



District/LEA: 115-926 THE BIOME Year: 2025-2026

Funding Application: Plan - General Provisions Version: Revision 1
Status: Approved☒ Number☐ Name

Select District

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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General Provisions

This plan has been formulated, as appropriate, in coordination under this Act.
Section 1112(a)(1)(B)

Participating (funded) programs under ESEA:

Title I.A	<i>Section 1112</i>
Title IV.A	<i>Section 4106</i>

The Consolidated Federal Programs Plan is developed with timely and meaningful consultation, including participation of the following team members

Sections 1112(a)(1)(A), 1114(b)(2), 2102(b)(3)(A) and 4106(c)(1), Section 8305

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

District/LEA Comments

The Title IIA and Title IVA boxes in the above tables could not be clicked; Therefore, we were not able to indicate when those programs were discussed of the people who participated in those discussions. During the meeting on 4/9/2025 all the above were present and discussed Title IA, Title IIA and Title IVA.

DESE Comments

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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LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

In the spring of 2026, we convened meetings with Biome parents/guardians, and staff members to review the current Parent and Family Engagement Policy for the purpose of suggesting updates and modifications for the upcoming school year. The following Biome community members participated: Anglique Williams (1st/3rd grade parent), Laura Myers (principal), Carey Vetter (Literacy Coordinator), Renee Chauvin (Instructional Coach), Kathrine Hall (Vice Principal, and Pallavi Aggarwal (Fellow)

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Using the 2025-2026 Parent and Family Engagement Policy as the backdrop, the group of committee members (listed above) completed the Family and Community Engagement portion of the annual needs assessment. The group was encouraged to carefully review the current policy (in advance of the meeting) and to come to the meeting ready to suggest changes for improvement. Meeting participants shared relevant and important suggestions for change, many of which will be incorporated into the updated policy.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The policy for the 2026-2027 school year will be shared with all Biome families 1) in hard copy form during the first week of school, 2) verbally during the fall meeting for families, and 3) on The Biome website.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)
(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Each year, The Biome School distributes a survey to all families, asking that they provide feedback on their children's experiences at the Biome as well as their perspective on the school through both their child's lens and their own. The survey data allows us to gain information from a broad band of the community and informs decision making. As well, parents/guardians are involved in the annual needs assessment process, and during that process, they provide valuable feedback that influences the changes and modifications to school policies, plans, and practices.

Check all that apply:

- ☒ No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- ☐ The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- ☐ The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

Capacity Building

- ☒ The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

The Biome has designated a group of parents/guardians to lead the Parent Teacher Organization (PTO) and to facilitate meaningful opportunities for family engagement in the life of the school. Though the PTO has its own leadership team and structure, the school is connected to the PTO's work through its coordination with the school via the Family Enrollment and Recruitment Coordinator. The work of the PTO is essential to community involvement and improved student outcomes; all families are encouraged to participate. To ensure that families have advanced notice about all PTO meetings, the PTO dates are included in the school calendar that is mailed to all families before the start of the school year.

Coordination & Integration

- ☒ The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- ☐ 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)

Other Acts

- ☒ Spec. Ed. State and Local Funds
- ☒ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☒ State and Local Funds
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☒ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

Describe other programs

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

The Biome uses data from surveys completed during the previous school year to establish a foundation for instruction, to address student and family needs, and to inform our goals. We provide formal feedback to families at least quarterly, expressing learner progress, challenges, and needs. Progress is assessed using end of unit assessments in reading, writing, and math as well as i-Ready diagnostics. Student growth, strengths, and challenges are also communicated to families via parent/guardian conferences.

Throughout the year, The Biome shares information about school programs and upcoming events by way of a weekly newsletter. Using this vehicle, the principal informs families about current programs and upcoming events, and shares information about meetings and special happenings in the life of the school.

Annual Evaluation

- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

The Title I Parent Survey is distributed to families in the winter and asks them to provide feedback on the Parent and Family Engagement Policy as it relates to student learning; all families are strongly encouraged to participate and are given several weeks to submit their responses. The survey administered in January 2026, which asked families to share input on such factors as their participation, the overall school program, prioritized goals, school improvement, and effectiveness of the staff.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

As part of the annual Needs Assessment process, stakeholders come together to identify barriers to parent/guardian engagement and participation. Recognizing certain barriers within The Biome community, we are intentional about providing supports that will make meetings accessible to all families. While Zoom provided a way for our school and families to access one another, it has served to limit our abilities to meaningfully connect. Therefore, during the 2026-2027 school year, our aim is to hold most meetings in-person, but to provide a Zoom option, as needed, for those who cannot access meetings at the school. For in-person meetings, we will ensure that an interpreter is available, as needed, so that language does not become a barrier for participation. Furthermore, for those whose primary language is not English, we encourage their participation in Reading with the Community mornings, during which they can use classroom time to share stories about their culture. Reading with the Community mornings provide an opportunity for families to connect to the school and to engage students in learning that is authentic and meaningful.

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Free and reduced lunch data provides significant information regarding the financial status and needs of some families. The collected data provides insight that informs our understanding of a family's needs regarding food, but also provides information that helps us determine the level of support a family may require in other areas, such as before care or after care.

During the year, the Homeless Liaison distributes a survey that is used to assess each family's residency status. If the completed survey indicates possible homelessness, the Liaison reaches out to the family promptly. Whether a family is homeless, needs support with utilities, or is unable to consistently secure enough food for the family, the Liaison connects with individual families to further assess their needs and provide support and/or resources.

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

We have identified strategies for supporting successful school and family interactions by involving families in the life of the school. As noted previously, parents/guardians are integral to our Needs Assessment process and are called upon to provide input that encourages stronger interactions between the school and family. The parent survey, which is short and easy to complete, is another vehicle The Biome uses to identify strategies for building relationships between home and school.

At The Biome, our experiences have shown that relationships between school and home develop most authentically through planned events and activities. Though meetings are certainly a strategy for bringing families and staff members together, school-sponsored events like Meet the Teacher (August), grade-level programs/performances (throughout the year), and evening events (like Literacy/STEM Night) more effectively promote relationship building and a community of shared vision.

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*

Describe how the LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy.

The Biome will review the results of the annual parent and family engagement evaluation to identify strengths, barriers, and areas for improvement. Findings will be used to develop evidence-based strategies that increase meaningful family involvement, improve communication, and support student achievement. Feedback from parents, families, and stakeholders will guide revisions to the Parent and Family Engagement Policy as needed to ensure it remains responsive to the needs of the school community.

- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools *(which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) Section 1116 (a)(2)(F)*

Describe how the LEA will involve parents in the parent and family engagement activities of the Title I served schools

The Biome will involve parents in Title I parent and family engagement activities by providing opportunities for participation through family events, parent meetings, surveys, workshops, and regular communication. Parents will be encouraged to provide feedback, serve on advisory groups, and collaborate with school staff to support student learning and strengthen school-family partnerships.

District/LEA Comments

DESE Comments

Email: william.bechtel@desse.mo.gov

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Improving Lives through Education

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District/LEA: 115-926 THE BIOME Year: 2026-2027

Funding Application: Plan - Title I.A LEA Version: Initial Status: Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and sch

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Title I.A LEA

INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan. The plan shall be approved only if the State determines that the plan:

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

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

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

- ☒ Developing and Implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

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

- ☒ Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
6905 THE BIOME	ELEMENTARY

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

The Biome identifies learners at risk for academic failure through a range of screening, diagnostic, formative and summative assessments: i-Ready diagnostics, end of unit assessments in reading, writing, and math, class observations, anecdotal records, dyslexia screenings, phonics assessments, and assessments for all new students in reading and math. We also use the Multi-Tiered System of Supports (MTSS) framework to explore and implement strategies for addressing students' needs; through the MTSS framework, grade level teams, interventionists, the Collaborative Care Team, and other support staff work collaboratively to meet the unique needs of Biome learners.

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. (5)
- ☒ Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page		
☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☒ English Language Arts	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☒ Science	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	

EARLY CHILDHOOD EDUCATION SERVICES Section 1112 (b)(1)(A), and 1113(c)(5)

- ☒ The LEA will not use Title I funds to support a preschool program for children.
- ☐ The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type		
District-Wide	Targeted	Schoolwide
☐	☐	☐

☐ Title I funds will be used by the LEA to provide preschool services for children in:

- ☐ Head Start
☐ Other comparable community preschool programs
☐ Not Applicable

☐ The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)

- ☐ Creative Curriculum
☐ Emerging Language and Literacy Curriculum
☐ High/Scope
☐ Project Construct
☐ Montessori

Title I.A Funded Preschool Personnel

☐ Instructional Teacher	
☐ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program ☐ Five Day Program
Length of School Day	☐ Full Day ☐ Half Day
Age of Students Served	☐ One year prior to entering kindergarten ☐ One and Two years prior to entering kindergarten

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

- ☒ Not applicable; no early childhood education programs exist at the LEA or building level.
☐ The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition school programs.

Describe activities to support, coordinate, and integrate:

Describe transition activities:

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 Biome School ends with 5th grade, so beginning in the fall, we work with 5th grade families to begin the transition process to middle school. That process begins with a parent/guardian meeting, during which we discuss middle school options and strategies for beginning middle school applications. Monthly, we send communications to each 5th grade family, providing updates about application deadlines, sharing/resharing middle school lists and contact information, and communicating information that comes to us directly from middle schools in the area.

- ☐ The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
☒ Not applicable; the LEA is a K-8.

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

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

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

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:

Our scope and sequence documents in reading, math, social studies, and science provide the necessary framework for instruction that aligns with the Missouri Learning Standards. Curriculum programs such as our guided reading approach, one-on-one and small group intervention in reading and math, differentiated math groups, math fact fluency programs, as well as our k-2 phonics program strengthen the overall academic experience at The Biome and lead to more meaningful learning and improved student outcomes.

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- ☒ The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, ine:

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

Teachers are observed formally and informally, and they receive a summative evaluation at the end of the evaluation cycle. The criteria for the teacher evaluation are: preparation for learning, delivery of instruction, classroom management, SEL programs, family outreach, assessment and analysis of student data, routines and responsibilities, and professional development. In each of these areas, teachers are assessed using a four-point scale, which uses the indicators Exceeding, Meeting, Progressing, and Concerning. These are the indicators referenced on screen 18A of the June cycle.

Our hiring process allows us to thoroughly explore each candidates' philosophy and practices around classroom management, lesson planning, instructional style, resiliency, willingness to collaborate, and their overall energy for working in a fast-paced, non-routine learning environment.

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

Teachers in their first and second years of teaching participate in a mentor program, which follows the state criteria for professional development, observations, mentor-mentee conferencing, reviewing professional literature, etc. As well, all staff members new to The Biome participate in a New Teacher Orientation during which they begin acclimating to The Biome and to the school's curriculum, procedures, policies, and practices. Under state law and as per screen 18 of the June cycle, new teachers participate in non-evaluative support through ongoing professional development and are provided guidance and support that specifically addresses their needs as new teachers.

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

The Biome aims to hire teachers who provide instruction in the areas in which they are certificated. However, in the event that out-of-field or non-certified teachers must be utilized, they work under the supervision of teachers or administrators who are appropriately certificated in the specified content area(s). The staff assignment reports will be used to identify non-appropriately certificated teachers.

NEGLECTED CHILDREN

Section 1112 (b)(5)

- ☒ The LEA does not receive funds for Title I.A Neglected Children.
☐ The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

- ☐ Local institution

List:

- ☐ Community day school program

List:

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

HOMELESS CHILDREN AND YOUTHS

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

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

Describe services that will be provided:

The Biome School will use homeless funding for transportation.

DISCIPLINE

Section 1112 (b)(11)

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

Describe support:

The Collaborative Care Team (CCT) works closely with the classroom teachers to identify and manage behavioral/disciplinary concerns. Working collaboratively, teachers and the CCT devise plans to meet the behavioral needs of students and modify plans, as needed, to further support the student and the student's learning. When possible, behavior plans focus on strategies for helping students regulate within the classroom.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- ☒ Determined not appropriate by the LEA; such programs not supported by LEA.
- ☐ The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning.

Describe programs:

COMPREHENSIVE SERVICES

Targeted and/or Schoolwide Programs (ESEA Section 1115 (e)(2))

- ☐ LEA uses Title I, Part A funds for comprehensive services and funds are not reasonably available from other public or private sources to provide such services.

Description of services provided and description of how the LEA (a) has engaged in comprehensive needs assessment and (b) assures funds are not reasonably available from other sources.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- ☒ The LEA will not use funds to meet purposes of these other programs.
- ☐ The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

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

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

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

- ☒ Yes
- ☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments



District/LEA: 115-926 THE BIOME Year: 2026-2027

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Initial Status: Submitted

☒ Number

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

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Show](#)

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District/LEA Comments

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Title II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- ☐ The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

The Biome has adjusted the school schedule, which will impact student achievement by creating instructional urgency in the classroom.

Additionally, both staff meeting time and PD time provide space and opportunity for educators to work together to examine our progress toward increasing student achievement at The Biome and to explore strategies for improvement. Professional Learning Communities take place with in the school day by grade level to regularly and purposefully review student data that drive instruction and support student achievement.

- ☒ These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

To ensure that the curriculum is carefully aligned to the Missouri Learning Standards, teachers use scope and sequence documents (based on the MLS) in math, reading, science, and social studies to guide their instruction. The scope and sequence documents provide a timeline for addressing each standard, and following the timeline, teachers are able to thoughtfully explore each standard with students at a manageable pace.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- ☒ The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

At The Biome, professional development happens all year. Most months, there is at least one day set aside for professional development, during which staff participate in meetings focused on Multi Tiered Systems of Support, review of achievement data, analysis and presentations of new data, shared leadership group plans and priorities, or content-specific work among grade level or divisional teams.

All teachers new to The Biome (regardless of their teaching experience) meet for a New Teacher Orientation. Our orientation days are designed to help acclimate new teachers to The Biome community, to the curricula, and to the routines and procedures in place at the school.

Brand new teachers (those in their first two years of teaching) are assigned a mentor, who is in place to guide their development and growth as a teacher. The mentors are experienced teachers, most of whom have an advanced degree in education.

Our Instructional Coach will also support the development and growth of Biome teachers through individualized processes intended to promote the instructional practices of Biome teachers.

PRIORITIZING FUNDS

- ☐ The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- ☒ Not applicable (no targeted/comprehensive schools)

-
- ☒ The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

The LEA (The Biome) is just one school and serves a high percentage of families identified as low income. Funds received are used to support learning for all students, but those with higher needs are supported at a higher level.

USING DATA AND ONGOING CONSULTATION

- ☒ The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

The Biome uses data from unit tests, diagnostics, screenings, formative, and summative assessments to evaluate the level to which teaching and learning has been effective. Reviewing the collected data, educators identify patterns, strengths, and challenges, and use the findings to inform their next steps.

At the end of each quarter, grade-level teams carefully review assessment data for each student in that grade level and write/submit a report, detailing the progress, strengths, challenges, and next steps for students.

The Biome also uses the data collected from staff surveys to make decisions about the types of professional development activities and trainings that educators need (or would like to have) to improve their understanding and effectiveness.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- ☐ The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- ☒ Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- ☒ The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

District/LEA Comments

DESE Comments

Email: william.bechtel@dese.mo.gov

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Improving Lives through Education

Ver. 5.199.3065



District/LEA: 115-926 THE BIOME Year: 2026-2027

Funding Application: Plan - Title IV.A Version: Initial Status: Submitted

☒ Number ☐ N

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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Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve student achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

☐ The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

- ☐ This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- ☒ Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

NEEDS ASSESSMENT

- ☒ Needs assessment not required
- ☒ LEA receives allocation less than \$30,000, or
- ☐ The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- ☐ The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- ☐ The needs assessment has been conducted within the past three years.

Date of Needs Assessment

Well-Rounded Education Section 4106 (d)(1)(A) Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to a well-rounded education for all students

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

Summarize the analysis of data regarding school conditions for student learning.

Strengths

--

Weaknesses

--

If indicated, state need(s) identified pertaining to school conditions for student learning

--

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

Summarize the analysis of data regarding school conditions for student learning.

Strengths

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Weaknesses

--

If indicated, state need(s) identified pertaining to school conditions for student learning

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Identifying Priorities

The Title IVA program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

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

- ☒ Not Applicable
- ☐ The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IVA program.

Agency	Description of Support

Activities and programming**Well-rounded education** Section 4106 (e)(1)(B),(E)

- ☐ Not applicable (total Title IVA funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Adaptive Thinking Program	To expose students to a range of art, computer, and engineering experiences, all of which are intended to help students more confidently create and problem solve.	Students will become confident creators and problem solvers, who view mistakes as a platform for learning.	The Adaptive Thinking Program will be evaluated jointly by the Specialists Team and the school principal.
Experiential Learning	To expose students to professions and experiences that are unfamiliar.	Students will access experiences that allow them to explore roles that they might not have previously imagined.	All of their experiences will be linked to MLS-aligned standards and will be evaluated by the instructional team.

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

- ☐ Not applicable (total Title IVA funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Provide professional development on trauma-informed practices	Equip staff with strategies to support students experiencing stress, trauma, or dysregulation	Improved classroom climate and student engagement	PD attendance logs; classroom walkthrough data; decrease in crisis calls

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

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Provide training on digital instructional tools (i-Ready, Google Classroom, STEM apps)	Increase teacher capacity to integrate technology effectively	Higher-quality digital instruction and increased student engagement	PD attendance, teacher implementation surveys, classroom observations
Support teachers with coaching on tech-enhanced instructional design	Improve alignment between tech use and instructional goals	Technology integrated into lessons to support rigor and collaboration	Lesson plan reviews; instructional coach logs; walkthrough data

ADDITIONAL ASSURANCES

High Priority Schools

- ☒ The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
- ☒ are among the schools with the greatest needs; (required)
 - ☒ have the highest percentage of economic deprivation; (required)
 - ☐ are identified for comprehensive support and improvement; (if applicable)
 - ☐ are implementing targeted support and improvement plans; (if applicable)
 - ☐ are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

- ☐ The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students and other educational personnel in nonpublic schools.
- ☒ Not applicable

Utilizing funds in multiple program areas

- ☒ The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- ☐ The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- ☒ At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- ☐ At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- ☐ A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
- ☐ Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

- ☒ The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

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