



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

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

☒ Number ☐ N

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

ESEA Plan Home Print Cancel Print Mode

Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve stu achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

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 amen Student Succeeds Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

☐ The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

- ☐ This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- ☒ Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

NEEDS ASSESSMENT

- ☐ Needs assessment not required
 - ☐ LEA receives allocation less than \$30,000, or
 - ☐ The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- ☐ The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
 - (A) access to, and opportunities for, a well-rounded education for all students;
 - (B) school conditions for student learning in order to create a healthy and safe school environment; and
 - (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- ☒ The needs assessment has been conducted within the past three years.

Date of Needs Assessment
5/6/2025

Well-Rounded Education Section 4106 (d)(1)(A)
Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathe languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

North Kansas City Schools is committed to providing all students with access to a well-rounded educational experience that prepares them for success in college, career, and life. Title IV, Part A funds will be used to expand opportunities for students to engage in rigorous, relevant, and enriching learning experiences that foster critical thinking, creativity, collaboration, communication, and problem-solving skills. These opportunities support the district's commitment to ensuring students are prepared to thrive in an ever-changing world while meeting the expectations outlined in the Missouri Learning Standards.

As part of the district's commitment to career readiness and authentic learning experiences, North Kansas City Schools has revised ninth, tenth, and eleventh-grade core courses to include industry-themed projects aligned to each school's School Of pathway. These experiences provide students with meaningful opportunities to connect academic content to real-world applications while exploring career interests and developing future-ready skills. Title IV funds will support efforts that enhance student engagement, expand career exploration opportunities, and strengthen connections between classroom learning and workforce readiness.

North Kansas City Schools also recognizes the importance of providing students with innovative learning experiences that spark curiosity and creativity. Through the Future Ready Lab, all fifth-grade students participate in hands-on STEAM learning experiences, including work with animatronics and other emerging technologies. These opportunities encourage students to apply science, technology, engineering, arts, and mathematics concepts through inquiry, design, and problem-solving. Title IV resources will continue to support innovative learning environments that prepare students to become adaptable thinkers, creators, and problem solvers.

To support safe, inclusive, and healthy learning environments, North Kansas City Schools will utilize Title IV funds to strengthen initiatives that promote student belonging, engagement, and leadership. Each school maintains a Diversity Council that provides students with opportunities to develop leadership skills, engage in meaningful conversations, celebrate diverse perspectives, and contribute to a positive school culture. These councils play an important role in fostering environments where all students feel valued, respected, and connected. The district believes that a strong sense of belonging is essential to both academic achievement and student well-being.

The district will continue to invest in social-emotional learning, student wellness initiatives, and supports that address the academic, behavioral, social, and emotional needs of students. Professional learning opportunities will help educators strengthen their ability to create inclusive learning environments, build positive relationships with students, and implement practices that support student success. Funds may also support programs and services designed to increase student engagement, improve school climate, and promote positive behavioral outcomes.

North Kansas City Schools will also utilize Title IV funds to improve the effective use of technology to enhance teaching and learning. Technology resources and professional development will support personalized learning, student collaboration, creativity, and instructional innovation. Educators will receive ongoing support to effectively integrate technology into instruction while promoting digital citizenship and responsible technology use. The district will continue to prioritize equitable access to technology and learning opportunities that prepare students for success in a digital world.

The effectiveness of Title IV-funded activities will be evaluated through student participation data, achievement data, school climate indicators, behavioral outcomes, student feedback, and implementation evidence. District and building leaders will regularly review these measures to assess program impact, identify opportunities for improvement, and ensure that resources are strategically aligned to the district's mission and strategic priorities. Through these efforts, North Kansas City Schools will continue providing students with engaging, inclusive, and future-focused learning experiences that support academic success and personal growth.

Weaknesses

While North Kansas City Schools has made significant progress in providing innovative and engaging learning opportunities for students, several areas of need remain. Access to STEAM learning experiences is not yet equitable across all schools, as funding limitations have impacted the development and sustainability of makerspaces and other hands-on innovation environments. Expanding access to these opportunities will help ensure that all students, regardless of school assignment, have opportunities to engage in creative problem-solving, design thinking, engineering practices, and technology-rich learning experiences. Additionally, the district recognizes the importance of continuing to pilot and scale innovative instructional practices that can lead to systemic improvement. Investing in professional learning, instructional innovation, and emerging educational practices will support the district's commitment to continuous improvement and preparing students for future success. Finally, while North Kansas City Schools offers a variety of rigorous academic opportunities, additional efforts are needed to increase student participation in advanced coursework, including Advanced Placement, dual-credit, honors, and career pathway experiences. Expanding access and reducing barriers to participation will help ensure more students are challenged academically and graduate prepared for postsecondary education, careers, and lifelong learning.

If indicated, state need(s) identified pertaining to a well-rounded education for all students

North Kansas City Schools has identified several priorities to ensure all students have equitable access to engaging, future-focused learning opportunities. A primary area of need is closing the equity gap related to makerspaces and STEAM programming across schools so that all students, regardless of attendance area, have access to high-quality hands-on learning experiences that foster creativity, innovation, collaboration, and problem-solving. The district seeks to provide a more consistent STEAM experience for students by expanding resources, strengthening instructional practices, and providing professional development for teachers focused on innovative instructional strategies and authentic ways for students to demonstrate and showcase their learning. North Kansas City Schools will also continue to expand and enhance the successful STEAM experiences currently provided through the Future Ready Lab, ensuring students have opportunities to engage with emerging technologies, engineering design, computational thinking, and real-world problem-solving. Additionally, the district is committed to increasing student access to rigorous coursework and advanced learning opportunities while expanding career awareness and exploration experiences beginning in elementary school. By providing K-5 students with meaningful exposure to career pathways, industry connections, and authentic learning experiences, the district will help students develop future-ready skills and make stronger connections between their learning and potential career opportunities.

Healthy and Safe School Environment Section 4106 (d)(1)(B)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

North Kansas City Schools has established strong systems and practices that support safe, healthy, and supportive learning environments for all students. The district's Multi-Tiered System of Supports (MTSS) provides a comprehensive framework for addressing both the academic and social-emotional needs of students through a tiered approach that ensures interventions and supports are matched to individual student needs. This work is complemented by strong implementation of Positive Behavior Support (PBS) practices across schools, creating consistent expectations, reinforcing positive behaviors, and fostering positive school climates that support student success. Additionally, schools have begun implementing Conscious Discipline practices to strengthen relationship-centered approaches, increase self-regulation skills, and build emotionally safe learning environments for students and staff. These efforts have contributed to positive school culture outcomes, as evidenced by Panorama survey data indicating that North Kansas City Schools consistently performs above national norms across multiple measures related to school climate, student engagement, and sense of belonging. Together, these systems and practices demonstrate the district's commitment to supporting the whole child and creating environments where students feel safe, connected, and ready to learn.

Weaknesses

While North Kansas City Schools has established strong systems to support student well-being, several areas of need remain to ensure all students experience safe, supportive, and inclusive learning environments. District data and school feedback indicate a continued need to strengthen students' social-emotional competencies, particularly in the areas of self-regulation, emotional awareness, problem-solving, and conflict resolution. Schools also seek to strengthen the consistent implementation of positive reinforcement practices that recognize and reinforce desired behaviors while fostering student motivation and engagement. Additional work is needed to build sustainable systems that support positive behavior recognition and ensure consistency across classrooms, grade levels, and schools. Furthermore, the district recognizes the importance of continuing to expand social-emotional learning supports and mental wellness resources to address the diverse needs of students. Additional attention is also needed to strengthen bullying and harassment prevention efforts through student education, staff training, proactive interventions, and schoolwide practices that promote respect, inclusion, and a strong sense of belonging for all students. Addressing these areas will further support the district's commitment to creating learning environments where every student feels safe, valued, and empowered to succeed.

If indicated, state need(s) identified pertaining to school conditions for student learning

North Kansas City Schools has identified several indicators that demonstrate the need for continued investment in safe and healthy learning environments. Schools continue to see the importance of providing students with access to high-quality social-emotional learning curriculum that explicitly teaches self-awareness, self-management, relationship skills, responsible decision-making, and social awareness. Data from student support teams, behavioral trends, and school climate measures also indicate the need for ongoing preventive strategies that proactively address student well-being before challenges escalate. Additionally, the district recognizes the importance of maintaining and strengthening systems that support students experiencing crisis situations, ensuring timely interventions, coordinated supports, and access to appropriate resources for students and families.

The district has also identified a need to continue developing systems that prioritize connection over control by teaching students self-regulation, empathy, resilience, and problem-solving skills. Building emotionally safe learning environments through positive relationships and supportive adult interactions remains a key priority across schools. These approaches help reduce behavioral conflicts, increase student engagement, strengthen school connectedness, and improve overall school climate. By investing in practices that foster emotional safety and healthy relationships, North Kansas City Schools will continue creating environments where students are equipped with the skills necessary to thrive academically, socially, and emotionally while developing the confidence and independence needed for future success.

Effective Use of Data and Technology Section 4106 (d)(1)(C)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

North Kansas City Schools has established a strong foundation for the effective use of technology to support teaching and learning. The district provides equitable access to digital learning tools by ensuring that every kindergarten through eighth-grade student has access to an iPad and every ninth through twelfth-grade student has access to a laptop. This commitment to one-to-one technology access allows students to engage in personalized learning experiences, collaborate with peers, access digital resources, and develop the technology skills necessary for success in college, careers, and life. The district's technology infrastructure supports both classroom instruction and opportunities for learning beyond the school day, helping to ensure all students have access to high-quality educational experiences.

In addition to providing access to devices, North Kansas City Schools invests in ongoing professional learning to help educators effectively integrate technology into instruction. Teachers participate in professional development aligned with research-based best practices for instructional technology, digital learning, student engagement, and personalized instruction. The district further supports implementation through instructional technology coordinators who provide coaching, modeling, training, and technical assistance to teachers and school leaders. These supports help educators leverage technology to enhance learning, increase student engagement, strengthen instructional practices, and prepare students with the digital literacy skills needed to thrive in an increasingly technology-driven world.

Weaknesses

While North Kansas City Schools has made significant investments in technology access and infrastructure, the district recognizes the ongoing challenge of keeping pace with rapidly evolving technologies and emerging instructional practices. As digital tools, artificial intelligence, and innovative learning platforms continue to advance, there is a need to continually evaluate and expand how technology is utilized to enhance teaching and learning. The district seeks to move beyond technology as a tool for consumption and toward opportunities that empower students to create, design, collaborate, problem-solve, and demonstrate deeper learning through authentic and innovative experiences.

Additionally, ongoing professional learning is needed to help educators identify new and effective ways to integrate technology into curriculum and instruction. While students have access to devices, continued support is necessary to ensure technology is used to transform learning rather than simply digitize traditional practices. The district remains committed to exploring innovative instructional approaches that leverage technology to increase student engagement, personalize learning, foster creativity, and prepare students with the skills necessary for success in a rapidly changing and technology-rich world.

If indicated, state need(s) identified pertaining to school conditions for student learning

Professional development focused on instructional technology is essential to North Kansas City Schools' commitment to providing innovative, engaging, and future-ready learning experiences for all students. While access to devices and digital resources creates opportunities for learning, the greatest impact occurs when educators possess the knowledge and skills to integrate technology in meaningful ways that enhance instruction and improve student outcomes. Ongoing technology professional development equips teachers with strategies to personalize learning, increase student engagement, foster collaboration, promote creativity, and provide students with authentic opportunities to demonstrate their understanding. As technology continues to evolve, including advancements in artificial intelligence, digital content creation, and interactive learning platforms, educators must have access to continuous learning opportunities that help them effectively leverage these tools to support high-quality instruction. By investing in instructional technology professional development, North Kansas City Schools strengthens educator capacity, maximizes the district's technology investments, and ensures students develop the digital literacy, critical thinking, communication, and problem-solving skills necessary for success in college, careers, and life.

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	1	Provide district opportunity for students to experience a state-of-the-art STEAM lab, NKC Schools' Future Ready Lab. Provide money annually to buildings to replenish Makerspace materials. Provide students additional opportunities to prepare for the math course when transitioning to the high schools. IB Teacher PD and Materials. Enhance arts and physical education opportunities for students.
Healthy and Safe School Environment	2	Provide on-site support to schools implementing behavior intervention strategies through a consultant. Promote supportive school climate in Middle Schools - purchase of Live School licenses. Provide resources for building Diversity Councils. Conscious Discipline training to help adults work with children to develop executive functioning skills.
Effective Use of Technology	3	Teacher professional development in the area of technology integration through Building Technology Specialists and District Instructional Technology Coordinators

DESCRIPTIONS

Partnerships Section 4106 (e)(1)(A),(E)

- ☒ Not Applicable
- ☐ The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)

- ☒ Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Work Based Learning Support K-12	Provide each grade level to work based learning opportunities	Provide a variety of different industry experiences for students K-12	Quality Indicators designed by work based learning partners
Enhance the arts and physical education opportunities for students	Increase engagement and interest in the arts and physical fitness	Increased sense of belonging and participation	Qualitative data from participants
IB support - identification of students, support for coursework	Increase enrollment in higher level coursework	Increased enrollment and success in completing the coursework	enrollment data grades/pass rates
Future Ready Lab (STEAM, Animatronics Lab)	To provide students with a strong foundation in creativity, empowerment, innovation, and entrepreneurship to keep pace with our nation's need to create students who are college and career-ready.	Provide a hands-on, interactive environment to foster creativity, critical thinking, and problem-solving skills, while sparking interest in different careers in the fields of science, technology, engineering, arts, and mathematics.	Portrait of a Graduate Learning Targets, as well as student and teacher surveys.
Future Ready Lab Coordinator	Coordinate student and teacher experiences in the Future Ready Lab	Provide students an exploratory experience in the Future Ready Lab connected to the curriculum. Working with teachers to share innovative and creative ways to display student learning. Expose students to numerous college and career opportunities.	Portrait of a Graduate Learning Targets, as well as student and teacher surveys.

Safe and Healthy Students Section 4106 (e)(1)(C),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Promote supportive school climate in Middle Schools - purchase of Live School licenses	Implement PBIS and have a student-tracking system	Positive climate/students feeling safe at school	Panorama survey data

Provide resources for building Diversity Councils	Provide buildings with resources to support student health and well-being	Positive climate/students feeling safe at school	Panorama survey data
Onsite consults for Behavior Intervention Support	Provide professional development and onsite support to support student behaviors	Improved sense of belonging and social, emotional concepts	EduClimber Data, Panorama Survey data, and PD Evaluation Data
Conscious Discipline professional development for teachers and leaders	Provide professional development to help adults work with children to develop executive functioning skills.	Meet students' three hierarchical needs of safety, connection, and problem solving.	EduClimber Data, Panorama Survey data, and PD Evaluation Data
Onsite consults from brain development.	Provide professional development to help adults work with children to develop executive functioning skills.	Meet students' three hierarchical needs of safety, connection, and problem solving.	EduClimber Data, Panorama Survey data, and PD Evaluation Data

Effective Use of Technology Section 4106 (e)(1)(D),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Technology Coach professional development in the area of technology integration through the attendance of the Apple Conference (our coaches attend every 3-5 years and this is their year)	Ensure our coaches are up to date on the newest ways to effectively implement technology and access for our students. This will lead to helping equip teachers with the tools and knowledge for authentic implementation of technology.	Through the use of instructional technology, students are better equipped to achieve at high levels, collaborate with peers, and think critically. Staff, students, and families have the ability to communicate and track data regarding behavior interventions.	Teacher and student surveys

ADDITIONAL ASSURANCES

High Priority Schools

- ☒ The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
- ☒ are among the schools with the greatest needs; (required)
 - ☒ have the highest percentage of economic deprivation; (required)
 - ☐ are identified for comprehensive support and improvement; (if applicable)
 - ☐ are implementing targeted support and improvement plans; (if applicable)
 - ☐ are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

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

Utilizing funds in multiple program areas

- ☐ The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- ☒ The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- ☒ At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- ☒ At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- ☒ A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
 - ☒ Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

- ☒ The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

DESE Comments

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Current User: DESEPUBLIC

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