

Consolidated Federal Programs Plan

Chinn Elementary 2020-2021

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

- X 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:

Meetings are held at the beginning and end of the school year that include at least one parent to review, discuss, and make recommendations to the parent and family engagement policy. Due to COVID19 pandemic restrictions, both meetings were held electronically. The Annual Title I was an asynchronous information meeting with opportunities for family feedback. The Evaluation of Title I meeting was held over Zoom, and again receiving feedback from parent(s) for recommendations to the parent and family engagement policy. Additionally, families are invited to complete Title I schoolwide surveys in order to improve the school's Title I programs including the improvement of parent and family engagement. During monthly PTA meetings the Principal Report includes gaining feedback from the Parent Advisory Board on issues involving decisions made by the school. The parent and family engagement policy plan is included on our school website.

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

- X 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)*

- X The agenda reflects that the purpose of the meeting is
 - X To inform parents of their school's participation in the Title I.A program (Required)
 - X To explain the requirements of Title I.A (Required)
 - X To explain the right of parents to be involved. (Required) *Section 1116 (c)(1)*

- X 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
 - Childcare
 - Home visits
 - X 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:

- X 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:

An annual evaluation meeting is conducted of the Title I program that includes at least one parent representative to plan for the upcoming school year. Due to COVID19 pandemic restrictions, meetings were held electronically. The Annual Title I was an asynchronous information meeting with opportunities for family feedback. The end-of-year evaluation of Title I meeting was held over Zoom, and again receiving feedback from parent(s) for recommendations to the parent and family engagement policy. Both meetings include at least one parent representative to review, discuss, and make recommendations to the parent and family engagement policy. Throughout the year, families are invited to complete Title I schoolwide surveys to improve the school's Title I programs including the improvement of the parent and family engagement policy program plan. During monthly PTA meetings the Principal Report includes gaining feedback from the Parent Advisory Board on parent and family engagement.

- X 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:

Meetings are held at the beginning and end of the school year that include at least one parent representative to review, discuss, and make recommendations to the parent and family engagement policy. Due to COVID19 pandemic restrictions, both meetings were held electronically.

The school provides parents of participating children:

- X 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:

At the beginning of the school year, the Annual Title I meeting was an asynchronous informational meeting with opportunities for family feedback. The invitation and link to the meeting was shared with families through the schoolwide email system and was also included for several weeks in the weekly family newsletter for parents and families to access and provide feedback at a convenient time. All parents are invited and encouraged to attend. The agenda reflects that the purpose of the meeting is to inform parents of the school's participation in the Title I program, explain the requirements of Title I, and provide links to Title I documents including the right of parents to be involved, parents right to know, school-parent compact, parent-family involvement policy and plan, Chinn Title I information presentation, complaint procedures, BSIP, and parent notifications. Additionally, this information can be found on the school website.

- X 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:

At the beginning of the school year, the Annual Title I meeting was an asynchronous informational meeting with opportunities for family feedback. The invitation and link to the meeting was shared with families through the schoolwide email system and was also included for several weeks in the weekly family newsletter for parents and families to access and provide feedback at a convenient time. All parents are invited and encouraged to attend. The meeting provides curriculum information, the forms of academic assessments that are used to measure progress including the NWEA assessments, and the achievement levels of the MAP assessment for grades 3-5, when applicable. Due to COVID19 pandemic restrictions the MAP assessment was not administered in 2020.

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

- X 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)*

- X The school jointly develops with parents of Title I.A served children the school-parent compact.
(Required)

The school-parent compact:

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

We, as parents and other family members, will support our child's learning in the following ways:

1. Spend time with my child on schoolwork:

- Talking about class activities and new learning
- Checking work for neatness, correctness, completeness
- Practicing math facts
- Reading to or with my child

2. Care for the physical needs of my child by having him/her:

- Get eight (8) or more hours of sleep
- Eat healthy foods
- Play or exercise outdoors
- Ensure good physical health

3. Set aside a quiet time for my child to complete schoolwork and to read with some supervision and help

4. Limit the amount of time my child spends watching TV and playing video games.

5. Be sure my child attends school on time every day

6. Communicate with my child's teachers by:

- Engaging in conferences
- Checking and signing AVID Binder, permission slips, and other school-related items, if applicable
- Keeping teacher informed about events in child's life which may impact their day

7. Attend school activities and encourage my child to regularly use the library

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

Chinn Elementary School will:

1. Provide extra communication to parents/guardian

- Telephone calls
- E-mail
- Written notes
- Progress reports
- Title I Parent nights

2. Regularly check-in with the student about his or her academic progress

3. Provide additional help in class such as developing organizational and problem-solving skills

4. Provide a quality curriculum including teaching AVID strategies

5. Provide an effective learning environment

6. Collaborate with other teachers for ideas and assistance

7. Implement appropriate interventions

- X Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

X Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools) (Required)

X Issuing frequent reports to parents on their children's progress (Required)

X Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities (Required)

X 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:

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

Section 1116 (e)(1)

Describe plans to provide assistance:

Meetings and schoolwide events are held during the year inviting and encouraging parents to attend to share information, and opportunities to ask and answer questions about the Missouri Learning Standards, the Missouri Assessment Program, district and local assessments including NWEA assessments, the Park Hill curriculum, assistance with how to monitor their child's progress, how to work with educators to improve the achievement of their children, and the Teachers/Students/Parents/School Compact. Due to COVID19 pandemic restrictions, meetings and events occurred electronically. Additionally, in-home visits, electronic and hardcopy information is sent to parents, as appropriate to understand the items referenced above.

- X 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:

Meetings are held during the year to let parents know that as equal partners and by working together, we will maximize the learning potential of their child. At these meetings, from other forms of communication, and using survey data, the school employs recommendations to provide educational resources, materials, and trainings, virtually and in-person to the extent feasible and appropriate, to parents/families to use together with their children.

- X 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:

Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.

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:

- X 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:

The school will inform parents of district- and school-provided activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

- X 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)*
- X 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 childcare 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)*
- X 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,

- X Provides opportunities for the informed participation of parents and family members, including:
 - X Parents and family members who have limited English proficiency. (Required)
 - X Parents and family members with disabilities. (Required)
 - X Parents and family members of migratory children. (Required)

Section 1116 (f)

- X 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)

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

Date Completed:

7/15/20 and 2/10/21

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Enrollment: 491 Students (391 in-person; 100 on-line) end of 3rd quarter; no student has signed up for online at this time for the 2021-2022 school year)

- Kindergarten = 54 in-person/15 online = 69
- 1st = 59 in-person/18 online = 77
- 2nd = 66 in-person/21 online = 87
- 3rd = 73 in-person/7 online = 80
- 4th = 56 in-person/19 online = 75
- 5th = 67 in-person/17 online = 84
- Essential Skills = 16 in-person/3 online = 19

Attendance Rate for the year as of March 13th (in-person only) = 96.99%

Free and Reduced Lunch Rate: 25%

ELL: 13%

Diverse Population (non-white): 39%

Strengths:

Below includes a list of strategies implemented at Chinn to meet the needs of all learners.

- Collaborative Team Facilitators (CTFs) track and analyze data from NWEA, CFAs, pre and post assessments, etc. to ensure appropriate instruction for all students.
- Chinn's instructional coach will hold monthly meetings called "PIT" stops. These voluntary professional learning sessions are designed for Practical Instructional Tips for

all staff.

- Chinn AVID site team will provide in depth professional learning opportunities throughout the school year around inquiry practices for the content of math.
- Chinn staff will create a culture of emphasis for NWEA assessments with students and parents. Action steps included providing deeper information at Parent Orientation, implementation of testing PRIDE slips, and specific goal setting for NWEA growth.
- Chinn's Leadership Team will collectively evaluate staff and parent feedback from the 2020 4th quarter distance learning mandate and create a Chinn specific staff expectation list aligned with district expectations.
- Chinn administration and instructional coach will provide professional learning sessions for CTF leaders around the PLC process, data analysis and quality classroom practices.
- Chinn's school counselor will assist classroom teachers with two student universal behavioral screeners called Student Risk Screening Scales (SRSS) and Student Internalizing Behavioral Screening Scale (SIBSS) two times per school year.
- Chinn school counselor will conduct quarterly conversations with 3rd, 4th, and 5th grade students on how Chinn can better meet the needs of our students.
- Chinn school counselor and library media specialist will collectively work together to design a schedule conducive to teaching SEL lessons in the LMC.
- All Chinn classrooms facilitated daily conversations based around the program Zones of Regulation to determine student feelings and promote emotional regulation.
- Elementary counseling lessons will be conducted with all 5th grade students highlighting the acronym used in SOS prevention called ACT (Acknowledge, Care & Tell).
- Chinn's Care Team comprised of administration, counselor, nurse, administrative assistant, recovery room and SSW will meet twice a month to identify family and student needs and create responsive plans.
- Chinn staff will be trained on how to use the Panorama Platform, also known as the student data warehouse.
- Chinn's PBIS Team will apply to Missouri's SWPBIS organization to receive feedback for a Gold Level Certification Status.
- Grade level teachers will review curricular expectations and develop a consistent 21st century skills plan for instruction and assessment.
- Chinn's library media specialist will continue to implement 21st century learning strategies with all ages of students utilizing instructional strategies such as makerspace, computer programming, etc.
- Continue to develop sound processes for Chinn's MTSS Academic Team specifically around providing Tier II and III supports in both reading and math for both teachers and students.
- Continue to develop sound processes for Chinn's MTSS Behavior Team intended to provide research-based strategies for students and teachers around Tier II and III behavior supports.
- Chinn library media specialist and counselor will develop a schedule to create flexibility for the library media specialist to provide instructional support for classroom teachers such as library access, CRT strategies, etc.
- Chinn's AVID site team will continue to develop plans to confront barriers to equal access and equity for all students.
- Refine Chinn's student leadership program to better meet the needs of students and staff.
- All classrooms will implement an AVID binder and planner system where students will set SMART goals and track individual data.
- All certified staff will begin to have regular college and career talks during scheduled AVID times two times per month.
- Chinn will continue to promote high school and college spirit days, hanging of banners and highlighting both college and careers on morning announcements.

- Chinn’s ELD teachers provide weekly tips to staff to inform and address the needs of students learning English as a second language, and conduct home visits on a regular basis.

Weaknesses:

We will be using the strategies above to improve the proficiency levels in the areas of math and reading to meet the rigorous Missouri learning standards for all learners, particularly those at risk.

- 52.6% of all 3rd graders scored advanced/proficient on the ELA MAP test (2019)
- 51.7% of all 4th graders scored advanced/proficient on the ELA MAP test (2019)
- 56.6% of all 5th graders scored advanced/proficient on the ELA MAP test (2019)
- 48.1% of all 3rd graders scored advanced/proficient on the Math MAP test (2019)
- 50.5% of all 4th graders scored advanced/proficient on the Math MAP test (2019)
- 51.3% of all 3rd graders scored advanced/proficient on the Math MAP test (2019)

Due to COVID19 pandemic restrictions and stay-at-home order, the MAP was not administered in 2020. Students will be taking the MAP in May 2021.

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

- Data analysis teams led by CTF continue to track and analyze data from NWEA, CFAs, pre and post assessments, etc. to ensure appropriate instruction, differentiation, and support for all students.
- MTSS teams collaborate and analyze academic and behavior data to meet the needs of students receiving tier 2 and tier 3 supports.

Student Achievement

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

- X MAP results by content area and grade level, including multi-year trends* (required)
- X 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)
- X Other performance indicators used in analysis:

District benchmark assessments including NWEA Reading and Math – grades K-5, NWEA Science grade 5; Fountas and Pinnell Benchmark Reading Assessment – grades K-5 running record and

reading progress data; common assessments, both formative and summative assessments administered by grade-level teams to monitor proficiency with curriculum; survey data to analyze the educational climate; WIDA W-Apt and ACCESS tests for language development-students learning English as a second language.

*Due to COVID19 pandemic restrictions and stay-at-home order, the MAP was not administered in 2020. Students will be taking the MAP in May 2021.

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

Strengths:

Data Sources:

Chinn Elementary School continually evaluates academic programming and performance by analyzing NWEA assessment data, demographic data, and Missouri Assessment Program (MAP) results. The following data sources were used: MAP results for students in 2019. MAP was not administered in 2020 due to COVID19 pandemic; NWEA assessment data for two years, super subgroup students, the educational climate, Fountas and Pinnell district benchmark assessment data, and as well as reading and math intervention data at Chinn for grades K-5.

Data Drill Down Process:

(2019) NWEA assessment data for the Fall to Winter assessment window indicates the percent of students by grade-level who met/exceeded their growth goals in reading and math. Additionally, students receiving ESL services who met/exceeded their growth goals in reading and math are also noted. Due to COVID-19 Stay-at-home order, the Spring assessment was not completed. Following is the breakdown of the percent of students who met or exceeded their growth goals for the Fall to Winter assessment window.

Reading:

64.0% of 1st grade met growth goal (Includes 57.0% of ELD students who met growth goal)
56.3% of 2nd grade met growth goal (Includes 33.0% of ELD students who met growth goal)
50.0% of 4th grade met growth goal (Includes 61.5% of ELD students who met growth goal)
55.4% of 5th grade met growth goal (Includes 62.5% of ELD students who met growth goal)

Math:

64.0% of 1st grade met growth goal (Includes 57.0% of ELD students who met growth goal)
60.0% of 2nd grade met growth goal (Includes 44.0% of ELD students who met growth goal)
59.0% of 3rd grade met growth goal (Includes 60.0% of ELD students who met growth goal)
54.1% of 5th grade met growth goal (Includes 50.0% of ELD students who met growth goal)

(2019) Projected proficiency using NWEA-MO Linking Study shows 53.3% of students in grades 3-5 would likely score proficient/advanced in reading and 52.2% of students in grades 3-5 would likely score proficient/advanced in math. Breakdown by grade-level is listed below.

Reading:

3rd grade: 43.5% proficient/advanced
4th grade: 59.7% proficient/advanced
5th grade: 55.4% proficient/advanced

Math:

3rd grade: 49.2% proficient/advanced
4th grade: 59.7% proficient/advanced

5th grade: 47.3% proficient/advanced

(2020) NWEA assessment data for the Fall to Winter assessment window indicates the percent of students by grade-level who met/exceeded their growth goals in reading and math. Additionally, students receiving ESL services who met/exceeded their growth goals in reading and math are also noted. Following is the breakdown of the percent of students who met or exceeded their growth goals for the Fall to Winter assessment window.

Reading:

59.3% of 1st grade met growth goal (Includes 44.0% of ELD students who met growth goal)

58.1% of 2nd grade met growth goal (Includes 66.7% of ELD students who met growth goal)

Math:

59.5% of 1st grade met growth goal (Includes 11.0% of ELD students who met growth goal)

62.9% of 3rd grade met growth goal (Includes 50.0% of ELD students who met growth goal)

(2020) Projected proficiency using NWEA-MO Linking Study shows 50.1% of students in grades 3-5 would likely score proficient/advanced in reading and 44.8% of students in grades 3-5 would likely score proficient/advanced in math. Breakdown by grade-level is listed below.

Reading:

3rd grade 44.8% proficient/advanced*

4th grade: 52.0% proficient/advanced*

5th grade: 53.6% proficient/advanced

Math:

3rd grade: 53.1% proficient/advanced*

4th grade: 44.7% proficient/advanced*

5th grade: 36.5% proficient/advanced*

(2020) Fountas and Pinnell running record data indicates that 72% of students were at benchmark at the end of 3rd quarter. Additionally, 63% of students receiving ESL services in 1st – 5th grades were at benchmark at the end of 3rd quarter. Following is the breakdown of the number of students that were below the reading target by grade level according the Fountas and Pinnell running records.

1st grade - 27 (6 ELD students are included in this data)

2nd grade - 28 (2 ELD students are included in this data)

3rd grade - 30 (5 ELD students are included in this data)

4th grade - 26 (4 ELD students are included in this data)

5th grade - 25 (7 ELD students are included in this data)

*also listed as a weakness

Weaknesses:

(2019) Following is the breakdown of the percent of students who met or exceeded their NWEA growth goals for the Fall to Winter assessment window.

Reading:

3rd grade 44.8% proficient/advanced*

Math:

4th grade: 44.7% proficient/advanced*

5th grade: 36.5% proficient/advanced*

(2020) Following is the breakdown of the percent of students who met or exceeded their NWEA growth goals for the Fall to Winter assessment window.

Reading:

41.6% of 3rd grade met growth goal (Includes 62.5% of ELD students who met growth goal)

43.3% of 4th grade met growth goal (Includes 42.8% of ELD students who met growth goal)

50.1% of 5th grade met growth goal (Includes 33.3% of ELD students who met growth goal)

Math:

49.6% of 2nd grade met growth goal (Includes 20.0% of ELD students who met growth goal)

48.3% of 4th grade met growth goal (Includes 57.1% of ELD students who met growth goal)

40.6% of 5th grade met growth goal (Includes 22.2% of ELD students who met growth goal)

(2020) Projected proficiency using NWEA-MO Linking Study

Reading:

3rd grade 44.8% proficient/advanced

4th grade: 52.0% proficient/advanced

Math:

3rd grade: 53.1% proficient/advanced*

4th grade: 44.7% proficient/advanced*

5th grade: 36.5% proficient/advanced*

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

- Data analysis teams led by Collaborative Team Facilitators (CTFs) will continue to track and analyze data from MAP, NWEA, CFAs, pre and post assessments, etc. to ensure appropriate differentiated instruction for all students. In addition, grade-level teams will focus on the four corollary questions when planning for instruction.
- Data analysis teams will collaborate regularly with the ELD and Interventionist team to analyze data, identify the needs, and action steps necessary to meet/exceed academic growth goals for students who receive ELD and tier II and III reading and math support.

Curriculum and Instruction

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

- X Learning expectations (Required)
- X Instructional program (Required)
- X Instructional materials (Required)
- X Instructional technology (Required)
- X Support personnel (Required)

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

Strengths:

- Collaborative Team Facilitators (CTFs) track and analyze data from NWEA, CFAs, pre and post assessments, etc. to ensure appropriate instruction for all students.
- Chinn's instructional coach holds monthly meetings called "PIT" stops. These voluntary

- professional learning sessions are designed for Practical Instructional Tips for all staff.
- Chinn’s math and reading interventionists will collaborate regularly with data analysis teams to provide instructional strategies and resources to meet the needs of all students, particularly students who receive tier II and III supports.
- Certified staff engage in several learning opportunities through faculty meetings, grade level meetings and PIT stops focused on math instruction, AVID, conferring, MTSS, and data analysis.
- Chinn's library media specialist will continue to implement 21st century learning strategies with all ages of students utilizing instructional strategies such as makerspace, computer programming, etc.
- Chinn’s ELD teachers provide weekly tips to staff to inform and address the needs of students learning English as a second language, and conduct home visits on a regular basis.
- All classrooms post daily learning objectives within the classroom.
- Continue professional development of LETRS to include first grade and special education teachers

Weaknesses:

- Continue to build a community of learners since COVID19 pandemic restrictions.
- Increase family engagement and sense of belongingness for students and families
- Continue to utilize math specialist as a resource focused on early intervention for primary students, math tier II and tier III interventions, and math training for staff.
- Continue to refine MTSS processes and provide research-based strategies for any student entering the tier II threshold for reading and/or math services.
- Systematic and explicit reading program for K-5 teachers

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

- Add behavior to MTSS framework (currently reading and math only)
- Implement LETRS reading resource with a focus on the five pillars of reading for tier 1

High Quality Professional Staff

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

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

Summarize the analysis of data regarding high quality professional staff:

Strengths:

- The district maintains documentation to verify teachers are highly qualified which may include but not limited to teacher certifications, endorsements, and Praxis scores in specific content areas
- Majority of Chinn staff holds advanced degrees and additional certifications

- Highly qualified Title I Instructional Coach and Intervention Specialist hired with Title I funds
- Highly qualified Math Specialist provides professional learning opportunities for entire staff

Weaknesses:

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

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:

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

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

Strengths:

- Parents are involved in planning activities.
- Parents are involved in implementing and evaluating activities.
- Parents are involved in school decisions.
- Parents are provided with meetings and notifications concerning student progress.
- Parental advisory board provides feedback to administrators monthly.
- ESL, social worker, and counselor conduct home visits with families.
- Annual Title I Survey and Panorama Student and Parent/Guardian Surveys
- Building-wide academic and social events throughout the year are scheduled and planned through joint efforts between the staff, administration, family, and community members. Due to COVID19 restrictions, all events were done electronically, synchronously and asynchronously, as appropriate.
- Mid-term reports are provided to parents when students are not meeting academic or behavior standards.
- Quarterly grades of academic and behavior progress are reported to families.
- Parent-Teacher conferences were held virtually in the spring.
- According to the Annual Title I survey, 85% of families (with students learning in-person) feel included in the Chinn community frequently/often.
- Greg Tang Virtual Family Math Night (Three different nights: primary grades; intermediate grades; ESL families)

Weaknesses:

- According to the Annual Title I survey, 57% of families (with students learning online) feel included in the Chinn community frequently/often.
- According to annual Title I survey, 81.8% of families (up from 75% last year) reported Chinn provides the necessary resources to help their child at home frequently/often.
- According to annual Title I survey, 63.6% of families reported they are able to help their child with schoolwork at home frequently/often.
- Celebrate and support parents and families during and following COVID-19 restrictions.

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

- Develop text messaging system through School Messenger to communicate with families about school events.
- Provide training for families for math practices.
- Provide reading and math strategies and/or resources to help families work with students at home.
- Place school/parent/student compact in AVID binder for goal setting and utilize planners to act as a discussion piece throughout the year between all parties.

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:

- X School mission/vision (Required)
- X Average class size (Required)
- X School climate (Required)
- X Management and governance (Required)
- X Student discipline policy (Required)

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

Strengths:

- Chinn will continue to focus on AVID implementation of AVID by providing professional development learning opportunities on *WICOR-izing* lesson plan, board trackers, Organization, board trackers, and the *My AVID* site.
- Chinn is a SWPBIS school and will apply for gold level certification.
- Chinn will continue to utilize and have additional professional learning opportunities on Kagan structures.
- All classrooms dedicate time to weekly class meetings focused on community building and life skills.
- Chinn's school counselor assists classroom teachers with two student universal behavioral screeners called Student Risk Screening Scales (SRSS) and Student Internalizing Behavioral Screening Scale (SIBSS) two times per school year.
- Chinn's leadership team will work to reestablish Chinn's strong culture by implementing Panther Games activities for all our students.
- Chinn's leadership team will continue to have student led assemblies to embody community and Chinn PRIDE. Due to COVID19 restrictions, all assemblies are done virtually.

Weaknesses:

- Include behavioral interventions and levels of support in the MTSS framework.

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

- Continue professional learning of SWPBIS.
- Continue Panther Games to increase belongingness for all students with these shared experiences.
- Continue to develop sound processes for Chinn’s MTSS Academic Team specifically around providing Tier II and III supports in both reading and math for both teachers and students.
- Continue to develop sound processes for Chinn’s MTSS Behavior Team intended to provide research-based strategies for students and teachers around Tier II and III behavior supports.

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. Increase the level of proficiency of Missouri Learning Standards by holding regularly scheduled grade-level data analysis team meetings led by CTFs to facilitate the tracking and monitoring of all students to ensure appropriate instructional support is provided.
2. Re-establish strong Chinn culture following COVID-19 restrictions for the 2020-2021 school year including but not limited to Social Emotional Learning (SEL) lessons for students, Culturally Responsive Teaching (CRT) training with staff and the implementation of more trauma informed strategies across the building, SWPBIS lessons for tier I instruction, AVID, and Kagan structures.
3. Follow MTSS processes and frameworks and provide research-based strategies for any student entering the tier II or tier III threshold for behavior, reading and /or math services.

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)	Jenni Miscavish
Teacher (Required)	Julie Dye
Principal (Required)	Dr. Andrew Hargis
Reading Interventionist	JaNette Kunels
IF APPLICABLE:	
Specialized Instructional Support Personnel	+
Technical Assistance Providers	+
School Staff	+
Students	+
Others	+
Meeting Date(s) must indicate dates for schoolwide plan	3/19/21; 4/13/21

STRATEGIES TO ADDRESS SCHOOL NEEDS

Section 1114 (b) (7) (A)

X The following strategies will be implemented to address prioritized school needs: *(check all that apply)*

X Supplemental instruction:

Subject areas and grade levels to be served (mark all that apply):

- Math K - 5
- Reading K - 5
- English Language Arts K - 5
- Science K - 5
- Other: English Language Development (ELD) K - 5

Delivery of Title I funded supplemental instruction services (check all that apply): If Supplemental instruction above is checked at least 1 delivery of services must be checked below.

- Preschool
- Pull out/resource classroom

- X Push in/regular classroom
- X Summer School
- Tutoring (before-or after-school)
- X Other: summer school reading intervention
- X Other: summer reading (1st and 2nd grades) and math interventions (1st through 5th grades)

Instructional personnel:

	Teachers	Para-professionals	Others
Supplemental Reading	X	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	X	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: English Language Development (ELD)	X	X	

- Class size reduction:

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

- X Professional Learning Communities
- X Schoolwide Positive Behavior Support
- X Response to Intervention – Multi-Tiered System of Support (MTSS)
- X Other: AVID

These strategies will: *(mark all that apply)*

- X Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

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

Professional Learning Communities, Schoolwide Positive Behavioral Interventions and Support, MTSS Grade-Level Teams, and the MTSS Teams, and AVID will provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards through collaboration of classroom and resource teachers, administrators, counselor, social worker, and other staff to identify and discuss the academic/behavior needs of all students.

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

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

Professional Learning Communities strengthen the academic program in the school as Collaborative Data Teams (grade-level teachers, the instructional coach, resource teachers, administrators) led by a CTF (Collaborative Team Facilitator) hold meetings weekly to analyze

data, unpack standards, discuss instructional strategies and differentiation, and assessments to meet the needs of students. Early Release days are times devoted for professional learning regarding the professional needs listed above.

Schoolwide Positive Behavior Support strengthens the academic program in the school because PBIS fosters a positive spirit as the staff consistently and continually teach and model schoolwide expectations across all settings of our school. Classrooms create mission statements that exemplify our overall behavior plan so that it is systematically employed. Chinn has utilized PBIS since 2010 and was trained during the 2020-2021 school year on tier I PBIS structures through Chinn's PBIS team so staff understands the why behind PBIS, understand the implementation guide, and receive newly written PBIS lesson plans. Additionally, the PBIS team created and introduced to staff Chinn's PBIS website to be a platform for all PBIS resources. Next steps include applying for the Gold level certification in order to receive feedback on our processes.

The Multi-tiered system of support (MTSS) teams will strengthen the academic program in the school because the framework and process for the MTSS grade-level team (MTSS GLT) meetings and the MTSS Team meetings work collectively in following processes to identify students, their needs, provide evidence-based interventions, collect data in response to the interventions, and collaborate among highly qualified staff members and families. The data collection process is as follows: High quality instruction and Targeted supports – common classroom assessments and practices (anecdotal notes, fluency checks, formal assessments, etc.); Intensive supports – common classroom assessments will be given and other assessments which may include the following: DIBELS, Pathways to Reading phonemic and phonological awareness assessments, and Fountas and Pinnell running records. Interventionists in collaboration with classroom teachers will maintain an MTSS dashboard of all students receiving tier II and tier III reading and math interventions to record data such as running records, NWEA assessment data, ELL data if applicable, and progress monitoring data. Approximately, every 8 weeks, classroom teachers and interventionists will update the dashboard on students who receive strategic and intensive interventions, and students of concern who make up a *watch* list. Also, every 8 weeks, the MTSS GLT meets to discuss the intervention focus for students receiving tier II and III support, data collection methods, and the interventions. Teachers may also request resources, strategies, and professional development to support students' needs. Additionally, teachers will meet one-on-one with an interventionist to share data on any students of focus. Interventionists will collect this data to be shared with all interventionists following each MTSS GLT meeting. Grade level teachers keep parents of students receiving strategic or intensive support informed. Letters are sent home with all children entering tier III reading/math support. Initial telephone calls or email are also used for students both entering and exiting the program. Interventionists communicate with classroom teachers through a progress update shared every 4-6 weeks. Classroom teachers will also be able to track progress of students on the shared MTSS dashboard.

The MTSS Team analyzes student data including intervention data and determines if changes need to be made to the intervention, continue intervention as is and monitor, or make referral to the Special Education Team. Interventionists employ evidence-based intensive interventions for students receiving tier 3 supports, collect, record, and report intervention data to the team.

Advancement Via Individual Determination (AVID) will strengthen the academic program in the school because AVID provides academic and social supports for all students. For example, AVID helps students become more organized by utilizing a planner across all grade-levels and specials classes. AVID also encourages students to think critically by asking and answering higher-level questions. Learning to be organized and think at higher levels are necessary life skills for the success of all students.

X Increase the amount of learning time.

- Extended school year
- Before- and/or after-school programs
- X Summer program
- X Other: K-5th summer reading intervention program
- X Other: 1st-2nd grades two-week summer reading and 1st-5th grades math intervention

X Help provide an enriched and accelerated curriculum.

Description of how strategy will provide...:

Pre-K through incoming 5th grade students are offered up to one month Summer School Program. Embedded within the summer school day is an intense reading program for students identified in need of intensive reading support. This 60-minute block of time includes systematic, explicit phonics instruction, shared reading, and guided reading. Additionally, students work in learning centers that include word work, vocabulary, and other reading or writing activities.

X 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...:

The following strategies/events address the needs of all children in school, particularly the needs of those at risk of not meeting the Missouri Learning Standards because they strengthen Chinn's culture and sense of community. The events give all students a shared experience and foster inclusion. Additionally, these strategies/events meet the individual needs of students.

AVID

SWPBIS

Harvesters Back Snack Program- an average of 31 students are served each week

One-on-one attention

All School Career Day

Resource Staff regularly participates in home visits to families

5th to 6th Grade Transition-Resource and classroom teachers communicate with 6th grade administrator and resource teachers regarding students to ensure a successful transition

All School STEM Challenge

Count Down to Kindergarten

Kindergarten Tours/Screenings

Super Panther Student Recognition and monthly student-led assemblies

Panther Games

The following events were canceled due to COVID19 restrictions:

Schoolwide Spring Showcase Family Event includes a dinner at no cost and free reading and math resources and activities to support home learning

Summer Literacy on the Lawn Family event includes dinner and books to take home at no cost

PRIDE Den events

Spring Fling Family Event includes snacks and activities at no cost

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

- X Improving students' skills outside the academic subject areas
 - X Counseling including having outside therapist to which counselors and social workers can refer students
 - School-based mental health programs
 - Specialized instructional support services
 - Mentoring services
 - X Other: Culturally Responsive Teaching (CRT), Trauma Informed Care training, along with the Signs of Suicide program for staff

- 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: +

- X Implement a schoolwide tiered model to prevent and address problem behavior, and early intervention services

- X Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data
 - X Delivery of professional development services:
 - X Instructional coach
 - Teaching methods coach
 - X Third party contract – RPDC for on-going CTF training, AVID resources, Greg Tang, Kagan, Learning A-Z, LETRS
 - X Other: District and building personnel

 - X Professional development activities that address the prioritized needs

Describe activities:

Chinn Elementary, through the collaboration of district personnel, building administration, instructional coaches, and the building leadership team collaborate to develop high quality professional development for our staff. These professional learning opportunities are developed through:
BSIP teams
Collaborative Data Teams led by CTF
Grade Level Team Meetings
Professional Development Days
MTSS Teams (Academic and Behavior)
Title I Instructional Coach
Math Specialist

Title I Reading Specialists
Counselor/Social Worker

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

Describe activities:

In coordination with the District Human Resources Department, Chinn makes sure all teachers are high quality and highly qualified as determined by DESE. Chinn Elementary currently has a highly qualified teacher staff. Park Hill School District works to implement a process to support all new teaching staff through the district's mentorship program. Any new staff at Chinn are part of the mentorship program and receive planning time, feedback on instruction, and professional development from mentor staff.

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

Describe activities:

Chinn Elementary staff collaborates with the Gerner Center, the district's early childhood education center, on student data and kindergarten readiness. Typically, students and parents will be invited to a Kindergarten Kickoff event in May. The event includes kindergarten tours where they will be given the opportunity to meet the teachers, observe the classroom, and learn the school. During this time, kindergarten screenings are also completed to help in the placement of the students in the fall. In addition, new kindergarten students are invited to participate in our Summer School Program housed right at Chinn so these new students can make a seamless transition in the fall.