
Title I Newsletter

Lexington Four Early Childhood Center

A Title I Schoolwide School

Sonya Harrison-Young, Principal

Gina Stevenson, Assistant Principal

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Purpose of Title I

Title I (of the federal *Every Student Succeeds Act*) 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.

Title I Participation

Lexington Four Early Childhood Center 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 school's Title I planning team or make comments on the plan, please contact Leslie Hightower at (803) 490-7000 or lhightower@lexington4.net.

School-wide Title I Initiatives at Lexington Four Early Childhood Center

- **Provide full day preschool program**
- **Provide instructional coach/professional development**
- **Provide social-emotional learning and coaching for students**
- **Provide additional parenting support for families of English language learners**
- **Provide parent and family engagement activities, and**
- **Provide materials to support balanced literacy.**

Parent and Family Engagement

Parent and family engagement 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 help from teachers are available to all parents within a Title I school. Opportunities for active parent and family participation should include, but not be limited to open house, parent workshops, home-school compacts, home visitation, parent-teacher organizations, conferences, newsletters, and more.

The Every Student Succeeds Act (ESSA) 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 engagement expenditures.

Parent's Right to Know

As a parent of a student enrolled at the ECC, 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 Human Resources Department at 490-7000 or your child's principal.

Early Childhood Assessments

Lexington Four Early Childhood Center provides a high-quality curriculum based upon the South Carolina Curriculum Standards. Three and four year old children are assessed with the Developmental Indicators of Assessment of Learning (DIAL-4) upon entering the program. The DIAL-4 provides scores for *Motor*, *Concepts*, *Language* plus an overall composite and behavioral observation cutoff. Four year olds are assessed using the Individual Growth & Development Indicators of Early Literacy (myIGDI) which measures for picture naming, rhyming, sound identification, "Which One Doesn't Belong" and alliteration.

Kindergarten students are assessed using the Kindergarten Readiness Assessment (KRA) and MAP Fluency and MAP Growth. For KRA, student progress is assessed in the following areas: Language/Literacy, Mathematics, Social Foundations, and Physical Well-Being. For MAP Growth & Fluency student progress is recorded in the following areas: reading engagement, oral reading fluency and comprehension.

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.

Parent and Family Engagement Policy and Home-School Compact

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

The parent and family engagement policy explains how the school plans to work with parents to review and improve parent programs and describes how parents can participate in planning these programs.

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. The ECC Parent and Family Engagement Policy and Home-school Compact may be found in the Student Handbook and on the school website (www.lexington4.net/ecc). We encourage parents/guardians to read these documents and provide input. Please send any comments and/or suggestions to Leslie Hightower, Director of State and Federal Programs at lhightower@lexington4.net. You may also send comments and/or suggestions to your child's principal.

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 pre-school to elementary.*
- *Measures are taken to include teachers in decisions about assessment.*
- *Activities are conducted to ensure that students with learning difficulties receive assistance.*

