



2021-2022

Villa Rica Elementary School

Title I Schoolwide Plan

Revision Date 8/31/21

Approval Date 9/29/21



Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT-Section 1114(b)(7)(A)(i-iii)(I-V)

- 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, Melinda Agan, Devyn Soulsby, Mindy Savidge, Myna LaRonde, Brittany Gore, Sharon Nist, Floristine Tigner, Candace Williams, Amber Herring, Lytisha Florence, Jessica Miller, Gretta Harris, and Avia Love. The team met on June 15, 2021, from 8:30 am to 3:30 pm. Georgia Evans, UWG professor and School Improvement Specialist for Carroll County, 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 provide 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 28, 2021 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 training for and implementing the Wit and Wisdom ELA model (K-5) along with strengthening the guided reading model (grades K-5) in the school's Wildcat Block (extended learning time) and Saxon Phonics instruction (grades K-2), and use specific software programs to support instruction. ELA will use Lexia, BrainPop, Flocabulary, Learning A-Z, Starfall, and MyOn. Villa Rica Elementary will use STAR reading to monitor student progress as well as ESGI (K-1) 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 Lexile levels. 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 (via teaching support staff, contracted support personnel, and grade level teachers) and the use of intervention segments. The school will continue to implement Eureka Math as a district best practice using workbooks aligned with Eureka Math. Villa Rica Elementary will also

continue the use of 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 XtraMath, Edulastic, and Zearn as software supports to further improve Math performance. Our EIP teacher, support staff, and grade level teachers will further support our at-risk learners. The 2021 GMAS Science results showed a need to further support growth in this content area which will be done via an integrated ELA/ Science approach with the new Wit and Wisdom model, STEMventure opportunities for students K-5 monthly, and a Title para providing Writing/ STEM Lab instruction to our K-5 learners weekly.. In addition, we have chosen to continue using the Centegix system to further support school security and staff communication in the event of a safety need while on campus.

With 66% of our ELA scores for economically disadvantaged (and 89% of our ELL 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, strengthen Saxon Phonics instructional delivery, and implement Wit and Wisdom modules for instruction to increase higher order thinking skills in the ELA content area.

With 66% of economically disadvantaged students (and 76% of our SWD) at the beginning or developing levels the school analyzed various best practices that the district currently uses. The school decided to continue to strengthen the use of Eureka Math to further develop and enhance levels of success that the school has had, but to also aid in continuous improvement in math by increasing student’s math fluency. The use of Dreambox software will provide reinforcement of math concept through determining individual path supports needed for students along with increasing number sense and math fluency.

| Comprehensive Needs Assessment Planning Committee (Can use the Summer School Improvement Planning Meeting with Georgia Evans) | |
|--|---------------------|
| Name | Role |
| Alison Lyle | Principal |
| Beth Little | Assistant Principal |

| | |
|-------------------|--|
| Gretta Harris | Instructional Coach |
| Avia Love | Family Engagement Coordinator |
| Ashley Vohun | Pre-K Teacher |
| Melinda Agan | Kindergarten Teacher |
| Devyn Soulsby | First Grade Teacher |
| Mindy Savidge | Second Grade Teacher |
| Brittany Gore | Third Grade Teacher |
| Sharon Nist | Fourth Grade Teacher |
| Floristine Tigner | 5th Grade Teacher |
| Stacy Carroll | Gifted Teacher |
| Myrna LaRonde | EIP Teacher |
| Candace Williams | Media Specialist |
| Jessica Miller | Paraprofessional and Parent Representative |
| Amber Herring | Special Education ISC |
| Lytisha Florence | School Counselor |
| | |

| Academic Achievement Data Collection Add Documentation for the Data Tools in Appendix 3 | | |
|--|--------------|--|
| Instrument Used | Content Area | Process/Procedure |
| EX: Star Reading | ELA | How it was used to determine at risk students |

| | | |
|-------------|------|---|
| 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 insert your school profile data including demographic data and test results and any other data used to determine strengths and weaknesses below.

| Year | EOG vs. GA | Math vs. GA | 3rd EOG Math | 4th EOG Math | 5th EOG Math | 3rd EOG Math % Dist. | 4th EOG Math % Dist. | 5th EOG Math Dist. | 3rd STAR Math Growth | 4th STAR Math Growth | 5th STAR Math Growth | 3rd STAR Inter v % Math | 4th STAR Inter v % Math | 5th STAR Inter v % Math | 5th EOG SC | 5th EOG SC % Dist. |
|------|------------|-------------|--------------|--------------|--------------|----------------------|----------------------|--------------------|----------------------|----------------------|----------------------|-------------------------|-------------------------|-------------------------|------------|--------------------|
| 2022 | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| 2021 | 2/7 | 1/3 | 49% | 42% | 39% | 11% | 13% | 15% | 1.3 | 1.3 | 0.7 | 11% | 19% | 19% | 35.50% | 3% |
| 2020 | NA | NA | NA | NA | NA | NA | NA | NA | 0.8 | 0.7 | 1.1 | 4% | 12% | 11% | NA | NA |
| 2019 | 6/8 | 2/3 | 64% | 53% | 39% | 11% | 7% | 10% | 1 | 1 | 1.2 | 6% | 12% | 10% | 43% | 13% |
| 2018 | 8/8 | 3/3 | 70% | 58% | 63% | 12% | 12% | 12% | 1.1 | 1.1 | 1.7 | 7% | 11% | 4% | 47% | 11% |

| | | | | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| 2017 | 8/8 | 3/3 | 70% | 51% | 51% | 21% | 14% | 21% | 1.2 | 1.3 | 1.4 | 4% | 11% | 21% | 42% | 25% |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|

| ELA All P & D | ELA Black P & D | ELA Hispanic P & D | ELA Multi-Racial P & D | ELA White P & D | ELA ED P & D | ELA ELL P & D | ELA SWD P & D |
|---------------|-----------------|--------------------|------------------------|-----------------|--------------|---------------|---------------|
| TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| 40% | 36% | 24% | 50% | 43% | 34% | 11% | 15% |
| NA | NA | NA | NA | NA | NA | NA | NA |
| 50% | 31% | 37% | 74% | 58% | 46% | 36% | 24% |
| 47% | 32% | 36% | 53% | 53% | 36% | NA | 20% |
| NA | NA | NA | NA | NA | NA | NA | NA |

| Year | Math All P & D | Math Black P & D | Math Hispanic P & D | Math Multi-Racial P & D | Math White P & D | Math ED P & D | Math ELL P & D | Math SWD P & D | Science All P & D | Science Black P & D | Science Hispanic P & D | Science Multi-Racial P & D | Science White P & D | Science ED P & D | Science ELL P & D | Science SWD P & D | Black Target | Hispanic Target | Multi-Racial Target | White Target | ED Target | ELL Target | SWD Target | SWD 3-5 EL % at D/P | SWD 3-5 Math % at D/P |
|------|----------------|------------------|---------------------|-------------------------|------------------|---------------|----------------|----------------|-------------------|---------------------|------------------------|----------------------------|---------------------|------------------|-------------------|-------------------|--------------|-----------------|---------------------|--------------|-----------|------------|------------|---------------------|-----------------------|
| 2022 | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| 2021 | 38% | 25% | 30% | 30% | 45% | 34% | 0% | 24% | 20% | 15% | 25% | 0% | 29% | 15% | 0% | 43% | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 50% | 58% |
| 2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2019 | 49% | 43% | 40% | 100% | 53% | 47% | 18% | 32% | 56% | 44% | 50% | 75% | 63% | 50% | 20% | 67% | 0/2 | 1/2 | 1/2 | 1/4 | 1/4 | NA | 1/2 | 52% | 65% |
| 2018 | 62% | 59% | 61% | 65% | 63% | 54% | NA | 32% | 63% | NA | NA | NA | 73% | 54% | NA | NA | 2/2 | 1/2 | 2/2 | 2/4 | 1/4 | TFS | 1/2 | 51% | 56% |
| 2017 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 48% | 52% |

SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

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;

All students participate in Wildcat Block, extended learning time to increase their focus on reading strategies with guided reading. Additionally, all students will use the Wit and Wisdom instructional modules for ELA and Eureka modules for math. All students will have access to and use Lexia software for ELA and Dreambox software for math to provide individualized learning path support. All students will participate in student goal setting opportunities and monitor growth quarterly during the school year as a part of building future focused understanding with our learners.

- 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

With 66% of our ELA scores for economically disadvantaged (and 89% of our ELL 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, strengthen Saxon Phonics instructional delivery, and implement Wit and Wisdom modules for instruction to increase higher order thinking skills in the ELA content area.

With 66% of economically disadvantaged students (and 76% of our SWD) at the beginning or developing levels the school analyzed various best practices that the district currently uses. The school decided to continue to strengthen the use of Eureka Math to further develop and enhance levels of success that the school has had, but to also aid in continuous improvement in math by increasing student's math fluency. The use of Dreambox software will provide reinforcement of math concepts through determining individual path supports needed for students along with increasing number sense and math fluency.

Please see the Appendix for CCSS Data Profile Sheet

- 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.

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 completed was a virtual visit to West Central Technical College, and 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 (completed virtually).

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

Villa Rica Elementary will continue to engage in this 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 new innovative model, augmented model or pull out model in grades K-5 to serve our EIP students. In all models, grades k-3 must be served a minimum of 225 minutes and grades 4-5: 250 minutes. EIP students must be qualified using two indicators and follow all state guidelines.

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 that 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. District level support personnel provide training in the use of reports generated by the Illuminate program. When test scores are received, teachers are provided with interpretive information through our instructional coach to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents and students 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 the following new VRE program this year: Wit and Wisdom. Additionally, teachers will receive continued PL training on the use of the following instructional programs with integrity: Eureka, Saxon Phonics, 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. New teachers participate in a VRE Mentoring Program their first year which includes weekly support through their grade level assigned mentor and monthly meetings with our instructional coach/ lead mentor.

5. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle schools

Parents are provided with a Welcome Kit including the Parent Involvement Plan and the Parent School Compact. A school supply list, grade level newsletter information, teacher contact information, and opening of school procedures for students are discussed with students and parents through our Back to School Open House Conferences. Additionally, school contact information, including school website and social media information for the school, are also given to parents during BTS conferences or on the student's first day. Pre-K and Kindergarten students participate in Pre-K and Kindergarten Camp in July prior to the start of school. The purpose of these camp experiences is to allow parents and students to experience a day of what their upcoming year will be like and resolve many questions prior to the start of school. All VRE students receive information regarding the student handbook, county and school policies and procedures. A weekly home communication folder is used as a communication device between the school and home along with Class Dojo for daily communication as needed with parents..

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.

EVALUATION OF SCHOOLWIDE PIAN-34CFR /200.26

III.

A. Address the regularly monitoring and the implementation of, and results achieved by the schoolwide program, using data from the States' annual assessments and other indicators of academic achievement.

B. Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

C. Describe how the Schoolwide Plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

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 June 15, 2021, from 8:00 am to 3:00 pm. Georgia Evans 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 FY22 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.

IV. Schoolwide Plan Development-Section 1114(2)(B) (i-iv)

a). 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 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 the 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 June 15, 2021, from 8:30 am to 3:30 pm. Georgia Evans 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 FY22 Schoolwide Plan.

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b). 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 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 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, Devyn Soulsby, Amber Herring, Myrna LaRonde, Floristine Tgner, Brittany Gore, Melinda Agan, Ashley Vohun, and Jessica Miller. The team met on June 15, 2021, from 8:30 am to 3:30 pm. Georgia Evans 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 provide 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 13, 2021 at 8:00 and virtually from 8/5/21 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.

c). 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 2021-2022 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.

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Villa Rica Elementary School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to Back to School Conferences / Orientations held from July 28, 2021 through August 2, 2021 by appointment, the fall Annual Title I Meeting held on 9/1/21 at 9:00 am and virtually, 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.

e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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

| Evidence-Based Intervention | List Subject: Math, Reading, or Other Subjects | Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one | | | | Resource (Attach) |
|---------------------------------|--|--|-------------------|--------------------|--------------------|---|
| | | Strong Evidence | Moderate Evidence | Promising Evidence | Rationale Evidence | |
| Reducing Class Size | All Content Areas | | x | | | https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf |
| Tutoring/Extended Learning Time | All Content Areas | x | | | | https://ies.ed.gov/ncee/edlbas/regions/southeast/pdf/REL_2016178.pdf |
| Dreambox Learning | Math | X | | | | https://www.dreambox.com/research |
| Lexia Core5 | ELA | | | X | | https://www.evidenceforessa.org/programs/reading/elementary/lexia |
| Saxon Phonics | ELA | | | X | | https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd |
| STAR | ELA/Math | | | X | | http://www.renaissance.com/resources/research |
| Accelerated Reader | ELA | | | X | | http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf |
| MyOn Reading | ELA | X | | | | https://doc.renlearn.com/KMNet/R63033.pdf |
| Brain Pop | ELA | X | | | | https://cdn-educators.brainpop.com/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf |
| Centegix | ALL | | | X | | http://www.classroomhearing.org/research/marrsStudy.html |
| Flocabulary | ELA | X | | | | https://minds.wisconsin.edu/handle/1793/56231 |

| | | | | | | |
|-------------------------------|----------------|---|---|---|--|---|
| Learning A - Z | ELA | X | | | | https://www.learninga-z.com/site/resources/download-library-by-type |
| Eureka: Great Minds Workbooks | Math | X | | | | https://greatminds.org/data-stories |
| Starfall | ELA | X | | | | https://teach.starfall.com/lv/info/research |
| EduLastic | ELA/Math/Sc/SS | | x | | | https://edulastic.com/blog/technology-enhanced-items-showcase-multipart/ |
| Wit and Wisdom | ELA | | x | | | https://gm.greatminds.org/aha/tag/data-stories |
| Zearn | Math | | | x | | https://about.zearn.org/research |

- A. Jointly develop with, and distribute to parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable format and to the extent practical, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and school.

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, Gretta Harris, Avia Love, Stacy Carroll, Mindy Savidge, Georgia Evans, Pam Johnson, Stacy Wright, Candace Williams, Devyn Soulsby, Amber Herring, Myrna LaRonde, Brittany Gore, Sharon Nist, Floristine Tigner, and Melinda Agan. The team met on June 15, 2021, from 8:00 am to 3:00 pm. Georgia Evans 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 provide 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 13, 2021 at 8:00 am and the presentation was made available on the VRE website virtually on 8/5/21. 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. Along with the plan being uploaded to the school website, it has also been placed in the parent resource center, and shared with all faculty and staff using Google drive. Furthermore, a Parent and Family Engagement Plan was developed from this information and was provided to parents through the Villa Rica Elementary School website under the Title I resource tab.

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.

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.

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.

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

***Covid impacted some of these opportunities during the 2020-2021 school year. Virtual opportunities were offered to students instead, when available.*

b. 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 |
| Zearn | 4 | Promising |
| MyOn | 3 | Promising |
| Starfall Productions | 3 | Strong |
| Lexia Core5 | 3 | Promising |
| Eduastic | 4 | Promising |
| Renaissance Learning | 3 | Promising |
| Saxon Phonics | 3 | Promising |
| Great Minds: Eureka | 3 | Promising |
| Wit and Wisdom | 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

Title I Coordinator

Date

Superintendent

Date