

2021-2022 Title I Initiatives Whitehall Elementary School

Title I is a federal program which provides resources to identified schools. The identification process includes an analysis of the poverty level within each school. Varennes Elementary School has been identified as one of seven schools in Anderson District 5 which will receive Title I resources. On an annual basis, the school and district staff analyze data to determine areas of need. The school and district seek input from parents and the community to determine the most effective manner in which to utilize Title I funds. For the 2021-2022 school year, the following initiatives have been identified:

- Employ 1 Math Interventionist to co-teach with teachers and provide small group instruction to the students scoring in the lowest 20% (according to SC-Ready or MAP) and those that are assigned by administration in the area of math in grades 3-5. The math interventionist will use scientific researched-based practices to target specific instructional needs of students in grades 3-5.
- Employ one teacher to serve as a reading interventionist. The teacher will provide additional instruction to students in grades 2-5 in the lowest 25% according to MAP and SC-Ready scores.
- Provide funding for 8 teachers and/or paraprofessionals to provide an extended day program. The before school component will be held 5 days a week for an hour for 30 weeks. The after school program will be held 2 days per week for 8 weeks for 1.5 hours each day. All instruction will focus on core subject areas for students in grades K-5.
- Employ a non-certified instructional interventionist to provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting South Carolina's student academic achievement standards who are members of the target populations of any program that is included in the Schoolwide program.
- Employ a Behavioral and Academic interventionist to provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting South Carolina's student academic achievement standards who are members of the target populations of any program that is included in the Schoolwide program. This position will provide mentoring, tutoring, behavior and academic counseling.
- Provide instructional materials in ELA and Math to support the Balanced Literacy program, Guided Math, Integrated STEAM units and SC Standards in grades K-5. Expenditures may include paper, notebooks, pocket folders, composition notebooks, student word banks, markers, sentence strips, leveled texts, classroom libraries, guided math materials and manipulatives, schoolwide reading initiative books, writing materials, student publishing center supplies/materials, teacher resource books, poster maker for teacher usage for classroom support materials, cutouts and paper, laminating film, and supplemental core curriculum materials.
- Implement and secure digital assisted programs to support student achievement. The district provides 1 to 1 devices to students in grades K-5. Purchases will include supplies such as consumable printer supplies (ink cartridges, papers) supplemental software, ebooks, web-based subscriptions, and appropriate supplemental Google apps are needed (ex. IXL, Moby Max, other titles to meet specific student needs as determined by data throughout the year.) Funds will also be utilized for headphones and microphones.
- Purchase incentives for students who meet academic goals. These may include small items such as stickers, books, certificates, medallions, magnets, and small plaques.
- Provide supplies and materials for parent workshops and activities designed to inform parents about grade-level standards, school expectations, and teaching methods. A Parent Orientation at the beginning of the year and follow-up "Kid Club Think Tank" will help parents learn about yearly and quarterly standards, as well as giving them ideas to help their children be successful in mastering math, literacy, social, emotional skills. "RAH (reading at home) Nights" will give parents the opportunity to see their children spotlight their talents and for teachers to offer suggestions to parents on how to encourage and foster reading and writing

skills in the home. At the "Camp Read-A-Lot Literature Adventure" and "Math/Science Night" sessions, children will interact with their parents to have hands-on experiences which will demonstrate what children are learning in math, science, and reading within the classroom. Other events may be planned to expose parents to curriculum and instructional techniques. Expenditures may include consumable materials such as paper, glue, writing paper, pipe cleaners, stickers, science experiment supplies, and books or other reading items. Refreshments may be purchased and served at events to encourage parent participation. Permanent manipulative supplies for math, science, and reading may be purchased to help demonstrate concepts to parents. Events may be held virtually if deemed appropriate.

- Parent communication will be enhanced through the creation, printing and distribution of parent/family communication materials. Expenditures will include printing and postage brochures, activity/event calendars and student/parent handbooks/agendas to facilitate school and student expectations and available resources. Purchases will also include the purchase of parent communication folders.
- Employ an instructional coach to assist teachers with planning and delivery of effective instruction based on the SC Standards and research-based practices. This individual will provide professional development, coaching, modeling, to increase effectiveness.
- Teachers, Instructional Coaches, and administration (as appropriate) will attend 7 monthly sessions regarding "The Backwards Design" assessment practices to improve student achievement. The consultant will work with teams to effective formal and informal assessments that focus on closing the achievement gap for students in poverty. The Consultant will work specifically showing the strategies to incorporate into the lessons that help close the achievement gap with students in poverty such as accountable talk, written response to text w/analysis, and discussion and writing, and text dependent analysis. We will work on a primary and intermediate framework for both reading and writing.
- Stipends will be paid to seven Induction Teachers who are participating in professional development outside of the contract day. The induction teachers participate in 2 additional 1 hour Literacy/Math workshops monthly. The workshops are planned and led by the Instructional Facilitator and Reading Coach. The sessions are delivered in a face to face setting. The workshops provide a deep dive into effective practices on how to meet the needs of students struggling to meet grade level standards and also how to address students that achieve at a higher level. The workshops allow new teachers to walk away with strategies to incorporate into the lessons that help close the achievement gap with students in poverty such as accountable talk, what reading behaviors should be noticed, how to address specific reading behaviors, assessing using written responses, and how to address specific deficits seen in both ELA and math. July 13 and 14 will be pre-inservice days for teachers who are new to Whitehall. During the pre-service days, the administration and coaches will model guided reading and math small group lessons, demonstrate how to hold students accountable, how to have high expectations (academically and behaviorally) from day 1, and go over Professional Learning Community expectations.

For more information about Title I, you may contact the Director of Title I or the Principal of Whitehall Elementary School.

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