



**District/LEA:** 096-089 FERGUSON-FLORISSANT R-II **Year:** 2023-2024

**Funding Application:** Plan - Title II.A **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 school.**

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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:

LTERS Science of Reading training will be provide to all K-2 staff during the Summer and available for grade 3-6 during the Fall. Stipends will be available for out of school time training/planning.

ELL strategies training will assist core and ELL teachers in supporting ELL students.

Instructional and Teaching Methods Coaches will work collaboratively with teachers to provide ongoing professional development.

Substitutes will provide opportunities for classroom teachers to utilize the Guided Visit protocol to identify a focus, observe, gather/analyze evidence, and share key observations from collegiate classroom walks thereby improving instruction.

Subs and stipends will be available for teachers who participate in after-school collaboration training and data meetings.

Consultants and professional literature circle texts in the areas of feedback, ELA, MATH, and SCIENCE content/standards, PLC, leadership, unwrapping standards, leadership, SEL, parent engagement, classroom management and instructional strategies will be funded for both teachers and instructional aides.

Cohort of teachers receiving Math Specialist credentials in partnership with a university.

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

Describe alignment activities:

The Reading Coaches will focus their efforts on the R.1.A, R.1.B, R.1.C, and R.2.A standards to ensure teachers develop and apply skills to the reading process in comprehension, vocabulary, making connections between the text and self and R.2.A skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Teaching Methods Coaches will provide direct support and strategies training.

Our collegial guided visits/walks will focus mainly on Reading and Writing standards coupled with a review of Ci3T and feedback protocol.

Social Emotional, Equity, and technology training will support both teachers and students returning from the COVID-19 closures.

Training to support teacher feedback to engage parents

## 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:

The LEA has systems of professional growth and improvement for all staff. Teachers and principals receive induction materials and training at the beginning of the year and monthly. Teachers, principals, and Central Office staff who supervise and support them receive ongoing distributive leadership strategies, practices and training to improve teaching and learning. Planning and leading the implementation of the Framework for Powerful Results and the Cycles of Professional Learning to improve the capacity of all teachers at each school to deliver powerful instruction takes place monthly. Professional Learning Communities and Data Teams have been established at each site to support our belief that data will drive instruction. Additional training will be provided, as needed.

## 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:

The LEA will ensure each Targeted school receives additional equity training to ensure teachers support all students and data team supports to assist in making instructional decisions. Additional instructional coaches will be allocated to Berkeley to support both Reading and Math.

- 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:

Our schools with the highest percentage of economic deprivation participate in Comprehensive Integrated 3-Tiered (Ci3T) Model of prevention which provides Academic, Behavioral, and Social strategies/interventions of support to prevent, reverse, or reduce harm.

## 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:

Student academic and discipline data along with staff professional development surveys are analyzed to determine staff needs on a quarterly basis. The Cabinet will, in consultation with teachers, annually review data and requests to determine the professional development plan.

## 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**

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