

Title I Schoolwide Annual Parent Orientation Meeting

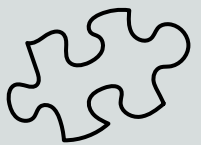
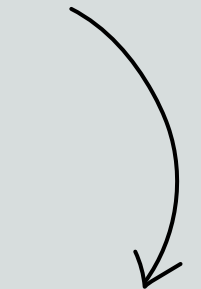
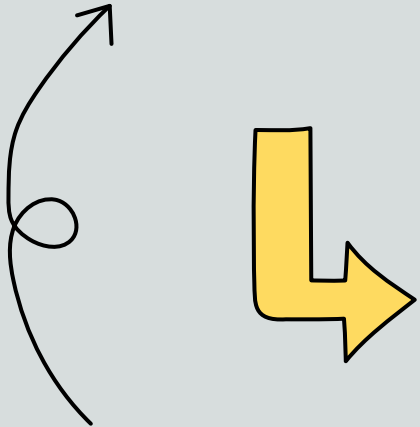
Flint Hill Elementary School
September 21, 2023

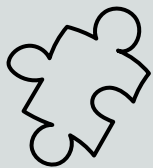
Presented by
Newton County School System
Office of Federal Programs



WHAT IS TITLE 1?

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.



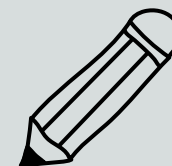
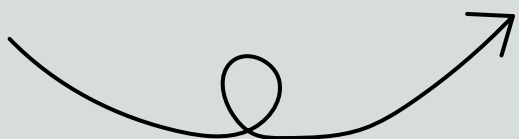
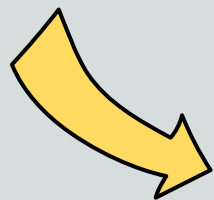


Two Service Models

School-wide: All students are eligible to be served

Targeted Assisted: Specific students only

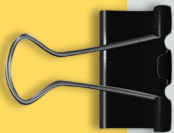
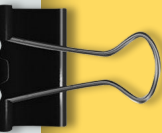
WE ARE SCHOOLWIDE!

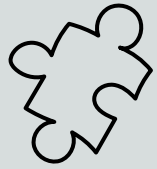


What is a Title I Schoolwide Program?



Watch this
video about
NCSS Title I
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

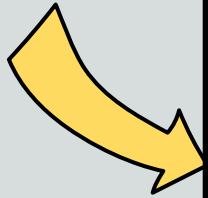
- Improve recruitment process to identify and hire high-quality staff
- Increase capacity of staff to deliver and support high-quality instruction
- Improve retention rate of high-performing personnel

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

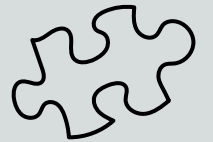
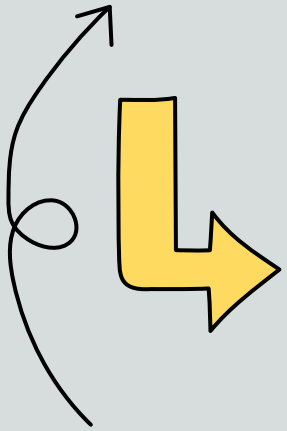
- Ensure a systemic culture of safety
- Provide high-quality operational and instructional supports
- Increase the quality and presence of professional learning communities to improve performance and ensure continuous improvement
- Increase effectiveness utilizing performance development/management strategies



Title 1 School-wide Goals

Flint Hill Elementary School goals are to create an effective level of instruction for all students which encourage growth and increase student achievement.

The number of students at the Proficiency Level will increase by 2% from the beginning of the year FastBridge scores to the end of the year FastBridge scores in the 2023-2024 school year.





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

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: Wanda McKnight
mcknight.wanda@newton.k12.ga.us



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

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones and Georgia Alternate Assessment 2.0.



CONTENT MASTERY

32.6

English Language Arts	32.56
Mathematics	32.45
Science	33.02

[VIEW DETAILS](#)

Math

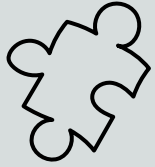
	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ALL STUDENTS 98.57% Participation Rate	50.47%	36.05%	11.60%	1.88%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 98.38% Participation Rate	62.07%	27.59%	9.77%	0.57%
HISPANIC 100.00% Participation Rate	42.31%	50.00%	7.69%	0.00%
MULTI-RACIAL 94.12% Participation Rate	43.75%	56.25%	0.00%	0.00%
WHITE 99.07% Participation Rate	36.08%	42.27%	16.49%	5.15%
ECONOMICALLY DISADVANTAGED 98.57% Participation Rate	50.47%	36.05%	11.60%	1.88%
ENGLISH LEARNERS 100.00% Participation Rate	40.00%	50.00%	10.00%	0.00%
STUDENTS WITH DISABILITY 96.55% Participation Rate	65.38%	23.08%	7.69%	3.85%



ELA

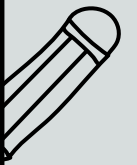
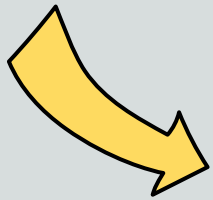
	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ALL STUDENTS 99.14% Participation Rate	52.34%	31.15%	15.58%	0.93%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 98.92% Participation Rate	59.43%	27.43%	12.00%	1.14%
HISPANIC 100.00% Participation Rate	69.23%	23.08%	7.69%	0.00%
MULTI-RACIAL 100.00% Participation Rate	23.53%	41.18%	35.29%	0.00%
WHITE 99.07% Participation Rate	42.27%	36.08%	20.62%	1.03%
ECONOMICALLY DISADVANTAGED 99.14% Participation Rate	52.34%	31.15%	15.58%	0.93%
ENGLISH LEARNERS 100.00% Participation Rate	65.00%	25.00%	10.00%	0.00%
STUDENTS WITH DISABILITY 98.28% Participation Rate	71.70%	15.09%	13.21%	0.00%

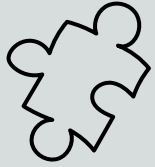




What Curriculum Does Our School Use?

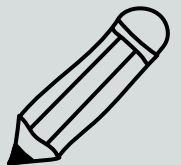
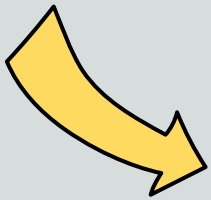
Our school uses the state-mandated curriculum that allows us to follow the Georgia Standards of Excellence (GSE) for English/Language Arts, Reading, Social Studies, and Science. We have new K-12 Georgia Math Standards that was implemented this year.





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.



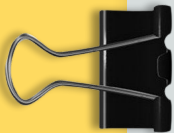
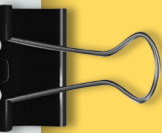
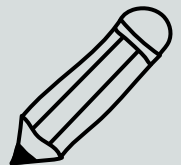
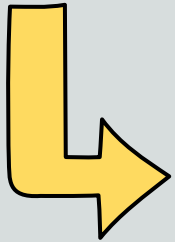
The four achievement levels on Georgia Milestones are beginning learner, developing learner, proficient learner, and distinguished learner. The general meaning of each of the four levels is provided below:

- 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).













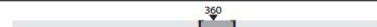

ACCESS for ELLs 2.0*
English Language Proficiency Test

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 1-6.0)						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 	4.0											
Speaking 	2.2											
Reading 	3.4											
Writing 	3.5											
Oral Language 50% Listening + 50% Speaking	3.2											
Literacy 50% Reading + 50% Writing	3.5											
Comprehension 70% Reading + 30% Listening	3.7											
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4											

*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	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information	• Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events	• Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened	• Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives	• Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Georgia's Alternative Assessment 2.0 (GAA)

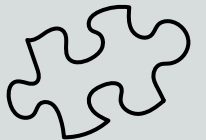
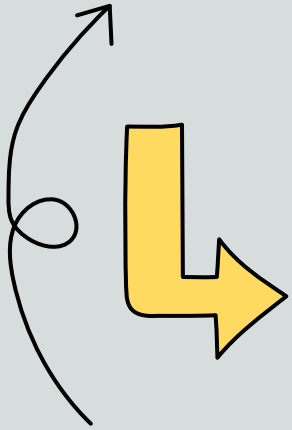
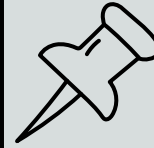
What is the GAA 2.0?

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 students mode of communication.
- 11 questioned (3 parts per question)





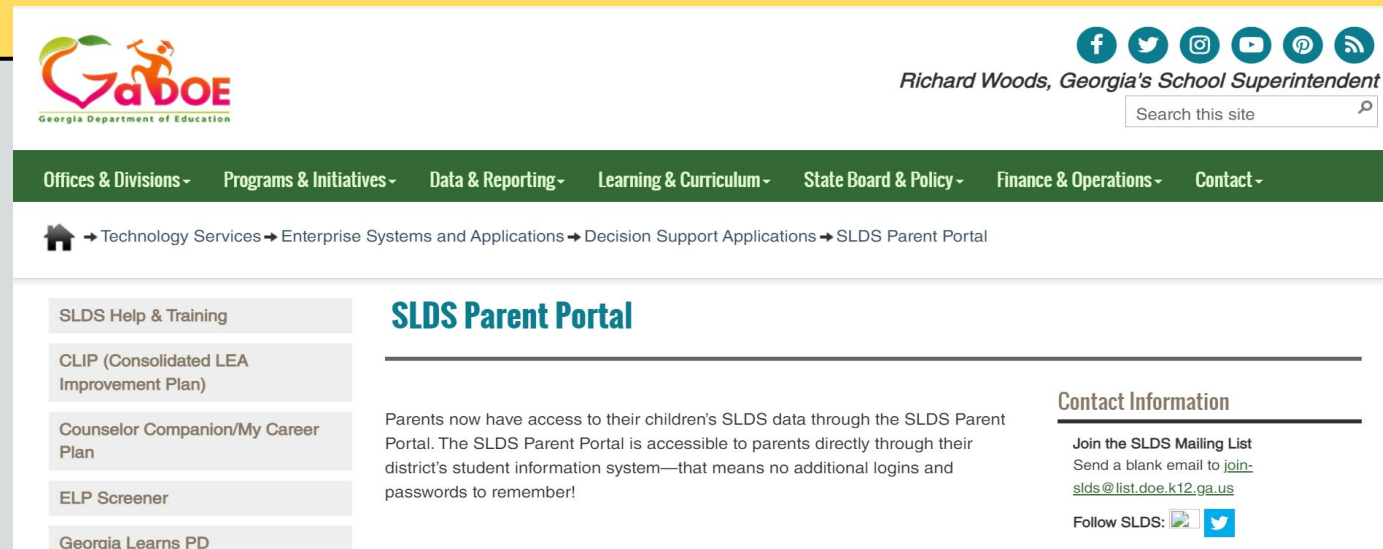
The Four Achievement Levels for the GAA 2.0.



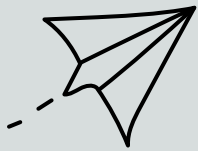
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- **Level 1:** Students at this level demonstrate a limited understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential 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 do 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.



The screenshot displays the GaDOE website. At the top, the GaDOE logo is on the left, and social media icons for Facebook, Twitter, Instagram, YouTube, Pinterest, and RSS are on the right, along with the text "Richard Woods, Georgia's School Superintendent" and a search bar. A green navigation bar contains links: "Offices & Divisions -", "Programs & Initiatives -", "Data & Reporting -", "Learning & Curriculum -", "State Board & Policy -", "Finance & Operations -", and "Contact -". Below this, a breadcrumb trail reads: "Home → Technology Services → Enterprise Systems and Applications → Decision Support Applications → SLDS Parent Portal". The main content area is titled "SLDS Parent Portal". On the left, a sidebar lists: "SLDS Help & Training", "CLIP (Consolidated LEA Improvement Plan)", "Counselor Companion/My Career Plan", "ELP Screener", and "Georgia Learns PD". The central text states: "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!". On the right, a "Contact Information" section includes: "Join the SLDS Mailing List", "Send a blank email to join-slids@list.doe.k12.ga.us", and "Follow SLDS:" with icons for LinkedIn and Twitter.



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

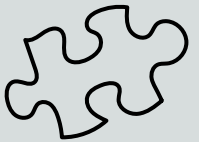
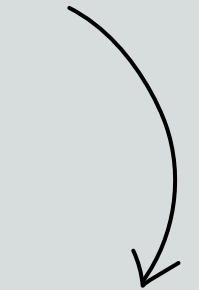
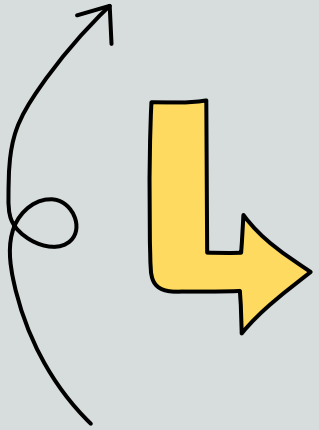
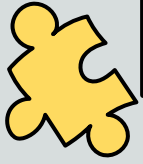
- The District's Parent Involvement Policy-Establishes the district's expectations for parental involvement and guides the strategies and resources that strengthen district and parent partnerships.

School's Parent and Family Engagement Policy

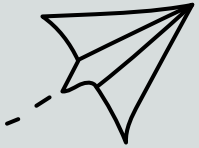
- The School's Parent Involvement Policy-Establishes the school's expectations for parental involvement and guides the strategies and resources that strengthen school and parent partnerships.

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.



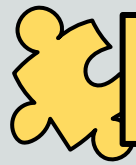


Parents!!



**WE NEED
YOU!!!!!!**

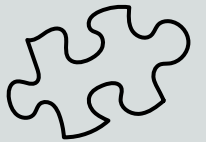
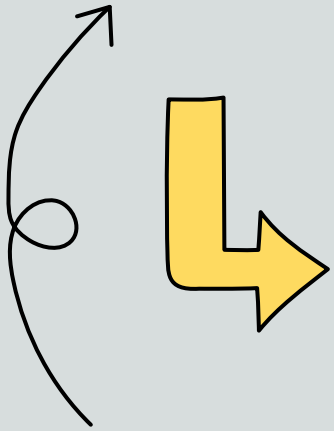




What is Parent and family engagement?



Parent and Family Engagement is the participation of parents in 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.

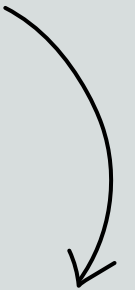
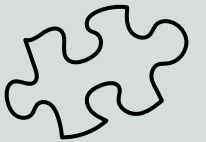
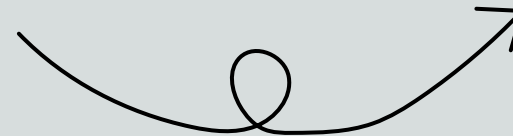
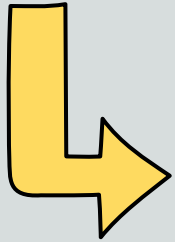


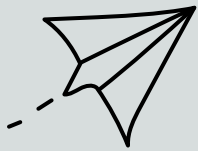
Title I Parent And Family Engagement

Purpose

To improve student achievement in reading, ELA, math, science & social studies

by providing parents the resources needed to support their child's education





Title I Parent and Family Engagement Activities

Parent Conferences – September 14-15, 2023

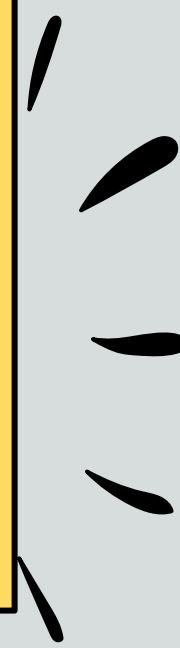
Title I Parent Orientation September 21, 2023 - 7:30 A.M. and 2:30 P.M.

Batty About Books - Literacy Night October 26, 2023 - 6:00 P.M.

Parent Conferences - February 1-2, 2024

Math Mastery: Tips and Strategies - February 15, 2024 - 7:30 A.M. and 1:30 P.M.

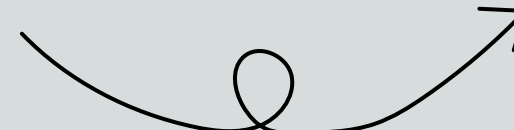
Annual Title I Revision and Development Meeting - March 7, 2024– 8:00 A.M.

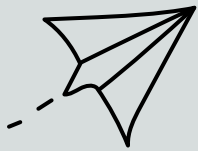


Parent Connect

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.

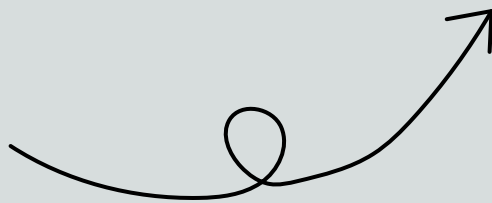




**Volunteer
opportunities**



**Parent Volunteer
Opportunities will be
available in the future!!**



Parent Decision Making Opportunities

1. Parent/Stakeholders Input Meetings

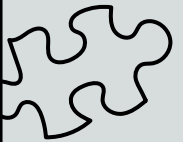
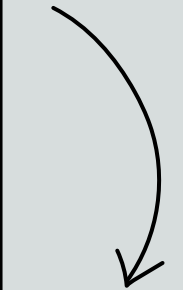
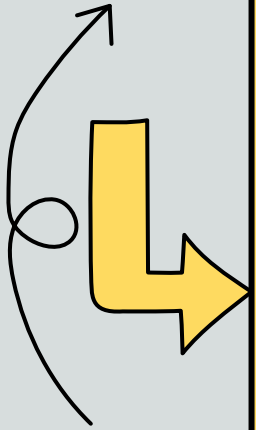
- Primary
- Secondary

2. Parent Conferences

3. Classroom Observations

4. Parent Feedback on meeting evaluations

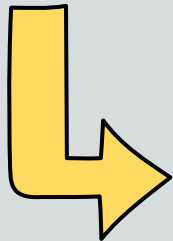
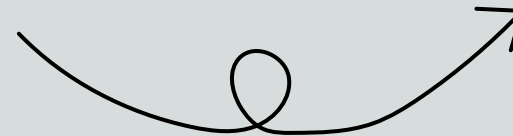
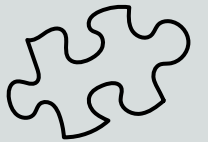
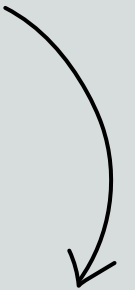
5. Annual Parent and Family Engagement Survey



Parent and Students Information Handbooks

Let's Take A Look at
our school's
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



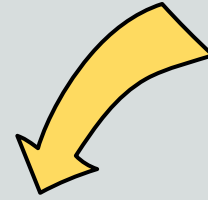
This policy describes the acts of suspicious waste, fraud, abuse and/or corruption activity. The Newton County Office of Federal Programs ensures employees, clients (parents, students, etc.) and providers of confidential channels to report any said activities.

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.

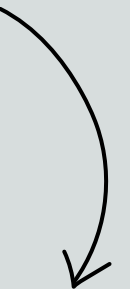
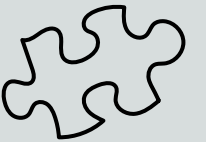
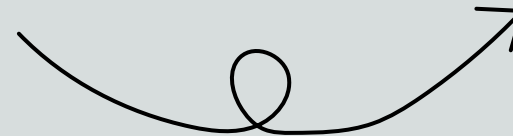
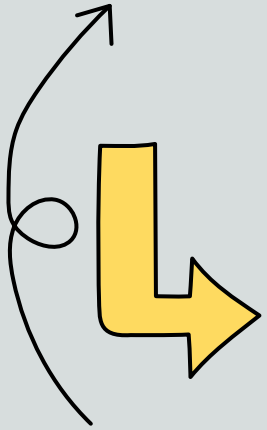
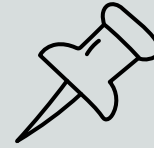
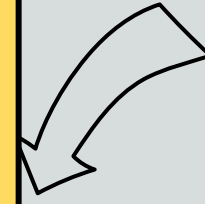
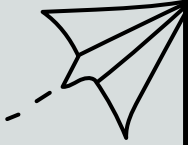


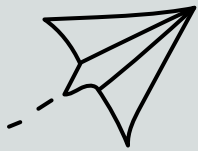
Copyright Piracy

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.

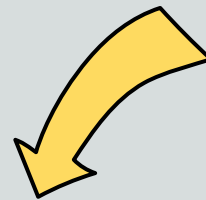
Piracy or Intellectual Property refers to the ownership rights of materials, created, written, designed or expressed by individuals. These materials include music, games, movies, photos, and writing. Illegally downloading or sharing intellectual property without the permission of the creator is a crime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

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

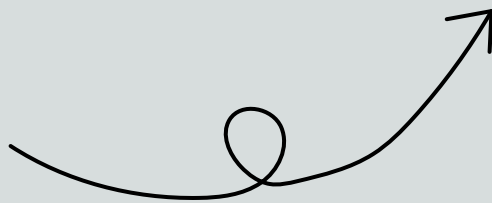


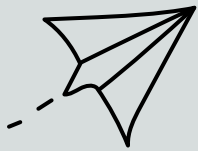


Responding To Parents



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.





School-Contact Information



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Principal

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Melissa Moreau

Title 1 Parent Contact/Instructional Coach

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moreau.melissa@newton.k12.ga.us

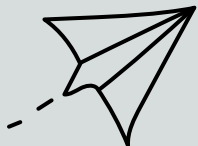
Melissa Nix

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District-Contact Information



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