DISTRICT LITERACY PLAN



Nodaway-Holt R-VII School District
Graham, Maitland, Skidmore, Missouri

Adopted by:
Nodaway-Holt R-VII Board of Education
June 10, 2026

Nodaway-Holt R-VII School District
Literacy Plan

Parent and Family Engagement Involvement

Parent involvement will include surveys and informal face to face meetings. Social media outlets will also be utilized for parental input. The school district will seek and obtain agreement of parents to the parent and family engagement policy through parent survey, social media, and meetings (virtual or face to face). Nodaway-Holt Elementary School helps incoming kindergartners and their parents make the transition to elementary school. During the session of Kindergarten Round-up parents meet with the school nurse, the elementary principal and the kindergarten teacher to share information about the school and answer parent questions. The students have an opportunity to explore the kindergarten classroom at this time. The Parents As Teachers program conducts their screening in the building. Pre-kindergarten students have many opportunities to become familiar with the teachers and the building prior to their first day of kindergarten.

Communication with Parents and Families

The district will communicate with parents and family members about the plan and seek their input, participation, and agreement through the use of newsletters, the district website, email, telephone, parent-teacher conferences, and home visits if needed.

Distribution of Information to Parents and Families

The district will distribute the engagement policy to all parents and educational guardians through newsletters, email, parent-teacher conferences and linked to the district website. Paper copies of the engagement plan will also be available in the principal's office. The use of newsletters, social media, website and face to face conferences will be utilized to inform parents of the Title 1 program.

Parents and Family Members Jointly Develop LEA Plan

The district will actively recruit parents and family members to participate in school review and improvement planning. Establishing meaningful, ongoing two-way communication between the district, staff and parents and family members is critical to the success of the student and the success of the program. The district will assign the elementary principal to establish a bridge in communication between the LEA and parent.

Coordination, Technical Assistance, and Other Support

The district will provide assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. The district will provide material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as: scheduling training in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution; using technology, including education about the harms of copyright piracy, as appropriate; and providing information, resources and materials in a user friendly format.

Family Engagement Strategies

To the extent feasible and appropriate, the district will coordinate and integrate Title 1 parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully

participating in the education of their children. Engaging the SKIP parent group to actively seek out and involve parents and family members through regular updates, information sessions, and assistance with the identification of effective communication strategies and train parents and family members to enhance the involvement of other parents and family members.

Annual Evaluation

The district will conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to a greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

How Barriers are Identified

The Nodaway-Holt School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of the parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

How Needs are Identified

The Nodaway-Holt School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I program. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

How Strategies will be Identified

The Nodaway-Holt Elementary will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I program. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family

interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

Strategies will Provide

Nodaway-Holt Elementary teachers will focus on differentiating instruction through small group instruction to maximize learning opportunities for all students. Struggling students receive additional intervention support from pull out intervention teachers. The school will also use benchmarking using the NWEA, and Dibels assessments.

Strategies will Strengthen Academics by

The strategies used will target students needing the most help by providing smaller group and individual instruction and focusing on the students reading comprehension. After school tutoring is also offered to students who are behind academically in their classrooms.

Professional Development

The district has designated professional development days throughout the year which will be designed to target student achievement in the following areas: using data to make decisions regarding instruction both formative and summative, differentiated instruction, Tier I effective teaching practices and purposeful planning. This will be coupled with our individual Professional Development Plans that include teacher specific needs.

Recruiting & Retaining Effective Teachers

The district will advertise and continue to offer competitive pay and solid benefits to recruit teachers along with high quality, on-going and focused professional development. The district will continue to provide appropriate resources and materials, offer smaller class sizes and communicate celebrations with the public.

Assisting PreK Transition to Kindergarten

Kindergarten orientation/screening will be held each spring in collaboration with Headstart, Parents as Teachers, local preschools and daycares, and school staff to assist families in transitioning to elementary school. The district will share information with local Headstart, PAT, and local childcare facilities regarding the transition to kindergarten.

Assisting Middle Grades to High School

The counselor and administrators coordinate transition from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum. Throughout the spring, activities are conducted to assist students in making this transition. Every 6th grader participates in a welcome and introduction provided by the counselor and administrators for the upcoming 7th grade transition from elementary to middle school and middle school to high school is handled in a similar manner. The students shadow a middle school student for two classes. Middle school students are assigned to exemplary high school students during the shadowing process. Mandatory orientation meetings are held with students and parents in order to register the student for high school grade courses. Additional information about scheduling, extra-curricular activities and expectations are provided to the student and parent during this orientation.

Assisting High Schoolers to Post-Secondary

The counselor and administrator coordinate transition from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum. Throughout the spring, activities are conducted to assist students in making this transition. High school to post secondary is coordinated by the school counselor by inviting area

colleges and tech schools to meet with prospective students. FAFSA and ACT testing evenings are also coordinated by the counselor.

The counselor and administrators coordinate transitions from high school to higher education and employers. This coordination of efforts include A plus standards, vocational education training and career specific avenues as well as local businesses participation in job fairs and special guests. The counselor coordinates area college visits and invites recruiters from college and military to speak with our students.

The Nodaway-Holt School District uses assessments validated by higher education to identify students who (1) are ready for college-level coursework in high school or (2) need additional support to be college ready. All students who score at the college ready level on the assessment have the opportunity to enroll in dual credit courses in 12th grade. The district also looks at assessments prior to 11th grade to identify student potential for success in advanced coursework. Similarly, all students who score below the college-ready level on the assessment will receive the opportunity to enroll in courses in 12th grade that solidify their knowledge in core areas and expose them to the skills necessary for success in higher education. The district recognizes students and parents need timely and actionable information on students' readiness for post secondary coursework. Too often, preparation perceptions do not align with the reality of student performance. This lack of alignment can lead to students internalizing that they are "not college material". The district works with higher education leaders to educate students and parents about the expectations for college readiness, the realities of student performance, and the availability of support to help all students make a successful transition to post secondary education.

Other Instructional and Other Strategies

The school will utilize co-teaching as much as possible. Co-teaching teams may include the general teacher, special education teacher, paraprofessionals, speech/language pathologist, social worker, and A plus students. These teams come together for a common purpose, typically to meet a wide range of learners more effectively. These teams may have a long-term agenda for working together (an entire academic year) or short-term agendas such as completing a unit together or preparing students for some specific skills (e.g., state testing, science project).

Ensuring Teacher Quality for All

The district utilizes the NEE evaluation program for teacher improvements. The district makes every attempt to hire highly qualified teachers and will use the core data screen 18a in reporting highly qualified teachers. Improving effectiveness comes with improving professional development plans. Administrators will be actively involved in assisting teachers in development of these plans.

The district utilizes the NEE evaluation program for teacher improvement. Inexperienced teachers need extra professional development and a strong support group. The district will utilize the staff assignment report on the DESE website to identify new or inexperienced teachers and provide them with mentoring programs and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications (BA, MA, subject-matter qualifications, etc.) in determining/defining effectiveness.

The district utilities the NEE evaluation program for teacher improvement. Out of field teachers need extra professional development and a strong support group. The district will utilize the staff assignment report on the DESE website to identify out of field teachers and provide them with mentoring programs and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications (BA, MA, subject-matter qualifications, etc.) in determining/defining effectiveness.

Support for Homeless Children and Youth

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

Monies set aside will be used for school supplies and other such materials to ensure student success. Monies distributed will be on a needs basis.

Discipline

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students. Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the district shall annually receive instruction related to the specific contents of the district's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.