



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

Funding Application: Plan - School Level - 4190 HOLMAN ELEMENTARY 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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4190 HOLMAN ELEMENTARY

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 | Dominique Hall | |
| 2 | Teacher | Kristen Pohlman | |
| 3 | Principal | Apryll Mendez | |
| 4 | Teacher | Jennifer Brockman | |
| 5 | Teacher | Stephanie Jaros | |
| 6 | Teacher | Salma Khan | |

| Plan Development Meeting Dates | | | |
|--------------------------------|--------------|------------|--|
| | Meeting Date | | |
| 1 | Meeting Date | 04/03/2025 | |
| 2 | Meeting Date | 03/27/2025 | |

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 | McKinney-Vento | Y. Rodgers-Gavin | Homeless liason |

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"/> 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"/> 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 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"/> |

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**

Continuous Classroom Improvement following the Plan/Do/Study/Adjust model.
Behavior support using Second Steps Program.

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

Reading Instructional Support Leader/Coach will provide teacher content support, PD, and best practices to support increased achievement
 PLCs (or data teams) to identify, progress monitor, and plan instruction for students.
 Continuous Classroom Improvement - to cause reflective teaching.
 Second Steps - to support behavior conducive to learning.
 Response to Intervention - to match supports to students.

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

Description of how strategy/strategies will strengthen

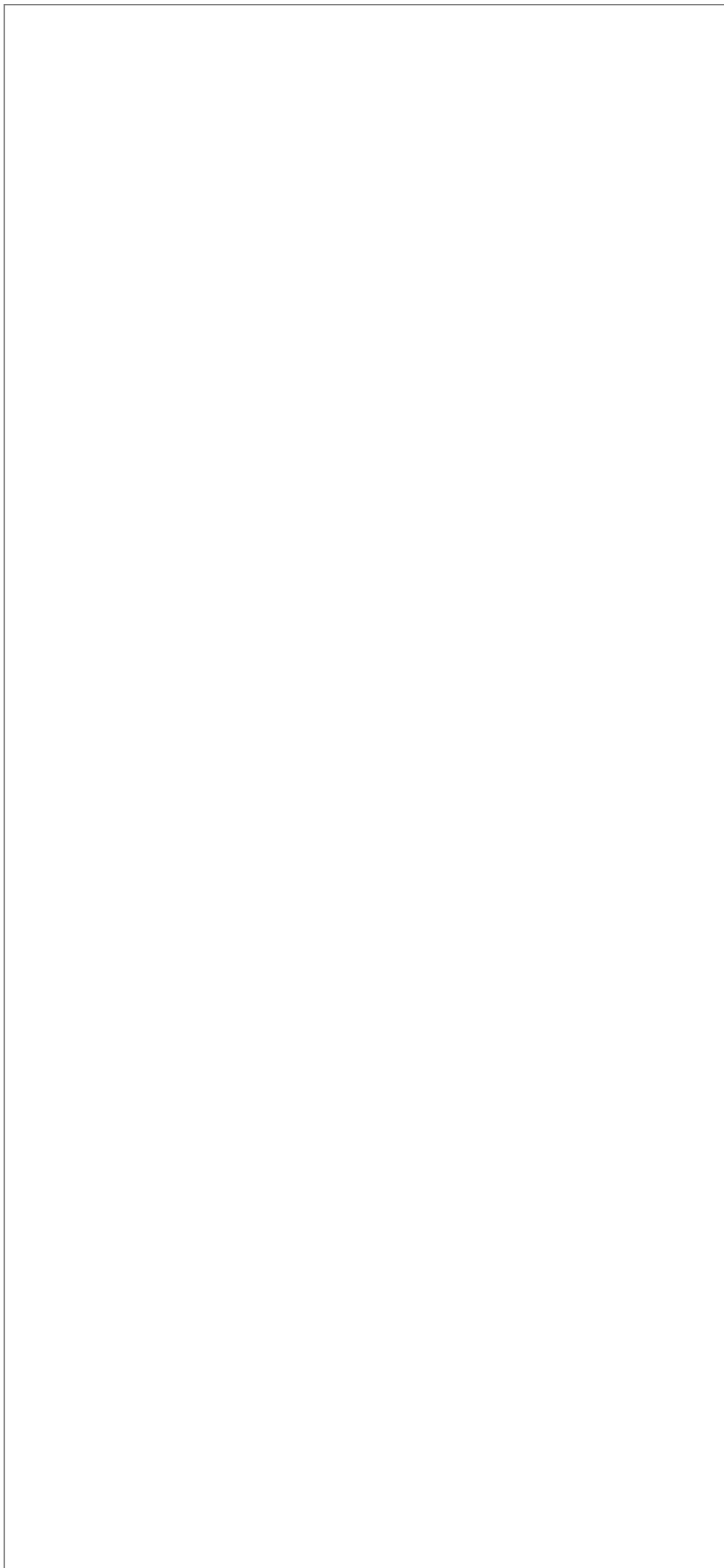
ISL supports teachers instructional practices by mentoring, delivering coaching cycles, co-teaching, co-planning, and leading PLCs.
 Reading Instructional Support Leader/Coach will provide teacher content support, PD, and best practices to support increased achievement.
 PLCs to identify, progress monitor, and plan instruction for students.
 Second Steps to support behavior conducive to learning.
 Response to Intervention - to match supports to students
 Supplemental ELA, Math, and technology materials to increase engagement

- ☐ 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

Students not meeting grade level expectations are placed into SIPPS intervention groups and monitored through Branching Minds.

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

Intensive training for all teachers on the continued implementation of UFLI and new ELA curriculum, Wit and Wisdom.

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

Describe activities

Recruitment activities will include:
 Participation in recruitment and job fairs.
 Monitoring the student teachers as potential candidates for hire.
 Working with local universities upon mid and end year graduations for potential teacher recruits.

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

Describe activities

Holman will host the annual Kindergarten Round-Up meeting and this meeting is for Pre-Kindergarten families to meet the Kindergarten teachers and learn about the enrollment process. We also have PreK programs located in our building which helps with the transition to Kindergarten.

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

Email: alaina.downing@dese.mo.gov

Current User: lrobinson

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Ver.

