



Comprehensive Needs Assessment 2026 - 2027 District Report



Oconee County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Meeting
Multiple Program(s)	Other School Leaders	Meeting
Multiple Program(s)	Charter School Leaders (if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Other : Virtual Input
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Other : Virtual Input
Multiple Program(s)	Specialized Instructional Support Staff	Meeting
Multiple Program(s) Title I, Part A Title III, Part A	Parents (s) Title I Parent EL Parent (if the LEA receives Title III, Part A funds)	Other : Virtual Input
Multiple Program(s)	Community Partners	Other : Virtual Input
McKinney-Vento Homeless	Homeless Liaison	Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Other : Virtual Input

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team reviewed the lists of Required and Recommended stakeholders and determined appropriate district staff to represent each of the roles on the lists. All Required stakeholders were included. A diverse group of additional (recommended) stakeholders was identified.
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<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>Stakeholders from various groups providing multiple perspectives have been involved in multiple conversations regarding the needs assessment process. Draft versions of the needs assessment document were emailed to stakeholders to request their written feedback. Parents and other community stakeholders were invited to provide their feedback via our district webpage. Feedback was used to adjust the CNA document as appropriate. The CNA is posted on the website.</p>
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2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	✓
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	✓
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.77
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.67
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.5
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.24
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.25
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.15
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.06
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.11
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.17
<p>To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.</p>	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	✓
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	✓
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	✓
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	✓
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	✓
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	✓
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	✓
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.77
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.8
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.67

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.5
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.47
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.9
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.6
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.55
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	✓
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.5
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.47
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.9
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.6
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.43
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.55
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.28
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	✓
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	✓
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	✓
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	✓
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	✓
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.8
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.6
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.28
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	✓
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	✓
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.77
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.8
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.67
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.5
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.47
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.9
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.6
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.43
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.24
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.25
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.15
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.06
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.11
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.44
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.17
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.55
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.28
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Student, Parent, and Staff Surveys</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The Staff Survey overwhelmingly suggests that teachers of OCS feel that leadership within their building is strong and their work is focused on SIP priorities. Additionally, the staff is overwhelmingly satisfied with the jobs and feel prepared to support students through intentional instruction. Student surveys suggests that students across the district enjoy learning from helpful, caring, and engaging teachers. Students a provided effective feedback essential to learning and growth. Students also feel that facilities are adequate for learning. Parent surveys indicate that parents are well informed of their child's progress during the school year and have opportunities to be engaged in their child's school and learning process. Parents also indicate positive interactions with teachers and school leaders have are frequently presented information about standards, curriculum, and testing.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Interviews, surveys, professional learning plans, strategic plan, SIPs, evaluation documents, application system, parent meetings.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Teachers in OCS meet the established professional qualifications, and the district has a strong retention rate of over 90% for certified staff. OCS utilizes YOSS to collect applications on an on-going basis so there is always a large pool of candidates. Overall, on average, numerous new applications are received each week.</p> <p>Review and evaluate mentoring, coaching, and induction programs in order to respond effectively to the system's continued population growth and increasing diversity.</p>
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<p>What achievement data did you use?</p>	<p>Georgia Milestones, Access, MAP, Dual Enrollment, ACT, SAT, AP, Graduation Rate, CCRPI content mastery</p>
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<p>What does your achievement data tell you?</p>	<p>OCS continues to increase the graduation rate, SAT scores, ACT scores, AP pass rate, and enrollment in dual enrollment. There is a need to focus on reading and writing across all grade levels and subgroups, increasing Lexile scores, and student growth.</p>
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<p>What demographic data did you use?</p>	<p>Growth data, projections, student population, allotment sheets, GOSA report card</p>
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<p>What does the demographic data tell you?</p>	<p>Overall, district enrollment is declining. OCS will continue to provide professional learning and resources to support student success. The district will also continue to focus on school culture, climate, and increased student achievement to support enrollment efforts.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Oconee County Schools shows solid evidence of a strong and coherent instructional system. Trends and patterns revealed in this review include organizational structures for development, implementation, and assessment of instructional content and delivery. Through the use of the surveys and collaborative planning, the instructional needs of the teachers and leaders are identified, reviewed, and addressed. This work ensures both a common language and a common system for instructional delivery, further ensuring greater student achievement. Additionally, the effective use of the MTSS model and district-developed pathways allow for identification of student needs at all levels of learner achievement, allowing opportunities for differentiation. The use and implementation of the MTSS model, coupled with data analysis at the school and district levels, integrate this identification of learner needs into the core work of the schools.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Oconee County Schools continues to have strong district and building leadership. There is evidence of strong communication between district, school, and teacher leaders due to the professional learning and collaboration opportunities that have been developed at all three levels. This allows for a common language and focus on student achievement and learning among all stakeholders. As the leadership team continues to grow as a professional learning community, there will be more consistent focus on leadership and team development among teachers to promote student learning.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>OCS implements a collaborative and on-going strategic improvement planning process that aligns all aspects of the district to support teaching and learning. Improvement efforts are on-going and the district continues to experience gains in student achievement and district effectiveness.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Family engagement is valued and important in Oconee County Schools. The district implemented a parent portal focused on curriculum and instruction via the Canvas LMS to increase parental engagement. Teachers, leaders, community members, and parents engage in on-going efforts to ensure a high level of meaningful community and parent involvement. For example, each school has a school council that includes the principal, teachers, parents, and community members. OCS provides and monitors communication on a variety of social media platforms to engage the community and allow for continuous feedback. OCS also conducts an annual Volunteer Instructional Leadership Learning Academy (VILLA). Two parent leaders from each OCS school participate in this annual experience. Each session is interactive and covers topics to equip parent volunteers and community leaders to navigate the school system and provide feedback. Topics for these sessions include Board Governance, Teaching and Learning, Student Services, Communication, Business Services, and Human Resources. There are numerous athletic, extracurricular, and academic functions in which stakeholders may participate. Each month at the Board of Education meeting a school highlights successes at their school and the Superintendent highlights success to share with stakeholders. It is important that OCS continue to engage stakeholders. OCS has the CNA and DIP posted on the district website.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>OCS will continue to implement an instructional framework that outlines best practices regarding teaching and learning. OCS will continue to improve setting student learning goals, creating consistent and reasonable expectations, and providing on-going monitoring. The district will continue to monitor the attendance of all students.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall, the district's student population (including English Learners) is declining and financial trends remain consistent year-to-year. OCS will continue to provide professional learning and resources to support student success in all areas. Additionally, the district will continue to focus on school culture, climate, safety, and increased student achievement.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>OCS continues to demonstrate growth in regard to graduation rate, SAT scores, ACT scores, AP pass rate, performance on MAP assessments, and state-mandated assessments. OCS has identified a need to increase achievement in ELA across all grade levels. Additionally, OCS identified the following areas to provide an instructional focus on the rollout of new math standards. OCS provides ongoing training and support in the areas of K-12 Tier I reading and writing. Wilson Foundations program is used in Grades K-3, READ 180 and the Georgia Numeracy Project in middle school; Just Words for an intervention based program for high schools; an evidenced and phonetic based K-3 reading program; middle school ELA; and K-12 Science and Social Studies digital resources, as well as on-going professional learning and curriculum revisions.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

<p>Strengths</p>	<p>The special education department's infrastructure in Oconee County provides opportunities for the special education and general education curriculum teachers and leaders to work together. Job-embedded learning and training for special education teachers is aligned with general education teachers, as well as opportunities for training in specialized instruction. The special education department has a</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	<p>comprehensive resource manual available to all teachers. The resource manual supports local and state compliance, provides general supervision tools, and provides processes and practices that support student outcomes. New teachers to Oconee County are trained in the use of GOIEP through the state training website by the district's Special Education Instructional Support Specialists throughout the year. Each school utilizes the LRE state guidance, providing a continuum of services to all students. LRE is ensured through the IEP committee decision process. IEP accommodations and modifications are shared with teachers who are working with Students with Disabilities through SLDS/GOIEP and/or are provided printed copies of student support pages as needed. Each school has a department chair who provides general supervision of best practices, monitors student accommodations, oversees IEP compliance, compiles student data for teacher review, and attends monthly leadership meetings. The district Special Education Instructional Support Specialists provide professional learning, supervision of best practices, oversee IEP compliance, and provide support to individual schools. The Special Education Director monitors all caseloads to ensure compliance with all regulations. The Special Education Director also visits all special education settings and classrooms to ensure all students are educated in appropriate settings. Monthly district special education meetings are provided by the Special Education Director to the special education department chairs. These individuals share this information with their school staff.</p> <p>The Special Education Department chairs from each school redeliver the information to the special education teachers at the school level. The Special Education Director meets with the Speech and Language Pathologists and Special Education Support Team once a month to ensure that all SWD students are provided FAPE. The Special Education Director attends monthly meetings with administrators from each school in the county, providing them with continuous professional learning to ensure that all SWD students are being provided FAPE. The Special Education Director meets with a parent advisory board once a quarter to provide information to parents for their input in the development and monitoring of the provisions of FAPE in Oconee County Schools. Professional Learning is provided in the district in numerous ways. The district provides co-teaching training for regular and special education teachers, IEP compliance training, BIP/FBA training, Special Ed. Law training, positive behavior supports training, assistive technology training, co-teaching training, ASPIRE training, transition planning training, and Foundations/Wilson and Mindset training. All teachers are required to meet federal and state compliance.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	<p>The district has been 100% on compliance. Early identification and early interventions are an important focus in Oconee County. Developmental screenings are offered monthly to Oconee residents. School psychologists are active team members on local schools' MTSS teams and provide special education teachers with training on data collection. Speech/language services are provided at local daycares for eligible students, and Oconee County has special needs preschool classes and co-taught classes in the community, along with supportive instruction.</p> <p>Additionally, IDEA Flow-Through funds are used to provide special education teachers, special education paraprofessionals, substitutes, professional learning, instructional resources and materials, nursing services, technology, bus monitors, specialized services, and Extended School Year. The Special Education Department partners with the Georgia Vocational Rehab Agency (GVRA), which provides job training and internships, and continues support after high school graduation. Local businesses provide job-embedded opportunities during our community vocational training activities. Oconee County Schools also provides job-embedded training with custodians, cafeteria, and classroom staff. Oconee County Schools has also employed several of our graduates.</p> <p>Additionally, the district works closely with local and state transition agencies such as GVRA, Goodwill, RING, and High School High Tech to provide a number of services to our growing student demand, such as job readiness training, job shadowing, internships, and certifications. Virtual job shadowing for students in grades 9-12 receiving pre-employment transition services (Pre-ETS) is also available. Students also participate in Mock interviews to help prepare them for future employment. Oconee special education department also partners with R.I.N.G. Rehabilitation Industry of NE RESA for summer paid internships.</p> <p>We continue to increase our number of students enrolled in higher education within one year of leaving high school, and are well above the state target. We are also well above the state target in students being competitively employed within one year of leaving high school.</p> <p>We feel strongly about self-advocacy for our students. We continue to increase the number of students participating in the ASPIRE program.</p> <p>Oconee County partners yearly with High School High Tech (HSHT) to</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	<p>give juniors and seniors the opportunity to complete a Manufacturing Institute Certification. Students receive 3 certifications: OSHA-10, a Lean Six Sigma White Belt, and CPR/AED certification. The On-Campus Vocational Training Program has continued, which has students job-shadowing in the cafeteria, and with the custodians, the technology department, the bus shop, and the media center, as well as continuing with community-based vocational training with local businesses.</p>
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<p>Challenges</p>	<p>The district also focuses on the barriers associated with supporting the social-emotional health of our students. Continuing to experience the impacts of trauma (parent loss of employment, relocation of household, loss of social interaction, etc.), the district continued to proactively deliver numerous trainings to empower staff on dealing with emotional competencies, functional behavior, and proactive behavioral strategies. To address social/emotional well-being and foster a sense of school and classroom belonging, schools have universally incorporated morning meetings as a priority at the elementary and middle school levels. The Zones of Regulation, Everyday Speech, and TeachTown Basic are a few programs that are used to teach social skills. .</p> <p>The district has math and ELA action teams that include special education and general education teachers who work on curriculum and instruction. The district is using ST Math and Touch Math. The special education department meets monthly with school administrators and department chairs to review discipline data, individual student data, and interventions. OCS developed a monitoring system for attendance, behavior, and academics of all high school SWD students. A case manager is assigned to each student and monitors their educational data every 9 weeks. Case Managers check in with students on a regular basis to review the data, identify barriers, and provide resources and support. GO IEP dashboard, along with a district-developed graduate rate indicator (A,B, C data) is monitored by the director, instructional specialist, department chairs and case managers.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Oconee County Schools is a Targeted Assistance District. Title I funds are only available to be used at certain schools within our district and with certain students in those schools. A strength of the Title I program in Oconee County Schools is that TA schools choose to use the majority of their funds on staff rather than materials. All Title I schools use Title I funds to employ tutors to assist identified students, one-on-one or in small groups, during the school day and/or after school. Title I funds are also used to fund instructional supplies, leveled readers, e-books, online learning resources, books, parent involvement activities, and professional learning.
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Challenges	Low poverty across the district means that OCS receives a limited amount of Title I funding and only a few schools in the district are identified as Targeted Assistance Schools. A challenge is finding a way to effectively utilize the funds on only identified Targeted Assistance students.
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Title I, Part A - Foster Care

Strengths	Oconee County Schools Social Workers are diligent about ensuring that students in Foster Care are identified and their needs are met. In particular, the communication between the district and DFACS to arrange for transportation in the best interest of our students in Foster Care is effective and efficient. Many local agencies provide resources for students to meet needs including food and supplies.
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Challenges	Transportation is the biggest challenge in meeting the needs of students who enter into foster care or students who move residences.
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Title I, Part A - Parent and Family Engagement

Strengths	Parents and families in the district are very involved in their children's education. Parents attend Title I parent activities at their children's school(s). Each school has a thoughtfully developed Parent and Family Engagement Plan that is based on the District Parent and Family Engagement Plan and created with input from stakeholders. This document is shared with all parents in multiple ways.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	A challenge with the required 1% Parent and Family Engagement set aside is finding a way to effectively allocate that percentage of funds across schools so they can use the funds in a viable way with families and ensuring that meaningful activities occur at each school.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Oconee County consistently has a small number of migrant students enrolled in the district. At this time, there are no migrant students enrolled.
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Challenges	At this time, there are no migrant students enrolled.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Oconee County currently has no residential facilities for these students; therefore, Oconee County Schools does not serve these students as an identified disaggregated group. However, if a facility were to open in the district attendance area, students would be identified through the referrals of parents, guidance counselors, social workers, the Department of Juvenile Justice, the Department of Corrections, or the Department of Human Resources. The goal of Oconee County Schools is to ensure that neglected and delinquent children and youth have the opportunity to access and meet the Georgia Standards of Excellence and the rigorous state assessments.
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Challenges	Oconee County Schools plans to work with neglected and delinquent children and youth to ensure a smooth transition and reentry to the local schools. Transition services may include counseling and social work services, reentry orientation programs, and the development of dropout prevention programs through the Completion Coach and tutoring and/or mentoring. The school system works with social service agencies to coordinate health and social services for neglected children and youth.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of Title II, Part A funds."

Strengths	<p>Oconee County Schools offers many professional learning opportunities for teachers, administrators, and paraprofessionals. All professional learning activities are funded with state professional learning funds and federal program funds, when appropriate. Professional learning funded with Title II funds follows all federal guidelines. Oconee County Schools developed a plan for professional learning with input from personnel from the local schools and district office. The professional learning priorities for each year are established based on need and include items such as the following: K-12 Curriculum Development and Vertical Alignment, Collaborative planning to improve Tier I instruction, digital integration, Gifted endorsements, Reading endorsements, instructional coaching, data teams (including using formative assessment data), mentoring for new teachers and new leaders, support for teachers working with English Learners, ELA support, leadership development, STEM, peer observations, understanding and using MAP scores, writing, and understanding and using the features of SLDS, and PL Survey Results. Professional learning is reviewed on an annual basis to determine the most critical needs in order to continue making gains.</p>
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Challenges	<p>Oconee County Schools utilizes Title II funds to support the identified professional learning needs for the district. OCS will not be able to provide the needed high quality professional learning if the Title II funds are not allocated to states and districts in the future.</p>
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>English Learners are identified during the registration and enrollment process using the Home Language Survey and the WIDA language screener. The EL population in OCS is decreasing based on current enrollment figures and projections. The unique needs of English Learners are met through multiple delivery models. These students are pulled from a non-academic class for small group ESOL language instruction or the ESOL teacher pushes into the regular classroom to provide language support. Some Middle school and all High school students are served during a segment of the school day. ESOL teachers communicate regularly with the classroom teachers of EL students to assist in modifications and identification of appropriate resources and instructional materials for EL students in specific content areas. Title III funds are used to purchase supplemental instructional materials and online programs; pay for travel, registration fees, substitutes and stipends for teachers of EL students to participate in professional learning; provide tutoring; and parent nights.</p> <p>Oconee County Schools currently has ESOL endorsed teachers at every level (elementary, middle, and high). The LEA strongly supports ESOL Endorsements for classroom teachers to ensure the most effective strategies are utilized for ESOL students. ESOL teachers are provided opportunities for professional development to learn new strategies and share these strategies with the classroom/content area teachers. A relatively small population of ESOL students allows ESOL teachers to closely monitor student progress and work regularly with classroom/content area teachers to ensure progression towards English proficiency.</p>
Challenges	<p>The EL population in OCS is decreasing based on current enrollment figures and projections. This aspect is a challenge for the consistent allotment of teachers all levels. The transient nature of students can also be a challenge to maintain a consistent schedule structure with fluctuating student numbers. Additionally, it would be difficult for the district to continue to offer robust supplemental programs Title III funds were not made available to districts in the future.</p>

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Oconee County Schools' Homeless Liaison and School Social Workers are diligent about ensuring that students who are experiencing homelessness are identified and their needs are met. Coordination with our Director of Transportation is seamless and ensures that there is no delay in getting homeless students to school.
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Challenges	Identification of students needing support or resources through the McKinney-Vento program.
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of Title IV, Part A funds."

Strengths	Oconee County Schools intends to transfer 100% of Title IV, Part A funds to Title II, Part A to support the high quality professional learning needs identified in the district's comprehensive needs assessment process.
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Challenges	n/a
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Title I, Part A - Equitable Access to Effective Educators

Strengths	100% of OCS teachers meet professional qualifications.
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Challenges	<p>Recruitment of teachers meeting professional qualifications as veteran teachers retire.</p> <p>Recruitment of teachers meeting professional qualifications in highly specialized and high demand areas.</p>
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Title I, Part A - Equitable Access to Effective Educators

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Title V, Part B - Rural Education

Strengths	n/a
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Challenges	n/a
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Meet the needs of all students
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Leverage technology tools to increase student achievement, engagement, and success
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	College and career readiness
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Meet the needs of all students

Root Cause # 1

Root Causes to be Addressed	Growing population and changing demographics
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Others : C, D, E, F, G, I, J

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Measuring student growth
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Others : A, C, F, G, I, J

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Social Emotional Needs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Others : A, C, F, H, I, J

Additional Responses	
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Overarching Need - Leverage technology tools to increase student achievement, engagement, and success

Root Cause # 1

Root Causes to be Addressed	Maximizing Available Funds
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Others : B

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Staff readiness to leverage approved digital resources to support student learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Teacher capacity and inequitable home internet access to support learning at home
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - College and career readiness

Root Cause # 1

Root Causes to be Addressed	Participation in CTAE Dual Enrollment
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of marketing and promotion of CTAE opportunities
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Extending opportunities for career lessons and experiences for all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 3

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Mastering literacy skills for college and career readiness.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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District Improvement Plan 2026 - 2027



Oconee County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Oconee County
Team Lead	Jennifer Whitaker
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	Title II, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.	125% minimum per pupil allocation for schools below 35% poverty threshold
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C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.	Waiving the 125% per-pupil allocation will provide flexibility to strategically allocate additional funds toward personnel including Academic Coaches, Title I teachers, and highly qualified tutors.
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D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	<p>Waiving the 125% per-pupil allocation will enhance the instructional capacity of teachers through embedded professional learning, coaching, and the implementation of research-based instructional strategies. Additionally, funds will support targeted, one-on-one tutoring sessions designed to address individual student learning gaps and weaknesses. By focusing resources on differentiated instruction and intensive academic support, the district will improve instructional quality and accelerate academic achievement for all students.</p> <p>District and Local Measurable Goals:</p> <ul style="list-style-type: none"> ● By the end of the school year, the district will be at or above the state average for achievement and growth for all Georgia Milestone assessments. ● By the end of the school year, the overall effectiveness rating for internal professional learning and coaching sessions will be rated at "Effective or Highly
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Flex Waiver # 1 - LocalProgrammaticWaiver

	Effective" according to the district's professional learning survey.
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E. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
	Other (Please specify)

Please provide any comments received as a result of the public notice here:	update
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meet the needs of all students
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Growing population and changing demographics
Root Cause # 2	Measuring student growth
Root Cause # 3	Social Emotional Needs
Goal	By the end of the school year, the district will be at or above the state average for achievement and growth on all EOG and EOC assessments.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide additional instruction and professional development for the teachers to enhance ESY, before-after school programs, summer camps, learning recovery during the school day, Course Extension and Recovery and tutoring
Funding Sources	Title II, Part A Title III, Part A IDEA N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of students participating
Method for Monitoring Effectiveness	Progress monitoring of IEP goals, Pre and post tests, Student test scores, classroom performance, pass/fail rates
Position/Role Responsible	Director of Federal Programs, Director of Special Education, Director of Secondary Education, Director of Elementary Education
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide tutoring for identified Title I students, including Homeless students
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Tutoring logs
Method for Monitoring Effectiveness	RTI progress monitoring
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation

 Quarterly

Action Step # 2

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Participation in quality professional learning related to instructional delivery as identified in the strategic plan
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA Perkins N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	School improvement monitoring visits
Method for Monitoring Effectiveness	Professional Learning Needs Assessment, Student Achievement
Position/Role Responsible	Teaching and Learning Directors, Chief Academic Officer

Action Step # 3

Evidence Based Indicator	Promising
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement K-12 vertical content collaborative planning teams.
Funding Sources	Title II, Part A N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 4

Method for Monitoring Implementation	Principal and Action Team Meeting agendas, SIP monitoring, curriculum maps, assessments
Method for Monitoring Effectiveness	Professional Learning Needs Assessment, Student Achievement, TKES observations
Position/Role Responsible	Director of Secondary Education, Director of Elementary Education
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide funding and professional development for teachers to implement reading and math interventions and preventative instruction for K-12 students -- Read 180, Fun in Focus, Orton Gillingham, Georgia Numeracy Project, AMIRA, Rosetta Stone, Raz Kids,
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA N/A

Action Step # 5

Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Master schedule, monthly data reviews
Method for Monitoring Effectiveness	Reading and math student growth reports
Position/Role Responsible	Teaching and Learning Directors
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide funding for course registration fees for teachers adding gifted and dyslexia endorsements (Title II will only be used for those teachers who are not earning FTE for the endorsement area.)
Funding Sources	Title II, Part A Title III, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Course completion documentation
Method for Monitoring Effectiveness	Number of endorsement completers
Position/Role Responsible	Director of Federal Programs, Director of Secondary Education, Director of Elementary Education
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide funding for registration fees for Advanced Placement Training courses.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Number of teachers participating
Method for Monitoring Effectiveness	Advanced Placement Scores
Position/Role Responsible	Director of Secondary Education
Evidence Based Indicator	Strong

Timeline for Implementation

Yearly

Does this action step support the selected equity intervention?

Yes

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide job embedded professional learning to support digital teaching and learning
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	District and school-level feedback surveys.
Method for Monitoring Effectiveness	Surveys
Position/Role Responsible	Chief Technology Officer, Director of Elementary Education, Director of Secondary Education
Evidence Based Indicator	Promising

Timeline for Implementation

 Monthly

Action Step # 8

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide professional learning on functional behavioral assessment, behavior intervention plans, co-teaching modules, Wilson and Foundations reading, EnCore, and Teachtown
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning sign-in sheets
Method for Monitoring Effectiveness	TKES observations, student progress, discipline referrals
Position/Role Responsible	Director of Special Education
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 9

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Membership in GYSTC through NEGA RESA for high quality professional learning support in Science and Technology
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Teacher participation logs, sign-in sheets, agendas, GYSTC usage report
Method for Monitoring Effectiveness	TKES observations, student achievement in math and science
Position/Role Responsible	Director of Secondary Education, Director of Elementary Education
Evidence Based Indicator	Strong

Action Step # 10

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Utilize MTSS to ensure supportive learning environment for academic achievement, social-emotional needs, and behavior
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheets
Method for Monitoring Effectiveness	Student progress monitoring
Position/Role Responsible	Director of Secondary Education, Director of Elementary Education
Evidence Based Indicator	Strong

Action Step # 11

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Leverage technology tools to increase student achievement, engagement, and success
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Maximizing Available Funds
Root Cause # 2	Staff readiness to leverage approved digital resources to support student learning
Root Cause # 3	Teacher capacity and inequitable home internet access to support learning at home
Goal	By the end of the school year, the school system will increase the effective use of instructional technology and digital resources.

Action Step # 1

Action Step	Provide job embedded professional learning to continue implementation of digital tools
Funding Sources	Title II, Part A N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	LMS analytics, PL agendas, sign-in sheets
Method for Monitoring Effectiveness	Walk-throughs, survey data, TKES
Position/Role Responsible	Chief Academic Officer, Teaching and Learning Directors
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide substitutes for teachers to participate in high quality professional learning related to instructional delivery, implementation of core curriculum teams, and development of a consistent instructional framework
Funding Sources	Title II, Part A Perkins N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PL Agendas, sign-in sheets

Action Step # 2

Method for Monitoring Effectiveness	Written plan of action and framework
Position/Role Responsible	Teaching and Learning Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide training for current and new staff in the use and monitoring of available district digital resources (LMS, Infinite Campus, MAP, GO IEP, etc.)
Funding Sources	Title II, Part A N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PL agendas, sign-in sheets, conference agenda
Method for Monitoring Effectiveness	Digital resource analytics, evaluations, LMS analytics, SLDS data
Position/Role Responsible	Teaching and Learning Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Continue to grow assistive technology training for students and staff
Funding Sources	IDEA N/A
Subgroups	N/A Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training agendas, sign-in sheets
Method for Monitoring Effectiveness	Analytics, student performance
Position/Role Responsible	Director of Special Education
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide appropriate and compliant technology infrastructure to support instruction
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Usage data, active users, bandwidth
Method for Monitoring Effectiveness	Network up-time
Position/Role Responsible	Chief Technology Officer
Evidence Based Indicator	NA

Timeline for Implementation Others : Daily

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	College and career readiness
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Extending opportunities for career lessons and experiences for all students
Root Cause # 2	Lack of marketing and promotion of CTAE opportunities
Root Cause # 3	Mastering literacy skills for college and career readiness.
Root Cause # 4	Participation in CTAE Dual Enrollment
Goal	The CCRPI readiness scores will be in the top 50% of the state.

Equity Gap

Equity Gap	Pathway completers
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Content Area(s)	Other : CTAE
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide high quality professional learning and Advanced Placement registration for teacher training to support increasing the number of students participating in Advanced Placement and dual enrollment courses
Funding Sources	Title II, Part A Perkins N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Number of students enrolled in AP courses and dual enrollment, conference participation
Method for Monitoring Effectiveness	College credits earned, number of AP Scholars
Position/Role Responsible	Director of Secondary Education, Director of CTAE
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide high quality professional learning for teachers to support increasing the number of students completing an Advanced Academic and/or CTAE pathway
Funding Sources	Title II, Part A Perkins N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in sheets and agendas
Method for Monitoring Effectiveness	Sign-in sheets and agendas
Position/Role Responsible	Director of Secondary Education, Director of CTAE
Evidence Based Indicator	Moderate

Timeline for Implementation

Yearly

Action Step # 2

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue implementation of REACH Scholar Program for selected students
Funding Sources	N/A
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of REACH Scholars
Method for Monitoring Effectiveness	REACH Scholars funds raised, completion of program requirements
Position/Role Responsible	Director of Federal Programs & CTAE
Evidence Based Indicator	NA

Timeline for Implementation Yearly

Action Step # 3

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Develop marketing campaign for CTAE program offerings and opportunities.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Marketing materials
Method for Monitoring Effectiveness	Increase in pathway completers
Position/Role Responsible	CTAE Director, Administration, Director of Secondary, Chief Academic Officer
Evidence Based Indicator	Promising

Action Step # 4

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Oconee County Schools utilized a process developed by the Georgia School Boards Association (GSBA) to develop a six-year strategic improvement plan for the school system. This comprehensive process engaged the community and stakeholder groups to create universal ownership and support for system and school improvement. Highlights of the process include:</p> <ul style="list-style-type: none"> ● A comprehensive community engagement component to allow stakeholders to have a voice in the strategic improvement planning process ● A diverse planning team that represented stakeholder groups to develop the plan ● A facilitated planning process that assisted the planning and action teams in analyzing the strengths, weaknesses, opportunities, and threats of the school district and reviewing the mission, vision, beliefs, goal areas, and elements of the strategic improvement plan ● A facilitated process to work with experts within the district on developing initiatives and action steps to implement the plan <p>Members of the strategic planning team examined student achievement data, survey results, professional learning needs assessments results, professional learning plans, teacher recruitment and retention data, professional qualifications, paraprofessional data, class size data, and verbal input from stakeholders to determine the district's needs related to Title II-A. Stakeholders from various groups providing multiple perspectives have been involved in multiple face-to-face conversations regarding the professional learning needs and use of Title II-A funds to support the needs. Draft versions of the CLIP were emailed to stakeholders to request their written feedback. Parents and other community stakeholders were invited to provide feedback via the OCS webpage. The district also invites leaders from</p>
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Coordination of Activities

	<p>private schools to provide input on professional learning needs supported by Title II-A.</p> <p>The professional learning priorities for next school year are Tier I instructional practices, Collaborative Planning Teams, SEL, selecting appropriate interventions, digital integration, data teaming, mentoring new teachers and leaders, support for teachers working with gifted learners, support for teachers working with ELs, ELA Support, leadership development, STEM/STEAM, peer observations, understanding and using MAP scores, Problem solving and effective mathematical practices, and writing. OCS consults with local private schools about participating in Title II-A. The most recent data revealed that teaching positions rarely open in OCS. Applications are accepted by HR on a continual basis so that when vacancies occur there is already a large pool of qualified applicants. OCS invites all stakeholders to collaborate on the development of the plan through social media and the website.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<ol style="list-style-type: none"> 1. District leadership carefully reviews equity data and takes note of any areas in which low-income and/or minority children may be being served more often by inexperienced or ineffective teachers. If these issues are noted, school leadership is asked to monitor rostering of students to correct them. The Title II-A Coordinator will have each principal sign an affirmation that, to the extent possible, no student is placed with an ineffective or inexperienced teacher two years in a row. Oconee County Schools will require certification from the Georgia Professional Standards Commission as the qualification for most certified positions. When the school district determines that alternative credentials can provide an equivalent quality instructor for a specific position, the minimum professional qualifications will include a bachelor's degree, and/or demonstrated successful experience in a related field, and/or successful performance on a pertinent content assessment.
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).</p>	<p>Oconee County Schools uses a strategic plan process to identify district goals based on multiple data sources including MAP scores, Milestones scores, administrative and teacher feedback, school improvement monitoring reviews, and more. The schools then use the district strategic plan to guide school improvement plans that focus upon the district goals as well as additional goals unique to each school based on the school's data. Professional growth and improvement areas are embedded within the district strategic plan and school improvement plans. The district strategic plan embeds professional learning strategies and leadership development through ongoing professional learning for teacher leaders as well as building leaders. The teacher leaders work collaboratively throughout the year to review student achievement data and review and revise curriculum and instruction strategies. The leadership team then shares and collaborates with building level instructors and administrators to meet learning goals within the data teams established in each building. The data team process for the district and schools focus on four questions:</p> <ul style="list-style-type: none"> What do the students know? How do we know if they know it? What do we do if they do not know it? What do we do if they do know it? <p>The team then works through these questions and continues to embed and incorporate professional learning activities to meet the needs of the learning community based on the data and collaborative feedback. Each school completes a professional learning plan to address identified areas which support the action steps in the school improvement plans. In addition, each principal works with individual faculty and staff members to develop professional growth plans for the individual. The administration works with the faculty and staff throughout the school year to reflect and monitor the progress toward meeting the individual professional learning targets.</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No (no further action)

If the LEA waives certification, specify the waiver option below:	
<input checked="" type="checkbox"/>	The LEA waives certifications for all teachers allowable by law. (no further action)
<input type="checkbox"/>	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	The district does not have any schools identified as needing support. If the district should have schools identified as needing support, the district will work closely with the Georgia Department of Education to develop a plan of support that will ensure improvement and sustainability. The Director of Federal Programs will apply for Title I-A, 1003 School Improvement Funding and work closely with the identified school to prioritize the use of funds to support the identified plan and ensure all grant requirements are met.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand	Career, Technical, and Agriculture Education instructors will continue to participate in professional learning on specific pathways and skills attainment. In addition, the teachers work closely with business and industry leaders through their advisory committees to incorporate applicable workplace skills into the classroom. In addition to completing job shadowing experiences as teachers, they also have business leaders associated with their pathway work with the students through guest speaking activities, internship experiences, and potential job
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CTAE Coordination

<p>occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>placements. The programs also work with the industries to identify which credentialing assessment (end of pathway assessment) will provide entry-level job skills upon completion of a pathway.</p> <p>Each program area works closely with the Work-Based Learning Coordinator to provide job opportunities for students. There are multiple placements that are associated with specific career pathways and academic pathways offered in the schools. Students within the program are required to keep a portfolio as well as demonstrate proficiency on a training plan aligned to the business standards. The training plan is developed for each student in association with the business leaders who are mentoring the student.</p> <p>In addition to Work-Based Learning, students also participate in a program with The University of Georgia titled "Young Dawgs." This program has clearly-defined criteria for the students to complete which is associated with their high school coursework as well as the research/work completed at The University of Georgia under the supervision of a mentor within the career field. Students complete a research project and present it at the end of the program.</p> <p>Another Work-Based Learning experience for students is the early childhood education program. Students complete the pathway while also working in an early childhood center or classroom. Many of the students move on to become youth apprenticeship students the following year.</p> <p>The district works with counselors to incorporate career lesson plans in grades K-5.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The district will meet with principals on an on-going basis to analyze student discipline data and identify trends and patterns. The district will also support the implementation of Positive Behavior Interventions and Supports (PBIS). The district will assist schools in developing a continuum of discipline practices that are progressive in nature for the purpose of providing discipline consequences without removing students from the classroom when appropriate.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Oconee County Schools offers multiple opportunities for middle school parents to learn more about high school through parent nights and course opportunities. During each school year, middle school students will participate in a career course which provides transitional information for high school. The course content includes information about graduation requirements in high school, career pathways, career interest scores, dual enrollment opportunities, and extra-curricular and intra-curricular organizations. In addition to the course content, guests from the community and the high school counselors speak to the students about what they will experience in high school. The students also take a field trip to the high schools and tour the facilities prior to registering for classes the next year.</p> <p>At the time of high school registration, the middle schools host a "Parent College" to inform parents of all the opportunities and information they need to know about transitioning to the high schools. In addition to the middle schools parent night, the high schools have an additional parent night which gives more specific information about the registration process. All the activities are coordinating to aid in a gradual understanding of high school.</p> <p>Parents and students in the 8th grade are informed about dual enrollment. As the students move into the high school, dual enrollment information is shared at each grade level through parent nights and student assemblies. In addition, the district is working to ensure additional post-secondary options are available for students, including partnering with the local colleges to allow current high school instructors to serve as the college instructor to teach college courses on the high school campus. The district will be working with Athens Technical College to create additional opportunities for students to receive college and high school credit while completing academic and career technical courses. Counselors work with students throughout the year to identify interests and skills.</p> <p>The high schools have multiple student assemblies to inform the students about the options available at the post-secondary level, including guest speakers from the technical college and universities. In addition, there are parent nights to provide parents information on post-secondary options for students, including military, workplace, and/or college. Part of the parent meetings include admission</p>
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Middle and High School Transition Plans

	<p>counselors presenting to the parents on the requirements for entry into their institutions. In addition, there are guest speakers to help parents and students navigate the financial requirements associated with college. You Science is utilized to help students identify interests and aptitudes.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>State lottery funded preK services are not offered through the school system in Oconee County Schools for general education students. These services for general education children are offered through multiple local daycare providers. OCS does provide special needs preK services to a number of students. These classes are housed in one of our schools, which allows the young learners the opportunity to integrate into the traditional school setting from the start. For the non-special education learners, the system works with the daycare centers to coordinate the transition from the daycare setting to the public school setting. This transition is facilitated through a kindergarten registration time that includes a brief screening, several fun school activities, and a time for parents to meet the school administration. The OCS special education department conducts monthly preschool screenings in the spring, which also allows early identification of at-risk learners. Preschool walkin speech only students attend their home school for speech therapy to build a sense of community, familiarity and connection with the school and staff. OCS provides mass speech screenings at all local daycares. Children are screened monthly at advertised screening using the Preschool Evaluation Scale-2 and the Preschool-Language Scale-5 screening test. We have continually increased the number of screenings we complete each year. Screenings are advertised on OCS website as well as with all daycare/preschool facilities within the county. In addition, one screening per year is advertised in local newspapers, the county library, pediatrician's offices, and other public areas. OCS is also involved in several local charitable organizations that seek to provide services to the more needy families in the community. Though these endeavors are not specifically targeted at the educational needs of preschool-age children, this exposure does afford the system the opportunity for additional early identification. Oconee County Schools will continue to support, coordinate, and integrate services with early childhood programs in the county.</p>
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Preschool Transition Plans

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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Oconee County Schools is a Targeted Assistance School District. Each Targeted Assistance school uses Title I funds to provide supplemental instruction and support to eligible children identified as having the greatest academic need. Eligible children are those who are identified by the school as failing, or most at-risk of failing, to meet the state's academic achievement standards. Children are selected by teachers and administrators on the basis of multiple, educationally-related, objective criteria. Separate criteria are established by each school for each content area and each grade level being targeted, and include NWEA MAP Reading and Math scores, prior year Milestones Reading ELA and Math scores, and course grades in Reading and Math. For students in grades K-2, a teacher recommendation is also used. Rank-ordered lists of students are generated for both Reading and Math and the most at-risk students are served. New students are assessed to determine eligibility for services. Additionally, children who are migratory or homeless, those enrolled in a program for neglected or delinquent children, and those who attended Head Start within the previous two years are also eligible for Title I services. As each school works to develop its Title I Targeted Assistance Plan for the coming year, they invite parents and other community stakeholders to review their draft version(s) and provide input and suggestions for improvement. All parents and community stakeholders are invited and encouraged to participate in the development of the district's Parent and Family Engagement Plan. An electronic draft of the plan is also available on the school district website for all parents and stakeholders to review. When appropriate, Title I schools will also work closely with the Special Education Parent Mentor to collaborate to provide parent involvement activities. Each Spring, parents of identified Title I students are asked to complete a survey in which they evaluate the Title I program at their child's school and provide feedback about the Title I services in which their child has participated during the year. This survey is available electronically as well as in print. Results from the survey are reviewed very carefully and used to determine the effectiveness of the Title I program at each school as well as to plan for the coming year. Each Title I school will jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. This compact will be written in family-friendly language and to the extent practicable, in a language that parents can understand, and will be distributed to parents of identified Title I students. Title I teachers at</p>
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Title I, Part A - Targeted Assisted Schools Description

	<p>each school and the Title I Director provide workshops for parents on topics including preparing for the Georgia Milestones End-of-Grade Assessment, understanding the Georgia Standards of Excellence and the school's curriculum, understanding the MAP assessment and how results from MAP can help us help your child, understanding the Title I program and how it benefits your child, ways parents can monitor their child's progress, and how to have a successful parent-teacher conference. Take-home materials are provided at many of these workshops, and childcare is provided as needed. Computers are available at each Title I school for parent use during the school day. Some Title I schools have a family engagement center.</p>
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Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Oconee County Schools does not have any Schoolwide Title I schools; all of our Title I schools are Targeted Assistance. Each school participating in Title I-A completes a Needs Assessment annually. Student achievement data is reviewed and stakeholders determine academic areas of need and plan for use of the following year's Title I-A funds. Each of our Title I schools completed a needs assessment and found that, while overall the majority of students are meeting or exceeding standard in all areas, there are some children in each of their schools who need additional support in Reading and/or Mathematics. Students at these schools will be selected using multiple, educationally-related, objective criteria and will receive supplemental support from a certified teacher in their academic area(s) of need. The Title I teacher coordinator provides workshops for parents on topics including preparing for the Georgia Milestones End-of-Grade Assessment, understanding the Georgia Standards of Excellence and the school's curriculum, understanding the MAP assessment and how results from MAP can help schools help the child, understanding the Title I program and how it benefits the child, ways parents can monitor their child's progress, and how to have a successful parent-teacher conference. The Title I Director consults with principals of Title I schools regularly to determine what support may be needed. Oconee County currently has no residential facilities for neglected or delinquent students; therefore, Oconee County Schools does not serve these students as an identified disaggregated group. However, if a facility were to open in the district attendance area, students would be identified through the referrals of parents, guidance counselors, social workers, the Department of Juvenile Justice, the Department of Corrections, or the Department of Human Resources. The goal of Oconee County Schools is to ensure that neglected and delinquent children and youth have the opportunity to access and meet the Georgia Standards of Excellence and the rigorous state assessments. Oconee County Schools plans to work with neglected and delinquent children and youth to ensure a smooth transition and reentry to the</p>
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Title I, Part A – Educational Programs

	local schools. Transition services may include counseling and social work services, reentry orientation programs, and the development of dropout prevention programs.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>As migrant students travel from one school district to another, whether interstate or intrastate, Oconee County Schools will notify the GaDOE Migrant Education Program as well as the students' new school district in order to ensure continuity of services for migrant students and their families. Oconee County Schools will work to ensure that all school records for migrant students, including health information, are transferred in a timely manner.</p> <p>Oconee County Schools utilizes Infinite Campus as the district's Student Information System. When enrolling in the district, new students complete all enrollment information electronically through Infinite Campus, including the Occupational Survey. Additionally, parents/guardians of current students are required to annually update enrollment information, including the Occupational Survey questions through Infinite Campus. If any student answers "Yes" to these questions, the district Director of Federal Programs receives an email notification. The Director of Federal Programs then sends the complete application to the Migrant Consortium for review and final determination. Oconee County Schools works closely with the Migrant Consortium to identify students, meet the needs of migrant students, and submit required documentation and paperwork.</p> <p>The Director of Federal Programs works with the Migrant Consortium to locate students that have been previously identified as Migrant and transfer to Oconee County Schools. When receiving a new migrant student, Oconee County Schools will request records within three days of the registration of a new student with counselor follow-up in three days after the initial request. All records are sent immediately by the LEA upon request of other school systems. Students identified as homeless may be registered and enrolled without school records. The LEA encourages migrant families to formally withdraw students from the local school so that they may carry copies of education records to a new location. Oconee County Schools works with ABAC to obtain information from the MSIX database.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe: 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe: 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer</p>	<p>Oconee County Schools will provide appropriate services to all migrant students. Services for migrant students are developed and planned based upon the results of the annual Comprehensive Needs Assessment. The district will participate in the Migrant Consortium each year but will continue to ensure that supplemental services are provided, including: school supplies, emergency medical/vision/dental care, referral to outside agencies, dropout prevention, and support for Drop-Out/Out-of-School Youth and preschool migrant children. The academic needs of Migrant students are typically met through tutoring services that are provided outside of regular school hours or over the summer. OCS works collaboratively with the MEP consortium to provide these services - virtual tutoring has been used most recently. OSY up to age 21 will be offered the opportunity to re-enroll in school or to complete their GED. Preschool migrant children are provided home visits in which a certified teacher or trained SSP provides early literacy support and kindergarten readiness support. The district will work to seamlessly integrate migrant children into the schools and provide the necessary access to available resources. These services include applications for the Free and Reduced Lunch program, Medicaid/Peachcare, and child care assistance and other benefits through DFACS; groceries, rent, and bills through community organizations; and school program referrals (MTSS and IEPs where indicated).</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Oconee County Schools' infrastructure provides opportunities for the special education and general education curriculum leaders to work collaboratively. The OCS special education department views the learning continuum as a K-12 pipeline.</p> <p>Graduation rates in Oconee County are addressed through a multi-faceted combination of activities which strive to not only ensure graduation rates are at their highest possible level, but that students transition into and out of the public school system with both educational and employment goals. At the high school level, graduation projections are made for students starting in their freshman year. Bringing in data based on attendance, behavior, current class grades, GPA, and contact logs, the administrative team and LEA Director can identify students at-risk for dropping out or not graduating within a 4-year cohort. Training in how to input and monitor this data is delivered at the teacher level in both high schools and facilitates ongoing conversations between grade levels, subject areas, and district-wide administrators.</p> <p>Monitoring and Supervision: This data is reviewed on a 9-week basis to identify and react to any potential graduation barriers. This data is shared with multiple members of the student support team, including case managers, school administrators, instructional support specialists, and the special education director.</p> <p>From this data, in-school interventions are delivered through additional instructional time akin to a remediation period (Warrior Period and Titan Time at the respective high schools) for 25 minutes per day, working in conjunction with free after school tutoring offered every Tuesday and Thursday for 1.5 hours. To further remove student inability of utilizing these services, homeroom teachers monitor grades and make recommendations for remediation and tutoring on a 2-week basis, also allowing adequate time for students to sign up for free transportation home after tutoring ends at 5:00pm. PL for teachers is offered yearlong to aid in identification and intervention of students in both homeroom and in their classroom.</p> <p>Beyond immediate intervention for students through the aforementioned methods, students' schedules reflect interventions and supports which aid in their progress towards graduation. Beyond offering a variety of classroom environments for students outside the general curriculum (MOID, SID, PID), the county offers courses to</p>
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IDEA Performance Goals:

	<p>remediate fundamental gaps in areas related to ELA and Mathematics through courses such as Foundations of Mathematics and Foundations of Reading, both geared towards preparing students for the rigors of Algebra 1 and 9th Grade Literature, respectively. To aid students with processing deficits or more generalized need for additional time or one-on-one teaching, the county offers courses such as Study Skills (meeting everyday or every other day, both as a yearlong and semester long course) where students can stay up-to-date on their daily work, get additional teaching from a certified teacher in a specific content area, or work on their transition goals outlined in their IEP. Teachers, to best succeed in these courses, are offered gifted, dyslexia, and ESOL certification opportunities. In the event a student does not succeed with these supports, the school offers online classes for students needing a more non-traditional educational plan, as well as course recovery (allowing students with a final grade between 60-69 to earn a 70 without repeating the class) and credit recovery (offered over the summer for students with a final grade below a 60). Online education programs have been used during the after school setting to allow students to recover credits. These sessions are available Monday through Thursday during the spring semester.</p> <p>Additionally, the district has worked closely with local transition agencies such as Vocational Rehabilitation and High School High Tech to provide, at no expense to students, a number of services to our growing student demand, such as job readiness training, college and work site visits to encourage student enrollment in technical colleges and/or job training for immediate entry into the workforce, and industry certification in a variety of areas provided. Oconee County views graduation as a process and not an event that happens once.</p> <p>Post-secondary activities are monitored by the special education director through the post-secondary outcome data collected on students at each high school for indicator 14, secondary transitioning planning and GVRA caseload data.</p> <p>Professional learning is strategically planned with all departments to support SWDs in the least restrictive environment. The departments combine funds for learning opportunities for all students. Resources and monitoring procedures are in place to support and increase in the SWD graduation rate and to decrease the drop rate: The Assessment of Functional Living Skills (basic living skills, home skills, community participation skills), LEA training, manifestation determination training, IEP Training in Writing Compliant IEPs, functional behavior and emotional competencies, online courses, Read 180 and Math 180, Reflex math, Flocabulary, Unique Learning, Teach Town, IXL, LLI, Wilson and Foundation Reading, Daily 5, HMM Collections program, ABC's data review, FBA/BIP training and data collection, PBIS, ASPIRE, assistive technology, Prior Written Notice (PWN), and basic</p>
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IDEA Performance Goals:

	reading and writing and foundations of math at the high school.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Oconee County Schools (OCS) improves services for young children aged 3-5 by offering developmental screenings monthly, interventions to parents/preschools/daycares, developmental and speech-language evaluations, as well as the full continuum of special education services for children who are identified as needing special education services. Services include: consult, collaborative instruction, co-taught, home services, and separate class settings to serve students who are eligible for special education in their LRE. In addition, speech/language therapy, hearing impaired services, occupational therapy services, physical therapy, and vision-impaired services are implemented in the LRE. Children who qualify as having a Significant Developmental Delay or other category of special education are served in their LRE as determined by the IEP.</p> <p>OCS offers services in the LRE by providing collaborative, co-taught and supportive instruction services in the general education daycare, prek classroom or home on a daily, weekly, or monthly basis determined by the needs of the student.</p> <p>In addition, morning small group classes and afternoon small group classes are currently housed at an elementary school in our district. Students attend small group classes from 1-4 days per week determined by the individual needs of the student. Many students attend both the general education (for part of the day) and special education setting (for part of the day) each day allowing the student the LRE. In addition, a new community-based paraprofessional was added this year to better support students in the general education setting in their community-based preschool. Additionally, a special education teacher serves in a co-taught lottery prek class 5 days per week to support students with IEPs.</p> <p>Community-based Speech-Language services are provided for students eligible for speech-language services who attend daycare/preschool full-time in Oconee County as they are served in their daycare/preschool facility according to their IEP. Children who are eligible for speech-language services who are not in preschool/daycare or who are in private half-day preschool, are transported by their parents to an SLP housed at OCS.</p> <p>Children who are eligible for speech-language services and who attend lottery funded pre-k in Oconee County are served in their lottery pre-k facility (in their LRE) by the SLP.</p> <p>Children are screened monthly at advertised screenings using the</p>
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IDEA Performance Goals:

	<p>Preschool Evaluation Scale-2 and the Preschool-Language Scale-5 screening test. Screenings are advertised on OCS website as well as with all daycare/preschool facilities within the county. In addition, one screening per year is advertised in local newspapers, the county library, pediatricians' offices, and other public areas. Interventions and progress-monitoring tools are provided for all students identified as having weaknesses at screenings in the area of that weakness. Students who do not respond to interventions are evaluated by the Preschool Team to determine eligibility for special education services. Once found eligible, students are served in their LRE (see above for specific details). In addition, OCS collaborates closely with BCW to ensure smooth and timely transition from Part C to Part B. Transition meetings are scheduled weekly to biweekly with BCW, OCS preschool coordinator and family to discuss students' needs, the evaluation process, and special education services available.</p> <p>OCS continuously collaborates with BCW, parents, and daycares to ensure timely and appropriate referrals for evaluations. OCS also provided training to all local daycare providers and childcare directors entitled "Five is Too Late" in order to help ensure appropriate referrals to special education in a timely manner. The training outlined typical developmental norms for the preschool ages and the steps needed to make a referral for special education as well as additional resources. In addition, intervention strategies (highlighting the response to the intervention model) were outlined for all five areas of development as well as speech/language. Finally, stakeholders were then surveyed to determine needs in regards to providing future training from OCS staff. OCS staff meet monthly as a professional learning community (PLC) to determine new strategies to support students in the community by supporting/training staff/daycare providers. The PLC is currently preparing a future training focusing on behavior strategies based on the results of the needs assessment survey. Once students are found eligible for special education following state guidelines, students are served in their LRE. OCS preschool curriculum is aligned to GELDS standards and is individualized to meet students' identified weaknesses in their LRE. In addition to adhering to the GELDS and IEP objectives, the OCS preschool program utilizes "Read it Once Again," "Handwriting Without Tears," and "TV Teacher Alphabet Beats" in the curriculum to teach students with special needs. Progress in the preschool program is monitored based on progress on IEP goals and objectives (which is identified through weekly data collection tools such as Data Tracker and Fast IEP) as well as progress on the GELD standards. Special Education staff attend professional learning in special education policies and procedures, GELDS standards, special education instruction, and other specialized topics. In addition, preschool special education staff meet monthly to analyze data, collaborate lessons, and plan/schedule evaluations and eligibility meetings. The Special Education Director monitors compliance of the program by ensuring timelines are met. In addition, the Director meets with the</p>
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IDEA Performance Goals:

	<p>preschool team quarterly or calls meetings as needed to review policy and procedures, compliant IEPs, referrals from BCW, community daycares, monthly screenings, caseloads, and student progress derived from data collection.</p> <p>Staff designated to support the preschool population includes: full-time preschool special education teachers, a half-time special education teacher, Speech-Language Pathologists, Behavior Support Staff, a therapist from NEGA RESA, and paraprofessionals.</p> <p>OCS preschool provides professional learning to district staff and with collaboration with the following outside agencies: BCW, other counties in RESA district (Madison and Barrow, specifically), lottery prek centers and private therapists (OT, PT, ST, and Behavior Therapist) serving our students. OCS preschool meets with the BCW service coordinator on a monthly basis to discuss the transition. In addition, the BCW service coordinator and preschool lead converse at least bi-weekly to discuss student transition. Additionally, this year OCS preschool staff have participated in their RESA districts' Preschool Consortia quarterly meetings which review information presented at the State Preschool Consortia meetings. Also, the preschool SLPs are participating in the SLP consortia meetings to gain knowledge and collaborate with other SLPs across the RESA district.</p> <p>Parent training is offered by the parent mentor in collaboration with community partners. Topics are designed to engage parents of students of all ages and abilities, including supporting students in self-determination and communication skills, accessing community resources such as family support and Medicaid Waivers, and varied transition topics. Training is offered in the evenings in-person and virtually and is advertised throughout the community with email blasts to parents, as well as sharing with local organizations that serve students with disabilities. The parent mentor also meets with parents individually to help with understanding the application process of Medicaid, SSI, Waivers, and Family Support funding.</p> <p>Preschool services are monitored closely by OCS Special Education Director by: monthly meetings with staff, timelines compliance charts, monitoring of class lists and caseloads in the LRE, teacher observations, interviews with preschool staff, and analysis and submission of student outcome data. Teachers or therapists who demonstrate an area of weakness are identified by the Special Education Director and offered professional learning support to assist in the area of concern.</p> <p>Parent training is offered by the OCS parent mentor with topics ranging</p>
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IDEA Performance Goals:

	<p>from behavior to applying for waivers. Training is offered in the evening and is advertised throughout the community with email blasts to parents. OCS will continue to identify children with delays in cognition, social-emotional, adaptive skills, motor skills, and communication. Students identified as being eligible for special education via state guidelines will be served in their least restrictive environment with the goal of helping each student make gains in all areas of development.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Each school utilizes the LRE state guidance providing a continuum of services to all students. LRE is ensured through the IEP committee decision process. IEP accommodations and modifications are shared with teachers who are working with Students with Disabilities through SLDS/GOIEP and/or are also given printed copies of student support pages. A Special Education handbook is provided for all special education teachers to understand and have a reference for Oconee County procedures and practices. The Special Education Director monitors all caseloads to ensure compliance with all regulations. The Special Education Director also visits all special education settings and classrooms to ensure all students are educated in appropriate settings. The district office monitors the class size and eligibility for all students receiving special education services. Teachers notify the Special Education Administrative Assistant when new students enroll and when students need to be exited from GOIEP due to withdrawing from the school district.</p> <p>Professional Learning is provided in the district in numerous ways. Monthly district special education meetings are provided from the Special Education Director to the special education department chairs for each school. Information is disseminated during those meetings. The Special Education Department chairs from each school then relay that information to the special education teachers at the school level, often supported and monitored via the instructional support specialist also in attendance. The Special Education Director meets with the Speech and Language Pathologists and Special Education Support Team once a month to ensure that all SWD students are provided FAPE. The Special Education Director attends monthly meetings with administrators from each school in the county providing them with continuous professional learning to ensure that all SWD students are being provided FAPE.</p>
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IDEA Performance Goals:

	<p>All new special education teachers (k-12) are trained on IEP compliance through the GaDOE's 6-part series on "Writing Compliant IEPs" via the district instructional support specialists. Delivered monthly, these trainings are for all case managers to have the same foundational knowledge and understanding of state and federal compliance, as well as have scheduled opportunities to field individual or specific questions. The training covers topics such as PLAAFPs, Transition Service Plans, Goals and Objectives, Student Supports, and Special Considerations. All new teachers also are trained on the use and implementation of the online platform for writing and accessing IEPs, GoIEP, in their first month of school. In addition to the new teacher trainings, all teachers also participate in a county-wide professional learning on evaluating and developing strong PLAAFPs and Goals, using rubrics to anonymously evaluate the strength of IEPs for students whom they currently serve. This training, offered k-12, was individualized by school, and allowed for teachers to share a common metric of evaluating strong and compliant PLAAFPs and goals. Additionally, the district delivers two sessions on training LEAs at the start of the school year. Offered to all school department chairs and administrators countywide, this presentation reviewed the role of an LEA, responsibilities of the LEA, strategies for conducting stronger and more compliant IEPs, Reevaluation Data Reviews, and Reevaluation Determinations. Lastly, teachers are provided several individual trainings at school department meetings over specific topics such as prior written notice (PWN), extended school year (ESY), and timeline monitoring via GoIEP. Monitoring and supervision of the topics presented in these trainings are ongoing throughout the school year by department chairs, assistant principals, instructional support specialists, and the Special Education Director.</p> <p>To support building level co-teaching teams, both new and veteran, principals also had the opportunity of signing up specific co-teaching pairs for developing strong teacher teams k-12 in a program called "Co-teaching the Oconee Way." Developed from a variety of sources, including NEGA RESA's co-teaching program, this professional learning consisted of 3 observations across the school year, meeting with teams individually and in a larger group 3 times per month. Monitoring, feedback, and supervision: Each observation is followed by a debrief, in which teams will self-reflect on their individual goals for the session, as well as areas in which they would like to grow, which then become subsequent topics of the small group sessions in the program.</p> <p>The district provides training to faculties regarding Functional Behaviors and Emotional Competencies at multiple points throughout the school year, assisting teachers, administration, and support staff in creating safe and proactive</p>
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IDEA Performance Goals:

	<p>environments which continue to support all students' LREs. Kindergarten and 1st grade teachers in the district receive coaching sessions on Foundations, the district's prevention program to help reduce reading and spelling failure, both during preplanning and at midyear sessions. For those teachers of our students with the most significant cognitive disabilities, professional development on the evidenced-based EnCore Teachtown curriculum is provided. Transition meetings are held for all rising middle and high school students, in which representatives from the incoming school attend as an additional support to ensure LRE is present. Parents are active participants in this process. This process is monitored and supervised at monthly department chair meetings conducted by the Special Education Director.</p> <p>The Special Education Director meets with a parent advisory board once a quarter to provide information to parents for their input on the development and monitoring of the provisions of FAPE in Oconee County Schools. One of the most significant requirements of the IDEA is that students with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate. When the IEP team has reviewed the student's progress (present levels of academic achievement and functional performance); decided on the goals and, in some cases, objectives for the next year; and developed a transition plan when needed, the team then considers the kinds of supports and services the student will need in order to meet the goals and the setting in which the services will be provided (Georgia Rule 160-4-7-.07). The IEP team always begins by considering how the goals can be met in the general education classroom. The team should determine the education services, related services, supplementary aids and services, and assistive technology that are necessary for the student to stay in general education, continue to have access to the Georgia Standards of Excellence, and meet the goals in the IEP. Examples might include use of an assistive technology device, a behavior intervention plan, support from a paraprofessional or sign language interpreter, or changes in the physical environment such as use of positioning devices for a student with an orthopedic impairment. The IEP team determines the student's needs, services, supports, and/or accommodations that are required to make progress in general education settings. The IEP team may consider placing the student outside of general education settings only when the IEP team has evidence that even with the use of supplemental aids and services, education in general education settings will not be successful. If the student is placed in a setting other than general education for a portion of the school day, high expectations for achievement in the Georgia Standards of Excellence and a plan for moving back into less restrictive settings should continue to be in place.</p>
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IDEA Performance Goals:

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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Special Education Director provides sustained professional learning activities on the written procedures throughout the school year at monthly department chair meetings. Special education teachers are required to complete an annual checklist on IEP compliance during both pre and post planning. Speech pathologists meet monthly to review compliance, testing procedures and assessments, and RTI involvement. School psychologists keep a Google doc of referrals, consultations, initial evaluations, and reevaluations, as well as the GO-IEP dashboard. The Special Education district manual, policies and procedures, and all related resources are located on the Learning Management System platform for all staff to easily access. Our procedural manual is reviewed yearly by a team consisting of department chairs, administrators, instructional support specialists, and the Special Education Director, and updates are made throughout the year, as needed. To ensure that policies, procedures, educational programming, and compliance targets are upheld, the Special Education Director meets monthly with school psychologists, principals, and assistant principals. Specialized training is provided throughout the school year to all special education staff members. Training topics include co-teaching, Functional Behavior and Emotional Competencies, Manifestation determinations, LRE, technical assistance for transition compliance, best practices in developing compliant IEPs, effective data digs to increase student outcomes, LRP publication – The Special Education resource guide, Prior Written Notice PWN and evidence-based practices. Teachers are required to complete a Compliance Checklist at the end of each school year. New teachers to the district are provided training on IEP compliance and GOIEP by district personnel. New teachers to the district also receive support from school-assigned mentors as well as the special education department chair.</p> <p>Sustained supervision and monitoring of compliant practices is provided by the department chairs, district instructional support specialists, and the Special Education Director. Individual Educational Plans (IEPs) are randomly reviewed by the department chair and the district instructional support specialists. Teachers who have Individual Educational Plans (IEPs) found to be out of compliance are provided guidance and technical assistance by the school level department chair, the district instructional support specialists, and/or the Special Educator Director.</p> <p>The Special Education Director meets regularly with lead prek SLP who helps to</p>
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IDEA Performance Goals:

	<p>facilitate all Babies Can't Wait (BCW) referrals. The District RTI committee members (Special Education Director is on this district committee) work closely with the school level RTI coordinators and the school psychologists to monitor the RTI and RTI process. School psychologists attend tier 3 meetings and work with the school's RTI coordinator to examine Student Educational Plans (SEPs) for proof of research-based interventions and evidence of fidelity with all measures. Student Educational Plans (SEPs) are randomly selected each month and reviewed for compliance procedures. Schools found to be out of compliance are provided guidance and technical assistance by the school psychologist. Speech Language Pathologist conduct kindergarten mass screening in the fall. RTI is provided by our SLPS with assistance from classroom teachers on data collection. At the district level, the Director of Special Education, instructional support specialists, and department chairs monitor the dashboard for IEP compliance, give technical assistance, and support teachers at each school in IEP compliance. The Special Education Director provides the IDEA legal updates and a review of policy and procedures to all school level administrators at their monthly meetings. The Special Education Director sets scheduled meetings throughout the year with school administrators and special education department chairs to review student schedules, resources, data trends, and next steps.</p> <p>Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.</p> <p>Strengths</p> <p>The special education department's infrastructure in Oconee County provides opportunities for the special education and general education curriculum teachers and leaders to work together. State and federal compliance are very important, but student progress is our main focus. State compliance remains at 100% and our student graduation rate is above 90%. Job-embedded learning and training for special education teachers is aligned with general education teachers as well as opportunities for training in specialized instruction. The special education department has a comprehensive resource manual available to all teachers. The resource manual supports local and state compliance, provides general</p>
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IDEA Performance Goals:

	<p>supervision tools, and provides processes and practices that support student outcomes. New teachers to Oconee County are trained in the use of GOIEP through the state training website by the district's Special Education Instructional Support Specialists throughout the year. Each school utilizes the LRE state guidance providing a continuum of services to all students. LRE is ensured through the IEP committee decision process. IEP accommodations and modifications are shared with teachers who are working with Students with Disabilities through SLDS/GOIEP and/or are provided printed copies of student support pages as needed. Each school has a department chair who provides general supervision of best practices, monitors student accommodations, oversees IEP compliance, compiles student data for teacher review, and attends monthly leadership meetings. The district Special Education Instructional Support Specialists provide professional learning, supervision of best practices, oversee IEP compliance, and provide support to individual schools. The Special Education Director monitors all caseloads to ensure compliance with all regulations. The Special Education Director also visits all special education settings and classrooms to ensure all students are educated in appropriate settings. Monthly district special education meetings are provided from the Special Education Director to the special education department chairs. These individuals share this information back to their school staff.</p> <p>The Special Education Department chairs from each school redeliver the information to the special education teachers at the school level. The Special Education Director meets with the Speech and Language Pathologists and Special Education Support Team once a month to ensure that all SWD students are provided FAPE. The Special Education Director attends monthly meetings with administrators from each school in the county providing them with continuous professional learning to ensure that all SWD students are being provided FAPE. The Special Education Director meets with a parent advisory board once a quarter to provide information to parents for their input in the development and monitoring of the provisions of FAPE in Oconee County Schools. Professional Learning is provided in the district in numerous ways. The district provides co-teaching training for regular and special education teachers, IEP compliance training, BIP/FBA training, Special Ed. Law training, positive behavior supports training, assistive technology training, co-teaching training, ASPIRE training, transition planning training, Read 180 and Math 180 training, and Wilson and Mindset training. All teachers are required to meet federal and state compliance. Early identification and early interventions are an important focus in Oconee County. Developmental screenings are offered monthly to Oconee residences. School psychologists are active team members on local school's RTI teams, and provide special education teachers with training on data collection. Speech/language services are provided at local daycares for eligible students, and Oconee County has 3 special needs pre-k classes.</p> <p>Additionally, IDEA Flow-Through funds are used to provide special education teachers, special education paraprofessionals, substitutes, professional learning, instructional resources and materials, nursing services, technology, bus monitors, specialized services, and Extended School Year. Oconee County's 4-year SWD</p>
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IDEA Performance Goals:

	<p>graduation rate continues to be above the state SWD graduation rate and leads in the region. The Special Education Department partners with Georgia Vocational Rehab Agency (GVRA) which provides job training and internships, and continues support after high school graduation.</p> <p>Additionally, the district works closely with local and state transition agencies such as GVRA, Goodwill, RING, and High School High Tech to provide a number of services to our growing student demand, such as job readiness training, job shadowing, internships and certifications. Virtual job shadowing for students in grades 9-12 receiving pre-employment transition services (Pre-ETS) will begin this spring. Students will also be participating in Mock interviews to help prepare them for future employment. Oconee special education department also partners with R.I.N.G. Rehabilitation Industry of NE RESA for summer paid internships.</p> <p>For Indicator 4A and 4B, no disproportionality was found. And Oconee County Schools has never been disproportionate in identification, placement or discipline for SWD students.</p> <p>Oconee County partners yearly with High School High Tech (HSHT) to give juniors and seniors the opportunity to complete a Manufacturing Institute Certification. Students receive 3 certifications: OSHA-10, a Lean Six Sigma White Belt, and CPR/AED certification. The On-Campus Vocational Training Program has continued, which has students job-shadowing in the cafeteria, and with the custodians, the technology department, the bus shop, and the media center, as well as continuing with community-based vocational training with local businesses. Along with the above, we partner with HSHT for training in Financial Literacy/Job Readiness/Self Advocacy/ and Social Media.</p>
	<p>Challenges</p> <p>The district continues to focus on the barriers associated with the aftermath of providing various types of learning models - including face-to-face - and also a variety of distance learning models for K-12 students. Anticipating an increase in student behavioral concerns resulting from the impacts of trauma (parent loss of employment, death due to covid, relocation of household, loss of social interaction, etc.), the district proactively delivered numerous trainings to empower staff on dealing with emotional competencies, functional behavior, and proactive behavioral strategies. We hired (RBTs) registered behavior tech and contracted with a BCBA to support students, teachers and families. To address social/emotional wellbeing and foster a sense of school and classroom belonging, schools have universally incorporated morning meetings as a priority at the elementary and middle school levels.</p> <p>The district has math and ELA action teams that include special education and general education teachers who work on curriculum and instruction. We have an evidenced based phonics program for all tier 1 grades k-3. Special education teachers received training in Expanded Expression Writing (EET) and Writing Revolution. The district is using Math 180 for 6th, 7th, and 8th grade students,</p>

IDEA Performance Goals:

	<p>and training students on EquatIO. The special education department meets monthly with school administrators and department chairs to review discipline data, individual student data, and interventions. OCS developed a monitoring system for attendance, behavior, and academics of all high school SWD students. A case manager is assigned to each student and monitors their educational data every 9 weeks. Parents are considered a vital part of the educational team. Our parent survey data numbers lead in the state with close to 65% of our parents completing the survey with very positive responses. Case Managers check in with students on a regular basis to review the data, identify barriers, and provide resources and support. Oconee Special Education Department received a 100% on timeline completion for Part C and Part B.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>OCS plans to transfer 100% of Title IV-A funds to Title II-A to support the identified professional learning priorities from the Title II-A needs assessment.</p>
<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>OCS plans to transfer 100% of Title IV-A funds to Title II-A to support the identified professional learning priorities from the Title II-A needs assessment.</p>
<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>OCS plans to transfer 100% of Title IV-A funds to Title II-A to support the identified professional learning priorities from the Title II-A needs assessment.</p>
<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>OCS plans to transfer 100% of Title IV-A funds to Title II-A to support the identified professional learning priorities from the Title II-A needs assessment.</p>

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	OCS plans to transfer 100% of Title IV-A funds to Title II-A to support the identified professional learning priorities from the Title II-A needs assessment.
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