

INTRODUCTION

The Title I.A LEA plan is created to ensure that all children receive a high-quality education and to close the achievement gap between children meeting the challenging Missouri Learning Standards and those children who are not meeting such standards. Section 1112 (b)

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (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 for compliance.

The plan shall be approved only if the State determines that the plan:

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

School		Category
3930	EWING MARION KAUFFMAN MIDDLE	MIDDLE
1910	EWING MARION KAUFFMAN HIGH	HIGH

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

As the Kauffman School's Title I.A program is a school-wide program, all students benefit from Title I.A- funded services. To identify students who may be at risk for academic failure, Principals, Instructional Coaches, and teachers with the support of the school's Data Team, regularly analyze data from a common set of assessments, including:

1. Missouri Assessment Program (MO-MAP)
2. Achievement Network Benchmarks (A-NET)/Interim Assessments
3. Strategic Teaching and Evaluation of Progress (STEP) Literacy Program
4. ACT Aspire
5. End of Course Exams

The school administers diagnostic assessments for all newly enrolled students. Data is analyzed at the student level, and teachers use time during regularly-scheduled Data Days to create action plans which define student-specific interventions. The school also analyzes students' records from their previous school and from their time at the Kauffman School, including indicators such as attendance, grades, and behavior, which may indicate risk for academic failure.

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

- ✓ Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. Section 1112 (b)(1)(C) and (b)(5)
- ✓ Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

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

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

- ✓ Not applicable; no early childhood education programs exist at the LEA or building level.

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:

The Kauffman School holds mandatory Back to School Nights each year; the content of Back to School Nights is grade-level specific and specifically highlights changes from the previous year due to a student's transition to the next grade as well as challenges that students are likely to encounter as they enter a new grade level. The school has intentionally designed a gradual release of student behavior and academic support expectations; for example, students are exposed to different supplies and materials as they transition from 5 - 12 grade; older students use lockers and have free transitions between classes to build independence and time management skills; Lifework

(homework) changes format - from a single weekly packet to single assignments to build student organization skills; uniform expectations change over time, supporting students to make professional decisions even when parameters are more loosely defined; and the grading policy varies by grade level, putting more emphasis on projects, assessments, and independent work as students get older. Curriculum is vertically aligned to national standards and backwards planned from AP course Scope and Sequence documents. We implement a High School Bridge program to self-identify where they are likely to struggle in high school, develop strategies to overcome those challenges, and otherwise support students as they transition. 8th grade teachers create individual student support plans for each student and share them with 9th grade teachers to ensure 9th grade teachers are positioned to anticipate, identify and respond to student struggle. Finally, each school year begins with an Orientation week, during which school expectations are reviewed, and changes to expectations due to transition are highlighted.

- ✓ The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:

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

The Kauffman School facilitates a College Access program to support students in the transition from high school to college. Supports include supporting students in creating a list of "best fit colleges", and applying to college, applying for financial aid. A College Seminar class exposes students to different class settings and lesson types. College Coffeehouse events expose students and their families to colleges. All students participate in college visits every year from 5th-12th grade. Summer programming, including the Kauffman Corps and Study Abroad program, exposes students to opportunities that build skills and introduce them to new environments.

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

See above.

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

All Kauffman High School students enroll in Advance Placement courses with the opportunity to earn college credits prior to graduating from high school.

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:

The Kauffman School implements the following strategies to provide support for all children:

1. Students have double periods of math class and triple periods of reading class every Monday through Thursday to increase instructional time.
2. Missouri Learning Standards and Common Core Standards are integrated into math curriculum scope and sequence documents-with attention to bringing students already performing multiple years behind grade level to grade level proficiency.
3. Students have weekly and daily opportunities for academic intervention, remediation and enrichment.
4. Students are assessed by benchmarks aligned to ACT level rigor and college readiness standards, as well as content prescribed by Missouri Learning Standards. Instructional staff and teachers analyze test data to inform classroom instruction, student groups, remediation lessons and enrichment lessons.
5. Teachers create needs-based student groups in reading, math, and science classes to target specific instructional goals on a daily basis.
6. Missouri Learning Standards and Common Core Standards-specific vocabulary is integrated into daily classroom instruction.
7. Students independently read books aligned to their reading level (STEP Literacy) at least 30 minutes every day.
8. In reading class, students are in small guided reading groups based on their reading level and are instructed on specific reading behaviors and strategies that allow them to move onto the next reading level.
9. The school holds mandatory Orientation Sessions for new students and families to learn about the school and meet the staff. Parents sign a Commitment to Excellence agreement during the orientation session. School staff schedule alternative meeting times for any parents not able to attend mandatory meetings and conduct visits to students at their primary residences as needed.

ENSURING TEACHER QUALITY FOR ALL Section 1112 (b)(2)

- ✓ The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

Principals and Instructional Coaches meet with each classroom teacher at least bi-weekly to discuss strengths, areas of improvement, and to solicit feedback from one another. The School formally evaluates and assesses in writing the performance of all teachers at least once annually. Teachers identified as ineffective in their mid-year evaluation are formally evaluated again at the end of the year.

The school implements the following professional development strategies for all teachers and with increased frequency for those teachers identified through formal and informal evaluation to be ineffective:

1. Teachers collaborate frequently with each other and their coaches, including thorough daily planning periods and weekly one-on-one and/or group planning meetings.
2. Teachers receive training on how to break down a Missouri Learning Standard or Common Core Standard into objective level learning targets.

3. All staff participate in a four week professional development training each year to master school systems and procedures, enhance instructional practices, learn data analysis methods, and plan for the upcoming school year.
4. All staff participate in professional development and strategy meetings on Friday afternoons from 2:00-5:00 pm. These meetings provide an opportunity for teaching staff to learn or practice new skills and techniques and for the school's academic leaders to work directly with classroom teachers to analyze data and determine strategies in "real time" that promote student academic progress to Missouri Learning Standards.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

The professional development strategies defined above have also proven effective in quickly developing inexperienced teachers. New teachers are assigned a mentor teacher and receive the supports defined above and delivered by Principals and Instructional Coaches with increased frequency. New teachers have 1 hour of professional development time every Monday - Thursday.

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

The professional development strategies defined above have also proven effective in quickly developing out-of-field teachers. New teachers are assigned a mentor teacher and receive the supports defined above and delivered by Principals and Instructional Coaches with increased frequency. The school also provides certification support to teachers.

NEGLECTED CHILDREN Section 1112 (b)(4)

- ✓ The LEA does not receive funds for Title I.A Neglected Children.

HOMELESS CHILDREN AND YOUTHS Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- ✓ The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided to children in Title funded schools.

Describe services that will be provided:

If a student identifies as homeless, we will provide support above and beyond that which we provide to all students related to transportation, uniforms, and nutrition. We will make school bus transportation changes to support the family, including immediately changing the stop at which the student is picked up or dropped off. For students who reside out of district due to homelessness, we provide door-to-door cab transportation. We will support to student with uniforms by offering extra uniforms at no cost and offering access to laundry facilities. We will also implement systems to ensure the student receives a full breakfast every day, in addition to the lunch and snack served at school.

DISCIPLINE Section 1112 (b)(11)

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

Describe support:

The school implements a school-wide behavior system in which behavior expectations are clearly defined and that includes opportunities for students to be recognized and earn incentives for positive behaviors. Teachers are trained and continuously coached to proactively prevent misbehavior and address minor misbehavior in the classroom. Student successes are frequently recognized and publicly celebrated. The school employs multiple Administrators in each building (i.e. Deans of Students) whose primary job responsibilities include maintaining and developing relationships and culture between the school, students, and families. Grade level teams hold weekly meetings to review culture data and define student-specific interventions and support.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES Section 1112 (b)(11)

- ✓ Determined not appropriate by the LEA; such programs not supported by LEA.

OTHER USES OF FUNDS Section 1112 (b)(13)(A) and (B)

- ✓ The LEA will not use funds to meet purposes of these other programs.

PARENT COMMENTS Section 1116 (b)(4)

The Title I.A LEA Plan is satisfactory to parents of participating students.

- ✓ Yes