



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

Funding Application: Plan - Title I.A LEA 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 sch

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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 (ESSA), 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. 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.

Section 1112 (a)(3)

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)

Table with 2 columns: School, Category. Rows include MRH ELEMENTARY and MRH EARLY CHILDHOOD CENTER, both categorized as ELEMENTARY.

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

Buildings engage in the data teaming and MTSS process to review and evaluate student data and progress. Teams meet regularly to review data and the district has an MTSS Coordinator who meets with teams about processes and progress as well as a district MTSS leadership team that meets monthly to coordinate processes across the district. All data is stored in a data warehouse available to staff to review and pull into the MTSS referral forms and processes.

-Review of standardized test results and item analysis – MAP, STAR

-Use of Renaissance Star for benchmarking 3 times per year –Team reviews for those under 30% to determine needs and next steps.

-Data meeting review of grade level common assessments aligned to standards and benchmark results.

-Review of KEA-Kindergarten Entry Assessment.

-Teacher recommendation

-Comprehensive Dyslexia screening tools as identified in the district Dyslexia Assessment plan

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 star (5)

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 type="checkbox"/> Math	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"/>	
<input type="checkbox"/> Reading	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"/>	
<input type="checkbox"/> English Language 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"/>	
<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"/>	
<input checked="" type="checkbox"/> Other <input type="text" value="Instructional Coaches"/>	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 type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

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
<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)
 - Creative Curriculum
 - Emerging Language and Literacy Curriculum
 - High/Scope
 - Project Construct

Montessori

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 school programs.

Describe activities to support, coordinate, and integrate:

MRH runs a robust pre-school program housed in our early childhood center along with K-2 students. Students include Head Start, tuition based, and subsidy tuition students. Students in the program are additionally supported with a social worker, counselor, and the Parents As Teachers program. Parents as Teachers works with pre-school age students as well to identify any children in need of interventions through a screening process. MRH also coordinates with Special School District to both transition students from first steps as well as identify students in preschool to ensure access to preschool for families.

Describe transition activities:

Transition is facilitated by being in the same school, hosting Kindergarten functions over the summer as well as hosting a jumpstart summer school for students entering Kindergarten. Preschool students participate in a fly up day, where they experience Kindergarten for a day. Staff makes home visits to all families over the summer to gain a whole picture of who students are prior to them coming to school. Preschool teachers also support students during the first week of Kindergarten by being in their classrooms helping students transition.

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:

Transition is facilitated by being in the same building. Transition meetings between middle and high school teachers to discuss student needs happen yearly. Staff makes home visits to all families over the summer to gain a whole picture of who students are prior to them coming to school. Principals and Counselors visit the elementary to discuss course options and selection of middle school courses. Middle School also hosts virtual meetings for parents to attend and gain support to help students with course selection. Elementary students also have an opportunity to meeting in small groups and visit the Middle School twice during their 6th grade year. All Middle School students receive a home visit from staff. Finally, students and families are offered opportunities to visit during open house and receive support from technology during Chrome Pickup day.

- 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:

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. Students all receive home visits from staff at the high school prior to the beginning of the school year.

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

MRH partners with trade schools and provides access to Career Opportunities Fair, Arts Trades Fair, school year and summer internship programs and individual education of students regarding trade school and apprenticeship opportunities is overseen by the Career Connections Teacher and other partners MRH partners with South Tech for career focused education, College Bound for College prep/transition support, and Washington University College Prep program.

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

Students have academic, career and college advisory opportunities throughout their enrollment at MRH. They have access to early college at St. Louis Community College, Dual Credit coursework through St. Louis University, University of Missouri-St. Louis, and St. Louis Community College. Students are exposed to a variety of opportunities through Middle School Expeditions and High School Apprenticeships opportunities in a variety of fields of study, allowing students to see education and application of skills. Students develop an ICAP to guide their high school plan and help transition to post-secondary work. In their junior and senior year, students receive college/career/military advising, on-campus college and military representation visits, and campus tours of colleges.

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

-Monitoring student analytics in learning management systems

-Customize instructional strategies to address targeted needs

-Extended learning time

-Use of data teams the MTSS process to review student progress

-Training and support of all teachers in using trauma-informed care, restorative practices, Dyslexia screening, cooperative learning, UbD curriculum design, online learning systems, and training in Letrs

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, ine:

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 training continuum of PD for teachers hired new to the district, which is provided over a 2 year period

-New teacher support through mentor and buddy teachers as well as the BTAP

-Content area coaches in Reading and Math

-Use of research based teacher evaluation and annual analysis of results

-Comprehensive individualized professional development plan

-All teaching staff evaluated utilizing the MRH teacher evaluation tool which is aligned to state teacher standards. Any teachers deemed ineffective receive increased feedback sessions from administration and develop a comprehensive improvement plan with specific improvement guidelines and professional development support in the areas identified.

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

-Review the Staff Assignment report and teacher certification report. MRH does not place anyone in a position unless they are appropriately certified.

-Grade level teams are balanced with both experienced and inexperienced teachers.

-1st and 2nd year new teachers are assigned a mentor to assist with the transition to the district.

-Assigned instructional coaching and mentoring

-A planned training continuum of PD for teachers hired new to the district, which is provided over a 4 year period

-All staff are evaluated according to district policy and receive regular feedback regarding effective practices. Staff that are underperforming would receive intensive support from administration and/or instructional coaches to correct the areas of underperformance.

-Inexperienced staff have access to math and literacy coaches as well as an MTSS and Data Coordinators to help identify instructional needs of staff.

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

-Review the Staff Assignment report and teacher certification report. Staff eligible for hire are reviewed prior to hiring and follow DESE processes for temporary or provisional certification. MRH does not place anyone in a position unless they are appropriately certified. Additionally, teachers who may be placed in out-of-field assignments are offered additional Professional Development support and opportunities to become certified appropriately and to support learning in the area being taught.

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:

Boys Hope Girls Hope - St. Louis

- Community day school program

List:

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

Boys Hope Girls Hope scholars live on campus and participate in organizational activities. Responsibility for their holistic care—including decisions regarding their medical health, decisions regarding their educational enrollment, participation and opportunities, and decisions pertaining to their every-day life—is that of Boys Hope Girls Hope of St. Louis. If a scholar's situation allows, these decisions are made in cooperation with parents/legal guardians, but when a scholar's situation does not allow, these decisions are made by Boys Hope Girls Hope of St. Louis. MRH provides services and materials through Title I consultation. Some of the specific services to be provided during the 2023-2024 school year include: ACT tutoring, Driver's Education sessions, adobe & Zoom subscriptions for use by tutors, volunteers, and mentors to interact with students, course supplies and services will be identified during ongoing consultation during the first part of the school year.

HOMELESS CHILDREN AND YOUTHS

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

- The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable funded schools.

Describe services that will be provided:

The services provided depends on need - it may include procuring materials, such as 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, or other personal care items. Coordination with the district Homeless Liaison provides support for families. 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 by each 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 and is ongoing. District teachers are trained in restorative practices for the classroom level. This year grades K-6 had an interventionist who worked on social and emotional behaviors with students while providing access to the core curriculum content. At the middle school and high school level, two programs provide alternatives to suspension with certified teachers that simultaneously address social/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

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, and PLTW) at the MRH High School site. In addition, MRH has a job shadowing and internship program which extends the program into the community.

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:

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

Describe use of funds:

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.

District/LEA Comments

DESE Comments