



District/LEA: 057-001 SILEX R-I Year: 2023-2024

ePeGS

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Approved

☒ 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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## LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

### LEA Parent and Family Engagement Policy

#### Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.  
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

The Team meets in the Fall and Spring. Information on the LEA Parent and Family Engagement Policy is distributed and suggestions are taken at that time through oral suggestions as well as through an annual needs assessment.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Parents view the Parent and Family Engagement Policy at the fall and spring meeting. Parents are given a survey to review the policy.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

This is distributed to parents on the Title I Back to School BBQ. It is also located on our website and in each school office.

#### Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Parents view the Parent and Family Engagement Policy at the fall and spring Meeting. Parents are given a survey to review the policy.

Check all that apply:

- ☒ No [Comprehensive Accountability](#) and [Targeted Accountability](#) schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☒ The LEA will involve parents and family members in the development of [Comprehensive Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Targeted Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

## Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*
- ☒ activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

LEA met with the Team which consists of only one building for the school district.

## Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*
- ☒ family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

### ESEA

- ☐ 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)

### Other Acts

- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☒ State and Local Funds
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

LEA and TEAM have implemented:  
\*Resource for Educators newsletters sent home / on social media  
\*Reading tips from Title 1 Teachers in newsletter  
\*Updating parents quarterly on Title students reading level and DIBELS scores  
\*Reading incentives  
\*Spring Title Family Reading Night with Enrichment Activities, Presentation / Survey

## Annual Evaluation

- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*
- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

LEA and Title Team have a Spring Title Family Reading Night in which a presentation on Title I, II and IV is shown and an evaluation is sent home. The results of the evaluation are compiled and used to help with making improvements to the program.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

\*Email to staff at the beginning of each year describing homeless and discussing in 1st Staff meeting for the year.  
\*District Counselor will meet with interagency - Children's Division to discuss possible concerns.  
\*Questions on the enrollment form pertaining to homelessness; language; economic hardship.

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

\*Spring / Fall Activity Nights (Back to School Barbecue and Family Reading Fun Night)  
-Reading Incentives  
-Newsletter from Title I teachers  
-Parent / Teacher / Student Conferences in the fall.  
-Reading tips from Title teachers with a link on the website

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

\*Fall and Spring Title Activity Nights  
\*Newsletters  
\*Quarterly Reading Incentives

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools (which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) *Section 1116 (a)(2)(F)*

District/LEA Comments

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DESE Comments

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District/LEA: 057-001 SILEX R-I Year: 2023-2024

ePeGS

Funding Application: Plan - School Level - 4020 SILEX ELEM. Version: Initial Status: Approved

☒ Number

☐ Name

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School Level Plan Home

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School, Parent And Family Engagement Policy [Hide](#)

## 4020 SILEX ELEM.

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

☒ Schoolwide

☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

\*The Parent and Family Engagement Plan is presented at the fall and spring parent meeting/activity nights. Evaluations/Needs Assessments are distributed at this time as well as suggestions.  
\*Parents are invited, encouraged, and include in the Title Team to create the plan.

☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

### POLICY INVOLVEMENT

☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

☒ The agenda reflects that the purpose of the meeting is

☒ To inform parents of their school's participation in the Title I.A program

☒ To explain the requirements of Title I.A

☒ To explain the right of parents to be involved.

*Section 1116 (c)(1)*

☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

☐ Transportation

☐ Child care

☐ Home visits

☒ Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

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\*Parents are invited to be a part of the Title I Planning Team.  
\*Ideas are generated from fall and spring surveys conducted yearly.  
\*Plan is reviewed in the spring.

☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

\*Parents are invited to be a part of the Title I Planning Team.  
\*Ideas are generated from fall and spring surveys conducted yearly.  
\*Plan is reviewed in the spring.

The school provides parents of participating children:

☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

\*\*The Elementary Handbook includes information on the Title IA program.  
\*Title information is presented at the fall Title I Back to School Night.

☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.  
*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

\*This information is presented/reviewed during the Back to School Night in the fall and the Family Reading Night in the spring.  
\*Elementary Handbook contains Title I Information.  
\*Elementary Handbook and website contains curriculum and assessment information.  
\*MAP and EOC Achievement Night

☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☒ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

#### Parent Responsibilities

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Monitor the amount of screen time.
4. Volunteer in my child's classroom/school.
5. Be aware of my child's extracurricular time and activities.
6. Stay informed about my child's education by reading all communications from the school and responding appropriately.

- ☒ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.  
*Section 1116 (d)(1)*

#### School Responsibilities

Silex Elementary and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -
  1. Retain highly qualified principals and teachers.
  2. Provide instruction, materials, and high quality professional development which incorporates the latest research.
  3. Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to -
  1. Discuss the child's progress/grades at the end of first quarter during parent teacher conferences.
  2. Discuss this compact as it relates to the child's achievement.
  3. Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows -
  1. Weekly note from the teacher and daily work
  2. Mid-quarter report mailed from the school as necessary, and
  3. Quarterly grade cards/reports sent home by the school.
  4. Provide third quarter conferences as needed

Comprehensive Needs Assessment [Hide](#)

## 4020 SILEX ELEM.

### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/17/2023

### NEEDS ASSESSMENT: SCHOOL PROFILE

#### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:



\*Gains across the board in Reading and Math  
\*Set Reading Intervention Time each day  
\*Attendance above 95%  
\*Majority of students come from 2 parent homes  
\*Parent involvement  
\*Care Team

Weaknesses:

\*Some kindergarten students are not coming in "kindergarten ready".  
\*Struggling students at end of Kindergarten year, struggle in 1st grade  
\*Oral reading fluency  
\*Lack of diversity  
\*Low socioeconomic

Indicate needs related to strengths and weaknesses:

\*Wilson's Foundations (phonics) will be used in local funded preschool.  
\*Scheduling intervention with struggling students as soon as possible in the year.  
\*Progress Monitoring of these students to change up intervention frequently.  
\*Multicultural education  
\*Owl's Pal and Owl's Cares partnering with St. Jochamin Ann to help low income families

### Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☐ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☐ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☐ Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

\*Collaboration of Title and classroom teachers to review data.  
\*Analyze MAP data during Vertical Teaming meetings.  
\*DIBELS data reviewed every 3 weeks  
\*STAR data reviewed 4 times a year  
\*Foundations utilized PreK-3 grade.  
\*Analyze data during spring Title meeting.

Weaknesses:

\*Fidelity in the use of STAR Reading, STAR Early Literacy and Accelerated Reader  
\*Promoting Respect

Indicate needs related to strengths and weaknesses:

\*Dibels and Daze training  
\*Revised OWLS Behavior Plan  
\*Otter Creek Training (math)

### Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ☒ Learning expectations
- ☒ Instructional program
- ☒ Instructional materials
- ☒ Instructional technology
- ☒ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

\*Vertical Teaming meetings  
\*Desired class sizes.  
\*Data analysis  
\*Remediation and enrichment activities.  
\*Intervention for all students at-risk  
\*Math interventions

Weaknesses:

\*Teacher retention  
\*Transient students  
\*Enrichment activities  
\*Math Intervention

Indicate needs related to strengths and weaknesses:

\*Salary increase  
\*Screen students upon enrollment and place in interventions if needed.  
\*Write Reflections continued  
\* Math Success Maker continued  
\*Schoolwide RTI

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers
- ☒ Staff specialists and other support staff
- ☒ Staff demographics
- ☒ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

\*Staff appropriately certified in their assigned teaching position.  
\*PD planned yearly to prepare staff for new year and challenges.

Weaknesses:



\*Teachers are using plan time to cover other classrooms

Indicate needs related to strengths and weaknesses:

\*Salary increase

### Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

\*Communication of activities and opportunities.  
\*Student progress communicated regularly.  
\*Activities sent home to help struggling students.  
\*Parent resource page

Weaknesses:

\*Mental health issues such as dysfunctional families, bullying, nontraditional families, etc.  
\*Families overscheduled

Indicate needs related to strengths and weaknesses:

\*Compass Health Network  
\*Coordination with local agencies  
\*Programs, speakers, assemblies targeting mental health issues.

### School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

\*Mission statement is supported.  
\*Class sizes meet or exceed DESE expectations.

Weaknesses:

\*Retention of staff  
\*Teachers are using plan time to cover classes because of sub shortage

Indicate needs related to strengths and weaknesses:

\*Recruit more substitutes

## NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."  
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Small group intervention times.
2	Motivating students in the classroom/student engagement.

Schoolwide Program [Hide](#)

## 4020 SILEX 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	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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"/>
4	<input type="checkbox"/> Science	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"/>
5	<input type="checkbox"/> Other _____	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"/>

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" 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

\*Pull Out small group instruction

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

Description of how strategy/strategies will strengthen

\*Foundations  
 \*Read Naturally  
 \*Phonics  
 \*Phonemic Awareness  
 \*Fluency  
 \*Comprehension  
 \*Vocabulary  
 \*Reading Series

- ☒ 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

\*Enrichment activities for high achieving students

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

\*Students assessed 3X a year to determine needs and interventions.

\*At-risk students are assigned to specific interventions.

\*Collaboration between Title and classroom teachers to monitor at-risk students.

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**District/LEA Comments**

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**DESE Comments**

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