

Mid-Buchanan R-V

School-Wide TITLE I

**Reading and
Mathematics
Program Handbook**

Revised April 2022

The Mid-Buchanan Title I Program

Schoolwide programs serve all children. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in math and reading for all students, especially those students in most need. The Schoolwide Title I program at Mid-Buchanan is designed to provide additional assistance to all students who are having difficulty in one or more areas of reading or mathematics. The program is geared toward helping all students refine skills.

In Title I Reading, the primary focus is to diagnose and remediate the problems faced by individual readers. These issues may include, but are not limited to: decoding, comprehension, fluency, phonemic awareness and phonics, study skills, using reference materials, adjusting and improving reading rate, building vocabulary, test taking and note-taking skills and confidence. Students are exposed to a variety of literature. Activities are designed to encourage students to enjoy reading and to help them understand that becoming a reader is essential to their future.

Title I Mathematics focuses on numbers and operations, algebraic relationships, geometric and spatial relationships, measurement and data and probability. Students are encouraged to develop mathematical fluency and become problem solvers. Instruction is varied and is focused on students' individual needs. Students are encouraged to use a variety of methods to solve a problem. The goal is for students to be able to tackle any math problem with ease and confidence.

Schoolwide title student selection process will come from teacher recommendations and Student Success Team meetings that are held monthly. Teachers will utilize three forms of data collection to recommend students for Title services, NWEA assessment, common formative assessment, and teacher observation. Students will receive the services needed to help them achieve mastery at their grade-level. With Mid Buchanan being School Wide title, student selection will be flexible and change often, so there will be no letter sent home to parents stating who qualifies for title services. Title is an intervention that is used to promote academic success for all students.

Title I Delivery Models

Students served in the Title I program may be served through one of two delivery models. The Resource, or Pull-Out model involves removing the child during intervention time from the classroom to work with the title teacher in either a small group or individual setting. Students will not miss any core instruction or specials (library, art, music, PE, or counselor) during this time. The Push-In Model, which is sometimes called Class Within a Class, involves the resource teacher going into the student's classroom to team teach with the classroom teacher. The delivery model is determined based on several factors including the number of students who qualify in a given classroom, schedule, areas of strength or weakness of the

individuals within the group and the content being covered at a particular time. It is possible that your child will be involved in either one, or a combination of the two delivery models.

Limited English Proficiency

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program. Parents will be notified no later than 30 days after the beginning of the school year for those children identified before the beginning of the school year as LEP of their rights regarding program content and participation. For those children identified after the beginning of the year as LEP, LEA's must provide the information to parents within the first 2 weeks of the child being placed in a language instructional program.

Reading Curriculum

The Reading Curriculum for the Title I Program is geared to supplement the curriculum of the regular classroom reading program. The Title I teacher uses the classroom curriculum guides, standards and objectives for the students who are having a difficult time mastering certain concepts or skills. It is important to note that Title I reading students still receive the regular reading instruction in their classroom, along with their peers, in addition to the support of the Title I program.

The specific needs of the Mid-Buchanan R-V Title I Reading students will be met through the use of a combination of the following whole group, small group, or individual activities:

- Multi-Sensory reading activities
- Literature Sets
- Learning games, such as Sight Word Bingo, Chipper Chat, Around the World
- Sight Word Lists
- Oral and Written summarization of stories
- Think-Alouds
- Accelerated Reader
- Computer Programs
- Smart Board Activities
- Recorded Oral Readings
- Student Self-Monitoring
- Test-Taking and Study Skills Development
- "Real-World" Reading Activities
- Goal Setting and Progress Monitoring

Math Curriculum

The curriculum for the Title 1 mathematics program is geared to supplement the curriculum of the regular classroom program. The Title 1 teacher uses the classroom curriculum guides, state standards, and objectives in planning lessons and establishing objectives for the students who are having difficulty with certain concepts or skills. It is important to note that the Title 1 students receive their regular math instruction in their classroom with their peers, in addition to the additional support of the Title 1 program.

Mathematics: The specific needs of the Mid Buchanan R-V Title 1 Math program will be met through some or all of the following whole groups, small group, or individual activities:

- McGraw-Hill math series
- Manipulatives
- Learning games and activities
- Fact fluency practice
- Problem Solving strategies
- Computer programs
- Smart Board activities
- Alternate teaching strategies/methods
- Adaptation of materials to meet student needs
- Goal Setting
- Student self-monitoring

Annual Performance Report

The Missouri State Department of Education (DESE) measures school districts' improvement over a period of time and determines a district's accreditation level on an Annual Performance Report (APR). The Mid-Buchanan Annual Performance Report will be made available upon request.

Parent Involvement

The Mid-Buchanan R-V Title I Program adheres to the philosophy that parent involvement is essential to student success. We recognize that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Our goal is to establish partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children in the program.

Parents are given opportunities throughout the school year to learn about and participate in the Title I Program. The opportunities include, but are not limited to: regular or incidental parent-teacher conferences by phone or in person, newsletters, surveys, notes, progress reports, parent meetings, the Parent Advisory Council, the Parent-Student-Teacher Compact and various volunteer opportunities. Title I parents will also be encouraged to be involved in the planning, review, and improvement of the Parent Involvement Policy at Mid-Buchanan.

Newsletters

There will be information about schoolwide title periodically in the elementary newsletter. Title teachers will also provide monthly strategies for both reading and math so you can help your child at home with their literacy and math skills.

Parent Meetings

A meeting is held twice per year, to give parents of Title I students the opportunity to meet the Title I teachers and learn more about the programs. The parent meeting will be held during elementary open house and parent teacher conferences.

Parents are also given the opportunity to ask questions, provide input and participate in the yearly planning process. Further meetings may be arranged at the discretion of the Title I teachers or administration, or upon request of the Parent Advisory Committee. The meetings will be made available to parents at a variety of times so that all will have an opportunity to be involved.

Parent Advisory Council

Early in the school year, Title I parents will have an opportunity to serve on a Parent Advisory Council. This group of interested parents may be asked to assist the Title I teachers, administration and Board of Education in establishing policies, addressing student needs or developing programs and curriculum. If you wish to be a part of this Council, please feel free to call Ms. Burns at (816) 238-1646, x 122, or Ms. Partridge, at (816) 238-1646, x 137.

Volunteer Opportunities

Parents are encouraged to take an active role in their child's education through volunteer opportunities throughout the school year. You may contact either of the Title 1 teachers, the elementary office, or the school Parent Teacher Organization representatives to learn more about volunteer opportunities.

Parent-Student-Teacher Compact

The Mid Buchanan Title 1 [Parent-Student-Teacher Compact](#) was devised with parent participation for the purpose of outlining how parents, students and teachers will share responsibility for promoting high student achievement in the Mid Buchanan R-V School District. This agreement emphasizes a commitment between all parties involved to motivate, challenge, and inspire each other to do their part to make the educational process a success.

Important Names and Phone Numbers

Superintendent: Jay Albright
(816) 238-1646 ext 242
Email: jalbright@midbuchanan.k12.mo.us

Principal: April Campbell
(816) 238-1646 ext 102
Email: acampbell@midbuchanan.k12.mo.us

Assistant Principal: Ashley Kountz
(816)238-1646 ext. 104
Email: akountz@midbuchanan.k12.mo.us

Title 1 Reading: Paige Burns
(816) 238-1646 ext 122
Email: pburns@midbuchanan.k12.mo.us

Title 1 Math: Kara Partridge
(816) 238-1646 ext 137
Email: kpartridge@midbuchanan.k12.mo.us

Title 1 School Parent Involvement Policy Checklist

LEA Name: _____ School Name: _____

The Title 1 Parent Involvement section of the No Child Left Behind Act (NCLB) requires each Title 1 school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 111B. The School must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of Title 1 children in a format and in a language the parents can understand.

The policy must be:

- Developed jointly with and agreed on by parents of Title 1 children;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents of Title 1 children; and
- Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
The policy describes how parents will be involved in the planning, review, and improvement of the school's Parent Involvement Policy.		
The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program and their right to be involved.		
The Policy states that parent meetings, including parent conferences, will be held at different times during the day.		
The Policy states that Title 1 funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title 1 program.		
The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1114. <i>Applies only to Title 1 schools operating a Schoolwide Program.</i>		
The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. <i>Applies only to Title 1 schools identified for School Improvement.</i>		
The Policy describes how the school will provide parents of participating children with timely information about the Title program.		
The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.		
The Policy describes how the school will provide assistance to parent in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.		
The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.		
The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student achievement.		
The Policy describes how the school provides materials and training to help parents to work with children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.		

Parent/Student/Teacher Agreement

The Mid Buchanan Elementary School envisions the highest level of success for each individual. We make the commitment to motivate, to challenge, and to inspire each other to become the best we can possibly be.

In order to accomplish this goal, parents, students, and teachers must work together. We ask that you promise to do this by signing the part of the pledge which belongs to you.

I will do my personal best to:

Parent/Significant Adult:

- Supervise the completion of student homework.
- Attend at least one parent conference, for each child.

Choose at least two of the following:

- Attend at least two school functions.
- Volunteer as a Room Parent or Volunteer.
- Help with a school activity (Book Fair, etc.).
- Attend a Parent Teacher Organization meeting.
- Write your own suggestion: _____

Parent/Significant Adult Signature: _____

Student:

- Return my homework on time and complete.
- Follow the school rules.
- Follow the classroom rules.
- Respect other people and the community.

Student Signature: _____

Teacher:

- Provide a safe and caring learning environment where your child will begin to be responsible for his/her own behavior/learning.
- Take into account your child's individual strengths.
- Help your child follow the classroom and school rules.
- Keep you informed of your child's progress.

Teacher's Signature: _____

