

## **Title I Overview**

### Federal Legislation

Title I of “No Child Left Behind” provides federal assistance to school districts to help fund high quality, challenging instructional programs for children in schools that have the highest concentrations of poverty.

### Program Description

Title I is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet challenging state content standards. Resources are distributed to schools where needs are the greatest, in amounts sufficient to make a difference in the improvement of instruction. Title I coordinates services with other educational services, and to the extent feasible, with health and social services programs. Title I provides greater decision making authority and flexibility within the schools and for teachers. However, greater responsibility for student performance in the exchange made for this flexibility.

### School Selection

Title I schools within the district are selected based on information obtained from the March, 135<sup>th</sup> Day Attendance Count, and the percentage of students who are on free and reduced lunch. A poverty index for the district is determined and the schools are ranked from highest to lowest poverty. A school which serves an attendance area which is not less than 40% poverty may qualify to be Schoolwide. Schoolwide programs may use funds or services in combination with other Federal, State, and local funds it receives, to upgrade the entire educational program within the school. Schoolwide programs are eligible to use funds to support systemic reform and instructional improvement. All students attending school at a Schoolwide Title I site may use materials and/or be serviced by personnel funded through Title I. Targeted Assistance: A school which serves an attendance area which is less than 40% poverty may qualify to be Targeted Assistance. Schools identified for Targeted Assistance must utilize standardized test data and teacher judgment to identify students for participation in the Targeted Assistance program, and only those identified through the student selection process as needing assistance may use materials and/or be serviced by personnel funded through Title I. Targeted Assistance schools must implement a scientifically-based instructional program to assist the identified students.

### Allocation of Funds

The amount of funds allocated to each Title I school is based on a per poverty student enrollment allocation. The district Title I allocation is, in turn, allocated to schools based on the number of poverty students in each Title I school as determined by the previous March free/reduced lunch report from School Food Service. Allocation may change from year to year, depending on a change in the number

of students receiving free or reduced lunch within each school and/or a change in the district's allocation.

### Planning Committee

A school-level planning team must be assembled in each Title I school to give input on the use of all Title I expenditures. The required planning team representatives must include, but are not limited to: 1-principal, 2-teachers, 2-additional staff members, 2-parents, 1-student services worker, 1-district administrator, 1-technical assistance provider, 2-community members, and, if the school is a high school, 1-student. The planning team should meet regularly throughout the year to discuss the implementation of the current plan and to decide on changes or additions to the plan for the next school year. The planning team should be given an agenda and sign-in attendance sheet for documentation purposes. The Title I committee chairperson will need to take notes in order to keep track of adjustments that need to be made to the plan.

### Needs Assessment

The law requires that in each Title I school, a comprehensive needs assessment should be conducted in order to identify the needs of the students. The plan developed at each school must reflect needs identified by the needs assessment and programs designed to meet these needs. The needs assessment should: 1.) discuss discrepancies between what exists and what students need in order to achieve, 2.) describe present conditions and areas of weakness, 3.) provide a reason for areas where the greatest need exists, 4.) contain at least 3 years of test data, 5.) use additional data received from attendance reports, teacher surveys, parent surveys, etc. A needs assessment will not only identify areas that need to be addressed by the Title I plan, but will act as a basis for building a priorities list on which subsequent plans can be based.

### Research-Based Instruction

Once the areas of greatest need have been determined, research-based strategies must be selected to address them. The South Carolina Curriculum Standards and the Common Core State Standards should be used as a basis for deciding which instructional strategies should be selected. Only the best and most effective research-based instruction should be included to address the needs of the students within the Title I school.

### Parent Involvement

Parent involvement is a critical portion of the Title I plan. Every Title I school is expected to include a certain percentage of the total allocation toward improving parent involvement within the school. Each school/district must also develop a parent involvement policy, outlining expectations and opportunities for including parents in the education of their children. Parents must be included on the planning committee and should be notified of all activities implemented through Title I. Parents must also be offered the opportunity to give feedback on the plan.

### Documentation

Documentation is a necessary but often time-consuming part of implementing the Title I plan. Office of Federal Programs' staff works with the school staff on a routine basis to design a system to most effectively document efforts. Regularly occurring monitoring visits by independent and/or SDE auditors ensure the school followed all legal requirements for planning and implementing the written plan. Activities listed within the Title I plan must have written documentation to show that the strategies are implemented as defined in the school plan. While documentation can be cumbersome, it can be quite beneficial to future planning. Documentation can show the progress of instructional strategies and whether or not they were successfully implemented supporting adjustments made in subsequent plans. The agenda, sign-in sheet and minutes from the planning team meeting need to be sent to the Office of Federal Programs for documentation purposes.

### Evaluation of Adequate Progress

Following the implementation of a Title I plan the State Department of Education will determine whether a school made adequate academic progress from the prior year based on the school's most recent PASS test results. The second year a school does not make adequate progress a school is designated as being in School Improvement, resulting in the development and implementation of a school improvement plan and the offering of school choice. The school must make adequate progress for two consecutive years to lose the designation as In School Improvement.

### Supplemental Education Services

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing Title I schools through after-school tutoring programs.

### Monitoring of Highly Qualified Paraprofessionals

The No Child Left Behind Act requires that all instructional teacher aides at Title I schools must meet one of the following three requirements:

Associates Degree from an accredited college,

Or, 60 hours toward a Bachelors Degree at an accredited college

Or, score of 456 or higher on the ETS ParaPro Test.

The Office of Federal Programs monitors newly hired teacher aides to ensure that one of these requirements is met.

**Title 1 Newsletter**  
**Finley Road Elementary**  
**A Title 1 Schoolwide School**  
**J. Patrick Robinson, Principal**  
**2019-2020**

**Purpose of Title I**

- Title I (of the federal *Every Student Succeeds Act* legislation) is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet challenging state content standards.
- Title I resources are distributed to schools where needs are the greatest, in amounts sufficient to make a difference in the improvement of instruction.
- Title I coordinates services with other educational services and, to the degree possible, with health and social services programs.
- Title I provides greater decision-making authority and flexibility within the schools and for teachers. However, greater responsibility for student performance is the exchange made for this flexibility.

**Components of a Title I Schoolwide Program**

- A comprehensive needs assessment of the entire school is conducted.
- Schoolwide reform strategies provide opportunities for all children to meet the State's performance standards.
- Instruction is conducted by a highly qualified staff.
- Professional development is conducted on a continual basis throughout the year.
- Activities are conducted to increase parent and family engagement.
- Plans are included to provide transitional assistance from preschool to elementary, from elementary to middle school, and from middle school to high school.
- Measures are taken to include teachers in decisions about assessment.
- Activities are conducted to ensure that students with learning difficulties receive assistance.

**Parent and Family Engagement**

- Parent and Family Engagement is an integral part of the Title I program. Parents and family members are encouraged to become partners in helping their children achieve and become actively involved in all aspects of the process of the Title I program, from the writings of the plan to its implementation and evaluation.
- A strong connection between the home and the school is a key element in student success. Materials, strategies, and help from teachers are available to all parents and family members within a Title I school. Opportunities for active parent and family participation should include, but not be limited to open house, parent and family engagement workshops, school-parent and family compacts, home visitation, parent-teacher organizations, conferences, monthly newsletters, and more.

- The *Every Student Succeeds Act* legislation requires schools to utilize a portion of their Title I funds to support parent and family engagement. Parents should contact the school principal with any comments or suggestions regarding the school's parent and family involvement expenditures.

#### Title I Participation

Finley Road Elementary continually monitors the implementation of the Title I plan and welcomes input from parents, families, school staff, and community members regarding its current and future Title I plans. If you would like to participate in the school's Title I planning team or make comments on the plan, please contact the principal at 803-981-1280. Please also read the attached draft copies of the parent and family engagement policy and the school-parent and family compact and give us your suggestions or comments. Thank you!

#### Parent and Family Engagement Policy and School-Parent Compact

- Each Title I school is required to ask for input from parents and families regarding the development of a parent and family engagement policy and a school-parent and family compact.
- The parent and family involvement policy explains how the school plans to work with parents and family members to review and improve parent and family engagement programs and describes how parents and families can participate in planning these programs.
- The school-parent and family compact outlines how parents, families, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school, parents and families will build and develop a partnership to help children achieve the State's high standards.

#### Description & Explanation of Curriculum, Forms of Academic Assessment, and Proficiency Levels Students Are Expected to Meet

Rock Hill Schools administer a variety of standardized assessments to its students. SC READY is given to students in grades three through eight for ELA and Math. The SC Palmetto Assessment of State Standards (SCPASS) is given to all students in grades four through eight. Both measure student performance on the state standards. For each SC READY test, four overall performance levels will be reported:

- Exceeding Expectations
- Meeting Expectations
- Approaching Expectations
- Not Meeting Expectations

For each SCPASS test, three overall performance levels will be reported:

- Exemplary - The student demonstrated exemplary performance in meeting the grade level standard.
- Met - The student met the grade level standard.
- Not Met - The student did not meet the grade level standard.

#### Parent's Right to Know

As a parent of a student enrolled at Finley Road Elementary, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who instruct your

child. Federal law allows you to ask for the following information about your child's classroom teachers and requires the District to give you this information in a timely manner:

- whether the teacher is certified to teach the subjects and/or grade levels the teacher is teaching,
- whether the teacher's certificate is a waiver or substandard certificate,
- the teacher's academic major, graduate degrees, if any, and the teacher's certification area.

If you would like to receive this information, please call the Personnel Department at 981-1024.

#### South Carolina Department of Education Complaint Resolution Procedures

The State Department of Education (SDE) has the authority to hear complaints and appeals regarding certain federal programs and requires school districts to distribute the following information concerning the South Carolina Department of Education's complaint resolution procedures:

- Organizations or individuals may file a complaint that applies to Title I within thirty days of receiving the decision by the school district or group of districts.
- Complaints and appeals must be made in writing and they must contain a statement indicating the violation, the facts on which the statement is based, and the specific requirement of law or regulation allegedly violated. Complaints and appeals must be filed with the State Superintendent of Education at the S.C. Department of Education, 1429 Senate Street, Columbia, South Carolina 29201.
- The SDE will confirm receipt of the complaint within ten business days and will conduct an investigation to determine the merits of the complaint. The Deputy Superintendent will issue a final decision regarding the complaint within 60 days, except under exceptional circumstances that warrant an extension.
- The final decision of the SDE may be appealed to the Secretary of the U. S. Department of Education.

#### Title I Expenditures for 2018-2019

The SC Ready and SCPASS test results will be used for school and school district accountability purposes for the 2017-2018 school year. The assessment results will also be used for federal accountability purposes (*Every Student Succeeds Act*). To aid in reaching this goal, the activities listed below are included in the school's Title I plan which was jointly developed by the members of the school's Title I planning team.

- One instructional assistant to support the classroom teachers.
- One Reading Recovery teacher was hired to provide early intervention in literacy.
- One 4K teacher and instructional assistant were hired to serve a historically under-served population.
- A certified teacher was hired to serve as an academic interventionist for reading and math
- Professional development for teachers.
- Instructional materials and supplies to supplement the academic curriculum.

**J. Patrick Robinson, Principal**

**9/19/2019**