



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

Funding Application: Plan - School Level - 4570 WEST ENGLEWOOD ELEMENTARY Version: Initial Status: Submitted ☒ Number ☐ Name

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School, Parent And Family Engagement Policy [Show](#)

Comprehensive Needs Assessment [Hide](#)

4570 WEST ENGLEWOOD 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

3/24/2026

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:

School diversity
-Curriculum and resources to address student mental health needs
-Staffing and partnerships to address student academic and behavioral needs
-ELL staff
-Certified Behavioral Specialist
-Title IA reading teachers
-Special Education staff
-Synergy, Beacon & Tri-County Mental Health Services
-Level-Up Kids
-Positive Behavior Interventions and Supports
-Conscious Discipline

Weaknesses:

+ High rate of mobility
+ Lower attendance rate
+ Mental health needs

Indicate needs related to strengths and weaknesses:

-Prompt academic and social-emotional identification of incoming student strengths and areas of growth to address needs
-Certified Behavioral Specialist to continue to focus on social emotional learning for tier 2 and tier 3 students and to support teacher learning
-Continued ELL staff to support influx of newcomers and specific student needs
-Title IA reading teachers continued to address literacy concerns of tier 2 and tier 3 students
-Focus on family and student needs to increase daily attendance including a full-time School-Community Resource Specialist
-Using off-contract time with certified staff to work as a Belonging Team to build and refine pro-active Tier 1 supports

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:

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

Strengths:

-Analysis of current over past year student MAP achievement
-Analysis of cohort data of student MAP achievement

-Growth in district-wide Benchmark assessments
-Teacher work in Professional Learning Teams to collaborate and address academic needs

Weaknesses:

-Attendance is still an area for improvement
-Mental health and behavioral needs tied to academic needs and attendance concerns

Indicate needs related to strengths and weaknesses:

Instructional plans and data progressions tracked for continued success in math, reading and writing, and science. Focus on Missouri Learning Standards through resources, materials, and exposure to strong tier-1 instruction. Counselor, School Community Resource Specialist and Behavior Specialist to assist in mental health and behavior needs tied to attendance and academic needs for continued success.

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:

Uniform district instructional models utilized
Professional learning teams collaborate utilizing data collection/analysis and projecting instructional focuses
Understanding of district priority standards

Weaknesses:

Phonemic awareness
Phonics curriculum
Guided reading instruction to effectively tier 3 students

Indicate needs related to strengths and weaknesses:

Additional reading teacher for tier 2 and tier 3 literacy needs
-Continual focus on PLT systems for data collection and analysis
-Continual PD for staff in ELA, math and science based on current student data
-Continual focus and resources for student group needs
-Attendance tracked and supports in place to increase overall attendance
-Increased instructional time in the area of social emotional learning

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:

-Commitment from all staff to high levels of learning for all students by attending and contributing in weekly PLT meetings
-Strong mix of veteran and new teachers for variety of perspectives

Weaknesses:

Diversity of staff to better represent our student population
-Complete understanding and implementation of the district teaching frameworks

Indicate needs related to strengths and weaknesses:

-Continue hiring process of highly-qualified staff being hired with focus on school demographics
-Explore staffing models using Title I funds
-Continue professional development on district framework and instructional models

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:

-High attendance at family nights
-High attendance at student-led conferences
-Increase school/business partnerships

Weaknesses:

Booster club formal involvement

Indicate needs related to strengths and weaknesses:

Offering before
Increase morning opportunities for family involvement (Coffee with Admin, Donuts with Grownups)
Focus on supports for families with high mobility rates

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 size
- Certified Behavioral Specialist
- PBIS Gold Status
- Conscious Discipline consultant

Weaknesses:

Increase in community engagement

Indicate needs related to strengths and weaknesses:

PD training for staff including certified Behavioral Specialist on social/emotional needs to address and apply strategies for continued success for students
Continuing PBIS and Conscious Discipline to continue to support staff and student needs

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	Staffing-Title IA funding provides additional staff to meet the needs of our students including a reading specialist.
2	behavioral specialist to support academic needs in the tier 2 and tier 3 range
3	Opportunities for students to see themselves as a part of the larger community
4	Continual Professional Development for all staff to support the ever-changing needs of our student population

Schoolwide Program [Hide](#)

4570 WEST ENGLEWOOD 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

Tutoring for ELL students, utilization of district-wide instructional plan, behavior specialist, reading specialist, small groups and focused activities for instructional needs, half-day PLTs for collaborating on instructional plans and assessment development

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

Description of how strategy/strategies will strengthen

Targeted PD for academic/behavioral needs based on data
Targeted focus on analysis of data/needs of SPED instruction
Targeted phonemic and guided reading PD/resources for literacy success
Targeted Math/Science PD needs based on data
Continuing focus on PLT's and MTSS system

- ☐ 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

Grade-level PLTs meet weekly on data analysis, instructional projecting based on data
Tier 2/3 weekly meeting to address needs, track and plan for social/emotional and academic needs
Tier 1 meeting biweekly to address needs, track and plan for social/emotional and academic 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

Attending PLC conference to enhance understanding of data driven instruction.

☒ Professional development activities that address the prioritized needs

Describe activities

-PLC Conference

☐ **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.

School Level Plan HomePrintCancel Print Mode

District/LEA Comments

Email: donisha.ray@dese.mo.gov

Current User: DESEPUBLIC