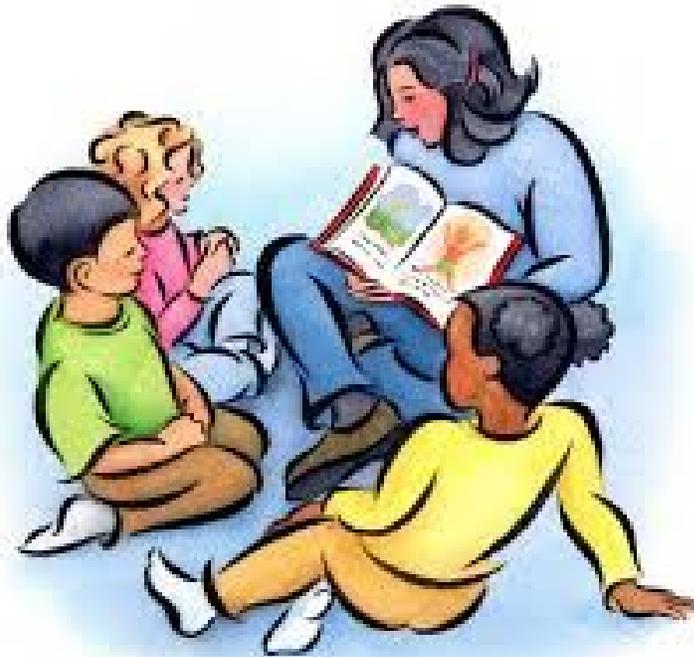


Parkview Elementary



Title I Handbook
2017-2018

Dear Parent/Guardian,

This handbook was created to provide you with detailed information regarding Parkview Elementary's Title I program. We are excited to work together with you in order to ensure your child has a quality educational experience in our district.

Parkview is designated a Title I School which means our Title program serves all of our students. Title I is the nation's oldest and largest federally funded program with fundamental goals of helping at-risk students. Schools must make adequate yearly progress and focus on best teaching practices in order to continue receiving funds. In short, being a Title I School provides us with additional funding with which to better educate our students.

Please take a moment to read through this handbook. If you have any questions about our Title I program or would like to discuss ways to help your child be more successful in school, please contact us. We would love to discuss possible ideas or activities to help your child become a more confident and independent learner.

Sincerely,

Angie Ormsby
Parkview Principal

Parkview Elementary Title I Advisory Council

Dr. Chris Shanks, Cameron R-1 Assistant Superintendent

Angie Ormsby, Parkview Principal

Keri Sedgwick, Instructional Coach

Jennifer Todd, Reading Specialist

Karen Newhart, Reading Paraprofessional

Mary Knab, Reading Paraprofessional

Ashley Conover, Pre-School

Sara Feiden, Kindergarten

Cheryl Shipley, First Grade

Aimee Leitterman, Second Grade

Jaimie Taylor, Kindergarten parent

Jami Walker, 1st Grade parent

Susan Barnes, 2nd Grade parent

TITLE 1 SERVICES

Parkview Elementary School has *developed and implemented a well-rounded program of instruction to meet the academic needs of all children*. All students at Parkview Elementary School are eligible to receive supplemental academic help through the Federal Title I program. Title I specifically focuses on *identifying students who may be at risk of academic failure* so we can provide assistance in learning for those students who are struggling.

Parkview Elementary monitors student progress in meeting the challenging Missouri Learning Standards by providing additional assistance to individual students who have been identified as in need of additional help. Title I services are delivered through the services of an instructional coach, a Title I Preschool classroom, and pull-out and push-in services provided by Title I staff.

Early Childhood Education Services and Transition

Cameron R-1 Schools uses Title I funds to support a preschool classroom for children. Our Title I Preschool classroom uses Project Construct curriculum and meets four days each week: Monday - Thursday. Program services are available in half-day increments beginning two years prior to entering Kindergarten.

To support, coordinate and integrate Title funded services with early childhood education programs at Parkview Elementary, we have plans for the transition of students to our elementary program. Those plans include:

- Parents As Teachers - Prenatal through age 5 services
- Title I Preschool services
- Missouri Preschool Project
- Preschool classroom visits to Kindergarten
- Preschool and Kindergarten screenings

Student Progress Monitoring in Meeting Missouri Learning Standards

Parkview Elementary School monitors student progress in meeting Missouri Learning Standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for learning. This is accomplished through professional learning communities (PLCs) in which teachers receive high-quality professional development and research-based instructional strategies.

NCLB ACT

Our district is required to inform you of certain information that you, according to the No Child Left Behind Act (Public Law 107-110), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree or major the teacher has and any other graduate certification or degree held by the teacher and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent:

- Information on the achievement level of the child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

TITLE I PARENT INVOLVEMENT

In order to meet its goal of providing appropriate educational opportunities for all students in the Cameron R-I School District, the Board shall participate in the Title I Program.

The Board recognizes that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. It is the Board's intent to establish partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

The Cameron R-I School District will encourage Title I parents to be involved in supporting the education of their children in at least the following ways:

- Parents will be involved in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- The district will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement.
- The district will build the school's and parents' capacity for strong parental involvement.

- The district will support the coordination and integration of Title I parental involvement strategies with those of other programs that include parent involvement by meeting with appropriate program coordinators at least once each year to plan such coordination and integration of parent involvement activities.
- The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy, or are of any racial or ethnic minority background.
- The district will use the evaluation findings in designing strategies for school improvement and in revising parental involvement policies and procedures at the district and building levels.

STRATEGIES FOR INVOLVEMENT

The following activities are planned to increase opportunities for parent involvement:

- Parkview Title One Advisory Meeting: TBA
- Title One Parent Meeting: TBA
- Title Fall Reading Night: TBA
- Parent Teacher Conferences: September 28, 2017
- Title Winter Reading Night: TBA
- Parent Teacher Conferences: March 1, 2018
- Title Spring Reading Day Event/Parent Meeting: TBA
- Guest Readers daily Reading Block: Option every day
- Open Library: every Monday & Thursday evening, 5:30-7 pm
- Title One DATA Fair: TBA

COMMUNICATION

Parkview Elementary will communicate with parents using the following methods:

- Text Alerts/emails
- DATA Notebooks
- Report Cards
- Classroom Newsletters or Class Dojo
- Title One Data & Goals Report
- Phone calls to parent
- Letters mailed home or sent home with child
- PowerSchool parent portal
- Social Media - School FB Page

PARENT RESOURCES

- <http://www.schoolfamily.com>
- http://nea.org/assets/docs/44013_NEA_W_L11.pdf
- <http://www.kidsource.com>
- <http://www.parentsmart.com>
- <http://www2.ed.gov/parents/landing>

ASSESSMENTS

Benchmark assessments will be given at the beginning, middle, and end of the school year. The Title I Reading Specialist will be responsible for administering the reading assessments and progress monitoring for all students currently receiving Tier III services. The Title Reading Specialist will also be responsible for charting Tier III students' progress on the grade-level data tracker as well as communicating that progress to teachers, administration, and parents. Classroom teachers will be responsible for benchmark assessing all newly enrolled students at Parkview within 5 days of their first day of enrollment.

May 2017: Based on the scores from the following assessments, students will be selected for TIER III instruction which will begin in August 2017. The maximum number of students receiving Tier III services per grade level is nine students.

1. Acuity ELA
2. STAR Reading
3. Foundations Phonics
4. DIBELS
5. Running Records
6. Sight Words

STUDENT SERVICES

Parkview Elementary's primary focus in grades PreK-2nd is literacy. Remedial assistance and RTI (Response to Intervention) time, also known as Dragon Time, is embedded in the school day schedule for all grade levels. Intervention may be done in the classroom or by pulling small groups of students out of the classroom for special learning activities.

Title I will provide the following services during the 2017-18 school year:

1. Tier I - Assist with classroom instruction during 1st and 2nd Grade Reading for one hour per grade level each day.
2. Tier II- Assist with Kindergarten and 1st Grade Dragon Time Reading for 30 minutes per grade level each day.
3. Tier III - Provide intense small group reading instruction to Kindergarten, 1st grade, and 2nd grade students at least 30 minutes per grade level each day.

TITLE I SCHEDULE - 2017-18

7:45-8:00	Tier 3 Letter naming/Phonics/Sight Words
8:00-9:00	1st Grade Reading
9:15-9:45	1st Grade Dragon Time
10:00-11:00	2nd Grade Reading
11:00-11:30	Kindergarten Dragon Time
11:30-1:00	Lunch & Plan
1:00-1:30	1st Grade Tier 3
1:30-2:00	2nd Grade Tier 3
2:00-2:30	Kindergarten Tier 3

RTI - Dragon Time

Each grade level has 30 minutes of time set aside each day for intervention/enrichment instruction in reading. Classroom teachers will meet with the Title I instructor and instructional coach to plan for Dragon Time instruction using data from common assessments to identify necessary targeted instruction according to individual student needs. Instructional groups during Dragon Time will range according to need, but will include targeted groups working on prerequisite deficient skills, groups working toward mastery of grade-level learning objectives, and reinforcing grade-level objectives while stretching to reach higher levels of learning. . Dragon Time groups will be fluid throughout the year.

TIER III

After each four-week mid-term period and eight-week quarterly period, we will reevaluate the students receiving Tier III services by reviewing the common grade-level assessments. Special Education students may participate in Dragon Time, but will not receive Tier III services.

READING SUCCESS PLAN

All students in Tier III will have a Reading Success Plan. The classroom teacher and Title I Reading Specialist will both attend a meeting at the Fall Parent-Teacher Conferences with parents of students receiving Tier III services. Tier III students will be re-evaluated each quarter and progress reports will be sent to parents. The reading specialist will work to support the goals and maintain the data in the reading success plan. Tier III instruction will include the Foundations Phonics program, SRA Early Intervention and/or other curriculum as needed to assist the student.

SURVEYS

Parkview Elementary, with involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of our school.

When you attend a Parkview Title I event, you will be asked to complete a short survey. Please take a moment to complete these surveys as this is our main method of gauging our effectiveness. At the end of the year, an annual survey is given in order to gauge the overall effectiveness of the program throughout the course of that school year. We appreciate your time and assistance as we work to make our program all that it can be. Your feedback is valued.

ESSA Complaint Procedures: As participants of federal programs, the district provides complaint procedures for the 2017-2018 school year. These forms can be found at the following link or obtained from the school office:

<https://dese.mo.gov/sites/default/files/qs-fedcomp-Complaint-Procedures-ESSA.pdf>

SHARED RESPONSIBILITY FOR HIGH ACADEMIC ACHIEVEMENT

Parkview Elementary and its staff will provide high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the Missouri Learning Standards. All students, parents, teachers, and the principal shall sign a school-parent-student compact that outlines the responsibilities to improve the academic performance of the student.

Cameron R-I Schools Parent-Student Compact

Title I Program

Parkview Elementary, and the parents of students participating in Title I activities, services, and programs, agree that this compact outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.

School Responsibilities:

Parkview and its staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows:

- Retain highly qualified principals and teachers.
- Provide instruction, materials, and high-quality professional development which incorporates the latest research.
- Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to:
 - Discuss the child's progress during the first quarter.
 - Discuss this compact as it relates to the child's achievement.
 - Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows:
 - Weekly communication from the child's teacher
 - Mid-quarter reports provided by the school
 - Quarterly grade reports provided by the school
- Be accessible to parents through:
 - Phone calls or person-to-person meetings
 - Scheduled consultation before, during, or after school
 - Scheduled school or home visits
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - Listen to children read
 - Present a program on your career, culture, a different country, etc.
 - Assist with class programs, parties, educational trips, etc.

Parent Responsibilities:

I, as a parent, will support my child’s learning in the following ways:

- Make sure they are at school every day possible
- Check that homework is completed
- Monitor the amount of television watched
- Volunteer in my child’s classroom or school
- Be aware of my child’s time spent on extracurricular activities
- Stay informed about my child’s education by reading all daily communication from the school and responding appropriately

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

- Attend school every day possible
- Be respectful toward others
- Complete my school work each day and ask for help when needed
- Read every day outside of school time (Weekly Recommendations: K-30 min.; 1st-45 min.; 2nd-60 min.)
- Give all notes and information from my school to a parent/guardian daily

Principal Date

Teacher Date

Parent/Guardian Date

Student Date

Reading Success Plan

Student: _____ Grade: _____ Teacher: _____ Year: _____

Current Progress

DIBELS Phoneme Segmentation

Date								
Score								

DIBELS Nonsense Word

Date								
Score								

Running Record

Date								
Level								

Sight Words

Date								
# correct/tested								

Goals for Improvement

Phoneme Segmentation – Score of _____ by _____

Nonsense Words – Score of _____ by _____

Running Record – Independent Level of _____ by _____

Sight Words - _____ by _____

Support the School will provide

- 30 minutes of daily small group reading instruction
- 30 additional minutes daily of intervention during Dragon Time
- 30 minutes daily of intensive targeted practice with Reading Specialist
- Weekly activity bag sent home with child containing books and activities

Support the Parents will provide

- Read with or listen to your child read at home DAILY and record on reading log
- Complete activity or listen to child read books sent home in WEEKLY reading bag

This plan was reviewed on _____
Date

Parent Signature

Classroom Teacher

Reading Specialist

