



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

Funding Application: Plan - School Level - 3910 LIFT FOR LIFE ACADEMY 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](#)

3910 LIFT FOR LIFE ACADEMY

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.

As a charter/LEA with a singular campus, the parent engagement policy is developed concurrently with the high school. This is due to the large number of families with multiple children enrolled at the schools. The parent involvement policy is reviewed with parents during the grade level orientations during the summer, where it is also included in the parent and student handbook. In addition, the annual Title I meeting is held 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 parents from the middle 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 middle school plans opportunities for parent involvement in conjunction with activities of general interest to parents. This is intended to yield greater participation. These may include the middle school's Open House, parent/teacher conference days, and summer grade level orientations. Planned meetings may include information relating to various federal requirements within the middle school/charter LEA. Feedback used for the improvement of Title I.A/schoolwide programs is collected through various means, including parent surveys and interviews as part of the academy's evaluation process.

- 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 parents meetings area held throughout a designated week and led by the middle school 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.

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

- 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 middle school's grade level orientations for parents and students in the summer. Extensive information is also included relative to the middle school MAP, including performance results, at the annual meeting. This meeting takes place in conjunction with the high school meeting the day of open house.

- 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. Due to the unique structure as a charter/LEA the compact review is performed in tandem between the middle and high school. Parents commit to making sure their student attends school regularly, is adequately prepared, reinforces 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 middle school expectations for administrators and teachers in setting high instructional expectations for all students, effectively teaching skills and strategies that retain student learning, communicate successes and concerns to parents that impact academic progress, providing appropriate supports to students, and maintaining 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, which occur at both the middle and high school levels. 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.

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. Additional resources and services/training are scheduled throughout the year. The middle school has partnered with personnel from the Mark Twain Community Resource center to lead parent training and information sessions relating to both academic achievement and issues of wellness.

- 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 Middle School. 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.

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 school campuses within several blocks of each other, parent involvement activities and strategies often overlap between the elementary, middle and high school. As part of its general approach to parent involvement, the middle 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)*

Comprehensive Needs Assessment [Hide](#)

3910 LIFT FOR LIFE ACADEMY**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:

The middle school is committed to serving students that are predominantly households and are African American. Growth has been a major success for the middle school, according to the Northwest Evaluation Association (NWEA) and movement on the MAP tests. Enrollment and attendance are consistently positives and providing city-wide bus transportation is appreciated by our families, while working to combat social and learning issues associated with high rates of mobility.

Weaknesses:

The weaknesses associated with our demographic base center around academic readiness and achievement. Students entering at the sixth-grade are often times 2-3 grade levels of more behind where they should be. This is true for upwards of 75% of our incoming sixth-grade students in both reading and math. Studies show that this achievement gap also leads to social and behavioral challenges among students as learners in the classroom.

Indicate needs related to strengths and weaknesses:

Reorganization at the sixth-grade level to adapt a more elementary model is intended to close the achievement gap that exists at a quicker pace. Adopting restorative practices and staff training in social-emotional learning schoolwide are intended to better address the social, emotional, and behavioral challenges that affect many students within our population.

Student AchievementThe 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:

Prior to the pandemic, middle school students were earning growth and progress points on the MAP assessments as indicated by our accountability data. Similar growth is measured using the NWEA tests as students progress from one grade level to the next. School based assessments also indicate consistent growth.

Weaknesses:

Students earning Proficient or Advanced on the MAP Assessments is below the state average and is inconsistent. Also, students identified as having an IEP have shown less growth than those students not possessing an IEP. Summative assessment from the NWEA also indicates that the changes to teaching and learning caused by the pandemic in spring of 2020 and throughout the 2020-21 school year has had and will continue to have a negative impact on student achievement.

Indicate needs related to strengths and weaknesses:

Although growth is happening, it is not always indicated in achievement levels on state assessments. Focused work to more quickly raise achievement levels is needed. Along with this, continued work to build teacher capacity to adequately address student needs in class is a priority. As mentioned above, the middle school is looking at various data sources, including MAP data when it becomes available, to determine the impact of pandemic teaching and learning on student achievement. So far, our data indicates students have experienced "learning loss" most obviously in the area of mathematics (even though reading and writing literacy has also been impacted).

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:

Instructional coaching has improved teaching capacity for many staff at the middle school. The systematic approach, coupled with school wide professional development has expanded teachers' ability to lead classrooms. Focused work with curriculum has strengthened classroom instruction and continued alignment to state standards has improved. Project Based Learning and a more inquiry-driven approach to instruction has led to more student-centered learning and engaging classrooms.

Weaknesses:

Students reading and math levels cover a wide spectrum and require teachers to adapt and/or modify curriculum to meet students' learning needs while also teaching to grade level state standards. This is a difficult task and the difficulty is compounded by the large number of students who are often below grade level in a large number of classrooms.

Indicate needs related to strengths and weaknesses:

Continued work to define and develop Project Based Learning and Inquiry-Driven Instruction is the next step to promoting higher levels of student engagement. Additional training for ELA staff is needed to make the Readers' Workshop model a more effective strategy for addressing students' needs in reading/writing literacy. Increasing use of high engagement strategies and differentiation methods are needed as well to make sure learners at all levels are being pushed to higher learning standards.

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 vast majority of classes are taught by teachers who possess the appropriate grade level and content area certification. Those not possessing such certification are actively working towards full certification and are supported by the charter LEA. The staff is motivated to improve and eager to develop as teaching professionals.

Weaknesses:

It is challenging to recruit and hire effective math and science teachers especially. This has led to the school/Charter LEA to recruit promising teachers of these subject areas who might hold certification in other areas. Although efforts have been made, it has been difficult to hire teachers racially identified as Black/African American that are representative of our student population. Although this year's teacher turnover rate is minimal, it has varied over the years.

Indicate needs related to strengths and weaknesses:

Instructional coaching is used to build teaching capacity for all areas, but specific focus is on math and science teachers. Due to the lack of diversity, staff participate in Culturally Responsive Pedagogy training and work in this area is planned to continue.

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 charter's annual 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 middle schools, consistent parent involvement, especially proactive monitoring of students by parents, tends to decrease as students matriculate in age and grade level from elementary to middle school. Increasing parent participation of middle school students at designated parent involvement activities. As referenced earlier, providing enough student and family support (academically and socially) during the pandemic has been a challenge.

Indicate needs related to strengths and weaknesses:

Improve the frequency of communication between teachers and parents. Work with parents and families to build their capacity for supporting their students' academic and wellness needs. Continue to train teachers in Culturally Responsive Teaching, Trauma Informed Teaching, and Social Emotional Learning.

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 middle school has a clear mission and vision that is also supported by the Academy's three pillars of Educate, Empower, Uplift. A core tenant of the middle school is reducing class sizes, which results in average class size of 17-18 students in the core subject areas. The school has implemented many elements of a traditional Positive Behavior Intervention and Support system and has begun to integrate Restorative Practices. Throughout each of the past four years, the middle has met or exceeded discipline goals with a focus on reducing the number of out of school suspensions assigned and days lost due to suspension. Other incentives and trauma informed practices are utilized to establish a positive climate and culture in the school.

Weaknesses:

Providing adequate, social, emotional and behavioral support requires resources that could be utilized in other areas of the school. These resources include properly training all teachers and support staff on restorative practices and trauma informed practices.

Indicate needs related to strengths and weaknesses:

Continue to build the capacity of instructional and support staff to effectively use Restorative Practices and Trauma Informed Practices to promote student learning and achievement. Systems and Routines need to be established in order to maximize classroom instructional time and student learning in 100% of the classrooms.

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	
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1. Building teaching capacity to more quickly close the achievement gap that exists among our students who enter at grade six and progress through the middle school.
2. Increase student engagement in the classroom through inquiry driven instruction, including the incorporation of Project Based Learning.

Schoolwide Program [Hide](#)

3910 LIFT FOR LIFE ACADEMY 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	Lexie Marlow	
3	Principal	Jeffrey Edwards	
4	LEA Representative	Dr. Katrice Noble	
5	Other School Leaders	Shayna McLendon	
6	Other Administrators	Kristen Tidwell	
7	Teacher	Abbie Oran	
8	Other School Leaders	Dr. Alisha Leathers	
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 checked="" 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 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"/> 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"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

5 <input type="checkbox"/> Other <input style="width: 150px;" type="text"/>	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"/>	
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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 checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 <input type="checkbox"/> Other <input style="width: 150px;" type="text"/>	<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 middle school has a systematic approach to assist students in meeting the needs of the Missouri Learning Standards. Grades 6, 7, and 8 have to Communication Arts classes to address the needs as well as two math classes in Grade 6 and 7. This provides students with more contact time in those two areas. Students in each grade level are also assigned an intervention period, called Success Hour. This is a 45-minute period in which students are group their highest subject area need and work on targeted activities to address those needs. Lastly, to address the needs of our highest need subgroup (SPED), the middle school is adding a third full time instructor to push in to Core Classes and support IEP Students.

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

Description of how strategy/strategies will strengthen

With two communication arts classes at each grade level, there is a dual focus for each grade. One class utilizes Project Based Learning and the other utilizes the Readers / Writers Workshop Model. Math is involving Inquiry-Driven Instruction and Science continues to partner with Washington University's MySci program. Online programs continue to be integrated into the Core Areas, including Illuminate for assessments, Khan Academy for math, and IXL for all subject areas.

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

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 strategies of doubling up reading and math contact time allow all students but particularly those at risk, more time and focus instruction to work towards proficiency of the MO Learning Standards. The intervention period groups students by performance level and get focused instruction and support for those most at risk. This assignment is based on all available data. The addition of a SPED instructor at each grade level provides more direct support to those kids possessing IEPS.

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

The middle school has an instructional support team that includes the principal, two part-time instructional coaches, and an Academy-Wide Curriculum Coordinator. This team develops a tiered professional development system to address the needs of all levels of teachers. PD is centered around Teach Like a Champion, Restorative Practices, and Inquiry-Driven Teaching. Professional Development occurs, each Friday when kids are dismissed 2 hours early. Professional Learning Communities are also utilized for grade level teams to discuss and problem solve students' academic, behavioral, and emotional needs. Lastly, the instructional support team also coaches individual teachers to directly support their individual growth. The "Get Better Faster" instructional coaching model is utilized Academy-Wide.

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

Describe activities

The middle 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 middle school, along with other schools within the Academy, are utilizing an internship/fellowship approach to identify teachers with potential to make a positive difference on student learning.

- 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

Email: christina.scott@dese.mo.gov

Current User: dlemay

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