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

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

Fourth and Fifth grade students are selected for Title I Targeted Assistance services using Measures of Academic Progress (MAP) assessment results and Math EOG scores. Qualifying students in 4th and 5th grade will receive Title I academic support in math.

DCES teachers have been trained and will be collaborating in Data Teams to differentiate instruction based on student needs. In addition, the Title I teacher will receive training in ST Mathematics. ST Math starts by teaching the foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. This program can be implemented in the small or whole group setting for students receiving Title I services.

A highly qualified (HiQ) Title I teacher will be hired using Title I funds to serve Title I students by using a combination of In Class, Pull-Out, and Consultative delivery models. When in the best interest of the student, the Pull-Out model will allow the Title I teacher to remove students from the classroom for intensive small group intervention for a minimum of 45 minutes per day. When in the best interest of the student, consultative services will be provided. TA students served through the consultative model will receive supplemental resources as needed that positively impact the student’s ability to engage, learn, and express knowledge in the areas of Math. The Title I teacher will check in with the classroom teacher once per grading period (every nine weeks) to monitor student progress and needs or more frequently if requested by the classroom teacher. The Title I teacher and the RTI team will work together to establish goals for students based on diagnostic and formative assessments.
2. Description of the method by which children with the greatest need are selected.

As per law, any student that is homeless or migrant will automatically be eligible through the Title I program. 4th and 5th grade students become eligible for Title I support in math based on multiple selection criteria including performance on MAP assessments and Math EOG data.

All students in grades 4 and 5 at DCES are ranked from highest to lowest in Math based on points earned using multiple criteria (MAP scores and Math EOG data). Scores are weighted on a point scale where the lowest scores are weighted more heavily. Students with the highest point values are served in the Title I program in the area of Math. Students missing the Fall and/or Winter MAP assessment will be given the MAP assessment as soon as practicable. Once students are determined to be eligible for Title I services, they will remain eligible throughout the 2019-20 school year. Any student that meets the multiple selection criteria upon enrollment will also be eligible for TA services for the 2019-20 school year.

Points are derived based on the following criteria:

<table>
<thead>
<tr>
<th>MAP Math Results</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;29th %ile</td>
<td>= 5 points</td>
<td>= 5 points</td>
</tr>
<tr>
<td>29th %ile-34 %ile</td>
<td>= 3 points</td>
<td>= 3 points</td>
</tr>
<tr>
<td>35th %ile or greater</td>
<td>= 0 points</td>
<td>= 0 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EOG Math Results</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>= 5 points</td>
<td>= 5 points</td>
</tr>
<tr>
<td>Level 2</td>
<td>= 3 points</td>
<td>= 3 points</td>
</tr>
<tr>
<td>Level 3 or 4</td>
<td>= 0 points</td>
<td>= 0 points</td>
</tr>
</tbody>
</table>
3. **Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institute during the previous two years.**

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

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

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

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

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

Dove Creek Elementary School has maintained 100% highly qualified (HiQ) status for all teachers and paraprofessionals for many years and will continue to ensure that all staff meet applicable State certification and licensure requirements.
Schoolwide professional learning needs are determined annually as part of the overall school improvement process. The annual needs assessment and disaggregation of student test data enables system- and school-level administrators to work collaboratively with teachers to determine specific needs. Emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through Special Education, ESOL, and Title I.

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

Annually, Oconee County Schools publishes the parent’s “right to know” information about their students’ teachers’ professional qualifications in the student handbook. Handbooks are distributed to all students. In addition, parents are notified via letter in the event their child is taught by a non-HiQ teacher. Copies of the letters are kept on file in the respective school as well as sent to the Title I Director.

**Dove Creek Elementary School Goals:**

Dove Creek Elementary School’s Focus Areas for 2019-2020 are increasing the percent of students scoring Level 3 and Level 4 on the Elementary Math EOG Achievement Level and decreasing the percent of students scoring Level 1. We are also focusing on increasing the percent of students meeting their growth projections on the Measures of Academic Progress (MAP) Assessment.

**19-20 Percentile of Students Meeting Growth Projection**

K – 5\(^{th}\) Math - TBD

**DCES is also working toward the following OCS Strategic Plan Goals:**

- Increasing the percent of students scoring Level 3 and Level 4 on the Elementary Math EOG Achievement Level
- Decreasing the percent of students scoring Level 1
The school district’s goals are outlined in a Strategic Plan, which is available for review at OCS Strategic Plan.

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

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

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

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

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

Annual parent meetings are scheduled to inform parents/guardians of effective ways to support the learning process. These meetings provide an opportunities for Title I staff members to equip parents/guardians with information and tools needed to provide academic support at home and to build strong relationships between home and school in an effort to maximize learning experiences for students who are eligible for Title I targeted assistance services. **We will also be providing parents with the Parent Institute Newsletter.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Revised 8.8.20