

Chinn Elementary

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:

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. Chinn holds an all-school Annual Title I meeting at the beginning of the year with opportunities for feedback. 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, schoolwide plan, and parent notifications. Additionally, 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. The parent and family engagement policy plan is included on the school's website.

- 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

- 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)*

- X 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. The Annual Title I information meeting includes opportunities for family feedback. The annual evaluation meeting of Title I programs also includes receiving feedback from parent(s) for recommendations to the parent and family engagement policy and Title I programs. 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. Also, 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. Parents and families give input through the annual survey and attendance at the annual Title I meeting. Parents are provided opportunities to give suggestions and participate in decisions relating to the education of their child during parent conferences, student showcase, and other school events.

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:

Information about Title I programs are provided at the annual meeting, parent orientation sessions, student showcase, and other school events. All parents are invited and encouraged to attend. Additionally, this information can be found on the school's 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:

Explanation of the curriculum, academic assessments, including the NWEA assessments, and MAP achievement levels are given through classroom presentation and newsletters, school presentations and newsletters, and on the district and school websites.

- 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 screen time my child has daily.

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 services

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)

Our school is accredited through DESE via an Annual Performance Report. The data exhibited within the APR document provides evidence of a high-quality curriculum supported by research based instructional strategies. Within Park Hill, at the elementary level, instructional coaches and curriculum writers collaborate to develop a curriculum that is high-quality and aligned to the Missouri Learning Standards. At Chinn, teachers and teams are expected to follow this curriculum and collaborate to meet the needs of students. Teachers are evaluated regularly to ensure they are following the district curriculum using the NEE teacher evaluation system, walk-throughs, and collaborative professional development sessions.

- 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)
 - X the Missouri Learning Standards,
 - X the Missouri Assessment Program,
 - X district and local assessments,
 - X the Park Hill curriculum
 - X how to monitor a child’s progress, and
 - X 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. Additionally, in-home visits and 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:

Materials are provided throughout the year to help families support their children’s learning. Meetings are also 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 together with their children, including Greg Tang and David Kilpatrick Parent Nights.

- 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. It is an expectation that classroom teachers and staff communicate with parents/family members and provide support as needed. This communication occurs in several ways depending on the needs of the parents/family members. Modes of communication include phone calls, emails, notes in AVID planner, in-person and virtual meetings, and through the Talking Points app.

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:

Information is made available to parents/families about the school and other community resources through meet the teacher night, parent orientation, and sending home resource checklists with all students and specific students throughout the year. Our CARE team which includes the school social worker and counselor, works with individual families to ensure supports and resources are in place and to connect families with other resources they may need. The district provides regular communication with families on how to support their children and coordinates with local preschools to ensure families receive communication regarding district events as students transition from preschool to kindergarten. In the spring, we host a student showcase in which students share their learning with their families and families are provided take home reading and math resources for at-home learning.

- 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)*

- X 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:

4/11/23

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**:

Strengths:

According to the balanced scorecard Chinn's attendance rate was 92.5% as of Q2 (22-23)

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

- Teachers collaborate as a team to track and analyze data from NWEA, CFAs, pre and post assessments, etc. to ensure appropriate instruction for all students.
- Chinn AVID site team provides in depth professional learning opportunities throughout the school year as part of our long-term implementation plan.
- Chinn's AVID site team will continue to develop plans to confront barriers to equal access and equity for all students.
- All classrooms utilize an AVID binder and planner system where students will set goals and track individual data.
- Continue professional development about CRE (Culturally Responsive Education) and what CRE looks like at Chinn.
- Chinn's school counselor and classroom teachers will conduct SEL lessons regularly with students, including having all students create Power Plans.
- All Chinn classrooms regularly facilitate 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’s PBIS Team created a website for resources and a one-pager highlighting the PBIS framework at Chinn.
- Chinn staff will create a culture of emphasis for NWEA assessments with students and parents. Action steps include but not limited to the implementation of testing PRIDE slips and specific goal setting for NWEA growth.
- Chinn's library media specialist will continue to implement engaging hands-on learning and literacy strategies with all ages of students utilizing instructional strategies such as coding, computer science, and problem solving.
- Chinn's 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, CRE strategies, and curated collections of books (social emotional, books in alternate languages, 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.
- Chinn’s ELD teachers provide tips to staff to inform and address the needs of students learning English as a second language, conduct home visits on a regular basis, utilize Talking Points app as needed, hang flags throughout hallways to represent all countries where students have come from to the United States.
- According to the Balanced Scorecard, Voice of the Customer Parent – Climate exceeds goal.

Weaknesses:

- According to the Balanced Scorecard, Parent – Family Support is an opportunity for growth.

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

- Professional development in CRE, PBIS, and AVID continue to be strong focuses during the 2022-2023 school year. We will continue to apply our learning of these frameworks and processes to meet the needs of all students.
- Implement (DEIB) Diversity, Equity, Inclusion, and Belonging Council to include 15-20 staff, student, and community members.
- Data analysis teams 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, behavior, attendance, social/emotional data to meet the needs of all 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:

NWEA Assessments

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

Strengths:

Chinn continually evaluates academic programming and performance by analyzing NWEA assessment data, demographic data, and Missouri Assessment Program (MAP) results.

Percent of students' projected performance of scoring proficient/advanced on the MAP (2023) using NWEA-MO Linking Study shows the following strengths by grade-level:

Reading:

- 3rd grade: 50% proficient/advanced
- 4th grade: 65% proficient/advanced

Math:

- 3rd grade: 60.6% proficient/advanced
- 4th grade: 54.6% proficient/advanced

Weaknesses:

We would like to increase the percent of students scoring advanced/proficient on the ELA and Math MAP assessments.

MAP (Spring 2022) weaknesses include:

- 44.0% of 3rd-5th grade students scored advanced/proficient on the ELA MAP test (2022)
- 47.0% of 3rd-5th grade students scored advanced/proficient on the Math MAP test (2022)

Percent of students' projected performance of scoring proficient/advanced on the MAP (2023) using NWEA-MO Linking Study shows the following strengths by grade-level:

Reading:

- 5th grade: 48.8% proficient/advanced

Math:

- 5th grade: 41.1% proficient/advanced

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

- Continue PD to refine MTSS process, AVID, and PBIS to meet the needs of all students
- Data analysis teams will continue to track and analyze data from MAP, NWEA, CFAs, pre and post assessments, etc. to ensure appropriate differentiated instruction for all students.
- 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:

- District-approved curriculum aligns with state standards and is reviewed and updated annually.
- Resources including instructional frameworks and pacing guides are provided by the district to support implementation of the curriculum.
- Teacher teams collaborate to track and analyze data from NWEA, CFAs, pre and post assessments, etc. to ensure appropriate instruction for all students.
- Chinn's math and reading interventionists 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 with our instructional coach focused on reading and math instruction, AVID, MTSS, data analysis, and PBIS.
- 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 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.

Weaknesses:

- Continue to utilize math specialist as a resource focused on training staff on using Bridges math intervention program for students receiving tier II support.
- Continue to refine MTSS processes.
- Systematic and explicit reading program for K-5 teachers

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

- Continue LETRS professional learning and implementation
- Continue Benchmark Phonics professional learning and program implementation for K-2
- Provide Blueprint for Intervention: Comprehension, Grade 3-6 for intermediate classroom teachers
- Orton-Gillingham training for reading interventionists and special education teachers
- MTSS Team will update flowcharts outlining process at Chinn
- Develop and implement DEIB Council

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 Instructional Coach, two Reading Specialists and one Math Specialist

Weaknesses:

- Develop our understanding of CRE and what it looks like at Chinn.
- Develop and implement DEIB Council

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

In addition to continuing professional learning of AVID, PBIS, and CRE, we will also have a large focus on DEIB (Diversity, Equity, Inclusion, and Belonging). We need to continue to develop our understanding of CRE and use best practices to ensure our instruction reflects our values of DEIB, including creating engaging, high-trust, low stress environments for all students, as well as having positive relationships with adults.

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
- According to the Annual Title I survey, 96.3% of families feel welcome at Chinn frequently/often.
- According to the Annual Title I survey, 92.6% of families reported there are opportunities to be involved at Chinn frequently/often.
- According to the Annual Title I survey, 96.3% of families reported there is open communication between them and their child's teacher frequently/often.
- According to the Annual Title I survey, 93.2% of families reported they understand the grade card standards their child is expected to meet.
- Building-wide academic and social events throughout the year are scheduled and planned through joint efforts between the staff, administration, family, and community members.
- 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 and student-led spring showcase
- Greg Tang Virtual Family Math Night and David Kilpatrick Parent/Family Night
- ELD teachers and other staff regularly conduct home visits, use Argo translator, Talking Point and other communication applications to communicate with families, especially families where language is a barrier

Weaknesses:

- According to the Annual Title I survey, 88.9% of families reported Chinn provides the necessary resources to help their child at home frequently/often.

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

- ELD teachers will pilot Talking Point app and share with other staff to communicate with all families, especially those families where language is a barrier.
- Communicate using several modes, the opportunities for families to be involved.

- Continue to use student’s AVID binder as a communication tool and planner to increase engagement and communication between the student, families, and school.

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 according to the long-range plan.
- Chinn will continue our professional learning for Schoolwide Positive Behavior Support which fosters a positive spirit as the staff consistently and continually teach and model schoolwide expectations across all settings of our school.
- 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 in conjunction with classroom teachers will teach SEL lessons.
- Chinn will continue to have schoolwide Panther Den activities and STEM challenges throughout the school year to give all students common shared experiences while building a positive and collaborative school climate.
- Chinn will provide the opportunity for all students in 3rd-5th grades to hold a building leadership job.

Weaknesses:

- Work toward better representation of our school demographics on parent volunteers and groups.
- According to the balanced scorecard from the Student Panorama Survey, the topics student-safety and parent-safety are opportunities for growth at our school.

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

- Continue to develop sound processes and provide training on PBIS, AVID, and CRE strategies to meet the needs of all students.
- Develop and implement DEIB Council

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 focusing on small group (tier 2) instruction in the areas of reading and math.
2. Continue professional learning on AVID, SWPBIS, CRE, and DEIB.
3. Continue to refine MTSS processes and frameworks to identify and meet the needs of all students.

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)	Amy Baker	
Parent	Jenni Miscavish	
Teacher (Required)	Julie Dye	
Principal (Required)	Dr. Andrew Hargis	
Assistant Principal	Zanah McCauley	
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	4/13/23	

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):

- | | |
|--|-------|
| <input type="checkbox"/> Math | K - 5 |
| <input checked="" type="checkbox"/> Reading | K - 5 |
| <input type="checkbox"/> English Language Arts | K - 5 |
| <input type="checkbox"/> Science | K - 5 |
| <input type="checkbox"/> Other: | 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
- Push in/regular classroom
- Summer School
- Tutoring (before-or after-school)
- Other:

Instructional personnel:

	Teachers	Para-professionals	Others
Supplemental Reading	X	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: English Language Development (ELD)	<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 – Multi-Tiered System of Support (MTSS)
- Other: _____

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...:

Chinn Elementary utilizes the MTSS model which provides opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards. MTSS teams include interventionists, ELD teachers, social worker, counselor, administrators, resource, and classroom teachers. Chinn teachers provide high-quality, differentiated Tier 1 instruction as well as small group instruction for students who receive tier 2 and tier 3 supports.

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

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

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 data-driven processes to identify students, their needs, provide evidence-based interventions, and collect data in response to the interventions.

Interventionists and classroom teachers maintain a dashboard of data for all students who receive strategic and intensive interventions. The MTSS grade-level teams and interventionists meet every 6-8 weeks to discuss student data, intervention focuses, and response to interventions for students receiving tier 2 and 3 support. In 2022-2023 school year, interventionists began using the Panorama Student Success platform to house progress monitoring data for students receiving tier 3 support. Next year, classroom teachers will begin using the Panorama platform to store their progress monitoring data for students receiving tier 2 support.

All teachers receive professional development throughout the school year to help improve instructional practices. In 2022-2023, kindergarten, 2nd grade classroom teachers, and resource teachers continued LETRS professional development. These research-based instructional strategies will strengthen our academic reading programs for our school.

Lastly, the MTSS Team convenes each month to discuss progress of students who receive tier 3 support but who are not making adequate gains. The team analyzes student data including intervention progress monitoring data and determines if other data collection is needed, if changes need to be made to the current intervention, continue the current intervention as is and continue to collect progress monitoring data, or make a referral to the Special Education Team. Interventionists employ evidence-based intensive interventions for students receiving tier 3 supports. Interventionists have been trained on Pathways to Reading, the Orton-Gillingham approach, LETRS PD, Orton-Gillingham morphology/comprehensive training to deliver high-quality interventions to students.

- Increase the amount of learning time.
 - Extended school year
 - Before- and/or after-school programs
 - Summer program
 - Other:

- X Help provide an enriched and accelerated curriculum.

Description of how strategy will provide...:

Chinn utilizes MTSS to support all learners. We have multiple intervention programs and resources including Benchmark Phonics classroom kits, 95% Group Comprehension, Grades 3-6 resource, Jan Richardson's, *The Next Step Forward in Guided Reading K-8* and the teacher's

companion flip guide, Fountas and Pinnell Classroom Guided Reading sets for K-3, Fountas and Pinnell LLI kits, Pathways, LETRS, decodable text sets, and MyPath Reading.

- 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 strategy addresses the needs of all children in school, particularly the needs of those at risk of not meeting the Missouri Learning Standards because Chinn uses our Balanced Scorecard, the district assessment NWEA, MAP, Fountas and Pinnell running records, and progress monitoring tools to identify students at risk of not meeting the Missouri Learning Standards. These students are then placed into Tier 2 and Tier 3 reading interventions. Classroom teachers provide targeted, group interventions for students identified in needing tier 2 support and interventionists provide intensive instruction for students needing tier 3 support. Progress monitoring is collected regularly to ensure all students' needs are being met and progress is being made.

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

- X Improving students' skills outside the academic subject areas
 - Counseling including having outside therapist to which counselors and social workers can refer students
 - School-based mental health programs
 - X 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:

- X Implement a schoolwide tiered model to prevent and address problem behavior, and early intervention services (Not directly paid for with Title I funds.)

- 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:

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. The focus of these professional learning opportunities includes AVID Elementary*, CRE*, MTSS, and PBIS*, DEIB*.

*Not directly paid for with Title I funds.

- Activities to recruit and retain effective teachers, particularly in high need subjects (Not directly paid for with Title I funds.)

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

Describe activities:

Chinn Elementary invites in-coming kindergarten students and their families to attend a Kindergarten Kickoff event held in May. The event includes tours of the school and the opportunity to meet each kindergarten teacher, see each classroom, sign and display their kindergarten pledge, and make a special treat. Additionally, students will go to each specials class where they will create something or do an activity, meet the school nurse, administrators, assistants, and other staff members. Students will also be able to board the school bus and learn about expectations for riding a school bus. Also, new kindergarten students are invited to participate in our Summer School Program at Chinn so these new students can make a seamless transition in the fall. Staff assists with tours, enrollment, and answer any questions.