Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 092-090 ST. CHARLES R-VI **Year:** 2026-2027

Funding Application: Plan - School Level - 4060 HARRIS ELEM. **Version:** Initial **Status:** Submitted

Number Name Select District

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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School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Show

Schoolwide Program Hide

4060 HARRIS ELEM.

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

Harris Elementary is committed to ensuring every student has equitable access to high-quality instruction and the support necessary to meet the Missouri Learning Standards. High-quality Tier 1 instruction serves as the foundation for learning, while the school's Multi-Tiered System of Supports (MTSS) provides additional intervention and enrichment based on individual student needs. Through the daily Flight Time intervention block, students receive targeted instruction using flexible grouping informed by classroom assessments, i-Ready Diagnostic data, progress monitoring, and Missouri Assessment Program (MAP) results. Title I funding will support a certified interventionist who will provide supplemental reading and mathematics instruction for students requiring additional academic support. Professional Learning Communities (PLCs) regularly analyze student data to ensure interventions are effective and instructional decisions are responsive to student needs.

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

Description of how strategy/strategies will strengthen

Harris Elementary strengthens its academic program by aligning curriculum, instruction, assessment, intervention, and collaborative planning within a comprehensive instructional framework. Teachers implement district-adopted resources, including Wit & Wisdom, Carnegie Clear Math, Fundations, and Heggerty, while collaborating through PLCs to analyze student learning and refine instructional practices. The Flight Time intervention block provides dedicated time for intervention and enrichment without reducing access to core instruction. PBIS and explicit instruction in executive functioning skills further strengthen the academic program by creating safe, predictable learning environments where students are prepared to engage in rigorous learning.

☐ Increase the amount of learning time

- [ ] Extended school year
- [ ] Before-and/or after-school programs
- [ ] Summer program
- [ ] Other

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Harris Elementary provides enrichment opportunities for students who have demonstrated mastery of grade-level standards while ensuring students requiring additional support receive targeted intervention. During Flight Time, flexible student groups allow instruction to be differentiated based on current learning needs, providing opportunities for enrichment, extension, and deeper application of grade-level concepts. Teachers utilize collaborative planning and ongoing data analysis to ensure all students are appropriately challenged and continue to experience academic growth.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] 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

Students identified as at risk of not meeting grade-level expectations receive timely, supplemental support through Harris Elementary's MTSS framework. Academic needs are identified using multiple sources of data, including classroom assessments, i-Ready Diagnostic results, progress monitoring, PLC discussions, and MAP performance. Students receive targeted reading and mathematics intervention during the Flight Time intervention block, with instruction delivered through flexible grouping and research-based practices. Intervention effectiveness is monitored regularly, allowing staff to adjust instructional supports based on student progress. Harris also implements PBIS and explicit executive functioning instruction to address behavioral and self-management skills that support academic success.

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [x] School-based mental health programs
  - [x] Specialized instructional support services
  - [x] Mentoring services
  - [ ] Other

- [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

- [ ] **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

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

    Professional learning at Harris Elementary is designed to strengthen instruction and address priorities identified in the Comprehensive Needs Assessment. Staff will engage in ongoing learning focused on high-quality Tier 1 instruction, implementation of Wit & Wisdom and Carnegie Clear Math, effective use of data, and research-based reading and math interventions. Professional Learning Communities (PLCs) will serve as the primary structure for collaborative, job-embedded learning, including data analysis, instructional planning, and monitoring student progress. Professional development will also support continued implementation of MTSS, PBIS, and executive functioning instruction to improve both academic and behavioral outcomes. Additional learning will focus on differentiated instruction, progress monitoring, family engagement, and ensuring equitable access to support for all students.

- [x] **Recruiting and retaining effective teachers, particularly in high need subjects**

  Describe activities

  Harris Elementary is committed to recruiting, supporting, and retaining highly effective educators who are dedicated to student success. The school collaborates with the district's Human Resources Department to recruit qualified candidates and implements a comprehensive onboarding process that includes mentoring, instructional support, and ongoing professional learning for new staff. Professional Learning Communities (PLCs), instructional coaching, and collaborative planning provide continuous opportunities for staff to strengthen instructional practices and improve student outcomes. To address areas of greatest academic need, Harris will utilize Title I funding to support a certified interventionist who provides supplemental reading and mathematics instruction. The school also works to retain effective educators by fostering a collaborative culture grounded in the core values of Teamwork, Growth, Integrity, Diversity, and Fun, while providing meaningful opportunities for leadership, collaboration, and continuous professional growth.

- [x] **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

  Describe activities

Harris Elementary collaborates with the Early Childhood Center (ECC), district staff, preschool providers, and families to support successful transitions into kindergarten. Harris staff participate in the ECC's Get Set for Success event to connect with incoming families, share information about kindergarten expectations, and begin building positive relationships prior to the start of school. Transition meetings are held for students with Individualized Education Programs (IEPs) to ensure continuity of services and supports as students move from the ECC to Harris. To support a successful start to the school year, Harris provides opportunities for incoming kindergarten students and families to become familiar with school routines, expectations, and procedures through Kindergarten Parent Information Night and ongoing communication before school begins. During the first week of school, Harris implements Kindergarten Camp, which includes a soft placement process that allows staff to thoughtfully develop balanced classroom communities based on student needs. Classroom teachers collaborate to share student information and ensure each child experiences a smooth academic, behavioral, and social-emotional transition into elementary school.

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

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