



Title I Programs

Parent/Student Handbook

Rolla 31 Public Schools – District Title I Parent Handbook 2022-2023

MISSION STATEMENT

The responsibility of the Rolla School District is to provide, in partnership with the community, the best educational opportunities possible for our students through a commitment to excellence in personnel, facilities, curriculum, and instruction.



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What Is Title I? How Can It Help My Child?

The parent handbook provides parents with information about the Title I programs in Rolla 31 Public Schools. The Title I programs at individual schools are developed through the efforts of parents, teachers, administrators, and Title I staff. Programs are planned through a series of steps. First, a needs assessment is conducted through input from parents, teachers, and staff. The needs assessment determines what change is necessary for all students to meet education standards. Second, teachers, staff, and parents plan how to meet the needs shown in the assessments. Third, teachers receive training on how to implement the plan developed. Finally, resources are gathered to implement the plan, with a yearly review conducted to examine results and re-evaluate needs.

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school. Title I teachers use a wide variety of instructional materials and strategies to help your child improve reading and math skills.

What Is the Difference Between A Schoolwide & Targeted Program?

Schoolwide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978. Schoolwide programs offer all the students in the building the chance to learn with a far more comprehensive array of options. Only buildings with a high number of students participating in the free and reduced-price meals program are eligible to be schoolwide buildings.

Targeted assistance plans provide services only to identified children. Targeted buildings have less than 40 percent poverty.

Col. John B. Wyman Elementary (Schoolwide)
Harry S. Truman Elementary (Schoolwide)
Mark Twain Elementary (Schoolwide)
Rolla Middle School (Targeted)

Title I Programs in the Rolla 31 Public Schools

Col. John B. Wyman Elementary, Harry S. Truman Elementary, & Mark Twain Elementary

Rolla 31 Title I Schools provide intervention to students that are at-risk in reading and math. The staff continues to evaluate student performance on state and district assessments to ensure the needs of all students are met. In addition, Rolla 31 Public Schools Title I staff works with students in their reading and math classes on individual skills to support their learning in class.

All students receive instruction in grade-level Missouri Learning Standards. Classroom teachers and Title I teachers work together to provide needed assistance to students so all may

progress toward age-level proficiency in reading, communication arts, or math. Title I staff work with students that meet the criteria for intervention using research-based practices.

In addition, the district utilizes Title II.A funds to decrease classroom sizes. Smaller classrooms strengthen core learning programs and offer extended learning opportunities. Accelerated Reader (AR) and Exact Path are individualized instruction opportunities for all students. Students are given a diagnostic evaluation through STAR, NWEA, or the DRA3 to determine their current levels and skills in reading and math. Students work at their current independent level in those subjects to achieve individual growth. Professional development on using data to improve instruction is a goal that remains forefront for the staff.

A curriculum specialist team works with the administration to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. In addition, training on specific, research-based instructional strategies and best practices in reading and math instruction are provided.

Rolla Middle School

Rolla Middle School identifies students through trajectory data to support those having difficulty with reading and math. Through this process and other assessments, students will receive intervention within the regular school day. Targeted students will receive extra assistance understanding concepts taught in their regular classes and developing the necessary skills to promote learning through intervention assistance sessions. Additional materials, equipment, and programs are used to aid students needing extra assistance. NWEA and Exact Path are used in conjunction with other formative assessments to individualize reading and math instruction and provide individualized growth in each student's current level. Teachers and students have access to technical equipment for classroom presentations and student projects.

A district curriculum specialist team works with the administration to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. Training will be ongoing for specific, research-based instructional strategies and best practices in reading and Math instruction. These strategies are supported in the classrooms by the classroom teacher.

Curriculum and Instructional Approaches

Strategies and programs to be implemented through the Title I program are:

Interventions

Schools will implement an Intervention program. When necessary, the Title I teacher will assist the classroom teacher in providing additional instruction. As a result, all students are exposed to grade-level content standards within the context of a regular classroom environment. Title teachers offer further assistance to students having difficulty mastering state academic content standards.

Class Size Reduction

Some schools will have smaller class sizes to strengthen core learning programs and offer extended learning opportunities through additional intervention periods. Title II.A Federal Funds have allowed the district to reduce class size, therefore improving the teacher-to-student ratio.

Extended Learning

Some children will receive extended learning opportunities through an after-school tutoring program and Summer School for four weeks during summer break.

Evaluation

Ongoing evaluations will be conducted to monitor student progress. Staff will use the diagnostic, unit, formative, and state tests. Teachers will collaborate to implement programs, analyze data, and plan for optimal student learning. NWEA assessment is used three times per year to monitor student progress in grades 2-6.

Classroom Teacher and Title I Teacher Coordination

The following activities represent classroom teacher and Title I teacher coordination activities: Individual student's reading and math strengths and weaknesses are shared with the classroom teacher, and an instructional level is noted.

1. Classroom teachers are consulted regarding schedules.
2. Each year parent-teacher conferences are held to discuss student progress.
3. Informal meetings are held to discuss specific children's progress.
4. All test scores are shared, and decision-making is data-driven.
5. Suggestions for working effectively with parents are shared with classroom teachers and principals at the schools. Our goal is to build a partnership between home and school.
6. Classroom teachers and Title I teachers share student progress based on formative and summative assessment and instruction.

Parental Involvement

Title I, Part A provides for substantive parental involvement at every level of the program, such as in developing and implementing the State and local plan and carrying out the Local Educational Agency (LEA) and school improvement provisions. Section 1118 contains the primary Title I, Part A requirements for State Educational Agencies (SEAs), LEAs, and schools involving parents in their children's education. It is this section that identifies critical points in the process of improving teaching and learning where parents and the community can intervene and assist in school improvement. Although section 1118 is extensive in scope and has many requirements for LEAs and schools, the intent is not to be burdensome. These provisions

reflect good practice in engaging families in helping to educate their children because students do better when parents are actively involved in the education process, both at home and school.

SEAs must support the collection and dissemination of effective parental involvement practices to their LEAs and schools. Those practices must be based on the most current research, meeting the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children. In addition, those practices must be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experiences. [Section 1111(d), ESEA.]

An SEA must review each LEA's plan to determine if the LEA's parental involvement activities meet the requirements of section 1118. [Section 1112(e)(3), ESEA.]

As a part of its annual yearly progress review of each LEA receiving Title I, Part A funds, the SEA must determine if each LEA is, among other things, carrying out its responsibilities under section 1118 with respect to parental involvement. [Section 1116(c)(1)(A), ESEA.]

The SEA must publicize and disseminate the results of this review to its LEAs, teachers and other staff, parents, students, and the community. [Section 1116(c)(1)(B), ESEA.]

Each LEA that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA's expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. [Section 1118(a)(2), ESEA.]

Public Meeting

Parents will be invited to an annual Title I fall meeting to discuss program requirements and all aspects of the Title I program. Parents will be informed of instructional objectives, programs, and methods available in the building. The written Title I Parent Policy (developed after consultation with and reviewed by parents) will be made available at the fall conference. This meeting may be held in conjunction with other fall program meetings.

Parent Educational Opportunities

Parents will be advised of specific ways to work with their child at home through Title I Nights, informal literature, and website resources.

Parent Involvement Activities

Parents will be consulted through Title I parent meetings and a Spring evaluation survey regarding educational program planning, design, and implementation. Opportunities for parent involvement include PTO meetings, Family Literacy Nights, etc. These ongoing means of consultation enable parents and schools to work together to better each child's education.

Communication

LEAs receiving Title I, Part A funds must implement effective means of outreach to parents of limited English proficient students to inform those parents of how the parents –

- can be involved in the education of their children; and
- be active participants in assisting their children in attaining English proficiency, achieving at high levels in core academic subjects, and meet the challenging State academic achievement standards and state academic content standards expected of all students.

LEAs' outreach to parents of limited English proficient students must include sending notice of opportunities for, and holding, regular meetings to formulate and respond to recommendations from parents of Title I, Part A students. [Section 1112(g)(4), ESEA.]

Reporting

Two Title I parent/teacher conferences will be scheduled each year. Parents or teachers may request other meetings to discuss the child's progress, placement, and instructional methodology. Parents have access to monitor students' academic performance on Infinite Campus-Parent Portal.

Action Plan for Parental Involvement

In alignment with the Comprehensive School Improvement Plan (CSIP), goals established for Rolla 31 Public Schools follow state and federal guidelines and contain strategies to assist in obtaining those goals. Therefore, the following identified goal applies to students and staff.

Parent Involvement Goal

The Superintendent will create a Task Force to evaluate the current level of parental involvement and communication in the school district.

ESEA Complaint Procedures

To file a complaint regarding certain federal programs, see Policy KLA.

Parents' Right-to-Know

If a school in the district receives Title I funds, parents can receive, upon request, information regarding whether the student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction; whether the student's teacher is teaching under emergency or other provisional certification status; and whether the student is provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. (20 U.S.C. §6312, Policy GBL)

Improvement Strategies and Actions

1. Utilize current technologies to communicate volunteer opportunities to both parents and community members at large.
2. List all volunteer opportunities on the school's website with the Point of Contact for each opportunity.
 - a. Survey parents regarding availability, skills, and interest in volunteering at school.
 - b. Support parent learning by promoting adult education offerings for HiSET and job training via website links to resources.
3. Partner with business and industry organizations to develop higher levels of involvement in district educational programs.
4. Identify which volunteer duties need a higher level of orientation.
5. Educate volunteers on how to assist students/staff effectively.
6. Provide parents with coaching on how to make the most out of parent-teacher conferences.
7. Continue to encourage and support the work of the PTO.
8. Encourage parents to be actively involved in students learning at home through access to district resources.
9. Provide Read Across America activities and ideas for families to carry out in the home during the Read Across America Week.
10. Continue to support family involvement programs that encourage student learning and focus on home-school communication.
 - a. Use School-Parent Compact as tangible evidence of partnership with parents.
 - b. Continue to provide family learning opportunities:
 - c. Open house school information night
 - d. Family Literacy Night
 - e. Family Orientation Meetings; Determined by schedule
11. Develop, implement, and evaluate school-level policies, activities, and school-parent compacts to facilitate shared responsibility for student performance.
 - a. Invite parents to join the Title I Parent Advisory Committee and the PTO.
 - b. Continue to survey parents annually regarding relations between home and school, parents' interests, and needs.
 - c. Promote the completion of parent surveys.
 - d. Survey and interview parents/staff to make suggestions
 - e. on revising the parent involvement policy if needed. This data will be used to evaluate, revise, and implement strategies that will encourage parent involvement to a greater degree.
 - f. Develop and revise the Parent Handbook as needed.
12. Ensure that parents feel welcome in all buildings and are comfortable in communicating with all staff.
 - a. Be available for parents to voice concerns, questions, and compliments.
 - b. Provide resources with strategies for a welcoming building environment.