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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School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Hide

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/7/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

• Racial and Ethnic Diversity: The school is relatively diverse: over 75% of students are non-White. Having nearly equal representation of White (31.5%) and students of color fosters an inclusive setting if equity practices are in place.The Multi-Racial group (12%) is higher than national averages, indicating cultural complexity and the need for nuanced representation.
• Manageable Enrollment Size: A total of 292 students suggests a small to mid-sized school, which often allows for more personalized learning environments and stronger staff-student relationships.
• Balanced Special Education Rate: 12.3% of students with IEPs is within the national average (typically ~13-14%), suggesting a balanced level of identified support needs.

Weaknesses:

Increased Need for Wraparound Services: Students in poverty often need more than just academic interventions-they benefit from: Mental health support, Nutrition programs (beyond lunch), Access to technology or supplies. If these supports are lacking or inconsistently delivered, student engagement and performance will suffer.
Indicate needs related to strengths and weaknesses:
• Academic Intervention & Acceleration:
o Strong Tier 2 and 3 interventions needed for students not meeting proficiency.
o Use data cycles and progress monitoring to identify struggling students.
• Instructional Equity & Differentiation:
o Ongoing teacher support and training to address learning gaps.
o Prioritize culturally relevant and responsive teaching,.
• Social-Emotional & Behavioral Support:
o Train staff in trauma-informed practices and de-escalation strategies.
o Provide mental health resources, SEL curriculum, and family outreach.
• Family & Community Engagement:
o Offer flexible, inclusive engagement for high-poverty families.
o Provide wraparound services: clothing, food, after-school programs, healthcare, etc.

Indicate needs related to strengths and weaknesses:

We will continue our implementation plan that addresses social and emotional health. This includes adding a certified Behavior Specialist to our support team. Diversity will be addressed through Community Circles, Second Steps, and our Synergy connection. Positive Behavior Support (PBS) will remain our main strategy for addressing behaviors and building positive skills in students. There is a need to teach and inform families about our PBS practices, creating connections around language and processes for home support. We will engage students using culturally responsive teaching and learning strategies throughout our instructional process.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [x] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [x] Other performance indicators used in analysis:

o As a building, the ELA all students MPI was 382, within a band of 381 to 399.9. Topping Elementary will maintain the building designation level of on track, for ELA all students by increasing each grade level's MPI by 3% during the 25-26 school year.
o 60 % of 3rd - 5th graders will be proficient/advanced on the Spring reading benchmark.

o As a building, the Math all students MPI was 380.6, within a band of 370 to 399.9. Topping Elementary will imaintain the building designation level of on track, for Math all students by increasing each grade level's MPI by 3% during the 25-26 school year.

o 61.6% of 3rd - 5th graders will be proficient/advanced on the Spring math benchmark. *AVERAGE

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

Strengths:

Our benchmark data is aligned to our school feeder pattern. The district benchmark scores in ELA indicate that 3rd grade performed 6% above the district average, 4th grade performed 13% below the district average, and 5th grade performed 2% below the district average. 64% of K-5 students are reading on grade level, with the goal being 65%. 25% of students are considered at high risk on aReading in FastBridge, compared to the district average of 16% high risk.
The district benchmark scores in Math indicate that 3rd grade performed 15% below the district average, 4th grade performed 14% below the district average, and 5th grade performed 40% below the district average. 21% of students are considered at high risk on aReading in FastBridge, compared to the district average of 14% high risk.
In the subject area of science, the benchmark goal was met. 63% of students were proficient on the Science benchmark.

Weaknesses:

District benchmark scores indicate that 3rd grade performed 19% below the district average, 4th grade performed 4% above the district average, and 5th grade performed 5% below the district average. 21% of students are considered at high risk on aReading in FastBridge, compared to the district average of 14% high risk.

Indicate needs related to strengths and weaknesses:

There is a need to continue providing additional reading teachers at Topping. This teacher would provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would progress monitor student progress throughout the year.
There is a need to continue providing a schoolwide certified behavior interventionist. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small group SEL instruction and partner with parents on specific plans for success.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

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

Strengths:

The principal conducts 7 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: implementation of the workshop model, implementation of the You do, We do, I do model for mathematics instruction, and meaningful relationships between students. The principal has noted that students have increased experiences with manipulatives in math. Teachers have been observed naming math strategies and encouraging student thinking. We have also seen an increase in intentional guided reading in our K-2 classrooms.

Weaknesses:

Differentiated instruction, the use of specific strategies when teaching ELA, student time on task and 4:1 positive ratio, and a need to create conferring kits and conferring notebooks. The principal notes that technology is mainly used as a method of substitution and is concerned with students not being engaged in quality literature. Consistently use data in our PLTs to drive instruction. Engaging students in their personal achievement and goal setting.

Indicate needs related to strengths and weaknesses:

An additional reading tecacher is needed to support gaps in reading achievement.We will continue to provide professional development and feedback in the area of skill/strategy instruction model for reading an writing instruction and conducting high quality student conferences during readers and writers workshop. Guided reading will continue to be an area of focus (K-5). Professional development will be continued in math to increase the use of manipulatives and a concrete understanding of abstract skills. Further professional development on science instruction and best practices aligned to the 5E model will be provided. We will also continue to work on our data driven decision making processes and incorporating our students in goal setting. We will continue to utilize coaching cycles to strengthen teacher pedagogy and fidelity with teacher implementation of district modules. Further Professional Development on science instruction and best practice related to the 5Es.

High Quality Professional Staff

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

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

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

Strengths:

100% of staff are appropriately certified. Ongoing Professional Development: Staff members have access to regular training and professional development opportunities, which help keep them informed about the latest research, teaching strategies, and best practices. Collaboration and Support: Teachers work collaboratively in Professional Learning Communities (PLCs) to share strategies, address student needs, and improve their practice. Focus on Student-Centered Instruction: Teachers are generally well-prepared to implement differentiated instruction and address diverse learning needs.

Weaknesses:

Inconsistent Implementation of New Strategies: Some teachers may struggle to consistently apply newly learned strategies due to lack of follow-up or support. Varied Levels of Preparation Across Staff: While some teachers may benefit from advanced training or degrees, others may feel less prepared or lack specialized training, particularly in areas like special education or trauma-informed practices.

Indicate needs related to strengths and weaknesses:

More Targeted Professional Development: Ongoing support for new teachers and differentiated professional development for experienced teachers could ensure consistent instructional practices across the school. Coaching and Mentorship Programs: Establishing or expanding coaching or mentorship programs for less experienced teachers would support continuous growth.

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:

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

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

Strengths:

At Topping, we are proud of the strong partnerships we've built with families and the community. We offer a variety of family engagement events like literacy nights and cultural celebrations to create a welcoming and inclusive school environment. Communication with families is a clear strength-we use multiple channels, including bilingual supports, to keep parents informed and involved in their child's education. We actively involve families in reviewing our Title I policies and school-parent compact, helping build shared ownership of school goals. Parent education is also a focus; we provide flexible workshops on academics, parenting strategies, and technology use to support families at home. Our school offers strong support systems for students with special needs and those from underserved backgrounds. Through a well-structured MTSS model, trauma-informed practices, and collaboration with families, we ensure students get the academic and emotional support they need. We also prioritize student well-being through access to health services, school-based supports, and partnerships that connect families with basic resources like food, clothing, and mental health care. These strengths work together to create an equitable, supportive learning environment for all students.

Weaknesses:

Despite many strengths, Topping has inconsistent family engagement with our high transient community. While events and communication strategies are in place, participation often skews toward families who already feel comfortable or have more flexible schedules. Families facing language barriers, demanding work hours, or limited transportation may still feel disconnected from school decision-making and academic support efforts. As a result, some of the most underserved families may not fully benefit from the resources and partnerships available, leading to equity gaps in involvement and advocacy. We will continue to provide our families opportunities to connect.

Indicate needs related to strengths and weaknesses:

Capacity building for families through intentional parent education courses
-Need for parent education
-Language support and translation.
-Flexible engagement opportunities
-Increased outreach to underserved families

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:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

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

Strengths:

Topping 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.
In terms of academic achievement, 35% of students at scored at or above the proficient level in both math and reading. This indicates that nearly half of the student body meets or exceeds state proficiency standards in these core subjects.
On Topping annual AYP state report card, the school scored 71% on school improvement goals.

Weaknesses:

Attendance efforts fell short of the 90/90 state benchmark. 81% percent of students met goal.

Indicate needs related to strengths and weaknesses:

A continued need at Topping is the continued Certified Behavior Specialist to ensure that we have someone to support challenging behaviors, chronic attendance issues, supporting staff through coaching into challenging behaviors, etc.

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	Instructional Reading Support: Title I funds will provide intervention programs and additional instructional resources to students who are struggling academically. These resources include specialized curriculum materials, technology tools, and small group intervention sessions to address specific learning gaps.
2	Behavioral and Social-Emotional Support: Title I funds will provide a behavior specialist who will work with students and teachers to ensure students have the skills needed to regulate and access instruction.
3	Parent and Family Engagement: Strengthening the partnership between school and parents is a priority. Title I funds will support initiatives such as family workshops, informational sessions, and interactive events that promote parent involvement, communication, and collaboration in their child's education.
4	Counseling and Social-Emotional Support: Supporting students' social and emotional well-being is vital for their overall success. Title I funds will be used to provide counseling services, social-emotional learning programs, and workshops aimed at fostering positive mental health and interpersonal skills.
5	Curriculum Enhancement: Enhancing the curriculum with enriched materials and resources is essential for engaging students and promoting deeper understanding. Title I funds will be invested in acquiring supplemental instructional materials, books, and resources that align with academic standards.

6	Data Analysis and Assessment: Title I funds will support the implementation of data analysis tools and assessment strategies to monitor student progress, identify areas of improvement, and make data-driven decisions for instructional planning. Each of these prioritized needs represent a strategic approach to utilizing Title I funds for maximum impact on student achievement, parent engagement, and the overall school community. Through thoughtful allocation and continuous evaluation, we provide the best educational experience for all our students.
7	Professional Development: Investing in professional development for teachers and support staff is crucial to improving instructional practices and meeting the diverse needs of our students. Title I funds will be used to offer training workshops, seminars, and coaching opportunities focused on evidence-based teaching strategies, differentiated instruction, and data-driven decision-making.

Schoolwide Program Hide

4560 TOPPING 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

We will provide opportunities for all students to meet challenging Missouri Learning Standards by ensuring that students have more time on task during instruction, that they have the highest quality teachers, that our teachers are implementing our instructional programs with fidelity and integrity, and that students feel they belong and are valued in our learning community.

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

Description of how strategy/strategies will strengthen

Our school will continue the implementation of the workshop model with fidelity to strengthen our academic program and increase student learning opportunities and outcomes. We will continue the implementation of Number Talks as an instructional means to help increase students' mathematical fluency and reasoning through mental math strategies. We will engage our students in varied ways by using culturally responsive teaching and learning strategies throughout our instructional process.

☐ 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

Grade level teachers meet weekly to review benchmark, unit, and CFA data, as well as student work to group students for reteaching and best determine instructional next steps.

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

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [ ] Counseling
  - [x] School-based mental health programs
  - [ ] Specialized instructional support services
  - [ ] Mentoring services
  - [x] Other

Counseling groups for social skills
Second Steps for social-emotional education of all students
Additional reading teacher to support the needs of our below grade level readers.

- [ ] **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

- [x] **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

☐ **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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