



District/LEA: 115-902 LIFT FOR LIFE ACADEMY Year: 2021-2022

Funding Application: Plan - School Level - 1935 LIFT FOR LIFE ACADEMY HIGH SCH 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.

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School, Parent And Family Engagement Policy [Hide](#)

## 1935 LIFT FOR LIFE ACADEMY HIGH SCH

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide  
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The parent involvement policy is reviewed at the beginning of the school year with parents during the grade level orientations during the summer. It is also included the parent and student staff handbook. In addition, an annual Title I meeting is held on the day of Open House. On both occasions, parents are invited to review and provide feedback. Supplemental information relative to parent and family engagement is collected through surveys, including those conducted as part of the academy's biennial evaluation process. This includes the high school.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
  - To explain the requirements of Title I.A
  - To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
  - Child care
  - Home visits
  - Funds will not be utilized for these purposes
- Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

The high school plans opportunities for parent involvement in conjunction with activities of general interest to parents in order to promote participation. These may include the annual Open House, parent/teacher conference days, and summer grade level orientations. Planned meetings may include information relating to federal programs within the school/LEA. Feedback used for improvement of Title I.A/Schoolwide programs is collected through various means, including surveys and parent interviews.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

The parent/involvement policy is included with the parent and student handbook, which is presented and reviewed with parents as part of the grade level orientations. These parent meetings are held throughout the day and led by the building principal. Parents have an opportunity to review the policy and provide feedback. Additional information is presented and collected from parents periodically, including at the annual meeting the day of Open House and as part of parent surveying. Parent feedback is also collected through the use of surveys and interviews, including the annual evaluation sponsored by Southeast Missouri State University.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Considerable information pertaining to various Title I.A programs is included in the parent and student handbook. The handbook is comprehensive and includes items such as, a "parent's right to know," the parent involvement policy, homeless education, etc. The parent and student handbook also describes the academy's educational approach, use of assessment, and curriculum. Handbooks are presented to parents at the grade level summer orientations and posted on-line at the academy's website. In addition, various aspects of the Title I.A programs appear as stand alone items on the academy's website.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.  
*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Explanation of the curriculum, academic assessments, and MAP assessments/achievement levels begins with the academy's grade level orientations for parents and students in the summer. Extensive information is also included in the parent and student handbook. Further information relative to the MAP, including schoolwide and academy performance results, are included in various scheduled meetings, including the annual meeting, open house and scheduled parent/teacher conferences that are identified on the school's academic calendar and posted on the website. Again, the annual evaluation sponsored by Southeast Missouri State University is an important source of data and information for parents. It too is posted to the academy's website.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The parent school compact identifies expectations and assurances for academy staff, parents, and students. These expectations and assurances are intended to promote parent/school collaboration in supporting the academic and personal growth of all students attending the academy. More specifically, parents commit to making sure their student attends school everyday, is adequately prepared, reinforces positive academic and social behaviors, and participates meaningfully in the school community.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The parent school compact also describes the academy's expectation for administrators and teachers in setting high instructional expectations for all students, effectively teaching skills and strategies that retain student learning, communicate successes in concerns to parents that impact academic progress, providing appropriate supports to students, and maintaining a positive and nurturing school environment for learning.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - Issuing frequent reports to parents on their children's progress
  - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

#### **BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child's progress, and
  - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

Building the capacity for parent involvement begins annually with the summer grade level orientations. These meetings include the dissemination and review of our parent and student handbooks, which includes an overview of federal programs within the school, curriculum, assessment, and expectations for student behavior. During summer orientation, parents are provided with information on how to monitor the progress of their student in the classroom electronically. During scheduled parent/teacher conferences, information is provided to parents specific to individual classroom performance, individual student performance (including standardized assessment performance, reading level, etc.). In addition to summer orientation and scheduled parent/teacher conference days, the academy has a scheduled Open House that works to both inform parents about the academy's educational program and build the relationship between parents and staff within the school.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

As mentioned previously, the parent and student handbook is provided to parents at the school's summer orientation. It is presented by the building principal and aspects of the academy's educational program are highlighted. At Open House and parent/teacher conference days, individualized meetings are conducted with parents to discuss students' academic progress and how to utilize various supports, including web resources, communication with the teacher, etc. The Academy's partnership with Affinia Healthcare has also been advantageous in terms of supporting the mental and physical wellbeing of students and their families. The Academy's partnership with the Mark Twain Community Resource Center has also helped facilitate a number of activities, especially those related to post-secondary planning.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,

implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Teacher communication and collaboration is both a value and expectation at LFLA. Training teachers and staff in how to communicate and support parents is incorporated into professional development. Effective communication strategies are taught to new teachers as part of their induction experience. The importance of effective communication and strategies are also reviewed with returning staff as part of the weeklong orientation prior to the start of the school year. During the 2020-21 academic year, additional training was provided to teachers in the areas of cultural awareness and responsive teaching and social-emotional learning.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

As a charter/LEA with a singular campus, parent involvement activities and strategies often overlap between the middle and high school. As part of its general approach to parent involvement, the high school provides multiple points during the school year where parents can learn more about the school community (conference days, open house, summer orientation), but also have access to additional resources, such as, personal wellness information, financial planning, etc.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

**Optional additional assurances**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

**ACCESSIBILITY**

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:

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Comprehensive Needs Assessment [Hide](#)

**1935 LIFT FOR LIFE ACADEMY HIGH SCH**

**COMPREHENSIVE NEEDS ASSESSMENT (school level)**

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/8/2021

### NEEDS ASSESSMENT: SCHOOL PROFILE

#### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

As a charter/LEA high school serving predominantly low-income African American students in the urban core, the high school has a track record of success. With regards to demographics, the high school has been able to lessen the achievement gap that is associated with urban poverty and race for many students. Continuous enrollment, attendance, and graduation rates all indicate that students want to attend the high school and are achieving positive outcomes overall.

Weaknesses:

Consistent student attendance is the high school's greatest concern. The average daily attendance rate is approximately 92%, achieving a 90 x 90 MSIP 5 attendance rate at or above 90% is a challenge. Although our 90 x90 attendance rate trends appear to be in-line with other urban schools, working to improve consistent attendance among all students is a top priority.

Indicate needs related to strengths and weaknesses:

Academic success for our students is in part based on our ability to provide the curricular and instructional supports necessary to minimize the effects of urban poverty. We understand who we serve and the challenges associated with our student population. As our motto states, failure is not an option.

#### Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

As an urban charter/LEA serving predominantly low-income African American students, the high school has a strong track record of academic success based on the state's end-of-course exams. When school level reports have been published by DESE, the school has earned over 80% of the points available as part of its annual performance report, which also includes graduation, post-secondary readiness and placement data, and attendance. The high school's EOC scores outperform almost all other comparable schools in the city of Saint Louis. Algebra I EOC performance continues to outperform the state average for all students, which is a clear strength.

Weaknesses:

Although we have achieved considerable success on the EOC exams, college readiness as measured by the ACT remains an area in need of improvement. The performance of our students on the ACT is slightly below the national average for African Americans and several points below the state average for all students. Our weakest areas of ACT performance are reading and language, which also follows larger state and national trends for African American students.

Indicate needs related to strengths and weaknesses:

1. Become more effective at improving student reading comprehension at the secondary level.
2. Make sure that students have a quality and successful introductory math experience at the beginning of high school.
3. Align instruction in ways that will best prepare students for the ACT college readiness assessment.

### Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

The academy has a clear curriculum development and revision process aligned to state standards. The academy has been able to secure a variety of resources, including classroom materials and technologies, to support effective instruction and student learning.

Weaknesses:

Working to improve the quality of literacy instruction for upper level students based on measurable gains continues to be a challenge. Integrating this fully throughout all curriculum is a need. Integrating the college and career readiness standards more fully into curriculum and daily instruction is a weakness.

Indicate needs related to strengths and weaknesses:

As stated previously, our curriculum and instruction can be further aligned to both the new Missouri learning standards, but also the ACT college readiness assessment.

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers

- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

The overwhelming majority of high school classes are taught by staff that are highly qualified for the subject area and grade level they teach. In addition, several staff members have the ability to teach college level classes because of their own academic backgrounds with Masters degrees in the content areas they teach. The demographics of the staff includes several African Americans, which is important for our students to see and learn from as part of their education.

Weaknesses:

It is becoming increasingly difficult to recruit and hire the most highly qualified teachers in the areas of math and science. Although we have a number of African American teachers on staff, we would like to have more African American staff in the core content areas.

Indicate needs related to strengths and weaknesses:

Continuing to effectively recruit highly qualified and highly talented teachers that will allow the high school to continue providing a quality educational experience to students based on measurable outcomes (including the ACT, EOC, and school level APR).

**Family and Community Engagement**

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental Involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

A primary source of information relative to family and community engagement has been the use of surveying as part of the academy's biennial evaluation process. Additional sources of data include participation rates of parents for various school sponsored activities, including summer grade level orientation, open house, parent-teacher conferences, and various parent involvement meetings. Overall, the parent perspective has indicated the following strengths: a safe and caring learning environment; presence of academic rigor and challenge for students; and a willingness to work with parents and students from all backgrounds.

Weaknesses:

Like many high schools, consistent parent involvement, especially proactive monitoring of high school level students by parents, tends to decrease at the high school level. Increasing parent participation of high school age students at designated parent involvement activities.

Indicate needs related to strengths and weaknesses:

Improve the frequency of communication between teachers and parents. More effectively provide access and support to parents in communicating with teachers and monitoring the academic progress of students. Lastly, work with parents to connect them and their children to available community resources as part of healthy living and personal wellness.

### School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

The school mission is well-established. Core content area classrooms average approximately twenty students. The leadership at both the school and LEA level is stable, consistent, and has extensive urban experience. The school culture is inviting and the three pillars of Educate, Empower and Uplift guide students and staff to work together to achieve goals. The number of discipline incidents is decreasing along with the amount of suspension days out of school.

Weaknesses:

Working in the urban setting where poverty is considerable presents a number of challenges, both academic, emotional, behavioral, and social. Although we are decreasing the number of suspension incidents, there are still more than we feel comfortable with.

Indicate needs related to strengths and weaknesses:

Improve the capacity of teachers to influence student behaviors and motivate students to learn in an effort to reduce disciplinary incidents and increase student engagement. Improve the capacity of teachers to identify and work with students experience trauma and/or impacted by poverty both academically and behaviorally.

### NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1. Increase the number of students with regular and consistent attendance as measured by MSIP's 90 x 90 metric.
2. Improve students' college readiness as measured by the ACT, especially in the areas of reading and language.
3. Place students in the appropriate post-secondary setting in order to increase college retention beyond the first year of college/university study.

Schoolwide Program [Hide](#)

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### SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.



This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

| Schoolwide Program Plan Development |                      |                   |  |
|-------------------------------------|----------------------|-------------------|--|
| Team Member                         |                      |                   |  |
|                                     | Team Member Role     | Team Member Name  |  |
| 1                                   | Parent               | Shonta Cunningham |  |
| 2                                   | Teacher              | Alison Owens      |  |
| 3                                   | Principal            | Dr. David LeMay   |  |
| 4                                   | Other Administrators | Kirsten Tidwell   |  |
| 5                                   | Other School Leaders | Dr. Katrice Noble |  |
| 6                                   | Teacher              | Amy Schmitt       |  |
| 7                                   | Other Administrators | Kristen Dancy     |  |
| 8                                   | Other Administrators | Torrey Davie      |  |
| Plan Development Meeting Dates      |                      |                   |  |
| 1                                   | Meeting Date         | 04/28/2021        |  |

**COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS**

*Sections 1112(a)(1)(B), 1114(b)(5)*

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

| Coordination with Other Federal Programs |                     |                        |                     |
|--|---------------------|------------------------|---------------------|
|  | Federal Titles/Acts | Program Representative | Representative Role |
| 1  | Select...           |                        |                     |

**STRATEGIES TO ADDRESS SCHOOL NEEDS** *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

| Subject areas and grade levels to be served (mark all that apply) |  |  |
|---|--|--|
| 1   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 2   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 3   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 4   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 5   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

| Instructional personnel            |                          |                          |                          |  |
|------------------------------------|--------------------------|--------------------------|--------------------------|--|
|                                    | Teachers                 | Paraprofessionals        | Others                   |  |
| Supplemental Reading               | <input type="checkbox"/> | <input type="checkbox"/> |                          |  |
| Supplemental English Language Arts | <input type="checkbox"/> | <input type="checkbox"/> |                          |  |
| Supplemental Mathematics           | <input type="checkbox"/> | <input type="checkbox"/> |                          |  |
| Supplemental Science               | <input type="checkbox"/> | <input type="checkbox"/> |                          |  |
| 1 Other                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |

**Class size reduction**

|   |   |
|---|---|
| <input type="checkbox"/> Grade Levels             | 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 Instruction Only | 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"/> Math Instruction Only    | 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"/> |

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

The high school has a systematic approach to assist students in meeting the state's learning standards. This includes assigning students to courses that will increase their assessment readiness over time. In addition, almost all students are required to have two ELA classes on their schedule as we work to address the literacy and college and career readiness needs of our students. The high school also offers two-days a week of open tutoring by classroom teachers to support student learning.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

The high school utilizes various best practices instruction, including reading and writing workshops, project-based learning and inquiry based learning to create meaningful and engaging learning for students. Our goal is to utilize those instructional approaches that requires students to utilize higher levels of thinking in both skill development and conceptual understanding.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

The high school provides a variety of curricular supports, including requiring the majority of students to be enrolled two English/reading classes. The school also provides tutoring after school with classroom teachers with access to free transportation twice a week. The school also utilizes a standard-based approach to instruction and assessment that promotes an emphasis on student mastery over the curricular objectives and standards.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

- Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Our tiered professional development model begins with student engagement strategies based on Teach Like a Champion. These strategies work to build an effective rapport between teachers and students, while establishing clear classroom expectations. Additional activities include the use of PLC teams in developing common assessments and analyzing data in order to make better instructional decisions and modifications. The school also utilizes instructional coaches who serve as mentors in making sure that teachers are engaged in best practices in the areas of classroom management, assessment, and instructional decision making. Additional areas of focus for teacher professional development include the following: culturally relevant pedagogy; project-based learning and inquiry-based learning; and curriculum alignment and revision.

- Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

The school utilizes the MOREAP system to recruit highly-qualified teachers as well as partnering with the colleges of education at several universities to establish a clear connection with potential recruits. In retaining teachers, the school/LEA is able to offer teachers leadership opportunities and graduate tuition assistance. The Academy, not just the high school, is looking at unique ways to Grow Your Own teachers, including tuition and certification assistance.

- Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

### SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I,A (required)
- State and Local Funds (required)
- 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)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

### PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide 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**

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