



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

Funding Application: Plan - School Level - 4400 MAPLEWOOD ELEMENTARY
Version: Initial **Status:** Submitted

☒ Number

☐ Name

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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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4400 MAPLEWOOD 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 Maplewood, we believe that strong partnerships between home and school are essential to student success. As a Title I School, we are committed to providing high-quality instruction and meaningful support to all students, and we know that parent and family engagement plays a critical role in achieving that goal. To support this partnership, we send out a Title I Parent Survey twice each year—once in the fall and again in the spring. This survey allows families to share their experiences, ideas, and feedback about how we can improve our Title I programming. Topics typically include communication, school climate, academic support, and opportunities for parent involvement. In addition to the surveys, Maplewood holds two Title I Parent Meetings each year—also in the fall and spring. These meetings are open to all families and provide valuable information about:

- What Title I funding is and how it supports our school,
- The academic programs and interventions in place to support students,
- How families can be involved in decision-making and school activities,
- Ways parents can support learning at home.

These meetings are also a time for families to review and provide input on our Family Engagement Policy and our School-Parent Compact. These documents outline how the school and families will work together to support student learning and success. The feedback provided through both the surveys and meetings is thoughtfully reviewed by our staff and leadership team. It directly informs the revisions we make to our Family Engagement Policy each year. Once updated, the policy is shared with all Maplewood families so that everyone has a clear understanding of our shared commitments and how to stay involved. The policy is provided in multiple languages to support families.

- ☒ 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.

At Maplewood, we believe that strong partnerships between home and school are essential to student success. As a Title I School, we are committed to providing high-quality instruction and meaningful support to all students, and we know that parent and family engagement plays a critical role in achieving that goal.

To support this partnership, we send out a Title I Parent Survey twice each year—once in the fall and again in the spring. This survey allows families to share their experiences, ideas, and feedback about how we can improve our Title I programming. Topics typically include communication, school climate, academic support, and opportunities for parent involvement.

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The academic programs and interventions in place to support students,

How families can be involved in decision-making and school activities,

Ways parents can support learning at home.

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The feedback provided through both the surveys and meetings is thoughtfully reviewed by our staff and leadership team. It directly informs the revisions we make to our Family Engagement Policy each year. Once updated, the policy is shared with all Maplewood families so that everyone has a clear understanding of our shared commitments and how to stay involved. The policy is provided in multiple languages to support families.

?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)

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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)

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?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.

At Maplewood, parent and family engagement is a vital part of our school's success and an essential component of our Title I.A and Schoolwide Program planning. We are committed to creating opportunities for families to play an active role in shaping the programs and policies that impact their children's education.

Each year, families are invited to participate in the development and planning of our Title I.A program. During our Fall Title I Parent Meeting, we share information about:

How Title I funding is used to support student learning,

Academic goals and instructional strategies aligned with our Schoolwide Program Plan,

Intervention supports and resources available to students and families.

Parents are encouraged to ask questions, give suggestions, and provide input on

our academic and family engagement priorities. This feedback is used by our leadership team

☒ 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.

At Maplewood, we view families as essential partners in the academic and social success of our students. We ensure that parents are meaningfully involved in the planning, annual review, and improvement of our Parent and Family Engagement Policy through multiple, intentional strategies designed to promote collaboration, transparency, and shared decision-making.

Each school year begins with a collaborative review of the existing Parent and Family Engagement Policy during our Fall Title I Parent Meeting. At this meeting, families learn about the policy's purpose, how it supports student success, and how it aligns with Title I requirements. Parents are then invited to provide input on ways we can enhance communication, increase engagement opportunities, and better support learning at home.

We also provide families with the Title I Parent Survey in both fall and spring. This survey includes specific questions about their experiences with family engagement and allows them to offer ideas for how the school can better partner with families.

In the Spring Title I Parent Meeting, we revisit the policy and share data and themes from the fall and spring parent surveys. Parents have the opportunity to review the current policy in small groups or individually and give feedback on which strategies are effective and where improvements are needed. We also review the School-Parent Compact during this time, ensuring it continues to reflect shared responsibility between the school and families.

All input from meetings, surveys, and ongoing family conversations is carefully reviewed by our school leadership team. We use this feedback to revise and update the Parent and Family Engagement Policy annually. Specific suggestions from families are incorporated into the policy to ensure it is relevant, inclusive, and responsive to our school community's needs.

Once finalized, the updated policy is distributed to all Maplewood families at the beginning of the school year and is available in multiple languages and formats to ensure accessibility. The policy is also posted on our school website and highlighted at family engagement events throughout the year.

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, Maplewood hosts an Annual Title I Parent Meeting, which is widely advertised through flyers, emails, school newsletters, social media, and our school website. During this meeting, families receive comprehensive information about:

We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.

What Title I.A funding is and how our school qualifies,

How the funds are used to support student achievement (e.g., staffing, interventions, instructional materials),

Parent rights under Title I.A,

Opportunities for parent and family engagement in school planning and decision-making.

We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.

Information about the Title I.A program is also shared through:

We ensure all communication is accessible and written in family-friendly language. For families needing assistance, staff are available to explain Title I programs individually through phone calls or in-person meetings.

The school handbook and annual welcome packet,

Regular school newsletters, emails, and announcements,

A dedicated section on our school website outlining Title I programming, supports, and updates,

Translated materials and interpretation support for non-English-speaking families.

Maplewood regularly integrates Title I information into events such as Curriculum Night, Parent-Teacher Conferences, Literacy Nights, and Family Engagement Events. These informal settings provide an opportunity for families to ask questions and learn more about how Title I supports their child's education in a welcoming and interactive environment.

- ☒ 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 Maplewood, we recognize that informed families are empowered partners in student success. We provide parents and guardians with multiple opportunities throughout the school year to learn about the curriculum, academic assessments, and Missouri Assessment Program (MAP) achievement levels, ensuring that families understand what students are expected to learn and how progress is measured. We provide families with detailed information about the grade-level curriculum and academic expectations through the following methods:

Curriculum Night (Fall): Teachers present an overview of core subjects (ELA, Math, Science, Social Studies) and explain the standards-based curriculum, instructional strategies, and classroom expectations.

Grade-Level Newsletters and Updates: Sent regularly to families, these updates include what students are currently learning and ways families can support learning at home.

School Website and Family Handbook: These resources include summaries of district-approved curricula, including links to Missouri Learning Standards.

Parent-Teacher Conferences (Fall & Spring): Conferences include discussions about individual student progress and instructional goals aligned to curriculum expectations.

MAP Family Guides: Sent home and available online, these explain the structure of MAP tests, the grade-level content covered, and the meaning of achievement levels (Below Basic, Basic, Proficient, Advanced).

MAP Parent Information Sessions: Held in the spring before testing, these sessions walk families through MAP expectations, test-taking strategies, and how to interpret score reports.

MAP Score Report Review: In the fall, families receive their child's official MAP report with an explanation of achievement levels and performance compared to state expectations. Staff are available to assist families in understanding the data and setting goals for growth.

☒ 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)*

In this compact, parents are recognized as key partners in their children's education. The document clearly outlines the ways in which parents are expected to support their children's learning both at home and in collaboration with the school. Some of the key responsibilities for parents include:

- Parents as Partners: Support learning at home and collaborate with the school.
- Attendance: Ensure regular, on-time school attendance.
- Learning Environment: Provide a quiet space and encourage good study habits.
- Communication: Stay in touch with teachers and attend school events.
- High Expectations: Promote a love of learning and academic success.
- Support Policies: Follow and support school rules and expectations.
- Participation: Volunteer and get involved in school activities.
- Social-Emotional Support: Encourage respect, responsibility, and positive relationships.

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

At our school, we take seriously our responsibility to ensure that every student receives a high-quality education in a supportive, inclusive, and effective learning environment.

- High-Quality Education: Committed to providing all students with a rigorous, engaging, and standards-aligned curriculum.
- Inclusive Learning: Supportive, inclusive environment that meets diverse student needs.
- Effective Instruction: Use of research-based and differentiated teaching strategies.
- Safe & Nurturing Classrooms: Promote respect, responsibility, and a growth mindset.
- Social-Emotional Support: Help students build confidence, resilience, and a love of learning.
- Teacher Collaboration: Staff work in PLCs to analyze data and improve instruction.
- Continuous Improvement: Ongoing professional growth to ensure effective, equitable teaching.
- Family Partnerships: Foster strong, welcoming relationships with families.
- Open Communication: Keep parents informed and involved in student learning.

☒ 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.

To support effective parent involvement and improve student achievement, the school provides parents with guidance on understanding the Missouri Learning Standards, the Missouri Assessment Program (MAP), local assessments, and strategies to monitor their child's progress. Parents also receive support in learning how to partner with educators to help their children succeed, through workshops, parent-teacher conferences, and accessible communication tools.

- ☑ 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.

- Parent Support: Provide materials and training to assist at-home learning.
- Family Nights: Host events on academics, math, reading, and digital tools.
- Flexible Timing: Offer sessions in-person and online.
- Take-Home Materials: Distribute resources like reading kits and math games.
- Language Access: Materials available in multiple languages.
- Staff Support: Provide one-on-one guidance during events and through communication.
- Parent Empowerment: Help parents actively support 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.

Maplewood building administrator works closely with staff to provide guidance and support on how to partner with families to be successful. Administrator provides support on the following partnerships; school to home communication, parent teacher conferences, working with parents as equal partners, school parent booster club, and building connects between parents and the school.

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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