

Cameron R-1 School District



Title Services Handbook 2021-2022

PARKVIEW ELEMENTARY

CAMERON INTERMEDIATE SCHOOL

Dear Parents and Guardians:

This handbook was created to provide you with information detailing Cameron R-1's Title One Programs at Parkview Elementary and Cameron Intermediate School. Within this handbook, we have shared information regarding services, each individual building's parent involvement plan, planned activities for the upcoming school year, and our schedules for Title services.

As we are designated Title I Schools, all students within our walls benefit from Title services. Those services include additional support staff pushing into the classroom to support reading instruction and pulling students to work in small groups to eliminate gaps in learning. Each year we look forward to working with our families to ensure our students have a quality educational experience in our district and reach their full potential as a learner.

If you have any questions, or would like any ideas or suggestions on helping your child to be more successful in school, please do not hesitate to contact us. We would love to discuss ways to better assist your child.

Sincerely,

Angie Ormsby & Jayson Erdman

Angie Ormsby, Parkview Elementary Principal, Grades PreK-2nd, 816-882-1051,
aormsby@cameronschools.org

Jayson Erdman, Cameron Intermediate School Principal, Grades 3rd-5th, 816-882-1046,
jerdman@cameronschools.org

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TITLE I SERVICES

PreK-2

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 Classrooms (½ day program)
- 'Lil Dragons Preschool Classrooms (full-day program)
- Special Education Preschool Classrooms (½ day program)
- Preschool and Kindergarten screenings

Grades 3-5

Title One programs are federally funded educational programs that provide supplemental instructional services to all students. The key elements of Title One focus on high standards for all students, enriched and accelerated instruction, improved accountability (for student success), strong professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.

The Every Student Succeeds Act (ESSA) is designed to ensure that all students have a significant opportunity to have a fair and equitable high-quality education and to close educational achievement gaps. These programs provide assistance to rural- and low-income schools and services to students who are migrants, at-risk (including neglected and delinquent), homeless and English learners. In addition, the programs provide assistance to 21st Century Learning

Centers and professional development for teachers and leaders. As a part of the ESSA, our district is required to inform you of certain information that you 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 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 parent's 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 ONE ADVISORY COMMITTEE

Laurie Mefford, Cameron R-1 Assistant Superintendent

Angie Ormsby, Parkview Principal

Jayson Erdman, Cameron Intermediate School Principal

Derek Lannigan, Parkview Assistant Principal

Keri Sedgwick, Cameron Intermediate School Assistant Principal

Mary Crawford, Civil Rights

Rachael Parkey, Instructional Coach (Other School Leader)

Jennifer Todd, Title I Reading Specialist

Jennifer Burnett, Title I Reading Specialist

Heather Day, Title I Reading Paraprofessional

Mary Knab, Title I Reading Paraprofessional

Brooke McClure, Title I Reading Paraprofessional

Patricia Ewing, Title I Reading Paraprofessional

Mary Bradford, Early Learning Leader

Cyndee Miller, Title Pre-School

Sara Feiden, Kindergarten

Summer Howe, First Grade
Kristin Slatten, Second Grade
Bridgett Pennington, Third Grade
Michaela Baumgartner, Fourth Grade
Amy Gunn, Fifth Grade
Kitty Sutton, Special Education/LEA
Arianne Davidson, Special Education/LEA
Michaela Curtis, Business Community
Cristi Campbell, Higher Ed, Certification, Research
Kay Leeper, Parent
Jessie Roe, Parent
Morgan Scott, Parent
Jamie Hamilton, Parent
Jackie Peck, School Board Member (Elected Official)
Tiffani Collins, CVMS Principal (Other School Leader)
Brett Jones, CHS Principal (Other School Leader)

Student Progress Monitoring in Meeting Missouri Learning Standards

Parkview Elementary School and Cameron Intermediate School monitor 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.

Missouri State Statute

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.
- The 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.

ESSA Complaint Procedures: As participants of federal programs, the district provides complaint procedures for the 2021-2022 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>

PARKVIEW TITLE I PARENT INVOLVEMENT PLAN

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.

PV TITLE STRATEGIES FOR INVOLVEMENT

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

- Open House
- Title One Advisory Meeting (PV & CIS) & Parent Meeting (Separate)
- Title Fall Reading Night, PreK-5 (at PV)
- Fall Parent Teacher Conferences
- Kindergarten Round-Up
- Title Spring Reading Night, PreK-5 (at CIS)
- Title Spring Family Reading Day, PreK-5
- Spring Parent Teacher Conferences
- Title One Advisory Meeting (PV & CIS)
- Guest Readers: Held in coordination with Student Birthdays/Half Birthdays
- Open Library: every Monday & Thursday evening, 5:30-7 pm

PV COMMUNICATION

Parkview Elementary will communicate with parents using the following methods:

- Text Alerts/emails
- DATA Notebooks
- Report Cards
- Classroom Newsletters
- Title One Reading Success Plan
- Phone calls to parent
- Letters mailed home or sent home with child
- PowerSchool parent portal
- Social Media - Parkview FB Page, Remind App, Class Dojo App

PV 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>

PV ASSESSMENTS

Benchmark assessments will be given at the beginning, middle, and end of the school year.

The Title I Reading Specialist and teachers 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.

Based on the scores from the following assessments, students will be selected for TIER III instruction which will begin in August 2021. The maximum number of students receiving Tier III services per grade level is nine students.

1. STAR Reading
2. Foundations Phonics
3. DIBELS
4. Running Records
5. Sight Word Assessments
6. Phonological Screening Tests (PAST)
7. NWEA

PV 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 2021-2022 school year:

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

PV TITLE I SCHEDULE

7:15-8:00	Plan/Read w/students
8:00-9:00	Kinder. Guided Reading
9:00-10:00	2nd Gr. Guided Reading
10:00-11:00	1st Gr. Guided Reading
11:00-12:00	Lunch/Plan
12:00-12:30	2nd Grade Dragon Reading
12:30-1:00	1st Grade Tier 3
1:00-1:30	2nd Grade Tier 3
1:30-2:00	Kindergarten Tier 3

2:00-2:30 1st Grade Dragon Reading
2:30-3:15 Data/Documentation

PV 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. Services are subject to change depending on the building schedule.

PV TIER III

After each four-week mid-term period and eight-week quarterly period, we will review the students receiving Tier III services by examining assessments and making changes as necessary. Special Education students may participate in Dragon Time, but will not receive Tier III services.

PV READING IMPROVEMENT PLAN

All students in Tier III will have a Reading Improvement 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, 95 Percent Group program, Heggerty Phonemic Awareness and other strategies and resources as needed to assist the student.

TITLE I 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.

Those attending a Parkview Title I event will be asked to complete a short survey. These short surveys are 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. Please know that your feedback is valued.

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.

Parkview Elementary Parent-Student Compact

Title I Program, PreK-2nd Grade

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
 - 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 school work is completed
- Monitor the amount of screen time (television and other electronics)
- Attend classroom and school events
- 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

CIS TITLE ONE PARENT INVOLVEMENT PLAN

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- The district will build the school's and parent's capacity for strong parental involvement.
- The district will support the coordination and integration of Title One 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.

Time	Jennifer Burnett Reading Specialist
7:50-8:10	Plan time
8:10- 8:25	4th grade 1-on-1
8:25-9:18	3rd grade 1-on-1
9:18-9:48	Rtl - third grade
9:50 - 10:30	4th gr 1-on-1 or Anderson
10:30-11:15	5th grade 1-on-1
11:18-11:35	Plan time - 11:15-11:45
11:35-12:05	Lunch - 11:45-12:05
12:05-12:35	Rtl - fourth grade
12:47-1:17	Rtl - fifth grade
1:18-1:48	4th grade 1-on-1
1:49-2:19	3rd grade 1-on-1
2:20-2:50	5th grade 1-on-1

Strategies for Involvement:

Annual Meeting

Family Reading Night

Family Math Night

Open Library

PTSA Activities

Communication: Newsletters, Progress Reports (STAR,
Accelerated Reader, Class Dojo

Book Clubs

Parent Teacher Conferences

Volunteering

Fall and Spring Title I Family Nights

Open Library

Career Days

Art Walks

Dojo Posts/communications

MAP Awards Assembly

Eating lunch with their child
Attending Book Fair activities
Donuts with Grownups
Ice Cream Social
Trivia Nights
Science Nights

TITLE I SURVEYS

Cameron Intermediate School, 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.

Those attending a CIS Title I event will be asked to complete a short survey. These short surveys are 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. Please know that your feedback is valued.

CIS COMMUNICATION

Cameron Intermediate School will communicate with parents using the following methods:

- Class Dojo
- Text Alerts/emails
- DATA Notebooks
- Report Cards
- Classroom Newsletters
- Title One Reading Success Plan
- Phone calls to parent
- Letters mailed home or sent home with child
- PowerSchool parent portal
- CIS Facebook Page

Shared Responsibility for High Academic Achievement

Cameron Intermediate School 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. Daily schedules will include a time for RTI (response to intervention) to assist students missing foundational skills and highly qualified staff will be employed.

Parents can provide support by attending school activities, working with their child daily, and reading and reviewing data binders when sent home. Parents can also have a great impact on

their child's learning by ensuring they are in attendance. 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 School Parent Student Compact

Title I 2021-2022

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

School Responsibilities

Cameron Intermediate School and its staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:

1. Retain highly qualified principals and teachers
2. Provide instruction, materials, and high quality professional development which incorporates the latest research
3. Maintain a safe and positive school climate that includes a Growth Mindset
4. Hold annual parent-teacher conferences to:
 - Discuss the child's progress/grades 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
5. Provide parents with frequent reports on their child's progress as follows:
 - Weekly calendar/newsletter or Dojo posts from the classroom teacher
 - Quarterly grade cards/reports sent home by the school.
6. Be accessible to parents through:
 - Phone calls or person-to-person meetings
 - Scheduled consultation before, during, or after school
 - Scheduled school or home visits
7. 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 culture, a different country, etc.
 - Assist with holiday programs or parties, educational trips, etc.

Parent Responsibilities

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

- Ensure your child attends school a minimum of 90% of the time
- Provide opportunities for your child to read at home
- Monitor the amount of screen time

- Volunteer in my child's classroom/school
- Be aware of my child's extracurricular time and activities
- Stay informed about my child's education by reading all communications from the school and responding appropriately
- Promote a growth mindset

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 maintaining 90% attendance
- Be respectful toward others
- Complete practice as assigned
- Read outside of school time according to the requirements of my grade level
- Give all notes and information from my school to my parent/guardian daily
- Have a growth mindset

Principal

Date

Teacher

Date

Parent(s)

Date

Student

Date