



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

ePeGS

Funding Application: Plan - School Level - 4180 DAVIDSON ELEMENTARY Version: Initial Status: Submitted

☒ Number

☐ Name

Select District

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

School Level Plan Home

Print

Cancel Print Mode

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

4180 DAVIDSON 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 Davidson, we believe that student success is built on a strong partnership between home and school. We recognize that families play a crucial role in supporting academic growth, and we are committed to working together for the benefit of all students.

One way we foster this partnership is by administering a parent survey in both the fall and spring. This survey provides valuable insight into how our academic programs and Title I services impact families. It also gives parents the opportunity to share what they would like to learn more about and voice any concerns they may have. The feedback we receive helps us reflect on and adjust our practices to better support our students and their families.

In addition to the survey, we hold two family engagement meetings each year-one in the fall and one in the spring. In the fall, we share important academic data, provide updates on programs, explain how Title I funds are used, and offer strategies for supporting learning at home. The spring meetings also give families the chance to give feedback and collaborate with us in revising our School-Parent Compact.

☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

☒ The agenda reflects that the purpose of the meeting is

☒ To inform parents of their school's participation in the Title I.A program

☒ To explain the requirements of Title I.A

☒ To explain the right of parents to be involved.

Section 1116 (c)(1)

☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

☐ Transportation

☐ Child care

☐ Home visits

- ☒ Funds will not be utilized for these purposes
Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- ☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Each year, families have multiple opportunities to review and provide input on our school-wide Title I program. We host two annual Title I meetings; one in the fall and one in the spring, in the spring is where parents and guardians are invited to discuss the plan, offer feedback, and suggest any necessary changes. During these meetings, we review the school-wide Program, assess its effectiveness, and make updates based on input from families and staff.

In addition to these meetings, families are invited to attend the district Title I am meeting, where we share details about our school's plan and gather feedback to improve our programs. Parents can also provide input through surveys distributed in both the fall and spring.

To ensure transparency and accessibility, the updated Title I plan is posted on our school website. We remain committed to keeping families informed and engaged by providing access to relevant data, program information, and meaningful opportunities for collaboration.

- ☒ 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.

Each year, we distribute the Parent and Family Engagement Policy to families at Back to School Night. A QR code is provided to make it easy for parents and guardians to review the policy and submit feedback electronically. Families have multiple opportunities throughout the year to review and provide input. During our two annual Title I meetings-one in the fall and one in the spring-parents/guardians are invited to discuss the policy, indicate agreement, and suggest any changes they believe are necessary. Additionally, they can share feedback through the fall and spring Title I surveys. The Title I, Part A Schoolwide Program is also reviewed and updated during the spring Title I Information Meeting. We use this time to assess the effectiveness of our current plan and make improvements based on family and staff input. To ensure transparency and accessibility, the updated plan is posted on our school website. We are committed to keeping our families informed and involved by providing access to relevant data, program information, and opportunities for meaningful collaboration.

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, Davidson hosts our Annual Title I Parent Meeting. We make sure families know about this important event by sharing details through flyers, emails, school newsletters, social media, and our school website. During the meeting, families receive key information about:

- What Title I, Part A funding is and how Davidson qualifies,
- How these funds are used to support student achievement-such as through staffing, academic interventions, and instructional resources,
- Parent and guardian rights under Title I,
- Opportunities for families to be involved in school planning and decision-making.

We hold a second Title I Parent Meeting in the spring to revisit this information, review how our Title I program is going, and collect parent input to help shape next year's Title I plan and Family Engagement Policy.

In addition to these meetings, we continue to share Title I information through:

- The school handbook and our annual welcome packet,
- Regular newsletters, emails, and school announcements,
- A dedicated section on our school website that explains Title I programs, supports, and updates,
- Translated materials and interpretation services to support non-English-speaking families.

We also weave Title I information into other school events, like Back to School Night, Parent-Teacher Conferences, Literacy Nights, and Family Engagement Events. These gatherings create a more relaxed environment where families can ask questions, connect with staff, and better understand how Title I funding supports their child's education.

We are committed to making all communication clear, accessible, and family-friendly. If any family needs extra support or has questions, our team is always available for one-on-one conversations-whether over the phone or in person

☒ 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 Davidson, we believe that informed families are empowered partners in student success. We're committed to making sure parents and guardians understand what students are expected to learn and how their progress is measured throughout the year. That's why we offer multiple opportunities for families to learn about our curriculum, assessments, and MAP achievement levels.

Here are some of the ways we share this information:

- Curriculum Night (Fall): Teachers give an overview of what students will be learning in core subjects like ELA, Math, Science, and Social Studies. They explain the standards-based curriculum, classroom expectations, and instructional strategies.
- Grade-Level Newsletters and Updates: These are sent regularly to keep families in the loop on current units of study and ways to support learning at home.
- School Website and Family Handbook: These resources include summaries of our district-approved curriculum and links to the Missouri Learning Standards so families can stay connected to what's being taught.
- Parent-Teacher Conferences (Fall & Spring): Conferences provide a chance to talk through individual student progress, set goals, and review how students are performing in relation to grade-level expectations.
- MAP Family Letters with Scoring guides: These guides are sent home and posted online to explain how the MAP test works, what content is assessed at each grade level, and what the achievement levels mean (Below Basic, Basic, Proficient, Advanced).
- MAP Parent Information Sessions: Held each spring before testing begins, these sessions walk families through MAP expectations, offer test-taking tips, and show how to read and use score reports.
- MAP Score Report Review: In the fall, families receive their child's official MAP report with a breakdown of achievement levels and how their child compares to state benchmarks. Staff are available to go over the report with families and help set academic goals for growth.

Our goal is to make sure families feel confident and equipped to support learning at home-and that they always know where to turn if they have questions or need support.

☒ 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)*

As outlined in our Parent-School Compact, families play a vital role in supporting student success. At Davidson, we ask families to commit to the following responsibilities to help create a strong foundation for learning:

- Teach and model strong morals and values at home.
- Maintain open, respectful communication with the school.
- Support and show enthusiasm for the school and its programs.
- Teach children to take responsibility for their actions and learning.
- Emphasize the importance of education and lifelong learning.
- Actively participate in parent-teacher conferences, school events, and family programs.
- Ensure students come to school well-rested, prepared to learn, and arrive on time.
- Encourage daily reading at home to build strong literacy habits.

By working together-home and school-we can provide the consistency and support every child needs to thrive academically, socially, and emotionally

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

As stated in our Parent-School Compact, Davidson is committed to providing a supportive, engaging learning environment where all students can thrive. Our responsibilities include:

- Creating real-life learning experiences that connect the classroom to the world.
- Fostering a love of learning to inspire students to become lifelong learners.
- Preparing students with the academic and social skills they need to succeed beyond elementary school.
- Maintaining open communication between parents, teachers, and students.
- Providing a strong foundation in essential academic skills.
- Ensuring all staff and students are helpful, kind, and safe in every setting.

Our goal is to partner with families to nurture students who are curious, capable, and ready to contribute positively to their communities.

- ☒ 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.

At Davidson, we are committed to supporting families so they can actively engage in their child's education. We provide ongoing assistance to parents and guardians as needed throughout the year.

In addition, every family receives direct support during our fall Family Conferences and spring Student-Led Conferences. These meetings help ensure parents understand what their child is learning and how they can support learning at home.

To further strengthen the home-school connection, we include teaching and learning tips from our TLC (Teaching and Learning Coach) in our parent newsletters. For students receiving academic interventions, we also send home targeted information sheets to keep families informed and involved.

Our teachers regularly share learning strategies and academic updates in their newsletters and other home communications, so families are always in the loop and equipped to support their students.

- ☒ 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.

At Davidson, we believe that families are essential partners in helping students succeed. We offer a variety of supports to help parents feel confident and equipped to support learning at home:

- Parent Support: We provide materials and training throughout the year to help families understand what students are learning and how they can help at home. Our reading teachers also send teaching tips home with reading support plans.
- Family Nights: We host events focused on academics, reading, math, and using digital tools-giving families hands-on ways to support learning. Parents get to play math games, engage in reading and see what work their students are doing in the classroom.
- Take-Home Resources: We send home materials like reading kits and math games so families have ready-to-use tools for learning outside of school. Students also take books home to read with families.
- Language Access: Materials are available in multiple languages to make sure all families have access to important information.
- Staff Support: Our team is always available to provide one-on-one help during events or through ongoing communication.
- Parent Empowerment: Our goal is to help parents feel confident, informed, and ready to be active partners in their child's education.

- ☒ 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.

Our district leaders meet with us in the fall and spring as well as regular checkups to make sure we understand the requirements and are within the program guidelines. Title one coordinators also provide a meeting in the spring where school leaders and parents can learn more about title programs together and revise building level plans.

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.

- Family Engagement: Coordinate with local, state, and federal programs to support families.
- Collaboration: Partner with early childhood centers for smooth transitions.
- Joint Activities: Host literacy nights, readiness events, and orientations.
- Community Partnerships: Connect families with health, after-school, and adult education services.
- Resource Access: Provide materials through centers and digital platforms.
- Inclusive Formats: Offer resources in accessible formats and languages.
- Communication: Ensure parents receive information they can understand

- ☒ 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](#)

4180 DAVIDSON 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

3/17/2026

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 a diverse school with a breakdown of our student population as follows: 6% Asian, 22% African American, 19% Hispanic, 15% as more than one race, 33% white, 4% Pacific Islander. Our Free and Reduced is at 66%. We have many families seeking to move into the area and have their children attend Davidson because of the diversity of our staff as well. Our school community has grown in the past three years and we have very supportive parents.

Weaknesses:

With our growth, we have had several students come to DA without the benefit of preschool or may be missing some foundational skills. We require more of our students to receive reading support and language support than other schools in our area.

Indicate needs related to strengths and weaknesses:

We are in need of a behavior specialist to support student behavior and SEL support
We will have a parttime additional reading teacher join our team for the 25/26 school year.
We have continued need for counseling and behavior supports to support our students adapting to DA.
We request that supplemental reading and math materials be provided for our students.
We request additional money to support exposure to community activities (field trips) in order to strengthen vocabulary and context for students.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☒ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☐ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☐ Other performance indicators used in analysis:

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

Strengths:

We have seen growth the previous years in all grade levels.
In 5th grade every module and district benchmark increased from the previous year including in ELA moving from a 36% to a 56%. In fourth grade, our writing benchmark increased from 44% to 57% and increased on all district modules.
The percent of students scoring below the 15% on the spring FastBridge went from 27% to 22%.
2nd - 5th grade students scored above the 56% goal in F&P in the winter

Weaknesses:

Our literacy scores in K and 1st are lower than the goal.
We have several students reading at a preA (preschool/ early kindergarten) in 1st grade.
47% * % of 3rd - 5th graders will be proficient/advanced on the Spring math benchmark. *AVERAGE

35% of 5th graders will be proficient/advanced on the Spring science benchmark.
*AVERAGE

Indicate needs related to strengths and weaknesses:

We need to have a part time reading specialist added to support our kids in K and 1st with reading foundational skills.
We need additional books and materials to support ELA and Math learning in classrooms.
We need additional money to support opportunities for our kids to be exposed to learning outside the classroom like field trips and speakers to grow vocabulary and build context for what they read about in literacy.
We would also need additional supports for subs when we have Professional Development around guided reading and literacy.
Teachers would need coverage to plan and prepare to implement new learning.

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:

Teachers were coached on social emotional needs as well as content knowledge and teaching best practices.
MTSS were focused on student growth.

Weaknesses:

The teachers at DA are newer to the teaching profession so we need time to unpack standards and align our assessments to match.

Indicate needs related to strengths and weaknesses:

We need subs to cover classrooms so we can plan.
We need consultants to support our learning.
We need materials supplemental materials to support students and use with our new learning.

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:

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:

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. Varied Levels of Experience: Some of our teachers are new to the profession so they are learning teaching strategies so implementation may be varied.

Indicate needs related to strengths and weaknesses:

We need to work with consultants. We need coaching. We need literacy coaches, instructional and behavior coaches. We need supplemental material to support our work and new learning.

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:

Davidson has a strong family base who are invested in their child(ren) education. At Davidson, we believe that families are essential partners in helping students succeed. We solicit feedback in multiple ways through face to face meetings and surveys. We use translation, SeeSaw and newsletter to communicate meetings and surveys to families. We offer a variety of supports to help parents feel confident and equipped to support learning at home:

- Parent Support: We provide materials and training throughout the year to help families understand what students are learning and how they can help at home.
- Family Nights: We host events focused on academics, reading, math, and using digital tools-giving families hands-on ways to support learning.
- Take-Home Resources: We send home materials like reading kits and math games, so families have ready-to-use tools for learning outside of school.

- Language Access: Materials are available in multiple languages to make sure all families have access to important information.
- Staff Support: Our team is always available to provide one-on-one help during events or through ongoing communication.
- Parent Empowerment: Our goal is to help parents feel confident, informed, and ready to be active partners in their child's education.

Weaknesses:

Despite many strengths, Davidson 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:

Our mission of meeting students where they are allows us to focus on behavior needs and academic needs. Our class sizes are manageable for a large school helping our climate to feel safe and predictable for students and staff. We are learning about Conscience Discipline and focus on helping students use critical thinking skills to make choices that support their success. Our student discipline is slightly up but that may due to the fact we have trained staff on documentation.

Weaknesses:

School discipline was up for the 24-25 school year. The need for coaching was not able to be fully met due to having a teaching and learning coach part-time.

Indicate needs related to strengths and weaknesses:

We are in need of a full time behavior specialist to support student behaviors and SEL support. We need supplemental materials for math and literacy. We need supplemental funds for student experiences.

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	Continued staffing of reading teachers to support reading instruction and MTSS interventions
2	Continued staffing of behavior specialist to support student behavior and SEL instruction
3	2. We need continued training through consultants and professional development for staff
4	3. we need coverage for teachers to learn more about standards and apply consultant trainings.
5	4. We need funds so that students can have out of the building learning experiences.
6	1. We need supplemental materials in math and literacy.

Schoolwide Program [Hide](#)

4180 DAVIDSON 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 LEAR	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

PROVIDING INCLUSIVE LEARNING ENVIRONMENT, POSITIVE BEHAVIOR SUPPORTS, READING SUPPLEMENTS

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

Description of how strategy/strategies will strengthen

BY USING THE FOLLOWING PRACTICES: RESTORATIVE, PBS, MTSS, AS WELL AS PARENT INVOLVEMENT

☐ 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 STUDENTS WHO QUALIFY, THE DISTRICT OFFERS SAGE K-5 GIFTED LEARNING AND 5TH GRADE ADVANCED MATH

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

☐ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Activities will (mark all that apply)

☒ **Improving students' skills outside the academic subject areas**

- ☐ Counseling
- ☐ School-based mental health programs
- ☒ Specialized instructional support services
- ☐ Mentoring services
- ☐ Other

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

Description of external providers and services provided

☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs
- ☐ Access to coursework to earn postsecondary credit
 - ☐ Advanced Placement
 - ☐ International Baccalaureate
 - ☐ Dual or concurrent enrollment
 - ☐ Early college high schools
 - ☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☒ Delivery of professional development services
- ☒ Instructional coach
- ☐ Teaching methods coach
- ☐ Third party contract

☐ Other

☒ Professional development activities that address the prioritized needs

Describe activities

READING PROFESSIONAL DEVELOPMENT

☐ **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.

District/LEA Comments

Email: donisha.ray@dese.mo.gov

Current User: DESEPUBLIC