

Gracemor Title I Fall Meeting

September 2nd, 2026

Agenda

- Welcome and Introductions
- School's participation in Title I.A
- Title I.A Requirements
- Parents' Right to be Involved
 - description/explanation of curriculum
 - Forms of assessment used
 - Achievement levels of MAP
- School Parent and Family Engagement Policy
- School Parent Compact
- Parent's Right to Know
- Thank you for attending



Welcome and Introductions

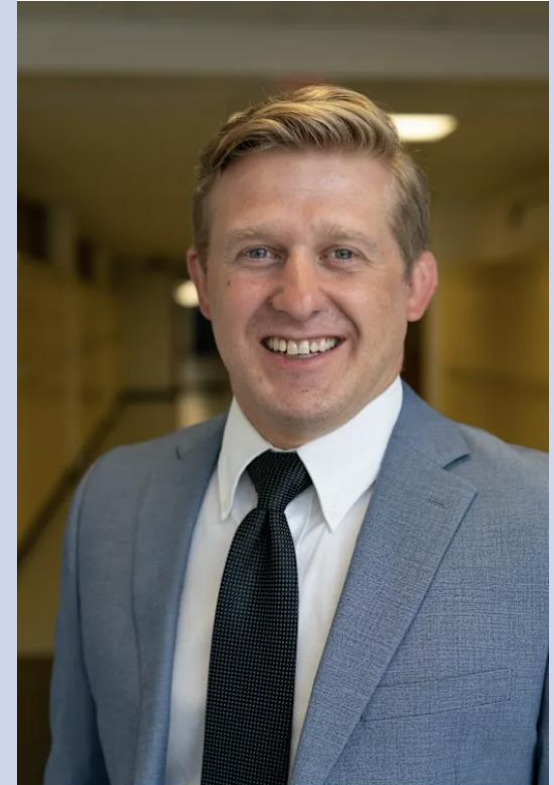
Tara Garcia
Assistant Principal



Tracy Evans
Principal



Brett Watkins
Assistant Principal



Title I: Legislative Purpose

Title I was enacted to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

The School receives an allocation from the state (which is given by the federal government) based on census poverty and population of children 5-17, children in neglected/delinquent institutions and foster children.



Participation as a Title I Building



Title I Program Highlights:

- Parent involvement activities
- Synergy
- Administrative assistant
- Preschool (teachers, paras, materials/supplies, curriculum, PD, snacks)
- Reading teachers
- Behavior Specialist
- Additional Teaching and Learning Coach
- Professional Development (subs and consultants)
- Curriculum resources
- Family Involvement Nights- Partnering to empower with strategies at home

Requirements of a Title I Building

Our school will:

1. Convene an annual back to school meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of our school's participation in Title I.A, and to explain the requirements of Title I.A, and the rights of the parents to be involved;
2. Provide parents the school-parent compact at the back to school meeting or when appropriate depending on when the student enrolls in the school;
3. Offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with Title I.A funds transportation, childcare, or home visits as such services relate to parental involvement;
4. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I.A, including the school parent involvement policy, the development of the school-parent compact, the annual spring Title I.A evaluation, and the joint development of the schoolwide program plan;
5. Provide parents of participating children:
 - a. Timely information about Title I.A programs,
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the MAP assessment,
 - c. Opportunities, as appropriate, to participate in decisions relating to the education of their children,
 - d. Responses to suggestions in a timely manner; and,
6. If requested by parents:
 - a. Provide opportunities for regular meetings to formulate suggestions, and
 - b. Include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to LEA.

Rights of Parents to be Involved

My child's school provides me with:

- student achievement data about my child and the school as a whole
- opportunities to share my concerns and/or voice my thoughts with the school staff about how my child is doing academically
- opportunity to give my input about the school's Title I program, including any strengths or weaknesses I want to voice
- academic standards my child is supposed to meet
- behavior standards my child is supposed to meet
- ways improve my child's progress
- parent involvement events
- Parent-teacher conferences- Fall & Spring
- Friday Folders
- Class Dojo- primary mode of communication

CURRICULUM

North Kansas City Schools works together with experienced teachers and educational leaders to develop curriculum in Math, English Language Arts, Science, and Social Studies. Our curriculum is designed to support students in building the knowledge and skills they need for success. It includes priority and supporting standards aligned with the Missouri Department of Elementary and Secondary Education (DESE).

K-5 Instructional Practices

- Workshop Model
- UFLI and Word Study
- Guided Reading
- Inquiry Based Learning

Standards-Based Learning (SBL) & Standards-Based Grading (SBG)

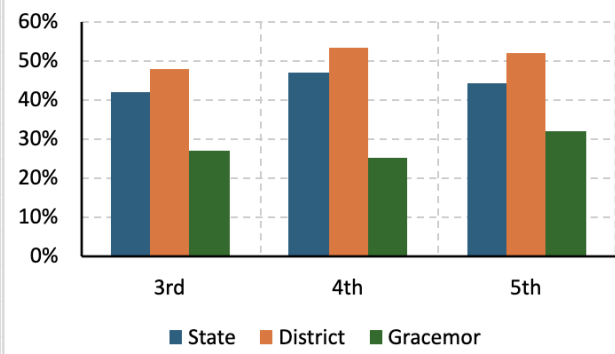
- Clear, Fair, and Accurate
- Focused Learning Targets and Feedback
- Grades based on a body of evidence
- Proficiency Scales

Forms of Assessment

- Missouri Assessment Program (MAP) =State Standardized Assessment
- Kindergarten Observation Form (KOF)-Kindergarten Reading Assessment
- STAR Reading/Math = K-3 Foundational Assessment, Missouri Requirement
- Modules/CUA=Common Unit Assessment
- Benchmarks=Semester Assessments (priority standards)
- CFA=Common Formative Assessments
- Evidence of Learning using Proficiency Scales

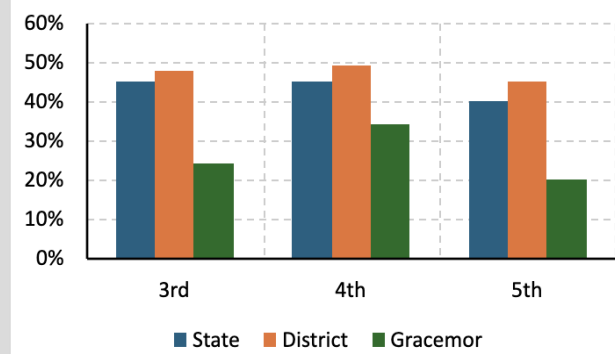
25-26 PERFORMANCE DATA

ELA: Proficient + Advanced



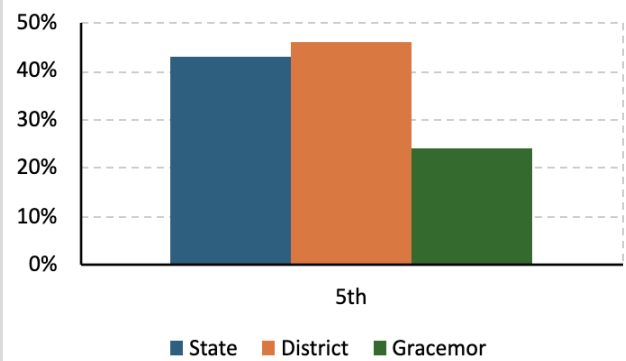
Grade	State	District	Gracemor
3rd	45%	48%	24%
4th	45%	49%	34%
5th	40%	45%	20%

Math: Proficient + Advanced



Grade	State	District	Gracemor
5th	43%	46%	24%

Science: Proficient + Advanced



Subject	Grade	Group	Below Basic	Basic	Proficient	Advanced	P+A
ELA	3rd	State	30%	28%	24%	18%	42%
ELA	3rd	District	26%	26%	26%	22%	48%
ELA	3rd	Gracemor	48%	25%	19%	8%	27%
ELA	4th	State	14%	39%	26%	21%	47%
ELA	4th	District	11%	36%	26%	27%	53%
ELA	4th	Gracemor	20%	54%	19%	6%	25%
ELA	5th	State	15%	41%	23%	21%	44%
ELA	5th	District	12%	36%	24%	28%	52%
ELA	5th	Gracemor	20%	48%	14%	18%	32%
Math	3rd	State	30%	26%	23%	22%	45%
Math	3rd	District	28%	24%	23%	25%	48%
Math	3rd	Gracemor	49%	28%	15%	9%	24%
Math	4th	State	30%	24%	22%	23%	45%
Math	4th	District	27%	24%	23%	26%	49%
Math	4th	Gracemor	45%	21%	26%	8%	34%
Math	5th	State	30%	31%	23%	17%	40%
Math	5th	District	28%	27%	22%	23%	45%
Math	5th	Gracemor	51%	30%	15%	5%	20%
Science	5th	State	26%	31%	29%	14%	43%
Science	5th	District	25%	28%	29%	17%	46%
Science	5th	Gracemor	51%	25%	22%	2%	24%

25-26 MSIP Attendance Percentage= 79.3%

Parent and Family Engagement Policy

Gracemor's School-Level Parent and Family Engagement Policy

Gracemor's School-Level Parent & Family Engagement Policy is developed jointly with parents. This policy is intended to engage parents in ongoing and meaningful communication about student academic learning and other school activities ensuring parents and families:

- play an integral role in assisting their child's learning;
- become actively involved in their child's education; and
- become full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Our school will:

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School Parent Compact



Gracemor Elementary School

5125 N Sycamore Avenue
Kansas City, Missouri 64119
(816)321-5110
www.nkcschools.org/GR

Parent School Compact for Learning

At Gracemor Elementary School, students, parents, and teachers believe in working together and sharing responsibility for giving students the best possible education and a good start in life.

The purpose of the family school compact is to build and foster the development of a family school partnership to help all children be responsible and productive citizens and achieve our state's high academic standards. Through a process that includes families, students and the community, following the agreed upon responsibilities and rules that we as partners will follow to support student success to inspire lifelong learning, embrace inclusion and forge a unified community.

As a family, our responsibilities for the education of our children include:

- Teach and model respect, responsibility, and safe behavior with others
- Maintain communication between the family and the school
- Be enthusiastic towards school
- Teach children to take responsibility
- Value the importance of education
- Be active in conferences, family involvement events, and programs
- Send students well-rested, prepared to learn from bell to bell, 9:15-4:10PM
- Encourage nightly reading and daily reading

As a school, our responsibilities for the education of our children include:

- Provide real world experiences for learning in a positive environment
- Foster a love of learning to promote life-long learners
- Develop students who can thrive in a society and can forge a unified community
- Provide consistent communication between parents, teachers, and families
- Be helpful, kind, safe and inclusive in all settings
- Be actively involved in family involvement activities
- Provide an intentional, guaranteed and viable curriculum from bell to bell
- Develop transferable skills in students including adaptability, communication, collaboration, empathy, integrity, learner's mindset, and problem solving

As a student, my responsibilities for my education include:

- Being helpful, kind, safe and inclusive in all settings
- Respect the learning of others
- Maintain a learner's mindset and take responsibility for my learning
- Do my nightly reading and daily reading
- Make positive choices
- Practice safe and responsible digital citizenship

As members of the Gracemor Elementary School Community, we promise to do our best to fulfill our responsibilities as set forth in this Parent School Compact. My signature represents my commitment to fulfill these responsibilities.

Student

Family Member Signature

Teacher Signature

Principal Signature

Parent's Right to Know

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- ParentSquare- primary mode of communication

Required Links

- [ESSA Complaint Procedures](#)

Thank You

Gracemor Administration