

# 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:

English Landing communicates with families through a variety of venues including: school website, classroom websites, letters, emails, phone calls, parent meetings, AVID communication and school events.

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

During parent teacher conferences, we provide information about our program and the agreement for family engagement both in written form and face to face with school staff.

- 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)*

Through collaboration with our ELD staff, we identify which families require the information in their native language. We then use a translation service through the district to offer all information in native language.

School Parent and Family Engagement Policy:

### POLICY INVOLVEMENT

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

The agenda reflects that the purpose of the meeting is

- To inform parents of their school's participation in the Title I.A program (Required)


- To explain the requirements of Title I.A (Required)

- To explain the right of parents to be involved. (Required) *Section 1116 (c)(1)*

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

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


- Transportation
- Child care
- Home visits

 Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

**POLICY INVOLVEMENT (continued)**


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

-  In the planning, review, and improvement of the Title I.A program and/or School-wide 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 School-wide program plan in the school:

All planning will involve a Parent-Teacher Involvement committee where decisions and forms are shared in order to increase parent involvement and collaboration. Parents will provide evaluations on current programs in order to help develop and improve the school wide program.


-  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:

All school activities request parent involvement in both attendance and planning. PTA is instrumental for recruiting this involvement. Surveys for feedback on parent and family activities are collected to help improve these activities.


The school provides parents of participating children:

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

*Section 1116 (c)(4)(A)*

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


Families will be informed through online venues, phone calls and messaging, teacher contact and handouts sent home with student about all programs offered through the school and the Title 1. A funding.

-  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:

Each grade level will provide parents with a detailed outline of curriculum units for the school year. The outline includes assessment goals and grade level expectations. All formal assessments will include detailed summary explaining the student's level along with expectations for meeting district standards.

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

*Section 1116 (c)(4)(C)*

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

*Section 1116 (c)(4)(C)*

School Parent and Family Engagement Policy:

**SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

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

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

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

The school-parent compact:

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

Nightly review of AVID communication of daily classroom goals, mandatory parent teacher conferences, attendance of school events, emailing classroom teachers in a timely manner and ensuring child's proper amount of sleep.

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

Families will be provided learning outcomes for the entire school year at beginning of school year, classroom teachers will communicate unit learning goals along with feedback of progress. Students will take part in classroom meetings in order to insure a safe and supportive environment.

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

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

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

School Parent and Family Engagement Policy:

**BUILDING CAPACITY FOR INVOLVEMENT**

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

- Provides assistance to parents, as appropriate, in understanding (Required)
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - 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:

All assessment information will be provided a summary of expected performance levels along with ideas for improvement.

- 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:

Home learning based on learning standards will be provided to all families. Class and school websites offer assistance for further learning at home.

- 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:

Department and grade level meetings will build foundational skills in working with different types of families in the community. Resources will be provided to teachers to increase their knowledge and awareness.

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

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

Describe plans to coordinate and integrate:

All community resources will be partnered in order to help families access the resources.

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

**Optional additional assurances:**

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

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

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

**School Parent and Family Engagement Policy:**

**ACCESSIBILITY**

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

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

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

Section 1114(b)(6)

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

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

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

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

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

Strengths:

Strong attendance data above 90% an increase from previous year

Weaknesses:

Inclusion and Equity: On student surveys, we have 72% of our students who feel they belong. This shows a 6% decline since last year.

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

### Student Achievement

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

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)

- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

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






Strengths:

Weaknesses:

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

### Curriculum and Instruction

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

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

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

Strengths:





Weaknesses:

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

### High Quality Professional Staff

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

-  Staff preparation (Required)

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

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

Strengths:

Majority of staff has a master's degree, Elementary Early Release Time Professional Development Focus on Elementary AVID and Equity and Inclusion




Weaknesses:

Staff Diversity does not represent EL student population

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:

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

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

Strengths:

We provided a variety of opportunities this year for parent involvement and our attendance of these activities was high. Opportunities included Student Showcase, Greg Tang Math Night, Kilpatrick Reading Night and several others.



Weaknesses:

Parent education on AVID needs to be increased




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

### School Context and Organization

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

-  School mission/vision (Required)
-  Average class size (Required)



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

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

Strengths:

The English Landing staff is working on becoming the first AVID elementary building. Staff professional development centers around AVID and Equity and Inclusion monthly.

Weaknesses:

Explore options to increase parent education on AVID

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

**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

Expand upon current MTSS to support more small group instruction.  
 Expand upon parent engagement activities to include AVID and Equity and Inclusion education .

## 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)*

<b>Schoolwide Plan Development</b>	
<b>Role</b>	<b>Team Member</b>
<b>Parent (Required)</b>	Cortney McQueen
<b>Teacher (Required)</b>	Kim Walker
<b>Principal (Required)</b>	Dr. Angela Doss
<b>Other School Leaders</b>	
<b>Paraprofessionals</b>	Ethera Norris
<b>Other Administrators</b>	Ryan Campbell
<b>LEA Representative</b>	Jasmine Bridewell
<b>IF APPLICABLE:</b>	
<b>Specialized Instructional Support Personnel</b>	+
<b>Technical Assistance Providers</b>	+
<b>School Staff</b>	English Landing Staff
<b>Students</b>	+
<b>Others</b>	+
<b>Meeting Date(s)</b> must indicate dates for schoolwide plan	Aug. 2022-Back to School Night, May 2023-Kindergarten Round-Up, Monthly MTSS Meetings with each grade level August 2021 - May 2022

**STRATEGIES TO ADDRESS SCHOOL NEEDS**

Section 1114 (b) (7) (A)

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

 Supplemental instruction:

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

- |  |  |
|--|--|
| <input type="checkbox"/> Math                  | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>  |
| <input type="checkbox"/> Reading               | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| <input type="checkbox"/> English Language Arts | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>  |
| <input type="checkbox"/> Science               | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>  |
| <input type="checkbox"/> Other: _____ +        | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>  |

Delivery of Title I funded supplemental instruction services (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: \_\_\_\_\_ + if checked then must have text on line

Instructional personnel:

	Teachers	Para-professionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<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: _____ +	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Class size reduction:

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

Other: \_\_\_\_\_ +

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other: \_\_\_\_\_ +

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...:

Provide a specific time for all MTSS Tier 2 and 3 students to receive interventions from classroom teachers.

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

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

Increase number of staff member receiving AVID training

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

- Help provide an enriched and accelerated curriculum.

Description of how strategy will provide...:

Continue with City of Riverside partnership providing tutoring at Riverside Community Center during the school year (two evenings a week).

- 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...:

Create a consistent time for RtI

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

- Improving students' skills outside the academic subject areas If checked then must check at least one checkbox below
  - Counseling
  - School-based mental health programs
  - Specialized instructional support services
  - Mentoring services
  - Other:
  
- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce
  - Career/technical education programs
  - Access to coursework to earn postsecondary credit
    - Advanced Placement
    - International Baccalaureate
    - Dual or concurrent enrollment
    - Early college high schools
    - Other: \_\_\_\_\_ +
  
- Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services
  
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data
  
- Delivery of professional development services:
  - Instructional coach
  - Teaching methods coach
  - Third party contract
  - Other: \_\_\_\_\_ +
  
- Professional development activities that address the prioritized needs

Describe activities:  

Utilize Elementary Early Release Times and district PD days for reading teachers to collaborate

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

Describe activities:

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

Describe activities: