

# Title I Schoolwide Annual Parent Orientation Meeting

**Heard-Mixon Elementary**  
**8-31-2023**



**Presented by**  
**Newton County School System**  
**Office of Federal Programs**



# What Is Title I?

**Title I is a part of the Federal Elementary and Secondary Education Act (ESEA), formally known as *No Child Left Behind* (2001). The Act provides financial assistance to state and local education agencies to meet the educational needs of children who may be at risk of failing the state's performance standards.**

# Two Service Models

School-Wide: All students are eligible to be served

Targeted Assisted: Specific students only

**WE ARE  
SCHOOLWIDE!**

# What is a Title I Schoolwide Program?

# NCSS District Goals and Performance Objectives

## Strategic Goal Area I: Student achievement and success

- Improve student mastery of standards
- Increase opportunities for students to demonstrate success beyond test scores
- Increase graduation rate

## Strategic Goal Area II: High-quality workforce

- Improve recruitment process to identify and hire high-quality staff
- Increase capacity of staff to deliver and support high-quality instruction
- Improve retention rate of high-performing personnel

## Strategic Goal Area III: Culture, Climate, & Communication

- Provide equitable and inclusive learning and work environments at all levels of the district
- Improve the quality of two-way communication with all stakeholders
- Increase effective community partnerships

## Strategic Goal Area IV: Organizational and operational effectiveness

- Ensure a systemic culture of safety
- Provide high-quality operational and instructional supports
- Increase the quality and presence of professional learning communities to improve performance and ensure continuous improvement
- Increase effectiveness utilizing performance development/management strategies

## Title I School-Wide Goals

2023-24 Heard-Mixon Goal is to increase **reading** and **math** proficiency by 3% over the next year as measured by common and formative assessments.

# What programs/supports are in place to help my child?

**Homeless and Foster Care Education Programs**-The school district is required to provide uninterrupted educational services for students who are temporarily displaced (homeless) or living in foster care. Students may attend their school of origin or their home zoned school; based on what is in the best interest of the child.

**Contact Person:** Khiem Reed [reed.khiem@newton.k12.ga.us](mailto:reed.khiem@newton.k12.ga.us)

**Migrant Education Program**-The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

**Contact person:** Mrs. Michelle Campbell - [campbell.michelle@newton.k12.ga.us](mailto:campbell.michelle@newton.k12.ga.us)

# What is the state's grades report for our school?



## CONTENT MASTERY

42.5

English Language Arts

43.76

Mathematics

41.08

Science

42.54



# What Curriculum Does Our School Use?

Our school uses the state-mandated curriculum that allows us to follow the Georgia Standards of Excellence (GSE) for English/Language Arts, Reading, Math, Social Studies, and Science.

# What Test Will My Child be Taking?

The Georgia Milestones Assessment System will consist of both End of Grade (EOG) and End of Course (EOC) measures. Students in grades 3-8 achievement will be measured using EOG tests in Language Arts, Mathematics, Science, Social Studies. High school students' achievement will be measured using EOC tests in American Literature, Algebra 1, Biology, US History.

FastBridge Assessment - ?

The four achievement levels on Georgia Milestones are beginning learner, developing learner, proficient learner, and distinguished learner. The general meaning of each of the four levels is provided below:

- The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:
- **Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **need additional academic support** to ensure success in the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **are prepared** for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **are well prepared** for the next grade level or course and are well prepared for college and career readiness.

# What is ACCESS for ELLs 2.0? (Wida)

Our EL/Immigrant Students are tested using the Access Assessment

- An English language proficiency assessment for students in Kindergarten through Grade 12
- Given every year to students who are English language learners
- Monitors the English language development of students

# WiDA Individual Student Report

- Score reports provide information on a student's progress in the development of English language proficiency.
- Proficiency level scores are reported from 1.0 (beginner) to 6.0 (advanced).







**ACCESS for ELLs 2.0\***  
English Language Proficiency Test

## Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

## Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 4.0						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>368</div>					
Speaking 	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 2.2						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>320</div>					
Reading 	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.4						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>356</div>					
Writing 	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.5						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>345</div>					
Oral Language 50% Listening + 50% Speaking	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.2						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>344</div>					
Literacy 50% Reading + 50% Writing	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.5						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>356</div>					
Comprehension 70% Reading + 30% Listening	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.7						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>360</div>					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	<div><div></div><div></div><div></div><div></div><div></div><div></div></div> 3.4						<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>352</div>					

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	<ul style="list-style-type: none"> <li>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</li> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral information</li> </ul>	<ul style="list-style-type: none"> <li>• Apply key information about processes or concepts presented orally</li> <li>• Identify positions or points of view on issues in oral discussions</li> </ul>
Speaking	2	<ul style="list-style-type: none"> <li>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</li> <li>• Share about what, when, or where something happened</li> <li>• Compare objects, people, pictures, events</li> </ul>	<ul style="list-style-type: none"> <li>• Describe steps in cycles or processes</li> <li>• Express opinions</li> </ul>
Reading	3	<ul style="list-style-type: none"> <li>understand written language related to common topics in school and can participate in class discussions, for example:</li> <li>• Classify main ideas and examples in written information</li> <li>• Identify main information that tells who, what, when or where something happened</li> </ul>	<ul style="list-style-type: none"> <li>• Identify steps in written processes and procedures</li> <li>• Recognize language related to claims and supporting evidence</li> </ul>
Writing	3	<ul style="list-style-type: none"> <li>communicate in writing in English using language related to common topics in school, for example:</li> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)

# Georgia's Alternative Assessment 2.0 (GAA)

## What is the GAA 2.0?

The Georgia Alternate Assessment 2.0 (GAA 2.0) is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

The Georgia Standards of Excellence and Extended Content Standards for students with significant cognitive disabilities drive the curriculum, instructional strategies, and assessment.

The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades K, 3-8, and 11 will be assessed in English Language Arts and Mathematics.
- Grades 5, 8, and 11 will also be assessed in Science and Social Studies.
- One-on-one assessment answered through the student's mode of communication.
- 11 questioned ( 3 parts per question)

# The Four Achievement Levels for the GAA 2.0.

- **Level 1:** Students at this level demonstrate a limited understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need substantial academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 2:** Students at this level demonstrate a partial understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need frequent academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 3:** Students at this level demonstrate an adequate understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need occasional academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 4:** Students at this level demonstrate a thorough understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need limited academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

# How to access previous test performance, standards, and attendance?

- How to access previous test performance, standards, and attendance about my child using the [Statewide Longitudinal Data System \(SLDS\)](#) through the school's parent portal.



Richard Woods, Georgia's School Superintendent

Search this site

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Home → Technology Services → Enterprise Systems and Applications → Decision Support Applications → SLDS Parent Portal

SLDS Help & Training

CLIP (Consolidated LEA Improvement Plan)

Counselor Companion/My Career Plan

ELP Screener

Georgia Learns PD

Georgia Student Growth Model

Gifted Eligibility Form

High School Feedback Report

IIS Dashboard (Data Analysis Tool)

Keenville

Lexile Framework

Local Assessment

LOR (Learning Object Repository)

## SLDS Parent Portal

Parents now have access to their children's SLDS data through the SLDS Parent Portal. The SLDS Parent Portal is accessible to parents directly through their district's student information system—that means no additional logins and passwords to remember!

### Benefits of the SLDS Parent Portal

Using Georgia's SLDS Parent Portal helps parents answer the following questions:

- How can I talk to my child about how they are doing in school?.
- How is my child doing in math and reading?
- How many school days has my child missed?
- How does my child compare to other students?

### Training Center for Parents

[slds.gadoe.org/Parent](https://slds.gadoe.org/Parent)

[slds.gadoe.org/Student](https://slds.gadoe.org/Student)

### Open Educational Resources

#### Recent Updates

#### School Improvement (SI) Dashboard

#### SLDS Dashboard

#### SLDS Parent Portal

#### TestPad

#### TKES/LKES (TLSD Electronic Platform)

## Resources

[Parent Portal Flyer](#) (PDF)

[Parent Portal Flyer Spanish](#) (PDF)

[Parent Portal Overview Document](#) (PDF)

[Parent Portal User Guide](#) (PDF)

[Downloading Georgia Student Growth Model Reports](#) (Video)

## Setup

[Enabling the Parent Portal in Infinite Campus](#) (PDF) (for district SIS Coordinators)

[Auto-enabling the Parent Portal in PowerSchool](#) (PDF) (for district SIS Coordinators)



# Our School has a Title-I School-Wide Program

**A School-Wide program uses  
Title I funds to develop and  
maintain quality educational  
services in the core academic  
areas in order to raise  
academic achievement for all  
students at the school.**

# How is Title I Parent Engagement Money Spent?

## Funding

**1%** of federal funds are allocated for parent involvement

- Instructional and academic resources for Parent Resource Center/Section
- Instructional Resources for student support
- Parent and Family Engagement Workshops and activities
- Light Refreshments for Parent Workshops and activities

# What is Required by law for Parent and Family Engagement?

## District's Parent and Family Engagement Policy

- The District's Parent Involvement Policy-Establishes the district's expectations for parental involvement and guides the strategies and resources that strengthen district and parent partnerships.

## School's Parent and Family Engagement Policy

- The School's Parent Involvement Policy-Establishes the school's expectations for parental involvement and guides the strategies and resources that strengthen school and parent partnerships.

## School-Parent Compact

- An agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students receive the individual support they need to reach and exceed grade level academic standards.

# Does my child's teacher meet Professional Qualifications?

## Parents Right To Know

- Parents' Right to Know Under ESEA-a parent has the right to know the following information:
  - The qualifications of the school staff providing instruction to their child.
  - Their child's level of achievement in each state academic assessment.
  - Whether their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.



# Parents!!!!!!!



WE  
NEED  
YOU!!!!!!

# What is Parent and Family Engagement?

**Parent and Family Engagement is the participation of parents in a regular, two-way, and meaningful communication involving student academic learning and school activities. Parent and Family Engagement is a requirement of the Title I program. We welcome and encourage all parents and families to be actively involved in our school.**

# Title I Parent And Family Engagement

## Purpose

To improve student achievement in reading, ELA, Math, Science & Social Studies by providing parents and family members the resources needed to support their child's education.

# Title I Parent and Family Engagement Activities

- \*Title I Parent Orientation: Aug. 31, 6:00p.m.-6:30p.m.
- \*Fired up for Reading: Aug. 31, 6:30 p.m.-7:00 p.m.
- \*Parent-Teacher and Student Conferences: September 15
- \*Make and Take Math Night! Nov. 30, 6:00-7:00 p.m.
- \*Parent-Teacher and Student Conferences: February 2
- \*Title I Stakeholders' Input Meeting: Feb. 29, 6:00p.m.-7:00p.m.



# Parent Connect

**Visit our Parent Connect Canvas Page to receive various tools and resources to help support your child's learning.**

An informed, engaged, and supportive family plays an instrumental role in a student's academic success. The Newton County School Systems supports families in partnerships with schools, district, and the community in the quest of achieving academic success for all students. It is our hope that this page will provide valuable information and resources to engage you as an active partner. Visit our Parent Connect Canvas Page to receive various tools and resources to help support your child's learning.

# Volunteer Opportunities

We encourage families to volunteer in all PTO sponsored events, daily library activities, and talk with your teacher about ways you may volunteer to help in the classroom, for ex. take home papers to sort, cut laminating, make games, etc.

**\*Needed: Weekly volunteers in the library!**

# Parent Decision Making Opportunities

1. Parent/Stakeholders Input Meetings
  - Primary
  - Secondary
2. Parent Conferences
3. Parent Feedback on meeting evaluations
4. Annual Parent and Family Engagement Survey

# Parent and Students Information Handbooks

Our Title I Handbook can be found online at the Heard-Mixon website. You may also request a paper copy to be sent home.

What can be found in the Title I Handbook:

1. Title I Brochure
2. District's Parent and Family Engagement
3. School's Parent and Family Engagement Policy
4. School-Parent Compact
5. Parent Resource Room Information
6. Parent Conference Tips/Handout
7. Parent's Right to Know Letter
8. Complaint Procedures
9. Fraud, Waste, Abuse, and Corruption Policy
10. Occupational Survey
11. Homeless Brochure

# WASTE, FRAUD, ABUSE AND CORRUPTION Policy

This policy describes the acts of suspicious waste, fraud, abuse and/or corruption activity. The Newton County Office of Federal Programs ensures employees, clients (parents, students, etc.) and providers of confidential channels to report any said activities.

All reports of suspicious waste, fraud, abuse and/or corruption activity will be handled under the strictest confidentiality. Only those directly involved in the investigation will be given information. Informants may remain anonymous but will be encouraged to cooperate with the investigators and provide as much detail and evidence of alleged fraudulent act as possible.

# COMPLAINT PROCEDURES

Any individual, organization or agency (“complaint”) may file a complaint with the Newton County School System (NCSS) if that individual, organization or agency believes and alleges that the NCSS is violating a Federal statute or regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

# Copyright Piracy

**Parents, as a reminder, Copyright** infringement is the use of works protected by **copyright** law without permission, infringing certain exclusive rights granted to the **copyright** holder, such as the right to reproduce, distribute, display or perform the protected work, or to make derivative works.

Piracy or Intellectual Property refers to the ownership rights of materials, created, written, designed or expressed by individuals. These materials include music, games, movies, photos, and writing. Illegally downloading or sharing intellectual property without the permission of the creator is a crime punishable by law.

<http://www.copyrightkids.org/>

# Responding To Parents

We value our students and parents. It is our desire to provide prompt attention to any concerns and questions you may have. Your input and feedback is appreciated at all times. Feel free to contact us at any time.

\*Please take a moment to fill out the evaluation on the back of the agenda and leave with your teacher.



# District-Contact Information

Dr. Andrea Kinney

*Director of Federal Programs*

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Wanda McKnight

*Family Engagement and Compliance Specialist*

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# School-Contact Information

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