



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

Funding Application: Plan - Title I.A LEA Version: Initial Status: Returned to LEA

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

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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 (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. 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
4000	ADAMS ELEM.	ELEMENTARY
4060	ASHLAND ELEM. AND BR.	ELEMENTARY
4180	BRYAN HILL ELEM.	ELEMENTARY
4200	BUDER ELEM.	ELEMENTARY
4250	AMES VISUAL/PERF. ARTS	ELEMENTARY
4400	COLE ELEM.	ELEMENTARY
4420	COLUMBIA ELEM. COMM. ED. CTR.	ELEMENTARY
4470	DEWEY SCH.-INTERNAT'L. STUDIES	ELEMENTARY
4660	FROEBEL ELEM.	ELEMENTARY
4730	GATEWAY ELEM.	ELEMENTARY
4780	HAMILTON ELEM. COMMUNITY ED.	ELEMENTARY
4880	HENRY ELEM.	ELEMENTARY
4890	HICKEY ELEM.	ELEMENTARY
4900	HERZOG ELEM.	ELEMENTARY
4920	HODGEN ELEM.	ELEMENTARY
4960	HUMBOLDT ACAD OF HIGHER LRNING	ELEMENTARY
4970	NAHED CHAPMAN NEW AMERICAN ACA	ELEMENTARY
4990	GEORGE WASHINGTON CARVER ELEM	ELEMENTARY
5020	JEFFERSON ELEM.	ELEMENTARY
5060	LACLEDE ELEM.	ELEMENTARY
5100	LEXINGTON ELEM.	ELEMENTARY
5180	LYON AT BLOW ELEM.	ELEMENTARY
5260	MANN ELEM.	ELEMENTARY
5340	MASON ELEM.	ELEMENTARY
5500	MERAMEC ELEM.	ELEMENTARY
5560	MONROE ELEM.	ELEMENTARY
5590	MULLANPHY BOTANICAL GARDENS	ELEMENTARY
5600	OAK HILL ELEM.	ELEMENTARY
5610	EARL NANCE, SR. ELEM.	ELEMENTARY
5620	PEABODY ELEM.	ELEMENTARY
5780	SHAW VISUAL/PERF. ARTS CTR.	ELEMENTARY
5800	SHENANDOAH ELEM.	ELEMENTARY
5860	SIGEL ELEM. COMM. ED. CTR.	ELEMENTARY
5930	STIX EARLY CHILDHOOD CTR.	ELEMENTARY
5960	WALBRIDGE ELEM. COMMUNITY ED.	ELEMENTARY
5970	Woerner Elem	ELEMENTARY

6010	WASHINGTON MONTESSORI	ELEMENTARY
6030	WILKINSON EARLY CHILDHOOD CTR.	ELEMENTARY
6120	WOODWARD ELEM.	ELEMENTARY
2080	YEATMAN-LIDDELL MIDDLE SCHOOL	MIDDLE
3050	BUSCH MS CHARACTER & ATHLETICS	MIDDLE
3070	CARR LANE VPA MIDDLE	MIDDLE
3090	CARNAHAN MIDDLE	MIDDLE
3230	GATEWAY MIDDLE	MIDDLE
3250	ACAD OF ENTRE STDY@LOUVERTURE	MIDDLE
3260	LONG MIDDLE COMMUNITY ED. CTR.	MIDDLE
3390	COMPTON-DREW ILC MIDDLE	MIDDLE
1100	MILLER CAREER ACADEMY	HIGH
1220	GATEWAY HIGH	HIGH
1222	COMMUNITY ACCESS JOB TRAINING	HIGH
1680	ROOSEVELT HIGH	HIGH
1730	SOLDAN INTERNATIONAL STUDIES	HIGH
1800	SUMNER HIGH	HIGH
1830	VASHON HIGH	HIGH
1860	CENTRAL VISUAL/PERF. ARTS HIGH	HIGH
5520	ELIAS MICHAEL ELEM.	ALTERNATIV

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

- Identify students early who are not on track to meet Missouri Learning Standards.
 - Use multiple data points to provide timely interventions and supports.
- Universal Screening Tools
- STAR Benchmark Assessments: Administered three times a year (BOY, MOY, EOY) to measure progress and growth toward grade-level expectations.
 - Foundational Reading Screeners: Assess phonemic awareness, phonics, and fluency to detect gaps in early literacy.
 - Dyslexia Screening: Conducted for all K-3 students per state guidance.
- Reading Success Plans (RSPs)
- Developed for any student identified through screening as needing additional support in reading.
 - Includes goals, targeted strategies, and progress monitoring aligned to foundational skills and grade-level standards.
- Use of Academic Grades
- Grades are one indicator used alongside assessment data.
 - Monitor trends in performance on standards-based learning goals and scales.
- Monitoring & PLC Discussions
- Data reviewed in PLCs to identify students needing Tier 2 and interventions.
 - Adjust instruction based on assessment results and formative classroom data.
- Collaboration & Communication
- Involve families early when students are identified as at-risk.
 - Maintain communication through conferences, RSP meetings, and parent conferences.

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 (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 school programs.

Describe activities to support, coordinate, and integrate:

Early Childhood coordinates and integrates Title I services at the elementary level by providing professional development training to teachers and teacher assistants that meet the Missouri Department of Elementary and Secondary Education guidelines. Teachers and teacher assistants were trained to meet Project Construct and health/safety requirements designed to meet Kindergarten readiness standards. Processes are in place to observe and to raise the quality of instructional practices in preschool classrooms.

Describe transition activities:

The Saint Louis Public Schools Early Childhood Education Department provides students with kindergarten readiness experiences by maintaining high academic expectations, communicating with families, and collaborating with community partners.

Within our district, we provide information to families during district-wide and site-based events. To support students with transitioning to kindergarten, teachers provide ongoing information to families through verbal and written communication and offer a wide range of play-based academic experiences to facilitate growth and progress throughout the school year. Towards the conclusion of the year, teachers coordinate kindergarten tours and encourage continued learning through participation in SLPS summer educational experiences. Additionally, the Early Childhood Department Parents as Teachers Program provides developmental screenings and makes referrals to local community agencies as additional supports.

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:

- District Staff from Middle and High Schools work together via counselors and HS 9th Grade Success Teams to assist our students academically, socially and emotionally.
- We track 9th grade data every 5 weeks reviewing successes and areas for growth.
- Four-year ICAP plans are started in MS and are picked up with the HS Counseling Teams.
- The district holds a district-wide event called "High School Here I Come!" during the fall semester where all 8th grade students across the district learn about and interact with all SLPS high schools.
- All high schools hold 9th grade orientation/course selection events for 8th graders transitioning to ninth grade the next school year.
- All high schools hold registration days starting in late July running through early August with specific days focused on 9th grade registration for students transitioning from middle school.
- Mid-Year 8th Grade Intervention - Students who are at risk of not being ready for 9th grade will be identified early in the 8th grade year.
- Previous year data were reviewed as indicators of "High School Ready" and will be tracked by student, grade level, and school for frequent monitoring and parent/guardian contact.
- The district CCR office coordinates programs for sixth, seventh, and eighth grade students including: career/workplace visits, Community College visits, and 4-year college visits.
- Summer School programs have been redesigned to focus on positive attributes of learners, interdisciplinary and project-based learning approaches, and skill focus to prepare students for 9th grade.
- All 9th grade students will have the opportunity to participate in CCR I during their 9th grade year to provide focused support and exposure to transitioning to high school.
- All high schools will provide a week-long orientation as a part of summer programming to provide transition support to rising ninth grade students.

- ☒ 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:

Every SLPS HS has a College Admission Specialist along with HS Counselors. They work actively with students through ICAP, Missouri Connections and SchoolLinks to help students determine Career Interests. We break our students into buckets of interest: Enrollment - 2/4 year college/university or trade school; Employment - Entering the workforce; Enlistment - Enlisting in any of the branches of the military. These buckets are fluid and allows us to tailor student interest and opportunities for post-secondary pathways. SLPS also offers services during the summer related to college assistance, FAFSA assistance, award letter assistance, work assistance, and enlisting assistance.

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

We have dual enrollment/credit offerings with St. Louis Community College, UMSL, Harris Stowe State University, and Ranken Technical College. We have a very successful Early College Academy with STLCC and Harris Stowe where students can graduate with their HS diploma and an associate's degree. We also work with multiple partners to provide training and a direct pathway to work.

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

We have dual credit offerings and articulation agreements with St. Louis Community College and UMSL. We also offer dual enrollment at Ranken Technical College, Harris Stowe State University and St. Louis Community College. We have a very successful Early College Academy with STLCC and Harris Stowe where students can graduate with their HS 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:

- Ensure all students are on track to meet or exceed Missouri Learning Standards.
 - Prioritize Instruction.
- Monitoring Student Progress
- Use STAR, MAP, and local assessments to track student performance in ELA and Math.
 - Monitor growth through classroom-based formative assessments.
- Delivery Systems for Intervention & Acceleration
- Tier 1: High-quality core instruction aligned to priority standards.
 - Tier 2: Small-group instruction during intervention/enrichment blocks.
 - Use pull-out, push-in, after-school tutoring, and summer learning models.
- Instructional Strategies
- Align lessons with Missouri Learning Standards and district pacing guides.
 - Embed scaffolds and language supports for English Learners.
 - Use Gradual Release of Responsibility (GRR) framework for lesson delivery.
- Personnel Involved
- Teachers and instructional coaches lead lesson delivery and planning.
 - Interventionists, SPED, and ELL staff collaborate on student plans.
 - Leadership teams monitor instructional quality and progress data.
- Improving School Conditions for Learning
- Implement PBIS and restorative practices to create a safe, inclusive climate.

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, ine

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

The LEA uses a tiered approach to identify and address disparities in ineffective teachers. The Performance Based Teacher Evaluation (PBTE) data is used to identify ineffective teachers. Student data on common assessments is analyzed and sorted to identify which teachers are having fewer successes. Upon determining teacher skill set, the school leader team identifies, through both discussion and data-analysis, the type and level of support. Support comes in the form of observation/feedback cycles, coaching cycles, and/or Performance Improvement Plans. Skill deficits are addressed via coaching, and deficits that continue to exist may be addressed via PIPS. Performance-based evaluations allow leaders to observe and measure the skills and competencies of teachers. We will also provide professional development workshops, creating opportunities for ineffective teachers to collaborate with peers and facilitate shared learning.

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

The district assesses the rate of students who have a 1st year teacher. St. Louis Public Schools provides a Consultant Teacher to all first-year teachers through the St. Louis plan program. This Consultant Teacher does regular observations and provides detailed feedback using the PBTE as the focal document and collection tool. As teachers progress through the St. Louis Plan, their unique needs are addressed, and a gradual released model is used for releasing teachers from the St. Louis Plan. Upon completion of each semester, the Consultant Teacher presents their mentees to the Internal Board of Review to determine whether they need continued support, whether they should be recommended for non-retention, or whether they are able to move to another level of support. Along with the aforementioned, regular classroom observations are conducted by administrations, peer observations, student provided feedback, self-assessments, and analyzing student performance data. Aside from using our consultant teacher program, we are working to create a well-designed mentor/onboarding program. The district also seeks to retain quality teachers through retention activities such as the Missouri Career Ladder Salary Supplement Program.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DE: description):

When identifying disparities for students who have teachers with a certification that does not match content area, we look at data analysis, observations and student performance indicators. We review certifications, educational backgrounds, and experience. Surveys provide insight while observations can help identify target areas of content needs. Student performance helps identify issues with teaching effectiveness. Teachers are notified on a rolling basis when they have expired or expiring certifications. To address some of the disparities, we provide specific training and professional development through mentor teachers, coaches, our new teacher plan, workshops, seminars, and various courses that focus on the content area they are teaching. Along with this, teachers are offered access to district pathways for proper certification. We offer incentives along with scholarships and tuition reimbursement for many of our pathways to certification. Our pathways are in collaboration with university partners, and we have a team working in collaboration to create a positive experience. We provide pairing of tenured and experienced teachers with new teachers for mentoring and guidance. There are regular feedback sessions along with observations. When teachers are certified but teaching outside of their content area, teachers and leaders are notified and then receive proper placement. We do this by having staffing meetings with building leaders and reassign teachers based on qualifications. We also recruit fully certified and highly-qualified teachers from abroad to work in our highest-need buildings. Furthermore, our annual teacher transfer window targets teacher transfers to schools classified as targeted or comprehensive through DESE.

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:

☐ 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 funded schools.

Describe services that will be provided:

The services that will be provided: As outlined in the Every Student Succeeds Act (ESSA), SLPS Students-in-Transition office ensures that Pre-K -12 McKinney-Vento eligible students experience a seamless entry into schools once they have been identified via SLPS' Intake and Need's Assessment process. Identified students are immediately enrolled into schools and linked with appropriate resources, referrals, and yet necessary supports (transportation to and from school payable to other districts, uniforms, school fees, school and/or hygienic supplies, homeless verification, clothing, food, tutoring, case management services, credit recovery, referrals for assistance with housing, utilities, employment, medical and/or counseling services) to achieve academic success. The SIT office is open for support services to students and families twelve months a year.

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 by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The Office of Student Services has several strategies to ensure that schools and students are supported to reduce the overuse of discipline practices. For the last six years, SLPS has leveraged Positive Behavior Interventions and Supports (PBIS), Social Justice and Restorative Practices, Social-Emotional Learning and Trauma-Informed Practices to support schools and students. All staff will receive support to ensure schools meet their Climate & Culture goals. Students will receive targeted support as needed.

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.

Describe programs:

SLPS coordinates academic and experiential/work-based learning primarily through our Career and Technical Education office which is part of our College and Career Readiness Office. The Office of CCR provides some other college and career experiences for middle and high school.

We offer more than 40 CTE programs in our high schools and our technical education site. All schools have at least one CTE program. In addition, students have the opportunity to attend programming at our technical education site and Gateway STEM and Clyde C Miller which unique programs. Students select which high school they would like to attend and the CTE options play a large role in the selection criteria.

The Career and Technical Education offerings include internships in many of the programs of study. Several of our programs work directly with employers so once the internship is complete, we work to assist those students with interviewing and hopefully employment if interested. In addition, our students are eligible to receive a scholarship through our Learn and Earn internship program upon successful completion of their internship.

St. Louis Public Schools also offers Project Lead The Way in Engineering and Bio-Medical at a number of school sites.

During the high school years students are engaged in the post-secondary planning process. We work with students to determine if they are interested in enrolling in college or a certification program, enlisting in a branch of the military or seeking direct employment.

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

10.15.2025 CT
 Teaching Methods Coaches are Academic Instructional Coaches (Elementary AICs pull-out .4FTE for Reading interventions--approved by DESE superv
 School Home Coordinators include: 36 Family Support Specialists, 7 PBIS, 1 Drop-Out Transition Specialist, 2 Turn-Around Interventionists.

DESE Comments

Email: william.bechtel@desemo.gov

Current User: DESEPUBLIC

Improving Lives through Education