



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

Funding Application: Plan - School Level - 4540 RAVENWOOD ELEMENTARY Version: Initial Status: Submitted

ePeGS

☒ 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.

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

4540 RAVENWOOD 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.

*Title 1 meetings
*Back to School Night
*Parent Teacher Conferences
*Families will be asked to sign and return the Home-School Compact (this will be provided in multiple languages for ELL 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.

*All families will be asked to sign and return the Home-School Compact.
*During our yearly Fall meeting where families are introduced to our compact and the explanation of Title I, families will learn what it means to be a Title I school, become familiar with the school-family compact, and receive the Title I Plan
* Each fall and spring a school-wide Title I survey will be sent to families to receive feedback. Survey feedback, along with in person feedback from our families at the Title I meeting, will be used to improve the Title I program. Families are encouraged multiple times throughout the survey window to provide feedback. The survey is sent out multiple ways.

- ☒ 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.

We will conduct a yearly meeting where we discuss the policy and its purpose. We will ask for suggestions and input around what families feel needs to remain, change, or be added to the plan as appropriate. Input will be solicited during PTA meetings, Parent Teacher Conferences, and family involvements nights. Additionally, families will be given a survey twice per year to complete and that feedback will be utilized as well.

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.

Information about our Title I program is sent home in a variety of ways including in student backpacks, flyers, and survey links as well as electronically through Classdojo school messenger, and Facebook. Families also have access to information at Back to School Night, Title I meetings, and the Home-School Compact.

- ☒ 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.

*student achievement data including academics and behavior will be shared at Title I meeting(s)
*Parent Teacher Conferences
*Classroom and school newsletters will contain various forms of data

- ☒ 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)*

*Teach and model be nice, be safe, work hard with integrity (PBS expectations)
*Maintain communication between the family and school
*Be enthusiastic towards school
*Teach children to take responsibility for their actions
*Value the importance of education
*Be active in the school setting: conferences, programs, family events, meetings
*Set routines at home for morning and nighttime so children are rested, prepared to learn, and on time
*Encourage and model healthy problem-solving skills
*Advocate for their children
*Attend school on a regular basis

- ☒ 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
*Fostering creativity and critical thinking
*Holding children accountable for behavior, academic achievement, and digital citizenship
*Keeping family members informed and partnering with families to maximize student success
*Instilling and modeling responsible and respectful behavior and healthy problem solving
*Meeting students' individual needs
*Providing developmentally appropriate instruction for all students
*Providing a safe, respectful, and positive learning environment
*Making learning enjoyable and challenging for each individual student
*Embracing diversity and honoring inclusion by listening and learning about our school community
*Create systems and classroom communities
*Advocate for students
*Have high expectations for all students and give clear feedback
*Celebrate student's successes and achievements
*Reinforce positive behavior utilizing PBS practices

- ☒ 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 will provide assistance as needed throughout the year. For example, assistance is provided to every parent/guardian during our fall family conferences and our spring student led conferences. We also value an open-door policy. Families routinely reach out to us to ask for our assistance as they work to maximize academic support for their child. During family involvement nights we provide connections to standards. Information on how to access Canvas (student online work), Seesaw, etc... is shared with families. Grade cards are provided electronically four times a year.

- ☒ 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.

- *Informational meetings
- *Back to school night
- *PTA meetings
- *Family involvement events
- *Classroom and school newsletters
- *Fall conferences and spring showcase

- ☒ 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 families is key.

- *Professional Development throughout the school year during PD days on a variety of topics including equity and inclusion, positive behavior supports, and instructional practices
- *Staff meetings during the year to analyze data, assess needs, and plan for communicating with families
- *Collaborate with educational experts, district personnel, and experienced educators to deliver engaging sessions that focus on effective communication, cultural competence, parent involvement strategies, and building positive relationships

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 partner with the Early Childhood Center to meet our incoming kindergarten students prior to them entering kindergarten so families feel the connection to the next school on their educational journey.
- *We partner with the sixth-grade center staff to offer options for students to see the next school in their feeder pattern prior to entering and to allow staff to get to know incoming students.
- *We host incoming kindergarten students for Kindergarten Roundup in the Spring where families receive information about our school, meet school personnel, and students get to know our building and some community partners.
- * Our school's SCRS works closely with other agencies and programs to connect our families with available resources. All information related to school and parent programs is communicated with families through digital platforms such as Facebook, ClassDojo, and School Messenger.

- ☒ 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](#)

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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

4/9/2026

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:

We are very proud of the diversity at Ravenwood. We have many cultures that come together to create our school family. Our referral data is in alignment with our student demographic for some ethnicities. Our white students make up 50% of our school population and 35% of our major referrals. 5% of our students are Asian and represent less than 1% of our major referrals. 13% of our school demographic is multiracial and make up 11% of our major referrals. Our ELL students continue to make growth according to ACCESS testing. Our Average Daily Attendance is 93.15%. The district expectation/goal is 90%. We have continued to decrease the number of students attending school less than 90% of the time. We were On Target for attendance for 24-25 and above district average by 5%. We saw a 10% increase on the spring end of year benchmark for grades 3-5 from the Fall.

Weaknesses:

Our MSIP Attendance Total Weighted Score for the state is 87.45%. The district expectation/goal is 90%. We create systems to support this challenge. Our student population is made up of 142 males and 113 females and 1 non-binary student. However, our referrals are primarily male with nearly 82% of our major referrals being male students. We continue to see a disparity with discipline for our Black and Hispanic students. We have 29% major referrals coming from our Hispanic population and those students make up 18% of our student population. Black/African American students make up 23% of our major referrals and 13% of our school population.

Indicate needs related to strengths and weaknesses:

Continued support of reading specialist and professional development with staff. Continue to build a strong community through Restorative Circles, Conscious Discipline, Second Steps curriculum, and our Synergy services. Positive Behavior Supports will continue to be our main umbrella to address undesired behaviors while reinforcing students when they are showing desired behaviors. Adding a Behavior Interventionist will assist students with missing skills and decrease office referrals (major behaviors). A social worker and counselor will help increase our attendance and connection with families. Having ELL staffing with certified teachers and paras will help with limited English and communication with our ELL families. Attendance at school will remain a priority.

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:

*District Benchmarks
 *Fountas and Pinnell reading assessment
 Previous Year's MAP data
 ELA
 3rd grade- 34.04% proficient or advanced (district average 49.1%)
 4th grade- 37.93% proficient or advanced (district average 56.28%)
 5th grade- 40.43% proficient or advanced (district average 47.9%)
 Math
 3rd grade- 34.05% proficient or advanced (district average 45.68%)
 4th grade- 44.83% proficient or advanced (district average 48.98%)
 5th grade- 44.68% proficient or advanced (district average 45.09%)
 Science
 5th grade- 46.81% proficient or advanced (district average 43.96%)

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

Strengths:

*MAP data from 21-22 (3rd graders)--> 22-23 (4th graders) ? 23-24 (5th graders) shows cohort growth each year in Math in the top two categories (Proficient/Advanced)
 *MAP data for 3rd grade ELA has continued to increase for our top two categories (Proficient/Advanced) 20-21 (47.6%) --> 21-22 (47.9%) ? 22-23 (48.18%) ? 23-24 (49.1%). We see similar trends for 4th grade ELA: 20-21 (47.1%) --> 21-22 (52%) ? 22-23 (53.9%) ? 23-24 (56.28%).
 *In 5th grade Science we have continued to increase the percentage of students scoring in the proficient or advanced categories: 2024 Top 2 Categories A/P: 46.81%; 2023 Top 2 Categories A/P: 45.65%; 2022 Top 2 Categories A/P: 35.29%; 2021 Top 2 Categories A/P: 33.3%
 *5th grade science outperformed the district average for students scoring in the top two categories (Proficient/Advanced).
 *Our APR scorecard for 2023-2024 shows we were awarded 87.5% of points for Continuous Improvement
 *On our previous APR scorecard we were awarded 3 of 4 points, 75%, for Attendance and we were above the district average as well as showing a positive increase from the previous school year
 *Our Fountas and Pinnell reading scores from Fall->Spring show the percentage of students reading below grade level decreasing, therefore closing the reading gap

Weaknesses:

*There is an achievement gap between our overall student population and students with Individualized Education Plans (IEPs).
 *Our MAP scores continue to be below the district average in both ELA and Math
 *Our APR scorecard indicates Emerging or Approaching status in 8 of 12 performance areas
 * Our previous APR scorecard shows we were awarded 49.4% for Performance
 *MAP data from previous overall cohorts do not show adequate growth or increase in percentage of students scoring in the top two categories (Proficient/Advanced)

Indicate needs related to strengths and weaknesses:

*Addition of a second reading teacher utilizing Title I funds to ensure continued decrease in percentage of students reading below grade level
 *Continued fidelity checks/classroom walkthroughs for feedback on instructional practices
 *Teaching and Learning Coach offering Demo visits and coaching cycles
 *Professional development on high yield instructional strategies for all certified staff
 *Special education staff will attend PLTs and engage in learning with experts to continue to close the gap in our student group
 *Ongoing data analysis, common assessments, and planning across grade levels and vertical teams to ensure academic rigor
 *Leverage expertise of ELL, Special Education, behavior specialist, and Reading Specialists

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 administrator conducts 7-10 classroom walk throughs each week and collects curriculum and instruction data. This data helps drive feedback conversations, professional development focus areas, and PLT conversations. During walk throughs the strengths that were observed regarding 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. Students are engaged in the learning process. Teachers have been observed naming math strategies and encouraging student thinking through deeper questioning practices. We have also seen an increase in intentional guided reading in our K-2 classrooms. Teachers are using the district adopted resources and following curriculum pacing expectations.

Weaknesses:

*Ravenwood continues to see a gap in student achievement with IEPs as compared to our overall student population.
 *Conferring conversations and the use of mentor texts
 *Adhering to the instructional minutes/expectations

Indicate needs related to strengths and weaknesses:

*Continue to provide professional development and feedback in the areas of ELA and Math and offer supports for guided reading/word study in grades 3-5
 *Ensure alignment of the PD plan to building goals
 *Continue to conduct fidelity checks to ensure classrooms are adhering to instructional minutes for each content area
 *Encourage the use of math vocabulary and manipulatives in the classroom
 *Provide opportunities for teachers to attend Demo visits and conduct instructional rounds to learn from other experts
 *Incorporate a co-teaching model between special education and regular education in the area of Mathematics

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:

Our new and beginning teachers have a mentorship and induction program designed to promote rigorous classroom design and instructional practices
*Our Panorama survey results showed an 11% increase by classified staff in the area of belonging. This supports collaboration, job satisfaction, and retention efforts which positively impact student achievement
*Our Panorama staff survey indicates 97% of certified staff feel a Sense of Belonging; There was a 4% increase in School Climate from Fall à Spring
*In addition to classroom teachers we have two reading specialists, an ELL teacher, and will have a .5 FTE assistant principal for the 2026-2027 school year
*All professional staff are considered appropriately certified according to the state guidelines

Weaknesses:

*The Panorama survey indicates classified staff feel a decreased Sense of Belonging from Fall and Spring
*The student Panorama results indicate a decrease in each area from Fall and Spring
*Staff diversity
*Our family engagement survey results indicate concerns around behaviors, more-so in some grades than others, families would like to see stricter behavior responses/consequences, making communication more succinct (information is shared many ways at the moment), 73% of respondents report their child(ren)s Social Emotional needs are met, 73% reported understanding how to give feedback to the school and leaders

Indicate needs related to strengths and weaknesses:

*The administrators and Teaching and Learning Coach will offer coaching cycles and demo visits along with the expectation of PLT implementation and building observations with specific feedback to ensure fidelity to best practices in instruction with a focus on new teachers.
*Continue to offer support to teachers and staff by the School Community Resource Specialist, counselor, and behavior interventionist
*Consultation with outside agencies to support student and staff needs
*Continue engaging in quality professional development on the topics of Equity and Inclusion and Instructional best practices
*Implementation of Standards Based Learning
*Continue to work on recruiting and retaining a diverse staff

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:

*We have high attendance for family nights, music programs, parent teacher conferences in the fall, and community events along with school activities
*We host the largest fall event in the Kansas City Metro area- Walk to School Day
*We have a strong PTA that partners with the school and meets monthly. They include our staff and administrator in decision making.
*Our MSIP Attendance Total Weighted Score for the state is 83.21% for 24-25. The previous year's MSIP Attendance Total Weighted Score was 83.85%.
*Families receive information through a variety of means: Class Dojo, SeeSaw, Facebook, School website, classroom and building newsletters, phone calls and emails
* Partnership with outside agencies to support dental and eye care needs, food needs, behavioral supports, etc...

Weaknesses:

*Increasing the communication and partnership between the teacher, families, students, and administration
*Continue to educate families on the importance of regular attendance at school
*Encourage more families to join and attend PTA meetings and volunteer at school events

Indicate needs related to strengths and weaknesses:

*Seek ways to engage our families with the academic and behavior needs of students at Ravenwood
*Develop varied means to gather family input on school-based decisions when appropriate
*Engage families in the PBS process so consistency can occur between school-home

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:

*We have high functioning grade level PLTs that meet weekly to analyze various data points. This creates a norm that data driven decision making is valued and advantageous at Ravenwood.

*Our class sizes are average and within the DESE guidelines

*We have strengthened some systems of support for MTSS by adding a tiered response system on the walkies. This practice ensures consistency across our school.

*For PBS we've added visuals next to our matrices so students can "see" what the expectations look like in practice. We've created matrices in our top languages for students as well. We've also streamlined our language in our EduClimber system when entering office discipline referrals. Staff worked together to add common definitions to explain behaviors in keeping with our board policy. These processes have created a common language across the building and helped our PBS team drill down to specific behaviors that need addressed. Our school earned state level Golf recognition for implementation of PBS at all tiers.

Weaknesses:

*Continue to build and strengthen our connections and sense of belonging with families and our school community

*Continue to partner with families and building staff on our PBS practices, both proactively and when addressing undesired behaviors is required

*Continue to build and strengthen a sense of belonging among students both with peers and staff inside the building

*Continue to ensure we are implementing Second Steps with fidelity to address social emotional needs

Indicate needs related to strengths and weaknesses:

*Invite families into the building as often as possible for learning opportunities as well as engagement in order to foster a stronger sense of belonging

*Analyze discipline referral data and continue to refine our PBS practices at each tier of MTSS to ensure systems exist to support staff with student behavior

*Engage in professional learning on PBS, MTSS, Equity and Inclusion, and Conscious Discipline to incorporate practices that strengthen the culture and climate of our school

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 Targeted Instructional Reading Support: Title I funds will provide targeted intervention and additional staffing in order to provide small group intervention sessions to address specific learning gaps.
- 2 Refine behavior supports at all tiers to provide clarity, consistency, and fidelity to our processes. Title I funds will allow our added position of a behavior specialist to collaborate with teachers and staff.
- 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.

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 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**

Conscious Discipline

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. Staff are committed to continued learning in both academics and behavior to help close achievement gaps and support a sense of belonging for students. We will continue to work on building inclusive classroom communities.

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

Description of how strategy/strategies will strengthen

Ravenwood will implement the workshop model with fidelity using district adopted resources to strengthen our academic program and increase student learning opportunities and outcomes. We will continue to implement guided reading to increase the reading fluency and comprehension of our students. We will engage our students in varied ways by using culturally responsive teaching and learning strategies throughout our instructional process. We will also continue to provide ELL services to students, reading and math interventions to students who qualify. All standards are taught to all students and interventions are provided when needed. Ravenwood will also continue using Restorative practices, PBS, Conscious Discipline, and involving parents in the decision-making 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

For those who qualify, the district offers our SAGE K-5 gifted program as well as advanced math for 5th grade students

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

*Weekly PLT meetings will be used to analyze data and make informed decisions about specific student needs and create intentional plans for whole group, small group, and individual instruction that will include research-based interventions and use of GAINS data protocols
*Students below the 10th percentile in reading according to district assessments will receive intervention from the reading specialists in the building.
*ELL students will receive services
*Regular attendance at school will be prioritized to make the above strategies more effective.

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

Our teaching and learning (instructional) coach helps lead PD on research based instructional practices and conducts coaching cycles with teachers. The coach will take teachers on Demo visits to watch other NKC schools in action. This work supports closing the achievement gap for our student group and raising the overall academic achievement scores for Ravenwood. The behavior specialist will provide modeling, coaching, and support to ensure fidelity to PBS practices and tier one implementation. This work supports increasing the amount of positive reinforcement students receive, while decreasing the number of Office Discipline Referrals (ODR). Our counselor teaches whole group and small group lessons to address the social emotional needs of students. Our counselor and SCRS pull students for individual and small group focus areas based on SABERS, Panorama, and EduClimber data.

- ☐ 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

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District/LEA Comments

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