

Cowgill R-VI Title I Handbook

What is Title One?

The purpose of the Title I Elementary and Secondary Education Act of 1965 is to provide funding to ensure that all children, regardless of their economic background, have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This purpose can be accomplished by ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

Cowgill R-VI annually receives Title I funding to help support reading and math programs. Resources are provided in this handbook to guide parents and guardians through the district Title I policies and procedures, as well as to inform them of their rights and ways to get involved in developing an educational partnership to support their child's educational progress.

Cowgill R-VI will continue to participate in a "school-wide" Title I program during the 2023-24 school year.

The purpose of a school-wide program is to improve academic achievement throughout a school so that all students demonstrate proficiency related to the state's academic content and student academic achievement standards, particularly those students furthest away from demonstrating proficiency.

What this means for you is that each and every student in our elementary school is able to benefit from the services of our Title I program!

How or When Does a Child Receive Help from Title One?

Cowgill R-VI is a school-wide Title I building that serves students in the areas of communication arts and math. Being a school-wide program allows Title I teachers to help all students during the year. The ways in which we help in the classroom or with students are very flexible and can change many times during the school year. Title teachers can be found doing many different things during the day. We push into classrooms to provide whole group lessons and/or small group instruction. We also utilize pull-out intervention instruction. Title teachers help classroom teachers assess reading and math skills throughout the year and assist in tracking student progress.

In order to best determine the need for additional support, the Title I staff works with classroom teachers to complete benchmark screenings on all students grades K-8 throughout the school year. A few of the assessments used at Cowgill R-VI include I-Ready, spelling inventory and math fluency testing. Classroom teachers work very closely with Title I teachers to look at data from these screening tools along with progress monitoring and classroom data. Based on data results, teachers work together to identify areas where students will benefit from additional support through either push-in or pull-out instruction.

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Components of a School-Wide Program

The following components must be contained in a school-wide program:

1. School-Wide Reform Strategies

The school-wide program must incorporate reform strategies in the overall instructional program which address the needs of all children in the school, reflect effective methods and instructional practices based on scientifically based research, and improve the teaching of reading/language arts, mathematics, and science.

2. Instruction by Highly Qualified Teachers

A school-wide program must ensure instruction by highly qualified teachers and ongoing professional development.

3. Parental Involvement

A school-wide program must involve parents in the planning, review, and improvement of the comprehensive school-wide program plan.

4. Additional Support

A school-wide program must improve the entire educational program of the school, particularly for those students who are furthest from demonstrating proficiency in attaining the state's academic content and academic achievement standards.

Cowgill R-VI's School-Wide Title I plan is available by request

Reading Strategies and Tips

Learning to read takes practice, more practice than children get during the school day. Research shows that kids who spend as little as 30 minutes a day reading books, magazines, and newspapers are more likely to become good readers. You can help your child become a better reader by “practicing” at home every day. Here are some strategies and tips that you can use at home when working with your child.

Here are some prompts that you can use when you are listening to your child read.

- Look at the picture to help figure out the unknown word.
- Look at how the word begins. Get your mouth ready to say it.
- Does the word you read make sense?
- Does that sound right?
- Start that sentence again.
- Skip that word and go on. Now, what do you think the word is?
- Where have you seen that word before?
- Think about a word you know that has the same sound in it.
- Put in a word that makes sense and go on.
- Does it look like (put in the word your child said)?

Steps to Help Your Child with Reading Accuracy

- When your child makes an error, let him/her finish the sentence. Then have your child look back at the word that he/she had trouble with.
- Ask your child to identify the “tricky part” of the word and help them to work through that part. Then have your child reread the sentence.
- Encourage your child to look at the beginning, middle and end parts of the word to help figure out the word.

Steps to Help Your Child Gain Comprehension

- First ask your child to predict what he or she thinks is going to happen in the story based on the title and cover picture.
- Do a picture walk. Look at each page and have your child describe what is happening on each page.
- Make sure your child has prior knowledge about the topic of the book. For example, if the book is about a “subway” make sure he/she understands that a subway is an underground train.
- Ask questions as you are reading the story.
 - Talk about connections you and your child can make with the story. For example, if the book is about a trip to the zoo, you might talk about the time your family went to a zoo.
- Have your child retell the story. Start at the beginning and tell me what happened in this story. Make sure your child includes the following details: character, setting, problem, and solution. Work on having your child retell the correct sequence of story events.
 - Ask your child what part he/she liked best in the story and why.
 - Ask your child what was the most important event that happened in the story and why was it important.

Steps to Help Your Child Become a Fluent Reader

- Make sure the book your child is reading is not too difficult.
- Encourage your child to reread easy books or books that he/she has already read.
- Encourage your child to read out loud to younger children.
- Echo read. You read a phrase and your child repeats it after you, echoing your phrasing and expression.

Math Support

As in reading, understanding math concepts and developing math skills takes practice. Math instruction and practice may seem different in some ways than when parents/care givers were in school, but, the basic concepts are still present with an emphasis to connect critical thinking and problem-solving. Please know that teachers are using research-based methods and resources for math instruction and we are here to support you with questions you may have.

Steps to Support Positive Attitudes Towards Mathematics

- Encourage your child to be persistent in working through problems as success will build confidence
- Avoid negative comments about math such as, "I was never good at math."
- Let your child know that everyone can be successful in mathematics.

Steps to be an Active Participant in Mathematics Learning

- Read books to your child that involve math and talk about the math as you read.
- Relate math to real-life experiences so your child can see how math is useful.
- Complete puzzles and play board games and computer games that involve logical thinking, strategizing, and reasoning.
- Problem-solve out loud so your child can learn how to think through the steps necessary to solve a problem.
- Involve your child in daily activities that require the use of math. For example: naming the shape of objects such as road signs and items around the house, finding symmetrical items in nature, weighing different foods at the grocery store, measuring ingredients for a recipe, and estimating the amount of time it will take to complete a task.

Steps to Promote Critical Thinking and Problem-Solving Skills

- Ask: Does that make sense?
- Ask: Can you predict what would happen next?
- Ask: How can you prove that your answer is reasonable?

Websites for additional math or reading practice/resources:

Family Education--- www.familyeducation.com
Resource for reading information and tips.

Math Playground--- www.mathplayground.com
Math games organized by grade and topics.

Mr. Nussbaum--- mrnussbaum.com
Activities and games for both ELA and math.

Reading Is Fundamental--- www.rif.org
Resource for reading information and tips.

Reading Rockets--- www.readingrockets.org
Reading information and tips.

Soft Schools--- www.softschools.com
Math games organized by grade and topics.

Star Fall--- www.starfall.com This site is great for K-1 students.
There are several different levels for both ELA and math.

Praise Goes a Lot Further Than Criticism

Some phrases to use when praising your child in reading and math:

- I like the way you tried to figure it out before asking for help.
- Nice work! I see that you worked this part of the problem correctly.
Now, let's check the part that was confusing for you.
- Let's break the problem into parts and see what you'll need to solve it.
- I like the way you worked out the challenging part.
- Way to correct that word when it didn't make sense at first.
- That's what good readers do.
- Nice job! I saw you check the word with the picture to see if you were right.

Missouri Department of Elementary and Secondary Education

**Every Student Succeeds Act of 2015
(ESSA) COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs	
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- 1. What is a complaint?**
For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
- 2. Who may file a complaint?**
Any individual or organization may file a complaint.
- 3. How can a complaint be filed?**
Complaints can be filed with the LEA or with the Department.
- 4. How will a complaint filed with the LEA be investigated?**
Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.
- 5. What happens if a complaint is not resolved at the local level (LEA)?**
A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Parent's Right to Know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.