



District/LEA: 115-115 ST. LOUIS CITY Year: 2025-2026

ePeGS

Funding Application: Plan - School Level - 1830 VASHON HIGH Version: Initial Status: Returned to LEA

☒ Number

☐ Name

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, Parent And Family Engagement Policy [Show](#)

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

1830 VASHON HIGH

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)*

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

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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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	☐	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☒ **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

1. Differentiated Instruction
Tailor content, process, and product based on students' readiness levels, interests, and learning profiles. This ensures that instruction meets diverse needs while maintaining high expectations.

2. Universal Design for Learning (UDL)
Incorporate multiple means of representation, engagement, and expression to remove barriers to learning and provide flexible pathways for success.

3. Culturally Responsive Teaching
Integrate students' cultural backgrounds into the curriculum and classroom environment to increase engagement and relevance, especially for historically underserved groups.

4. Data-Driven Instruction
Use formative and summative assessment data to identify learning gaps, monitor progress, and adjust instruction accordingly.

5. Scaffolded Support
Break down complex tasks into manageable steps and provide temporary supports (e.g., graphic organizers, sentence starters) that are gradually removed as students gain independence.

6. Collaborative Learning
Use peer interaction strategies like think-pair-share, cooperative groups, and peer tutoring to build academic and social skills.

7. Explicit Instruction in Academic Language
Teach the vocabulary and language structures needed to access content, especially in math, science, and social studies.

8. Family and Community Engagement
Partner with families and community organizations to reinforce learning outside the classroom and build a support network for students.

9. High-Quality Tiered Interventions (MTSS/RTI)
Implement multi-tiered systems of support to provide targeted interventions based on student need, with regular progress monitoring.

10. Integration of Technology
Use adaptive learning tools and digital platforms to personalize learning and provide access to standards-aligned content.

These strategies align with the goals of the Missouri Learning Standards, which emphasize both foundational knowledge and higher-order thinking skills.

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

Description of how strategy/strategies will strengthen

Explicit Direct Instruction (EDI) and Gradual Release of Responsibility (GRR) models will be emphasized to ensure clarity, modeling, and scaffolded student practice.

Professional development and coaching via Academic Instructional Coaches will focus on unpacking priority standards, internalizing curriculum, and planning rigorous, culturally responsive lessons that are accessible to all learners.

Teachers will be trained to use academic language supports, sentence frames, and scaffolded tasks to ensure English Learners can fully participate in grade-level learning.

Coaching/feedback cycles will be implemented to provide real-time feedback and modeling to improve lesson delivery and student discourse. Data-driven instruction will be reinforced through regular use of STAR, MAP, and classroom assessment data to inform instructional adjustments and targeted interventions.

Tier 1 Focused Instruction: Ensure all students have access to high-quality, standards-aligned instruction through the use of core curriculum resources such as Savvas for ELA and Math, supported by consistent instructional practices like the Gradual Release of Responsibility.

Language Supports: Integrate academic language objectives and scaffolds into lessons to ensure students can access and master grade-level content.

Collaborative Planning and PD: Provide time, coaching support, and job-embedded, strategically aligned professional development for teachers to collaboratively plan instruction that meets the diverse needs of all learners. Professional development will be ongoing and directly tied to school-wide instructional priorities and accountability goals.

Supplemental literacy materials- 95 Percent Group's Phonics Core Program and intervention resources will be used to support Tier 1 instruction and provide targeted support for students not yet meeting grade-level expectations. These materials will be integrated into planning and instruction to accelerate foundational skill development and improve overall reading proficiency.

Project-Based Learning (PBL)-Engage students in complex, real-world problems that require critical thinking, collaboration, and creativity
Tiered Assignments-Design tasks at varying levels of complexity to challenge all students appropriately. This allows advanced learners to explore content in greater depth while ensuring access for all.

Flexible Grouping-Use dynamic, skill-based groupings that change based on the task or content.

Acceleration Options-offer early access to advanced coursework (AP & Honors classes) or dual enrollment when appropriate.

Use of Pre-Assessment and Formative Data-Identify students' readiness and prior knowledge to tailor instruction.

Integration of Technology-Leverage adaptive learning platforms and online resources to personalize instruction and provide access to advanced content.
Strength-Based Enrichment Pedagogy-Focus on students' talents, interests, and learning preferences to design instruction that builds on their strengths.

☐ 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

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

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

Describe activities

- ☐ **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

Teaching Methods Coaches are Academic Instructional Coaches (Elementary AICs pull-out .4FTE for Reading interventions--approved by DESE supervisor).
School Home Coordinators include: 36 Family Support Specialists, 7 PBIS, 1 Drop-Out Transition Specialist, 2 Turn-Around Interventionists.

DESE Comments

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Improving Lives through Education

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