

Annual Title I Meeting

2025-2026 School Year



School Name: Bessemer City Primary

Date: August 11, 2025

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Title I Program Overview

- Title I is a federally funded program.
- It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind to meet our state's standards.
- Schools qualify for Title I funds based on the school's percentage of free lunch recipients.



Title I Program Overview

Our school participates in a Title I Schoolwide Program.

- Schoolwide programs have flexibility in using their Title I funds in order to enhance instruction.
- Schoolwide programs must conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the program.



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Our Title I Plan for 2025-26

- Instructional Program - Our instructional program is based on the NC standards and GCS units with differentiation to meet the needs of our student population based on data sources. Instruction will be planned during PLCs with support from the Instructional Coach.
- Intervention Programming through Flex Times - We will provide research-based interventions during flex times in all grade levels based on mClass and AMC data.

Budget Implications: We need four teacher assistants to help provide research-based interventions during flex times. This will require \$185,000 for four full-time teacher assistants. Current planning budget allows for 3.5 positions, costing \$160,084.82. The Instructional Coach is funded through county Title I funds.

Benchmark/Evaluation: The instructional planning of the school will be evident through the work of PLCs. We will use mClass and AMC data to determine training needs and will see growth in reading and math because of increasing teacher efficacy. Flex time effectiveness will also be monitored by the same tools.



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Our Title I Plan for 2025-26

- Master Schedule - The master schedule will focus on how to best meet the instructional needs of students while providing time for teachers to plan data-driven instruction.
- Instructional Coach - The Instructional Coach will provide coaching support for tiered teachers and help facilitate PLCs.
- Teacher Assistants - We need four teacher assistants that are focused on providing interventions for reading and math using research-based programs.

Budget Implications: The Instructional Coach position is funded through county-level Title I funds. The four teacher assistants are funded through school Title I funds. This will require \$185,000 for four full-time teacher assistants. Current planning budget allows for 3.5 positions, costing \$160,084.82.

Benchmark/Evaluation: We will use AMC and mClass data to determine the success of the school program.



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Parent and Family Engagement

The law states that caregivers in Title I schools have the right to:

- be a part of developing the school family engagement plan and policy.
- be involved in the planning, implementation and evaluation of the family engagement program in their school.
- receive materials and training to foster greater family engagement.
- jointly develop, with school staff, a school-parent learning compact.
- know the qualifications of their child's teacher and paraprofessional
 - If a child is being taught by someone who does not meet the state licensure and certification qualifications and will be in that position for 4 or more weeks, parents will be notified.



Parent and Family Engagement Funds

Bessemer City Primary School will partner with families, and local agencies to provide opportunities for parent and community engagement. We will enter into our first year of a combined PTO with Bessemer City Central called “The Hive at Bessemer City.” This work started in the previous school year. Opportunities will be provided for parents to engage in the school family and also to engage in their child’s classroom as a participant in the learning process.

Budget Implications: The planning budget allotment is \$3,521.65. All of these funds will be used on Parent Involvement Supplies and Food Purchases for Family Engagement Nights

Benchmark/Evaluation: We will survey parents during the school year to receive feedback on the various family engagement activities.



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Learning Compact



Title I School Learning Compact This Gaston County School 2025-2026

The Gaston County Board of Education has adopted policies requiring students to meet local Board of Education standards for promotion in grades K-8. Similar standards must be met in order for students in grades 9-12 to receive high school course credit. The Board believes that learning can take place best when there is shared effort, interest, and motivation by students, parents, and staff.

THIS SCHOOL, as part of Gaston County Schools, is specifically committed to _____'s success in school and promises to work together to promote his or her achievement. Below outlines the commitment from each stakeholder involved in _____'s success this school year.

As a student at This School, I will...

- demonstrate a serious attitude toward learning
- respect myself and the rights of others
- attend school regularly and be on time
- follow the Code of Student Conduct

Student Signature _____ Date _____

As a parent/guardian of _____ at This School, I will...

- provide ample, quiet study time at home and encourage good study habits and regular school attendance
- make sure my child is well-rested, at school on time, and present for the entire instructional day
- support the school staff in their efforts to promote appropriate behavior
- encourage my child to read more and monitor my child's homework

I understand that if state and local standards are not met, my child may be retained. I understand I may request a formal review process of retention based on failure to meet state standards, by contacting the principal in writing.

Parent/Guardian Signature _____ Date _____

As a classroom teacher at This School, I will...

- explain my expectations, instructional goals, and grading system to the student and parent
- teach the North Carolina Standard Course of Study
- provide a climate in my classroom that is conducive to learning
- communicate with parents through conferences, progress reports, report cards, and by telephone

Homeroom Teacher Signature _____ Date _____

As the principal at This School, I will...

- provide a safe and orderly learning environment for students and staff
- establish myself as the instructional leader in my school
- support teachers in their efforts to teach all students
- set high expectations for students and staff

Principal's Signature _____ Date _____

Family engagement is essential as we work to give your child the best educational experiences possible.

The Learning Compact for Title I Schools outlines the commitments made by the students, guardians, teachers and principals in order to create a positive learning environment.



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Parent and Family Engagement Packet

The district and school level family engagement policies are available to you in the materials you are getting this evening and on our school website. Please provide us with your feedback on these policies. Your thoughts are valuable to us.



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Further Information

For further information on Title I visit the following websites or contact the Federal Programs Director, Dr. Cynthia Reynolds at cdreynolds@gaston.k12.nc.us

- <http://www.gaston.k12.nc.us/parents/Pages/TitleI.aspx>
- <http://www.ncpublicschools.org/federalprograms/titleI/>





NC ELI

NC Early Learning Inventory Process: Kindergarten

Kindergarten Formative Assessment Process

In kindergarten, teachers begin to collect information about children to guide teaching and learning.

The information collected during the first sixty days of kindergarten creates a *Child Profile*, capturing a snapshot of each child.

Teachers use the information collected during the first sixty days, as well as throughout the school year, to guide personalized instruction to meet the individual needs of each child.



What happens in the classroom?



- Through observations, work samples, and questioning, Kindergarten teachers will collect information that shows children's knowledge and skills in a variety of areas.
- They will use this information to guide their instruction.

What is the role of families?

Because families are a valuable source of information, your child's teacher will ask for your help to gather and share information that informs their instruction.

- Academic Interests outside of school
- Personal interests outside of school – sports, arts, friendships
 - Approaches to learning
 - Emotional Characteristics

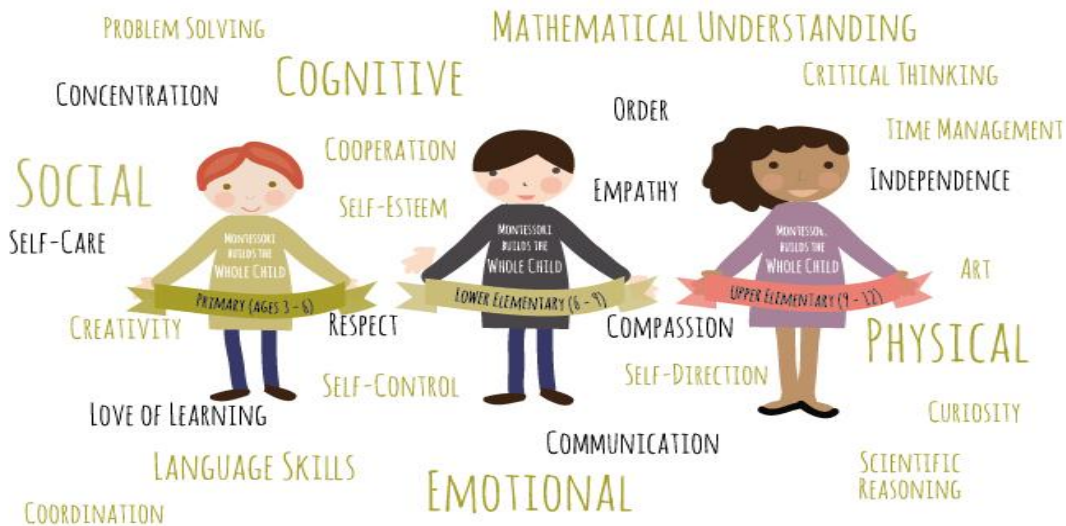


Why is formative assessment important?



- In NC, approximately 120,000 children enter Kindergarten each year with various experiences, knowledge, and skills.
- Kindergarten teachers will use the information they gather to plan their instruction to ensure that each child reaches his or her potential.

Whole Child



What is observed?

<u>Domains of Development</u>	<u>16 Developmental Progressions</u>
Language Development	Tells about another time or place Follows directions
Literacy Development	Notices and discriminates rhyme Notices and discriminates alliteration Uses and appreciates books and other texts Uses print concepts
Mathematics Development	Counts Quantifies Connects numerals with quantities
Cognitive Development	Attends and engages
Physical & Motor Development	Uses fingers and hands
Social & Emotional Development	Manages feelings Follows Limits and Expectations Responds to emotional cues Interacts with peers Solves social problems