



TITLE I HANDBOOK

2020-2021

NIANGUA R-V SCHOOLS

Niangua Elementary School, in partnership with parents and community, enables all students to become responsible, productive citizens in an ever-changing world while inspiring them to become life-long learners.

Fran Wells Title I Director

K-5 Niangua Elementary

PREFACE

Welcome to the 2020-21 school year at Niangua R-V School and a staff dedicated to the success of each student. It is hoped that the Schoolwide Title I program will increase the rate of success by meeting the needs of all students in grades K-5 who require additional encouragement and instruction.

This program is to encourage each student to reach their potential by increasing self-confidence. To improve basic and advanced skills, which would allow the student to function at an appropriate level for their age. To give students the knowledge and skills necessary to master the standards set by the state, and to encourage parents to become active participants in their child's education.

The Title I Program objective:

- Communication Arts/Math Programs, directed by Mrs. Fran Wells, is designed to increase reading comprehension, expand vocabulary, and improve oral language skills and math skills for students in Kindergarten through 5th grade.

ADDITIONAL SUPPORT

School Board members, administrators, teachers, staff, and parents support the students of the Niangua R-V School. They will ensure that high-performance standards are maintained. To continue the highest levels of performance Niangua School has an ongoing plan for school improvements that are addressed in the Comprehensive School Improvement Plan (CSIP).

Federal programs, state funding sources, and local funding sources support the schoolwide plan. These funding sources provide staff salaries/benefits, supplies, professional development, after school tutoring, character education, and parent involvement.

HIGHLY QUALIFIED STAFF

All teachers are highly qualified and meet NCLB standards. Practices are in place in the district through hiring practices to ensure that all staff meets the standards.

TITLE I SCHOOL WIDE MISSION STATEMENT

The mission of Niangua Elementary School, in partnership with parents and community, is to enable all students to become responsible, productive citizens in a changing world and inspire them to become lifelong learners. We support the schoolwide program to increase the level of expertise of teachers to provide appropriate instruction to students so that all students can meet average yearly progress (AYP) in Communication Arts and Math.

DISTRICT MISSION STATEMENT

The Niangua R-V School District believes that the success of the learner has priority in all phases of the educational program. Education is both a privilege and responsibility of the learner.

We believe that it is the responsibility of the school to share in the development of each learner; mentally, physically, emotionally, and socially. We believe that a comprehensive system of education is a necessity in today's world to adequately prepare our students for the challenges they will face in our changing world. Lifelong learning will include

educational experiences in the area of early childhood, elementary, secondary, and occupational (vocational), post-secondary, and continuing education to constitute a comprehensive program.

DISTRICT VISION STATEMENT

The Niangua R-V School District will foster excellence through a community of learning and literacy that leads to high academic achievement, independent learning, a safe and orderly environment, and productive citizens of a global society.

DISTRICT PHILOSOPHY

We realize that all people need to be prepared to work, but we believe that:

- All children can learn, but often not in the same way or with the same interests.
- No school can be successful without the support of parents, the community, and its students.
- The school should be the focus of the community, and by increasing the quality of the students' education, we can increase the quality of the community.
- All children need to know how to learn, so they can adapt to meet the changing world that will constantly confront them.
- All children need to respect others as well as themselves and to practice kindness so they can be productive members of a pluralistic society.
- All children need to appreciate beauty, find the truth, and remain healthy so they can be well-rounded people.

DISTRICT NEEDS ASSESSMENT

Parental involvement in our district, while increasing, is still not at the desired level. The district must develop and implement programs to encourage community and parental involvement. The Niangua R-V School District has a goal to make available ways to allow parents to participate and provide their input in the education of their child/ren. This may be by volunteering in the classroom or serving on various committees.

ANNUAL PERFORMANCE REPORT –NO Testing Results for 2020 due to COVID Closures. We will strive to close learning gaps and continue to help students reach their full potential. 2764

PROGRAM GOALS AND OBJECTIVES:

The schoolwide instructional programs/strategies/interventions will provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement. It is the goal of Niangua Elementary to have 90% of all students at the proficient level in Communication Arts/Math by 2021 and no student below basic as measured by the state assessment. The schoolwide plan is incorporated in the district's CSIP and is an integral part of the district's efforts to improve the educational outcomes for students.

OBJECTIVES: COMMUNICATION ARTS AND MATH

During the 2020-2021 school years, 90% of students will perform at the proficient level or above in Communication Arts. The objective will be measured using scores results from Spring MAP state assessment.

Communication Arts:

Data will be reviewed to determine needs; use graphic organizers and develop thought patterns; provide supplementary communication arts instruction; focus on grade-level expectations.

Math:

Focus on GLE’s; design performance-based activities; use assessment data to drive instruction; contact parents to encourage them to extend math time at home.

OBJECTIVE: PROFESSIONAL DEVELOPMENT

During 2020-2021 school years 100% of all eligible staff members will participate in highly qualified professional development on an ongoing and sustained basis. This will be measured by professional development participation rates and score results from Spring MAP state assessment.

Activities used will be to encourage peer coaching and mentoring; substitute professional development for general faculty meeting times.

OBJECTIVE: PARENT AND FAMILY INVOLVEMENT

During the 2020-21 school year activities will be used to increase parent and family involvement and sustained at a 75% level throughout the school years. This will be measured by attendance rates at parental involvement activities.

Activities used will be:

- Title 1 Family Nights (Grandparents Game Night, Science Night, Ect.)
- Phone each parent once per month
- Maintain a school web page www.nianguaschools.com and Facebook page- Niangua Cardinals
- School Announcements

OBJECTIVES: THE TITLE I PROGRAM

1. To encourage each student to reach their potential by increasing self-confidence.
2. To improve basic and advanced skills; which would allow the student to function at an appropriate level for their age.
3. To give students the knowledge and skills necessary to master the standards set by the State.
4. To encourage parents to become active participants in their child’s education.

PROFESSIONAL DEVELOPMENT

The District uses the Southwest Regional Professional Development Center (SWRPD) and Professional Learning Community (PLC) as resources to provide ongoing high-quality professional development for staff. Professional development activities begin with teacher in-service before school starts and are ongoing throughout the year. The professional Development Plan is part of the district CSIP.

TITLE I COMMITTEE

Mr. T. J. Bransfield.....Superintendent
 Mrs. Lori Allen.....Elementary Principal

Mrs. Diana Hartsell.....	Counselor
Mrs. Gladys Brown.....	Librarian
Mrs. Cynthia Clark.....	Communication Arts Interventionist
Mrs. Fran Wells.....	Math Interventionist
Mrs. Marla Harnden.....	Preschool Teacher
Mrs. Shell Short.....	Kindergarten Teacher
Miss Laurin Wehling.....	Kindergarten Teacher
Mrs. Pam Earls.....	First Grade
Mrs. Sarah Tucker.....	First Grade
Mrs. Heather Lewis.....	Second Grade
Mrs. Chawn Daniel.....	Third Grade
Mrs. Patricia Throne.....	Third Grade
Mrs. Chelsea Adams.....	Fourth Grade
Mrs. Desiree Laskowski.....	Fifth Grade
Mrs. Kim Nichols.....	Fifth Grade
Mrs. Angie Hunt.....	School Nurse
Mr. Matthew Tucker.....	Elementary Special Education
Mrs. Carly Sefrit.....	ECSE
Mrs. Amber Brand.....	Parent
Mrs. Kellie Kelso.....	Parent
Mrs. Emily Pennington.....	Parent
Mrs. Charity Stuber.....	Parent
Mrs. Rachael York.....	Parent

PARENT INVOLVEMENT

To ensure success for students, parental involvement and education are of the utmost importance. Feel free to contact your child’s teacher and/or the Title I teacher to find out how you can be of service!

Parent-teacher conferences will be offered during the school’s scheduled conference days, or as needed. Monthly/weekly newsletters will be sent home or posted from your child’s teacher. Class Dojo is another effective app to aide in communication to and from home. An annual spring meeting to evaluate and assess the effectiveness of the program will be held. ***Your input is very important to the program.***

TEN COMMITMENTS FOR PARENTS

1. I will read with my child(ren) daily.
2. I will provide my child(ren) with a quiet comfortable place to read and study.
3. I will encourage my child(ren) to develop a personal library and will contribute to it regularly.
4. I will provide my child(ren) with a wide range of experiences.
5. I will talk with (not to) my child(ren) daily.
6. I will praise my child(ren) for at least one success or improvement each day.
7. I will hug my child(ren) at least once a day.
8. I will respect each child as an individual – each with his or her unique talents and abilities.
9. I will provide family activities that encourage my child(ren) to grow in mind, soul, and body.

10. I will encourage my child(ren) to view reading as an enjoyable and fulfilling life experience.

PARENTS RIGHT TO KNOW

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will provide promptly, information regarding the professional qualifications of their child’s classroom teachers.

The teachers’ qualifications will include, at a minimum, the following:

- Whether the teacher has met state certification criteria for the grade levels and subject areas in which the teacher is providing instruction.
- The baccalaureate degree major and any other graduate degree or certification, including the field of discipline, the teacher holds.
- Whether their child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the above information that parents may request, a building that receives Title I funds must provide to each parent.

- Information on their child’s achievement level in each of the state academic assessments.
- Notice that their child has been assigned, or has been taught for four or more consecutive weeks by a substitute teacher or a person who is not appropriately certified.

TITLE I COMMUNICATION ARTS/MATH

The Title I Communication Arts Interventionist is, Mrs. Cindy Clark; Title I Math Interventionist is Mrs. Fran Wells.

The program targets students, kindergarten through 5th grade, which have been identified as needing extra help in these areas. Our goal is to help students achieve at their grade level in both communication arts and math. We also want to help children read better and enjoy reading more.

Although reading is not a natural skill for most children, they still expect to learn how to read. They see adults reading and they see other children who can read. School isn’t the only place where children learn to read; they learn from everything they see and do.

Title I Math classes are designed to help students who have fallen slightly behind. These students improve their knowledge and their basic and advanced math skills which allow them to function at their grade level and standards set by the state. Skills mastered through this program increase student’s self-confidence and help them reach their potential.

TITLE I, ESEA

Assessment and Program Improvement Standards for Student Achievement

Summary of Administrative Guidance

- Title I programs in Missouri will be geared to assisting Title I students in meeting the Missouri Learning Standards.
- Title I assessment will focus on math and communications arts regardless of the services provided.
- The Missouri Assessment Program (MAP) must be used to assess the academic progress of Title I children.
- The school district must annually review the progress of each Title I school using primarily the results of state assessments to determine whether the school is making adequate progress towards enabling its students to meet state standards.
 - Schoolwide programs must be assessed on the progress of all students.
 - Targeted assistance programs may be assessed on the progress of children participating in the Title I programs or on the progress of all students.

DESE will identify for improvement any district that has not made adequate progress toward meeting the standards in two consecutive years.

- Each district identified for improvement must revise its plan in ways that have the greatest potential for improving the performance of students in Title I schools.
- DESE will assist each school district identified for improvement.

STANDARD COMPLAINT RESOLUTION PROCEDURE

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education (DESE).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by the Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or another person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicated the law or regulation that is allegedly being violated, misapplied, or misinterpreted. Parents should speak directly with the teacher involved. If the situation cannot be rectified between the teacher and parent, parents may then proceed to the elementary principal. If the elementary principal can resolve the situation, proceed to the Superintendent of Schools.

The written, signed complaint must be filed and the resolution pursued in accordance with local policy. The complaint should be filed with the Superintendent of School. If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact the local district of Department personnel.

