



2020-2021

**Villa Rica Elementary**

**Title I Schoolwide Plan**

Revision Date \_8/24/2020

Approval Date \_8/31/2020\_\_

# 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: Alison Lyle, Beth Little, Stacy Carroll, Evan Craig, Chassi Cole, Mindy Savidge, Myna LaRonde, Sharon Nist, Lisa Steed, Candace Williams, Amber Herring, Sarah Radavansky, Jessica Miller, Avia Love, and Chinese Joiner. The team met on July 20, 2020, from 8:30 am to 3:30 pm. Jennifer Shirley, Director of Elementary Education for Carroll County and 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. Alison Lyle, Principal, also led a full faculty review meeting on July 29, 2020 in which a precision review of the plan was conducted with the group focusing both on the plan as a whole and sections relating directly to 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 this group has created a plan that the school will implement that has a focus on literacy. The school will focus on a guided reading model (grades 3-5) and Saxon Phonics instruction (grades K-2) in the school's WildCat Block (extended learning time), and use specific software programs to support instruction. ELA will use Lexia, BrainPop, Flocabulary, Learning A-Z, Starfall, MyOn, and Write Bright. Villa Rica Elementary will use STAR reading to monitor student progress as well as the Accelerated Reader program. After looking at the data it was determined that these programs could support Villa Rica Elementary in improving reading, reading comprehension, writing, and reading lexiles. The data showed that we have an opportunity to improve our assessment results, and these programs can support teacher instruction in improving student achievement. The school will provide interventions for at risk readers through WildCat Block, differentiated ELA instruction, and intervention segments. The school will continue to implement Eureka Math as a district best practice using workbooks aligned with Eureka Math, but Villa Rica Elementary will add DreamBox math as an additional support. Villa Rica Elementary test scores dropped in 4th grade and 5th grade math. Villa Rica Elementary will use STAR Math as a way to track student progress. After looking at the data, it was determined that additional support in math was needed. In addition to these programs VRE will use Mystery Science and Concise Curriculum to support increasing Science test results. The 2019 GMAS Science results showed that we had a 3% drop from the 2018 GMAS results. In addition, we have chosen to continue using Dooley Education Solutions (now Centegix). Villa Rica Elementary found research that determined student achievement increased if they can hear what the teacher is saying. Thus, Villa Rica Elementary will continue using the audio visual system in classrooms to increase the volume ensuring that all students hear instruction, and videoing teacher instruction so the teacher can reflect on instructional strategies in an effort to improve.

This plan also allocates funds for the purpose of reviewing the plan and creating the new plan before the new school year starts.

ELA

Economically Disadvantaged	Beginning	Developing	Proficient	Distinguished
	24%	34%	38%	5%

With 58% of our ELA scores for economically disadvantaged students at the beginning or developing level the school has decreased class sizes in ELA, adjusted our extended learning time (WildCat Block) to increase the focus on reading strategies through the guided reading method. The school will also use interventions delivered in small tutoring sessions.

Math

Economically Disadvantaged	Beginning	Developing	Proficient	Distinguished

	15%	41%	37%	7%
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With 56% 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 continue to use Eureka Math to maintain the level of success that the school has had, but to also aid in continuous improvement in math by increasing student’s math fluency.

Science

VRES	County Ranking	2016	2017	2018	2019
5th SC	6th	39%	60%	62%	59%

**Comprehensive Needs Assessment Planning Committee  
(Can use the Summer School Improvement Planning Meeting with Jennifer Shirley)**

Name	Role
Alison Lyle	Principal
Beth Little	Assistant Principal
Evan Craig	Teacher
Mindy Savidge	Teacher
Myrna Laronde	Teacher
Lisa Steed	Teacher
Amber Herring	Teacher
Candace Williams	Media Specialist
Stacy Carroll	Teacher
Chassi Cole	Teacher

Jennifer Shirley	Facilitator, Director of Elementary Education
Pam Johnson	Carroll County Intervention Specialist Math
Stacy Wright	Carroll County Intervention Specialist ELA
Chinese Joiner	Parent Representative
Avia Love	FEC, Registrar

**Academic Achievement Data Collection**  
**Add Documentation for the Data Tools in Appendix 3**

Instrument Used	Content Area	Process/Procedure
<b>EX: Star Reading</b>	<b>ELA</b>	<b>How it was used to determine at risk students</b>
GMAS ELA 3	ELA	Data used to analyze progress of students and determine what students were at risk, and what to do for all students
GMAS Math 3	Math	Data used to analyze progress of students and determine what students were at risk, and what to do for all students
GMAS ELA4	ELA	Data used to analyze progress of students and determine what students were at risk, and what to do for all students
GMAS Math 4	Math	Data used to analyze progress of students and determine what students were at risk, and what to do for all students
GMAS ELA 5	ELA	Data used to analyze progress of students and determine what

		students were at risk, and what to do for all students
GMAS Math 5	Math	Data used to analyze progress of students and determine what students were at risk, and what to do for all students

\*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the **Data Collection Section** of 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

***Please see the Appendix for CCRPI Report and CCSS Data Profile Sheet***

## Math

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
3rd 40%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
4th 61%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
5th 68%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>White</b>		
3rd 17%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
4th 28%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
5th 32%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited	<b>Title I</b>

	to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	
<b>Black</b>		
<b>3rd 15%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>4th 20%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>5th 23%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Hispanic</b>		
<b>3rd 8%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>4th 2%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>5th 11%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>



<b>American Indian/Alaskan</b>			
<b>3rd or 6th</b>			
<b>4th or 7th</b>			
<b>5th or 8th</b>			
<b>Asian/Pacific Islander</b>			
<b>3rd or 6th</b>			
<b>4th or 7th</b>			
<b>5th or 8th</b>			
<b>Multi-Racial</b>			
<b>3rd 2%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
<b>4th 7%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
<b>5th 2%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
<b>English Learners</b>			
<b>3rd 3.5%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
<b>4th or 7th NA</b>			

<b>5th 8%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
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ELA		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
3rd 70%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
4th 54%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
5th 47%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>White</b>		
3rd 26%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
4th 28%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
5th 21%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited	<b>Title I</b>

	to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	
<b>Black</b>		
<b>3rd 30%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>4th 17%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>5th 19%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Hispanic</b>		
<b>3rd 11%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>4th 9%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>5th 7.5%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>



<b>American Indian/Alaskan</b>			
3rd or 6th			
4th or 7th			
5th or 8th			
<b>Asian/Pacific Islander</b>			
3rd or 6th			
4th or 7th			
5th or 8th			
<b>Multi-Racial</b>			
3rd 2%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
4th 2%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
5th NA			
<b>English Learners</b>			
3rd 4%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>
4th 2%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites		<b>Title I</b>

<b>5 4%</b>	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
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<b>Science</b>		
<b>Subgroup by grade level</b>	<b>Methods and Instructional Strategies to Strengthen Academic Program</b>  (Specify grade level if interventions is not applicable to all grade levels)	<b>Resource</b> (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
5th 53%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>White</b>		
5th 32%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Black</b>		
5th 17%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Hispanic</b>		
5th 9%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>American Indian/Alaskan</b>		
5th or 8th		

<b>Asian/Pacific Islander</b>		
5th or 8th		
<b>Multi-Racial</b>		
5th 2%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>English Learners</b>		
5th 7.5%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>

## Social Studies

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
5th 68%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
5th 34%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Black</b>		
5th 17%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>Hispanic</b>		
5th 13%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>American Indian/Alaskan</b>		
5th or 8th		

<b>Asian/Pacific Islander</b>		
5th or 8th		
<b>Multi-Racial</b>		
5th 2%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>
<b>English Learners</b>		
5th 9%	Technology integration with chromebooks, differentiated instruction, use of computer software for instruction to include, but not limited to Renaissance, STAR, MyOn, Lexia, Reading A-Z, Write Bright, Eureka, Dreambox, Mystery Science, and other academic websites	<b>Title I</b>

- 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.

**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 and offer students time to improve reading and lexile ranges. From the assessment of student data literacy was an area of need. Through our WildCat Block we can remediate students and increase lexile levels. Grades K-2 will teach Saxon Phonics during Wildcat Block, while grades 3-5 will work in small groups using guided reading strategies. The STAR assessment is the measure used to determine progress. After each STAR assessment, students are re-grouped based on their increased or decreased lexiles that the student will receive appropriate support.

**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 come 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.

**Social Emotional Learning**

Villa Rica Elementary will work with the district in implementing a social emotional initiative. This initiative will focus on the whole child approach to learning and not just instructional strategies within the classroom.

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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.

Villa Rica Elementary builds into our schedule a variety of days that we use to discuss future opportunities for our students. We have a career day where we invite members from our communities to talk with our students about their professions and what steps need to be taken to work toward that profession. Villa Rica Elementary collaborates with our feeder middle school to send rising 6th grade students to the middle school and tour the campus, meet personnel, and learn about various opportunities at the next level. Villa Rica Elementary provides students with field trip opportunities when available. One such field trip students go to West Central Technical College, and another students go to the University of West Georgia. Villa Rica Elementary provides field trip opportunities to our students by sending them on a field trip to Villa Rica High School to tour the college and career academy.

We also focus on goal setting during instruction. One day a month we will use Wildcat Block time to do an advisement lesson focused on our student's future goals. Goal setting sheets/Google Classroom applications will be used to monitor students individual goals after taking the STAR assessments and Common Assessments.

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 programs being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

Villa Rica Elementary will engage in a district initiative and seek PBIS certification. Currently VRE uses a positive behavioral system in which students can receive a Pawsitive Praise Ticket (when they are observed doing something positive/good). Their names are placed in a drawing to receive further incentives. We use a clip-up/clip-down system in the classroom. At the end of the day students receive a point value based on where they land on the clip chart for the day. Each midpoint and end of 9 weeks they will have a prize or celebration based on the points accumulated throughout the nine weeks.

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 shows 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 MTSS/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-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 conducted a needs assessment of areas for improvement. Through that needs assessment, it was determined what teachers had the requisite strengths to lead the faculty in those particular areas.

Multiple data points were analyzed to determine what VRE would and would not implement for the success of our students. A VRE team then made a calendar for what PL opportunities were a necessity because we started a new program, and what PL opportunities were a necessity because the data showed an area of need.

To enhance the professional development of our faculty and staff, VRE will provide the necessary support such as release time 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 E3 innovator training.

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: Beth Little, 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 the Illuminate program. 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 in the Data Room. 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.

Teachers will receive PL training on new VRE programs this year: Lexia and Dreambox.

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

Villa Rica Elementary collaborates with the district level personnel to coordinate recruiting efforts to attract high level teachers. The district conducts training of teachers to improve student achievement and teacher retention. 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.
- 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

At the school level, Villa Rica Elementary sets a calendar to conduct face to face, as well as online, activities to identify the needs of teachers, improve student achievement, and retain effective teachers.

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 20, 2020, from 8:00 am to 3:00 pm. Jennifer Shirley 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 FY21 Schoolwide Plan.

The plan is reviewed monthly at School Improvement Team 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 are 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: Alison Lyle, Beth Little, Stacy Carroll, Mindy Savidge, Jennifer Shirley, Pam Johnson, Stacy Wright, Candace Williams, Chassi Cole, Amber Herring, Myrna LaRonde, Lisa Steed, and Evan Craig. The team met on July 20, 2020, from 8:00 am to 3:00 pm. Jennifer Shirley 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 Document application. An opportunity for input from all staff members was provided. Alison Lyle, Principal, also led input meetings on August 7, 2020 at 9:30 and 3:30 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 2020-2021 school year. Its implementation will be regularly monitored through discussions at school leadership team meetings, grade level team meetings, and school improvement 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 a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Explain how your Title I Schoolwide Plan is made available to the school system, parents, and public. Explain how your plan is in a language and format that is easy for parents to read and 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 Google Classroom orientations held on August 20, 2020, the fall Virtual Annual Title I Meeting, after-school virtual activities such as Grade Level (K-5) Instructional Emphasis Nights, through information placed on the school website and Facebook pages, placement of invitations and copies of the SIP with feedback forms in the Parenting area, School Messenger calls, School Community Team Meetings and emails. Parents 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 area, 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 and uploaded to Title 1 Next program. 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)

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	

Tutoring/Extended Learning Time	All Content Areas	X				<a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf</a>
Dreambox Learning	Math	X				<a href="https://www.dreambox.com/research">https://www.dreambox.com/research</a>
Lexia Core5	ELA			X		<a href="https://www.evidenceforessa.org/programs/reading/elementary/lexia">https://www.evidenceforessa.org/programs/reading/elementary/lexia</a>
Class Size Reduction	All content areas	X				<a href="https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf">https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf</a>
Saxon Phonics	ELA			X		<a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&amp;context=etd</a>
Star	ELA/Math			X		<a href="http://www.renaissance.com/resources/research">http://www.renaissance.com/resources/research</a>
Accelerated Reader	ELA			X		<a href="http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf">http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf</a>
MyOn Reading	ELA	X				<a href="https://doc.renlearn.com/KMNet/R63033.pdf">https://doc.renlearn.com/KMNet/R63033.pdf</a>
Brain Pop	ELA	X				<a href="https://cdn-educators.brainpop.com/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf">https://cdn-educators.brainpop.com/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf</a>
Centegix	ALL			X		<a href="http://www.classroomhearing.org/research/marrsStudy.html">http://www.classroomhearing.org/research/marrsStudy.html</a>
Flocabulary	ELA	X				<a href="https://minds.wisconsin.edu/handle/1793/56231">https://minds.wisconsin.edu/handle/1793/56231</a>
Learning A - Z	ELA	X				<a href="https://www.learninga-z.com/site/resources/download-library-by-type">https://www.learninga-z.com/site/resources/download-library-by-type</a>
Mystery Science	Science			X		<a href="https://www.forbes.com/sites/alextaub/2017/08/17/mystery-science-helps-teachers-dazzle-their-students-with-inter">https://www.forbes.com/sites/alextaub/2017/08/17/mystery-science-helps-teachers-dazzle-their-students-with-inter</a>

						<a href="https://active-science-classes/#1d1aa8eafe88">active-science-classes/#1d1aa8eafe88</a>
Eureka: Great Minds Workbooks	Math	X				<a href="https://greatminds.org/data_stories">https://greatminds.org/data_stories</a>
Starfall	ELA	X				<a href="https://teach.starfall.com/lv/info/research">https://teach.starfall.com/lv/info/research</a>
WriteBright	ELA			X		<a href="http://www.writebrightstation.com/">http://www.writebrightstation.com/</a>
Ready Books	ELA			X		<a href="https://www.curriculumassociates.com/research-and-efficacy">https://www.curriculumassociates.com/research-and-efficacy</a>
Concise Curriculum	Science	X				<a href="https://www.concisecurriculum.org/">https://www.concisecurriculum.org/</a>

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

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 a 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.
- Advertise and encourage attendance at district level ELL Family Engagement Sessions by sending home a flyer, posting it on the school website.
- 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.

- Villa Rica Elementary school collaborates with the feeder middle school in an effort to establish an effective transition from 5th grade to 6th grade. Upcoming 5<sup>th</sup> 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 6<sup>th</sup> 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 hands-on and discovery learning.

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

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

V. Title I Budget Crosswalk with Title I Schoolwide Plan

**Title I Budget Crosswalk**

List all expenditures included in Title I Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Brainpop	3	Strong
Centegix	3	Promising
Flocabulary	3	Strong
Dreambox	3	Strong
Learning A to Z	3	Strong
Mystery Science	3	Promising
MyOn	3	Promising
Starfall Productions	3	Strong
Lexia Core5	3	Promising
WriteBright	3	Promising
Renaissance Learning	3	Promising
Saxon Phonics	3	Promising
Great Minds: Eureka	3	Promising
Ready Books (ELA)	3	Promising
Concise Curriculum	3	Promising

## Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

\*\*You will need to resubmit your Title I Schoolwide Plan if you add additional items in your Carryover Budget that are not included in the Title I Budget.

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