



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

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

☒ Number ☐ N

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 IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve student achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

When accepted 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 Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

☐ The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

- ☐ This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- ☒ Not Applicable

District Name/County-District Code	LEA Authorized Representative
ST. LOUIS CITY	

NEEDS ASSESSMENT

- ☐ Needs assessment not required
- ☐ LEA receives allocation less than \$30,000, or
- ☐ The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- ☒ The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- ☐ The needs assessment has been conducted within the past three years.

Date of Needs Assessment

3/26/2025

Well-Rounded Education Section 4106 (d)(1)(A) Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

SLPS currently supports each of our high schools with school counselors and a college admission specialist to support students in their post-secondary journeys. Staff members receive training specific to post-secondary placement, provide college and career information to students, and support completing necessary supporting documents like FAFSA and resumes. In addition, SLPS uses a CCR software platform to provide students direct access to transcripts, college applications, scholarship opportunities, and career exploration.

SLPS provides STEM-related instruction through our CTE programming, computer science initiatives at all levels, robotics clubs at all levels, and participation in district-wide STEM fairs.

SLPS currently provides advanced credit offering through dual credit, dual enrollment, IB, and AP courses. Key partnerships with local universities allow for us to provide these opportunities to students.

Weaknesses

Two of our high schools do not currently have college admission specialists. The two high schools have a partnership with a university that provides a college advisor through the Americorp program. As this program ends, there will be a need to provide this support.

Expanding our STEM opportunities to schools who do not have STEM programming currently as a part of their course offerings including stipends for coaches to lead robotics clubs as well as equipment for instructional programming during the school day and after school.

Expanding rigorous course work to the middle schools will better prepare students for advanced credit opportunities.

If indicated, state need(s) identified pertaining to a well-rounded education for all students

Provide staffing allocations for college admission specialists at the 2 remaining high schools.

Expand participation and coaching positions for STEM activities after school.

Provide more opportunities for middle school students to participate in courses that will directly lead to advanced credit opportunities at the high school level.

Healthy and Safe School Environment *Section 4106 (d)(1)(B)*

Summarize the analysis of data regarding school conditions for student learning.

Strengths

A positive component of the Healthy and Safe School Environment, is the ability of the district to create the conditions that support student learning, by leveraging the resources that address their direct (and indirect needs). Through the auspices of this Title IV.A Funding, we have engaged the following services:

1. ReThinkEd- To support social-emotional and mental health and safety.
2. Clinical Consultants- To provide therapy services and strategies for student application, helping to promote environments that remain physically, socially, and emotionally safe.
3. Care Solace- To provide warm hand-offs of students and families to community services and resources that can address their concerns immediately (no waitlists).

Through these collaborations and supports, students and families learn the skills necessary to improve self; thus, improving their overall health and wellness of the environments in which they persist.

Weaknesses

A gap that may need to be addressed is maintaining the service levels that these funds allow in creating the district culture that promotes healthy and safe schools, even if there was a shift in staffing or practices.

The district needs to have an ongoing plan of succession for times when turn-over, school consolidations, or funding may waver.

If indicated, state need(s) identified pertaining to school conditions for student learning

1. ReThinkEd-To support social-emotional and mental health and safety.
2. Clinical Consultants- In small group settings/sessions, to provide therapy services and strategies for student application, helping to promote environments that remain physically, socially, and emotionally safe.
3. Care Solace- To provide warm hand-offs of students and families to community services and resources that can address their concerns immediately (no waitlists).

Effective Use of Data and Technology Section 4106 (d)(1)(C)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

One-to-one devices for all students (KG-8th - iPads), (9-12 - Laptops), Interactive white board in 90%+ classrooms district wide, connected devices and hotspots available for students without access to wi-fi at home. Use of Microsoft Productivity tools (Office 365 Suite) for all students and staff, Robotics and coding at all schools district-wide.

Weaknesses

Percentage of students taking home devices (parents signing contract for at-home usage). Level of technology integration into daily instruction lacks innovation (entry level/passive usage versus transformational integration to create, publish, collaborative).

If indicated, state need(s) identified pertaining to school conditions for student learning

Additional professional development for staff to integrate technology into daily instruction. Updated process and procedures for families to opt-in to take devices home.

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	2	Increase access to STEM programmingk-12.
Healthy and Safe School Environment	1	1. Providing strategies for awareness, self-monitoring, and adaptation of behaviors 2. Social-emotional and mental support for students and families 3. Providing referrals that allow for the extension of supports outside of the school day and school's capacity/availability of resources
Effective Use of Technology	3	Additional professional development for staff to integrate technology into daily instruction. Updated process and procedures for families to opt-in to take devices home.

DESCRIPTIONS

Partnerships Section 4106 (e)(1)(A),(E)

- ☒ Not Applicable
- ☐ The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

Districtwide Robotics Initiative: 40% of schools will have after-school robotics programs for Kindergarten through 12th grade students.	Increase the number of students with access and opportunity to coding skills using the robotics platform.	Students will demonstrate competencies in FIRST Core Values and St. Louis Public School's Portrait of a Graduate Competencies throughout the season and evaluated during festivals and competitions: Discovery Innovation Impact Inclusion Teamwork Fun Communicator Collaborator Critical Thinker By the end of the season, students will demonstrate grade-level appropriate proficiencies in the sub-concepts of algorithms and variables as outlined in the Missouri Computer Standards, evaluated through pre and post season reflections and assessments.	Students will complete a pre and post reflection, assessment, and growth of competition scores each season to determine growth in the FIRST Core Values, St. Louis Public Schools Portrait of a Graduate Competencies, and the sub-concepts of algorithms and variables standards.
Districtwide College and Career Readiness Platform- SchoolLinks to create personalized learning experience and to provide college and career counseling for our students.	To provide students with tools to enhance their skills in transcript sharing, ICAP completion, robust resume building, research college applications, scholarship applications and career exploration.	Students will use SchoolLinks complete their Individual and Academic Plans (ICAP) at the completion of their 8th grade year and will update the plan twice each year until graduation. Students will apply to at least 5 post-secondary institutions using SchoolLinks. Starting in 6th grade, students will use SchoolLinks to explore multiple career opportunities. Students will record all scholarship awards in SchoolLinks.	Monthly reports will be run and shared with counselors and college advisors reflecting the following data points: Number of ICAPs complete Number and amount of scholarships Number of post-secondary institutions applied to Utilization rate of career exploration tools.

Safe and Healthy Students Section 4106 (e)(1)(C),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

ReThinkEd to support social-emotional and mental health and safety.	The overall objective of promoting a Safe and Healthy School Environment is to improve the opportunities of students and families to have mental, physical, social, emotional and mental supports. Also, key to this objective is to bolster staff efficacy in providing proven, research-driven, sustainable actions with the capacity to inform student and family behavior, choices, and improved social-emotional strategy.	Decrease the number of behavioral incidents by coupling students with the skills and strategies necessary to apply across a variety of settings for improved climate and culture that allow for a safe and healthy existence.	ReThinkEd will be evaluated through survey data from staff, and data collected from the various student focus groups.
Clinical Consultants to provide therapy services and strategies for student application, helping to promote environments that remain physically, socially, and emotionally safe.	The overall objective of promoting a Safe and Healthy School Environment is to improve the opportunities of students and families to have mental, physical, social, emotional and mental supports. Also, key to this objective is to bolster staff efficacy in providing proven, research-driven, sustainable actions with the capacity to inform student and family behavior, choices, and improved social-emotional strategy.	Increase the number of direct therapy services that help students and families adapt positive behaviors in response to personal or environmental stimuli.	The Clinical Consultants will be evaluated through Annual Performance Data Reviews that consider their therapy services, referrals that are matched, and skills/strategies provided to students that impact a decrease in In-School and Out-of-School Suspension numbers.
Care Solace to provide warm hand-offs of students and families to community services and resources that can address their concerns immediately.	The overall objective of promoting a Safe and Healthy School Environment is to improve the opportunities of students and families to have mental, physical, social, emotional and mental supports. Also, key to this objective is to bolster staff efficacy in providing proven, research-driven, sustainable actions with the capacity to inform student and family behavior, choices, and improved social-emotional strategy.	Increase the number of students and families that receive ongoing, comprehensive SEL and Mental Health supports that compliment services received at school.	The Care Solace's impact will be measured through the direct cases of student and families matched to the additional services/organizations/supports needed.

Effective Use of Technology Section 4106 (e)(1)(D),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- ☒ Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Provide sustained professional development focused on innovative instructional technology integration (e.g., SAMR model, TIMS, PBL with tech tools)	Build teacher capacity to use technology for deeper student engagement, collaboration, and content creation	By Spring 2025, 80% of teachers will demonstrate increased use of technology at the 'Infusion' or 'Transformation' levels of the TIM, indicating that technology is routinely embedded in instruction to support student choice, collaboration, and innovation.	Pre/post teacher surveys, lesson plan audits, and walkthrough tools aligned to TIMS rubric

ADDITIONAL ASSURANCES**High Priority Schools**

- ☒ The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
- ☒ are among the schools with the greatest needs; (required)
 - ☒ have the highest percentage of economic deprivation; (required)
 - ☐ are identified for comprehensive support and improvement; (if applicable)
 - ☐ are implementing targeted support and improvement plans; (if applicable)
 - ☐ are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

- ☒ The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students and other educational personnel in nonpublic schools.
- ☐ Not applicable

Utilizing funds in multiple program areas

- ☐ The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- ☒ The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- ☒ At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- ☒ At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- ☒ A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
 - ☒ Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

- ☒ The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

DESE Comments

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Current User: DESEPUBLIC

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