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 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
4020	BERMUDA ELEMENTARY	ELEMENTARY
4030	BERKELEY ELEMENTARY SCHOOL	ELEMENTARY
4040	CENTRAL ELEMENTARY	ELEMENTARY
4060	COMBS ELEMENTARY	ELEMENTARY
4080	COMMONS LANE ELEMENTARY	ELEMENTARY
4140	DUCHESNE ELEMENTARY	ELEMENTARY
4160	GRIFFITH ELEMENTARY	ELEMENTARY
4180	HALLS FERRY ELEMENTARY	ELEMENTARY
4190	HOLMAN ELEMENTARY	ELEMENTARY
4200	LEE HAMILTON ELEMENTARY	ELEMENTARY
4210	JOHNSON WABASH 6TH GRADE CTR	ELEMENTARY
4240	PARKER ROAD ELEMENTARY	ELEMENTARY
4260	ROBINWOOD ELEMENTARY	ELEMENTARY
4320	WALNUT GROVE ELEM.	ELEMENTARY
4340	WEDGWOOD 6TH GRADE CENTER	ELEMENTARY

3010	STEAM ACADEMY MIDDLE SCHOOL	MIDDLE
3030	CROSS KEYS MIDDLE	MIDDLE
3050	FERGUSON MIDDLE	MIDDLE
1050	MCCLUER HIGH	HIGH
1060	STEAM ACADEMY AT MSB HIGH SCHO	HIGH
1070	MCCLUER NORTH HIGH	HIGH

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

Regular monitoring of academic performance in reading, writing, and mathematics through a combination of formative and summative assessments. Students who do not meet established academic benchmarks are recommended for additional support through Tier 2 or Tier 3 interventions, as outlined in the district's Multi-Tiered Systems of Support (MTSS) framework.

MTSS is a holistic model that addresses not only academic needs, but also behavioral and social-emotional well-being. This integrated approach ensures that students receive timely, targeted interventions tailored to their individual needs, improving both learning outcomes and overall student success.

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)*

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

☑ 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

☑ Instructional Teacher	
☑ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program ☑ Five Day Program
Length of School Day	☑ Full Day ☐ Half Day
Age of Students Served	☑ One year prior to entering kindergarten ☑ 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 LEA doesn't have a Title I preschool. The district supports early childhood education through developmental screenings, district-funded Early Childhood and ECSE programs for 3 to 4-year-olds, and the Parents as Teachers (PAT) program, which provides parent education from birth to kindergarten. Partnerships with Head Start and other early learning centers help align curricula, share resources, and ensure smooth transitions into kindergarten.

Describe transition activities:

> Each spring, the district hosts Kindergarten Round-Up activities to welcome rising kindergarteners and their families. These events allow families to meet teachers, tour school buildings, and receive important information about kindergarten programs. Title I funds support the distribution of Early Start kits, which include learning materials, literature, snacks, and activities to help children prepare for school. Developmental screenings and the Parents as Teachers program also play a key role in supporting smooth transitions into 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:

Due to multiple transitions across grade levels (PK-2, 3-5, 6, 7-8, 9-12), a
variety of activities are necessary.

Fifth-grade and middle school students participate in spring transition tours and
parent events. They also complete the Missouri Connections program.

Middle and high school counselors work collaboratively to ensure a smooth
transfer of academic and behavioral information to support student success.

Incoming 6th, 7th, and 9th graders engage in spring and summer transition
programs designed to familiarize them with the campus, staff, and expectations.
Staff stipends, team-building services, materials, and transportation funds will
support the development of an engaging transition experience.

◉ 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:

Our high schools support students by offering a variety of opportunitunities:
*Dual enrollment and credit programs
*Advanced Placement courses and IB
*Career and Technical Education (CTE) courses (Under the Carl D. Perkins Act)
*North County Technical School for trade of choice
*Employer partnerships provide career awareness activities and work internships
*partnerships with the economic development agencies to identify career needs
*AVID (Advancement Via Individual Determination)
*Military visits
*Workforce visits
*College and Career Fairs
*PLTW opportunities

*College counseling
*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 University.
Career and Technical Education (CTE) courses, aligned with the Carl D. Perkins
Act of 2006, emphasize academic achievement for CTE students and strengthen
connections between secondary and postsecondary education. These courses
integrate academic, vocational, and technical instruction, incorporating work-
based and work-site learning when appropriate. For CTE programs not currently
offered, students attend North County Technical School.

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 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.

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:

Supplemental Reading, ELA, and Math 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.

Supplemental 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. SEL 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.

Stipends for Spring Parent Teacher Conferences

Technology for continuity of learning and engagement

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 reviews MOSIS/Core Data Screen 18a to review 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. Professional development is provided and courses.

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 throughout 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.

Ineffective teachers are provided with a plan and wraparound support.

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.

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

New teachers complete a week long Orientation and 2 years of mentor services. Inexperienced teachers are provided a plan for success, a mentor, and professional development in core content, management, and technology.

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):

If the LEA hires an out-of-field teacher, the teacher would be placed on either a temporary or provisional certification based on experience. Then the LEA would work with the teacher to ensure to meet necessary certification requirements in order to become fully credentialed.

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 are 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: [Choose File] No file chosen   [Upload]

☐ 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 those provided to children in Title funded schools.

Describe services that will be provided:

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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 supports PK through post secondary
matriculation.
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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:

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Focus on restorative practice has been present in each of the schools in
Ferguson-Florissant, and efforts to reduce disparities present in discipline data
continues to drive the work of our district. In addition, trauma-informed care
has been added to the menu of professional development provided to both new and
existing staff. Social workers will provide small groups and seek root causes and
supports for attendance and behavior issues.

Social workers and behavioral specialists provide additional wrap around services
with chronic absences/attendance, behaviors, and career planning.

Classroom teachers will provide universal social emotional learning (SEL)
programming weekly to ensure a systemic approach to SEL/PBIS.  Teachers will
receive restorative practices PD.
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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:

In coordination with Perkins, CTE Base and Performance, and local funds, students partner with community businesses for hands on training and career exploration. Coordination with local community colleges and universities allows us to offer dual enrollment/credit.

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