

District/LEA: 096-089 FERGUSON-FLORISSANT R-II Year: 2021-2022

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.

School Level Plan Home Print Cancel Print Mode

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Schoolwide Program [Hide](#)

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	Bilan Colvin	
2	Teacher	Taylor Cameron	
3	Principal	Tangie Francwar	
4	Teacher	James Hauf	
5	Teacher	Michelle Husinga	
6	Teacher	Arlena Ola Ajose	
7	Teacher	Melinda Call	
8	Teacher	Tasha Jordan	
9	Other School Personnel	Lori Sammelmann	
10	Other School Personnel	Amy Baraba	
Plan Development Meeting Dates			
1	Meeting Date	03/25/2021	

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	Title II.A	Joycelyn Pugh-Walker	Director of Federal Programs
2	Title III EL	Joycelyn Pugh-Walker	Director of Federal Programs
3	Title IV.A	Joycelyn Pugh-Walker	Director of Federal Programs
4	State and Local Funds	Laura Modrusic	CFO
5	Head Start	Shantana Herd	Director of Early Ed
6	McKinney-Vento	Yolanda Rodgers-Garvin	Students-In-Transition and F

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 checked="" 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 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.

Johnson-Wabash is in need of a building social worker to support students with chronic absences.

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

-Use of headphones to support students with the Imagine Math intervention program

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

Description of how strategy/strategies will strengthen

ISLs will be utilized to support teacher development and coaching

Social worker:

Participation in the building attendance team to problem solve and plan around students with chronic absenteeism (conduct weekly attendance reviews), hold meetings with parents and students who have 5 or more absences, review attendance daily and ensure that Tier 3 students are in school each day, follow up on each absence for each student identified for Tier 3 intervention, create attendance contracts as evidence of school intervention and ensure school staff has logged frequent attempts of communication with parents, conduct home visits to assess student need/progress, provide family resources/supports, monitor students well-being, and development of weekly communication to families regarding self-care/health strategies

- Increase the amount of learning time

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

-After school math tutoring opportunities for students

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-Read 180 to support students who are performing below grade level

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-Materials to enrich curriculum over the summer

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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

-Read 180 to support students who are performing below grade level
-Continued training for staff in AVID
-Building social worker

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. Teachers will receive training in the following:

MySci (science)
MyWorld by Pearson (Social Studies)
Glencoe (math)
Active Supervision
AVID training
Trauma Informed Programs
Restorative Justice

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.



District/LEA Comments

DESE Comments

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