



Title I School Improvement Plan

Approval Date: _____

School	Villa Rica Elementary
Principal	Mrs. Alison Lyle
Year	FY 26
Superintendent	Mr. Scott Cowart

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Name	Role
Alison Lyle	Principal
Beth Little	Assistant Principal
Jennifer Wilkie	Instructional Coach / Family Engagement Coordinator
Angela Sprewell	Pre-K Teacher
Melinda Agan	Kindergarten Teacher
Chelsea Shead	First Grade Teacher
Ashley Vohun	Second Grade Teacher
Brittany Gore	Third Grade Teacher
Katelynn Cooper	Fourth Grade Teacher
Idaja Driver	Fifth Grade Teacher
Myrna LaRonde	EIP Teacher

Stacy Carroll	Gifted Teacher
Candace Williams	Media Specialist
Twana Hester Peoples	Paraprofessional Team Leader
Rae Hudson Driver	Special Education
Lytisha Florence	School Counselor
Gretta Harris	CCS Elementary Coach / School Improvement
Monica Rainwater	CCS Elementary Coach / School Improvement
Chinese Joyner	Parent Representative / PTO

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

1. Comprehensive Needs Assessment-1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

The staff members listed above used the following to processes to complete a comprehensive needs assessment and root cause analysis from the 2024-2025 school data to develop the

2025-2026 School Improvement Plan: disaggregating data, analyzing data, discovering the cause of the deficits in ELA and Math, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of VRE. The team met once during the summer (May 22) for an all day planning session, this day was under the direction of Mrs. Alison Lyle (principal), Mrs. Beth Little (Assistant Principal), Mrs. Jennifer Wilkie (VRE Instructional Coach), Mrs. Gretta Harris and Mrs. Monica Rainwater (Carroll County Schools School Improvement Coaches). In addition, the team has met and will continue to meet on the first Wednesday of each month throughout the school year to ensure we are progressing with the plan.

The result of the comprehensive needs assessment and root cause analysis are:

Reading/ Writing: The trend for reading is that improvements continue to need to be made. Reading remains the greatest area of need for students at Villa Rica Elementary School. Scores in reading in grade levels 3 and 5 saw a decline. Our root causes were determined to be attendance, transient students, and a lack of parental support. We have found many of these students have gaps in their foundational skills, so we are working to fill those gaps through differentiated instruction. Grade 3 decreased (-10) on ELA and Grade 5 decreased (-14) on ELA. The following domains: Key Ideas and Details and Literary & Informational Text showed a decrease in grades 3 and 5 on the 2025 GMAS. Grade 4 showed overall gains in Reading and Vocabulary (+3). The following domain areas: Key Ideas and Craft and Structure both increased +2. Vocabulary decreased (-2) for grade 4. Literary Text and Informational Text decreased for 4th grade by (-2) on the 2025 GMAS. Though Milestone data for 3rd grade showed a (-2) decrease in writing and language, 4th and 5th grades writing and language are showing an overall increase (+18 for 4th grade and +4 for 5th grade). The following categories within writing expectations continue to be at a deficit: Info/ Opinion Ideas, Info/ Opinion Grammar, and Narrative. Milestone data for 4th grade writing shows an increase in writing and language overall. Writing and language are up by +18. Info/ Opinion is up (+5) while Info/ Opinion Grammar (-3) and Narrative (-5) dropped. Info/ Opinion Ideas is up (+7) as is Info/ Opinion Grammar (+18). Narrative showed a decrease for grade 5 (-16). Deficiencies remain apparent in grades K-2 according to recent STAR reading grade equivalent level reports. On the March 2025 STAR (reading) 42% of our students in third grade are reading below grade level. Fourth grade assessments show 32% reading below grade level and 37% of fifth grade students are reading below grade level. It is also notable to point out that 46% of our current second grade students are reading below grade level per STAR March 2025 results.

At VRE, our students show a deficit in phonemic awareness. Students are screened quarterly through STAR Reading. After each screening, student data is looked at and evaluated to determine trends and to see how students should be grouped for remediation or acceleration. Some student deficits could be due to lack of background knowledge, not having a good foundation of basic reading skills possibly due to lack of early exposure, transiency, discipline issues that cause the students to be taken out of the classroom during instruction time or attendance issues.

Students in grades 3-5 are then given an additional phonemic awareness screener to find the underlying cause for the students deficits. Once screened, students are grouped into differentiated phonics groups. Each group has a different topic for the teacher to instruct the students on. Some examples are short vowel sounds, blends, digraphs, etc. Students will stay in these phonics groups until all of the lessons are taught. At that point, the teacher gives each student a screener to see if the students have mastered the content. Once mastered, students will move groups and move on until they have reached grade level mastery. Students are tracked informally each week by the teacher and then formally at the end of each lesson group to show mastery. If students do not show mastery, they are also regrouped and retaught the same material but in a different way.

Math: The trend of math performance data is significantly down from previous years (based on 2025 GMAS data). Again, some of the main root causes for this are attendance, transient students, and a lack of understanding from parents on how to support their children at home with math. We are finding there is a lack of number sense with students and that becomes evident with our math data. Though 3rd grade math showed an increase overall (+4), both 4th and 5th grades experienced significant declines on GMAS scores overall (-14 for 4th and -14 for 5th). Third grade showed increases in the following areas: Patterning and Algebraic Reasoning (+3) and Measurement and Data (+10). However, 4th grade decreased in Numerical Reasoning (-22), Measurement and Data (-10), and Patterning and Algebraic Reasoning (-7). Fifth grade decreased in Numerical Reasoning (-16), Geometric and Spatial Reasoning (-14), and Measurement and Data Reasoning (-20).

Science: The 2025 GMAS data shows no change from last year. VRE science scores held steady with Life Science increasing (+1), Earth Science increasing (+3), and Physical Science decreasing (-9).

Social Studies: Even though this area is not assessed through Georgia Milestones, Social Studies remains an area of focus. There is a great need for reading to be taught through social studies concepts as much as possible. Teachers will continue integrating reading into all subject areas especially social studies and science.

Discipline: The discipline data shows an increase in the number of referrals from last year (by 27 referrals). However, our student population has increased as well. There is continued work to do to further maximize our instructional learning environment by minimizing referrals. A root cause analysis revealed that the majority of our higher disciplinary need students tend to be move-in students or students with specific disciplinary needs (ex.- students who struggle with emotional regulation or those who demonstrate an increased frequency in oppositional behaviors that don't align to expectations within the learning environment). Survey data shows a great need to support student to student interaction and communication through SEW and PBIS efforts. The survey data indicated a need for consistency and the need to continue our positive praise parties, our house system efforts, and our PL opportunities for staff as it pertains to student discipline/ SEW.

Survey data: Surveys were given to students, staff and parents during February and March of 2025. The data indicated positive trends which substantiated a need to continue communication efforts between the school and home. The data shows that families appreciated the notice when events are coming and would like to continue dates being listed in a calendar format. Additional solutions to enhance communication amongst stakeholders in FY25 included the use of WOW folders with an event calendar and daily student behavioral data. The WOW folder is also used for all grade level paperwork going home to parents and vice versa. Continuing this practice, along with our Wildcat Weekly newsletter, into FY26 will further enhance these positive trends in the data.

During the summer, VRE administration met with all team leaders to review the data and create a draft of the School Improvement Plan. Each team member left the meeting with the charge to share the school improvement plan with their team prior to the first day of pre-planning. During pre-planning, we revisited the plan to determine our next steps and to make all stakeholders aware of the plan that was set forth in late May. We also had team breakout sessions in which teachers reviewed necessary steps in the areas of SEW, safety, instruction, and first days with either administrators, our instructional coach, or teacher leaders.

VRE leadership team uses analysis of perception data and academic data. This data includes, but is not limited to: GA Milestones in all content areas, STAR Assessments in Reading and Math, perception, attendance and discipline data. All data is analyzed and interpreted before it is redelivered. The positives are shared and celebrated. The opportunities are explored deeper through a root cause analysis (5 Why Protocol) to determine the strategies needed to help find growth in these areas. From here initiatives and action steps are developed to ensure success in the areas identified.

Title funds will be used to purchase Renaissance Reading program which houses our student individual data and data tracking in the area of reading and math throughout the year. FRAX will be purchased to enhance math proficiency in grades 3-5.

Monthly PBIS data will be analyzed and used by our school-wide discipline team to evaluate monthly behaviors of students, locations of events, consequences and actions of the behaviors, and grade level comparisons of student behaviors. This data will be used monthly to determine next steps to support student behavior at VRE. A family parent liaison will be hired to support students and families who experience barriers to educational success including attendance, tardiness, and student motivation.

Funds will also be used to purchase materials to support reading and our reading initiatives this year. Funds may be used to purchase replacements (as needed) of any of the following educational support materials for VRE. Saxon phonics materials and decodable readers will be purchased for grades K-2. Funds will also be used to purchase additional Hello Literacy decodables for K-2 guided phonics lessons daily as well as Hello

Literacy materials to use in small group guided phonics with our learners. Tutors will be hired in reading and math to increase the percentage of students scoring Proficient and Distinguished on the March STAR. Reading tutors will address literacy and work to increase the amount of students reading on grade level. Edulastic will also be purchased to help with assessment. Funds will be used to purchase Eureka Math materials for grades K-5. IXL will be purchased to support growth in Reading and Math through individualized path based learning.

Additionally, teachers will receive professional learning in the areas of math and reading. Funds will be used for purchasing Edulastic to create spiral reviews and monitor student progress in reading and math. Funds could also be used to send staff to professional learning opportunities during FY26 as aligned to school improvement goals.

Finally, funds will be used for personnel to reduce class size, provide an additional paraprofessional to student supports, and hire a parent liaison to address student attendance and barriers that prevent students from success in the school setting.

a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR and any other data used to determine strengths and weaknesses. Make sure to include subgroup information.

Villa Rica Elementary School ranks 421st of 1248 of schools in Georgia per schooldigger.com data. It also ranks 7th among 12 ranked elementary schools in Carroll County School District.

Instrument Used	Content Area	Process/Procedure
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 ELA 4	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
STAR Reading	ELA/Reading	An assessment was administered at specific intervals throughout the year to determine achievement of a standard score and individual progress. STAR also provides a Lexile measure to be compared to the stretch bands used in Milestones testing. STAR standard scores and Lexile measures were used to evaluate student performance, progress, and needs.
STAR Math	Math	An assessment was administered at specific intervals throughout the year to determine achievement of a standard score and individual progress. When data was further analyzed, the STAR

		dashboard examined student skills within specific domains and provided groupings of students needing additional support and/or instruction in specific areas beyond just those falling below grade level standards.
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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 Math Level 1 %	4th STAR Math Level 1 %	5th STAR Math Level 1 %	5th EOG SC	5th EOG SC % Dist.	Year
	1/3	53%	36%	40%	18%	12%	4%							56%	14%	2025
	3/3	49%	50%	54%	11%	5%	15%	1.1	1.2	1.3	20%	13%	21%	56%	28%	2024
4/7	2/3	42%	48%	41%	12%	17%	10%	1.3	1.2	1.3	NA	NA	NA	50%	12%	2023
4/7	2/3	58%	63%	36%	21%	13%	11%	1.2	1.3	1.2	NA	NA	NA	47%	8%	2022

Year	ELA vs GA	3rd EOG ELA	4th EOG ELA	5th EOG ELA	3rd EOG ELA % Dist.	4th EOG ELA % Dist.	5th EOG ELA % Dist.	3rd Lexile 670+	4th Lexile 840+	5th Lexile 920+	Writing +/-	1st STAR Read Growth	2nd STAR Read Growth	3rd STAR Read Growth	4th STAR Read Growth	5th STAR Read Growth
2025		31%	39%	38%	7%	13%	2%	69%	48%	75%						
2024	TBD	41%	30%	56%	11%	3%	15%	65%	51%	75%	4/9	0.7	1.3	1.2	0.8	1
2023	1/3	46%	34%	32%	12%	6%	1%	84%	56%	65%	3/9	0.9	1.3	1.3	0.9	1.2
2022	1/3	37%	34%	39%	9%	4%	6%	70%	59%	77%	5/9	1.4	1.4	1.1	1.3	0.8

Star Reading Growth

	Beg	1st	2nd	3rd
1st	0.6	0.4	0.8	1.3
2nd	1.5	0.7	1.3	2
3rd	3.1	0.4	0.5	0.8
4th	4	0.5	0.8	1
5th	4.7	0.7	1.1	1.3

Star Math Growth

	Beg	1st	2nd	3rd
1st	0.8	0.5	0.7	1
2nd	1.5	0.5	0.9	1.2
3rd	2.8	0.5	1.2	1.4
4th	4	0.7	1	1.3
5th	4.3	0.8	1.7	3.1

<i>Star Reading Milestone Predictor</i>						<i>Star Math Milestone Predictor</i>					
Target		Beg	1st	2nd	3rd		Beg	1st	2nd	3rd	Target
44%	1st	46%	51%	51%	52%	1st	42%	51%	49%	39%	
50%	2nd	38%	44%	50%	44%	2nd	30%	38%	42%	40%	
50%	3rd	43%	45%	48%	45%	3rd	28%	47%	55%	47%	52%
50%	4th	40%	49%	49%	49%	4th	44%	57%	53%	47%	62%
46%	5th	43%	47%	52%	41%	5th	30%	34%	42%	47%	57%

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

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. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Specialized instructional support will be given to any students who demonstrate a need. Based on our STAR data, current subgroups that show a need for specialized instruction in reading are our hispanic students, and students with disabilities (SWD). These students are currently under performing in reading. To help meet the needs of these learners, we will provide specialized phonics instruction during the first 30 minutes of the day. Students are given a phonics screener to determine the placement for this intervention. We will progress monitor weekly to determine if the intervention is helping students. In the area of Math, our STAR data reflects there is a need for specialized support for our black students, white students, ELL students, SWD, and economically disadvantaged students. To help these students we will ensure these students get a full 90 minute math block during the day. There will be a specific focus on building number sense for these students and then instruction will be scaffolded with the extra support of tutors and support staff. We will have our ESOL teacher push into classrooms to help support and scaffold the needs of our ELL students. All students will be tracked using STAR data every nine weeks. After each nine week period, teachers will create a plan to provide extra support for the students.

ELL learners receive specific 45-minute blocks specializing in the teaching of fundamental reading and writing skills daily. Gifted students are grouped and in classrooms that have a gifted certified teacher in order to provide them with extra enrichment time. In grades 3-5, we regroup them based on phonological needs. Teachers spend 30 minutes daily working on phonics lessons in order to close the reading gaps that were identified from a phonics screener. ELL students who are performing below grade level have visual cues in each classroom in order to assist them with their educational needs.

See Intervention, Remediation, and Acceleration Plan

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 education. Include strategies used to identify and serve the gifted and talented.

Gifted and talented students at Villa Rica Elementary are identified using measures such as STAR assessments, classroom performance, and parent request. All gifted students receive 6 hours of resource segments at the minimum a week. The gifted teacher works to ensure that the curriculum is enhanced to support these learners. The gifted teacher works to incorporate Reading skills at ALD 4 or above, vocabulary acquisition, Math skills at ALD 4 or above, and uses the CCS STEM Education model for science skills. There are approximately 9 teachers that are gifted certified and daily differentiate instruction to meet the learners needs in all academic areas. Students that are gifted and talented also have multiple opportunities to participate in after school clubs and organizations to enhance their education. These clubs include: chorus, STEM club, Academic Team, just to name a few.

For students who qualify QUEST courses are offered for acceleration into middle school content areas. Students who qualify for gifted services are provided 6 segments of accelerated courses a week in kindergarten through fifth grade. VRE has at least one gifted certified teacher per grade level in grades 2-5 and in most cases multiple teachers in each grade level. The gifted teachers work with their team to creatively plan lessons to meet the four Cs. In addition, the counselor works with 3, 4, and 5 grade students on career awareness and advisement lessons to further prepare them for future opportunities outside of VRE. Classroom teachers reiterate the advisement lessons within their classrooms.

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—

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 small group reading. This extended learning time offers students time to improve reading as well as VRE's reading on grade level percentages. From the assessment of student data literacy was an area of need. Through our Wildcat Block we can remediate students struggling to read on grade level. Grades K-2 will teach Heggerty Phonemic Awareness, Saxon Phonics, and Hello Literacy (structured literacy small reading groups) during Wildcat Block, 3rd grade through 5th grade will be regrouped and be taught Differentiated Phonics. The groups are developed by STAR data being evaluated as well as a phonemic awareness screener being done on students who scored in the red or yellow indicating being below grade level on STAR reading. The STAR assessment is the measure used to determine progress. After each STAR assessment, students are re-grouped based on their increased or decreased reading proficiency so 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 wellness initiative. This initiative will focus on the whole child approach to learning and not just instructional strategies within the classroom.

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

The needs of all children at VRE will be assessed and addressed as data shows a need for intervention. Counseling will be provided to students who are identified by teachers, staff, community or parents as students who have shown a need for support academically or social/emotional. Our school counselor will also work with Tanner Behavioral Health to connect parents to resources needed that may be found within our community.

- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student's 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).

Villa Rica Elementary builds into our schedule a variety of days that we use to discuss future opportunities for our students. For the 25-26 school year, we will follow the district's expectation of highlighting experiences within the four E's for our students (enrollment, enlisted, employed, and engaged). The goal is to help students better understand their post K-12 options available to them. Through our school improvement planning, VRE will focus on one E per nine weeks. For the first 9 weeks we will focus on enrollment and host a College Colors Day on August 29, 2025. For the 2nd 9 weeks, we will focus on enlistment and host a Veteran's Day Celebration on November 11, 2025. For the third nine weeks, we will focus on employment and host a career day where we invite members from our College and Career Academy North Campus to talk with our students about their chosen profession path and what steps need to be taken to work toward that profession (date TBD). For the fourth nine weeks, we will help students better understand how to become engaged in their community. Additionally, students in grades 2-5 will have an opportunity to participate in Career Expo opportunities per 9 weeks during exploratory (ex.- financial literacy, military based careers, etc.).

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 excursions/ field trip opportunities to gain understanding of next level opportunities available to them. Students in grades K-2 will have on-site speakers

hosted on campus to reinforce future opportunities for them. Students in grades 3-5 will visit feeder middle schools and high schools as well as participate in global experiences and excursions. Villa Rica Elementary will also send our 3rd grade students to tour the College and Career Academy.

Additionally, we 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.

iii. 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.);

Villa Rica Elementary will continue to engage in this district initiative and continue our PBIS certification efforts as we are now certified. Currently VRE uses a positive behavioral system in which students can receive Pawsitive Praise points for students to earn 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. Students also may be recognized with a Positive Office Referral if they are demonstrating the Wildcat Way. Weekly progress will be reported to parents and students through the use of a WOW folder (**W**eekly **O**rganization for **W**ildcats).

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.

iv. **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 of new standard implementation, 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 previous summative assessment 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 new ELA standards this year. Additionally, teachers will receive continued PL training on the use of the following instructional programs with integrity: Hello Literacy, Wit and Wisdom, Eureka, Heggerty's, Saxon

Phonics, Edulastic, and Reflex + Frax. Furthermore, all certified VRE teachers as well as classroom paraprofessionals will participate in 7 Mighty Moves training during the fall of 2025 to address a need to increase the percentage of students reading on grade level. This training is provided through West GA RESA.

v. 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.

vi. 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 and Parent Orientation 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 (WOW 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 Villa Rica High School.

vii. 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**.

Also included are transition plans for students entering middle school. Fifth grade students are provided a tour and orientation to visit Villa Rica Middle School by the VRE and VMS counselors. Student expectations for sixth grade are shared with the 5th graders. All students are given a school tour via the records clerk upon registering for school. Several sources of printed materials are handed out to students/parents. These include:

1. A digital parent/school guide
2. A student compact
3. A list of expectations and procedures given to parents during open house
4. A readiness package for each grade level
6. A newsletter to all students/parents each nine-weeks
7. A copy of parent's right to know letter
8. A copy of the parental engagement plan
9. Additional Communication Tools are: DoJo, School Messenger, School Email, Facebook , and the School Marquee. All communications directly tie into those mentioned in all subject areas of the school improvement plan.

Students transitioning to middle school tour Villa Rica Middle School facilities during a designated day prior to the end of their fifth-grade school year. Students are given multiple opportunities to meet teachers, principals, counselors and coaches (including summer preview camps). They are informed of the academic, athletic, and club options that will be available to them. A Parents' Night is scheduled at Villa Rica Middle School to formally orient parents and students to middle school expectations and practices. VRE teachers and counselors work together to provide guidance to career aware lessons to fifth graders. The departmentalization approach used in the 3rd, 4th and 5th grades at VRE are designed to prepare students for increasing levels of responsibilities leading up to middle school. Organizational and study skills are a major emphasis in these grades.

viii. Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about the various technical and dual-enrolment opportunities available in high school?

Elementary Schools: Discuss opportunities for students to learn about various careers. Discuss transition activities for parents and students from elementary to middle or from middle to high school.

All students are provided opportunities to participate in career related activities, and career day. Third grade Students take field trips to the Carroll County College and Career Academy and fourth grade students visit our feeder middle school, Villa Rica Middle. Fifth grade students are exposed to the high school setting by taking a field trip to our feeder school, Villa Rica High School. Fifth grade parents and students are invited to attend the middle school and have open discussion about their student's first year in sixth grade. Through these efforts, our students become familiar with what opportunities are next for them and learn what it means to be future focused. We are committed to graduate our students G+ ready: a designation that acknowledges today's careers require more than a traditional high school diploma. G+ prepares our graduates to seamlessly transition from K-12 education to college, military, or the workforce.

3rd grade- to visit the College and Career Academy

4th grade- to visit Villa Rica Middle School

5th grade- to visit Villa Rica High School

3. Evaluation of the Schoolwide Plan—34 CFR 200.26

a. Address the regular monitoring, the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

The school wide plan was developed and reviewed during the summer of 2025 using data input from parents, staff, and students. A Title One Input Meeting was held on July 31 at 4:30 (and online) and a Title One Stakeholder Meeting was held on August 20, 2024 at 5:00 (and online).

The VRE School Improvement Team met on May 22, 2025, under the leadership of Principal Alison Lyle and CCS District Instructional Coaches Gretta Harris and Monica Rainwater, to develop a rough draft of the SIP Plan. The Title Input meeting was then held with parents/ stakeholders on July 30, 2025. With the feedback from these meetings, the plan was then finalized and shared with the parents, staff, and stakeholders on August 22, 2025 at 9:00 am and online.

The school wide plan will be monitored throughout the year by the Villa Rica Elementary school leadership team. The team meets monthly and during the meetings, they discuss different elements of the SWP and how each component is going.

b. Determining whether the schoolwide plan 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.

Data is collected quarterly using STAR, classroom observations, ELEOTS, and Georgia Milestones to determine the effectiveness of the plan and its impact on student achievement. This is done throughout the year.

c. Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

This school wide plan is a living document. It is reviewed and updated as needed throughout the school year. At the end of each nine-weeks, the SW plan is revisited. The School Leadership Team monitors the plan closely to ensure we 'work the plan' and the plan is effective based on formative feedback.

4. ESSA Requirements to Include in the Schoolwide Plan-Section 116(b)(1)

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 and uniform format and, to the extent practicable, 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 the school.

Together VRE and stakeholders work to create a parental and family engagement involvement plan that helps us to continually improve in our quest to positively change lives. The policy is written using the feedback from the surveys and data from the prior year. The stakeholders are invited to review and give suggested feedback prior to the policy becoming finalized. Once the plan is finalized, each child receives a copy in his/her welcome back to school packet. Students already enrolled will receive a copy through Parent DOJO. Each parent who enrolls their child after this date also receives a copy in the Welcome to VRE packet at student registration. In the VRE Family Engagement Involvement Policy parents learn school-wide goals and commitments each partner child, teacher, school and parents are asked to make to ensure students learn to their full potential. A copy of the VRE Family Engagement Involvement policy is posted for parents to view on our website and also in our parenting center.

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 on July 30, 2025 by appointment, the fall Annual Title I Meeting to be held on 8/22/25 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, Infinite Campus Messenger emails and calls, and School Community Team Meetings. 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 VRE School Parent Compacts are located in the Parental Involvement Notebook and uploaded to Title I 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 VRE 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.

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

a). Is developed during 1 year; 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;

Villa Rica Elementary School develops a school-wide plan yearly. Each year we revise our comprehensive needs assessment and deliver it as needed to both leadership teams, school wide teams, school councils, and other pertinent individuals. This needs assessment, data collection, and team meeting focuses on the needs of our students and we rewrite our plan to meet those needs.

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;

Villa Rica Elementary School develops a plan involving both parents, community members, teachers, principals, leaders, and paraprofessionals. Specific parents are invited to our annual leadership advance in May. These parents' opinions around specific topics, needs, and future endeavors are considered, shared, and apparent in the plan. Furthermore, the community members are shared into the plan and input is asked in multiple ways. These include: Title 1 input meetings, annual parent and stakeholder meeting, leadership advance, and school council meeting. School representatives are present at these meetings. Included in that representation is our special education department. Data is collected around the needs of multiple subgroups including our special education students and parent needs.

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.

Villa Rica Elementary School's plan is revisited throughout the school year to ensure we meet academic needs of students. The implementation shall be monitored monthly at school leadership meetings.

d). Is available to the local education 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.

Villa Rica Elementary School's School/Parent Compact, Parent/Family Engagement Plan, and our School-wide Title 1 plan are posted on the school website, in our parenting center, and in the front office area. All plans are understandable and are provided in both English and Spanish as well as other languages needed. The School/Parent Compact and Parent/Family Engagement Plan are sent home with each family yearly. VRE has a plan to send this home with all new registering students as well.

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.

Villa Rica Elementary School has specific career pathways. These pathways are shared at monthly principal cluster meetings and monthly counselor cluster meetings. A food pantry has been erected by teachers and staff at Villa Rica Elementary. A number of agencies such as Carroll County 4-H, Georgia Power, and VR Main Street join in our efforts to educate our students and provide them with premier opportunities

to build future focused students. Our students go on field trips that help encourage a future focused lifestyle.

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	Rational Evidence	
Reducing Class Size	All Content Areas	x				What Works Clearing House https://ies.ed.gov/ncee/edl/abs/regions/southeast/aar/u_03-2019.asp
Tutoring/Extended Learning Time	All Content Areas		x			What Works Clearinghouse https://ies.ed.gov/ncee/edl/abs/regions/midatlantic/as/karel_40.asp
Saxon Phonics	ELA			X		https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd
STAR	ELA/Math			X		https://ies.ed.gov/ncee/w

						wc/Study/81989
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
Centegix	ALL			X		http://www.classroomhearing.org/research/marrsStudy.html
Eureka: Great Minds Workbooks	Math	X				https://greatminds.org/data_stories
Edulastic	All		x			https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

Title I 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
Class Size Reduction	4,24	Strong
Parapro	10,24	Strong
Renaissance Learning/STAR	5,7,8,24	Strong
Pear Assessment / Edulastic	16	Strong
Reflex + Frax	16	Strong

Wit & Wisdom	15	Strong
Eureka Math	16	Strong
Saxon	6,24,25	Strong
Hello Literacy	6	Strong
Heggerty	16	Strong
Pear Assessment / Edulastic	6	Moderate
IXL	6	Moderate

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

**** Add your **assessment results** as an appendix if you did not insert them earlier.**