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

4420 MEADOWBROOK 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

[x] 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.

Meadowbrook actively seeks and obtains parent input through multiple avenues. Parents and guardians are invited to review and provide feedback on the Family Engagement Policy during our Title I meetings. During these meetings, input is collected, and families are encouraged to continue sharing suggestions even after the meeting concludes. Additionally, we gather feedback from families twice a year through the Title I Parent Survey, which allows them to share their experiences, ideas, and suggestions for improving Meadowbrook's Title I program. Meadowbrook administration and staff carefully review all feedback, and necessary revisions are made to the Family Engagement Policy to best meet the needs of our students and families. The updated policy is distributed at in-person meetings, shared multiple times through our weekly schoolwide parent communication, and made available on our school website.

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

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

POLICY INVOLVEMENT

[x] 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)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

- [ ] Transportation
- [ ] Child care
- [ ] Home visits
- [x] Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

At Meadowbrook, parents are actively involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy. During our Fall and Spring Title I meetings, we review the purpose and content of the policy with families. The Spring meeting focuses specifically on gathering input from parents and guardians regarding what aspects of the policy should remain, be revised, or added.
Together, we review the policy section by section, allowing families to provide meaningful feedback. This input-along with results from multiple surveys and ongoing informal feedback-is brought to the building administration and school leadership team for consideration. The updated Parent and Family Engagement Policy is then shared at in-person meetings, communicated multiple times through our weekly schoolwide messages, and made accessible on our school website.

- [x] 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 Meadowbrook, parents are actively involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy. During our Fall and Spring Title I meetings, we review the purpose and content of the policy with families. The Spring meeting focuses specifically on gathering input from parents and guardians regarding what aspects of the policy should remain, be revised, or added.
Together, we review the policy section by section, allowing families to provide meaningful feedback. This input-along with results from multiple surveys and ongoing informal feedback-is brought to the building administration and school leadership team for consideration. The updated Parent and Family Engagement Policy is then shared at in-person meetings, communicated multiple times through our weekly schoolwide messages, and made accessible on our school website.

The school provides parents of participating children:

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

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

We conduct a yearly meeting where we provide information about the Title I program and the purpose of the program. We explain to parents/guardians how these funds are used to supplement our services to students based on their needs.

- [x] 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.

Meadowbrook provides multiple opportunities for families to learn about our curriculum, academic assessments, and MAP achievement levels. Each year, we host a meeting dedicated to explaining the curriculum used at each grade level, the structure and purpose of academic assessments, and how to interpret MAP scores. Parents are encouraged to ask questions during this meeting to deepen their understanding of the data and instructional practices.
Beyond this annual meeting, we offer ongoing communication through various channels. When MAP results are received, families are provided with a MAP Parent Letter that explains how to read and interpret their child's scores. This letter includes details about the test format, the grade-level content assessed, and definitions of achievement levels (Below Basic, Basic, Proficient, and Advanced). Grade-level newsletters and our weekly Meadowbrook Message also serve as consistent tools for keeping families informed. These communications outline current learning objectives, upcoming standards, and strategies families can use to support learning at home. Parents are encouraged to reach out to teachers or school administrators with questions or for additional support in understanding their child's academic progress.

- [x] Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- [x] 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)*

- [x] The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- [x] Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

At Meadowbrook, we recognize that families play a critical role in their children's academic success. To support this, the School-Parent Compact is developed collaboratively by parents, school staff, and administration. This compact outlines shared responsibilities for student learning and establishes a strong home-school partnership.
Parents are expected to:
Maintain consistent communication with teachers and their child.
Ensure regular and on-time attendance at school.
Support learning at home by encouraging good study habits.
Engage in school activities and events to stay connected and involved.
Promote a love of learning and set high expectations for academic success.
Encourage positive behavior choices and reinforce school policies.
Stay informed by reading school communications and asking questions when needed.
Foster social-emotional growth by modeling respect, responsibility, and positive relationships.

The compact is a living document that reflects our shared commitment to helping all students grow into responsible, productive citizens and achieve high academic standards. It serves as a foundation for meaningful collaboration between families and the school community in support of student success.

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

At Meadowbrook, we are committed to providing all students with a high-quality education in a supportive, inclusive, and effective learning environment. Our School-Parent Compact outlines the shared responsibilities we uphold to ensure student success.
High-Quality Curriculum and Instruction: We provide a rigorous, engaging, and standards-aligned curriculum designed to meet the academic needs of every student. Instruction is innovative, research-based, and differentiated to support diverse learning styles and help all students meet high academic standards, including those assessed by the Missouri Assessment Program (MAP).
Supportive and Inclusive Learning Environment: We prioritize a safe, respectful, responsible, and welcoming school environment where every student feels valued. We embrace the individuality of each child and celebrate the diversity of our school community.
Whole-Child Development: We nurture the social-emotional growth of students by teaching problem-solving, decision-making, and interpersonal skills. Our classrooms promote responsibility, resilience, and a growth mindset, helping students build confidence and a lifelong love of learning.
Collaborative Teaching Practices: Teachers work in Professional Learning Communities (PLCs) to analyze data, refine instruction, and ensure continuous improvement. Staff are committed to ongoing professional development to maintain effective and equitable teaching practices.
Family and Community Engagement: We foster strong partnerships with families through open, two-way communication. Parents are encouraged to stay informed, participate in school activities, and work collaboratively with staff to support student learning and development.
Advocacy for Students: Above all, we are advocates for each student, striving to ensure they have the support, resources, and encouragement needed to thrive academically and personally.

- [x] Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

  - [x] Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - [x] Issuing frequent reports to parents on their children's progress
  - [x] Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - [x] 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

- [x] 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 Meadowbrook, we are committed to empowering families to be active partners in their child's education. We provide ongoing support to help parents understand the Missouri Learning Standards, the Missouri Assessment Program (MAP), local assessments, and how to effectively monitor their child's academic progress. Key strategies we use include:
Parent-Teacher Conferences: During our fall and spring conferences, teachers provide personalized information on student progress, explain assessment results, and share strategies families can use at home to support academic growth.
Curriculum Nights and Family Events: We host academic-focused events throughout the year, to help families better understand curriculum expectations, assessment tools, and effective home learning strategies.
Digital Access and Tools: We guide families in using platforms like Canvas, SeeSaw, and PowerSchool to track grades, assignments, and classroom updates. Instructions are provided through newsletters and at events.
Multilingual Support: To ensure equitable access, many resources are available in multiple languages, and interpretation support is provided when needed.
Open-Door Communication: We maintain a welcoming and responsive environment where parents feel comfortable reaching out for support. Staff are available for one-on-one guidance during events and throughout the school year.
By providing these resources and supports, Meadowbrook helps parents become informed, confident advocates for their children's academic success.

☑ 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.

Meadowbrook is dedicated to equipping families with the tools, materials, and training needed to support their children's academic success at home. We recognize that informed and engaged parents can make a significant impact on student achievement. We provide this support through a variety of ongoing and intentional strategies:
Weekly Teacher Communication: Teachers regularly share grade-level updates, instructional tips, and learning resources through weekly newsletters and SeeSaw posts. These materials often include strategies families can use to reinforce concepts at home in reading, writing, math, and other core subjects.
Parent-Teacher Conferences: During both fall and spring conferences, families receive tailored academic materials and resources to support specific areas of need. Teachers also provide guidance on how to use these tools effectively at home.
Curriculum Nights and Family Learning Events: Throughout the year, we host academic-focused family nights, such as Math Night or Literacy Night, where parents receive hands-on training and take-home materials to help their children with schoolwork and skill development.
Individualized Support: Families are encouraged to reach out to teachers or school administrators at any time. We value our open-door policy and frequently provide one-on-one assistance, customized learning materials, and goal-setting strategies in response to parent requests.
Accessible Resources: Materials are made available both in print and digitally. We also ensure that language access is provided where needed and as available so all families, regardless of language background, can participate fully.
By providing consistent, accessible, and personalized support, Meadowbrook strengthens the home-school connection and empowers families to take an active role in improving their child's achievement.

☑ 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 Meadowbrook, we prioritize the role of families as equal partners in education and work intentionally to build strong, collaborative relationships between school staff and parents. We provide ongoing professional development and support for teachers, support personnel, and school leaders to strengthen their capacity to effectively engage with families. Key practices include:
Training in Communication Tools: Staff receive professional development-both formally and informally-on effective use of communication platforms such as SeeSaw and S'more. These tools help ensure consistent, transparent, and user-friendly communication between home and school.
Newsletter Expectations and Support: Teachers are provided training and guidance on creating clear, informative, and family-centered newsletters that include updates on classroom learning, important dates, and ways families can support academic success at home.
Ongoing Focus on Parent Partnerships: Through staff meetings and professional learning communities (PLCs), we discuss the importance of parent involvement and share strategies for meaningful engagement. Staff are encouraged to view parents as collaborators and to approach communication with empathy, respect, and a focus on shared goals.
Family Feedback and Co-Creation: When planning family engagement events or reviewing parent communication practices, we actively seek input from families. Their feedback helps shape our approach to better meet their needs and reinforce the value of their role in our school community.
Celebrating Parent Contributions: We recognize and celebrate the many ways parents support their children and our school-whether by volunteering, attending events, offering feedback, or working with students at home. These contributions are acknowledged and appreciated throughout the year.
By investing in staff learning and promoting a culture of partnership, Meadowbrook ensures that teachers and school leaders are equipped to work with families in ways that strengthen student achievement and build lasting ties between home and school.

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

- [x] 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.

To ensure effective involvement of parents and to support a strong partnership between the school, families, and the community, Meadowbrook actively coordinates parent involvement programs with other Federal, State, and local initiatives-whenever feasible and appropriate. These efforts aim to enhance student academic achievement by fostering meaningful and sustained family engagement. Key actions include:
Curriculum Nights and Learning Showcases: We host curriculum nights throughout the year where students showcase their learning and teachers provide parents with practical strategies for supporting learning at home. These events are designed to strengthen the home-school connection and equip families with actionable tools to support their child's academic growth.
Alignment with Community and Early Learning Programs: Meadowbrook works to coordinate family engagement efforts with local preschool programs and community-based initiatives, ensuring a smooth transition into kindergarten and continuity in parent involvement from early learning through elementary school.
Encouraging Full Participation: We are intentional in creating inclusive opportunities for all families to participate, offering flexible scheduling for events, multilingual communication, and outreach strategies tailored to meet the needs of our diverse school community.
Through these coordinated efforts, Meadowbrook strengthens partnerships with families and community organizations, ensuring that all parents are supported in fully engaging with their child's education.

- [x] 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)*

- [x] 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)*
- [x] 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,

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

Comprehensive Needs Assessment Hide

4420 MEADOWBROOK ELEMENTARY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/19/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [x] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

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

Strengths:

While overall enrollment has remained steady, Meadowbrook has seen a slight increase in student diversity compared to last year. This growing diversity enriches our school community and provides valuable opportunities for cross-cultural learning and inclusion. Additionally, the number of students participating in the Free and Reduced Lunch Program has increased, further emphasizing the importance of equitable access to resources and support for all learners.

Weaknesses:

Attendance rates remained consistent with the previous year, despite increased student incentives and enhanced collaboration with families. This year, Meadowbrook experienced a high level of student mobility, with many students transferring in and out, which may have impacted overall attendance trends. Similarly, behavior data remained steady, even with the addition of targeted behavior supports and increased professional development focused on Conscious Discipline.

Indicate needs related to strengths and weaknesses:

Continued support from an experienced, certified behavior specialist will be essential in helping students develop missing social-emotional skills and in reducing office referrals. Additionally, refining and making small adjustments to current attendance initiatives is a priority, with the goal of improving student attendance in the 2025-2026 school year.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] 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)
- [x] Other performance indicators used in analysis:

District Benchmarks for 3rd-5th grade students and screening data.

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

Strengths:

Students scoring proficient/advances on the 3rd-5th grade spring reading benchmark has increased every year over the last three years. The number of 5th grade students scoring proficient or advanced on the 5th grade spring science benchmark has increased over the last three years

Weaknesses:

The number of K-5 students scoring bellow the 15%ile on the Spring FastBridge reading assessment has increased over the last three years. The number of K-5 students scoring bellow the 15%ile on the Spring FastBridge math assessment has increased over the last three years (). Both should be going down.

Indicate needs related to strengths and weaknesses:

To address identified areas for growth, Meadowbrook will continue its partnership with literacy and math consultant to provide ongoing professional development in the area of ELA and Math instruction. This work will be supported through increased peer observations, both within grade levels and vertically, as well as targeted walkthroughs focused on the implementation of teacihing strategies. Additional professional development sessions will be aligned to reinforce and deepen this instructional focus.
To address these concerns, Meadowbrook will:
Provide additional reading support and interventions for students not reading on grade level, especially in the primary grades.
Invest in professional development by bringing in a reading consultant and providing substitute coverage so teachers can engage in high-quality training focused on early literacy strategies and intervention practices.
Monitor the effectiveness of interventions through regular progress checks and data analysis to ensure struggling students are supported early and consistently.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

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

Strengths:

At Meadowbrook, we are committed to delivering high-quality instruction through a guaranteed and viable curriculum. Teachers closely follow the district's curriculum, as confirmed through building walkthroughs, and consistently post and reference "I Can" statements aligned to Missouri Learning Standards within each content block. This practice ensures that learning targets are clear and instruction remains focused and standards-driven. Our school continues to emphasize purposeful technology integration, with all students having access to 1:1 iPads. The intentional use of these devices supports differentiated instruction, engagement, and access to digital learning tools.
Additionally, we have strengthened our use of assessment data to inform instruction. Teachers work together to analyze student work, identify learning needs, and provide timely enrichment and intervention. This data-driven approach ensures that instruction is responsive and targeted, supporting improved student outcomes across grade levels.

Weaknesses:

While Meadowbrook has made progress in strengthening instructional practices, key areas for improvement remain. One ongoing challenge is fully implementing strategies learned from recent Guided Reading professional development. While some grade levels have shown urgency and momentum, others are still working to consistently apply these practices with fidelity across classrooms.
Additionally, staff continue to work toward greater clarity around essential standards and the implementation of standards-based learning. This includes developing and using proficiency scales in all content areas, where appropriate, to ensure consistent expectations and alignment in assessing student mastery.
Continued professional learning and collaboration will be critical to deepening this work and ensuring consistent, high-quality instruction across grade levels.

Indicate needs related to strengths and weaknesses:

To address identified areas for growth, Meadowbrook will continue its partnership with literacy and math consultant to provide ongoing professional development in the area of ELA and Math instruction. This work will be supported through increased peer observations, both within grade levels and vertically, as well as targeted walkthroughs focused on the implementation of teacihing strategies. Additional professional development sessions will be aligned to reinforce and deepen this instructional focus.
To address these concerns, Meadowbrook will:
Provide additional reading support and interventions for students not reading on grade level, especially in the primary grades.To address this, Meadowbrook will streamline processes to establish a more cohesive K-5 system, ensuring students and teachers benefit from clearly defined, vertically aligned routines and expectations. Teachers will participate in vertical team professional development to support this alignment and strengthen instructional continuity schoolwide. These efforts aim to promote a shared instructional vision, increase consistency across classrooms, and improve student outcomes through focused, collaborative professional learning.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

All instructional staff at Meadowbrook are appropriately certified for their assigned teaching areas. Teachers engage in ongoing professional development focused on refining instructional strategies and improving collaboration through Professional Learning Communities (PLCs), which meet weekly. Special educators are intentionally integrated into grade-level PLCs, enhancing collaboration and alignment of instructional practices and expectations across general and special education. The school also uses a strong Multi-Tiered System of Supports (MTSS) model, bringing together specialists to apply their collective expertise in supporting students both academically and behaviorally.

Weaknesses:

Supporting the development of teachers who are new to the profession or new to North Kansas City Schools remains a challenge. These educators often find it difficult to balance multiple instructional expectations while adapting to new systems and practices. Additionally, the fast pace of lesson planning and daily instruction can make it difficult for staff to fully implement and reflect on new learning from professional development.

Indicate needs related to strengths and weaknesses:

To support new teacher development, Meadowbrook will continue to strengthen its induction practices by enhancing new teacher training and implementing purposeful coaching cycles with the Teaching and Learning Coach. Ensuring strong, effective mentor-mentee relationships will be a key focus. There is also a need to provide teachers with dedicated time to process new professional development and to plan for the integration of new strategies into their instructional routines. Expanding the use of coaching, both from instructional coaches and administrators, will further support consistent professional growth and the successful application of new learning schoolwide.

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:

- [x] Parental involvement

- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

As a neighborhood school, Meadowbrook benefits from strong, established relationships with families. Parents express appreciation for the support provided through family involvement nights and resources made available via community partnerships. Ongoing communication between the school and families is another noted strength. Families value the consistency and clarity of the weekly school newsletter, as well as the communication from classroom teachers, which helps them stay informed about school events, academic expectations, and available supports.

Weaknesses:

Despite strong individual relationships, participation in parent surveys remains low. The volume of surveys distributed-both at the district level through NKC Schools and at the building level through Title I-can be overwhelming and confusing for families, which likely contributes to lower response rates. Additionally, efforts to educate families about the importance of regular attendance, academic rigor, and behavioral expectations continue to be an area of need. These messages are not always fully received or understood, particularly among new families or those facing additional challenges.

Indicate needs related to strengths and weaknesses:

To better meet the needs of families and enhance engagement, Meadowbrook would benefit from the addition of an additional social worker time to expand support services for students and families. There is also a need for increased ELL staffing and professional development for teachers focused on using tools like the TalkingPoints app to improve communication with multilingual families. These additions would help reduce barriers, increase clarity and trust, and build stronger, more inclusive partnerships between home and school.

School Context and Organization

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

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

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

Strengths:

Meadowbrook maintains an average class size of 21 students, aligning well with state expectations and allowing for more individualized attention. The school has established a strong foundation in Positive Behavioral Interventions and Supports (PBIS), supported by a behavior interventionist and ongoing Conscious Discipline training. These systems have contributed to a more positive school climate and have helped maintain discipline referral rates. For the fourth consecutive year, Meadowbrook received the highest recognition from Missouri PBIS. In addition, the school earned an 89% score on Missouri's Annual Performance Report (APR), which measures student achievement, growth, and attendance-highlighting Meadowbrook's consistent academic and operational success.

Weaknesses:

Despite stable referral data, the intensity and complexity of students' behavioral and social-emotional needs continue to exceed the support capacity available within the current staffing structure. Many staff members are still building confidence and skill in Tier 1 behavior strategies, which are essential for proactively supporting students in the classroom. Ensuring all staff are fully trained in foundational behavior techniques remains a key area of growth.

Indicate needs related to strengths and weaknesses:

To meet the growing behavioral and emotional needs of students, Meadowbrook would benefit from the continued addition of a certified behavior specialist who can support both proactive strategies and responsive interventions. Continued professional development in Conscious Discipline is also needed to equip teachers with effective Tier 1 strategies for classroom management and student support. Additional resources and interventions should be made available to assist students in developing essential social-emotional skills and to strengthen the overall support system within the 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	1. There is a need to continue to provide an additional reading teacher at Meadowbrook. This teacher would continue to provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would continue to progress monitor student progress throughout the year.
2	2. There is a need to continue to provide a schoolwide-certified behavior specialist. This position would continue to be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small-group SEL instruction and partner with parents on specific plans for success.
3	3. There is a need to support staff with professional development and classroom supplies. This will aid in Meadowbrook’s ability to provide high quality instruction for learners and meet our building goals academically and behaviorally.
4	There is a need to work with math and literacy consultant to provide high quality PD to staff. There is a need to support facilitation of PD with sub coverage.
5	

Schoolwide Program Hide

4420 MEADOWBROOK ELEMENTARY

SCHOOLWIDE PROGRAM

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

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☑ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☑ **Supplemental instruction**

		Subject areas and grade levels to be served (mark all that apply)	
1	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☑ Reading	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☑ Other Social Emotional Learning	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
- ☑ Pull out/resource classroom
- ☑ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☑	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

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

☐ **Professional Learning Communities**

☑ **Schoolwide Positive Behavior Support**

☑ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Meadowbrook is committed to ensuring that all students-including those in identified subgroups-are provided with the support and opportunities necessary to meet the challenging expectations of the Missouri Learning Standards.
Tier 1 Instructional Support: Ongoing professional development for teachers will be integrated into the school year through an on-site literacy consultant (Sunday Cummins). This targeted support will strengthen Tier 1 reading instruction and ensure that core instructional practices are aligned, rigorous, and accessible to all students.
Targeted Academic Interventions: An additional reading specialist will be added to support Tier 2 and Tier 3 intervention services for students identified through the Multi-Tiered System of Supports (MTSS) process. This position will allow for more focused, small-group instruction tailored to the specific needs of struggling readers, including students with disabilities, English language learners, and students from economically disadvantaged backgrounds.
Social-Emotional and Behavioral Support: To address increasing behavioral needs, an additional behavior specialist will support students qualifying for behavior interventions through MTSS. This role will focus on developing social-emotional skills and implementing behavior supports that allow students to better access academic instruction.
Extended Learning Opportunities: Meadowbrook offers Summer School programming for all students, which provides additional academic support and enrichment. These extended learning opportunities reinforce grade-level content, address learning gaps, and promote readiness for the upcoming school year.
Through these strategies, Meadowbrook aims to provide equitable, inclusive, and high-quality learning experiences for all students, ensuring every child is supported in reaching the Missouri Learning Standards.

- [x] Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Meadowbrook is committed to using research-based methods and instructional strategies that enhance the academic program and promote high levels of learning for all students.
Professional Learning Teams (PLTs): Teachers collaborate regularly in professional learning teams to analyze student data, align instruction to Missouri Learning Standards, and develop targeted instructional strategies. This collaborative approach ensures consistency, rigor, and responsiveness in classroom instruction across all grade levels.
Multi-Tiered System of Supports (MTSS): Meadowbrook uses the MTSS framework to identify and support students who need additional academic or behavioral assistance. This system ensures timely intervention at Tier 2 and Tier 3, allowing students to receive the right support at the right time to improve academic outcomes.
School-Wide Positive Behavior Support (PBIS): A strong PBIS framework promotes a safe and structured learning environment. This foundation allows instructional time to be maximized and supports the development of student self-regulation, both of which are essential for academic success.
Standards-Aligned Instruction: All Missouri Learning Standards are taught to all students, ensuring equitable access to grade-level content. Instructional strategies are differentiated to meet the diverse needs of learners while maintaining high expectations for all.
Targeted Services for Subgroups: Meadowbrook provides English Language Learner (ELL) services and academic interventions for all students who qualify, ensuring that students from historically underserved populations receive the support necessary to access and master grade-level standards.
Together, these strategies ensure that Meadowbrook's academic program remains strong, inclusive, and focused on continuous improvement to meet the needs of every learner

- [ ] Increase the amount of learning time
  - [ ] Extended school year
  - [ ] Before-and/or after-school programs
  - [ ] Summer program
  - [ ] Other

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

For those students who qualify, NKC Schools supports the SAGE (Students in Academically Gifted Education), PEGS (Program for Exceptionally Gifted Education), and accelerated math course for 5th grade students to take 6th grade math.

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

- [x] 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

Teacher teams review and analyze data and group students for teteaching of priority standards as needed.

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [x] 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

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [x] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

Mathematics Instructional Coaching; Behavior Intervention Coaching

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

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

PARENT COMMENTS *Section 1116 (c)(5)*

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

◉ Yes
○ No

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

School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

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