



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

Funding Application: Plan - School Level - 4500 OAKWOOD MANOR ELEMENTARY Version: Initial Status: ☒ Number ☐ Name Select District
Submitted

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4500 OAKWOOD MANOR 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

4/1/2026

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:

Grades served: PK-5
School Enrollment: 279
55% diversity in school
Enrollment continues to grow. We now have 2 classrooms at every grade level, K-5th, and 3 classrooms in 1st grade.
The addition of a Behavior Specialist ensured that student behaviors were addressed in a more timely fashion. Support was provided to staff related to classroom management and emotional regulation.

Weaknesses:

Staff diversity, representing students we serve

Indicate needs related to strengths and weaknesses:

Social-Emotional & Behavioral Support: Behavior Specialist will continue to support staff and students; will continue to analyze data to address building needs.

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:

ELA: 35% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2022. 24% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2023. 28% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2024. 57% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2025.	
31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2022. 39% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2023. 45% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2024. 50% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2025.	
32% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 50% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 65% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 50% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	
MATH: 35% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2022. 26% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2023. 28% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2024. 46% of Oakwood Manor 3rd graders were proficient or advanced on the MAP test in 2025.	
31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2022. 29% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2023. 35% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2024. 31% of Oakwood Manor 4th graders were proficient or advanced on the MAP test in 2025.	
26% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 56% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 48% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 54% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	
SCIENCE: 37% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2022. 47% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2023. 55% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2024. 52% of Oakwood Manor 5th graders were proficient or advanced on the MAP test in 2025.	

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

Strengths:

On the 2025 MAP test, 3rd and 4th grade increased the percentage of students scoring proficient or advanced on ELA. 3rd and 5th grade increased the percentage of students scoring proficient or advanced on Math.	
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Weaknesses:

On the 2025 MAP test, 5th grade ELA, 4th grade math, and 5th grade science decreased the percentage of proficient and advanced students compared to prior years.

Indicate needs related to strengths and weaknesses:

A need continues to exist for a full-time certified, reading teacher at Oakwood Manor to help ensure students who need Tier 3 interventions can get this support. We have a continued need for professional development in math and ELA instruction

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:

Walkthrough data indicates strong alignment with district instructional models and expectations for readers and writers workshop, as well as evidence of strong alignment with the district-supported/recommended Guided Reading structures (Jan Richardson/Sunday Cummins) and district math workshop model.

Weaknesses:

Data indicates a need to further differentiate during the independent work portion of workshop models and help support teachers in selecting the most effective teaching points to support student learners and build teacher's collective efficacy, as well as additional training on Math Tier 2 interventions.

Indicate needs related to strengths and weaknesses:

We have a need for additional, high quality Guided Reading student texts.

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 our certified and administrative staff are appropriately certified.

Weaknesses:

We have several teachers with 1-3 years of experience.

Indicate needs related to strengths and weaknesses:

Our Teaching and Learning Coach and Principal will continue to work with first and second-year teachers and/or teachers who are new to NKC Schools to help them learn the district's instructional expectations. We will continue professional development on standards-based learning and use of common formative assessments and data analysis to help teachers determine consistent expectations for mastery of priority standards. Principal, Teaching and Learning Coach, and PBS Coaches will also help support staff in consistent implementation of Positive Behavior Support and to support instructional staff, and therefore, students, through our Multi-Tiered Systems of Support model.

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:

Our school has great support from our community. Attendance at events where we invite families is high. The majority of our families are supportive of their children's education. We held our first (in a long while) Literacy Night this year. We had great attendance and plan to continue holding this event.

Weaknesses:

We have noticed our PTA has consisted of the same few families for several years. These families/members are not representative of our diverse student population. We have a new PTA president whose goal is to attract new families to the organization. We need to have a Math Night to provide families with strategies for supporting their children at home. We have not had adequate funding to put on this event.

Indicate needs related to strengths and weaknesses:

We need an increase to our family involvement budget to help us ensure we can provide families materials aligned to supporting their children's learning, as well as possibly food and childcare when we hold evening events. We would like to give out books at literacy events, math games and materials at math night (and/or contract with a consultant or authors to visit for these 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

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

Strengths:

Our school has a Building Leadership Team, Positive Behavior Support team, Professional Learning Teams, and has developed consistency with our PBS expectations and common language, as well as our system to support students and teachers in developing Tier 2 and 3 interventions. Oakwood Manor has been awarded Gold Level recognition by the Missouri Department of Elementary and Secondary Education for its successful implementation of Schoolwide Positive Behavior Support (SWPBS). This program emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. We have implemented Second Steps for Tier 1 SEL curriculum as well as Community Circles to build strong classroom learning communities. Our staff has participated in Equity and Inclusion training. Class sizes are a strength at Oakwood Manor. This year we created an Oakwood Manor Belief Statement and crafted Collective Commitments, as a staff. Our Panorama survey data shows that our students have a strong sense of belonging at our school.

Weaknesses:

Our team is eager to continue professional development around Standards-Based Learning to support PLT teams in tracking student learning. While we've made a lot of growth related to students' Growth Mindset, we would like to continue to do more with goal-setting next year.

Indicate needs related to strengths and weaknesses:

We would like to continue to work to refine our practices of MTSS and PBS through continued partnerships and 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. Reading Support (increased reading support certified staff, building capacity for consistent implementation of Guided Reading, Reading Foundations/phonetic awareness and other balanced literacy components for all staff).
2	2. Behavior Specialist to help students learn emotional regulation.
3	3. Funds are needed to increase the number of quality family involvement events.
4	4. There is a need to continue supporting staff with professional development and classroom supplies, specifically quality Guided Reading texts. This will aid in providing high quality instruction for learners and meet our building goals for academics.
5	Professional development opportunities in math and ELA. Sub coverage to support the facilitation of PD.

4500 OAKWOOD MANOR 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 ☐
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☐ 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

We will work to build inclusive communities in our classrooms and at our school by engaging parents of all subgroups in building shared commitments to students' education. Our staff is committed to continued learning in the areas of academic differentiation for both math and reading, Positive Behavior Support/SEL instruction, and equity and inclusion training to help us close the achievement gaps that existed the last time we took statewide MAP assessments. We will do this by continuing to refine our integrated MTSS process for academic and behavioral support and strengthening our Tier 1, 2, and 3 instruction in the above areas.

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

Description of how strategy/strategies will strengthen

We will use PBS and continue to refine MTSS processes for academic, SEL, and behavioral supports for students. Through development and continued refinement of our family involvement plan, we will invite parents and guardians to partner with us in supporting their child's growth and development. Through implementation of standards-based learning, academic goals and expectations will be made more clear to both students and their families alike. We will continue to implement district adopted balanced literacy and math workshop models to provide high-quality instruction and the right levels of differentiation for student to achieve the goals they set with teachers.

- ☐ 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

For those who qualify, the district offers SAGE K-5 gifted program, as well as advanced math for 5th graders.

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

MTSS teams will closely measure students progress weekly for those in Tier 2/3 interventions to determine if adequate progress is being made in each intervention and when a student may be ready to graduate from interventions or may demonstrate a need for a more intensive or different intervention.

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

Professional development around PLT to continue to grow and have more effective teams.
Equity and PBS PD.

☐ **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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