

District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS Year: 2024-2025

Funding Application: Plan - Title II.A Version: Initial Status: Approved

Number

Name

Select District

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

ESEA Plan Home

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Title II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*
 - The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

The district will be conducting and funding professional development, hiring consultants, and engaging in book studies to improve instructional practices and leadership practices. Professional development will be centered around multi-tiered system of supports, professional learning communities, effective use of the Learning Management system, Diversity, equity and inclusion, high yield instructional strategies, utilizing data for instruction, resource adoption training and curriculum by design.

- These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

Missouri Learning Standards are the basis for all MRH curriculum. We ensure that curriculum is developed and internally audited to ensure that tight alignment exists. The district curriculum team will work with departments to align and review curriculum to the Missouri Learning Standards. Department changes are also reviewed by the Teaching and Learning Council upon curriculum writing completion. Staff members write curriculum and collaborate with Professional Learning Communities within the district to ensure evaluation and implementation fo the district curriculum. Professional Learning Communities will also be evaluating curriculum, assessment data and instructional strategies to ensure effective best practices are implemented.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

All teachers/principals new to the MRH School District are required to attend New Teacher Orientation prior to the start of the school year. New staff to the district will also engage in either New Teacher Mentor program or the Buddy program to support staff new to the district. This provides new teachers with an overview of the district and the MRH philosophy, helps new teachers acquire techniques and strategies for effective classroom management within their respective buildings, and provide an overview of MRH support programs.

Beginning teachers are expected to also participate in BTAP trainings provided through the district.

Technology training is available to staff who needs it through various district resources. Additionally, training specifically on the learning management system as well as engaging blended learning strategies are included.

New school leaders go through additional on-boarding training programs with various departments to ensure instructional and management skills develop their capacity to operate within MRH practices. All administrators participate in monthly Professional Development meetings surrounding topics of PLC implementation, MSIP 6 changes, finance, curriculum, and effective leadership.

New teachers participate in a two-year cycle of guaranteed training experiences that are designed to provide content and job-embedded support in the areas closely aligned with the district's mission and vision. Beginning teacher support systems include a two-year mentor program.

All certified staff members in the MRH School District develop goals as part of the evaluation process. Progress toward goals is reviewed annually with the certified staff member and the building administrator as part of the evaluation process. Instructional coaching in content areas and classroom strategies is also available for all instructional staff at MRH.

MRH allocates funds annually for staff to attend out-of-district workshops as well. Staff members must first submit a proposal following the Guidelines for Out-of-District Workshops. Applications are reviewed by the building administrator and the Assistant Superintendent.

PRIORITIZING FUNDS

- The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- Not applicable (no targeted/comprehensive schools)

- The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

MRH only has one school at each grade level, however, the district will prioritize funds for Middle School and High School to provide professional development support for the buildings with the highest economic deprivation.

USING DATA AND ONGOING CONSULTATION

- The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

The district will use a data warehouse and scheduled grade level, curriculum, and team meetings to review data. Outcomes of data review will be shared with curriculum action teams, professional development committee, the teaching and learning council, and the title committee in order to make decisions about professional development expenditures necessary for improved student achievement.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

District/LEA Comments

DESE Comments