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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 student 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
Select...	

#### 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

#### Well-Rounded Education Section 4106 (d)(1)(A)

Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State 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 uses 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. In the long-term, we've seen growth in communication arts and mathematics, although we experienced dips in these areas during the coronavirus pandemic.

**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 and professional development 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 MTSS structures and efficient methods of targeting and responding to student need should be implemented including tools to aggregate, dis-aggregate, and store individual student data. Teachers will need additional training in data dis-aggregations and instructional response. Resources for providing hands-on more experience learning in science and social studies are needed. We continue to need training on blended learning environments best practices.

**Healthy and Safe School Environment** Section 4106 (d)(1)(B)

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. MRH is known for its positive school climate and active community engagement. We have experienced a decrease in Office Referrals and Student Suspensions.

**Weaknesses**

While MRH has become a trauma-informed system, teachers need additional professional development to ensure consistent implementation. Also, student safety protocol trainings need to occur. Based on return to school, we also need to rethink social and emotional learning in a virtual environment.

Through building and district equity audits, MRH has identified several areas that need to be monitored in terms of educational equity. Teachers continue to need support in providing for physical and social health, educational equity and in the use of restorative practices. 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 student physical, social/emotional health, trauma-informed care, educational equity, and restorative practices.

**Effective Use of Data and Technology** Section 4106 (d)(1)(C)

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 in each 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)
<b>Well Rounded Education</b>	0	To provide staff training and hands on, inquiry-based materials for science and/or social studies concepts updated for alignment to current Missouri Learning Standards. To provide support in MTSS process, professional learning communities, and formative assessment practice.
<b>Healthy and Safe School Environment</b>	0	To continue training in trauma-informed school practices, educational equity, restorative practices, and/or social/emotional health and safety.
<b>Effective Use of Technology</b>	0	NA

**DESCRIPTIONS**

**Partnerships** Section 4106 (e)(1)(A),(E)

- 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 (e)(1)(B),(E)

- 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

**Safe and Healthy Students** Section 4106 (e)(1)(C),(E)

- 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

**Effective Use of Technology** Section 4106 (e)(1)(D),(E)

- 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

**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 and other 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**

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