



OCONEE COUNTY SCHOOLS
Title I Targeted Assistance Plan
2025-2026
Oconee County Primary School

1. Description of instructional strategies and programs which coordinate with and support the regular program.

Oconee County Primary School (OCPS) incorporates a variety of instructional strategies to address the core areas of academic instruction and improvement of individual student performance. OCPS provides professional development and technical assistance for identifying curriculum needs, utilizing disaggregated test data and instructional strategies that have been successful in improving student achievement and test scores.

Parents of Title I students were asked to complete the OCPS Title I Parent Survey in the Spring of 2025. Twenty four parents responded to the survey. 100 percent of parents reported that OCPS creates a welcoming environment for parents and that OCPS provides parents with opportunities to share feedback and ideas regarding parent involvement. 91.3 percent of respondents stated that they have been given enough information about their children's academic progress and that they have ample opportunities to ask questions regarding student performance. All parents surveyed stated that they had an understanding of the grade level curriculum in use at OCPS. 91.3% state that their children have been challenged to make their maximum potential and 95.7% participated in parent-teacher conferences to help them better understand student strengths and areas for improvement.

As requested by 52.4 percent of parents, OCPS will continue to distribute the Title I newsletter (brochure) highlighting educational information and offering strategies for parenting and how to assist in the development of early literacy skills. It was found that 68.4 percent of parents don't attend meetings because they occur at inconvenient times. 37.5 percent prefer morning meetings and 41.7 percent prefer afternoon or evening meetings, so we plan to offer meetings at both times. Our annual Title I meetings will be held September 16 and 5:30 p.m. and September 17 at 7:45 a.m. The 25-26 Title I Policy Input meetings were held on August 21, 2025, at 6:00 p.m. and August 22, 2025, at 7:30 am. The Title I teacher will also work with other teachers to schedule convenient conference times as needed for parents of TA students.

Lastly, as requested by 75 percent of parents, Title I program information, continuous educational information, OCPS-related reminders, and Title I notifications will be distributed most consistently through emails, and then through letters/flyers as a secondary option, as preferred by 70.8 percent of parents. Additionally, we will continue to offer families the option to bring their children to in-person meetings or accommodate childcare options as needed.

Kindergarten students are selected for Title I Targeted Assistance services using 2025 Fall Phonemic Awareness Measures of Academic Progress (MAP) assessment results, and teacher recommendations. Teacher recommendation will be determined using grade-level reading



assessments, and formative assessments in the classroom. The Kindergarten Screener score derived from components of literacy will be used as a third indicator. First students are selected for Title I Targeted Assistance services using 2025 Fall Reading Measures of Academic Progress (MAP) assessment results and the PAST phonemic awareness assessment data. Second grade students are selected using the Fall Reading Measures of Academic Progress (MAP) assessment results, with Fountas and Pinnel reading level as a second indicator. Qualifying students in Kindergarten, First, and Second will receive Title I academic support in reading.

OCPS teachers have been trained and will collaborate in Data Teams to differentiate instruction based on student needs. Additionally, OCPS teachers implement best Tier one practices such as differentiated, standards-based, data-driven, small-group instruction. The instructional use of other-research-based practices such as modeling, use of manipulatives, student discourse, and scaffolding with real-world connections and effective questioning is also integrated into the delivery of instruction. Teachers and paraprofessionals work with students one-on-one or in small groups on decoding, reading fluency, vocabulary practice, and comprehension. All OCPS teachers have been provided high-quality instructional materials for literacy instruction. All teachers also have a Reading or Dyslexia endorsement or have completed the Georgia Department of Education online Literacy modules informed by The Science of Reading which supports the Structured Literacy approach in the classroom.

A highly qualified (HiQ) Title I teacher and HiQ Tutors will be hired using Title I funds to serve Title I students by using a combination of *In Class, Pull-Out, and Consultative* delivery models. When in the best interest of the student, the Pull-Out model will allow the Title I teacher to remove students from the classroom for intensive small group or one-on-one intervention for a minimum of 15 minutes per week. When in the best interest of the student, consultative services will be provided. TA students served through the consultative model will receive supplemental resources as needed that positively impact the student's ability to engage, learn, and express knowledge in the areas of Reading. The Title I teacher will check in with the classroom teacher periodically to monitor student progress and needs or more frequently if requested by the classroom teacher. The Title I teacher and the RTI team will work together to establish goals for students based on diagnostic and formative assessments.

Extended learning opportunities will be made available to Title I students through Primary School Partners and the after-school Instructional Extension Program. The Primary Partner Program pairs OCHS High School students with OCPS students who volunteer at least once per week to tutor students before school. Additionally, Title I students receive priority consideration for the school Mentor Program.

OCPS Title I funds will be used to purchase a parent newsletter subscription to a publication that provides parents tips on supporting learning at home. It will be emailed to parents or printed and sent home in paper form with Title I students. The majority of the funds will be used to pay for the Title I teacher to work with Title I students and coordinate Title I services and certified Title I Tutor Teachers to work with Title I students throughout the school day. Finally, funds have also been allocated to provide translations and Interpretation services in general as needed and requested by parents.



2. Description of the method by which children with the greatest need are selected.

As per law, any student who is homeless or migrant will automatically be eligible through the Title I program. K-2 students become eligible for Title I support in reading based on multiple selection criteria including performance on MAP assessments, Leveled Reading Assessments, Kindergarten Screeners, and teacher recommendation.

All students in grades K-2 at OCPS are ranked from highest to lowest in Reading based on points earned using multiple criteria. MAP scores and PAST phonological awareness assessment results are used as first grade indicators. MAP scores and Fountas and Pinnell Reading Levels are used to determine eligibility for second grade. Kindergarten students qualify based on current Fall MAP reading assessment data, kindergarten screener results, as well as teacher recommendations. Scores are weighted on a point scale where the lowest scores are weighted more heavily. Students with the highest point values are served in the Title I program in the areas of Reading. Once students are determined to be eligible for Title I services, they will remain eligible throughout the 2025-2026 school year. Any student who meets the multiple selection criteria upon enrollment will also be eligible for TA services for the 2025-2026 school year.

Points are derived based on the following criteria:

MAP Reading/Fluency Results (Percentiles)				
K	≤ 31% = 10 points	32%-45%=6 points	46 %-55% = 3 points	>56%- 0 points
1 st Grade	≤ 31 % = 10 points	32%-46%= 3 points	>46% - 0 points	
2 nd Grade	≤ 31 % = 10 points	32%-46%= 3 points	>46% - 0 points	

2025 Spring F & P Results				
2 nd Grade	≤7 Reading Level # =20 points	8-10 Reading Level # =10 points	11-12 Reading Level # =5 points	≥13 Reading Level # =0 points

PAST Phonological Awareness Assessment Results				
1st Grade	>15 = 15 points	12-15= 10 points	9-12 = 5 points	8= 0 points

2025 Spring K Screener		2025 Spring K Teacher Recommendation	
0= 20 points	1-5= 15 points	Y = 20 points	
6-9= 10 points	10-13= 5 points	N = 0 points	



≥14= 0 points	
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1st Grade Students Qualify for Title I Support	2nd Grade Students Qualify for Title I Support	Kindergarten Students Qualify for Title I Support
20 points = Yes	≥23 points = Yes	≥20 points = Yes
≤19 points = No	≤22 points = No	≥19 points = No

Grades 3-12 multiple selection criteria: OCPS serves grades K, 1, and 2 only.

3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institute during the previous two years.

Student test data is analyzed and disaggregated to determine areas of strengths and weaknesses by subgroup and domain. All staff members participate in data analysis to gain a better understanding of the specific needs of all students. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing the instructional needs of all students, including those eligible for special services through Special Education, Section 504, ESOL, and Title I.

Oconee County Schools works with multiple agencies to ensure coordination efforts on behalf of migrant, homeless, immigrant, ELL, neglected and delinquent, at-risk, and early childhood students. Multiple resources are used to ensure that the schools meet the instructional needs of all eligible students.

Using the Title I rank order spreadsheet, students with the most points are identified as needing additional support. Students who are homeless, migrant, or attended a Head Start/Even Start program are automatically eligible for Title I services. Students who receive Title I services are served through the Response to Intervention process where academic and/or behavioral progress is monitored.

4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.

The faculty and staff members of Oconee County Primary School believe that all children should have an equitable opportunity to receive quality instruction and are committed to providing highly qualified and highly effective teachers to provide instruction to students served through the Title I Targeted Assistance Program.

Oconee County Primary School has maintained 100% highly qualified (HiQ) status for all teachers and paraprofessionals for many years and will continue to ensure that all staff meet applicable State certification and licensure requirements.

Schoolwide professional learning needs are determined annually as part of the overall school



improvement process. The annual needs assessment and disaggregation of student test data enables system- and school-level administrators to work collaboratively with teachers to determine specific needs. Emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing the instructional needs of all students, including those eligible for special services through Special Education, ESOL, and Title I.

Each staff member develops individual professional learning goals or a professional learning plan that ensures his/her continuous growth and improvement. Teachers participate in Professional Learning Communities to ensure collaboration and collegial support.

This year, teachers are instructing using the Benchmark Reading Workshop curriculum that has been adopted by the OCS district. Some teachers are getting their Dyslexia Endorsement, and all teachers are learning how to analyze, understand and use Amira Fluency data to inform instruction. Teachers are receiving professional learning and support from RESA literacy coaches to assist with implementation of new ELA standards.

Annually, Oconee County Schools publishes the parent's "right to know" information on the Oconee Schools District Website and can be found at....

<https://www.oconeeschools.org/teaching-and-learning/professional-learning/parent-right-to-know> .

In addition, parents are notified via letter in the event their child is taught by a non-HiQ teacher. Copies of the letters are kept on file in the respective school as well as sent to the Title I Director.

Oconee County Primary School Goals:

The goal for all Oconee County Primary School students is to master the Georgia Standards of Excellence in all core content areas. Progress toward this goal will be measured using the Measures of Academic Progress (MAP) assessment three times per year. All students will be expected to meet their individual growth targets in the areas of Reading. Students are assessed using the Fountas and Pinnell Benchmark Assessment two to three times per year. Our goal is for students to be reading on grade level by the end of the school year.

25-26 Percentile of Students Meeting Growth Projection

K - Reading 91% 1st - Reading 83% 2nd - Reading 65%

24-25 School Conditional Growth Percentile

K - Reading 72% 1st - Reading 62% 2nd - Reading 62%

OCPS is also working toward the following OCS Strategic Plan Goals: Since OCPS and OCES are sister schools, we jointly prepare students and build a strong academic/social-emotional foundation in the primary grades in order to facilitate improved academic achievement in the following ways.

Achieve CCRPI Content Mastery Component score at or above 95- baseline is 100, goal is 100



Achieve CCRPI Progress Component score at or above 95- baseline is n/a, goal is 95

Improve CCRPI Readiness Component score-baseline is 95.5, goal is 95.5

The school district's goals are outlined in a Strategic Plan, which is available for review at <https://www.oconeeschools.org/our-system/school-improvement-and-strategic-plan>

5. Strategies planned to increase the level of parent and family engagement based on the LEA Parent and Family Engagement Policy.

The Every Student Succeeds Act of 2015 requires schools to involve all parents of Title I students in decision-making related to student achievement. Schools are also required to develop strategies to involve parents in an effective partnership with the school and involve parents in supporting high student achievement. Parents and family members are seen as:

- Supporters of their children's learning and development
- Advocates for improved learning opportunities for their children and at their schools
- Decision-makers regarding educational options for their children
- Collaborators with school staff on issues of school improvement

The system- and school-level Parent and Family Engagement Plans are developed with input from all stakeholders. The parent involvement plans are reviewed and revised annually. Parents will be provided copies of both the LEA Parent and Family Engagement Plan and the school Parent and Family Engagement Plan, once each is finalized.

For any year in which the district receives a Title I, Part A allocation of over \$500,000, the district will set aside 1% to be used for parent engagement activities at the school level. This 1% will be divided among Targeted Assisted Schools based on the number of poverty students per school. Each school will have the discretion to decide how the funds will be spent at their school to engage the parents and families of identified Title I students.

OCPS will utilize these funds to purchase consumables such as books, paper, Zip-Lock bags, metal rings, index cards or other needed consumables for Title I students related to a planned literacy-based parent training (How to Support Reading at Home & How to Practice Sight Words) as requested by 78.3 percent of parents as reported on the 24-25 end-of-year survey. Additionally, funds will be used to pay for interpreters and translation services related to advertising and providing information in language that a parent can understand.

Parents/guardians are provided opportunities to conference with their child's teacher(s) to discuss the services provided in the Title I targeted assistance program. In addition, students' current level of progress is reviewed with parents/guardians upon placement into the Title I program.

Annual parent meetings are scheduled to inform parents/guardians of effective ways to



support the learning process. These meetings provide opportunities for Title I staff members to equip parents/guardians with information and tools needed to provide academic support at home and to build strong relationships between home and school in an effort to maximize learning experiences for students who are eligible for Title I targeted assistance services.

Possible Parent and Family Engagement opportunities may include, but are not limited to the following:

- ❖ Title I OCS Policy Review / Input Meeting
- ❖ Annual Title I Parent Meeting
- ❖ Meet the Teacher
- ❖ Curriculum Night
- ❖ Social Media platforms (Instagram, Facebook, Twitter, etc.)
- ❖ Blackboard Connect messages, emails
- ❖ Parent Conferences
- ❖ School and classroom newsletters
- ❖ PTO meetings
- ❖ Volunteer Training
- ❖ Parent Literacy Training

6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.

Oconee County Schools work with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, English Learner students, and neglected and delinquent students. The following information outlines procedures for identifying and serving the previously named groups.

Migrant/Formerly Migrant: Oconee County Schools collaborates with Georgia Region 1 Migrant Education Agency, DFACS, and social workers to monitor mobility/identification and needs of the migrant population. The Occupational Survey forms from GaDOE are distributed annually and at registration of new students. Forms that indicate possible eligibility for the Migrant Education Program are sent to a state recruiter. The state recruiter determines MEP eligibility and sends a list to the school system of eligible students and families. Social workers and counselors will work with MEP personnel to determine necessary services. The school system will work to integrate migrant children into the public school system and provide the necessary access to available resources. Among the educational opportunities offered to these students are regular education settings, EIP services, Remedial education services, gifted services, RTI services, special education services, English Learner services, after-school tutoring, mentoring, and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.

Homeless: Oconee County Schools works cooperatively with the DFACS, the Department of Juvenile Justice, Advantage Behavioral Health Services (local public mental health), The



Health Department, and social workers to monitor mobility/identification and needs of the homeless population. Students are identified during the registration process and through referral processes. Among the Educational services to these students are regular education setting, EIP services, Remedial education services, gifted services, RTI services, special education services, English Learner services, after-school tutoring, mentoring, and counseling services. Teachers report academic achievement to specific parties and parents/guardians on an ongoing basis. Title I has set aside funds to satisfy any unmet needs of the homeless population of students after collaborating with the homeless liaison and community agencies. If the set-aside funds are determined throughout the year to be inadequate, the consolidated application will be amended to allocate funds to support the additional needs of homeless students.

Immigrant: Students who have been enrolled in a US school fewer than three years are identified as immigrant students. Immigrant students are closely monitored as they become accustomed to the local school system, and supports are provided as needed. Among the educational services offered to these students are regular education setting, EIP services, Remedial education services, gifted services, RTI services, special education services, English Learner services, after-school tutoring, mentoring, and counseling services.

English Learner: As students enter the school system, parents complete a Home Language Survey to determine possible eligibility for ESOL services. Oconee County Schools identifies students as English Learners using the state-approved eligibility screener, the WIDA Screener. Among the educational services offered to these students are regular education setting, EIP services, Remedial education services, gifted services, RTI services, special education services, English Learner services, after-school tutoring, mentoring, and counseling services.

Neglected and Delinquent: Oconee County Schools Collaborates with DFACS, DJJ, and social workers to identify, monitor, and determine the needs of neglected and delinquent students. Currently there are no neglected or delinquent institutions within the Oconee County Schools District. Should any N/D students be identified in the future, they would be provided necessary services. These services include Free school meals, Medicaid/Peach care, child care assistance and other benefits through DFACS, and school program referrals (EIP services, Remedial education services, gifted services, RTI services, special education services, English Learner services, after-school tutoring, mentoring, and counseling services).

7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.

Students will be placed into the Title I program, provided assistance, and exited out of the program at the end of each year. Achievement gains will be monitored throughout the academic year through the use of diagnostic, formative, summative, and standardized assessments (i.e. NWEA MAP Measures of Academic Progress) as well as through specific interventions, and progress monitoring.

Because students take the MAP assessment three times a year (Fall, Winter, and Spring), this



progress monitoring tool is utilized to measure students' growth toward instructional goals, and instructional support is revised based on individual student needs. To accomplish this, students may set personal goals to address their weaknesses according to their MAP data. Student goals are monitored and documented collaboratively by the teacher and student throughout the year by collecting and building a portfolio of artifacts that demonstrate learning and attainment of their goals. The school principal meets regularly with the Title I teacher to review students' performance and determine progress toward instructional goals.

Students are also monitored through monthly RTI meetings. The RTI team reviews formative and summative assessment data as well as progress monitoring data.

8. Procedures for annual assessment of students for meeting state and local expectations.

Student progress toward mastery of the Georgia Standards of Excellence is determined regularly using many different types of assessments, including, but not limited to, formative, summative, MAP, Fountas and Pinnell Benchmark Assessment, and End of Course assessments. Students are assessed three times a year using the Measures of Academic Progress (MAP) assessment. Test results are shared with teachers and parents after each testing session. Teachers adjust their instructional practices to meet the unique learning needs of students based on these results. Teachers use the results of this assessment in planning small-group reading instruction throughout the school year. At the end of each year, all students are exited from the Title I program and re-ranking occurs the following fall to determine student eligibility.

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