



District/LEA: 096-089 FERGUSON-FLORISSANT R-II Year: 2023-2024
 Funding Application: Plan - Title I.A LEA Version: Revision 1 Status: Approved

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

ESEA Plan Home Print Cancel Print Mode

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
4020 BERMUDA ELEMENTARY	ELEMENTARY
4030 BERKELEY ELEMENTARY SCHOOL	ELEMENTARY
4040 CENTRAL ELEMENTARY	ELEMENTARY
4060 COMBS ELEMENTARY	ELEMENTARY
4200 LEE HAMILTON ELEMENTARY	ELEMENTARY
4140 DUCHESNE ELEMENTARY	ELEMENTARY
4260 ROBINWOOD ELEMENTARY	ELEMENTARY
4080 COMMONS LANE ELEMENTARY	ELEMENTARY
4320 WALNUT GROVE ELEM.	ELEMENTARY
4160 GRIFFITH ELEMENTARY	ELEMENTARY
4180 HALLS FERRY ELEMENTARY	ELEMENTARY
4240 PARKER ROAD ELEMENTARY	ELEMENTARY
4190 HOLMAN ELEMENTARY	ELEMENTARY
4210 JOHNSON WABASH 6TH GRADE CTR	ELEMENTARY
4340 WEDGWOOD 6TH GRADE CENTER	ELEMENTARY
3010 STEAM ACADEMY MIDDLE SCHOOL	MIDDLE
3030 CROSS KEYS MIDDLE	MIDDLE
3050 FERGUSON MIDDLE	MIDDLE
1060 STEAM ACADEMY AT MSB HIGH SCHO	HIGH
1050 MCCLUER HIGH	HIGH
1070 MCCLUER NORTH HIGH	HIGH
1080 THE INNOVATION SCHOOL AT CV	HIGH

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

Tyler SiS-K12 and the district dashboard provide attendance, academics, and behavioral risk scores which are used to determine next steps

ELA, Math, and Science Benchmark data is reviewed globally and during data team meetings to determine risks and corrections.

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 star (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		
<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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 type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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 checked="" 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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input 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 type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<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"/>	

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	Blended Funding
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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

<input checked="" type="checkbox"/> Instructional Teacher	
<input checked="" type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other <input type="text"/>	

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program <input checked="" type="checkbox"/> Five Day Program
Length of School Day	<input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
Age of Students Served	<input checked="" type="checkbox"/> One year prior to entering kindergarten <input checked="" type="checkbox"/> 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:

Continuously improve PAT, District funded Early Childhood and Early Childhood Special Education Programs to support 3-4 year old children. Provide parent education services through PAT for families with children from birth to kindergarten entry.

Describe transition activities:

Spring Kindergarten Round Up activities are held in each elementary building. We invite risings kindergarteners and their families to visit teachers, tour buildings, and gain access to information on our KDG programs. Title I is used to provide Early Start kits (to prepare children and families for learning), literature, snacks, and 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:

Because of our many transitions (PK-2, 3-5, 6, 7-8, 9-12), several transition activities are needed to support families and students.

5th and Middle school students participate in Spring transition tours, parent events and complete the Missouri Connections comprehensive, career development and planning program to help students learn about their talents, skills, and interests and make the connection between planning for continued education and the work world.

Middle and High School Counselors collaborate to provide a seamless transition of information to support student needs both academically and behaviorally.

Incoming 6th, 7th, and ninth graders participate in Spring and Summer Transition programs that assist students in getting acclimated to the campus, staff, and expectations. Stipends for staff, teambuilding services, materials, and transportation will be used to create an engaging program.

- 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:

We utilize several interventions to promote successful transition to post secondary education. Dual enrollment and credit programs are offered in partnership with St. Louis Community College - Florissant Valley, UMSL, and Missouri Baptist. Career and Technical Education (CTE) courses (Under the Carl D. Perkins Act of 2006) provide an increased focus on the academic achievement for CTE students and strengthens the connections between secondary and post secondary education. It integrates academic, vocational, and technical instruction, and uses work-based and work-site learning where appropriate. Our students utilize North County Technical School for CTE programs we don't yet provide. Employer partnerships provide career awareness activities and work internships related to our career themes. We partner with the economic development agencies to identify career needs.

AVID (Advancement Via Individual Determination); a system to prepare students in the academic middle for 4-year college eligibility through the use of advanced in-school courses, an AVID-specific curriculum and tutors is utilized.

Counselors provide ongoing information to students and families and constantly review early warning systems for risk. Advisory classes provide small, supportive groups with advising on academic, social, or future-planning.

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

Dual enrollment and credit programs are offered in partnership with St. Louis Community College - Florissant Valley, UMSL, and Missouri Baptist. Career and Technical Education (CTE) courses (Under the Carl D. Perkins Act of 2006) provide an increased focus on the academic achievement for CTE students and strengthens the connections between secondary and post secondary education. It integrates academic, vocational, and technical instruction, and uses work-based and work-site learning where appropriate. Our students utilize North County Technical School for CTE programs we don't yet provide.

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

Dual enrollment and credit programs are offered in partnership with St. Louis Community College - Florissant Valley, UMSL, and Missouri Baptist. Career and Technical Education (CTE) courses (Under the Carl D. Perkins Act of 2006) provide an increased focus on the academic achievement for CTE students and strengthens the connections between secondary and post secondary education. It integrates academic, vocational, and technical instruction, and uses work-based and work-site learning where appropriate. Our students utilize North County Technical School for CTE programs we don't yet provide. Employer partnerships provide career awareness activities and work internships related to our career themes. We partner with the economic development agencies to identify career needs.

Missouri Connections comprehensive, career development and planning program to help students learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world.

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:

Class Size Reduction and supplemental teachers will provide for smaller classes and targeted concept development to increase the number of individualized student-teacher interactions intended to improve student learning.

Teaching Methods and Instructional Coaches will provide teachers with ongoing professional development and co-teaching strategies to increase student achievement.

PLC and Data teams work throughout the district to analyze academic, attendance, and attitudinal data to make decisions/amendments to the instructional process. Stipends provided for out of school work.

Eureka Math and MySci hands on Science resources which are tightly aligned to the MO standards will assist teachers in improving concept development.

ELA, Math, and Science materials/services that interactively engage students in the learning will enhance the core

Social workers and behavior specialists will be utilized to increase attendance and mental stability by creating small check and connect groups and communicating regularly with families. 7 Mindsets and Second Steps programs will be used to support Social Emotional Learning.

Transition staffing, materials, and transportation to acclimate students to grade span staff prior to our transitions.

Tutoring support in ELA, Math, and Science

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):

The District reviews MOSIS/Core Data Screen 18a to review the the effectiveness of teachers and can identify ineffective teachers through that review. The District utilizes an evaluation tool that measures teacher effectiveness across multiple indicators. Teachers are observed multiple times and scored in the tool which allows for a comparison of mean scores across the district. Teachers averaging low mean scores are provided support through school based coaching, coaching by content coordinators, and by school and district based administrators.

Cultural proficiency standards and training will be provided to staff to support student/teacher relationships.

Math and Reading content courses taught by university professors to support teachers in the core. Instructional and Teaching Methods coaches will provide ongoing professional development in classroom management, instructional strategies, and content to ensure teachers have support through out the year.

Training is provided in Project Based Learning (PBL), Professional Learning Communities (PLC), unwrapping standards, instructional strategies, collaborative planning stipends, and leadership to strengthen knowledge.

Infective teachers are provided with a plan for success.

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

The District routinely runs a core data analysis via the Staff Assignment Report to identify whether any disparities exist in regards to placement of inexperienced teachers. Additionally, the District categorizes teachers in terms of years of experience by the following bands: 0 - 5, 6 - 10, 11 - 15, 16 - 20, and 20+. 36% of teachers are in the 0 - 5 band of teaching experience and are distributed throughout the district.

The teacher evaluation system and the research and Evaluation team's Teacher Effectiveness program provide information based on student state assessment growth, skill and will. This info is used to deploy coaching, professional development, and movement.

Training is provided in Project Based Learning (PBL), Professional Learning Communities (PLC), unwrapping standards, instructional strategies, collaborative planning stipends, and leadership to strengthen knowledge.

Inexperienced teachers are provided a plan for success.

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 District routinely runs a core data analysis via the Staff Assignment Report to identify whether any disparities exist in regards to out-of-field teachers.

The HR team works with the school admin to ensure classes are staffed with appropriately certified teachers. If not the case, university courses are offered, staff is moved, and or a session may be closed to ensure students have appropriately certified staff.

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):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information: No file chosen

- 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:

A Homeless Liaison, ACT support, and supplemental backpacks filled with student supplies will be funded by the Homeless Set-Aside. Professional development will ensure the liaison has skills to support PK through post secondary matriculation. Transportation supplements may be used to release barriers to education.

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:

Positive Behavioral Intervention Support (PBIS), Ci3T, Behavior Specialists, and social workers will provide proactive strategies and supports to students and role model appropriate behaviors, emotions, and communication skills, i.e., anger management, conflict resolution, and problem solving skills.

Classroom teachers will also provide PBIS lessons to ensure a systemic approach to PBIS and Ci3T.

Discipline infractions will decrease by providing universal Social Emotional Learning (SEL) programming for all students

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:

In coordination with Perkins, CTE Base and Performance, and the Grow Your Own grants, students will partner with community businesses for hands on training and career exploration. Grow Your Own funding will provide opportunities to explore the teaching field and assist us in recruiting.

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:

To ensure support in media centers, funds will provide interactive boards, laptops for research and connectivity, and a variety of leveled texts. Learning lab equipment for maker spaces, STEM, and research will also be added. Electronic libraries will assist students during online learning and supplemental texts will increase the volume and variety of books.

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

Email: alaina.downing@dese.mo.gov

Current User: JPUGH1

Improving Lives through Education