



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

Funding Application: Plan - Title II.A Version: Initial Status: Submitted

☒ Number

☐ Name

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Title II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- ☐ The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

To increase student achievement and ensure mastery of the Missouri Learning Standards, funds will be strategically allocated to support class size reduction through the hiring of four additional certified teachers. Reducing class sizes will provide students with increased access to individualized instruction, targeted interventions, and stronger relationships with classroom teachers. Smaller instructional settings will allow teachers to more effectively differentiate instruction, monitor student progress, and respond to the academic and social emotional needs of all learners, particularly students identified as academically at risk. This investment is intended to strengthen Tier 1 instruction and create greater opportunities for student engagement, feedback, and academic growth across all grade levels.

To strengthen the effectiveness and instructional capacity of teachers, principals, and school leaders, funds will also be used to provide sustained, job embedded professional development in partnership with professional consultants specializing in literacy instruction. Kindergarten through fifth grade teachers and instructional leaders will engage in professional learning focused on the science and development of reading and writing instruction. Training opportunities will support educators in understanding the developmental stages of reading, identifying characteristics of struggling readers, and implementing targeted, evidence based instructional strategies designed to improve student literacy outcomes. Professional development will also focus on strengthening guided reading, conferring practices, small group instruction, and the use of formative assessment data to inform instruction.

School leaders and principals will collaborate alongside teachers and consultants to develop clear instructional expectations aligned to district literacy expectations and the workshop model. These expectations will serve as a foundation for classroom walkthroughs, instructional coaching, and actionable feedback conversations that support continuous instructional improvement. Principals and instructional leaders will receive support in calibrating observations, identifying high leverage instructional practices, and providing timely feedback that directly impacts teaching and learning. This collaborative approach will ensure consistency in literacy instruction across classrooms and buildings while strengthening leadership capacity to sustain instructional improvement efforts.

Additionally, teachers and leaders will work with consultants to deepen their understanding of how to nurture student writers and support intellectual growth and development through authentic literacy experiences. Professional learning will include a focus on fostering reading and writing development in primary and intermediate grades, understanding the foundational beliefs and structures that support strong literacy instruction, and implementing the essential components of the workshop model. Educators will strengthen their ability to create student centered learning environments that promote independence, critical thinking, academic discourse, and student ownership of learning. Professional development will also emphasize culturally responsive instructional practices that honor student voice, identity, and diverse learning experiences.

Funds will further support the purchase of professional literature and instructional resources selected in collaboration with instructional coordinators and district leaders. These resources will provide teachers and administrators with research-based strategies, instructional frameworks, and tools aligned to district goals and literacy initiatives. Professional literature will serve as an ongoing support for professional learning communities, coaching cycles, collaborative planning, and continuous reflection on instructional practices. Professional development opportunities will also be provided to support educators in the areas of social emotional learning. This training is essential in equipping educators with the knowledge and skills necessary to understand how trauma, stress, and adverse experiences impact student learning, behavior, and emotional regulation. Educators will learn strategies to create safe, supportive, and predictable learning environments that foster belonging, resilience, and positive relationships. By deepening staff understanding of student behavior through a trauma informed lens, schools will strengthen their ability to respond proactively to student needs while reducing barriers to academic success.

Specifically, we will meet the needs of professional learning through:

Sunday Cummins Guided Reading Consultant: Custom on site professional learning experiences with a focus on students reading and writing in response to different types of informational sources including traditional texts, video and infographics.

Matt Glover ELA Writing Instruction Consultant: Enhancing current instructional approach

- ☒ These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

These initiatives are intentionally aligned to the Missouri Learning Standards to ensure all students receive rigorous, standards-based instruction that promotes academic growth and achievement. Professional development in reading and writing instruction will support teachers in implementing instructional practices that strengthen students' abilities in foundational literacy skills, reading comprehension, written communication, speaking, listening, vocabulary acquisition, and critical thinking. Through the implementation of evidence-based literacy strategies, educators will be better equipped to provide instruction that aligns to grade level expectations and supports students in mastering the competencies outlined within the Missouri Learning Standards for English Language Arts.

Additionally, the district's focus on instructional coaching, workshop model implementation, SEL practices, and collaborative professional learning directly supports the Missouri Learning Standards' emphasis on student engagement, problem solving, communication, and application of knowledge. By strengthening instructional practices, increasing opportunities for differentiated instruction, and creating supportive learning environments, educators will be able to provide students with equitable access to high quality instruction aligned to state standards. These efforts will help ensure students are prepared to meet grade level expectations and demonstrate continued academic growth across all content areas.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- ☒ The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

The district will implement a comprehensive system of professional growth and continuous improvement designed to strengthen instructional practices and increase student achievement. Professional learning opportunities will include ongoing coaching, collaborative planning, job embedded professional development, and instructional support aligned to district priorities and the Missouri Learning Standards. Teachers, principals, and instructional leaders will participate in sustained learning cycles that focus on reflection, implementation, feedback, and continuous refinement of instructional practices. This system is designed to ensure professional learning is not a one-time event, but an ongoing process that builds educator capacity over time. Professional growth systems will include collaborative professional learning communities where teachers analyze student data, identify instructional needs, develop targeted interventions, and share effective instructional strategies. School leaders and instructional coordinators will support these collaborative structures by facilitating data discussions, monitoring implementation of instructional practices, and providing actionable feedback aligned to district expectations. Teachers will also engage in classroom observations, demonstration lessons, peer collaboration, and coaching cycles that allow educators to learn from one another and strengthen instructional consistency across classrooms and grade levels. Additionally, the district will utilize instructional walkthroughs, coaching conversations, and reflective goal setting to support continuous improvement for teachers and school leaders. Principals and instructional leaders will work collaboratively with staff to identify areas of strength, establish professional growth goals, and monitor progress toward implementation of high leverage instructional practices. Professional literature, consultant support, and ongoing training opportunities will further strengthen educator knowledge and instructional expertise. Through these systems of professional growth and improvement, the district will build a culture of collaboration, reflection, and shared accountability focused on improving outcomes for all students. To ensure that all students, including advanced learners, are challenged and supported in reaching the expectations of the Missouri Learning Standards, Title II funds may be used to provide professional learning focused on gifted education and talent development. Teachers and school leaders will deepen their understanding of identifying and nurturing giftedness across diverse student populations, including students from historically underrepresented groups. Professional development will focus on recognizing advanced learning behaviors, differentiating instruction, providing enrichment opportunities, and creating learning experiences that promote critical thinking, creativity, problem-solving, and student agency. Educators will learn strategies to increase rigor within Tier 1 instruction so that gifted learners consistently engage in meaningful and appropriately challenging work. The LEA will also support collaboration between classroom teachers, instructional coaches, and gifted education specialists to strengthen instructional practices for advanced learners. Through professional learning communities, data analysis, and instructional coaching, educators will examine student performance data and classroom evidence to identify opportunities for extension and acceleration. School leaders will monitor the implementation of gifted education practices through classroom observations, feedback cycles, and professional learning conversations to ensure that advanced learners continue to demonstrate growth and achievement.

PRIORITIZING FUNDS

- ☐ The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- ☒ Not applicable (no targeted/comprehensive schools)

- ☒ The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

The LEA will prioritize the allocation of funds to schools with the highest percentages of economic deprivation in order to ensure students with the greatest academic and social emotional needs receive additional support and resources. Funding decisions will be based on student poverty data, identified academic needs, school performance indicators, and access to instructional supports. Schools with higher concentrations of economically disadvantaged students often require increased staffing, intervention services, instructional resources, and family support systems to address barriers that may impact student achievement. By prioritizing funding in these schools, the LEA seeks to promote equitable access to high quality instruction, targeted interventions, and supportive learning environments that increase opportunities for student success. In addition to staffing and instructional supports, the LEA will prioritize professional development, family engagement resources, and student support services in schools with the highest levels of economic deprivation. Funds may be used to support class size reduction, literacy and math intervention programs, trauma informed practices, social emotional learning supports, and extended learning opportunities designed to accelerate student growth. The LEA will continuously review student achievement data, attendance data, behavioral trends, and school improvement needs to ensure resources are allocated strategically and aligned to the goal of reducing achievement gaps and improving outcomes for all students.

USING DATA AND ONGOING CONSULTATION

- ☒ The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

The LEA will use multiple sources of data to evaluate the effectiveness of Title II activities and ensure professional learning opportunities are aligned to district and school improvement goals. Data sources may include student achievement results, formative assessment data, educator feedback, classroom walkthrough trends, instructional coaching data, educator evaluation information, attendance data, and behavioral indicators. The LEA will regularly analyze this information to identify areas of instructional strength, determine professional learning needs, and adjust supports to improve educator effectiveness and student outcomes. This continuous review process will allow the district to make informed decisions regarding professional development priorities, resource allocation, and instructional support systems.

The LEA will also engage in ongoing consultation and collaboration with teachers, principals, instructional leaders, support staff, families, and other stakeholders to guide the development and refinement of Title II activities. Feedback will be gathered through surveys, collaborative meetings, professional learning communities, leadership discussions, and school improvement planning processes. This ongoing consultation process will ensure that professional development opportunities remain responsive to the needs of educators and students while supporting the implementation of evidence based instructional practices. Through continuous collaboration and data analysis, the LEA will strengthen the quality, relevance, and impact of Title II programs and services across the district.

Title II funds will support professional development designed to strengthen educators' ability to develop students' critical thinking, creativity, collaboration, and problem-solving skills. The district will partner with two experienced consultants who will provide complementary learning opportunities for staff. Susan Maynor will lead professional development focused on cultivating a "Creative Mindset." This training will help educators examine instructional practices that encourage curiosity, innovation, productive risk-taking, and flexible thinking across grade levels and content areas.

Wes Parham will facilitate two Think Tank experiences for district staff. These sessions will provide collaborative opportunities for educators to explore research-based strategies, analyze current instructional practices, and design learning experiences that promote deeper student thinking. In addition to facilitating the Think Tanks, Parham will support staff with planning for implementation. This follow-up support will help participants translate professional learning into practical classroom applications and identify next steps for sustained implementation.

Together, these professional development experiences will increase educator capacity to create rigorous, engaging, and student-centered learning environments. The combination of training, collaboration, and implementation planning will promote the consistent use of practices that build students' thinking skills. The district will monitor implementation through participant feedback, instructional planning artifacts, classroom observations, and evidence of increased opportunities for students to engage in creative and higher-order thinking.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- ☒ The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- ☐ Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- ☒ The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

District/LEA Comments

DESE Comments