



Comprehensive Needs Assessment 2026 - 2027 School Report



Fayette County
Oak Grove Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Maeve Irvin
Team Member # 2	Assistant Principal	Michelle Shaw
Team Member # 3	Kindergarten Representative	Iris Rodriguez
Team Member # 4	First Grade Representative	Linda Gustine
Team Member # 5	Second Grade Representative	Jennifer Jones
Team Member # 6	Third Grade Representative	Terah Larkin
Team Member # 7	Fourth Grade Representative	Lisa Champlin

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Fifth Grade Representative	Karen Eller
Team Member # 2	Counselor	Brittany Pankopp
Team Member # 3	ESOL Teacher	Brittan Parker
Team Member # 4	Special Education	Andrea Camp
Team Member # 5	Paraprofessional	Karen Anthony
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	President of PTO/Parent Liaison	Karin Jones and Jen Koch
Stakeholder # 2	Vice President of PTO/School Council Parent Liaison	Letty Parks and Drew Henry
Stakeholder # 3	School Council Parent Liaison	Elizabeth Pafford
Stakeholder # 4	School Council Parent Liaison	Athena DeSilva
Stakeholder # 5	Business Liaison	Miranda Henry
Stakeholder # 6	Corresponding Secretary of PTO	Sharon Flores
Stakeholder # 7	Treasurer of PTO/Parent Liaison	Hector Gonzalez
Stakeholder # 8	Recording Secretary of PTO/Parent Liaison	Kimberly Abrams

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?	The PTO meets monthly throughout the school year. Each PTO agenda will include a "School Improvement Report from the Principal" to provide stakeholders with an opportunity to receive updates and offer input on school improvement efforts. The School Council, which includes Community Liaison, Business Liaison, and Staff Liaison, meets four times each year. Each School Council agenda will also include a "School Improvement Report from the Principal," providing members with an opportunity to offer stakeholder input and feedback.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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 School Performance Standard (GSPS).

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	✓
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	✓
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	✓
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) 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 School Performance Standard (GSPS).

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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 School Performance Standard (GSPS).

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	✓
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	✓
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) 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 School Performance Standard (GSPS).

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) 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 School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	✓
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

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).

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]	We used the following perception data: ● School Council feedback ● PTO feedback ● PBIS Data ● Leadership Team Input ● Grade Level Team Input ● Climate survey data collected by state and county.
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?")	We were able to gather more information from stakeholders throughout our school and community. What we learned from our perception data is: ● Students feel safe, have a sense of belonging and are proud members of our school community ● As a school, we remain focused on student growth and achievement ● PBIS is operational ● Parents look forward to being able to come and visit the school and volunteering. ● Staff would like consistent professional development to support instruction and student learning. ● Community members on school council and PTO members enjoyed getting updates at scheduled meeting. ● According to the data, families and community members feel that Oak Grove has effectively created a warm and welcoming environment. ● Oak Grove openly communicates to stakeholders the academic expectations and how students are progressing towards mastery of the standards.
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)	We used the following process data: ● Brave Ambassadors ● School Counseling ● PBIS ● TKES ● Discipline Reports ● Professional Learning Schedule ● Science Olympiad participation ● Technology Team participation ● Student clubs ● Parent/Teacher conferences

	• Schoolwide participation in synergy squads.
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?”)	Our Process data told us: • Our students take pride in being the hosts and hostesses of all school events and participating in school-wide activities. • The community is looking forward to exploring different clubs and activities that can be brought back into the building. • Synergy squads brought a lot of those clubs back. • Our students received classroom lessons (whole group) from the counselor and small groups counseling sessions from August to May. • Our students had an amazing year. From August to May, we had 89 office referrals. This has gone down from 90 the previous year. PBIS is having a positive impact on student behaviors. • Looking at TKES data, all teachers have created a positive learning environment as shown on Standard 7 of the TKES Rubric by scoring a level 3 or 4. • Overwhelmingly, feedback has been how excited they were to be able to come back in and volunteer within the school. Especially coming in to eat lunch with their students. We look forward to continuing this practice next year. • The number of willing volunteers has gone down. We will be looking for ways to get parents plugged back into the building throughout the school year.
What achievement data did you use?	We used the following data: • STAR Math • STAR Reading • STAR Early Literacy • Benchmark Data • Formative classroom data • Progress Monitoring • Interim Assessments • Milestones - 2026 (Math)
What does your achievement data tell you?	Our achievement data tells us: • GMAS results show 79% of our 3-5 students performed at the Proficient or Distinguished level. • When looking at STAR Reading, our average percentile ranking for 3rd grade was 61, 4th was 72, and 5th was 66. • Kindergarten Star Early Literacy had 60% of students At/Above Benchmark, 12% On Watch, 21% Intervention, and 7% on Urgent Intervention. • First Grade Star Early Literacy had 76% of students At/Above Benchmark, 10% On Watch, 8% Intervention, and 6% on Urgent Intervention. • 2nd Grade Star Early Literacy had 73% of students At/Above

	Benchmark, 19% On Watch, 5% Intervention, and 3% on Urgent Intervention. Our achievement shows that some primary concerns are: • Continuing to meet students needs via the MTSS process in order to continue to close the achievement gap. • Having the time and personnel to deliver high quality, intentional interventions to address needs using an accelerate model. • Continue to have a focus on writing and responding to prompts. • Continue to have a focus on differentiation during math and reading small groups. • Focus on effective reading instruction for 3-5th grade.
What demographic data did you use?	We used the following demographic data: • Infinite Campus • FTE • Attendance • Enrollment • Free and Reduced lunch participation • SLDS
What does the demographic data tell you?	Our demographic data tells us: • The percentage of SWD has increased over the last 3 years. It has gone from 15.14%, to 21.71% last year to currently 24.38%. • We had seen a steady increase in our gifted population over the last several years. This year last 2 years we did drop however, with this current year dropping from 18.99% to 22.93%. • Our demographic data has stayed pretty consistent over the last couple of years. • Hispanic had hovered around 15% the last four years, this year we increased slightly to 19.84%. • Asian population increased this year from 12.60% to 13.02%. • Our Black or African American population has gone down from 15.31% to 14.26%, a decrease of 4% over the last 2 years. • White students has also stayed consistent pretty consistent. This last year we dropped from 47.67% to 45.46%. • 2 or more races had minimal change to 7.03%. • Economically Disadvantaged students have fluctuated the last several years. Two years ago, we had a large increase going from 13.84% in 2022 to 28.79% in 2023. This last year we had an even larger increase, as the percentage of economically disadvantaged students went climbed to 40.89. This last year, we dropped a little to 38.43%. • Attendance rates for students stayed pretty consistent over the past 5 years. This year we had a slight increase to 95.08%. • Section 504 students stayed consistent at just over 5.99%. • Enrollment did go down from 484 to 455.



3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

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?	The important trends and patterns that will support the identification of student, teacher and leader needs are: • MTSS Processes • Weekly PLC meetings to include lesson planning and preparation • Teacher collaboration and planning with support staff. • Leadership data reviews • Clear Learning Targets • Standards based instruction and grading • Variety of formative assessment to drive instruction • Progress monitoring of interventions being provided • Use of flexible groupings • Uses appropriate technology to enhance learning. • PBIS/LIM Team • Collaboration with gifted teachers to enhance instruction • continues implementation of Fayette 5 instructional strategies • Teachers are learning about and implementing Science of Learning and Science of Reading Strategies Challenges: Students actively monitoring their own progress through the use of data notebooks. We have completed our second year of data portfolios, and there are opportunities for growth and consistency. While the large majority of our teachers have developed a standards-based approach to teaching and learning, we still need emphasis on data driven differentiation, high expectations for all students, and overall consistent implementation across all classrooms. More time will benefit teams to make sure consistent grading amongst grade levels. We hope to see a continued improvement in student accountability with the implementation of Leader in Me over the next several years.
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?	The important trends and patterns in regards to effective leadership trends and patterns that support the identification of student, teacher, and leader needs are: • Builds and sustains relationships through PBIS, BRAVE, corner of hug and love, 5 warm greetings, SIP with the whole school input/involvement, and committees that are cross-grade level. • Initiates and manages change to improve staff performance through

Strengths and Challenges Based on Trends and Patterns

	the MTSS process, monthly leadership meetings, PL opportunities, CCP sharing information from county meetings, TKES evaluation, PBIS is implemented with fidelity. • Uses a process to systematically analyze data to improve student achievement through weekly PLC meetings, usage of SLDS, use of Fayette Connects, effective MTSS procedures, SIP processes, monitoring of IEPs, and a focus on GELDS. • Data driven process is developed and implemented to create a school improvement plan that focuses on student performance during the leadership retreat, with constant review of the SIP, needs based assessment review, and information displayed in the conference room for review. Teachers regularly provide evidence on how they are progressing towards meeting the needs as seen on the needs assessment. • Develops, communicates, and implements rules, policies, schedules, and procedures to maximize learning through the usage of our BRAVE Briefs, morning announcements, faculty meetings held monthly, PBIS, school wide calendar, code of conduct meetings, following of the curriculum map, and the TKES evaluation. Challenges. Our leadership team is intact and understands the clear vision of the administration. Leadership needs to continue to build on teacher efficacy and confidence through a shared leadership approach. Action Teams are in place, and will continue to distribute leadership throughout the building.
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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?	The important trends and patterns that will support the identification of student, teacher, and leader needs are: • Establishing a culture of collaboration among administrators and staff by having the admin actively involved with the staff members in multiple ways, analyzing SIP, Admin attending PLC meetings, monthly MTSS Committee meetings, and provide mid-year and summative conferences within the TKES platform. • Builds leadership capacity through the use of PLCs, committees/action teams, opportunities are given to staff members for valued feedback, leadership meetings, and regular grade level meetings. • Monitors and evaluates the impact of professional learning through observations, leadership discussions, and surveys when appropriate. Challenges: Finding appropriate PL that fits the staff as a whole is a challenge. A continued focus on PLCs to include lesson preparation will grow capacity of the staff. Going forward, there will be intentionality to how we follow-up and evaluate our systems of PL. We will be able to use funds to help with providing subs for PL opportunities throughout the day.
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Strengths and Challenges Based on Trends and Patterns

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?	The important trends and patterns in regards to family and community engagement are: ● Connect families with agencies and resources, counselor has connected families to resources, and the angel project. ● Communicates academic expectations and student achievement status through shout-outs on OGN, newsletters with standards explained sent to parents, progress reports/report cards, positive parent phone calls, Parent square, IC, and parent conferences. ● Video updates from Mr. Blum and administration throughout the year to help communicate strategies for improvement and happenings throughout the building. ● Creates an environment that welcomes and connects families through the use of school council, ESOL parent nights, spirit nights, parent update videos, community involved on decisions, book fair nights, secret Santa, Run for the Gold 5k race, career days, and regular positive contacts from teachers. ● School improvement updates provided regularly to school council and PTO through presentations and the use of data. ● We have a large presence on social media that communicated what was happening throughout the school. Challenges: We will need to continue to reach out and find ways to communicate with parents. A challenge we have faced is getting parents in to volunteer throughout the building. Clearly communicating student progress and ways parents can support learning at home has also been a challenge.
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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?	The important trends and patterns that will support the identification of student, teacher, and leader needs are: ● Provides a supportive and well managed environment through use of the BRAVE matrix, PBIS initiatives, OGN shout-outs for staff and students, learning targets, student generated shout outs, and use of help box. ● Develops, communicates, and implements rules and practices by having daily announcements, administration presence throughout building to restate expectations, BRAVE matrix, PBIS, MTSS procedures, morning meetings, and appropriate usage of our behavior para support. ● Focus on Math fluency and high leverage tasks ● Establishes a culture of trust and respect throughout the building through our morning meetings and positive learning environment as noted through TKES, PBIS BRAVE matrix, and student buy-in. ● Recognizes and celebrates achievements of students and staff through the use of our BRAVE badges, sharing positive happenings with admin and other teachers, social media posts, and celebrating our millionaires masters. Challenges: We will need to focus on establishing a learning environment that empowers students to actively monitor their own
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Strengths and Challenges Based on Trends and Patterns

	progress. Use of rubrics, checklists, Lexia reports (ESOL only), data notebooks, and help boxes will be critical in this process. Goal setting will naturally come from this work, as students will be able to monitor their own progress. We hope to see continued improvement in this area as we continue the implementation of Leader in Me. Implementation of Science of Learning strategies to support how students learn.
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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?	The important trends and patterns in regards to demographic and financial trends are that or ethnic subgroups for the last three years have remained consistent. Our students receiving special education services used to remain consistent around 15%, but has increased the last couple years, currently at 24.38%. The percent of students receiving Tier 2 interventions has decreased the last several years, with us currently having 16.74% of our students receiving a Tier 2 Intervention. The percent of students receiving T3 interventions dropped slightly from 6.78% to 6.61% this year. Our students identified as "gifted" has increased to 22.93%. Challenge: We will need to keep a close look on the number of students receiving Tier interventions throughout the building. We will need to be intentional on identifying students in need of intervention, and providing them with fidelity through the MTSS process. Solid policies and procedures in the MTSS world will help close those achievement gaps.
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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?	The important trends and patterns in regards to student achievement are: • Our enrollment is currently remaining steady. We are currently at 455 students, which is slightly lower from the year before. • According to STAR Early Literacy, 51% of Kindergarten students made the SGP goal of 50., median SGP 66. • According to STAR Early Literacy, 33% of first grade students made the SGP goal of 50, median AGP 44. • According to STAR Early Literacy, 38% of second grade students made the SGP goal of 50, median SGP 51. • In the spring, 3rd grade had 60%, 4th grade had 60%, and 5th grade had 79% of students score proficient and distinguished on the STAR Reading. • In the spring, 1st grade had 55%, 2nd grade had 57%, 3rd grade had 81%, 4th grade had 77%, and 5th grade had 71% of student score at/above benchmark on the STAR Math. • On the Spring Milestones 66% of our 3-5 students scored a level 3 or 4 on the ELA portion (25-26 results not yet available) • On the Spring Milestones, 79% of our 3-5 students scored a level 3 or 4 on the Math portion.
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Strengths and Challenges Based on Trends and Patterns

	Challenges: Continue to hold high quality standards-based lessons, providing quality feedback to push all students to average or high growth on star math and reading. (Look at specific students who grew the least and students who were near high growth.) We also will need to have an intentional focus on writing, to improve craft and student learning. We need to utilize researched based interventions with our Tier students. We will also need to go back into the standards and ensure our assessments are aligned to the rigor of the standard.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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	A) General program implementation - Effective, coherent instruction is a priority at our school. Time, resources, and especially "people" resources are dedicated to improving instructional effectiveness and academic growth for all students. B.) Students and adults involved in or affected by the program are part of the decision making process of interventions and ways we can help students continue to grow academically. C.) Students in specialized programs are included in the general education classroom as appropriate.
Challenges	We are definitely challenged in meeting the various needs of our students with disabilities. Building relationships with these families is of utmost importance. The relationships needed here are ones that go beyond the regular education classroom teacher and the special education teacher. They permeate throughout the building. The same challenge is true with our ELLs. Relationships with the entire family is a necessity. We had a small decrease in the subgroup target scores for our students with disabilities and ELL

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	ELA Goal: By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target. 3rd grade: increase from 55% (24/25 GMAS) to 60% 4th grade: increase from 78% (24/25 GMAS) to 81% 5th grade: increase from 64% (24/25 GMAS) to 69% By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR Early Literacy Kindergarten: increase from 72% to 75% 1st grade: increase from 58% to 61% 2nd grade: increase from 65% to 68% By May 2027, the percentage of students meeting or exceeding STAR Early Literacy (K-2) and STAR Reading (3-5) SGP expectation of 65 will increase from: Kindergarten: 51% to 60 1st grade: 33% to 45% 2nd grade: 33% to 45% 3rd grade: 67% to 73% 4th grade: 49% to 58% 5th grade: 46% to 55%
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Math Goal: By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target. 3rd grade: increase from 83% (25/26 GMAS) to 86% 4th grade: increase from 78% (25/26 GMAS) to 81% 5th grade: increase from 75% (25/25 GMAS) to 78% By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR math 1st grade: increase from 55% to 58% 2nd grade: increase from 57% to 60% By May 2027, the percentage of students meeting or exceeding STAR Math SGP expectation of 65 will increase from: 1st grade: 26% to 40% 2nd grade: 45% to 55% 3rd grade: 37% to 47% 4th grade: 45% to 55% 5th grade: 45% to 55%
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	Culture Goal: ontinue to improve the school culture, climate, and safety for faculty, families, and students as measured by the MRA score of 85 by May of 2027.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
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

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 - ELA Goal:By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target. 3rd grade: increase from 55% (24/25 GMAS) to 60%4th grade: increase from 78% (24/25 GMAS) to 81%5th grade: increase from 64% (24/25 GMAS) to 69%By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR Early LiteracyKindergarten: increase from 72% to 75%1st grade: increase from 58% to 61%2nd grade: increase from 65% to 68%By May 2027, the percentage of students meeting or exceeding STAR Early Literacy (K-2) and STAR Reading (3-5) SGP expectation of 65 will increase from: Kindergarten: 51% to 601st grade: 33% to 45%2nd grade: 33% to 45%3rd grade: 67% to 73%4th grade: 49% to 58%5th grade: 46% to 55%

Root Cause # 1

Root Causes to be Addressed	Explicit vocabulary instruction, reading comprehension, fluency, and writing about reading.
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 III - Language Instruction for English Learners and Immigrant Students Others : EIP

Additional Responses	Using a consistent writing framework across all grade levels.
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Overarching Need - Math Goal: By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target.
 3rd grade: increase from 83% (25/26 GMAS) to 86%
 4th grade: increase from 78% (25/26 GMAS) to 81%
 5th grade: increase from 75% (25/25 GMAS) to 78%
By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR math
 1st grade: increase from 55% to 58%
 2nd grade: increase from 57% to 60%
By May 2027, the percentage of students meeting or exceeding STAR Math SGP expectation of 65 will increase from:
 1st grade: 26% to 40%
 2nd grade: 45% to 55%
 3rd grade: 37% to 47%
 4th grade: 45% to 55%
 5th grade: 45% to 55%

Root Cause # 1

Root Causes to be Addressed	Teachers will focus on creating high leverage tasks and math fluency.
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 III - Language Instruction for English Learners and Immigrant Students Others : EIP

Additional Responses	
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Overarching Need - Culture Goal: continue to improve the school culture, climate, and safety for faculty, families, and students as measured by the MRA score of 85 by May of 2027.

Root Cause # 1

Root Causes to be Addressed	Consistent implementation of Leader in Me, monitor student and staff attendance.
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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School Improvement Plan 2026 - 2027



Fayette County
Oak Grove Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Oak Grove Elementary School
Team Lead	Maeve Irvin
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	ELA Goal: By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target. 3rd grade: increase from 55% (24/25 GMAS) to 60% 4th grade: increase from 78% (24/25 GMAS) to 81% 5th grade: increase from 64% (24/25 GMAS) to 69% By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR Early Literacy Kindergarten: increase from 72% to 75% 1st grade: increase from 58% to 61% 2nd grade: increase from 65% to 68% By May 2027, the percentage of students meeting or exceeding STAR Early Literacy (K-2) and STAR Reading (3-5) SGP expectation of 65 will increase from: Kindergarten: 51% to 60 1st grade: 33% to 45% 2nd grade: 33% to 45% 3rd grade: 67% to 73% 4th grade: 49% to 58% 5th grade: 46% to 55%
Root Cause # 1	Explicit vocabulary instruction, reading comprehension, fluency, and writing about reading.
Goal	See goal above

Action Step # 1

Action Step	1. Teachers will participate in weekly PLCs to deconstruct standards, collaboratively plan instruction, analyze student work and data, monitor SMART goals, and determine instructional responses, including reteaching, intervention, enrichment, and acceleration. 2. Teachers will implement the Fayette 5 instructional framework, the 3 Ways of Reading, explicit and implicit vocabulary instruction, retrieval practice, and strategic u Tier I support to improve student outcomes 3. Teachers will engage in ongoing professional learning and district-supported coaching to effectively implement the HMH curriculum, align instruction to the Georgia ELA Standards, and strengthen literacy instruction. 4. Students will participate in daily independent reading with Accelerated Reader (AR) stretch goals to build reading stamina and increase Lexile growth 5. Grade-level and vertical teams will collaborate to implement and monitor writing instruction using 360 Writing strategies to strengthen student writing across grade
-------------	--

Action Step # 1

Action Step	levels. 6. Grade level teams will collaboratively plan and implement writing in response to reading across all content areas to deepen comprehension. 7. Teachers will regularly communicate with families about student progress, learning goals, and ways to support literacy at home 8. The Leadership Team will review progress monitoring data monthly to monitor implementation, evaluate student outcomes, and adjust supports as needed 9. School leaders will monitor implementation through classroom observations, PLCs, and student achievement data to ensure fidelity of the school improvement plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrative involved in PL for leaders and are actively involved in the weekly PLCs. Lesson plans, PLC agendas, MTSS documents.
Method for Monitoring Effectiveness	Weekly data reviews with data leaders during PLCs. CFA, STAR Growth,
Position/Role Responsible	Administration, PLC Leaders, Homeroom Teachers
Timeline for Implementation	Monthly

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)?	We will collaborate with district leaders to further our PLC discussions.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math Goal: By May 2027, the percentage of students scoring at the Proficient (Level 3) and Distinguished (Level 4) levels on the GMAS will increase as measured by each grade level's regression target. 3rd grade: increase from 83% (25/26 GMAS) to 86% 4th grade: increase from 78% (25/26 GMAS) to 81% 5th grade: increase from 75% (25/25 GMAS) to 78% By May 2027, the percentage of students scoring at or above benchmark will increase as measured by STAR math 1st grade: increase from 55% to 58% 2nd grade: increase from 57% to 60% By May 2027, the percentage of students meeting or exceeding STAR Math SGP expectation of 65 will increase from: 1st grade: 26% to 40% 2nd grade: 45% to 55% 3rd grade: 37% to 47% 4th grade: 45% to 55% 5th grade: 45% to 55%
Root Cause # 1	Teachers will focus on creating high leverage tasks and math fluency.
Goal	See goal above

Action Step # 1

Action Step	1. Teachers will participate in weekly PLCs to deconstruct standards, collaboratively plan instruction, analyze student work and data, monitor SMART goals, and determine instructional responses, including reteaching, intervention, enrichment, and acceleration. 2. Teachers will participate in ongoing differentiated professional learning and district-supported coaching to strengthen implementation of the math standards, curriculum, high-leverage tasks, and evidence-based instructional routines including Graham Fletcher fluency instruction with fidelity. 3. Teachers will implement high-quality Tier I instruction by integrating the Fayette 5 instructional framework, retrieval practice, explicit mathematics vocabulary instruction, and daily intentional fluency routines that build conceptual understanding, mathematical reasoning, and transferable problem-solving skills. 4. Teachers will regularly communicate with families about student progress, learning goals, and ways to support mathematical concepts and fluency at home 5. Support staff will be strategically utilized during Tier I instructional time to provide targeted acceleration, intervention, and enrichment based on student performance data. 6. The Leadership Team will review progress monitoring data monthly to monitor
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Action Step # 1

Action Step	implementation, evaluate student outcomes, and adjust supports as needed 7. School leaders will monitor implementation through classroom observations, PLCs, and student achievement data to ensure fidelity of the school improvement plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas MTSS documents Lesson plans
Method for Monitoring Effectiveness	CFA's District assessments Student work samples
Position/Role Responsible	Administrator, Classroom teacher, PLC Leads
Timeline for Implementation	Monthly

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)?	District level leadership and instructional coaches will be involved throughout the process.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Culture Goal: ontinue to improve the school culture, climate, and safety for faculty, families, and students as measured by the MRA score of 85 by May of 2027.
Root Cause # 1	Consistent implementation of Leader in Me, monitor student and staff attendance.
Goal	See goal above

Action Step # 1

Action Step	1. Continue implementation of Leader in Me: Individual student goals to support grade level goals which support the school improvement goals 2. Continue Student Led Conferences, one per semester 3. Code of Conduct Meetings with Administration each semester 4. Intentional chick in with new students by a peer buddy or adult 5. Build leadership/mentor capacity for student in 4th and 5th grade by match a peer buddy in Pre-K-1st grade 6. Increase volunteer opportunities for parents and community members in our building 7. Increase mentor opportunities for students 8. Discipline data will be shared monthly at Leadership Team meeting
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Regular Lighthouse team meetings with the LIM/PBIS committee Faculty Meeting
Method for Monitoring Effectiveness	Review student data with LIM/PBIS team.
Position/Role Responsible	Principal, Assistant Principal, PBIS Team Leaders, Classroom Teachers, Support Staff.

Action Step # 1

Timeline for Implementation	Monthly
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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. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Teachers gathered on several occasions with their leadership representative to analyze data and complete the data collection analysis. Leaders were then placed into strategic groups to review the data through different lens. In addition, the school council and PTO board reviewed and rated us on pieces of the data collection process.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	We are not a Title I school. Through our weekly PLC meetings and MTSS committee meetings, we identify student needs regardless of their race or economic status. All of our teachers serve in their areas of certification, there is consistent evidence that children thrive under each teacher, and inexperienced teachers are assigned a mentor.
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	We are not a Title I school. Teachers work and plan together to provide opportunities for students to develop and grow. Students in need are provided early intervention opportunities with a highly qualified EIP teacher in reading and math. Our weekly PLC meetings and monthly MTSS committee meetings bring to light students who need additional assistance.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Not applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Academic screenings for rising kindergarten students are held the week before school starts. This screener will assess each student's academic readiness entering into kindergarten. Parent teacher conferences will be available throughout the year to discuss a student's progress towards mastery of kindergarten standards.
6. If applicable, describe how the school 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 interest and skills.	The school counselor, administrators, and 5th grade teachers work closely with students and parents in getting ready for the middle school transition through morning meetings, guidance lessons, and student questions session as needed. Rising Starr Middle school works with the fifth grade teachers and counselor to plan a successful transition. The middle school also offers a night time orientation for parents that we advertise heavily on our social media platforms.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Our school is a PBIS school. We attend to discipline quickly and in a positive manner working to build relationships with students who struggle behaviorally and their parents. Positive phone calls are made twice weekly by all certified employees. Students with behaviors that are brought to the MTSS monthly meetings are assigned a "mentor" on the team; someone to check in with them on a daily basis (informally). The progressive discipline policy from the district is followed.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	
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Oak Grove Elementary School

A School with High Expectations

Always B.R.A.V.E.

Being Our Personal Best

Being Kind



2026-27

Parent and Student Handbook

Table of Contents

Our Mission	4
Our Beliefs	5
School Calendar	6
Student Holidays***	6
Faculty and Staff	7
Parent & Teacher Organization	7
PTO Website	7
School Council	7
Student Information	8
Attendance/School Hours	8
Absences:	8
Missed School Assignments:	8
Attendance Protocol for Unexcused Absences for students 6-16:	9
Leaving School Early	9
Arrival, Dismissal & Transportation Information	10
Drop Off / Pick Up Procedures	10
Change of Transportation - PickUp Patrol	11
Inclement Weather	12
Clinic and Medications	13
Student Illness or Injury/Medications	13
Sick During School	14
Daily Medications	14
Procedures for Head Lice Screening	14
Dress Code	15
Public Relations	15
Invitations	16
School Celebration Guidelines	16
Birthdays	16
School Parties and Activities	16
Food Approval Requirements	17
Classroom Visits & Observations	17
Teacher Qualifications	17
Character Education	18
Behavior Policy	18
Brave	18
Discipline	19

Bullying	20
Weapons	20
Threats and Harassment	20
Field Trips	20
Book Bags,Backpacks,and Lunchboxes	21
Lost and Found	21
Parent and Community Support	21
Civility Policy	21
Communication	21
Cell Phones	22
Parent Enrichment Series	22
Standardized Testing	22
Programs: Gifted, ELL, Special Education, EIP	23
Grades and Report Cards	24
Media Center Program -	25
Overview	25
Activities	25
Book Checkout	25
Lost books	25
Library Hours	25
OGN	25
Flexible Scheduling	26
Reading with/to your child	26
Guidance and Counseling Services	27
Counseling	27
Guidance	27
Consultation	27
Adult Mentors	27
Parenting Classes	27
D.A.R.E.	27
After School Program	27
Student Supports (MTSS and Section 504)	28
Nondiscrimination Policy	30
Food Programs	30
Daily cost for school lunches	30
Lunch Charges (FCBOE Policy)	30
Visiting For Lunch	31
Restricted Area in Oak Grove's Cafeteria	31
B.R.A.V.E. Pledge, pledge to the flag and moment of quiet reflection	32
Personalized Learning Days	32

Our Mission

At Oak Grove Elementary School we will respect each student as an individual with unique intellectual, emotional, social, and physical needs. Together, we build a community of learners in which students are creative problem solvers, effective communicators, knowledgeable citizens, and active contributors to our democratic society.



***A Leader in Me** School With High Expectations**

We are B.R.A.V.E!

We are our personal best and kind!

* Click [here](#) for more information about *Leader in Me*.

Our Beliefs

We believe our mission will be realized if:

- Student learning and quality student work are the primary focus.
- Students apply their learning in meaningful, real world contexts.
- Students are encouraged to learn in a variety of ways through varied instructional activities, and authentic, ongoing assessment.
- Students will utilize technology to enhance learning.
- Students forge positive relationships with peers, school staff, and community leaders.
- Students are supported through the cooperative efforts of home, school, and community.
- Students feel safe so that student learning occurs throughout the entire school day.



Fayette County Board of Education

205 LaFayette Avenue

Fayetteville, Georgia 30214-0879

Phone: (770) 460-3990 Fax: (770) 460-8191

“Where Excellence and Creativity Merge”

School Calendar

Students Report	August 3rd, 2026
First Semester	August 3rd – December 18, 2026
Second Semester	January 5th – May 28, 2027
Last Day of School/Graduation	May 28, 2027

Student Holidays

See the [FCBOE](#) website for the current calendar.

Faculty and Staff

Department Lists along with email and websites:

www.oges.fcboe.org

> Faculty and Staff

Parent & Teacher Organization



[***PTO Website***](#)

School Council

Principal:	Maeve Irvin
Assistant Principal:	Michelle Shaw
Teacher:	Heather Price Officer Smilley
Parents:	Elizabeth Pafford Athena DeSilva
Business:	Miranda Henry Spencer Gray

Student Information

Attendance/School Hours

School hours are 7:40 AM to 2:25 PM. Supervision does not begin until 7:15, so students may not arrive before then. Students should be in their seats and ready to begin by 7:40a.m.; anyone arriving after that time is tardy and must be signed in by a parent or guardian in the front office before going to class.

Absences:

State law allows children to be temporarily excused from school who:

- are personally ill and whose attendance at school would endanger their health or the health of others;
- have in their immediate family a serious illness or death which would reasonably necessitate absence from school;
- have special religious holidays observed by their faith.

Calling the school office does NOT excuse an absence. A written note, or submission through our online form at www.oges.fcboe.org, from the parent or guardian explaining the reason for the absence is required within three days after the child returns to school. After five (5) persona-written excuse notes in a school year, the school administration may request appropriate medical documentation for further excused absences. Continued unexcused absences are reported to the Fayette County Board of Education's Attendance Office for further action. You will receive a letter documenting unexcused, excessive absences as directed by the State of Georgia.

Attendance Protocol for Unexcused Absences for students ages 6-16:

Unexcused absences will be subject to attendance investigation and can result in penalty as imposed by the Compulsory Education Law (O.C.G.A. 20-2-690.1) and Student Attendance Protocol Committee Law (O.C.G.A. 20-2-690.2)

1. Schools will notify by letter the parents of students ages 6-16 who have accumulated five (5) unexcused absences per semester and will include a copy of the summary of consequences.
2. School Operations will notify by letter the parents/guardian of students ages 6-16 who have accumulated ten (10) unexcused absences per semester and will report violations to the Student Attendance Protocol Committee with the District Attorney's Office to determine if court action will be pursued for formal intervention.
3. With no proof of enrollment in another school, other school district, private school, or home study program, a student will be withdrawn from a school after 10 consecutive unexcused absences or when there is documentation validating the student no longer resides in the school's attendance zone. (FCBOE Policy JBC – Withdrawal for lack of attendance).

*Refer to the student code of conduct for more information about attendance policies and procedures.

Missed School Assignments:

Requests for missed assignments during an extended absence can be made by calling the front office or via email to the teacher(s). Student work will be available for pickup 24 hours from the time of the request.

Leaving School Early

To pick up a child during the school day, come to the front office to sign them out; the child will be called to the office to meet you (adults may not go to the classroom to pick up a child). Early checkout closes at 2:00p.m, and students will not be called for checkout once dismissal has begun. A child leaving and returning the same day must sign out and back in at the front office, noting the time of return. A child must be present for half of the school day to be counted present.

Any change to a child's default dismissal method- including early pickup- must also be reflected in PickUp Patrol

Arrival, Dismissal & Transportation Information

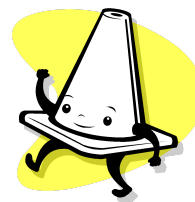
Safety is our top priority at Oak Grove Elementary School! To ensure a safe and efficient arrival and dismissal for all students, families, and staff, we ask that everyone follow the procedures and guidelines outlined below. These expectations are designed to protect our students and help traffic flow smoothly each day.

If you have questions or concerns about our arrival or dismissal procedures, please contact a member of the school administration rather than addressing staff members who are supervising students. Our staff's primary focus during these times is ensuring the safety of every child.

Morning arrival window: 7:15-7:40 a.m. All late arrivals must be signed in at the front office with an adult. Please enter at the front of the building.

Afternoon dismissal window: 2:22 p.m.- 2:40 p.m.

1 st Bell	2:22	Daycare bus and K-2nd bus riders
2 nd Bell	2:25	ASP, Car, and Golf Cart riders
		3rd-5th bus riders
3 rd Bell	2:40	Walkers dismissed



Transportation Changes- PickUp Patrol

All changes to how a student gets home (car line, golf cart, bus, walker, ASP, early pickup, etc.) must be made in PickUp Patrol. We cannot accept changes by email, phone, or note. Changes must be submitted by 1:30 p.m. — after that time, no changes can be made, to make sure all of our students get home safely with the right person in the right manner.

Car and Golf Cart Line (Front of School)

- Stay in a single line on the left side of the road — no passing.
- Students may only enter/exit at a cone; pull all the way to the next available cone to keep the line moving.
- Children exit/enter on the building side.
- Your assigned tag must be visible for the entire time you're in the line. No tag means you must park and show a photo ID at the front office.
- Do not park and walk up to pick up your child in the afternoon — use the car line.
- Drive slowly and do not block the crosswalk from the parking area.
- There is no morning drop-off from the parking lot. If you park there, walk your child to the

crosswalk staff member (or, after 7:38, into the school to check in at the front office).

- Golf carts share the car line in the morning, then split into a separate line for afternoon pickup.

Car riders are dismissed at 2:25 and must be picked up no later than 2:40. After 2:40 all remaining students will be taken to the school's After School Program (ASP) if available. Parents will be required to pay ASP's drop-in fee for this service. If ASP is not available, the school will work with parents in an emergency situation. Chronic late pick ups will result in the involvement of the school's SRO and/or social worker.

Bus Loop

Only buses use the back-of-school bus loop — cars and golf carts must use the front entrance; there is no student drop-off in the back of the building.

Riding the bus is a privilege. Students are expected to behave appropriately and treat the driver, who is the authority on the bus, with respect; bus privileges may be suspended for misbehavior. Items that can't be held in a student's lap may not ride the bus (see the FCBOE Student Code of Conduct for specifics). All riders must be registered — registration can take up to 36 hours to process.

Walkers/Bike Riders

The safest way for your child to be picked up or dropped off is by utilizing our car line or bus transportation. If you are unable to utilize the bus service or you are not able to pick up in the car line, there is a walker/biker option. Walking to and from school or riding a bike is a privilege that is reserved for 3rd, 4th, and 5th graders. In order for a 1st or 2nd grader to walk with an older sibling, you will need to call Ms. Irvin to discuss that option. The State of Georgia requires all children riding bikes to wear a hard shell bicycle helmet. In the event of inclement weather at dismissal, students coded "walkers" in PICK-UP Patrol will be changed to cart/car unless already changed by the parents earlier that day. We will not allow students to walk/ride home in inclement weather.

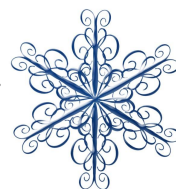
Walkers will be dismissed at 2:40 and will begin their walk home. Parents need to be aware that there is only a cross guard at the intersection of Crosstown and Log House Road.

In order for your child to have the option of "walker" in Pick up Patrol, all of the following things need to be true:

- ☐ Be a 3rd, 4th, or 5th grade student. AND
- ☐ Your child knows the route from school to your front door. AND
- ☐ You agree to not pick up your child on school property nor on the edge of school property with your car or golf cart, meaning your child is truly walking home. If your child is not walking door to door, then you must pick up in the car/cart line. AND
- ☐ A parent or guardian has signed a [permission form](#) for the child to be a walker.

Inclement Weather

In the past, inclement weather has necessitated our closing school mid-day. Such a decision is always based on the safety of our children balanced with the uncertainties of weather forecasting. In the event of a school closing, notifications will be provided



through:

- **Infinite Campus** - Your contact preferences on your IC Account dictates whether you get email, text, and/or voicemail notifications
- **Websites** Look for the Open/Close Status at the top of our school website (oges.fcboe.org) and the County website (www.fcboe.org)
- **Atlanta Media**
 - WSB-TV, WSB radio AM750, wsbtv.com, and WGST radio 640AM,
- **Parent Square Announcements**

Be prepared for school closings:

- Be sure your contact preferences in Infinite Campus are updated!
- Be sure your emergency contacts - the adults to whom the school will release your child - are listed in Infinite Campus.

Clinic and Medications

Amber Causey, RN causey.amber@fcboe.org

[Medical Forms](#)

Oak Grove Elementary offers the student body clinic services that address minor injuries and illnesses. A full-time registered nurse is available each day (7:10 to 3:10). Standard items used in the clinic include Peroxide, triple antibiotic ointment, anti-itch cream/spray, Orajel, over the counter allergy relief eye drops, calcium carbonate (such as children's Pepto), and over the counter cough drops/peppermints. If your child is unable to receive treatment with these items, please inform Nurse Causey. Students seen by the nurse will bring home a pink or salmon colored Health Office Visit Form explaining the visit, or you will be informed via parent square.

Student Illness or Injury

The main reasons for keeping your child home from school are that he/she is too sick to participate comfortably at school or may spread contagious illnesses to other students. If your child has been diagnosed with a contagious illness, please contact the clinic.

Reasons Your Child will be Sent Home from School

1. **Fever of 100.4F or higher:** Students should stay home until there is NO FEVER for 24 hours (that is one full day of no fever without the use of medicine that reduces fevers). Call your doctor if the fever is with pain, rash, weakness, vomiting or diarrhea. (*Based on CDC Recommendations)
2. **Vomiting or Diarrhea:** Students should stay home 24 hours after an event of vomiting or diarrhea. Call your doctor if vomiting or diarrhea continues or with fever, rash, or weakness.
3. **Drainage:** Your student should stay home with drainage from a wound, rash, or eyes. Call your doctor for treatment.
4. **Head Lice or Scabies:** Students should stay home until after treatment is completed, and there are no live lice or nits. The student must be cleared by the Nurse to return to school.
5. **Unexplained Rash:** Students should stay home with any unexplained rash. Call your doctor for treatment.

A child sent home with a contagious illness, vomiting, or diarrhea may not return to the building for a full 24 hours. When in doubt, consult your doctor — the nurse or principal may ask for a doctor's "Release to Return to School" note.

Sick During School

Once contacted by the school because of a sick child, parents have ONE HOUR to retrieve their sick child from school. If you are unavailable by that time, you must arrange for an alternate adult contact to pick up your child.

Injury

Minor cuts, scrapes, and bruises will be treated in the clinic with the child returning to class after treatment. Any other more serious injuries such as head injuries, sprains, or breaks will be reported to parents. 911 emergency calls will be made at the discretion of the school administration or nurse. Emergency response is free, but parents are liable for payments if transport to a hospital is deemed necessary. Every effort will be made to contact the parents should these services become necessary.

(Please make sure all of your contact numbers are up to date.)

Other Health Concerns

If your child has any medical or health problems of which the school needs to be aware, notify the child's teacher and the school nurse in writing (i.e. allergies, asthma, daily medications, etc.) Health care plans can be found on the "Medical Forms" link on the previous page or from Nurse Causey.

Medications

Prescription medication requires a completed, signed School Medication Authorization form from the parent/legal guardian (a copy is in this handbook) delivered to the clinic with the medication, which must be in its original, unexpired, English-labeled container. A student with a serious condition (asthma, diabetes, allergic reaction) may carry their own medication only with a written statement from their physician and parent/guardian and a signed liability release. Nurses and other school employees may administer epinephrine to a student having an actual or perceived anaphylactic reaction regardless of whether that student has a prescription, and are immune from civil liability for a good-faith administration. *Over-the-counter medication* requires only the signed parent authorization (School Medication Authorization) accompanying the medicine. Medication forms are valid for 12 months.

Procedures for Head Lice Screening

In the event that we believe your child has live head lice, we will contact you and ask you to pick him/her up from school. The school nurse will screen the student the next day before admitting him/her to class.

Dress Code

Students, staff, and visitors are expected to dress appropriately for school and all school functions. Administration may ask a student to change clothing (or spend the remainder of the day in ISS) if an item is judged disruptive to the learning environment. Shoes must be worn at all times and hair should be clean and neatly groomed. Clothing may not carry discriminatory messages, depict inappropriate role models, include profanity, or (in the administration's judgment) promote drugs,

alcohol, tobacco, or violence. Garments must cover the waist, shoulders, back, torso, and chest at all times. Hats, caps, non-religious head coverings, visors, and hoods may not be worn inside the building, and wheeled shoes are prohibited for safety reasons. See the FCBOE Code of Conduct for further detail.

Public Relations

Throughout the year, there is the possibility that many of our children will be mentioned in newspaper articles, on our social media accounts, or in other public venues identified as Oak Grove Elementary School students. These opportunities for positive school publicity arise as the school holds events that are publicized. We are proud of our school and the wonderful experience our children enjoy through the collaborative efforts of home and school but we understand that there may be safety issues concerning individual students that warrant caution.

If you do NOT want your child to appear in press releases or on our website, please notify the principal in writing within five days of enrolling. Be sure to check out Fayette County School's website for important information about local school activities. Note: Photographs of students may be published in the public domain (e.g. web pages, newspapers, emails) without specific parental consent.

Invitations

Birthday invitations may be distributed at school only if every student, or all boys/all girls, in the class is invited. To avoid hurt feelings, individual invitations should be handed out by parents outside of school. The school assumes no responsibility for off-campus parties.

Birthdays

Birthdays are a special day and an important time to celebrate with classmates. However, due to nutrition regulations and with the growing number of students with severe food allergies, Oak Grove does not encourage treats such as cakes, cookies, cupcakes, or other food items. This is in line with the new County Wellness Plan and our Allergy Plans. In addition, deliveries of flowers, balloons, or other items cannot be accepted at the school.

Alternative suggestions to celebrate your child's birthday include the following:

- School Ice Cream Pass for the class during lunch. The cost is \$20 for a class ice cream pass. The school ice cream has been approved to comply with the Smart Snack regulations from the Federal government.
- Donate a book to the classroom library in honor of your child's birthday
- Donate a board game or puzzle in honor of your child's birthday

School Parties and Activities

In an effort to provide a safe and healthy environment for all of our elementary students, school parties and celebrations should emphasize activities (such as crafts or games) and limit refreshments and/or treats. Room parents are expected to consult with the classroom teacher to determine if any

students have food allergies or diet restrictions. Any food brought to school without the teacher's prior knowledge, will not be permitted to enter the classroom.

Food Approval Requirements

Any parent wishing to bring food into Oak Grove Elementary for a holiday party must contact the teacher for approval no less than three **(3) days prior** to the event. Several Oak Grove students have **medically diagnosed severe food allergies**. It is the desire of the school's faculty to keep all of our students as safe as possible.

We encourage parties to focus on healthy snacks from the [smart snack list](#). All items served at parties will need to be store bought and have a clear label listing all ingredients. No homemade items or foods containing nuts of any kind will be accepted. Classroom parties will also need to ensure there are snacks available to all students with allergen restrictions. When you reach out to your classroom teacher, they will be able to answer any questions you may have.

Classroom Visits & Observations

In recognition of the importance of parental involvement in the educational process, parents are welcome to visit their children's classroom. ***For the protection of our children and the integrity of the instructional program all visits and volunteer work must be prearranged. All parents and visitors must check in at the school office for classroom visits and volunteer work. A visitor's sticker must be worn at all times during your visit.*** The following procedures are delineated to assure fair and equitable access to our school.

- All observations must be **pre-arranged** through the school principal or designee.
- Observations are limited to two adult observers at a time.
- Younger siblings are not allowed during an observation.
- Scheduling an observation shall take place one or two days prior to the visit and must be done with the consent of both the principal/designee and the teacher.
- Outside observers should respect the confidentiality of all students within the classroom setting; therefore, no personally identifiable information should be shared.
- A staff member may be assigned to accompany the observer during the observation.
- Observations should be limited to **thirty minutes** and should occur no more than one time during any school week.
- Video/audio/photography devices are not permitted to be used during observations.

Forgotten Items

ALL forgotten lunches, waterbottles, classroom materials (including assignments & homework), and all other items must be dropped off on the shelf in the front atrium. Be sure to label the items with your child's names, and notify the teacher (via email or Parent Square) that the item has been dropped off.

Teacher Qualifications

In compliance with the requirements of the Fayette County School District, parents may request information about the professional qualifications of their child's teacher(s). Parents wishing to request the information should contact one of the school administrators.

The following information may be requested: certification information; college major/graduate certification or degree held by the teacher; whether or not the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived; qualifications of the paraprofessional, if paraprofessional services are provided.

Character Education

With the signing of HB 1187 into law, all public schools are required to design and implement an effective character education program. Oak Grove has begun its partnership with *Leader in Me*. For a full description of Leader in Me, please visit their website by clicking this [link](#).

Behavior Policy

The Oak Grove community, which consists of school personnel, students and families, will work as a team to provide a positive and safe learning environment. Everyone will be treated with dignity and respect. Positive behaviors will be encouraged and enriched through consistent, meaningful instruction and guidance. Our staff shares the responsibility for teaching behavior and encouraging all students to develop the skills and attitudes needed to develop self-confidence and to maximize learning.

GUIDING PRINCIPLES

Are you **BRAVE**? I promise to...

- B** Be cooperative
- R** Respectful
- A** Accountable
- V** Very safe
- E** Encouraging

I will do my personal best and always be kind.

Learning grows and shows at Oak Grove.

If it is to be, it's up to me.

Discipline

Oak Grove teaches students to live successfully with others, with consistent, fair natural/logical consequences for misbehavior. The Fayette County Student Code of Conduct is issued to every family — please read it with your child. FCBOE policy prohibits corporal punishment; instead, administrators and teachers use an age-appropriate, progressive discipline process. Oak Grove is a Leader in Me and PBIS (Positive Behavior Interventions and Support) school, and all staff teach and model the school pledge and behavior-matrix expectations.

	 Be Cooperative	 Respectful	 Accountable	 Very Safe	 Encouraging
Classroom Specials Media	● Share ● Take turns ● Work together ● Complete tasks	● Active listening ● Use appropriate tone/language	● Follow directions ● Be prepared ● Make good choices ● Accept consequences	● Keep hands/feet to self ● Inside voices ● Use equipment properly	● Encourage others to do their best ● Be positive
Hallway	● Listen to teacher or adult in charge ● Observe personal space	● Walk quietly ● Keep hands off walls and displays	● Follow directions ● Go directly to destination	● Walk on right in an intelligent line ● Walk on 3rd tile from wall	● Demonstrate intelligent line for others ● Show courtesy and respect
Restroom	● Wait your turn ● Be quick and quiet	● Stay in own stall ● Leave restroom clean	● Keep water and soap in the sink ● Always flush ● Wash hands ● Throw away trash	● Keep hands/feet to self ● Keep water in sink ● Clean up spills ● Report problems	● Help conserve supplies ● Observe privacy of others
Cafeteria	● Raise your hand for help ● Wait your turn ● Talk in your "triangle"	● Use appropriate tone/language ● Use good manners ● Respect space of others	● Stay in seat ● Eat food properly ● Be silent during music ● Focus on eating a nutritious lunch	● Keep hands/feet to self ● Report problems	● Show courtesy and respect ● Say "please" and "thank you"
Playground School Grounds	● Take turns ● Share ● Follow game rules	● Respect the feelings of others ● Use appropriate language	● Line up when called ● Throw away trash	● Use equipment properly ● Report problems ● Keep rocks and sticks on the ground	● Use positive talk ● Include others

Bullying

We define bullying as behavior that intends to cause harm, fear, or humiliation. It is usually repeated over time and involves an unequal balance of power and strength. Bullying (O.C.G.A. § 20-2-751.4)

Weapons

In an effort to send a message regarding the growing problem of weapons on school campuses, the 1992 Georgia Assembly created Senate Bill 563, which states that it is a felony and "unlawful for any person to carry or possess or have under such person's control while at a school building, school function, or school property or on a bus or other transportation furnished by the school, any weapon

or explosive compound.” Punishment is set at a fine of not more than \$5,000.00, imprisonment for not less than one or more than five years, or both. A weapon is broadly defined to include any pistol, knife with a blade two or more inches, razors, brass knuckles, nunchucks, and throwing stars. ([O.C.G.A. 16-1 1-127.11].

Threats and Harassment

For all students to learn and grow, school must be a safe environment. Ensuring such an environment is a task that requires a strict, no-nonsense approach to any words or deeds that are intended to threaten the safety of another. All Fayette County Schools will regard all written and/or verbal threats, implied or direct, toward students, staff members, or school and staff property in a serious manner. The school’s discipline action will be immediate. Incidences may be reported to the police and/or the sheriff’s department depending on the specific jurisdiction.

Civility Policy

The Fayette County Board of Education's civility policy requires all exchanges between employees and citizens to stay considerate, respectful, and professional; unpleasant exchanges or inappropriate language should never occur in front of children. See the full Civility Policy in the Student Code of Conduct.

Field Trips

Throughout the school year, each grade level may take field trips that extend the curriculum being taught to bring real world applications to classroom learning. Field trips are learning activities and are never planned solely for entertainment and fun, although a good field trip may be both! Requests will be sent home for a donation to offset the expense of the field trip. This donation is necessary to maintain the educational quality of selected programs. Students who cannot attend field trips will be given appropriate school activities that cover the same curriculum standards as the field trip experience addresses. The school reserves the right to cancel any field trip.

Standards for behavior are the same for field trips and school-wide activities as they are for the student at school. If a student has three office referrals within 45 days (9 school weeks) of a planned field trip, the student will not be allowed to participate in the field trip at the discretion of the school’s administration. The student will remain at school where he/she will be given activities to complete that address the same curriculum standards. Administration may withdraw the privilege of a field trip from a student based on his/her behavior even if the student has not had three office visits.

When a parent volunteers to be a chaperone on a field trip, he/she agrees to assume the responsibility of supervising 4 or 5 students, depending on the grade level. Chaperones are very important to the safety of our children when they are away from campus. Since a chaperone must be free to devote all of his/her attention to our students, additional siblings **CANNOT** be taken on field trips. Cell phone usage should be kept to a minimum, and never shared with their personal children or other students while on the trip. Chaperones must sign in at the front office. In order to be a chaperone, parents must complete the VOLUNTEER MANDATED REPORTER TRAINING found on oges.fcboe.org.

Note: All school related activities are tobacco free.

Book Bags, Backpacks, and Lunchboxes

For the safety of all students, book bags, backpacks, and desks are subject to search at any time. **It is recommended that the student's name be written inside all personal items.** Our staff makes every effort to return items with students' names.

Lost and Found

Oak Grove Lost and Found is located in the Upper Commons area. Items left in these bins at the end of each semester will be donated to charity. PLEASE put your child's name on ALL personal items!

Parent and Community Support

One characteristic that America's best schools share is a strong parent and community support system. Oak Grove Elementary is indeed blessed with involved, caring parents, grandparents, and community volunteers. We value all of our families and encourage your active involvement in the life of our school. Your participation communicates to all of our children that learning and growing, setting goals and achieving them with effort and perseverance matters. Any investment of time and energy in the school lives of the children of Oak Grove offers the best promise for the future of this next generation of citizens and the country they will lead.

Communication

"Greetings from the Grove" will be sent via email once a week with important information about events, opportunities and resources for your child and your family. Classroom, grade level communication, and individual messages will also be sent via ParentSquare. Because staff are engaged throughout the school day, please allow them 24 hours to respond to communication. If you must call the school, we ask that you limit phone calls to school business and emergencies. Teachers may be reached via phone after 2:45 p.m.

ParentSquare will be the district's platform for school/home communication. This platform includes two-way translation service, text, email, app or voice messaging and more. You will receive an invitation to activate your ParentSquare account via email or text. ParentSquare also has apps for iOS or Android. ParentSquare syncs parent communication information from Infinite Campus so it is critical that the contact information in Infinite Campus is kept current and complete.

PickUp Patrol is used to make dismissal changes for K-5 students. Transportation changes must be made via [PickUp Patrol](#) before 1:30 p.m.

Infinite Campus holds student and family information, grades, state assessments, attendance, and cafeteria and ASP balances. Parents must set up an account and should check the platform frequently. You will need to get your Activation Key from the front office to set up the parent portal. To set up, go to [Campus Portal Login](#) and follow the prompts.

Cell Phones/SMART Watches/Games/Personal Property

Games, toys, trading cards, and similar personal items are not allowed at school or on buses; label all personal property with your child's full name. Students may carry a cell phone or smart watch to school if truly necessary, but it must stay off and in the backpack during school hours — it may not be used to talk, text, take pictures, record, or play games at any time during the school day, including

recess and the bus. To reach your child during the day, call the school office and we'll relay the message.

Parent Enrichment Series

The Fayette County School System offers parenting programs during the school year. Please review the calendar for dates and time of sessions. For more information, please contact our school counselor.

Standardized Testing

Standardized testing is one way schools assess what students learn. Our philosophy is that testing is one stroke in painting a realistic picture of each child's potential and achievement. We appreciate the differences in pace, process, and product that characterize each child yet we hold high standards for quality student work. Standardized tests that are administered at Oak Grove Elementary School include:



- **Georgia Milestones Assessment:** State mandated **Georgia Milestones Assessment** (GMAS) are criterion and norm referenced tests administered to grades 3-5. These tests are administered in April/May and measure student mastery of specific criteria. Rather than being compared to other students, each student's performance is compared to a set of criteria. Our GMAS measures each student's mastery of the state mandated curriculum standards.
- **GKIDS:** The GKIDS is administered to all kindergarten students to provide evidence of readiness for first grade.

Programs

Gifted

The Gifted Program at Oak Grove Elementary School consists of high-level activities beyond the regular classroom for our first-fifth grade students. These activities are differentiated through the county's gifted curriculum and universal themes. Emphasis is placed on developing critical thinking, deductive reasoning, research skills, and technology related to these universal themes. Student identification for placement in the Gifted Program involves four areas: Mental Ability, Achievement, Creativity, and Motivation. Students may be referred for gifted testing by teachers, parents, or current test scores. Students may only be evaluated for placement every two years. Click [HERE](#) for more information. Our Enrichment teachers also conduct Talent Development; enriching activities for high-performing students.

ELL

An English Language Learner (ELL) Program is offered at Oak Grove. This program is for students who do not know the English language well enough to profit from the regular, English-based classroom experience. Support services include collaboration within the regular classroom for meaning and resource activities for skill development.

Special Education

Oak Grove offers services to children with special needs through IDEA. A continuum of services from consultative to collaborative, resource, and self-contained is offered.

EIP

The Early Intervention Program (EIP) is a state mandated reading and math instructional support program designed to serve K-5th grade students who qualify. Students may be served in pull-out and/or collaborative settings.

GRADES AND REPORT CARDS

The Fayette County Schools operate on the semester system; each semester is divided into 2 nine-week grading periods. All students, grades K-5, receive a report card every 9 weeks. Please utilize **Infinite Campus** to monitor student grades as well as attendance, lunch account, and ASP information.

Kindergarten--GKIDS Plus IC

Fayette County Schools will utilize the GKIDS platform to report student performance for each 9 week period. GKIDS consists of big ideas and learning progressions and these allow teachers and parents to have a common understanding of expectations of knowledge and skills a student needs to be prepared for first grade. In addition, kindergarten students will receive an Infinite Campus Report card which includes attendance, performance in Specials and teacher comments.

First Grade--Standards Based Report Card

The reporting scale for core content areas: English Language Arts, Mathematics, Science and Social Studies consists of 4 performance levels.

4.0--Exceeding proficiency of the standard

3.0--Meeting proficiency of the standard

2.0--Developing proficiency of the standard

1.0--Beginning to demonstrate an understanding of the standard

* Not Formally Assessed

2nd/3rd/4th/5th Grade--Report Card

Students in 2nd, 3rd, 4th, and 5th grades will receive numeric grades for academic subjects.

Other Codes for All Elementary Grades

Used in Specials (Art, Music, PE and Technology) and Learning & Life Skills

S - Satisfactory

NI - Needs Improvement

Media Center Program -

Overview

The Oak Grove Elementary Media Center serves the learning and teaching needs of students, teachers, and the community. The Media Specialist serves as a member of the instructional team cooperatively planning with teachers and implementing instruction to best meet the needs of the individual learner. One of the primary goals of the media center is to develop lifelong learners with skills to access information in the fast-changing world.

Activities

- Lessons in which specific library skills are integrated into the classroom curriculum.
- Research activities, including the use of the Internet, related to any area of the curriculum.
- Book selection and checkout.
- Encouraging the use of Accelerated Reader

Book Checkout

Students may check out books whenever the need arises. Books may be checked out for a period of two weeks. After that time, books will be considered overdue. Students with overdue books may not check out other materials until the overdue items are returned.

Lost books

Lost books are charged to the student at replacement cost. Books found within 60 days of the due date can be returned for a full refund of any amount paid.

Library Hours

The library is open for checkout from arrival until dismissal daily.

OGN

The Oak Grove Network Broadcasting is provided every morning from 7:40-7:50 am. All students must be in their classroom for morning announcements

Fifth grade students are eligible to work on the OGN Broadcast Crew with parent permission and an understanding of the policies. The permission form and policies can be found at our [website](#) under the OGN Button located at the bottom of the homepage.

Flexible Scheduling

Although most classes visit the library on a regular basis, the media center is a flexible program. Events such as guest authors, grade-level events, book fairs, etc. may cause classes to change their regular time for visiting the library media center.

Accelerated Reader

How Accelerated Reader works:

- Students complete a STAR Reading assessment to determine their reading Lexile - a numerical rating of their ability to understand text.
- With that Lexile reading number, students get a Lexile range.
- Students then read books in their Lexile range. Research supports this to be the best means to improve reading comprehension and fluency.

- Goals are set by the classroom teacher; points required to meet their goals each nine weeks
- Books are assigned a Lexile based on the text difficulty
- Books are also assigned points based on **length of the book**. Points are assigned based on the number of words in the books **not** on the readability or the content of the book.
- Books are marked on the spine with color codes based on their Lexile. The exact Lexile can be found inside the cover.

Books in Oak Grove's Library are color-coded on the spine by Lexile. The book's exact Lexile can be found on the inside cover.

- 😊 900 & up
- 😊 800 – 900
- 😏 700 – 800
- 😄 525 – 700
- 😁 325 – 525
- 😃 50 – 325
- 😡 BR

Reading with/to your child

For students in grades K and 1 who are emerging readers, parents are encouraged to read to or with their children on a daily basis. Young students experience growth in vocabulary and comprehension by using listening skills. Once your child becomes an independent reader, we encourage you to allow the child to read to you, as well as continuing to hear adults read books to the child.

Guidance and Counseling Services

Oak Grove Elementary has a full-time counselor on staff. The counselor is here to offer assistance to students, parents, and staff members. Areas of responsibility include counseling, guidance, and consultation.

Counseling

Students are encouraged to consult with the counselor if they need help with a problem. She conducts individual and group counseling sessions with students in areas of need such as divorce, relocation, shyness, etc.

Guidance

The counselor may lead classroom discussions and activities to help children strengthen self-esteem and to improve interpersonal skills. The counselor also ensures that students receive appropriate life-development assistance such as help with transitions to middle school, etc.

Consultation

Parents and teachers often talk with the counselor concerning issues and problems involving students. The counselor offers another, objective point of view. The counselor also consults with community resources and may make suggestions regarding their use as support to Oak Grove families.

Adult Mentors

We welcome adults who can provide emotional support and positive role modeling. If you are interested in volunteering, please contact our counselor.

Parenting Classes

Fayette County offers parenting classes each semester. Please be on the lookout for emails regarding the dates of these classes and how to sign-up. For more information, please contact our school counselor.

D.A.R.E.

The DARE Program (Drug Alcohol Resistance Education) is designed to give young people the facts about drugs and alcohol. It seeks to develop within the student a resistance to negative peer pressure through self-management. A trained law enforcement officer presents the program to all fifth graders in Fayette County Schools. This program meets 45 minutes per week for one semester.

After School Program

Parents may choose to enroll their K-5th grader (not Pre-K) Oak Grove students in the After School Program (ASP) that is held at Huddleston Elementary as enrollment permits. Students are bussed over to Huddleston daily for after school care. The hours of ASP are from 2:15 to 6:30 PM, Monday through Friday. If you register your child for ASP, please submit changes in our online portal, [Pickup Patrol](#). In addition to a once a year registration fee, weekly rates are outlined in the ASP handbook. The Oak Grove ASP Site Coordinator may be reached at **(770) 487-9084**. All checks for ASP services are to be made payable to FCBOE.

Note: *For the safety of our students, parents are strongly encouraged to complete and sign the **ASP Emergency Release Form** at the beginning of the school year. It will only be used in the event of an emergency. Without this release, the police or DFACS will be contacted to provide after school care for children.*

STUDENT SUPPORT PROCESS

Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems” (Adopted from National Center on Response to Intervention, 2010). The MTSS process begins with high quality core instruction and universal screening for all students. MTSS is a prevention model designed to identify students in need support and/or acceleration and intervene as quickly as possible.

In order for MTSS to be successful, the following must be in place:

- High-quality, scientifically-based core instruction, where differentiation is the standard
- Ongoing student assessment
- Tiered Instruction
- Parent Involvement

Goals of MTSS

- Proactively address academic and behavior needs
- Implement evidence-based interventions for students in need of supplemental support
- Close the learning gap
- Prevent academic failure
- Encourage teachers to use data to make instructional decisions
- Increase parent involvement at all three tiers

Progress Monitoring

The progress of every student in Fayette County Schools (K-12) is monitored three times a year through universal screening assessments or early warning indicator tools. When students receive supplemental, small group, or individualized instruction, their progress is checked more often at regular intervals. This is done to determine if the instruction is working, or if the child needs to have a different kind of supplemental instruction.

Tier 1 is Standards-Based Classroom Teaching and Learning.

The MTSS process begins with quality core instruction to all students by the classroom teacher. Teachers use a variety of effective methods and materials to meet the needs of all students in his/her class. Certified teachers administer universal screeners to all students. Those students who are in need of additional support are identified.

How can parents support Tier 1?

- Communicate frequently with your child's teacher
- Review your child's work samples and assessment results
- Attend school functions, such as Open House or Parent Night
- Support and reinforce classroom/school rules
- Attend parent/teacher conferences
- Share questions or concerns with the teacher
- Praise your child for good work and discuss issues that are problems
- Ask your child questions about his/her day.

Tier 2

Tier 2 supports are in addition to regular classroom instruction. Students may be taught in a small group, receive additional instruction time and/or use a specific intervention targeted to the area of need. These interventions may take place in the classroom or with additional support from teachers outside the regular classroom.

How can parents support Tier 2?

- Review progress in the support class
- Attend team meetings
- Discuss interventions and strategies with teachers
- Implement and reinforce strategies at home
- Encourage your child as he/she shows progress
- Praise persistence and work ethic
- Speak with your child's teacher regarding attempted interventions and their results

Tier 3

For some students, additional intervention may be needed. Tier 3 supports are designed around the child's needs using targeted, researched-based interventions. At tier 3, a team of teachers, parents, and support staff meet to review information and plan interventions. They will also determine how often the student's progress will be monitored.

How can parents support Tier 3?

- See parent involvement strategies in previous tiers
- Participate in student support meetings with school staff
- Grant permission for the school to administer a Hearing/Vision screening (if needed)
- Consider providing information through a parent questionnaire
- Be an active participant in planning next steps for your child

Section 504

Under Section 504 of the Rehabilitation Act of 1973, a qualified individual with a disability may not be excluded, denied benefits, or discriminated against solely because of that disability; the district must provide a free appropriate public education (FAPE) to each qualified student with a disability, regardless of severity. If a parent or teacher identifies a medical or psychological condition that could substantially limit a student's school performance, notify the school so the student-support process can begin immediately. For more on 504, contact Assistant Principal Michelle Shaw.

Oak Grove does not discriminate on the basis of race, color, religion, national origin, sex, or disability, consistent with Section 504, IDEA, the ADA, and Title IX. Contacts:

- Section 504 Coordinator — Yolanda Briggs-Johnson, (770) 460-3990 ext. 1109
- IDEA Coordinator — Kay Fannin, (770) 460-3990 ext. 1224
- Title IX Coordinator, Student Concerns — Yolanda Briggs-Johnson, (770) 460-3990 ext. 1109
- Title IX Coordinator, Staff Concerns — Buffy Blodgett, (770) 460-3535
- ADA Coordinator — Kay Fannin, (770) 460-3990 ext. 1224

Food Programs

Breakfast Program

Oak Grove Elementary offers a breakfast program that begins the third week of school. Breakfast is \$2.25 for students. Breakfast is served from **7:15 until 7:40 AM.**

Lunchroom Program

School lunches are offered to students. Lunch may be paid for daily, weekly, monthly, or yearly through MySchoolBucks. Each student will have his/her own lunch account into which deposits may be made at any time. As students purchase meals or ala carte items, their lunch account will be debited. Forms to request free and reduced priced lunches will be sent home at the beginning of the school year, and will be available throughout the school year as needs dictate.

Daily cost for school lunches

Oak Grove students \$3.50
Milk - \$1.00 each
Staff Lunch - \$5.75
Visitor lunch (including non Oak Grove students) - \$8.00

Lunch Charges ([FCBOE Policy](#))

No Breakfast Charges 3 Lunch Charges
No "a la carte" charges
Note: Students who have exceeded the meal charge limit will be offered an alternate meal.

Visiting For Lunch

Parents are welcome to join their children for lunch at one of the visitor tables with their child only. Parents are not allowed to sit at the class table. After signing in at the front office, visitors should meet their child in the cafeteria, not at the classroom. When lunch is over, visitors should say goodbye in the cafe and exit the building.

Due to limited space in the cafeteria, we have scheduled days for lunch visits. We have assigned each grade level a designated day to help with the limited seating. If arrangements need to be made for a different day, or you have multiple children and want to come on one day for all your children, contact Ms. Irvin for approval.

Monday: 5th and PreK Tuesday: 4th and 3rd Wednesday: 2nd and 1st Thursday: Kindergarten Friday: No Visitors

All visitors must pay the adult prices. This includes visiting children. Student prices are for Oak Grove students only.

Students are welcome to bring lunch from home. We request that soft drinks not be sent in lunchboxes. Juice or water is preferred. Milk may be purchased a la carte from the cafeteria. Teachers may arrange for soft drinks for special occasions but we request that they not be served as a lunchtime beverage. Due to the limited amount of time for students to eat lunch, we cannot accept deliveries for student lunches such as UBER EATS or DoorDash. Students that do not have lunch at

the beginning of their lunch period will be charged for a student lunch from the cafeteria. Additionally, please do not drop off fast food for your student.

Students will have an opportunity to purchase ice cream during their lunch period on Fridays. Ice cream money is to be kept separate from lunch and breakfast money. It cannot be placed in the student's My School Bucks account.

Note: Only cash payments can be accepted in the last month of school.

My School Bucks: Fayette County Public Schools' School Nutrition Program is pleased to be able to offer a great way for parents to keep up with their student's lunch money account. Please take advantage of the option to make prepayments to your student's meal account by clicking this [link](#).

Restricted Area in Oak Grove's Cafeteria

Several students at Oak Grove Elementary have been identified as having medically diagnosed severe food allergies. **In an effort to provide these children a safe environment in which to eat their lunch, there are tables in our cafeteria that have been designated as a Safe Zone. Food from outside of our school building should not be eaten at these tables.** Only lunches purchased from Oak Grove's kitchen may be eaten at our safe tables. (The only exception to this is if the child(ren) with the severe allergy brings a lunch provided by his/her parent.) Others with sack lunches/lunch boxes from home, should not be consumed while sitting at the safe tables. The paraprofessional on duty will suggest an alternate location for the consumption of an outside meal. This restriction applies to students and all school visitors, as well as Oak Grove faculty.

B.R.A.V.E. Pledge, pledge to the flag and moment of quiet reflection

During morning announcements, everyone stands for the B.R.A.V.E. pledge and the Pledge of Allegiance; students who choose not to say the flag pledge must still stand quietly. Regardless of where someone is in the building, the expectation is to pause and show respect during this time.

Georgia's 1994 Senate Bill 396 (signed into law by Governor Zell Miller) requires a daily 60-second "moment of quiet reflection" in every public school classroom (O.C.G.A. 20-2-1050). Oak Grove observes this alongside the Pledge of Allegiance during the morning broadcast.

Personalized Learning Days

Our School system will have personalized learning days a few times this year. Students will be required to complete assigned tasks for these days in order to be counted present for that day. Failure to complete work will result in an unexcused absence.

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