



District/LEA: 096-089 FERGUSON-FLORISSANT R-II Year: 2025-2026

Funding Application: Plan - School Level - 4210 JOHNSON WABASH 6TH GRADE CTR 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 school.

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## 4210 JOHNSON WABASH 6TH GRADE CTR

### 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           | Gwendolyn Lewis  |  |
| 2                                   | Teacher          | Mary Hughes      |  |
| 3                                   | Principal        | Donald Frazier   |  |
| 4                                   | Teacher          | April Grob       |  |
| 5                                   | Parent           | Danielle Moore   |  |

  

| Plan Development Meeting Dates |              |  |  |
|--------------------------------|--------------|--|--|
|                                | Meeting Date |  |  |
| 1                              | 04/10/2025   |  |  |

### 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  | Title I School Improvement (a)  | J. Pugh-Walker         | Ex Dir of Federal Programs |
| 2  | Title II.A                      | J. Pugh-Walker         | Ex Dir of Federal Programs |
| 3  | Title III EL                    | J. Pugh-Walker         | Ex Dir of Federal Programs |
| 4  | Title IV.A                      | J. Pugh-Walker         | Ex Dir of Federal Programs |
| 5  | Perkins Basic Grant - Secondary | B. Johnson             | Dir of Career and Tech Ed  |
| 6  | McKinney-Vento                  | Y. Rodgers-Garvin      | Homeless Liaison           |

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

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

☐ Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)

|   |   |  |  |
|---|---|--|--|
| 1 | <input type="checkbox"/> Math                       | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |  |
| 2 | <input type="checkbox"/> Reading                    | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |  |
| 3 | <input type="checkbox"/> English Language Arts      | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |  |
| 4 | <input type="checkbox"/> Science                    | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |  |
| 5 | <input type="checkbox"/> Other <input 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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |  |

## Delivery of Title I funded supplemental instruction services

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

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

Johnson-Wabash social worker will continue supporting students and families with chronic absences and behavioral concerns.

Engage students in focusing on their own academic /behavior performances through AVID binders as students are taught WICOR strategies

Instructional Coach @ Johnson-Wabash will utilize effective instructional strategies that are researched based and proven to improve teaching and learning. Using the identified strategies teachers will increase the learning potential of students as measured by improved learning results.  
SEL curriculum to provide behavioral strategies

Supplemental ELA, Math, and Science materials to engage students

Chromebooks, carts, and headphones to support student interventions

Supplemental Reading, math and science supplies and texts to engage students and increase STEAM engagement

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

Description of how strategy/strategies will strengthen

ISIs will be utilized to support teacher development and coaching

Social worker participates in the building attendance team to problem solve and plan around students with chronic absenteeism and conduct weekly attendance reviews and contact parents. SW communicates with parents, conduct home visits to assess student need/progress, and provides family resources/supports.

- ☐ Increase the amount of learning time

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

- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide



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

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

Description of how strategy/strategies will address

MySci Science curriculum resources to provide hands on supports

Continued training for staff in AVID to support student skills and college-going  
Building social worker to support increased attendance and decrease behaviors

Supplemental content materials and technology lead to increase student engagement and collaboration in the class. Chromebooks, carts, mice, headphones, and Smartboards must be replaced to support continuity of engaged learning.

There is a need to increase professional development opportunities for staff by adding more resources and books to the staff professional library and allow workshops in content, instructional strategies, and SEL.

Organization supplies for AVID program implementation.

-Additional smart boards will be purchased in classrooms for the purpose of increasing student engagement during instructional time.

Teachers will participate in a book study that relates to culturally responsive teaching to focus on implementing instructional strategies that increase student engagement during instructional time.

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

Professional development to address prioritized needs:  
-Trauma Informed training  
-Restorative Practices training  
-A'NET-anti-racism practices

☒ **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

-Supporting students with becoming aware of post-secondary opportunities:  
AVID

☒ **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

Johnson-Wabash has 3 leadership teams that will support all professional development. The Instructional Leadership Team, Student Expectation Team and Operational Leadership Teams will all help plan, implement and support students academics, behavioral and socio-emotional needs. Professional development is provided in the academic areas through the Instructional Leadership Team (ILT) and Student Expectation Leadership Team (SELT) focusing on cycles of learning with continued support, observation and feedback processes built into the learning cycles. In addition there will be content area specialized professional development provided by the district curriculum coordinators and consultants. Teachers will receive training in the following:

- Math and ELA content
- MySci (science)
- MyWorld by Pearson (Social Studies)
- Glencoe (math)
- Active Supervision
- AVID training
- Trauma Informed Programs
- Restorative Justice
- SEL

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

Describe activities

Hiring fair recruitment  
Coaching supports

- ☐ 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.

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**District/LEA Comments****DESE Comments**

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