



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Villa Rica Elementary		District Name: Carroll
Principal Name: Charles Johnson		School Year: 2016-2017
School Mailing Address: 314 Peachtree St. Villa Rica, GA 30180		
Telephone: 770-459-5762		
District Title I Director/Coordinator Name: Dr. Karen Strickland		
District Title I Director/Coordinator Mailing Address: 164 Independence Dr. Carrollton, GA 30117		
Email Address: karen.strickland@carrollcountyschools.com		
Telephone: 770-832-3568		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.

Please add your planning committee members on the next page.

The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Charles Johnson		Principal
Mitch Springer		Asst. Principal
Sarah Radvansky		Counselor
Sherry Flowers		Kindergarten Teacher
Brittany Gore		First Grade Teacher
Ashley Schinella		Second Grade Teacher
Mindy Savidge		Third Grade Teacher
Deliska Cooley		Fourth Grade Teacher
Suzanne Palagano		Fifth Grade Teacher
Melinda Agan		Parent Coordinator
Candace Williams		Media Specialist
Margaret Tatro		Parent
Angelique Kauffman		Gifted Teacher
Pam Levett		Special Education Teacher
Harmonie McMahan		Early Intervention Program Specialist



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. We developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed as followed:

NAME	POSITION/ROLE
Margaret Tatro	Parent
Charles Johnson	Principal
Mitch Springer	Assistant Principal
Angelique Kauffman	Gifted teacher
Sherry Flowers	Kindergarten teacher
Brittany Gore	First grade teacher
Ashley Schinella	Second grade teacher
Mindy Savidge	Third grade teacher
Deliska Cooley	Fourth grade teacher
Suzanne Palagano	Fifth grade teacher
Harmonie McMahan	Early Intervention Program Specialist
Pam Levett	Special Education teacher
Sarah Radvansky	Counselor
Candace Williams	Media Specialist
Melinda Agan	Parent Coordinator

The members of the School Leadership Team (SLT), listed above, were deliberate in the way they were involved in the development of the Title I School Improvement Plan. Members were assigned to work in small groups on components of the plan and asked to brainstorm suggestions and ideas to develop answers to the components of the plan. On July 27, 2016, the SLT reviewed 2015-2016 Schoolwide Plan. SLT determined the need for additional information based on the Schoolwide Program Checklist. The SLT aligned the components from the previous year and determined the need for change in the areas of "Proficient and Distinguished" and "Beginning and Developing" for the 2016-2017 Schoolwide Plan. The SLT also revisited the four goal areas within the Carroll County Schools required Strategic Improvement Plan to the Title I Schoolwide Improvement Plan for consistency and alignment set forth by Mr. Cowart, Superintendent. The Schoolwide Plan will continue to be addressed and information dispersed throughout the school year through various PTO, School Council, SLT, and staff meetings. School improvement is an



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ongoing process at Villa Rica Elementary; therefore, information within the plan is consistently being updated and revised.

- B. We have used several instruments, procedures, or processes for obtaining information relevant to student achievement. Teachers, administrators, and school psychologists study monthly diagnostic reports from STAR Early Literacy, STAR Reading, STAR Math and Illuminate to determine at-risk student growth and achievement. These are instruments that are crucial in determining student placement for the Response to Intervention (RTI) tiers. Item analysis benchmark reports from Illuminate in all core content areas are reviewed each nine-week period to determine remediation, reteaching, and differentiation for student learning. Unit Post Assessments are reviewed by grade level teachers to determine student mastery of the standards. The benchmark data is segregated, aligned, and analyzed by sub-group information, domain specific content areas, and common trends to determine realistic, attainable, yet challenging performance percentage goals for the Balanced Scorecard. When disaggregating the data from these diagnostic assessments, teachers and administration used brainstorming and situation appraisal problem solving strategies to be proactive in determining future action steps needed for student growth and achievement as well as determining expected student academic goals. Stakeholder surveys were also reviewed, these included the Parent Involvement Survey professional learning surveys, system parent surveys, system student surveys, and system staff surveys.
- C. At the current time there are no migrant children enrolled in 2016 at Villa Rica Elementary School. If a migrant child should enroll, the district will contact the Director of Federal Programs who will contact the migrant consortium to assist the school in providing services to the migrant student. Migrant students will be provided all services for which they qualify.
- D. We have reflected upon current achievement data which will help our school understand the subjects and skills in which teaching and learning need to be improved. We have found pertinent areas of focus for school achievement: English Language Arts, Lexile, Reading and Writing. The need for improvement in reading must remain a focus due to the demanding expectations of CCRPI, heightened grade level Lexile expectations, and the newly developed moving target for achieving "proficient and above" on state assessments in the future. As Lexile levels targets increase, academic vocabulary, informational text reading, comprehension, and developing research skills will remain a targeted area for improvement. With the continuing of the Carroll County Literacy Framework, we will focus on ELA and reading to improve the overall literacy program. The continuing of an Extended Learning Time (ELT) in grades K-5 and the implementation of Saxon Phonics in grades K-2 will allow staff to meet the individual needs of students on a consistent



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basis through differentiated instruction in ELA and reading. Additionally, a focus on Writing across all grade levels will be addressed through the implementation of a Writing Lab. Administrators will provide professional learning for teachers to increase the amount of differentiated strategies used throughout lessons.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the Georgia Standards of Excellence (GSE) including:

- Economically disadvantaged (ED) students make up 75% of our population. They met the subgroup targets for Reading, Math, ELA, Science and Social Studies. Strengths for the ED subgroup were Reading: Reading Skills and Vocabulary Acquisition, ELA: Research and Writing Process, Math: Algebra. Weaknesses for the ED subgroup were Reading: Media Literacy, ELA: Grammar and Sentence Construction, Math: Measurement and Data Analysis.
- Students from major racial and ethnic groups make up 19% of the population of students. African Americans at Villa Rica Elementary had the same domain strengths and weaknesses as the economically disadvantaged students. They met the subgroup targets for Reading, Math, ELA, Science and Social Studies. Strengths for the African American subgroup were Reading: Reading Skills and Vocabulary Acquisition, ELA: Research and Writing Process, Math: Algebra. Weaknesses for the African American subgroup were Reading: Media Literacy, ELA: Grammar and Sentence Construction, Math: Measurement and Data Analysis.
- Students with disabilities (SWD) make up 10 % of our population. SWD did not meet subgroup targets in math or science. They did meet targets in Reading, ELA, and Social Studies. Strengths for the SWD subgroup were Reading: Reading Skills and Vocabulary Acquisition, ELA: Research and Writing Process, Math: Geometry. Weaknesses for the SWD subgroup were Reading: Media Literacy, ELA: Grammar and Sentence Construction, Math: Measurement and Data Analysis.
- Students with limited English proficiency make up 3% our population. Strengths for the Students with limited English proficiency were Reading: Reading Skills and Vocabulary Acquisition, ELA: Research and Writing Process, Math: Geometry. Weaknesses for Students with limited English proficiency were Reading: Media Literacy, ELA: Grammar and Sentence Construction, Math: Measurement and Data Analysis and Numbers and Operations.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program:
 - Math



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- Social Studies
- Parent surveys indicated parents believe communication and a challenging learning environment are strengths at **VRE**
- The major needs we discovered:
 - English Language Arts
 - Lexile
 - Writing
 - Addressing the Requirements of Section 1118 (Parental Involvement).
- The needs we will address:
 - Utilization of Literacy Framework
 - Growth in Lexile levels
 - Writing Improvement
 - Meeting the requirements of parental involvement established by the Elementary Secondary Education Act
- The needs will be address by:
 - Continued use of software purchased
 - Purchase of televisions, OPTIR Interactive Boards, mounts and cables to replace outdated Promethean Boards past their usable life
 - Purchase of 30 Chrome Books (1 set) and Cart for 2nd Grade content teachers (3rd, 4th, and 5th Grade content teachers already have one set of Chrome Books for use by their grade-level.
 - Google Expeditions Kit to provide Virtual Fieldtrips for students in content classes to enhance their learning
 - Curriculum Associates Ready Common Core State Standards Instructional Books for Math and Reading in Grades 2-5
 - Purchase of batteries to maintain Activote and ActiveExpression to be used in content classrooms
 - Use of a tutor to work with at-risk students with Math and ELA
 - Purchase of toner, printer cartridges, and staples to be used by content teachers in providing materials for their classrooms
 - Units of Writing K-5 to improve writing in grades K-5
 - Saxon Phonics to build foundational skills in K-2
 - Books for media center to help increase student's Lexile levels
 - Summer planning for content teachers
 - Collegial Planning in all content areas – 3 days
 - Purchase of 22 "The Artisan Teacher" for grade level teachers
 - 16 Registrations for Ron Clark Academy for content teachers
 - Purchase of card stock and paper for Parent and Title I communication
 - Purchase of postage for Title I communication
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:
 - ELA- Providing Professional Development on the Literacy Framework



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developed for the county. Standards of Mathematical Practices will be addressed during professional development.

- Lexile- Providing Professional Learning opportunities for grade level planning committees with county unit building, Close Reading Strategies comparing high leveled Lexile Informational text, and utilization of the Carroll County Literacy Framework
- Writing- Providing Professional Learning opportunities through the vertical planning committee and the implementation of a Writing Lab added to the current exploratory rotation.
- The ROOTCAUSE/s that we discovered for each of the needs:
 - Limited informational text representation in the class
 - Lack of integration across the curriculum
 - Gap in Lexile growth
 - Low Writing scores

G. The measurable goals/benchmarks we have established to address the needs were 2016 Georgia Milestone data. The Georgia Milestones data provides us with a research based model to determine our academic success and needs.

Subject Area	2016 Actual	2017 Target
Grade 3 ELA: % level 3,4	30%	Meet or exceed state average
Grade 3 Math: % level 3,4	59%	Meet or exceed state average
Grade 3 Science: % level 3,4	54%	Meet or exceed state average
Grade 3 Social Studies: % level 3,4	53%	Meet or exceed state average
Grade 4 ELA: % level 3,4	40%	Meet or exceed state average
Grade 4 Math: % level 3,4	38%	Meet or exceed state average
Grade 4 Social Studies: % level 3,4	42%	Meet or exceed state average
Grade 4 Science: % level 3,4	49%	Meet or exceed state average
Grade 5 Reading: % level 3,4	44%	Meet or exceed state average
Grade 5 Math: % level 3,4	60%	Meet or exceed state average
Grade 5 Social Studies: % level 3,4	28%	Meet or exceed state average
Grade 5 Science: % level 3,4	39%	Meet or exceed state average



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2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards:

Response:

The school identified scientifically based strategies that have been effective in addressing the areas of genre specific writing, writing across the curriculum to incorporate literacy standards, and co-teaching students in specific sub-group categories.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are:

- *Saxon Phonics*
- *Thinking Maps*
- *Writing from the Beginning and Beyond*
- *Reduce student-teacher ratios by hiring additional staff*
- *Extended Day Program and FIT tutoring*
- *Differentiated learning through flexible grouping*
- *Extended Learning Time*
- *Further integration of Technology*
- *Professional Development*

2(b). Are based upon effective means of raising student achievement.

Response:

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies being utilized by Villa Rica Elementary.

Saxon Phonics

As a recent report by the National Reading Panel reveals, research findings consistently indicate that not only is fluency a critical factor in reading comprehension, it can be significantly improved by modeling fluent reading and by



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engaging children in repeated, monitored oral reading activities. This in turn improves overall reading achievement. Saxon Phonics allows for repeated oral reading, which improves word recognition, speed and accuracy which improves overall reading achievement.

Thinking Maps

A case study overview done by Manning, 2003 states, "Since September 2002, student performance at this school has improved as demonstrated by an increase in vocabulary acquisition, concept attainment, an ability to make connections, and an ability to establish relationships. The students' overall learning process has been facilitated by the use of these visual tools. Using Thinking Maps, students have been able to develop cognition and comprehension strategies in order that they may bridge the gap between current and projected abilities. "

Writing from the Beginning and Beyond

In 2003, Dr. Nancy Cook Smith wrote about the development of Writing From the Beginning and Beyond. She stated, "Buckner (2000) developed Writing From the Beginning and Beyond (WFtB) from her own synthesis of writing research as well as twenty-five years of explorations and observations of the most effective methods for teaching writing to elementary students. Fundamentally, WFtB extends and complements Thinking Maps by providing more elaborated approaches to teaching writing from a developmental perspective, as children move in stages consistent with Piagetian ideas of cognitive development. As children become more proficient writers, WFtB instruction provides teachers with appropriate tasks and assessment strategies to enhance their composition, mechanics and fluency (*Nancy Cook Smith, Ph.D., 2003*).

Reduce student-teacher ratios by hiring additional staff

The most influential contemporary evidence that smaller classes lead to improved achievement is **Tennessee's Project STAR**. Because this program set up randomly selected control and experimental groups of students, researchers could compare students who had four years of small class participation to students who had none. This meant that researchers could more reliably evaluate the impact of the class size reform. Project STAR (Finn, 2002) found:

- Students in smaller classes did better than those in larger classes throughout the K-3 grades;
- Minority and inner-city children gained the most from smaller classes; and
- The more years spent in reduced classes, the longer lasting the benefits.

Extended Day Program and FIT tutoring

In the article "*The What, Why, and How of Expanded Learning*," Elana Rocha



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discovered, "Initiatives that expanded learning time have facilitated school and classroom innovation to enhance teaching and learning. Through the expansion of learning time, teachers, for example, can provide students with more one-on-one instruction, teach in longer blocks to emphasize subject content, help students develop portfolios of their work, or utilize hands-on learning activities such as science labs and projects to help facilitate learning through application. The presence of more in-school time coupled with new and effective instructional strategies can have great impact on student performance. Incorporating additional time into the school experience also helps to address the individual needs of students by providing them with extra supports such as working with specialists and by encouraging participation in engaging activities of interest (2007).

Differentiated learning through flexible grouping

Tomlinson (2005), a leading expert in this field, defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. A chief objective of differentiated instruction is to take full advantage of every student's ability to learn. In addition, she points out that differentiating can be performed in a variety of ways, and if teachers are willing to use this philosophy in their classrooms, they opt for a more effective practice that responds to the needs of diverse learners (Tomlinson, 2000a, 2005). Tomlinson (2000) maintains that differentiation is not just an instructional strategy, nor is it a recipe for teaching, rather it is an innovative way of thinking about teaching and learning.

Technology Integration

Still, we must introduce connected teaching into our education system rapidly, and for that we must rely on the organizations that support educators in their profession—schools and districts, colleges of education, professional learning providers, librarians and media specialists, and professional organizations. We also must call on education leaders and policymakers to remove barriers to connected teaching and provide incentives and recognition for educators who demonstrate effective teaching in a connected model. (National Education Technology Plan provided by the US Department of Education, 2010).

Professional Development

The Center of American Progress states, "If the ultimate intention of the Common Core State Standards is to raise the level of learning and achievement among students, then the interim goal must be to improve the quality of instruction to help students boost achievement. High-Quality Professional Development for teachers' quality opportunities for professional learning—with a strong focus on content that engages teachers to learn, is sustained over time, and involves collaboration and feedback from colleagues. Such professional development for teachers will be an essential



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element of the success of the policy” (DeMonte, 2013).

Parental Involvement

“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”
That’s the conclusion of **A New Wave of Evidence**, a report from Southwest Educational Development Laboratory (2002).

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount of learning time by:

- *Tutoring:*
 - *Extended Day Tutoring*
 - *FIT Tutoring*
- *Technology Integration*
- *ELT(Extended Learning Time)*
- *Extended ELA Blocks*
- *Writing Lab Exploratory*

We will increase the quality of learning time by:

- *Utilizing Thinking Maps*
- *Utilizing Writing from the Beginning and Beyond*
- *Applying Differentiated Learning through Flexible Grouping*
- *Optimizing Extended Learning Time*
- *Integrating Technology*
- *Providing Professional Development as Needed in Various Areas*
- *Utilizing the Instructional Coach*
- *Implementing Saxon Phonics Instruction in K-2*



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- **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:**
 - **counseling, pupil services, and mentoring services;**
 - **college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
 - **the integration of vocational and technical education programs; and**

Response: We have a full time counselor who provides whole group instruction, small group discussions, and individual counseling for students in need of service. In addition, VRE has a comprehensive character education program that is reinforced daily during morning announcements and throughout the day by teachers and staff. We have volunteer mentors that meet with identified students weekly on campus during a selected time in the school day. 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.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Using both lagging and leading data, we will address the needs of all students and determine if such needs are met by analyzing prior Milestones, Benchmark, and STAR data on a consistent basis. Benchmark and Unit Assessment data will be evaluated each nine-week period. STAR Literacy, STAR Reading, STAR Math, and diagnostic screeners will be used four times a year as universal screeners, once a month to progress monitor Tier II students, and twice a month for Tier III students. We will disaggregate pertinent information and use it while determining which, if any, targeted populations met 2015-2016 instructional goals. We will also look for trends and patterns in the data to gauge if targeted groups are on track to meet 2016-2017 instructional goals. Intervention plans will be determined on an individual's needs basis.



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3. Instruction by highly qualified professional staff

Response:

Students at Villa Rica Elementary receive instruction by 100 % highly qualified teachers who meet the standards established by the state of Georgia. At the beginning of the 2016 – 2017 school year, Villa Rica Elementary mailed letters home to parents verifying it is a Title I school and their child/children are being taught by highly qualified professional staff. The percentages are as follows:

- Bachelor's degrees: 13 staff members, 34%
- Masters degrees: 14 staff members, 37%
- Specialists degrees: 11 staff members, 29%
- Doctoral degrees: 0 staff member, 0%

3(a). Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

100% of our teachers and staff are highly qualified. The district participates in job fairs, a cooperating relationship with the University of West Georgia through their Education Program, and the district also offers a Teacher Induction Program to newly hired employees. Our school consists of a panel of teachers and administrators to interview candidates. We provide mentor teachers to assist new teachers in following procedures, processes, academic expectations, and positive behavioral implementation plans utilized by the school. Several benefits which attract highly qualified teachers to our school are weekly professional learning opportunities, teacher recognition programs, and teacher support. Above all, we take pride in being more than just a school: we are a family.

4. Professional development for staff to enable all children in the school.

Response:

- A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Teachers, administration, as well as paraprofessionals attend professional development based on student need.

Professional Development Opportunities Included:

- Thinking Maps
- Write From the Beginning and Beyond
- Learning A-Z
- Saxon Phonics
- Education Galaxy
- Technology Integration
- Literacy Framework



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- Constructed Response
- Formative Instruction Practices: FIP
- Data and Assessment
- Math: SMPs
- Georgia Educational Technology Conference
- West Georgia Technology Summit: RESA
- Co-teaching Strategies
- Differentiated Instruction
- TKES
- PBIS
- Artisan Teacher
- Makerbot 3-D Printer

B. We have aligned professional development with the State's academic content and student academic achievement standards. The professional development provided will enable students to improve student mastery of the curriculum, ensure nationally competitive students, and increase student success. There is a professional development initiative in place for our area cluster. Our Villa Rica Cluster is comprised of four elementary schools, two middle schools, and one high school. The Literacy Framework was implemented due to the need for consistency within the elevated Villa Rica transient population and the need to focus on improving students with disabilities test scores and close the achievement gap across the cluster. This initiative will allow for instructional fidelity across all grade levels in all schools. The teachers will attend professional development on the Literacy Framework. This professional development will ensure that literacy is being taught and address across the curriculum.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Funding from Title I is spent on resources for professional development in the areas of literacy, writing, and differentiation, as well as collegial planning. Villa Rica Elementary also utilizes the instructional coach assigned to VRE from the county for professional development in literacy on a monthly basis. Another resource we use for professional development is the county Technology Instructional Specialist to provide training and support for technological integration in the classrooms for both teachers and students.

D. 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 multiple ways.

- Assistant Principal, Mitch Springer, provides teacher training before administration



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and after for scoring understanding on all county and state mandated testing.

- Instructional Coach, Stacey Wright, provides professional learning for teaching strategies for Literacy development and specific genre writing and Math Frameworks geared to state testing expectations.
- Professional learning is provided by teacher trainer, Vicki Bell, on Thinking Maps, Writing from the Beginning and Beyond, and Constructive Response to assist with student preparation for state mandated testing.
- Teachers have been trained by the Assistant Principal Mitch Springer and School Psychologist, Jeff Pence, on the use of STAR Early Literacy, STAR Reading, STAR Math for Response to Intervention (RTI) students to be progress monitored in order to determine their individual needs and Tier level placement.
- New Teachers are paired with a mentor teacher to provide additional professional learning to assist with training on testing processes, procedures, and interpretation of test data.

5. Strategies to increase parental involvement.

Response:

- A. We involve parents in the planning, reviewing, and revising of the Parent Involvement Plan several different ways. Our school has one parent coordinator, funded with Title I funds, to facilitate parental involvement. Annual surveys were sent home to parents in April 2016 in order to collect feedback about parent involvement at our school. This data, along with input from our School Advisory Council, PTO, and School Leadership Team, was used to monitor and update the Parent Involvement Policies and School Compact. The parenting meeting invitation was posted on Facebook on July 20 2016. A call out reminder went home on July 25, 2016 about the meeting as well. The Parenting committee met on July 28, 2016 at 9:00 a.m. to discuss the parental involvement plan and made changes from the committee's input. School Compacts will be sent home August 2016 .We have involved parents in the planning, review, and improvement of the Schoolwide Improvement Plan by involving the School Council in this process. The School Council will meet to read, review and offer suggestions and discussions about the schoolwide improvement plan. All parents are invited to attend all school council meetings via School Messenger, website and Facebook.
- B. We have developed a parent involvement policy included in our appendices in an effort to solidify parent communication and relationships with the school.
- Strategies to increase parental involvement are incorporated mostly through school wide curricular and non-curricular events. VR Cluster Science Night, Grade Level Curriculum Nights, Winter Extravaganza Literacy Night, and Author's Tea are all examples of curriculum-based activities which allow parents



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access into their child’s world at school. These activities teach parents the new curriculum, new Common Core learning objectives and standards, and allow opportunities for parents to see the learning shift in education over the past year. All of this exposure to the standards makes parents better qualified and comfortable when helping their children with school work. Some non-curricular activities we host are Movie Night, Grits with Grandparents, Fall Festival, Thanksgiving Luncheons, Chick-fil-A Spirit Nights, Marcos Spirit Nights, Spirit Dances, and School Book Fairs. These events build relationships amongst parents, students, and staff and are always enjoyable and successful.

- We provide individual student academic assessment results, including an interpretation of those results to parents though requested one-on-one parent-teacher conferences. Parents receive academic progress and report cards every four and a half weeks. Infinite Campus Parent Portal is a valuable tool for parents to have access to their child’s grades in real time. Parents can either log in through the website or download an app for smart phones to access Infinite Campus Parent Portal to review their child’s grades. There is also an option to receive a notification email each time a teacher enters a new grade into Infinite Campus. Parents can review attendance in the Parent Portal of Infinite Campus as well. Summaries of state testing are sent home along with Interpretation Guides for a clear understanding of the scores.
- The comprehensive schoolwide program plan is available to the LEA, parents, and the public. A copy is posted on the website, a copy is in the front office near the parenting area, and sections of the plan are reviewed at PTO meetings.
 - The Villa Rica Elementary compact is located in Appendix 1
 - Parent Involvement Checklist and Parent Involvement Plan is located in Appendix 1

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school or enrolling from private or public schools. Villa Rica Elementary School offers a variety of transitional activities to provide vital information about our school and reassurance to our new students and parents. Students entering VRE are welcomed with a tour provided by Student Council members or staff members as well as partnered with a student mentor for the first few days. 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



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student's first day. Every student at VRE receives a student agenda that includes 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-Kindergarteners through fifth graders 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 a Spaghetti Supper that evening at 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.

7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment are strategic and numerous. Meeting weekly for professional development with grade level teams, monthly with RTI teams, School Leadership Teams, Dynamic Teams, Vertical Teams and faculty meetings allows for ample opportunity to analyze data and review data posted in our Data Room. Teachers, administrators, and the appointed school psychologist make determinations for individual students for academic success by reviewing monthly diagnostic reports from STAR Literacy, STAR Reading, and STAR Math to determine all student and particularly at-risk student growth and achievement. Item analysis reports from Illuminate from the Carroll County Benchmark Assessments in all core content areas are reviewed each month to determine remediation, re-teaching, and differentiation of student learning on particular subject area standards. Unit Post Assessments are reviewed by teachers to determine student mastery of the standards. The County Benchmark data is segregated, aligned, and analyzed by sub-group information, domain specific content areas, and brainstorming for common trends to determine realistic and attainable goals for the school.



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8. Coordination and integration of federal, state, and local services and programs.

Response:
 The chart below at 8(b) identifies the funding source that addresses all identified needs at the school. The chart will list the funding source and the resources that each specific funding source will provide. This chart will address 8(a), 8(b), and 8(c) when those sources are available to the school.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:
 See 8(b).

8(b). Description of how resources from Title I and other sources will be used.

Response:

Funding Source	Resources provided
FTE	Teachers, paraprofessionals, other staff, instructional materials and supplies, software, consumable supplies, expendable equipment, professional learning
Title I	Teachers, paraprofessionals, tutor, televisions, OPTIR interactive boards, Chrome Books, books for Reading and Math, Google Expedition Kits, Units of Writing, Saxon Phonics, software, technology, professional learning, collegial planning, parental involvement coordinator stipend
Title II	Professional Learning Opportunities
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
SPLOST	Computers in the exploratory lab and a mobile computer lab
Carl D Perkins	N/A



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8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The school does not receive funding from the School to Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, or the National and Community Service Act of 1990.

9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance which shall include:

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. In grades 1-5, we provide an additional forty-five minute period of Extended Learning Time (ELT) up to five days a week. Teachers analyze student data to determine placement for flexible grouping of students. This placement allows for grade level differentiation strategies to be implemented in a timely manner which benefits lower achieving students as well as higher exceeding students. Students learn at a rate effective for individual growth. In grades 3-5, the struggling students are identified and receive additional assistance through daily EIP classes, up to three days of additional instruction during exploratory rotations, or after school tutoring all in core content subject areas. There is flexible grouping and additional support provided to meet individual student needs.

Students in need of academic growth can also be identified through the RTI Tier levels. STAR Literacy, STAR Reading, and STAR Math will be used four times a year as universal screeners, once a month to progress monitor Tier II students, and twice a month for Tier III students. We will disaggregate pertinent information and use it while determining which students need additional support in needed academic areas. In the regular classroom, the teachers use flexible grouping and differentiation to meet the needs of students. There are different computer programs that are available to the teacher to work with these students, such as Brain Pop, Brain Pop Jr., IXL Math and USA Test Prep, Education Galaxy and Study Island depending on the individual student needs. The extended day program is offered two days a week to assist in achieving academic student success. This program is offered for students in 3rd, 4th, and 5th grades for Math and Reading.



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9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

STAR Literacy, STAR Reading, and STAR Math will be used four times a year as universal screeners, once a month to progress monitor Tier II students, and twice a month for Tier III students. Teachers utilize weekly formative and summative assessments to determine academic levels of student weakness in Tiers I through IV.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Response:

Teachers are provided professional learning weekly throughout the year by administration and instructional support. The system provides collaborative grade level meetings three times a year. Instructional coaches are involved and attend these trainings.

9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

The school provides grade level curriculum meetings twice a year to communicate to parents the expectations and resources that are available to assist students in their learning. Interactive sessions allow parents to experience their child's curriculum. Conferences are scheduled by individual teachers to address strengths and weaknesses. Parents are provided with results of diagnostic assessments, as well as strategies to further assist with student learning.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

The Georgia Department of Education provides individual student assessment results for the Georgia Milestones Test including Lexile Scores as well as an interpretive guide for mandated tests. This data is used to inform and educate parents about methods teachers will use to measure academic achievement for students.

School and classroom level data such as benchmarks, post unit tests, STAR, and Illuminate assessments are compiled by teachers with respect to student performance. The results are provided to parents via grade level informational meetings, parent-



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teacher conferences, newsletters, and parent involvement meetings. Parents are given the option to sign up for use of the Infinite Campus online informational tool, which allows them to view recent assessments administered to their child.

All students receive four and a half week progress reports as well as report cards for each nine week school period. Parents of special education, gifted, and EIP students receive additional supplemental reports in conjunction with mid-term progress reports and report cards which provide additional feedback and assessment of the student's progress in relation to the student's stated goals.

In addition, parents are provided with workshops throughout the school year for information and training related to the interpretation of local and state assessments.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. There are several ways in which the state's testing program disperses information to stakeholders. The Georgia Milestones Test student reports are sent home, placed in the student's permanent record, entered into the student information system within the county, and information from testing is entered into the Statewide Longitudinal Data System (SLDS). Faculty utilizes each component as necessary to determine student schedules, student placement in courses, and Early Intervention Program (EIP) placement. Individual student data is compiled, analyzed, and reviewed during weekly grade level meetings, monthly RTI meetings or every nine-week period for analyzing benchmark data. Teachers also use STAR Literacy, STAR Reading, STAR Math, and Illuminate to disaggregate specific student data based on assessment results.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The state of Georgia has assured the validity and reliability of the tests used by the Georgia Department of Education. Statistical analysis of standardized test score results occurs at the state level in order to validate or invalidate questions and to ensure reliability. With respect to non-standardized county-wide assessments, such as unit pre-tests, post-tests, and benchmark assessments, teachers analyze student performance on test questions, and statistical irregularities are investigated to determine whether test questions were valid or invalid, or whether the irregularity was due to lack of student learning or ineffectiveness of teaching methodologies. The reliability of benchmark assessments will come from comparisons, trends, and



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similarities found within student assessment data compared with the Georgia Milestones Test. Frequent and periodic assessment and re-assessment of student achievement provides a larger sample size of performance data for each student and increases the reliability of overall student assessment.

13. Provisions for public reporting of disaggregated data.

Response:

The Georgia Milestones Test results are found on the Georgia Department of Education website and on the Carroll County website.

At Villa Rica Elementary it is shared at the Title I workshop conducted for parents at the beginning of each school year. The Data Room has Georgia Milestones Test, benchmark, and STAR assessment data posted in Goal Area I: Student Achievement Data is posted in the room where most meetings and conferences are held for individual student meetings, School Council meetings, and all school-based meetings. Once school-wide data is provided to parents, the Villa Rica Cluster holds an Annual Cluster Report Meeting to discuss community impact of student achievement. Principals come together to commend each other for the efforts each school has made for the betterment of education as a life-long process that impacts more than just one school in the district. The reports are printed and kept in waiting areas in the schools.

14. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

Villa Rica Elementary School reviewed the 2015-2016 schoolwide plan upon completion of the 2015-2016 school year and developed this schoolwide plan for the 2016-2017 school year. This schoolwide plan is reviewed and updated annually.



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15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . .

NAME	POSITION/ROLE
Margaret Tatro	Parent
Charles Johnson	Principal
Mitch Springer	Assistant Principal
Angelique Kauffman	Gifted teacher
Sherry Flowers	Kindergarten teacher
Brittany Gore	First grade teacher
Ashley Schinella	Second grade teacher
Mindy Savidge	Third grade teacher
Deliska Cooley	Fourth grade teacher
Suzanne Palagano	Fifth grade teacher
Harmonie McMahan	Early Intervention Program Specialist
Pam Levett	Special Education teacher
Sarah Radvansky	Counselor
Candace Williams	Media Specialist
Melinda Agan	Parent Coordinator

The members of the School Leadership Team (SLT), listed above, were involved in the development of the Title I School Improvement Plan. Members were assigned to work in small groups on components of the plan and asked to brainstorm suggestions and ideas to answer the components of the plan. On July 27, 2016, the SLT reviewed 2015-2016 Schoolwide Plan. SLT determined the need for additional information based on the Schoolwide Program Checklist. The SLT aligned the components from the previous year and determined the need for change in the areas of "Proficient and Distinguished" and "Beginning and Developing" for the 2016-2017 Schoolwide Plan. The Schoolwide Plan will continue to be addressed and information dispersed about the plan throughout the school year through various PTO, School Council, SLT, and staff meetings. School improvement is an ongoing process at Villa Rica Elementary; therefore, information within the plan is consistently being shared, addressed, corrected, changed, and reevaluated.



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16. Plan available to the LEA, parents, and the public.

Response:

The comprehensive schoolwide program plan is available to the LEA, parents, and the public. A copy is posted on the website, a copy is in the front office near the parenting area, and sections of the plan are reviewed at PTO meetings.

17. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

At the current time Villa Rica Elementary does not have a significant percentage of parents whose primary language is a language other than English. If in the future a significant percentage of parents speak a primary language that is not English, this schoolwide plan will be translated into that language.

18. Plan is subject to the school improvement provisions of Section 1116.

Response:

This plan is subject to the school improvement provisions of Section 1116 as amended by Georgia's ESEA Waiver approved by the United States Education Department.