



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

Funding Application: Plan - School Level - 4500 OAKWOOD MANOR 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](#)

4500 OAKWOOD MANOR ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

☒ Schoolwide

☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Our Title plan will be shared with families via our weekly school newsletter, as well as through family involvement activities (Fall and Spring Title 1 Mtgs, family nights/events throughout the year, PTA meetings, etc.). Families will be asked to sign and return the Home-School Compact. 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. 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 Oakwood Manor families so that everyone has a clear understanding of our shared commitments and how to stay involved

☒ 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.

Fall and Spring surveys will be sent to families 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. A draft of the plan will be developed, then brought to families for feedback and input at the Spring Parent Meeting. Input will be solicited when the plan is shared at the Spring parent meeting. The Home/School Compact will also be shared at the Spring Parent Meeting and then will be sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2025-26 school year.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

At the Fall Title I Parent Meeting, we review the School Parent and Family Engagement Policy. At this meeting, parents learn about the policy's purpose, how it supports student success, and how it aligns with Title I requirements. Fall and Spring surveys will be sent to families 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. At the Spring Title I meeting, we revisit the policy and share data 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. The Home/School Compact will also be shared at the Spring Parent Meeting and then will be sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2025-26 school year. Once finalized, the updated policy is distributed to all families at the beginning of the school year.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Each fall, we host 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: 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

- ☒ 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 the beginning of the year we will have a Title I Family Curriculum Night where teachers meet with parents to share information, including MAP achievement levels as well as district benchmark data, and the curriculum and assessments we utilize, as well as our plan for how to continue to improve. This will also be shared during parent-teacher conferences, via classroom newsletters, throughout the year at Title 1 family involvement events, and with our PTA.

☒ 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)*

- Be my child's advocate
- Partner with their teachers by developing positive relationships of respect and support
- Make learning a priority and value my role as my child's first teacher
- Make sure that my child comes to school ready to learn
- See that my child attends school regularly and arrives on time
- Support and encourage my child in making positive choices for behavior
- Read with my child and let my child see me read, write, and do math and science
- Find time daily to discuss what my child is learning and demonstrate support of my child's teacher
- Set and discuss high expectations with my child
- Celebrate my child's learning progress with them, both academic and socioemotional
- Support and participate in school organizations, programs, and activities

☒ 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
- Honor inclusion and listen to learn how we can improve and increase cultural awareness and learning in our classrooms.
- Develop strong classroom communities
- Create systems to support each student's learning experiences, whether for additional support or enrichment
- Teach students skills to process and support their socio-emotional development
- Work together as collaborative Professional Learning Teams (PLT) to ensure equitable experiences in each classroom
- Provide clear feedback and celebrate learning progress and goals met with students and our grade level PLT
- Create and utilize a school wide Positive Behavior Support system to reinforce positive behavior of students
- Partner with our community to provide real-world relevant learning experiences for our students and celebrate academic and socioemotional growth

☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☒ Issuing frequent reports to parents on their children's progress
- ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

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

- ☒ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Our school-wide Family Newsletters are shared with parents, along with classroom newsletters/information on SeeSaw. The communication helps support parents as they are working with their children on academics. Parent events are held throughout the year to help support student success.

- ☒ 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.

It is an expectation of the principal that teachers communicate with parents on a regular basis. We will integrate professional development around building positive relationships/communication with families, and we will continue to focus on our equity goal of creating a sense of belonging amongst all students.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

We will share NKC Schools' Early Childhood screening/program information in our weekly Family Newsletter (electronically) to ensure our families are aware of the PreK program and resources that are available to them.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☐ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
 - ☒ Parent and family members who have limited English proficiency.
 - ☒ Parent and family members with disabilities.
 - ☒ Parent and family members of migratory children.
- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

4500 OAKWOOD MANOR ELEMENTARY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/1/2026

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:

Grades served: PK-5
School Enrollment: 279
55% diversity in school
Enrollment continues to grow. We now have 2 classrooms at every grade level, K-5th, and 3 classrooms in 1st grade.
The addition of a Behavior Specialist ensured that student behaviors were addressed in a more timely fashion. Support was provided to staff related to classroom management and emotional regulation.

Weaknesses:

Staff diversity, representing students we serve

Indicate needs related to strengths and weaknesses:

Social-Emotional & Behavioral Support: Behavior Specialist will continue to support staff and students; will continue to analyze data to address building needs.

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:

ELA: 35% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2022. 24% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2023. 28% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2024. 57% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2025.	
31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2022. 39% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2023. 45% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2024. 50% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2025.	
32% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 50% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 65% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 50% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	
MATH: 35% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2022. 26% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2023. 28% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2024. 46% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2025.	
31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2022. 29% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2023. 35% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2024. 31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2025.	
26% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 56% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 48% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 54% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	
SCIENCE: 37% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 47% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 55% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 52% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	

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

Strengths:

On the 2025 MAP test, 3rd and 4th grade increased the percentage of students scoring proficient or advanced on ELA. 3rd and 5th grade increased the percentage of students scoring proficient or advanced on Math.	
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Weaknesses:

On the 2025 MAP test, 5th grade ELA, 4th grade math, and 5th grade science decreased the percentage of proficient and advanced students compared to prior years.

Indicate needs related to strengths and weaknesses:

A need continues to exist for a full-time certified, reading teacher at Oakwood Manor to help ensure students who need Tier 3 interventions can get this support. We have a continued need for professional development in math and ELA instruction

Curriculum and Instruction

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

- ☒ Learning expectations
- ☒ Instructional program
- ☒ Instructional materials
- ☒ Instructional technology
- ☒ Support personnel

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

Strengths:

Walkthrough data indicates strong alignment with district instructional models and expectations for readers and writers workshop, as well as evidence of strong alignment with the district-supported/recommended Guided Reading structures (Jan Richardson/Sunday Cummins) and district math workshop model.

Weaknesses:

Data indicates a need to further differentiate during the independent work portion of workshop models and help support teachers in selecting the most effective teaching points to support student learners and build teacher's collective efficacy, as well as additional training on Math Tier 2 interventions.

Indicate needs related to strengths and weaknesses:

We have a need for additional, high quality Guided Reading student texts.

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 our certified and administrative staff are appropriately certified.

Weaknesses:

We have several teachers with 1-3 years of experience.

Indicate needs related to strengths and weaknesses:

Our Teaching and Learning Coach and Principal will continue to work with first and second-year teachers and/or teachers who are new to NKC Schools to help them learn the district's instructional expectations. We will continue professional development on standards-based learning and use of common formative assessments and data analysis to help teachers determine consistent expectations for mastery of priority standards. Principal, Teaching and Learning Coach, and PBS Coaches will also help support staff in consistent implementation of Positive Behavior Support and to support instructional staff, and therefore, students, through our Multi-Tiered Systems of Support model.

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:

Our school has great support from our community. Attendance at events where we invite families is high. The majority of our families are supportive of their children's education. We held our first (in a long while) Literacy Night this year. We had great attendance and plan to continue holding this event.

Weaknesses:

We have noticed our PTA has consisted of the same few families for several years. These families/members are not representative of our diverse student population. We have a new PTA president whose goal is to attract new families to the organization. We need to have a Math Night to provide families with strategies for supporting their children at home. We have not had adequate funding to put on this event.

Indicate needs related to strengths and weaknesses:

We need an increase to our family involvement budget to help us ensure we can provide families materials aligned to supporting their children's learning, as well as possibly food and childcare when we hold evening events. We would like to give out books at literacy events, math games and materials at math night (and/or contract with a consultant or authors to visit for these events).

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

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Our school has a Building Leadership Team, Positive Behavior Support team, Professional Learning Teams, and has developed consistency with our PBS expectations and common language, as well as our system to support students and teachers in developing Tier 2 and 3 interventions. Oakwood Manor 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. We have implemented Second Steps for Tier 1 SEL curriculum as well as Community Circles to build strong classroom learning communities. Our staff has participated in Equity and Inclusion training. Class sizes are a strength at Oakwood Manor. This year we created an Oakwood Manor Belief Statement and crafted Collective Commitments, as a staff. Our Panorama survey data shows that our students have a strong sense of belonging at our school.

Weaknesses:

Our team is eager to continue professional development around Standards-Based Learning to support PLT teams in tracking student learning. While we've made a lot of growth related to students' Growth Mindset, we would like to continue to do more with goal-setting next year.

Indicate needs related to strengths and weaknesses:

We would like to continue to work to refine our practices of MTSS and PBS through continued partnerships and professional development.

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	1. Reading Support (increased reading support certified staff, building capacity for consistent implementation of Guided Reading, Reading Foundations/phonetic awareness and other balanced literacy components for all staff).
2	2. Behavior Specialist to help students learn emotional regulation.
3	3. Funds are needed to increase the number of quality family involvement events.
4	4. There is a need to continue supporting staff with professional development and classroom supplies, specifically quality Guided Reading texts. This will aid in providing high quality instruction for learners and meet our building goals for academics.
5	Professional development opportunities in math and ELA. Sub coverage to support the facilitation of PD.

4500 OAKWOOD MANOR 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 <u>Social Emotional Learning</u>	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 <u></u>	☐	☐	☐

☐ **Class size reduction**

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

- ☒ **Professional Learning Communities**
- ☒ **Schoolwide Positive Behavior Support**
- ☒ **Response to Intervention**
- ☐ **Other**

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

We will work to build inclusive communities in our classrooms and at our school by engaging parents of all subgroups in building shared commitments to students' education. Our staff is committed to continued learning in the areas of academic differentiation for both math and reading, Positive Behavior Support/SEL instruction, and equity and inclusion training to help us close the achievement gaps that existed the last time we took statewide MAP assessments. We will do this by continuing to refine our integrated MTSS process for academic and behavioral support and strengthening our Tier 1, 2, and 3 instruction in the above areas.

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

Description of how strategy/strategies will strengthen

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

- ☐ Increase the amount of learning time

- ☐ Extended school year
- ☐ Before-and/or after-school programs
- ☐ Summer program
- ☐ Other

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

MTSS teams will closely measure students progress weekly for those in Tier 2/3 interventions to determine if adequate progress is being made in each intervention and when a student may be ready to graduate from interventions or may demonstrate a need for a more intensive or different intervention.

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

Professional development around PLT to continue to grow and have more effective teams.
Equity and PBS PD.

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☐ Title I.A (required)
- ☐ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☐ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☐ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ☒ Yes
☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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District/LEA Comments

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