

Cameron R-1 School District



Title Services Handbook 2023-2024

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 & Melanie Rucker

Angie Ormsby, Parkview Elementary Principal, Grades PreK-2nd, 816-882-1051,
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Melanie Rucker, Cameron Intermediate School Principal, Grades 3rd-5th, 816-882-1046,
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CAMERON R-1 TITLE I SERVICES

The Cameron School District has *developed and implemented a well-rounded program of instruction to meet the academic needs of all children*. All students at Parkview Elementary School and Cameron Intermediate 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 and Cameron Intermediate School monitor 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

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.

CAMERON R-1 TITLE ONE ADVISORY COMMITTEE

Dr. Valerie Utecht, Cameron R-1 Assistant Superintendent
Angie Ormsby, Parkview Principal
Melanie Rucker, Cameron Intermediate School Principal
Cayla Riley, Parkview Assistant Principal

Keri Sedgwick, Cameron Intermediate School Assistant Principal
Mary Crawford, Civil Rights
Laura Janovec, Instructional Coach (Other School Leader)
Emily White, Reading Teacher
Jennifer Burnett, Title I Reading Specialist
Heather Day, Title I Reading Paraprofessional
Mary Knab, Title I Reading Paraprofessional
Grace Howell, Title I Reading Paraprofessional
Linzy Cox, Title I Reading Paraprofessional
Mary Bradford, Early Learning Leader
Cyndee Miller, Title Pre-School
Sara Feiden, Kindergarten
Summer Plummer, First Grade
Kristin Slatten, Second Grade
Angelique Beasley, 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
Ryan McKay, PV Parent
Jessie Roe, CIS Parent
Morgan Scott, PV Parent
Jamie Hamilton, CIS Parent
Jackie Peck, School Board Member (Elected Official)
Jove Stickel, CVMS Principal (Other School Leader)
Jayson Erdman, 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

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.
- 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. 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>

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.

STRATEGIES FOR PARENTAL INVOLVEMENT

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

- Open House
- Title Fall Advisory Meeting & Parent Meeting
- Title Fall Reading Night
- Early Childhood Screenings
- Preschool Family Night Activities
- Fall and Spring Parent Teacher Conferences
- Kindergarten Round-Up
- Title Spring Reading Night
- Read Across America Week
- Title Spring Family Math Night
- Title Spring Advisory Meeting
- Art Walk
- Guest Readers
- Open Library Nights
- Career Week

- PTSA Activities
- Cameron R-1 Schools App
- Progress Reports
- Volunteering
- Awards Assemblies
- Student Recognition Assemblies
- Book Fair Activities
- Donuts with Grownups
- Grandparents Night
- Veterans' Day Breakfast

COMMUNICATION METHODS

Parkview Elementary and Cameron Intermediate School will communicate with parents using a variety of 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 app & web site
- Cameron R-1 Web Site
- Social Media - Facebook, Rooms, Learning Genie (PreK)

STUDENT ASSESSMENT

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 within 5 days of their first day of enrollment.

STUDENT SERVICES

Remedial assistance and RTI (Response to Intervention) time, is embedded in the school day schedule for all grade levels, K-5. Intervention may be done in the classroom or by pulling small groups of students out of the classroom for special learning activities. Classroom teachers will meet with the Title I instructor and instructional coach to plan for instruction using data from

common assessments to identify necessary targeted instruction according to individual student needs. Instructional groups during RTI 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. RTI groups will be fluid throughout the year. Throughout the quarterly terms, staff review the students receiving Tier III services by examining assessments and making changes as necessary. Special Education students may participate in RTI, but will not receive Tier III services. Services are subject to change depending on the building schedule.

READING IMPROVEMENT PLANS

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 use of research-based resources and strategies to address student needs.

TITLE I SURVEY

Parkview Elementary and 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 Cameron R-1 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.

COMPACTS: SHARED RESPONSIBILITY FOR HIGH ACADEMIC ACHIEVEMENT

Parkview Elementary and Cameron Intermediate 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 Title I School-Parent-Student Compact

2023-2024

Cameron R-I Schools 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 R-I Schools 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 communication 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 child's 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 (if capable)

Date