not only enhance student success but also create a collaborative and supportive school community.

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.

All grade-level students, parents, family members, and teachers, including those from early childhood programs, are invited to all family events. In addition to these inclusive events, there are also separate activities and parent-specific events tailored to various needs. Our social workers, building staff, office personnel, and District leadership are all available as resources to parents and family members, ensuring comprehensive support and integration.

- ☒ 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](#)

4560 TOPPING 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

5/7/2026

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:

- **Racial and Ethnic Diversity:** The school is relatively diverse: over 75% of students are non-White. Having nearly equal representation of White (31.5%) and students of color fosters an inclusive setting if equity practices are in place. The Multi-Racial group (12%) is higher than national averages, indicating cultural complexity and the need for nuanced representation.
- **Manageable Enrollment Size:** A total of 292 students suggests a small to mid-sized school, which often allows for more personalized learning environments and stronger staff-student relationships.
- **Balanced Special Education Rate:** 12.3% of students with IEPs is within the national average (typically ~13-14%), suggesting a balanced level of identified support needs.

Weaknesses:

Increased Need for Wraparound Services: Students in poverty often need more than just academic interventions—they benefit from: Mental health support, Nutrition programs (beyond lunch), Access to technology or supplies. If these supports are lacking or inconsistently delivered, student engagement and performance will suffer.

Indicate needs related to strengths and weaknesses:

- **Academic Intervention & Acceleration:**
 - o Strong Tier 2 and 3 interventions needed for students not meeting proficiency.
 - o Use data cycles and progress monitoring to identify struggling students.
- **Instructional Equity & Differentiation:**
 - o Ongoing teacher support and training to address learning gaps.
 - o Prioritize culturally relevant and responsive teaching,.
- **Social-Emotional & Behavioral Support:**
 - o Train staff in trauma-informed practices and de-escalation strategies.
 - o Provide mental health resources, SEL curriculum, and family outreach.
- **Family & Community Engagement:**
 - o Offer flexible, inclusive engagement for high-poverty families.
 - o Provide wraparound services: clothing, food, after-school programs, healthcare, etc.

Indicate needs related to strengths and weaknesses:

We will continue our implementation plan that addresses social and emotional health. This includes adding a certified Behavior Specialist to our support team. Diversity will be addressed through Community Circles, Second Steps, and our Synergy connection. Positive Behavior Support (PBS) will remain our main strategy for addressing behaviors and building positive skills in students. There is a need to teach and inform families about our PBS practices, creating connections around language and processes for home support. We will engage students using culturally responsive teaching and learning strategies throughout our instructional process.

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:

o As a building, the ELA all students MPI was 382, within a band of 381 to 399.9. Topping Elementary will maintain the building designation level of on track, for ELA all students by increasing each grade level's MPI by 3% during the 25-26 school year.

o 60 % of 3rd - 5th graders will be proficient/advanced on the Spring reading benchmark.

o As a building, the Math all students MPI was 380.6, within a band of 370 to 399.9. Topping Elementary will maintain the building designation level of on track, for Math all students by increasing each grade level's MPI by 3% during the 25-26 school year.

o 61.6% of 3rd - 5th graders will be proficient/advanced on the Spring math benchmark. *AVERAGE

Summarize the analysis of data regarding **student achievement**:

Strengths:

Our benchmark data is aligned to our school feeder pattern. The district benchmark scores in ELA indicate that 3rd grade performed 6% above the district average, 4th grade performed 13% below the district average, and 5th grade performed 2% below the district average. 64% of K-5 students are reading on grade level, with the goal being 65%. 25% of students are considered at high risk on aReading in FastBridge, compared to the district average of 16% high risk. The district benchmark scores in Math indicate that 3rd grade performed 15% below the district average, 4th grade performed 14% below the district average, and 5th grade performed 40% below the district average. 21% of students are considered at high risk on aReading in FastBridge, compared to the district average of 14% high risk. In the subject area of science, the benchmark goal was met. 63% of students were proficient on the Science benchmark.

Weaknesses:

District benchmark scores indicate that 3rd grade performed 19% below the district average, 4th grade performed 4% above the district average, and 5th grade performed 5% below the district average. 21% of students are considered at high risk on aReading in FastBridge, compared to the district average of 14% high risk.

Indicate needs related to strengths and weaknesses:

There is a need to continue providing additional reading teachers at Topping. This teacher would provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would progress monitor student progress throughout the year. There is a need to continue providing a schoolwide certified behavior interventionist. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small group SEL instruction and partner with parents on specific plans for success.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ☒ Learning expectations
- ☒ Instructional program

- ✓ Instructional materials
- ✓ Instructional technology
- ✓ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

The principal conducts 7 classroom walk throughs each week and collects curriculum and instruction data. During these walk throughs the strengths that were observed in regard to curriculum and instruction were as follows: implementation of the workshop model, implementation of the You do, We do, I do model for mathematics instruction, and meaningful relationships between students. The principal has noted that students have increased experiences with manipulatives in math. Teachers have been observed naming math strategies and encouraging student thinking. We have also seen an increase in intentional guided reading in our K-2 classrooms.

Weaknesses:

Differentiated instruction, the use of specific strategies when teaching ELA, student time on task and 4:1 positive ratio, and a need to create conferring kits and conferring notebooks. The principal notes that technology is mainly used as a method of substitution and is concerned with students not being engaged in quality literature. Consistently use data in our PLTs to drive instruction. Engaging students in their personal achievement and goal setting.

Indicate needs related to strengths and weaknesses:

An additional reading teacher is needed to support gaps in reading achievement. We will continue to provide professional development and feedback in the area of skill/strategy instruction model for reading and writing instruction and conducting high quality student conferences during readers and writers workshop. Guided reading will continue to be an area of focus (K-5). Professional development will be continued in math to increase the use of manipulatives and a concrete understanding of abstract skills. Further professional development on science instruction and best practices aligned to the 5E model will be provided. We will also continue to work on our data driven decision making processes and incorporating our students in goal setting. We will continue to utilize coaching cycles to strengthen teacher pedagogy and fidelity with teacher implementation of district modules. Further Professional Development on science instruction and best practice related to the 5Es.

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:

100% of staff are appropriately certified. Ongoing Professional Development: Staff members have access to regular training and professional development opportunities, which help keep them informed about the latest research, teaching strategies, and best practices. Collaboration and Support: Teachers work collaboratively in Professional Learning Communities (PLCs) to share strategies, address student needs, and improve their practice. Focus on Student-Centered Instruction: Teachers are generally well-prepared to implement differentiated instruction and address diverse learning needs.

Weaknesses:

Inconsistent Implementation of New Strategies: Some teachers may struggle to consistently apply newly learned strategies due to lack of follow-up or support. Varied Levels of Preparation Across Staff: While some teachers may benefit from advanced training or degrees, others may feel less prepared or lack specialized training, particularly in areas like special education or trauma-informed practices.

Indicate needs related to strengths and weaknesses:

More Targeted Professional Development: Ongoing support for new teachers and differentiated professional development for experienced teachers could ensure consistent instructional practices across the school. Coaching and Mentorship Programs: Establishing or expanding coaching or mentorship programs for less experienced teachers would support continuous growth.

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:

At Topping, we are proud of the strong partnerships we've built with families and the community. We offer a variety of family engagement events like literacy nights and cultural celebrations to create a welcoming and inclusive school environment. Communication with families is a clear strength-we use multiple channels, including bilingual supports, to keep parents informed and involved in their child's education. We actively involve families in reviewing our Title I policies and school-parent compact, helping build shared ownership of school goals. Parent education is also a focus; we provide flexible workshops on academics, parenting strategies, and technology use to support families at home. Our school offers strong support systems for students with special needs and those from underserved backgrounds. Through a well-structured MTSS model, trauma-informed practices, and collaboration with families, we ensure students get the academic and emotional support they need. We also prioritize student well-being through access to health services, school-based supports, and partnerships that connect families with basic resources like food, clothing, and mental health care. These strengths work together to create an equitable, supportive learning environment for all students.

Weaknesses:

Despite many strengths, Topping has inconsistent family engagement with our high transient community. While events and communication strategies are in place, participation often skews toward families who already feel comfortable or have more flexible schedules. Families facing language barriers, demanding work hours, or limited transportation may still feel disconnected from school decision-making and academic support efforts. As a result, some of the most underserved families may not fully benefit from the resources and partnerships available, leading to equity gaps in involvement and advocacy. We will continue to provide our families opportunities to connect.

Indicate needs related to strengths and weaknesses:

Capacity building for families through intentional parent education courses
-Need for parent education
-Language support and translation.
-Flexible engagement opportunities
-Increased outreach to underserved families

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:

Topping has been awarded Gold Level recognition by the Missouri Department of Elementary and Secondary Education for its successful implementation of Schoolwide Positive Behavior Support (SWPBS). This program emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.
In terms of academic achievement, 35% of students at scored at or above the proficient level in both math and reading. This indicates that nearly half of the student body meets or exceeds state proficiency standards in these core subjects. On Topping annual AYP state report card, the school scored 71% on school improvement goals.

Weaknesses:

Attendance efforts fell short of the 90/90 state benchmark. 81% percent of students met goal.

Indicate needs related to strengths and weaknesses:

A continued need at Topping is the continued Certified Behavior Specialist to ensure that we have someone to support challenging behaviors, chronic attendance issues, supporting staff through coaching into challenging behaviors, etc.

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 Instructional Reading Support: Title I funds will provide intervention programs and additional instructional resources to students who are struggling academically. These resources include specialized curriculum materials, technology tools, and small group intervention sessions to address specific learning gaps.
- 2 Behavioral and Social-Emotional Support: Title I funds will provide a behavior specialist who will work with students and teachers to ensure students have the skills needed to regulate and access instruction.

3	Parent and Family Engagement: Strengthening the partnership between school and parents is a priority. Title I funds will support initiatives such as family workshops, informational sessions, and interactive events that promote parent involvement, communication, and collaboration in their child's education.
4	Counseling and Social-Emotional Support: Supporting students' social and emotional well-being is vital for their overall success. Title I funds will be used to provide counseling services, social-emotional learning programs, and workshops aimed at fostering positive mental health and interpersonal skills.
5	Curriculum Enhancement: Enhancing the curriculum with enriched materials and resources is essential for engaging students and promoting deeper understanding. Title I funds will be invested in acquiring supplemental instructional materials, books, and resources that align with academic standards.
6	Data Analysis and Assessment: Title I funds will support the implementation of data analysis tools and assessment strategies to monitor student progress, identify areas of improvement, and make data-driven decisions for instructional planning. Each of these prioritized needs represent a strategic approach to utilizing Title I funds for maximum impact on student achievement, parent engagement, and the overall school community. Through thoughtful allocation and continuous evaluation, we provide the best educational experience for all our students.
7	Professional Development: Investing in professional development for teachers and support staff is crucial to improving instructional practices and meeting the diverse needs of our students. Title I funds will be used to offer training workshops, seminars, and coaching opportunities focused on evidence-based teaching strategies, differentiated instruction, and data-driven decision-making.

Schoolwide Program [Hide](#)

4560 TOPPING ELEMENTARY

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 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 provide opportunities for all students to meet challenging Missouri Learning Standards by ensuring that students have more time on task during instruction, that they have the highest quality teachers, that our teachers are implementing our instructional programs with fidelity and integrity, and that students feel they belong and are valued in our learning community.

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

Description of how strategy/strategies will strengthen

Our school will continue the implementation of the workshop model with fidelity to strengthen our academic program and increase student learning opportunities and outcomes. We will continue the implementation of Number Talks as an instructional means to help increase students' mathematical fluency and reasoning through mental math strategies. We will engage our students in varied ways by using culturally responsive teaching and learning strategies throughout our instructional process.

☐ 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 weekly to review benchmark, unit, and CFA data, as well as student work to group students for reteaching and best determine instructional next steps.

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

Counseling groups for social skills
Second Steps for social-emotional education of all students
Additional reading teacher to support the needs of our below grade level readers.

☐ **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

☐ **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

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District/LEA Comments