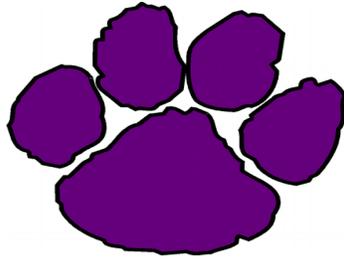


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2018-2019

Villa Rica Elementary

Title I Schoolwide Plan

Revision Date 8/7/2018

Approval Date 8/10/2018

Insert School Logo

Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community.

Please make sure to have at least one parent and community representative.

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

Villa Rica Elementary School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. VRE has established a committee consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. The members are: Alton Bias, April Springer, Stacy Carroll, Sherry Flowers, Deliska Cooley, Georgia Evans, Marissa Orgondo, Kristy McCord, Stacey Wright, Candace Williams, Debra Sheats, Melinda Agan, Amber Herring, Brittney Tullis. The team met on July 16, 2018, from 9:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. This information was then used in the development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provides professional support to faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided. Alton Bias, Principal, also led meetings on August 2, 2018, and August 7, 2018 in which a precision review of the plan was conducted with each group focusing both on the plan as a whole and sections relating directly to the specific groups. Subsequently, the plan

was uploaded to the school website, placed in the parent resource center, and shared with all faculty and staff using Google drive. In conclusion the school leadership has created a plan that the school will implement that has a focus on literacy. The school will focus on a guided reading model in the school's WildCat Block (extended learning time). The school will implement a consultant that will tutor students in the area of ELA (thus those students will receive ELA support 3 times a day between WildCat Block, ELA, and tutoring). The school will implement Eureka Math as a district best practice. Lastly the school will continue implementing the GOSA Grant and assessing the effects of its implementation on the progress of students and school.

ELA

Economically Disadvantaged	Beginning	Developing	Proficient	Distinguished
	23.69%	43.45%	29.66%	6.21%

With 67.14% of our ELA scores for economically disadvantaged students at the beginning or developing level the school has decreased class sizes in ELA, adjusted our increased learning time (WildCat Block) to increase the focus on reading strategies. The will accomplish this by having a primary school on a guided reading method. The school will also use a consultant that is a retired ELA teacher to give tutoring to identified students that can use extra support with reading comprehension and reading strategies.

Math

Economically Disadvantaged	Beginning	Developing	Proficient	Distinguished
	7.59%	38.62%	42.07%	11.72%

With 80.69% of economically disadvantaged students at the developing or proficient level the school analyzed various best practices that the district currently uses. The school decided to use Eureka Math to maintain the level of success that the school has had, but to also aid in continuous improvement in math.

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Comprehensive Needs Assessment Planning Committee	
Name	Role
Alton Bias	Principal
April Price	Assistant Principal
Stacy Carroll	Gifted Teacher
Sherry Flowers	Second Grade Teacher
Deliska Cooley	Fourth Grade Teacher
Georgia Evans	Consultant
Marissa Ogondo	District Level Personnel
Kristy McCord	Third Grade Teacher
Stacey Wright	Intervention Specialist
Candace Williams	Media Specialist

Debra Sheats	Kindergarten Teacher
Melinda Agan	First Grade Teacher
Amber Herring	Special Education Teacher
Brittney Tullis	Parent

Academic Achievement Data Collection

Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
EOG Third Grade	ELA	Interventions were created to address area of concern (ELA Tutor). Students were then identified that qualified to receive supports (based on EOG score and lexile level), and then students were assigned to tutoring group.
EOG Fourth Grade	ELA	Interventions were created to address area of concern (ELA Tutor). Students were then identified that qualified to receive supports (based on EOG score and lexile level), and then students were assigned to tutoring group.
Lexile 3-4	ELA	
EOG Third Grade	Math	Carroll County School System best practices were analyzed. The committee determined that specified best practices (Eureka Math) would enhance students' opportunities for success at VRE
EOG Fourth Grade	Math	Carroll County School System best

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		practices were analyzed. The committee determined that specified best practices (Eureka Math) would enhance students' opportunities for success at VRE
EOG Fifth Grade	Math	Carroll County School System best practices were analyzed. The committee determined that specified best practices (Eureka Math) would enhance students' opportunities for success at VRE
EOG Fifth Grade	ELA	Carroll County School System best practices were analyzed. The committee determined that specified best practices (Eureka Math) would enhance students' opportunities for success at VRE

*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the content areas in the Appendix.

SCHOOLWIDE REFORM STRATEGIES

- II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
 - A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
 - B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded

VRE stakeholders analyzed student data. The result of an process led to the following strategies to address schoolwide reform strategies.

Writing Conferences: Analyzing student data it was obvious that VRE did not display a mastery in the area of writing. Teachers decided that a strategy to target writing would be to have a day that they could conference with students to implement best practices in a small group setting to improve student's writing processes.

McGraw Hill Corrective Reading Curriculum: McGraw Hill Corrective Reading Curriculum: student books, workbooks, and teacher manuals for remediation for at-risk readers grades 3 - 5

Reading Intervention Specialist: A retired ELA teacher would work to pull students and administer reading strategies to increase literacy.

Extended Learning Time: Modify extended learning time to implement guided reading model to increase literacy of students.

Small Group Instruction: School will have ability to implement innovative processes to improve instruction of students (small group - decreasing student instructor ratio).

MATH

Subgroup by Grade Level	Math % Beginning Learners	Math % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd or 6 th			IXL Math, Eureka Math	Title I
4 th or 7 th			Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
5 th or 8 th			Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
White				
3 rd or 6 th	7%	5%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
4 th or 7 th	2%	21%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
5 th or 8 th	1%	14%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
Black				
3 rd or 6 th	3.5%	7%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
4 th or 7 th	1%	13%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
5 th or 8 th	3%	5%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
Hispanic				
3 rd or 6 th	NA	3.5%		
4 th or 7 th	1%	5%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
5 th or 8 th	NA	4%		

American Indian/Alaskan				
3 rd or 6 th	NA	NA		
4 th or 7 th	NA	NA		
5 th or 8 th	NA	NA		
Asian/Pacific Islander				
3 rd or 6 th	NA	NA		
4 th or 7 th	NA	NA		
5 th or 8 th	NA	NA		
Multi-Racial				
3 rd or 6 th	2%	2%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
4 th or 7 th	NA	NA		
5 th or 8 th	1%	4%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
English Learners				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th				
Students with Disabilities				
3 rd or 6 th	7%	3.5%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
4 th or 7 th	NA	4%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	
5 th or 8 th	4%	7%	Stakeholders analyzed the data and decided to use best practice as identified by the district. Eureka Math	

ELA

Subgroup by Grade Level	ELA % Beginning Learners	ELA % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd or 6 th			School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	
4 th or 7 th			School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	
5 th or 8 th			School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to	

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			<p>give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
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White

3 rd or 6 th	14%	6%	<p>School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
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4 th or 7 th	11%	11%	<p>School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
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5 th or 8 th	7%	11%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.
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Black

3 rd or 6 th	5%	7%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.
4 th or 7 th	1%	13%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy

			initiative to increase writing scores.	
5 th or 8 th	8%	8%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	

Hispanic

3 rd or 6 th	2%	5%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	
4 th or 7 th	2%	5%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to	

			reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	
5 th or 8 th	3%	5%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student's writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school's literacy initiative to increase writing scores.	

American Indian/Alaskan

3 rd or 6 th	Na	Na		
4 th or 7 th	NA	NA		
5 th or 8 th	NA	NA		

Asian/Pacific Islander

3 rd or 6 th	NA	NA		
4 th or 7 th	NA	NA		
5 th or 8 th	NA	NA		

Multi-Racial

3 rd or 6 th	3.5%	2%	School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to	
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			<p>give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
4 th or 7 th	NA	NA		
5 th or 8 th	NA	4%	<p>School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	

English Learners

3 rd or 6 th				
4 th or 7 th				
5 th or 8 th				

Students with Disabilities

3 rd or 6 th	7%	7%	<p>School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master</p>	
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			<p>schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
4 th or 7 th	1%	5%	<p>School has a retired ELA teacher as a consultant to give students extra support in ELA reading comprehension and reading strategies. Extended Learning Time (WildCat Block) adjusted focus to guided reading model. Formal writing conferences allowing teachers to give one on one feedback about student’s writing progress. School also uses reduced class size model to reduce student teacher ratio. Reduced class size model also allows the school to be innovative with the master schedule to better benefit students. School will have a reading intervention specialist to work with increasing student literacy. The school will use software Classworks in our writing lab as part of school’s literacy initiative to increase writing scores.</p>	
5 th or 8 th	NA	4%		

Science

Subgroup by Grade Level	Science % Beginning Learners	Science % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd or 6 th				
4 th or 7 th				

5 th or 8 th				
White				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	3%	9%		
Black				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	8%	4%		
Hispanic				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	3%	1%		
American Indian/Alaskan				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	NA		
Asian/Pacific Islander				
3 rd or 6 th				
4 th or 7 th				

5 th or 8 th	NA	NA		
Multi-Racial				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	3%		
English Learners				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th				
Students with Disabilities				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	8%	NA		

Social Studies

Subgroup by Grade Level	Social Studies % Beginning Learners	Social Studies % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd or 6 th				
4 th or 7 th				

5 th or 8 th				
White				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	21%		
Black				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	8%	5%		
Hispanic				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	3%	3%		
American Indian/Alaskan				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	NA		
Asian/Pacific Islander				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	NA		
Multi-Racial				
3 rd or 6 th				
4 th or 7 th				
5 th or 8 th	NA	3%		
English Learners				
3 rd or 6 th				
4 th or 7 th				

5 th or 8 th			
Students with Disabilities			
3 rd or 6 th			
4 th or 7 th			
5 th or 8 th	NA	3%	

C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

Audio/Video Systems for Villa Rica Elementary

Rationale for Audio

Student achievement is the ultimate goal for all we do. By ensuring that all students can adequately hear instruction throughout the day, their ability to pay attention increases. There was a MARRS study done to assess the use of audio amplification within classrooms which showed that significant number of K-6 students cannot adequately hear the teacher due to poor classroom acoustics, high ambient noise levels, and even mild hearing loss. “Sound-field studies show that amplifying a teacher’s voice results in exceptional **improvement in reading and language test scores** for all students’ at all elementary levels. It has reduced special education referral rates by up to 40% over five years. Some studies have a shown a **7% to 10% improvement in academic test scores** for normal hearing children. The statistically significant gains that have been made employing classroom audio have usually been evident in less than one full school year, and have been maintained in research study periods for up to three years.” (MARRS Project, 2005b) The school will implement a Dooley audio visual system to amplify the sound of instruction in designated classrooms.

Rationale for Video Recording

The type of video recording we want to implement is different from a security system video. This system is controlled by the teacher and will be used to increase teacher effectiveness. The teachers working in classes funded by the grant will record specific portions of their lessons so they can be used with a coach to evaluation their performance and the effectiveness of strategies as well as student engagement. Another benefit is that the recordings can be used a reference for students that are out sick during key instruction.

At Villa Rica Elementary School, all students are provided with opportunities to address any need that they may have. Students that are at risk of not meeting state achievement standards are a particular area of focus in regards to alternative programs. Some of the programs include:

Extended Learning Time (WildCat Block):

Student data (STAR) is analyzed and students are strategically grouped so that targeted supports can be implemented. WildCat Block is the time set aside to administer guided reading. From the assessment of student data literacy was an area of need. Through our WildCat Block we can remediate students and increase lexile levels. The at-risk group will use SRA (program to facilitate reading and comprehension).

Title I Consultant

A consultant that is a retired teacher will work daily with at-risk students to provide support and assist in the development of specific goals and implementation plans that will ensure the students' success academically, socially, and emotionally.

Willowbrooke

We partner with the Tanner Behavioral Willowbrooke program. Villa Rica Elementary works as part of a parent, school, and Willowbrooke partnership to provide support to students and families by providing resource information and, at times, beginning the referral process for the parent if requested. Willowbrooke personnel comes to Villa Rica Elementary School during the normal school day to meet with students, and sometimes parents, to work on areas of support not normally covered by school counselors.

Check and Connect

Counselors provide Check and Connect services to students who may not need counseling but do require assistance with support. This can include behavioral and academic support. These students are called in for quick support and assistance on a regular basis.

2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

At Villa Rica Elementary School we have an advisement program. That advisement program provides students with lessons that engage students in thinking about the next level (middle school, high school, college, military, and the workforce). Villa Rica Elementary School also works closely with the middle school. There are days designated for rising 6th graders to have an orientation to improve the transition from elementary to middle school.

3rd grade- to visit VRHS college and career academy

4th grade- to visit West Georgia Technical College

5th grade- to visit University of West Georgia

3. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Discuss PBIS or other behavioral program being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

Villa Rica Elementary has implemented a rewards system that recognizes students for positive behavior/actions. Students are categorized by a color system. Then students are recognized for positive behaviors/actions. Monthly/Quarterly the colors are tabulated to see which category of students received the most recognition (points). The category of students with the most points is invited to a celebration to recognize their positive behaviors/actions.

Villa Rica Elementary also conducts attendance celebrations. Students with perfect are invited to attend a celebration recognizing their accomplishment.

Villa Rica Elementary follows a tiered system in implementing RTI. Tier 2 students are identified through a school wide screener, performance in class, and teacher observation within the classroom. If a student showing evidence of struggling, the teacher will then begin interventions specific to student needs. If the student has not shown significant growth on two different interventions, the teacher will then give the information to the RTI team. The team will make the determination as to whether or not the student is moved to Tier 3. The same process is followed when making a determination if a Tier 3 student is to be referred for testing.

Villa Rica Elementary uses the reduced class size model in grades K-2 and a part-time tutor in grades 3-5 to serve our EIP students.

4. **Professional development and other activities** for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

Villa Rica Elementary School includes teachers, administrators, and paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in professional development that addresses the root causes of our identified needs and the integration of Standards-based classrooms with the implementation of the Georgia Standards of Excellence. The following is included in the Villa Rica Elementary School Professional Learning Plan: school improvement planning, professional learning for GSE unit writing, and literacy training. Faculty and staff will also be provided with ongoing professional learning to increase understanding and enhance retention of math, science and social studies concepts by participating in content area conferences. Math, social studies, and science teachers will also participate in conferences related to incorporating the components of reading, writing, speaking, and listening (literacy/Lexiles) across all subject areas.

To enhance the professional development of our faculty and staff, VRE will provide release time for collegial planning and unit writing aligned with the State's academic content and student academic achievement standards. Release time will also be provided to allow faculty and staff members the ability to attend professional learning sessions and conferences provided by RESA and/or other professional organizations.

VRE devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Title I funds are used to pay substitutes during the school day for collegial planning, unit writing, attending professional learning, and for training the trainers workshops.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: April Price, the Villa Rica Elementary School Test Coordinator, provides training prior to all Milestones Assessment and GCA writing assessments. District level support personnel provide training in the use of reports generated by Illuminate and IXL programs. When test scores are received from scoring agencies, teachers are provided with interpretive information to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents with fidelity. Written summary explanations are also provided to teachers with the intent of sharing these with parents. At

the beginning of each school year, the format and types of diagnostic instruments and screeners that will be utilized are reviewed. Teachers are instructed in creating data reports. Those reports are reviewed at grade level meetings and meetings with individual teachers, and plans of action are created as a result of the data. Results of assessments are also recorded on the Teacher Data Form in Google Drive. Each year, teachers are provided with an update on Lexile Scores. New teachers work with their mentor teachers to gain additional training on the administration of tests and interpretation of test results.

Additionally, district level specialists have provided teachers at Villa Rica Elementary School with instruction on how to disaggregate the data from STAR screeners and assessments.

Efforts to recruit and retain effective teachers in high need content areas:

Effective teachers are attracted to Villa Rica Elementary have a teacher-mentoring program in place to support new teachers and increase teacher effectiveness. A veteran VRE teacher is paired with a new teacher to assist the teacher throughout the first year at VRE. VRE will continue to have the Teacher Support Program to help meet the needs of our new teachers as well as to provide support for veteran teachers. The group meets monthly to discuss or provide training on topics submitted by new and veteran teachers.

Recruitment of qualified teachers is a priority on the district level. Representatives from the district attend job fairs of colleges and universities in an effort to promote our district and to interview recent college graduates as well as current teaching professionals. The following initiatives are utilized by the Carroll County School System to attract high quality teachers:

- The Carroll County School System offers a safe and secure working environment for its employees
- Competitive salary and benefit packages are offered by the district to help attract and retain highly qualified teachers
- Carroll County School System strives to participate in innovative programming
- Professional Learning opportunities are provided to enhance instruction and to support teachers. PLU credit is offered for many professional learning opportunities
- The Carroll County School System holds a Teacher Induction Program (TIP) prior to pre-planning of the new school year for first year teachers and for teachers new to the county

5. Strategies for assisting preschool children in the transition from early childhood education **(elementary schools only)**. **Middle Schools will indicate an N/A.**

Parents are provided with a Welcome Kit including the Parent Involvement Plan and the Parent, School Compact. A school supply list, recent newsletter, website address and contact information for the school are also given to parents on the student's first day. Every student at VRE receives information regarding the student handbook, county and school policies and procedures, and is used as a daily communication device between the school and home.

In May, students in all grades Pre-Kindergarten through fifth grades participate in Step-Up Week. Homeroom classes rotate to visit the next grade level higher where students are given the opportunity to hear from teachers about expectations and learning that will be taking place after summer. During this week, fifth grade students are exposed to the middle school setting by taking a field trip to our feeder school, Villa Rica Middle School. Parents and students are also invited to attend the middle school and have open discussion about their student's first year in sixth grade. Students at Villa Rica Elementary also learn about colleges to create a mindset that education is forever. Students take field trips to the Carroll County College and Career Academy and the State University of West Georgia College as well as West Central Technical College.

SCHOOLWIDE PLAN DEVELOPMENT

III. The Title I Schoolwide Plan Sec. 1114(b)(1-5) **is developed during a 1-year period**, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Explain how the Title I Schoolwide Plan is reviewed and revised annually. When the meeting occurs. How often the plan is reviewed within the year.

Each year, Villa Rica Elementary reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, parents, and community members. A meeting was held on July 16, 2018, from 9:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys, and this data was used to identify our school’s specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 19 Schoolwide Plan.

The plan is reviewed monthly at School Improvement Team meetings and bi-monthly at faculty meetings. The plan is posted on Google Drive, and staff members are encouraged to provide input at any time throughout the school year. The plan is available to all community stakeholders in the Title I resource area of the school. It is also posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Any feedback received from faculty, staff, parents, or community members is discussed at the monthly and/or bi-monthly meetings.

A. The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan

relates to a secondary school, students, and other individuals determined by the school;

Explain how parents and community members are involved in the development of the Title I Schoolwide Plan. Include how other stakeholders such as principals, other school leaders, teachers, paraprofessionals, and central office staff is involved in the development of your Title I Schoolwide Plan.

Villa Rica Elementary School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. VRE has established a committee consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, parents, and other members of the community who assisted in creating and reviewing a plan for school-wide improvement. The members are: Alton Bias, April Springer, Stacy Carroll, Sherry Flowers, Deliska Cooley, Georgia Evans, Marissa Ogondo, Kristy McCord, Stacey Wright, Candace Williams, Debra Sheats, Melinda Agan, Amber Herring, Brittney Tullis. The team met on July 16, 2018, from 9:00 am to 4:00 pm. Georgia Evans, school improvement specialist, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. This information was then used in the development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provides professional support to faculty and staff members. A rough draft of the school improvement plan was typed and shared with the entire faculty using the Google drive application. An opportunity for input from all staff members was provided. Alton Bias, Principal, also led meetings on August 2, 2018, and August 7, 2018 in which a precision review of the plan was conducted with each group focusing both on the plan as a whole and sections relating directly to the specific groups. Subsequently, the plan was uploaded to the school website, placed in the parent resource center, and shared with all faculty and staff using Google drive.

- B. The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Explain how often the plan is reviewed within an academic year. How the plan is updated when there is a budget amendment or shift in student academic needs.

Villa Rica Elementary School's Title I Schoolwide Plan will remain in effect for the entire 2018-2019 school year. Its implementation will be regularly monitored through discussions at faculty meetings, school improvement meetings, and school council meetings. As budget opportunities are enhanced, the plan may be revised to ensure all students are provided

opportunities to successfully meet state standards. Needs will be further assessed through disaggregation of data, and research will be conducted to identify how to best address those needs. Research-based strategies and/or resources will then be implemented to meet the identified needs.

- c. The Title I Schoolwide Plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. .

Villa Rica Elementary School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to quarterly School Advisory Council meetings, the fall Annual Title I Meeting, after-school activities such as Grade Level (6-8) Instructional Emphasis Nights, Science Night, through annual surveys, through information placed on the school website and Facebook pages, placement of invitations and copies of the SIP with feedback forms in the Parenting Center, School Messenger calls, School Community Team Meetings and emails. Parent Right to Know letters and School/Parent Compacts are provided to all parents annually. Each of these meetings, activities, or informational plans accompanies an open invitation for feedback, input, and suggestions for school improvement and improvements in the parental involvement process.

- The comprehensive school wide program plan is written in parent-friendly language and made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, and made available to parents at School Community Team meetings, and family events. The Schoolwide Plan is also translated into the preferred native language of our students' families as indicated on the home language survey.
- Copies of Villa Rica Elementary School Parent Compacts are located in the Parental Involvement Notebook. Parents may stop by the school and look at the notebook at any time during normal school hours. The compact is written in parent-friendly language and is also translated into the preferred native language of our students' families as indicated on the home language survey.
- Copies of Villa Rica Elementary School's Parental Involvement Plan and the Parent Involvement checklist are located in the Parental Involvement Notebook. Parents may stop by the school and look at the notebook at any time during normal school hours. The plan is written in parent-friendly language and is also

translated into the preferred native language of our students’ families as indicated on the home language survey.

ESSA REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN

IV. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Small Group Instruction	All Content Areas		x			http://www.readingrockets.org/strategies/writing_conferences
Tutoring/Extended Learning Time	All Content Areas	x				What Works Clearinghouse
Para-Professional ELA/Writing Small Group	ELA		*			http://www.readingrockets.org/strategies/writing_conferences
Reading Intervention Specialist	ELA			*		http://www.readingrockets.org/article/best-practices-planning-interventions-students-reading-problems
IXL Math	Math	*				https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf
Saxon Phonics	ELA			*		https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd
Saxon Math	Math			*		https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_saxonmath_051617.pdf

Star				*		https://www.renaissance.com/resources/research/
Accelerated Reader		*				https://www.renaissance.com/resources/research/
Classworks	ELA/Writing			*		Best Evidence Encyclopedia
Dooley Audio Visual Equipment for Classroom	ELA/Math			*		(MARRS Project, 2005b)
Brain Pop	All Content Areas	*				Best Evidence Encyclopedia
Learning A-Z	All Content Areas	*				Best Evidence Encyclopedia
Starfall Productions	Reading	*				http://www.renaissance.com/resources/research/
Education Galaxy	All Content Areas			*		http://educationgalaxy.com/wp-content/uploads/2017/11/Education-Galaxy-Research-Based.pdf

A. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b) (7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Specify your strategies to work with the parents of English Learners

- A. In order to effectively engage with parent and family members of English Learners, Villa Rica Elementary School will implement the following strategies:
- Translate informational forms in family’s native language.
 - Create a “Welcome Kit” that includes key information, a school supply list, and a school calendar to be provided to ELL families at Open House. A bilingual educator will be available to give the kits to families. A school messenger will be sent home to inform parents of the location at which to pick up the “Welcome Kit.”
 - Advertise and encourage attendance at district level ELL Family Engagement Sessions by sending home a flyer, posting it on the school website, and creating a school messenger via phone in the family’s native language.
 - When parent conferences are held, Villa Rica Elementary School will ensure that qualified interpreters are available so that parents feel comfortable communicating

their ideas in their native language.

B. If a **middle or high school**, 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, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

- Upcoming 5th graders and their teachers participate in a “Stepping Up” day at Villa Rica Middle in May. They are introduced to Villa Rica Middle, given a brief tour, and given the opportunity to ask questions and sign up for fine arts programs.
- A parent-preview program for rising 6th graders was implemented in the spring so that parents would be familiar with what to expect in the fall when school officially starts.
- All rising 6th students and their parents are invited to attend orientation in July. During the orientation, students and parents will get to hear and ask questions about all of our academic and extracurricular programs and activities. Our intent is to give parents and students an opportunity to hear from us, see the school, and calm some of the fears of transitioning to middle school. Students will receive a folder with a parent newsletter, supply list, course registration and other information to help aid students in transitioning to middle school.

2. Through increased student access to early college high school

or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b) (10)

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

At Villa Rica Elementary, we offer students the opportunity to reach a level of high achievement in areas such as intellect, creativity, or academics. Those students have the opportunity to be a part of our QUEST Gifted Program. In QUEST we allow students to develop advanced research skills and methods, practice creative thinking, and work through problem solving. We teach and help to develop their critical thinking and advanced communication skills through hand-on and discovery learning.

All students are provided opportunities to participate in career related activities.

3rd grade- to visit VRHS college and career academy

4th grade- to visit West Georgia Technical College

5th grade- to visit University of West Georgia

This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date

Appendix 1
EOG Test Results

VRES	County Ranking	2016	2017	2018	State2018
3rd ELA	4th	30%	46%	49%	37%
4th ELA	5th	40%	49%	48%	41%
5th ELA	7th	44%	40%	43%	41%
3rd Math	4th	59%	70%	68%	46%
4th Math	5th	38%	51%	57%	47%
5th Math	2nd	60%	51%	61%	39%
5th SC	4th	39%	60%	62%	39%

DRAFT

5th SS	3rd	28%	42%	47%	30%
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Appendix 2
Lexile Stretch Band

Grade	On/Above 2016	On/Above 2017	On/Above 2018	State
3rd	83%	86%	84%	68%
4th	66%	61%	74%	63%
5th	69%	79%	74%	70%

Appendix 3
Writing Test Results

	Extended Response Ideas			Extended Response Conventions			Narrative		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
District(3rd)	14%	24%	17%	61%	71%	57%	18%	19%	16%
VRE 3rd	11%	19%	4%	55%	73%	60%	1%	14%	2%
District(4th)	9%	26%	23%	53%	76%	75%	23%	41%	31%
VRE 4th	5%	44%	5%	54%	86%	62%	24%	37%	27%

DRAFT

District(5th)	29%	35%	38%	73%	80%	81%	33%	17%	32%
VRE 5th	39%	32%	37%	84%	85%	78%	23%	8%	15%

Appendix 4

IXL Math

<https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf>

Appendix 5

STAR

<https://www.renaissance.com/resources/research/>

Appendix 6

Accelerated Reader

<https://www.renaissance.com/resources/research/>

Appendix 7

Starfall Productions

<http://www.renaissance.com/resources/research>

Appendix 8

Education Galaxy

<https://educationgalaxy.com/georgia-gmas-gse-preparation/>

Appendix 9

Writing Conferences

http://www.readingrockets.org/strategies/writing_conferences

Appendix 10

Small Group Instruction

<http://nepc.colorado.edu/sites/default/files/Chapter02-Finn-Final.pdf>

Appendix 11

Dooley Audio Visual System

<http://www.classroomhearing.org/research/marrsStudy.html>

Appendix 12

Saxon Phonics

<https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd>

Appendix 13

Saxon Math

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_saxonmath_051617.pdf