

Bethany Elementary School
A Title I School-wide School
Alison Churm, Principal
2014-2015 Newsletter

Purpose of Title I

Title I is a federally funded program that provides opportunities for children served to acquire the knowledge and skills necessary to meet challenging state content standards.

Title I funds are distributed to schools where needs are the greatest, in amounts sufficient to make a difference in the improvement of instruction and student performance.

Title I coordinates services with other educational services and with health and social services programs, when possible.

Title I school-wide programs provide 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 School-wide Program

- A comprehensive needs assessment of the entire school is conducted.
- School-wide reform strategies provide opportunities for all children to meet the state's proficiency performance standards.
- Highly qualified staff members provide instruction.
- Professional development is conducted on a continual basis throughout the year.
- Activities are presented to increase parent involvement.
- 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 the decisions regarding the use of assessments.
- Activities are conducted to ensure that students who experience difficulty mastering state standards will be provided with effective, timely, additional assistance.

Title I Participation

Bethany Elementary School continually monitors the implementation of the Title I plan and welcomes input from parents, school staff, and community members regarding its current and future Title I plans. If you would like to participate on the district and/or the school's Title I planning team or make comments on the plan, please contact Mrs. Churm at 803-810-8800.

Parental Involvement

Parental involvement is an integral part of the Title I program. Parents 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 writing 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 assistance from teachers are available to all parents within a Title I school-wide program. Opportunities for active parent participation should include, but not be limited to, open house, parent workshops, school-parent compacts, home visitation, parent-teacher organizations, conferences, timely newsletters, and more.

The *No Child Left Behind* legislation requires schools to utilize a portion of their Title I funds to support parent involvement. Parents should contact Mrs. Churm with any comments or suggestions regarding the school's parent involvement expenditures.

Parent Involvement Policy

Each Title I school is required to ask for input from parents regarding the development of a parent involvement policy and a school-parent compact.

The parent involvement policy explains how the school/district plans to work with parents to review and improve parent programs and describes how parents can participate in planning these programs. You are asked to read the parent involvement policy and give Mrs. Churm or Margaret Boyd (803-810-8000) your suggestions or comments for revisions. Changes will be made, when possible.

School-Parent Compact

The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state's high standards.

When you read and sign the school-parent compact, please submit suggestions you think will make the school-parent compact a better document. Teachers will forward suggestions to Mrs. Churm. Changes will be made where possible.

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

Clover School District provides high-quality curriculum based on Common Core State Standards in Language Arts and math. This curriculum has been approved by the SC Board of Education and adopted by the Clover School District Board of Trustees. Textbooks used in the classrooms have been reviewed by a committee of teachers and adopted and endorsed by the State Department of Education.

Reading Recovery is a special program funded by Title I for first-time first graders. It is a tutoring program with one student and one teacher together for 30 minutes each day. Reading Recovery teachers have been trained to instruct students based on the strengths of the child. The Reading Recovery teacher also supports LEAP, a literacy intervention program, for students in the primary grades.

A variety of tests are administered to students in the Clover School District to determine levels of proficiency. To monitor student progress throughout the year, student assessment may include:

- Assessments created by teachers and/or provided by textbooks.
- Measure of Academic Progress (MAP) is a diagnostic test given to all students in kindergarten through fifth grades in the fall and spring of each school year. MAP is used by teachers to assist them in planning instruction.
- A district assessment tool is administered to all kindergarten students to determine their readiness for first grade.
- The district adopted Fountas and Pinnell Benchmark Assessments that will be used in all elementary schools.
- The state assessment will be given to students in grades three through eight in the spring. This assessment will measure student performance based on state standards.
- Information regarding state testing at the high school level will be shared by the SC Department of Education sometime during the fall of 2014.

Based upon requirements of *No Child Left Behind*, all students in grades three through twelve are expected to meet state proficiency levels.

Results of student assessment are presented at parent/teacher conferences, progress reports, report cards, etc.

Parents' Right to Know

The *No Child Left Behind* act became a law in 2002 and was designed to ensure that all children have an opportunity to obtain a quality education.

Under this act, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who instruct your child. If you would like to receive any of this

information about your child's teacher(s), you may visit www.scteachers.org/certsearch/inquiry.cfm or you may call the Clover School District's personnel office at 810-8000, and the

information will be mailed to you. At the beginning of the 2014-2015 school year, all teachers and instructional assistants were highly qualified at Bethany Elementary School.

SC Department of Education
Complaint Resolution Procedures

The State Department of Education (SCDE) has the authority to hear complaints and appeals regarding certain federal programs and requires school districts to distribute the following information concerning the SC 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 SC Department of Education, 1429 Senate Street, Columbia, SC 29201.
- The SCDE 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 SCDE may be appealed to the Secretary of the US Department of Education.

Expenditures for 2014-2015.

The *No Child Left Behind* legislation includes provisions for all children to meet state proficiency levels.

To assist in achieving this goal, the activities listed below are included in the school Title I plan that was jointly developed by the members of the school's Title I planning team.

Strategy 1

1 Reading Recovery/LEAP teacher

1 Interventionist for grades 3-5

1 Instructional assistant

Instructional materials to support ELA and math instruction

Strategy 2

Kindergarten, 1st, 2nd, 3rd, 4th, 5th grade field trips

Summer school program

Strategy 3

Technology purchases to support instruction

Strategy 5

Professional development for teachers

Strategy 7

Parent workshops and supplies

You may review the Title I project in its entirety. A copy is located in the school office. If you review the project, you are asked to sign the form provided in the notebook and to write suggestions regarding the activities and expenditures. Changes will be made, when feasible.

Bethany Elementary School
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