



# Miller County Elementary School

## Annual Title 1 Parent Meeting

**Date:** November 6, 2024

**Time:** 11:30a.m.-12:30

**Location:** MCES Library

\*The session will be recorded and posted to the school's website for those that are not able to attend.

# Why are we here?

The Every Student Succeeds Act requires that each Title I School hold a Title I Annual Meeting for the purpose of:

- Informing families of our school's participation in Title I
- Explaining the requirements of Title I
- Explaining your rights as parents/families to be involved

# What is Title 1?

Title I, Part A of the Elementary and Secondary Education Act of 1965 is a federal program that provides additional funding to school districts to help students from low-income families.

The goal of Title I:

- ensure that all children receive a high-quality education
- Improve teaching and learning by meeting challenges of state academic standards
- closing achievement gaps
- Increase parent and family engagement

In order that each student receives equal benefit of Title I services, each school in the district operates a Schoolwide Title I School. The services provided by Title I in each school are outlined in the School Improvement Plan.

# What does It Mean to Be a Title 1 School?

- Being a Title I school means receiving federal funding to help students who are low achieving or at most risk of falling behind.
- Being a Title I school means building school and parent capacity for strong parental involvement to improve student achievement.
- The school uses Title I funds to upgrade the entire educational program of the school.
- The school must develop a schoolwide plan which includes a Comprehensive Needs Assessment of the entire school. This plan is developed with a team of stakeholders including parents and is reviewed annually.

# What Curriculum Does Our School Use?



## Math

- ❑ Georgia K-12 Mathematics Standards
  - Inspire <https://inspire.gadoe.org/>
- ❑ Illustrative Math

## Reading

- ❑ McGraw Hill Reading Wonders
- ❑ 95 Percent Phonics Core Program

## Science and Social Studies

- ❑ Teacher Created Materials - Science and Social Studies readers

# Supplemental Resources



- ❑ Reading
  - ❑ Istation
  - ❑ Progress Learning
- ❑ Math
  - ❑ Istation
  - ❑ Xtra math - fluency
  - ❑ iknowit
  - ❑ Generation Genius
  - ❑ Progress Learning
- ❑ Science
  - ❑ Generation Genius
  - ❑ Progress Learning
- ❑ Social Studies
  - ❑ Studies Weekly
  - ❑ Progress Learning
- ❑ ESOL Supplemental Program
  - ❑ Studies Weekly
  - ❑ Progress Learning

# MCES Testing Schedule

## MCES Testing Date Windows

2024-2025

Window for Beginning of Year testing for GKIDS Readiness, MAP, iStation, SS (3rd-5th), Science (3rd-5th), Imagine Learning (ESOL), and STAR: **August 5th - September 6th**

Window for Middle of Year for MAP, iStation, SS (3rd-5th), Science (3rd-5th), Imagine Learning (ESOL), and STAR: **October 28th - November 15th**

**MAP MOY Change: December 9th - December 20th.**

Write Score Assessment Window: November 4th - **November 8th (K-2nd: Narrative; 3rd-5th Informative)**

Window for 3/4 Year for MAP (3rd-5th), iStation, Imagine Learning (ESOL): **February 18th - March 7th**

**STAR DATES for 2nd Semester: January 14-17 for 3rd nine weeks, March 18-21 for 4th nine weeks, May 5-9 EOY STAR**

Write Score Assessment Window: **February 18th - February 24th (K-2nd: Informative; 3rd-5th: Narrative)**

**\*\*Milestones: TBD (Tentatively plan for April 22nd - April 30th. More details to come.)**

Window for End of Year for **MAP (K 2nd ONLY)**, iStation, SS (3rd-5th), Science (3rd-5th), Imagine Learning (ESOL), and STAR: **April 29th - May 9th**

# MCES Assessments List

## MAP

- ☐ Beginning, Middle, and End of Year

## Write Score

- ☐ Fall and Spring

## STAR

- ☐ Quarterly

## Progress Learning Science and Social Studies

- ☐ Beginning, Middle, and End of Year

## Istation

- ☐ ISIP Math and Reading- Monthly
- ☐ RAN - K-3rd grade
  - ☐ Middle and End of Year - identified students only

**GMAS** - 3rd, 4th, & 5th grades



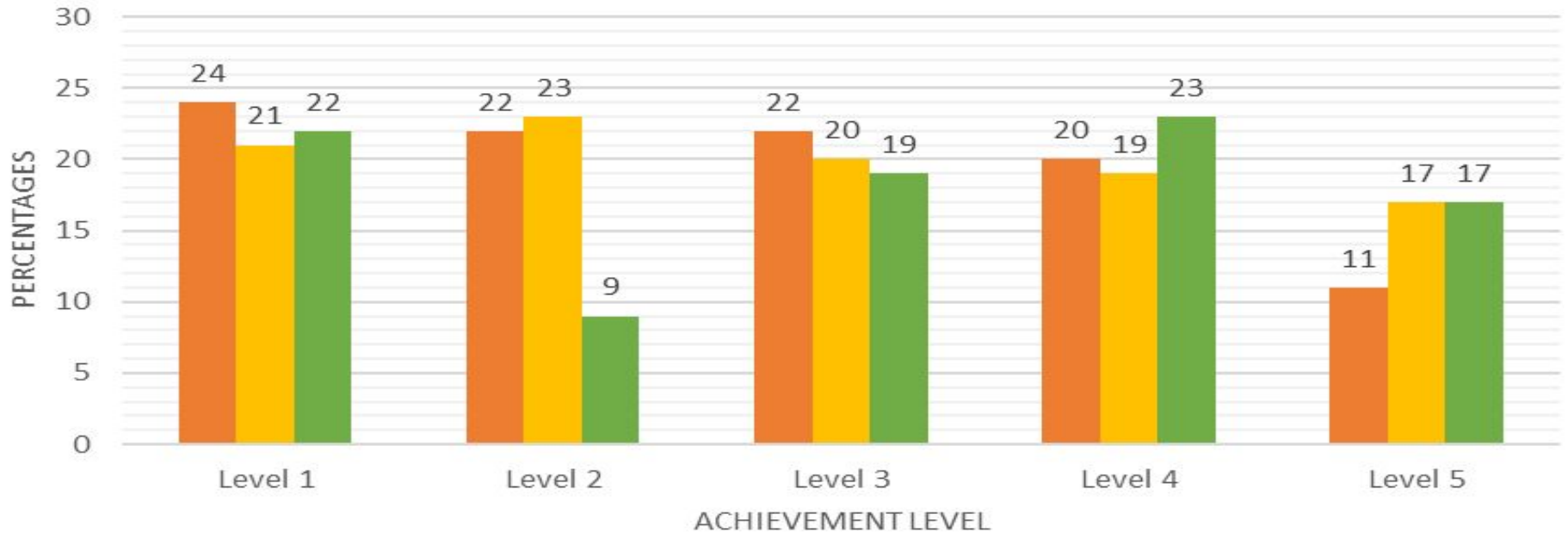
# Assessments by Grade

	MAP	Write Score	STAR	Progress Learning	Istation	GMAS
K	✓	✓			✓	
1st	✓	✓	✓		✓	
2nd	✓	✓	✓		✓	
3rd	✓	✓	✓	✓	✓	✓
4th	✓	✓	✓	✓	✓	✓
5th	✓	✓	✓	✓	✓	✓

# Istation Overall Monthly Reading Data

## ISIP Reading Monthly Results

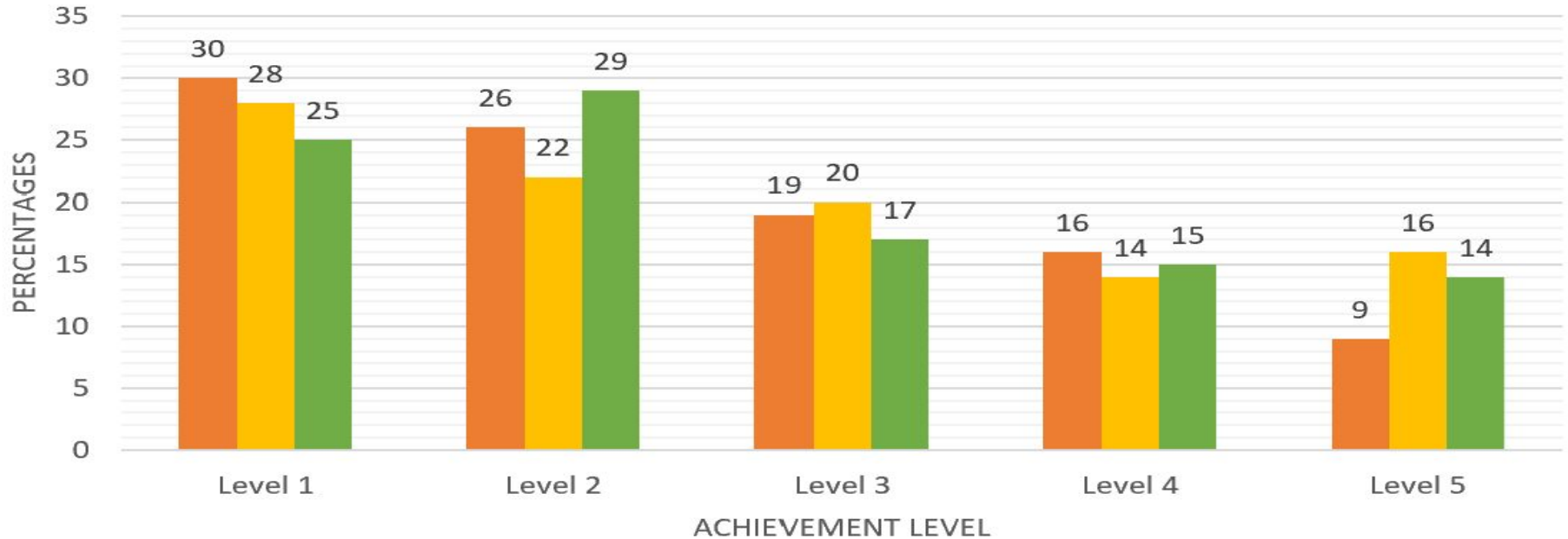
August September October



# Istation Overall Monthly Math Data

## ISIP Math Monthly Results

August September October

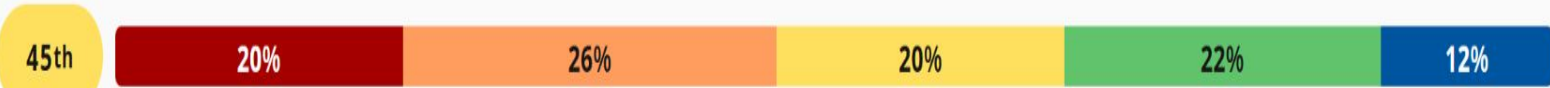


# MCES Overall Map Fall Achievement Math Data

School Profile

## Achievement Overview

Miller County Elementary School | Math K-12

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students														
All Grades	 <table border="1"><caption>Achievement Distribution Data</caption><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>45th Percentile</td><td>45%</td></tr><tr><td>1st - 20th</td><td>20%</td></tr><tr><td>21st - 40th</td><td>26%</td></tr><tr><td>41st - 60th</td><td>20%</td></tr><tr><td>61st - 80th</td><td>22%</td></tr><tr><td>&gt;80th</td><td>12%</td></tr></tbody></table>	Category	Percentage	45th Percentile	45%	1st - 20th	20%	21st - 40th	26%	41st - 60th	20%	61st - 80th	22%	>80th	12%	325
Category	Percentage															
45th Percentile	45%															
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21st - 40th	26%															
41st - 60th	20%															
61st - 80th	22%															
>80th	12%															

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>


Rostered Fall 2024-2025  
Tested Fall 2024-2025

# MCES Overall MAP Fall Achievement Reading Data

School Profile

## Achievement Overview

Miller County Elementary School | Reading

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students												
All Grades	 <table border="1"><caption>Achievement Distribution Data</caption><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20<sup>th</sup></td><td>19%</td></tr><tr><td>21st - 40<sup>th</sup></td><td>21%</td></tr><tr><td>41st - 60<sup>th</sup></td><td>21%</td></tr><tr><td>61st - 80<sup>th</sup></td><td>22%</td></tr><tr><td>&gt;80<sup>th</sup></td><td>17%</td></tr></tbody></table>	Percentile Range	Percentage	1st - 20 <sup>th</sup>	19%	21st - 40 <sup>th</sup>	21%	41st - 60 <sup>th</sup>	21%	61st - 80 <sup>th</sup>	22%	>80 <sup>th</sup>	17%	323
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Rostered Fall 2024-2025

Tested Fall 2024-2025

# MAP BOY Kindergarten-5th Grade Math Data

School Profile

## Achievement by Grade

Miller County Elementary School | Math K-12

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 0			63
Grade 1			51
Grade 2			53
Grade 3			56
Grade 4			45
Grade 5			50

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2024-2025

Tested Fall 2024-2025

[More information about this chart](#) ▾

# MAP BOY Kindergarten-5th Grade Reading Data

School Profile  
**Achievement by Grade**  
 Miller County Elementary School | Reading

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 0	45th 		63
Grade 1	38th 		51
Grade 2	57th 		52
Grade 3	50th 		56
Grade 4	41st 		45
Grade 5	63rd 		50

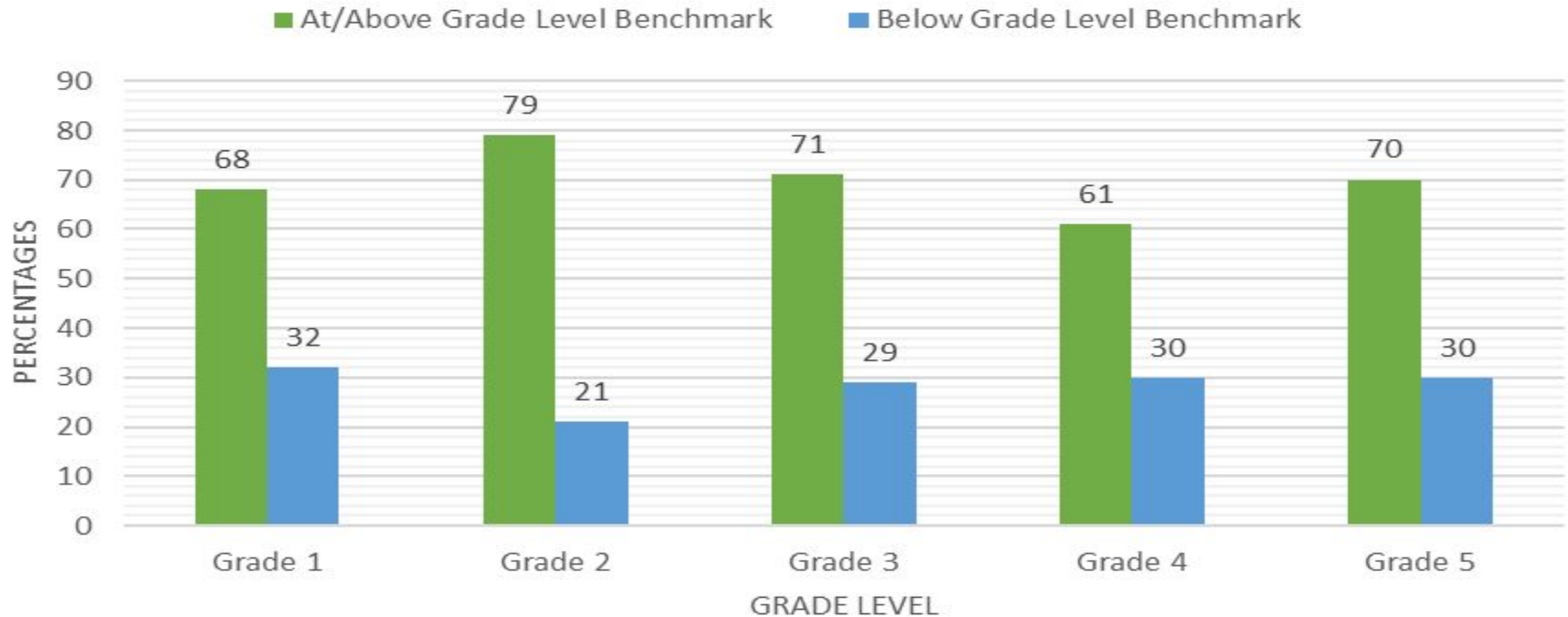
Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2024-2025  
 Tested Fall 2024-2025

[More information about this chart.](#)

# STAR Assessment Current Benchmark Data

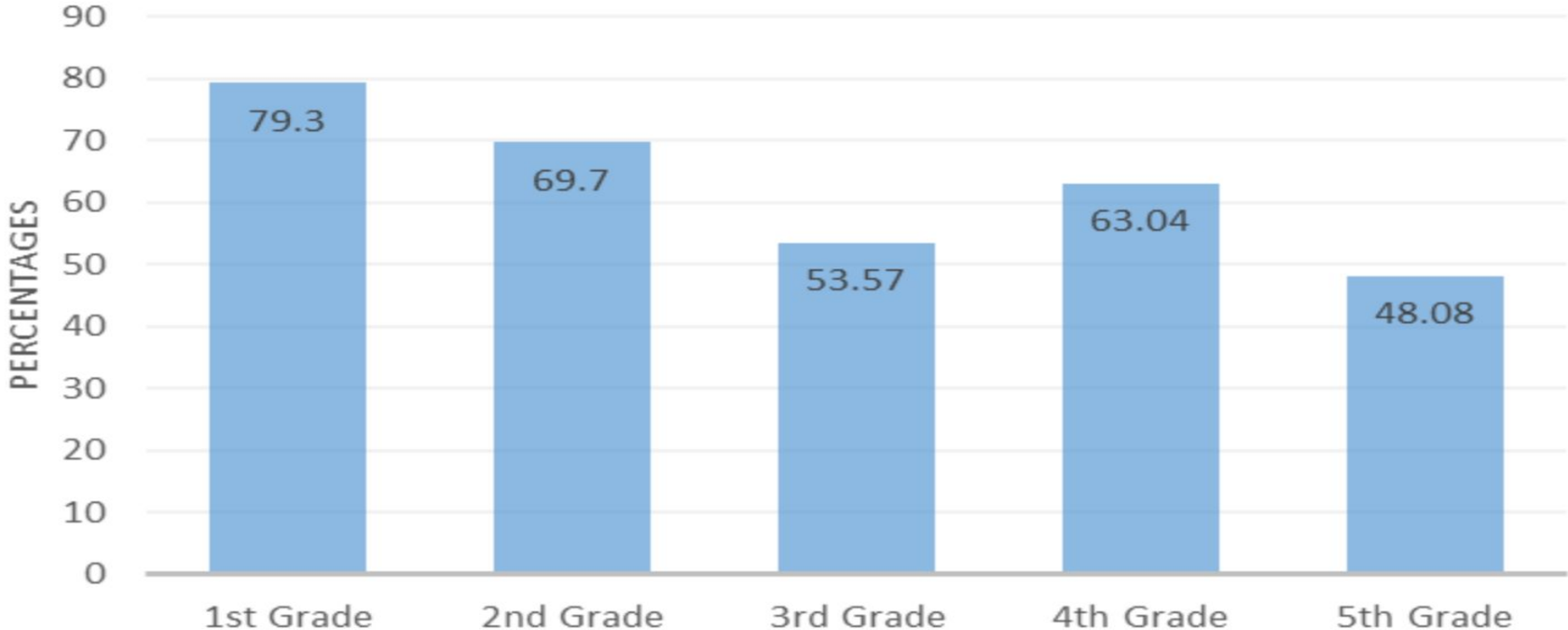
## STAR Current Data Results





# STAR Assessment Growth from BOY to 2nd 9-Weeks

## Star Assessment Percentage of Growth



## Miller County Elementary School Action Plan (2025)

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	
<p><b>General Education Students:</b> Students exceeding the grade level minimum in regards to Lexile achievement.</p> <p><b>Explanation:</b> Our goal has now moved beyond expecting general education students to achieve the grade level minimum in regards to Lexile achievement. The expectation is that our general education students now achieve and/or exceed the grade level CCRPI target.</p>	<p>Students will take STAR tests to track Lexile growth (August, November, March, May).</p> <p>MAP assessment data will be used to track LEXILE ranges.</p> <p>Students will maintain data folders in which Lexile progress will be documented.</p> <p>Teachers will conference with students regarding their Lexile growth.</p> <p>AR will be implemented with a plan for students to be able to make frequent and regular visits to the library to check out books to read. Rewards offered for meeting monthly goals.</p> <p>Rewards for Lexile growth.</p> <p>Tracking and monitoring of fluency rates.</p>	2024-2025	Teachers, Students, and Administrators	<p>Student Data Documents</p> <p>Student Data Folders</p> <p>STAR reports</p> <p>MAP reports</p> <p>AR Reports</p> <p>iStation reports</p> <p>Lesson plan documentation</p> <p>Student Spreadsheet Data</p> <p>MTSS folders</p> <p>Student work samples</p> <p>Wonders assessment data</p> <p>3rd, 4th, 5th grade Milestones results</p>	<p>Increased number of students meeting grade level expectations in regards to CCRPI based upon 2025 Milestones scores.</p> <p>Improved MAP scores</p> <p>Improved Wonders Weekly Assessment scores and Unit Assessment scores</p>		

	<p>iStation interventions T2/T3 students with classroom teacher</p> <p>Double Dose of Reading instruction for students reading below grade level expectations</p> <p>Focus on improving reading stamina in all grade levels by providing opportunities to read longer and more complex texts on a regular basis.</p> <p>Use academic vocabulary consistently.</p> <p>Use sentence starter cards and require students to respond in complete sentences.</p> <p>iStation Usage: Interventions from the program provided based on ISIP assessment data; iStation Parent Portal for use at home</p> <p>Continued LETRS Training for teachers in K-3 and 4-5 ELA teachers</p> <p>Progress Learning k and 1 Study Plans; 2nd-5th Liftoff and Study Plans; 15 min. per week</p>						
<p><b><u>Exceptional Education Students:</u></b>  <b>Exceptional education students demonstrate</b></p>	<p>Students will take STAR tests to track Lexile growth (August, November, March, May).</p> <p>MAP assessment data will be used to track LEXILE ranges.</p>	<p>2024-2025</p>	<p>Teachers, Students, and Administrators</p>	<p>Student Data Documents</p> <p>Student Data Folders</p> <p>STAR reports</p>	<p>Increased percentages of Exceptional Education students achieving minimum Lexile CCRPI scores</p>		

<p><b>growth towards and/or achievement of MINIMUM grade level Lexile expectations.</b></p>	<p>Students will maintain data folders in which Lexile progress will be documented.</p> <p>Teachers will conference with students regarding their Lexile growth.</p> <p>AR will be implemented with a plan for students to be able to make frequent and regular visits to the library to check out books to read. Rewards offered for meeting monthly goals.</p> <p>Rewards for Lexile growth.</p> <p>Tracking and monitoring of fluency rates.</p> <p>Double Dose of Reading instruction for Exceptional Ed students</p> <p>Orton Gillingham usage for select Exceptional Education students</p> <p>Focus on improving reading stamina in all grade levels by providing opportunities to read longer and more complex texts on a regular basis.</p> <p>Use academic vocabulary consistently.</p> <p>Use sentence starter cards and require students to respond in complete sentences.</p>			<p>MAP reports</p> <p>AR Reports</p> <p>iStation reports</p> <p>Lesson plan documentation</p> <p>Student Spreadsheet Data</p> <p>MTSS folders</p> <p>Student work samples</p> <p>Wonders assessment data</p> <p>3rd, 4th, 5th grade Milestones results</p>	<p>based upon Milestone results</p> <p>MAP score improvements</p> <p>STAR Lexile improvement</p>		
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	<p>iStation Usage: Interventions from the program provided based on ISIP assessment data; iStation Parent Portal for use at home</p> <p>Continued LETRS Training for teachers in K-3 and 4-5 ELA teachers</p> <p>Progress Learning k and 1 Study Plans; 2nd-5th Liftoff and Study Plans; 15 min. per week</p>					
<b>Reading Comprehension</b>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Focused and intentional lessons on identifying and justifying the main idea of a text.</p> <p>Focused and intentional lessons on finding evidence in a text to support responses.</p> <p>Focused and intentional lessons on comparing two or more ideas in a text.</p> <p>Usage of appropriate graphic organizers.</p> <p>Usage of appropriate Wonders curriculum.</p> <p>Usage of appropriate iStation lessons.</p> <p>Application of these skills in all subject areas</p>	2024-2025	Teachers, Students, and Administrators	<p>Student work samples</p> <p>Graphic organizers and exemplars in the classroom</p> <p>Lesson Plans</p> <p>MAP data</p> <p>iStation data</p> <p>3rd, 4th, and 5th grade Milestones data</p>	<p>Improved MAP scores</p> <p>Improved weekly Wonders assessment scores</p> <p>Improved Milestones scores</p>	

	Progress Learning k and 1 Study Plans; 2nd-5th Liftoff and Study Plans; 15min. per week						
<b>Student Writing:</b>  Development of support, focus and transitions	<p>Teacher modeling and the usage of exemplars</p> <p>Utilize specific Write Score mini lessons to address this specific need.</p> <p>Collaborative work with classmates to write and critique writing using rubrics</p> <p>Writing Across the Curriculum</p> <p>Writing conferences held to review student writing and to provide meaningful feedback</p>	2024-2025	Teachers and Administrators	<p>Student writing samples scored specifically for development of support, focus, and transitions</p> <p>Write Score assessment reports</p>	<p>Improved writing samples and assessment feedback from Write Score submissions</p> <p>Improved Milestone scores in relation to writing</p>		
<b>Student Writing:</b> Focus on writing conclusion sentences/paragraphs	<p>Teacher modeling and the usage of exemplars</p> <p>Consistently and purposefully teach students how to write appropriate conclusion sentences beginning in K utilizing Write Score lessons and resources</p> <p>Collaborative work with classmates to write and critique writing using rubrics</p> <p>Writing Across the Curriculum</p> <p>Writing conferences held to review student writing and to provide meaningful feedback</p>	2024-2025	Teachers and Administrators	<p>Student writing samples scored specifically for quality conclusions utilizing rubrics</p> <p>Write Score assessment reports</p>	<p>Improved writing samples and assessment feedback from Write Score submissions</p> <p>Improved Milestone scores in relation to writing</p>		

<p><b>Math - Problem Solving:</b> Students will solve real life problems using various skills learned in Math and ELA</p>	<p>Teacher modeling and the usage of exemplars</p> <p>Close reading strategies applied as reading word problems to identify the question to be answered and key terms to lead to that conclusion</p> <p>Apply knowledge of such mathematical concepts as place value, knowledge of fact fluency, subtracting with and without regrouping to solve real-life problems</p> <p>Collaborative work with classmates to solve problems</p> <p>Progress Learning k and 1 Study Plans; 2nd-5th Liftoff and Study Plans; 15 min. per week</p>	2024-2025	Teachers and Administrators	<p>Student work samples that require them to solve problems</p> <p>Student iLearn data</p> <p>MAP assessment data</p>	<p>Improved MAP scores</p> <p>Improved Illustrative Math assessment scores</p> <p>Improved Milestone scores</p>		
<p><b>Instructional Practices:</b> Teacher Clarity application in regards to being very clear about what students are to learn (based on standards), why they should be motivated to learn the skill, and how they will know they have mastered the skill being learned</p>	<p>Monitoring of implementation of strategies learned about in PD sessions through classroom walkthroughs and Instructional Rounds</p> <p>Specific feedback provided to teachers regarding progress towards applying Teacher Clarity</p> <p>Continued coaching to apply Teacher Clarity consistently</p> <p>Lesson plans to include daily plans to address</p>	2024-2025	Teachers and Administrators	<p>Lesson Plans</p> <p>TKES commentary</p> <p>Lesson Plans</p> <p>Rubrics and checklists</p> <p>Specific feedback based upon SC that has been provided</p>	<p>Improved MAP scores</p> <p>Improved Milestone results</p> <p>Improved Wonders weekly and unit assessment results</p> <p>Improved Illustrative Math assessment results</p>		

What am I learning? and  
How do I know that I have  
been successful in my  
learning?

Usage of rubrics and  
checklists so students can  
monitor their progress  
towards standards  
mastery

Feedback provided to  
students based upon their  
specific needs as  
determined by their  
progress towards  
achievement of set  
success criteria

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## Progress by Month

Standard	August SeptemberOctoberNovemberDecember/January FebruaryMarchApril
<u>General Education Students:</u> Students exceeding the grade level minimum in regards to Lexile achievement.	

Standard	August SeptemberOctoberNovemberDecember/January FebruaryMarchApril
<u>Exceptional Education Students:</u> Exceptional education students demonstrate growth and/or achievement of MINIMUM grade level Lexile expectations.	

Standard	August September October November December/January February March April
Reading Comprehension	

Standard	August September October November December/January February March April
Student Writing: Development of support, focus and transitions	

Standard	August September October November December/January February March April
Student Writing: Focus on writing conclusion sentences/paragraphs	

<p>Standard</p>	<p>August  September October November December/January  February March April</p>
<p><b>Math - Problem Solving:</b>  Students will solve real life problems using various skills learned in Math and ELA.</p>	

<p>Standard</p>	<p>August  September October November December/January  February March April</p>
<p><b>Instructional Practices:</b>  Teacher Clarity application in regards to being very clear about what students are to learn (based on standards), why they should be motivated to learn the skill, and how they will know they have mastered the skill being learned</p>	

# Resources for Parents (each are hyperlinked)

- [District Family & Community Engagement Policy](#)
- [School Family Engagement Plan](#)
- [School Compact](#)
- [GADOE Parent Capacity Resources](#)

The 1% set-aside is a requirement for school districts that receive more than \$500,000 in Title I, Part A funds. This requirement is outlined in Section 1118 of Title I of the Elementary and Secondary Education Act (ESEA). The set-aside funds must be allocated as follows:

- 1%: Set aside for parent and family engagement
- 90%: Allocated to all Title I schools in the LEA

# Family Engagement Opportunities

- ❑ Lunch & Learn Sessions
- ❑ Student Showcase Nights
- ❑ Parent Information Sessions
- ❑ Jointly Developed School Compact
- ❑ School, Parent and Family Engagement Policy

\*Parents are notified thru ClassDojo and Facebook of upcoming events!



# Infinite Campus for Parents



## Miller County

Portal Logins:

[Campus Student](#)

[Campus Parent](#)

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*Miller County Elementary School*

*Ordinary people united to  
achieve the extraordinary.*