

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

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 by the Every Student Succeeds Act (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 for compliance.

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
4060 BARBARA JORDAN ELEM.	ELEMENTARY
4100 FLYNN PARK ELEM.	ELEMENTARY
4140 JACKSON PARK ELEM.	ELEMENTARY
4200 PERSHING ELEM.	ELEMENTARY
2000 BRITTANY WOODS	MIDDLE
1050 UNIVERSITY CITY SR. HIGH	HIGH

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

SDUC uses the MTSS (Multi-Tiered System of Supports) to identify students at risk of academic failure. MTSS is a comprehensive tiered intervention model that aims to improve all students' academic, behavioral, and social-emotional performance within the school system. The intent of MTSS is sustained academic performance, reduced behavior problems, reduced inappropriate referrals to special education and improved graduation rates.

School level data teams will engage in monthly Data Team Monday to dive deeper into data. The purpose of the teams:

-Collect and review grade-level academic and behavioral data with the grade-level team

-Using data from Universal Screening Tools and Progress Monitoring Tools

-Engage in problem-solving when grade-level concerns arise that inhibit student outcomes

-Provide ongoing support through the creation of intervention groups to grade-level staff members in the implementation of MTSS

-Use PLC structure as well as Vertical Teaming to directly improve teaching and learning. Teachers will use the PLC template to conduct meetings and track progress toward identified goals

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 standards. Section 1112 (b)(1)(C) and (b)(5)

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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
<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 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 checked="" type="checkbox"/> English Language Arts	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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
<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"/> 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	

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
<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 type="checkbox"/> Instructional Teacher	
<input 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 type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
Age of Students Served	<input type="checkbox"/> One year prior to entering kindergarten <input 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 of participants to local elementary school programs.

Describe activities to support, coordinate, and integrate:

The Julia Goldstein Early Childhood Education Center is an integral part of our PreK-12 program. The administration and staff are part of the same professional development programs as other buildings with the principal also participating with peers in the Transformational Learning Institute.

Describe transition activities:

All incoming kindergarten students participate in "Jump Start to Kindergarten." These 3 days held before the school year begins allows kindergarten students to become familiar with the kindergarten experience through activities that promote the development of literacy, math, art and music abilities, as well as social and fine-motor skills. Classroom and school routines are also addressed in order to help students make a smooth transition to kindergarten.

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:

We have created a comprehensive transition for middle school students to our high school starting with our "Get Your Prep On" parent meeting intended for parents and students to meet the members of the ninth-grade leadership team, preview the enrollment process and explore the ninth-grade experience. In addition, incoming ninth-grade students also have specific tour dates, individualized course selection, and a "freshman only" first day and orientation day. Unique to University City, we believe that the transition does not end when students are enrolled in the building, but it is ongoing over the course of the freshman year.

- 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:

The high school utilizes the 5 year plans to assist students as it relates to post-secondary placement. We provide a counselor dedicated to our early college program as well as a strong guidance department to administer the comprehensive guidance curriculum. In addition, there is a post-secondary leadership team that meets monthly with the following goals:

- Analyze postsecondary data and establish smart goals
- Streamline efforts and avoid duplication of efforts
- Leverage collective expertise on behalf of students
- Collectively brand the postsecondary program for students and families
- Collaborate to ensure counselors have a career pathway and postsecondary opportunities curriculum to deliver to students

There are a number of post-secondary educational opportunities students can participate in over the course of their high school experience. Some of these include:

- Early College Program with St Louis Community College
- Dual Credit and dual enrollment opportunities with institutions of higher education - St Louis Community College, St Louis University, University of Missouri - St Louis, Missouri S & T
- Transition Academy with Workforce Development, MET Center
- JROTC - UCHS offers Air Force Junior Reserve Officer Training Corps courses for all four years.
- CAPS - Center for Advanced Professional Studies at Medici Media Center, educating the workforce of tomorrow's students with professional culture, real-world problems, industry-standard tools, and mentors.
- NAF - National Academy Foundation Academies in sciences and engineering.
- NFTE -Network for Teaching Entrepreneurship, a student entrepreneurial curriculum.

St Louis Internship - Job training

North County Tech

Boy and Girls Club of St Louis - Life skill training

AP Courses

Project Lead the Way

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

The high school utilizes the 5 year plans to assist students as it relates to post-secondary placement. We provide a counselor dedicated to our early college program as well as a strong guidance department to administer the comprehensive guidance curriculum. In addition, there is a post-secondary leadership team that meets monthly with the following goals:

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- JROTC - UCHS offers Air Force Junior Reserve Officer Training Corps courses for all four years.
- CAPS - Center for Advanced Professional Studies at Medici Media Center, educating the workforce of tomorrow's students with professional culture, real-world problems, industry-standard tools, and mentors.
- NAF - National Academy Foundation Academies in sciences and engineering.
- NFTE -Network for Teaching Entrepreneurship, a student entrepreneurial curriculum.
- St Louis Internship - Job training
- North County Tech
- Boy and Girls Club of St Louis - Life skill training
- AP Courses
- Project Lead the Way
- Early College Program with St Louis Community College

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 student interests and skills:

Dual credit opportunities with STLCC:

ACC 100: Applied Accounting

BIO 111: Biology

BIO 109: Human Biology

BUS 104: Introduction to Business Administration

CHEM 105, 106: General Chemistry

ENG 101: College Comp I

ENG 102: College Comp II

HST 101: US History to 1865

HST 102: US History from 1865

HST 115: Ancient and Medieval History to 1865

HST 128: Western Civilization from 1500 to Present

HST 137: African American History Through Reconstruction

HST 138: African American History From Reconstruction to the Present

HST 141: US History 1945-Present

MTH 140: Intermediate Algebra

MTH 160: Pre-calculus Algebra

MTH 170: Pre-calculus Trigonometry

MTH 210: Analytic Geometry and Calculus I

MTH 220: Analytic Geometry and Calculus II

MUS 113: History of Jazz

MUS 114: Music Appreciation

PSC 101: Introduction to American Politics

PSC 103: State and Local Politics

PSC 205: Constitutional Issues

STR 100: Smart Start

Dual Credit Opportunities with Missouri S & T:

PLTW Engineering Courses

PLTW Biomedical Courses

Early College program with St Louis Community College - Two year program starting junior year and culminating senior year with a high school diploma and an associate's degree.

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:

Teacher Instructional Leaders and Instructional Coaches support teachers in addressing our overarching issue of a significant number of students not performing on grade level. Their role as it relates to teachers includes coaching conversations, feedback, modeling, co-planning and pushing into the classroom for small intervention groups.

The school level data teams will engage in a monthly Data Team Monday where they will take a deeper look into data (all academic and social-emotional areas). These teams will be facilitated by building principals and supported by the Curriculum and Instruction Department.

The District will utilize evidence-based assessment tools to collect meaningful data throughout the school year and will inform educational practices. Screenings, Academic Progress Monitoring and Universal Walk Throughs are the academic components and part of the Multi-Tiered Systems of Support.

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, inexperienced, or out-of-field teachers.

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

The district utilizes the Missouri Educator Evaluation System as the evaluation tool in all of the schools. This system, which includes the Theory of Action assists us in identifying areas in which teachers need development as well as retention in the district or removal from the district. Based on the results of the teachers evaluated, the principal in concert with the Assistant Superintendent for Human Resources will work on the next steps/interventions/supports for those teachers scoring in the emerging and developing ranges.

In addition, the District uses universal walkthrough data to assess teacher quality and implementation of the curriculum.

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

The district utilizes the Missouri Educator Evaluation System as the evaluation model in all of the schools. This system assists us in identifying areas in which teachers need development as well as retention in the district or removal from the district. Based on the results of the teachers evaluated, the principal in concert with the Assistant Superintendent for Human Resources will work on the next steps/interventions/supports for those teachers scoring in the emerging and developing ranges.

In addition, the District uses universal walkthrough data to assess teacher quality and implementation of the curriculum.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

As it relates to teacher qualifications and out of field teachers, the Data and Assessment Coordinator in partnership with the Assistant Superintendent for Human Resources and the Coordinator of State and Federal Programs will monitor the Staff Assignment Report and make certain teachers are coded appropriately and/or whether or not their certificate is expired or not appropriate for the content area in which they are providing instruction or leadership. The Assistant Superintendent for Human Resources will intervene when there are instances where a plan needs to be put into place for expiring or inactive certificates.

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):

- Local institution

List:

Good Shepherd

- Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

Materials to support high school subjects for young ladies who are pregnant.

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 those provided to children in Title funded schools.

Describe services that will be provided:

The District uses Title I Set aside monies to support homeless youth as it relates to school supplies, lab fees, and uniforms. The school social workers and counselors keep the Director of Student Services informed as to the needs of homeless youth and make certain funds are allocated in that manner to support the enrollment, attendance, and success of these students.

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 high rates of discipline, disaggregated by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

District administrators and teachers will continue to receive professional development on social-emotional learning/tiered support. Also, Well Being Specialist provide support to students, families, teachers, and building-level administration.

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 opportunities.

Describe programs:

The high school also provides a Supervised Business Experience course that provides work-based opportunities for students

The high school is partnering with NAF to institute pathways, which will lead to work-based learning opportunities for all students.

The U City Transitions program also seeks to put students in the workforce after graduation.

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:

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