

Consolidated Federal Programs Plan

General Provisions

All check boxes marked in this plan indicate an assurance on the part of the LEA and schools.

SCHOOL PARENT AND FAMILY ENGAGEMENT (need one for each Title I served school)

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. (Required) *Section 1116 (b)(1)*

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

Parents were invited to and attended virtual MTSS meetings where the parent and family engagement policy was created and approved.

- Parents are notified of the policy in an understandable and uniform format. (Required) *Section 1116 (b)(1)*
- To the extent practicable, the school parent and family engagement policy is provided in a language the parents can understand. (Required) *Section 1116 (b)(1)*

School Parent and Family Engagement Policy:

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. (Required) *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 (Required)
 - To explain the requirements of Title I.A (Required)
 - To explain the right of parents to be involved. (Required) *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)*

POLICY INVOLVEMENT (continued)

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

- In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. (Required)

Section 1116 (c)(3)

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

Parents were invited to and attended virtual meetings where they were involved in the planning, review, and the improvement of the Title 1 program plan. All parents were given a survey (accessible online and in paper form) to give their thoughts and feedback regarding the program plan.

- In the planning, review, and improvement of the school parent and family engagement policy. (Required)

Section 1116 (c)(3)

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

Parents were invited to and attended virtual meetings where they were involved in the planning, review, and improvement of the school parent and family engagement policy.

The school provides parents of participating children:

- Timely information about the Title I.A programs. (Required)

Section 1116 (c)(4)(A)

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

Presentations about the Title 1 program at our school were part of our Parent Orientation that was shared virtually with all parents. This information is also available through parent newsletters and our school’s website.

- 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. (Required)

Section 1116 (c)(4)(B)

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

Explanation of the curriculum, academic assessments, and MAP achievement levels are given through classroom presentations and newsletters, school presentations and newsletters, and the school’s website.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. (Required)

Section 1116 (c)(4)(C)

- Responses to their suggestions as soon as possible. (Required)

Section 1116 (c)(4)(C)

School Parent and Family Engagement Policy:

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact (Need one for each Title I Served Building)

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. (Required)

The school-parent compact:

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

Parents can ensure that their children are at school on time every day, meet the physical needs of their children, communicate with the teachers of their children, and help their children complete school work.

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

The school will communicate with parents about learning and progress, provide quality curriculum and instruction, and provide an effective learning environment.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools) (Required)
 - Issuing frequent reports to parents on their children’s progress (Required)
 - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities (Required)
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable in a language that family members can understand (Required)

Section 1116 (d)(2)(A) (B),(C),(D)

School Parent and Family Engagement Policy:

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- Provides assistance to parents, as appropriate, in understanding (Required)
 - the Missouri Learning Standards,
 - the Missouri Assessment Program,
 - local assessments,
 - how to monitor a child’s progress, and
 - how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance:

Provide parents with information regarding their student's progress in literacy and mathematics (quarterly reports, movement in tiers, reading goals) and what they can do at home to help their child make progress.

- Provides materials and training to help parents work with their children to improve achievement. (Required) *Section 1116 (e)(2)*

Describe plans to provide materials and training:

Materials and training will be available to parents through our School's website as well as during our family virtual literacy event and our virtual Greg Tang parent event.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Required) *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents:

Discuss ways to involve parents and increase family engagement monthly during our BSIP MTSS Meetings and then share with the rest of the staff.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Required) *Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

Coordinate events where families can attend virtually and learn ways to help their child be successful at school. These events include, but are not limited to, Family Virtual Literacy Week and Greg Tang Math Parent Nights.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Required) *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. (Required) *Section 1116 (e)(14)*

Optional additional assurances:

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

School Parent and Family Engagement Policy:

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
 - Parents and family members who have limited English proficiency. (Required)
 - Parents and family members with disabilities. (Required)
 - Parents and family members of migratory children. (Required)*Section 1116 (f)*
- Provides information and school reports in a format and, to the extent practicable, in a language parents understand. (Required) *Section 1116 (f)*

COMPREHENSIVE NEEDS ASSESSMENT- SCHOOL LEVEL (need one for each Title I served school)

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 Completed:

11-1-2020

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:

According to Renner's Balanced Scorecard, Renner's 2nd quarter attendance increased from 89.7 to 92.8 percent from the 19-20 to the 20-21 school year.

Weaknesses:

Achievement data is disproportionately affected by higher rates of mobility and free/reduced lunch populations. In October of 2020, our free and reduced percentage was 36 percent and in February 2020 it was 43 percent. Since school started in September, we have had 40 new students move to Renner and we have had 30 students move away. We have also had a large number of student quarantines which has effected our attendance and growth.

If indicated, state need(s) identified pertaining to **student demographics**:

Educate families about all of the resources available to help support families. The building has taken efforts to support students in transition (i.e., homeless) and those in lower socioeconomic status households through home visits, phone calls, transportation services, etc.

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:

NWEA Growth Test that we take 3 times per year in reading and mathematics and Fountas and Pinnell literacy progress monitoring that monitors reading fluency and comprehension.

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

Strengths:

Our NWEA math growth is 52 percent and last year it was 51 percent. Our reading proficiency has went up. It went from 68 percent to 77 percent.

Weaknesses:

Our NWEA reading growth is 44 percent and our goal was 54 percent.

If indicated, state need(s) identified pertaining to **student achievement**:

Continue MTSS to meet the needs of students in reading and mathematics.

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 (Required)
- Instructional program (Required)
- Instructional materials (Required)
- Instructional technology (Required)
- Support personnel (Required)

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

Strengths:

Curriculum allows for differentiation in instruction.

Weaknesses:

Teachers need more training on how to utilize small group instruction in reading, in particular with phonics, phonemic awareness, and comprehension.

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

Teachers need more specific training in the area of phonics, phonemic awareness, and guided reading groups.

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 (Required)
- Core courses taught by appropriately certified teachers (Required)
- Staff specialists and other support staff (Required)
- Staff demographics (Required)
- School administrators (Required)

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

Strengths:

Our staff receives professional development throughout the year on how to help striving learners in both reading and mathematics.

Weaknesses:

Not all staff are required to attend some of the trainings, it is optional. Also this year, PD has been spotty due to COVID restrictions.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

Try to make sure that all staff members receive the same training as a requirement moving forward.

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 (Required)
- Communication with parents (Required)
- Policy involvement (Required)
- Parent education (Required)
- Support for special needs and underserved (Required)
- Health services (Required)

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

Strengths:

We communicate with parents in a variety of ways-online, phone calls, home visits, and parent meetings. We had over 100 parents respond to the Title 1 Survey.

Weaknesses:

We could do a better job at increasing our parent participation in family engagement meetings.

If indicated, state need(s) identified pertaining to **family and community engagement**:

Work to include more parents in family engagement meetings.

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 (Required)
- Average class size (Required)
- School climate (Required)
- Management and governance (Required)
- Student discipline policy (Required)

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

Strengths:

School mission/vision is a true representation of our school and school climate. Panorama data is used in order to meet needs of our students and improve school climate.

Weaknesses:

Due to high numbers in first grade, we opened a new section in January. Current kindergarten numbers are averaging 23 to 24 in each class.

If indicated, state need(s) identified pertaining to **school context and organization**:

N/A

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: One need must be identified with the option to add up to two more needs

1. Small group instruction in the area of reading with the implementation of guided reading or strategy groups to increase phonics, phonemic awareness, and comprehension in our students.
2. Small group instruction in the area of mathematics with the implementation of Envision 2020, Bridges intervention system, and Greg Tang strategies.

SCHOOLWIDE PROGRAM PLAN (need one for each Schoolwide building)

All check boxes marked in this plan 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)*

Schoolwide Plan Development	
Role	Team Member
Parent (Required)	Mrs. Laura Stegeman and Mrs. Jennifer Taylor
Teacher (Required)	Mrs. Tina Mecklenburg
Principal (Required)	Mrs. Sasha Kalis
Other School Leaders	Mrs. Kristine Shuey, Mrs. Marcy Schumacher, Mrs. Deanna Fisher
Paraprofessionals	+
Other Administrators	Mrs. Allison Page
LEA Representative	+
IF APPLICABLE:	
Specialized Instructional Support Personnel	+
Technical Assistance Providers	+
School Staff	+
Students	+
Others	+

	Teachers	Para-professionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: _____ +	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction:

Grade levels: K 1 2 3 4 5 6 7 8 9 10 11 12

Other: _____ +

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other: _AVID (Advancement Via Individual Determination) Elementary _____ +

These 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...:

Strong Tier 1 instruction will be given as well as strong small group instruction for Tier 2 and 3 students.

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

Description of how strategy/strategies will strengthen...:

Professional development will be given regarding AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.

- 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...:

Adoption of AVID Elementary building wide ensures inquiry strategies are utilized.

- 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...:

Tier 2 and Tier 3 Small Group Instruction, Home Visits, Parent/Teacher Conferences, Counselor Services, Social Worker Services

Activities will include: *(mark all that apply)*

- Improving students' skills outside the academic subject areas If checked then must check at least one checkbox below
 - 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: Exposure to college and career options through AVID Elementary
- Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services
- 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:

Pathways, Social Emotional Learning, Guided Reading, Culturally Responsive Teaching, Envision 2020, NWEA standardized testing, Greg Tang Math, AVID Training

Activities to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

Provide professional development, mentor program, staff recognition, literacy studios, and math labs.

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities: K Roundup, Summer School, and Annual Collaboration Meeting with Gerner which is a Collaboration/Transition meeting with the district's Pre-K/Title I preschool program.