



District/LEA: 115-115 ST. LOUIS CITY Year: 2024-2025

Funding Application: Plan - School Level - 5610 EARL NANCE, SR. ELEM. Version: Initial Status: Returned to LEA

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.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Show

Schoolwide Program Hide

5610 EARL NANCE, SR. 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

Table with 5 rows for subject areas (Math, Reading, English Language Arts, Science, Other) and columns for grade levels (K-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

Text input field for additional information.

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	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"/>
<input type="checkbox"/> Reading Instruction Only	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"/>
<input type="checkbox"/> Math Instruction Only	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"/>

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

- Gradual Release of Responsibility model implemented and refined.
- Direct and Explicit Instruction in the Five Pillars of Literacy using MyView standards-aligned curriculum (KG-6th) and UFLI (KG-2nd).
- Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.
- Utilize Gholdy Muhammad's "Historically Responsive Literacy Framework" and UnboundEd's GLEAM model to frame opportunities to make instruction affirming and meaningful for students.
- School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.
- Staff participation in professional development led by consultants as well as conferences with a focus on promoting student voice and agency within curriculum framework (Savvas, ASCD, Unbound Ed, etc.)
- Provide literacy workshops to parents and families to make home school connections about instructional practices.
- Utilize Nance "Teacher Coaching and Support Journal" resource to support teachers with scaffolding instruction to meet the needs of each learner.
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.
- School-based professional development to provide strategies for utilizing high-quality classroom libraries.
- Convert leveled book room to a "knowledge library" organized by theme and topic.
- Identified classrooms implement service-learning projects with connections to MyView curricular resource.
- Implementation of SLPS writing framework.
- Direct and Explicit Instruction in the Five Components of Math using Envision standards-aligned curriculum (KG-6th).
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps.
- Utilizing Building Thinking Classrooms framework to develop conceptual understanding of mathematics.
- Implement STEM projects as part of Envision units to help students make real-world mathematics connections.
- Align supports provided to students in the after-school program with individual academic needs.

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

Description of how strategy/strategies will strengthen

For Reading:
 SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Resources:
 1. Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 2. Instructional Design Framework and ELA Lesson Plan Internalization Protocol

ELA Collaborative Lesson Planning Protocol (PLCs)

Supplemental Phonics Instruction: UFLI Phonological Awareness Program

LETRS Training: School Leaders, Instructional Coaches, and Teachers

For Math:
 SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-6) Resources:
 1. Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
 2. Instructional Design Framework and Math Lesson Plan Internalization Protocol

- 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.

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

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Improving Lives through Education

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