



District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS Year: 2019-2020

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Approved

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

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

Parents sit on the Title Evaluation Committee and are active participants in the Teaching and Learning Council, which oversees curriculum and instructional development. Changes to policy are reviewed by both groups and are presented at two open sessions of the Board of Education.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

We have an adopted board policy in addition to a statement in our parent/student handbooks. Parents are on the Title Program Evaluation Committee and the Teaching and Learning Council. They review and sign the parent compact. They complete annual parent surveys. All changes are reviewed in open forums at Board Meetings, Teaching and Learning Council and Building Level Parent Meetings

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

A statement is included in the parent/student handbook that goes home to all families. The engagement policy is available on the district website.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

We have an adopted board policy. Parents are on the Title Program Evaluation Committee and the Teaching and Learning Council. They review and sign the parent compact. They complete annual parent surveys. All changes are reviewed in open forums at Board Meetings, Teaching and Learning Council and Building Level Parent Meetings.

Check all that apply:

- No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

The district holds district wide meetings regarding federal programs. The district covers the expense of Home Visits. It provides support in the forms of training and mentoring for instructional coaches and elementary teachers. The district provides one-on-one support to building leaders for project planning. Building leaders and instructional coaches coordinate building level parent involvement opportunities. District and building administrators work together to prepare notices that need to go out district-wide and building-wide.

MRH school district coordinates resources and activities from a variety of sources: Title1A, Title II, Title IV, University of Missouri MPER, Webster University School of Education, local grants, Health and Human Services access through the St. Louis County Children's Fund, EdPlus, Statewide Collaborative Grant, Washington University Brown School of Social Work, Character Plus, the Gatesworth, Mosaic Services, and the state and local funds.

Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- 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)

Other Acts

- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary

- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Parents are included in planning teams, information is shared at school parent nights, and family engagement events are held at each site specific to building plans.

Annual Evaluation

- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

A team of people made up of administrators, parents, and teachers annually reviews the program guidelines before planning, conducts program evaluation, and also reviews the developed plan to ensure that guidelines are followed and the content responds to district needs. MRH School District has a series of three meeting of 1.5 hours each. The first meeting focuses on Guidelines and Requirements, how programs are being currently implemented, new considerations for the next year (such as a political change or anticipated decrease in funds). The second meeting focuses on current state of achievement, longitudinal perspective of achievement, parent engagement, curriculum night activities for the year, parent compact, and parent surveys. The third meeting focuses on results of parent surveys, and the development of a prioritized program needs list. Regular reports are given to the Teaching and Learning Council and an evaluation report is made to the board of education

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (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)

Describe method(s) for identifying barriers

Methods of identifying barriers include: analyzing input from parent meetings and parent surveys, periodic review of best practices, regular communication with district counselors, social workers, and PAT educators, and child study meetings. Students and families participate (98% participation level) in regular home visits (at least once every other year). Data collected in Home Visits are reviewed annually.

- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Needs are consolidated from various sources: parent surveys, parent meetings, home visits, and responses to teachers.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

MRH uses our program evaluation process to identify best practices in parent and family involvement. The district's preferred strategy includes a home visiting component where individual family needs can be discussed. We have also had success with providing parents with materials, resources, and training for helping their child with homework during the school year, providing parent resource libraries, and hosting curriculum nights.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*

District/LEA Comments

DESE Comments

Email: christina.wales@dese.mo.gov

Current User: JasonAdams

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

Title I.A LEA

INTRODUCTION

When approved 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 t Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan for compliance. The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4080 MRH EARLY CHILDHOOD CENTER	ELEMENTARY
4040 MRH ELEMENTARY	ELEMENTARY

Describe method(s) of identifying students who may be at risk for academic failure:

- Review of standardized test results and item analysis - MAP, Aspire
- Use of Renaissance Star for benchmarking 3 times per year -Team review for those under 30%
- Individualized Fountas and Pinnell testing
- Individualized math testing (Slosson) (Focus)
- Teacher recommendation
- Arkansas Rapid Naming Screener (screener for Dyslexia)
- Spelling/Phonics Benchmark (screener for Dyslexia)
- Dominie/Show Me Concepts of Print Assessment (screener for Dyslexia)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. Sect/
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply)	
Subject area(s) reported here should match staff reported on the Supporting Data page	
<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<input type="checkbox"/> Communication Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

EARLY CHILDHOOD EDUCATION SERVICES Section 1112 (b)(1)(A), and 1113(c)(5)

- The LEA will not use Title I funds to support a preschool program for children.

The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type			
District-Wide	Targeted	Schoolwide	Blended Funding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title I funds will be used by the LEA to provide preschool services for children in:

- Head Start
- Other comparable community preschool programs
- Not Applicable

The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)

- Project Construct
- High/Scope
- Creative Curriculum
- Early Language and Literacy Curriculum

Title I.A Funded Preschool Personnel

<input type="checkbox"/> Instructional Teacher	
<input type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other	

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program
	<input type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day
	<input type="checkbox"/> Half Day
Age of Students Served	<input type="checkbox"/> One year prior to entering kindergarten
	<input type="checkbox"/> One and Two years prior to entering kindergarten

EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION Section 1112 (b)(8)

- Not applicable; no early childhood education programs exist at the LEA or building level.
- The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition of participant programs.

Describe activities to support, coordinate, and integrate:

Title I funds are not used for preschool program.
However, MRH runs a robust pre-school program housed in our early childhood center along with K-2 students.

Describe transition activities:

Title I funds are not used for preschool program.
However, transition is facilitated by being in the same school, hosting Kindergarten functions over the summer, and hosting Home Visits over the summer.

TRANSITIONS Section 1112 (b)(10)

The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

Title I funds are not used for middle or high school programs.
However, transition is facilitated by being in the same school - just on different floors, Home Visits over the summer, transition meetings between middle and high school teachers to discuss.

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

Title I funds are not used for middle or high school programs.

However, transition is facilitated by college campus visits, visits to post secondary vocational options, individualized support with completing applications, long-term planning with students, college and FAFSA workshops in the evening for students and family, opportunities to participate in real world environments during intern and apprenticeship program.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

Title I funds are not used for middle or high school programs.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student int

Title I funds are not used for middle or high school programs.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(d)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

- Identify strategies that are evidence-based
- Additional diagnosis testing
- Monitoring to identify progress and rate of individual and/or group growth
- Customize instructional strategies to address targeted needs
- Extended learning time
- Use of the RTI process
- Training and support of all teachers in using trauma-informed care, restorative practices, Dyslexia, cooperative learning, UbD curriculum design

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, o

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

- Grade level teams are balanced with both experienced and inexperienced teachers
- Collaborative activities that include grade level PLCs, content planning, data teams
- A planned continuum of PD for teachers hired new to the district, which is provided over a 4 year period
- Content area coaches in Reading and Math
- Use of research based teacher evaluation
- Comprehensive individualized professional development plan

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

-Ran the Staff Assignment report and teacher certification report - No staff were identified as being inappropriately certified. MRH does not place anyone in a position unless they are appropriately certified.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Appli description):

-Ran the Staff Assignment report and teacher certification report - No staff were identified as being inappropriately certified. MRH does not place anyone in a position unless they are appropriately certified.

NEGLECTED CHILDREN

Section 1112 (b)(5)

- The LEA does not receive funds for Title I.A Neglected Children.
- The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

- Local institution
- List:

[Empty text box]

Community day school program

List:

[Empty text box]

List: Describe the nature of the services at the Local institution and/or the Community day school:

[Empty text box]

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided to children i

Describe services that will be provided:

The services provided depends on need - it may include procuring materials, such as a backpacks, transportation for students to and from daily if they reside outside of the district boundaries, parent transportation for meetings, medical needs such as glasses, etc.

Homeless activities are coordinated by our Director of Student Services who is a licensed social worker.

DISCIPLINE

Section 1112 (b)(11)

The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with high rates of of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

In 2017, the district adopted a policy that students are not suspended in grades K-3. This practice was implemented in 2017-2018. All K-6 teachers are trained in restorative practices for the classroom level. This year grades K-2 had an interventionist who worked on social and emotional behaviors with students while providing access to the core curriculum content. For 2018-2019, an additional interventionist was hired for grades 3 to 6. At the middle school and high school level, two programs provide alternatives to suspension with certified teachers that simultaneously address social and emotional issues and content learning.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- Determined not appropriate by the LEA; such programs not supported by LEA.
- The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning op

Describe programs:

Our district is a part of a consortium that sponsors a vocational site (South County Tech) with access to 27 vocational training pathways. MRH students are also able to complete a business pathway (either Management or Business Technology, IT) at the MRH High School site.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- The LEA will not use funds to meet purposes of these other programs.
- The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

[Empty text box]

- The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

[Empty text box]

PARENT COMMENTS

Section 1116 (b)(4)

The Title I.A LEA 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.

[ESEA Plan Home](#) [Print](#) [Cancel Print Mode](#)

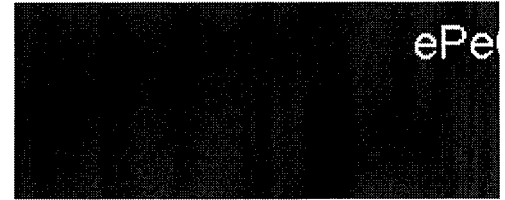
District/LEA Comments

DESE Comments

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District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS **Year:** 2019-2020

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

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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)*

Describe activities:

The district will be conducting and funding professional development, hiring consultants, and engaging in book studies to improve instructional practice in the areas of response to intervention, differentiated instruction, hands-on science, teaching English Language Learners, inquiry-based social studies, instructional rounds, educational equity, and social/emotional supports.

- 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. All MRH teachers go through a required training series that includes Understanding by Design methodology to ensure that all assessments and lessons are aligned to standards. Interventions and placements are based on assessments of standards.

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. The purpose of this program is to accomplish the following: provide new teachers with an overview of the district and the MRH philosophy, help 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 required in their first year to have training on the "Understanding by Design" curriculum model. This training is accomplished during the school year with release time provided. Experienced teachers new to MRH are required to participate to ensure understanding of the MRH curriculum model. Principals are expected to follow-up and support teacher implementation of learned skills through observations and conferences in collaboration with instructional coaches as needed. Principals new to MRH also participate in the training cycle.

Technology training is required of all teachers new to the MRH School District. The district believes that MRH teachers should be supported in technology usage with graduated training opportunities at the district and building levels. All teachers new to MRH will receive training in the ItsLearning platform and basic Apple/Google applications. Training will assist teachers with effective methods of technology usage for instruction, communication, and collaboration.

New teachers participate in a four-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 (see MRH Training Institute). Beginning teacher support systems include a two-year mentor program. Mentors contact first year teachers over the summer and meet at a mutually convenient time with the goals of addressing any questions the new teacher has before orientation and starting to build the mentor/new teacher relationship. Mentors and first year teachers have four half days of release time to work together, one each quarter. Each half day will be devoted to time for mentors and first year teachers to meet in pairs to focus on issues determined by them, providing time for conversation and reflection together. During this time, they might review curriculum and discuss classroom strategies, observe in other classrooms in or out of MRH, read and discuss professional literature, or develop an agenda focused on the current needs of the new teacher. Beyond these four half-day sessions, mentors and first year teachers meet at least weekly in the first quarter of the year, and regularly throughout the year, to address issues as they arise. Mentors help keep first year teachers informed about district and building activities, as well as professional growth opportunities in MRH and elsewhere. Mentors work with first year teachers to develop their professional goals, part of their Professional Growth Plan required by the state for ongoing certification. Mentors make a two-year commitment to the new teacher and continue as mentors into the second year with the same teacher. Mentors and second year teachers have two half days of release time to work together. Each half day will be devoted to time for mentors and second year teachers to meet in pairs to focus on issues determined by them, providing time for conversation and reflection together. Beyond these two released half days, mentors of second year teachers meet at least monthly throughout the year to address issues as they arise. 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. Beginning teachers establish their goals with the assistance of an assigned mentor and the building principal. Staff members write curriculum and collaborate on curriculum implementation as part of a Curriculum Action Team (CAT). Curricula are studied and revised as needed based on CAT planning. Staff members are paid for summer curriculum development work and are provided release time throughout the year for curriculum development, implementation, and revision meetings. MRH teachers regularly participate in national teacher training opportunities such as Fulbright, NSF, NAREA, and Google. MRH teachers have received national and state recognition through their individual professional development efforts.

MRH allocates funds annually for staff to attend out-of-district workshops. 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.

MRH provides for course tuition reimbursement fo

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 so this provision is not applicable.

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.

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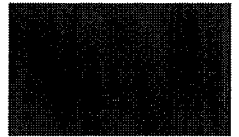
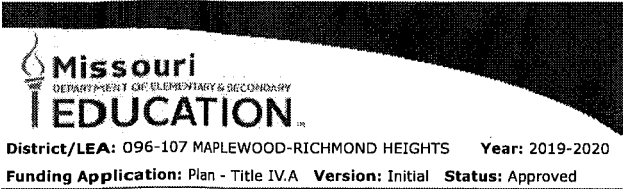
District/LEA Comments

DESE Comments

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Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve students' academic achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

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 Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

- This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- Not Applicable

District Name/County-District Code	LEA Authorized Representative
<input type="text" value="Select..."/>	<input type="text"/>

NEEDS ASSESSMENT

- Needs assessment not required
 - LEA receives allocation less than \$30,000, or
 - The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
 - (A) access to, and opportunities for, a well-rounded education for all students;
 - (B) school conditions for student learning in order to create a healthy and safe school environment; and
 - (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- The needs assessment has been conducted within the past three years.

Date of Needs Assessment

2/6/2019

Well-Rounded Education

Section 41
Sectic

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

MRH provides a variety of structures to provide professional development. The Teaching and Learning Council provides the framework for district-wide professional development foci, using a modified train-the-trainer model. MRH connects curriculum and professional development through Curriculum Action Teams. These teams recommend professional development focus for the content area and support deep conversations ultimately addressing how this new learning informs practice. Teachers have the opportunity to participate in many district-sponsored professional development opportunities. MRH supports teachers obtaining National Board Certification as they become more experienced teachers. Through curriculum revision, professional development, and thoughtful purposeful implementation, student academic gains are being made. We've seen growth in communication arts and mathematics.

Weaknesses

This momentum has to be sustained through time and extended into other content areas. As new staff enter the district, they will need additional support while current staff will need advanced training. Changes in standards to Missouri Learning Standards has increased the need for professional development in order to fully understand the changes and to make strategic changes in curriculum and classroom practice to address the changes. Achievement gaps persists for African American students, students with a low socio-economic status, and students with IEPs. Additional work in science and social studies curriculum is needed and more hands-on experiences need to be included to provide learning at a deeper more transferrable level.

If indicated, state need(s) identified pertaining to a well-rounded education for all students

Additional curriculum work in science and social studies is needed. Based on student achievement data, curriculum enhancements in mathematics and communication arts should continue to be developed including additional formative assessment and aligned lesson. Robust RtI structures and efficient methods of targeting and responding to student need should be implemented including tools to aggregate, disaggregate, and store individual student data. Resources for providing hands-on more experience learning in science and social studies are needed.

Healthy and Safe School Environment

Section 41

Summarize the analysis of data regarding school conditions for student learning.

Strengths

We have a well articulated mission and vision. Average class sizes at MRH range from 12-16 students per teacher. We have experienced a decrease in Office Referrals and Student Suspensions. MRH Elementary was also recognized as a Missouri State School of Character. MRH ECC was the recipient of the Champions in Character award in 2018-2019.

Weaknesses

While the staff is striving to become trauma-informed, we have not yet fully implemented trauma-informed practices. Also, student safety protocol trainings need to occur.

Through building and district equity audits, MRH has identified several areas that need to be monitored in terms of educational equity. Staff training in diversity, inclusion, and anti-bias will ensure the implementation of equitable practices for students.

If indicated, state need(s) identified pertaining to school conditions for student learning

MRH needs to continue professional development and analyze policies related to trauma-informed care, educational equity, and restorative practices.

Effective Use of Data and Technology

Section 41.

Summarize the analysis of data regarding school conditions for student learning.

Strengths

NA

Weaknesses

NA

If indicated, state need(s) identified pertaining to school conditions for student learning

NA

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority, a critical of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	2	To provide staff training and hands on, inquiry-based materials for science and social studies concepts updated for alignment to current Missouri Learning Standards.

Healthy and Safe School Environment	1	To complete training in trauma-informed school practices, educational equity, and restorative practices.
Effective Use of Technology	3	NA

DESCRIPTIONS

Partnerships

Section 4106 (

- Not Applicable
- The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education

Section 4106 (

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Staff training and hands on, inquiry-based science/social studies materials.	Strengthen staff understanding of high-quality science/social studies instruction and provide materials for hands on, inquiry-based instruction.	Science/social studies classes will implement at a minimum one hands on, inquiry-based learning experiences for students each month.	Teacher reports of lessons taught and classroom observations.

Safe and Healthy Students

Section 4106 (

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Staff training in trauma-informed school practices, educational equity, and restorative practices.	Strengthen staff understanding and develop abilities to select appropriate strategies to support student needs.	Fewer discipline referrals for students.	Monitor frequency count for student discipline referrals and consequences.

Effective Use of Technology

Section 4106 (

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
NA	NA	NA	NA

ADDITIONAL ASSURANCES

High Priority Schools

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
 - are among the schools with the greatest needs; (required)
 - have the highest percentage of economic deprivation; (required)
 - are identified for comprehensive support and improvement; (if applicable)
 - are implementing targeted support and improvement plans; (if applicable)
 - are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

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

Utilizing funds in multiple program areas

- The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
 - Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

- The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

DESE Comments

Email: christina.wales@dese.mo.gov

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"Missouri public schools: the best choice...the best results!"