



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



Funding Application: Plan - School Level - 4160 CRESTVIEW ELEMENTARY Version: Initial Status: Submitted

☒ Number

☐ Name

Select District

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

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4160 CRESTVIEW ELEMENTARY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

4/14/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

Decrease in office referrals and suspensions compared to last Year
Family Involvement activities after school
ELL Subgroup providing above the state of Missouri
Attendance increased from last year
Growth in ELA and Math benchmark scores.

Weaknesses:

Continue to work to have common language building wide in regard to behavior and SEL curriculum.

Indicate needs related to strengths and weaknesses:

We continue to have a need for Reading Specialist support at Crestview to provide intentional small group reading instruction for students in need. We continue to have a need for a math interventionist who can provide small group direct instruction via research based small group instructional practices in response to students' needs based on MTSS data. We continue to have a need for a full time Behavior Interventionalist to provide student and staff support and proactively address and support student needs. We have the need to increase support, structure, and professional development around navigating student behavior and using effective strategies for proactively addressing student needs and behaviors, addressing the brain science and how to regulate emotions. Due to the percentage of our students participating in Free and Reduced lunch we have the need to provide yearbooks for all students K-5 to create a sense of belonging and inclusion. We have the need to provide materials and supplies for staff K-5 because families routinely are unable to provide learning supplies for our students as needed throughout the year. We have the need to provide real-world learning experiences for our PreK-5 students.

Student Achievement

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

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

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

Strengths:

- Minimal to no achievement/opportunity gap between students who participate in FRL versus our students that do not participate in FRL
- Very positive caregiver survey results
- High level of involvement at Family Involvement Events
- Strong and effective supports for students' individual needs
- Emergent bilingual (ELL)
- Reading Support
- Math Support
- MTSS
- On Track rating Math Student Group for the Missouri Assessment Program
- Above average rating for Math growth building wide for the Missouri Assessment Program
- Above average rating for Math student group for the Missouri Assessment Program.
- 57.4% of our students are reading at or above grade level according to the Fountas and Pinnell assessment.

Weaknesses:

- Significant Achievement gap between those students receiving SPED services and students not receiving services for the Missouri Assessment Program.
- Approaching rating ELA building wide for the Missouri Assessment Program according to DESE
- Approaching rating MATH building wide for the Missouri Assessment Program according to DESE
- Approaching rating SCIENCE building wide for the Missouri Assessment Program according to DESE
- Average Growth rating ELA for the Missouri Assessment Program according to DESE
- Average Growth ELA student group for the Missouri Assessment Program according to DESE
- Below District and State in ELA
- Below District and State in MATH
- Below District and State in SCIENCE

Indicate needs related to strengths and weaknesses:

Teaching and Learning Coach full time certified position to provide coaching and support to our new teachers as well as all staff in the implementation of our curriculum, instruction, assessment and the professional learning community process.

Science Professional Development

Professional Development from Conscious Discipline

Professional Development from Sunday Cummins

Incentives for Attendance

Curriculum and Instruction

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

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

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

Strengths:

The principal conducts 7-10 classroom walk throughs each week and collects curriculum and instruction data. During these walk throughs the strengths that were observed in regard to curriculum and instruction were as follows: strong implementation of the workshop model, implementation of the you do, we do, I do model for mathematics instruction as well as Eureka Squared instructional implementation, high levels of student engagement and time on task, and meaningful relationships between adults and students.

Weaknesses:

An area for continued improvement at Crestview is in the area of the skill/strategy instructional model for reading and writing instruction and conducting high quality student conferences during readers and writer's workshop. Implementation of our Science SE model, Guided Reading, Social Studies Inquiry Model, Reading Foundations.

Indicate needs related to strengths and weaknesses:

Professional development opportunities around math and literacy. Sub coverage to support the facilitation of PD

- Continued allocation of 1.5 reading teachers
- .5 Para to provide academic interventions
- Continued need for additional reading support and staff above and beyond what the district provides
- Continued support for Emergent Bilingual Students
- Continued support for the MTSS process and interventions and targeted Guided Reading instruction and PD
- Continue to be intentional with our instructional practices, curriculum and instruction to ensure we are eliminating the achievement/opportunity gap for all students
- Continued support of a math interventionist who can work with students on targeted, research-based, small-group math interventions
- Continued need for full-time certified Behavior Interventionist.
- Additional literacy professional development for teachers similar but not limited to training with Sunday Cummins in the area of small group guided reading instruction.
- Additional professional development on the SE science instructional model and the curriculum, instruction, and assessment around science.
- Off-campus learning opportunities for K-5 focused on mathematics, business, science, and literacy to help broaden the context of the Missouri Learning Standards and apply student's understanding in a real-life context.
- Purchase items for all classrooms for use with emotional self-regulation throughout the school day
- Updated classroom library collections, classroom teacher needs/tools that are beyond a typical purchase cost, intervention tools for your B.I., etc.

Professional Development from Conscious Discipline
Professional Development from Sunday Cummins

High Quality Professional Staff

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

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

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

Strengths:

All our professional/certified staff are appropriately certified. 53.3% of our teaching staff have a master's degree or higher in college education. The average years of teaching experience amongst Crestview teachers is 9.2 years.

Weaknesses:

Multiple staff are new to teaching

Indicate needs related to strengths and weaknesses:

The Crestview principal, assistant principal, and teaching and learning coach work relentlessly to continue to provide high levels of support for first year teachers and all staff at Crestview to help each staff member maximize their full potential as an educator.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

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

Strengths:

We have very successful family attendance at all family involvement events. We have bi-monthly family involvement opportunities at our school. We had very successful parent participation at Spring Student Success Fair with 502 people attending this event.

Weaknesses:

Continue to increase the amount of family involvement nights throughout the year and involve more staff into the planning/preparation/execution process. Continue to pay certificated staff off-contract pay for the purpose of planning and conducting your parent involvement events, include that as well.

Indicate needs related to strengths and weaknesses:

Continue to seek varied ways to engage our parents with what is occurring at our school and engagement them as our partners.

School Context and Organization

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

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

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

Strengths:

We have high functioning grade level teams and professional learning communities. They work collaboratively to analyze data and to develop common formative assessments which leads to data that can be used to further individualize instruction for all students. We have a building leadership team that solves building wide problems and creates solutions that assist the entire school community, and we work vertically to solve student achievement concerns. We have Tier 1 and Tier 2 behavioral and academic intervention teams that allow us to better support the unique needs of each of our students.

Weaknesses:

We need to continue to refine our processes to ensure that all staff members have a voice in our school decision making processes.

Indicate needs related to strengths and weaknesses:

We need to continue to refine our processes to ensure that all staff members have a voice in our school decision making process.

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	We continue to have a need for Reading Specialist support at Crestview to provide intentional small group reading instruction for students in need.
2	e continue to have a need for a full time Behavior Interventionalist to provide student and staff support and proactively address and support student needs.
3	Increase student achievement in math by staffing classified math interventionist
4	Increase professional development for staff in math and ELA. Sub coverage to suport the facilitation of PD

Schoolwide Program [Hide](#)

4160 CRESTVIEW 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

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

Description of how strategy/strategies will strengthen

☐ Increase the amount of learning time

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

☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Our students will have the opportunity to participate in before school tutoring to help target identified priority standards and provide intervention.

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

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

Description of how strategy/strategies will address

Students who are at risk of not meeting the Missouri Learning Standards will receive supplementary supports provided through Title 1 funds by the math interventionist and reading teachers.

Activities will (mark all that apply)

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

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

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

Description of external providers and services provided

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

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

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

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

- ☒ Delivery of professional development services

- ☐ Instructional coach
- ☐ Teaching methods coach
- ☐ Third party contract
- ☐ Other

- ☒ Professional development activities that address the prioritized needs

Describe activities

We will implement the supports of our full-time behavior intervention specialist as a part of our schoolwide tiered model to prevent and proactively address behavioral needs and to provide early intervention instructional supports around social emotional learning. Our full-time instructional coach will provide ongoing professional development and growth experiences for all staff to continue to improve academic rigor. We will contract with a guided reading specialist to provide targeted professional learning experience for our teacher to grow in small group, targeted reading intervention and support. We will contract with Conscious Discipline to help provide strategies to teachers and school wide systems/structures.

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

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

- ☒ Yes
- ☐ No

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

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District/LEA Comments

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