



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

Funding Application: Plan - School Level - 4380 LINDEN WEST 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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4380 LINDEN WEST 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

3/15/2025

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:

Decreased number of discipline referrals this year
Increased support and teacher capacity in the areas of student discipline and classroom management
Attendance increased this year compared to the last two years
Several family events that brought in a great deal of family engagement this year
Families report that they feel very confident in the behavioral and academic expectations that the school has for their child

Weaknesses:

Overall high mobility rate
Continued need for increase in student attendance
Continued need to increase the percentage of students who are scoring at or above grade level on various benchmark assessments

Indicate needs related to strengths and weaknesses:

An additional allocation for a reading teacher is necessary to provide additional instructional support for our students who are not performing on grade level in the area of ELA. A certified behavior specialist is necessary to provide behavioral support and small group instruction to support our students in learning the skills to help them regulate their emotions and achieve academically. Professional development is also needed to support staff in their instructional skills to promote student learning and growth. An SCRS is needed to connect our families to outside resources and support families in increasing attendance.

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:

Panorama Survey Results
District Benchmark Data

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

Strengths:

*Our Multi-Tiered Systems of Support (MTSS) process allows us to efficiently identify students who need additional academic interventions and monitor the progress to ensure effectiveness.
*Zero student retentions determined necessary, compared with previous years

*There has been an increase in the number of families who attend schoolwide events
*Professional Learning Communities are part of the school culture, with teams meeting regularly to evaluate data and student work

Weaknesses:

*There continues to be an opportunity for an increase in academic achievement to be demonstrated when compared to other district schools in benchmark testing and MAP testing. While MTSS systems are strong, there is an opportunity to improve instructional skills to ensure that student interventions are being delivered in the most effective way possible.
*Families continue to report that they do not feel as equipped as they would like to support their child in their academic growth at home
*Efforts and strategies used by Professional Learning teams could continue to be refined

Indicate needs related to strengths and weaknesses:

An additional allocation for a reading teacher is necessary to provide additional instructional support for our students who are not performing on grade level in the area of ELA. A certified behavior specialist is necessary to provide behavioral support and small group instruction to support our students in learning the skills to help them regulate their emotions and achieve academically. Professional development for teachers in small group literacy instruction will allow for stronger interventions and Tier 1 instruction to be provided. Family events should continue to be implemented in an effort to educate families about specific ways to support their child's academic growth at home. Providing teachers professional development on how to facilitate the work of their professional learning teams would grow the strength of practices.

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:

*Units of study provided by the district are well-aligned with Missouri Learning Standards and are utilized at Linden West
*Subjects are all taught on a consistent basis and aligned with district expectations
*Administration held to expectation of 5 walkthroughs/week, assisting with ensuring fidelity in following curriculum and using expected instructional strategies
*iPads are 1-to-1 and are used appropriately to support instruction
*Student achievement has increased in several areas compared to the previous school year
*Math learning has increased due to professional development in the 24-25 school year, as demonstrated by data

Weaknesses:

*There continue to be opportunities for an increase in academic achievement to be demonstrated when compared to other district schools in benchmark testing and MAP testing, and specifically in the area of literacy

Indicate needs related to strengths and weaknesses:

A behavior specialist is needed to support teachers in their classroom management so that they can preserve as much instructional time as possible. This will result in a greater amount of students being successful academically. Providing an additional reading support teacher will also assist many students in having a greater likelihood of meeting proficiency in the curriculum expectations as they are receiving reading instruction in a smaller group setting. Title funds will also be used to pay for professional development in providing high-quality reading instruction. Giving families a chance to learn more about how to support their child's learning at home will allow for continued student growth and family partnership.

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:

100% of the staff are appropriately certified.

Weaknesses:

*Staff demographics indicate that there is a need for more diversity among staff members

Indicate needs related to strengths and weaknesses:

Recruitment and retention of diverse staff

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:

*Improvement of attendance by approximately 3% in the 24-25 school year reflects yearlong attempts to partner with families and educate about the importance of school attendance
*Increase in attendance at family engagement events indicate family desire and comfort level with staff and school

Weaknesses:

*Need of connection with resources for families is greater than the current School Community Resource Specialist can provide
*Continue to strive for an even greater amount of family involvement and engagement

Indicate needs related to strengths and weaknesses:

Continued collaboration with families on planning events.

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:

*Class sizes are manageable and reasonable compared with district and state standard
 *Student discipline policy has continued to grow in clarity for staff, students, and families alike. Discipline incidents continue to decrease.
 *School climate has increased over the year, with growing staff trust in administration.

Weaknesses:

*Still room to improve in school climate and student discipline policy

Indicate needs related to strengths and weaknesses:

Continue to build school climate with support of staff, including appropriate professional development

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.Certified Behavior Specialist to support high need for student emotional regulation and behavior support
2	2.Additional full-time reading interventionist teacher to support high need for academic growth
3	4. Family engagement events that will provide families with additional opportunities to support their student's academic growth
4	5. Professional development that provides teachers opportunities to learn and grow in their instructional practices

Schoolwide Program [Hide](#)

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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

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

Providing an additional reading support teacher will allow for dozens of additional students to receive small group reading support instruction, increasing the likelihood of their proficiency in reading and literacy skills. By using a Behavior Specialist who can support teachers in their classroom management and in running student behavior plans, and supporting students in their social emotional development, students will increase their time in classrooms to receive more instruction. Providing teachers with professional development in small group reading instruction allows for stronger instruction that is more effective. Family events provides families chances to learn more about how to best support their student(s) in their academic growth at home.

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

Description of how strategy/strategies will strengthen

Providing a certified behavior specialist position will allow for behaviors of students to be better managed, increasing the amount of instructional minutes that are protected. It will allow for students to be supported with their needs that lead to problematic and disruptive behaviors. Students will receive instruction on the skills that they may be lacking that result in negative behaviors. By having a School Community Resource Specialist for an additional .2 of each school week, families and students will be connected with resources that assist in meeting their needs. This will allow for students to focus more on their role as students and concentrate on learning.

- ☐ 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

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

A certified Behavior Specialist will allow students who have mental health concerns or diagnoses to receive additional support in the school environment. The additional .2 of the SCRS staff member will provide students who are at risk of not mastering Missouri Learning Standards due to outside factors an increased likelihood of having their needs met. An additional allocation of a reading support teacher provides an increased likelihood that students who are at risk for not meeting proficiency in the Missouri Learning Standards due to a potential disability have the potential to be supported in their literacy success without special education support. Professional development in the area of small group literacy instruction will ensure that teachers best understand how to address all students' needs.

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

A certified Behavior Specialist will assist in the effective implementation of a schoolwide tiered model to prevent and address problem behavior, as she meets with students to teach lacking skills, coaches teachers in the implementation of behavior plans and in their Tier 1 classroom management, and responds to students in crisis to maintain the learning environment. Paying for professional development for small group literacy instruction will increase teachers' effectiveness in delivering instruction.

☐ **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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