



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

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

☒ Number

☐ Name

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4180 DAVIDSON ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

☒ Schoolwide

☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

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

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

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

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

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

POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
 - ☒ To inform parents of their school's participation in the Title I.A program
 - ☒ To explain the requirements of Title I.A
 - ☒ To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

☐ Transportation

☐ Child care

☐ Home visits

☒ Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

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

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

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

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

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

The school provides parents of participating children:

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

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

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

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

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

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

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

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

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

☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

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

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

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

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

☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

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

The school-parent compact will

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

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

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

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

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

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

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

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

☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed

☒ Issuing frequent reports to parents on their children's progress

☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities

☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☑ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

At Davidson, we are committed to supporting families so they can actively engage in their child's education. We provide ongoing assistance to parents and guardians as needed throughout the year. In addition, every family receives direct support during our fall Family Conferences and spring Student-Led Conferences. These meetings help ensure parents understand what their child is learning and how they can support learning at home. To further strengthen the home-school connection, we include teaching and learning tips from our TLC (Teaching and Learning Coach) in our parent newsletters. For students receiving academic interventions, we also send home targeted information sheets to keep families informed and involved. Our teachers regularly share learning strategies and academic updates in their newsletters and other home communications, so families are always in the loop and equipped to support their students.

- ☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

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

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

- ☒ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

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

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☒ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☒ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☒ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- ☒ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☒ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☒ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

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

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District/LEA Comments

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