



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: Vineville Academy	
School Mailing Address: 2260 Vineville Avenue Macon, Georgia 31204	
LEA Name: Bibb County School District	
LEA Title One Director/Coordinator Name: Dawn Owens	
LEA Title One Director/Coordinator Signature:	Date:
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Title I
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Planning Committee Members:

NAME	POSITION/ROLE
Paulette Winters	Principal
Debra Griffith	Performance Learning Coach/Title One Coordinator
Marilyn Wade-Newberry	Assistant Principal/Magnet Coordinator
Cathy Chastain	Instructional Coach
Casey Handberry	Counselor
Debra Ross	Family Engagement Facilitator
Kassie Sneider	Parent
Cassandra Hicks-Wilson	Media Specialist
Gwen Pitts Williams	Second Grade Teacher
Michelle Harris	Fifth Grade Teacher



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Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

SIP Components

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

Response:

A. Vineville Academy has developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were:

- ❖ Paulette Winters, Principal
- ❖ Debra Griffith, PLC/Title I Coordinator
- ❖ Marilyn Wade-Newberry, Asst. Principal
- ❖ Casey Handberry, Counselor
- ❖ Cathy Chastain, Instructional Coach
- ❖ Kassie Sneider, Parent
- ❖ Debra Ross, Family Engagement Facilitator
- ❖ Cassandra Hicks-Wilson, Media Specialist
- ❖ Gwen Pitts Williams, Second Grade Teacher
- ❖ Michelle Harris, Fifth Grade Teacher

This committee reviewed the existing plan, examined school, system and state level data to determine the strengths and weaknesses of grade levels by subject area and the school in general. The committee then identified specific needs for the school and formulated plans to address those needs.

B. Vineville Academy used the following instruments, procedures, or processes to obtain this information:

- ❖ AYP Reports
- ❖ GaDOE District and School Report Cards
- ❖ 2010-2011 CRCT Test Results
- ❖ Summative and Formative Classroom Assessments
- ❖ Aimsweb Data
- ❖ Thinkgate Data
- ❖ DRA 2
- ❖ Running Records
- ❖ GKIDS
- ❖ Third and Fifth Grade State Writing Test
- ❖ Enrollment and Attendance Reports
- ❖ Discipline Reports
- ❖ Staff Credentials



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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C. At this time we do not have a migrant student population. If migrant students should enroll at Vineville Academy, we would refer those students to the proper individual at the District Office. At the school level, we would implement but are not limited to the following procedures:

- ❖ Provide parent information in native language
- ❖ Collaborate with community organizations to serve the needs of the individuals
- ❖ Provide workshops and other activities to inform parents of pertinent information
- ❖ Introduce parent to Family Engagement Facilitator to assist with any further school-level needs

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

Based on school level performance data from Spring 2011 administration of the CRCT the following areas will be addressed during the upcoming year:

- ❖ Reading/ELA with a focus on Comprehension and Reading for Information especially at the fifth grade level
- ❖ Instruction in the research and writing process at third grade will be addressed along with fifth grade grammar and sentence construction
- ❖ A definite focus on fourth grade math is needed.
- ❖ Measurement at third and fifth grade needs to be addressed
- ❖ All areas of Science in all grades need definite improvement
- ❖ In fourth and fifth grade all areas of Social Studies need improvement
- ❖ In third grade Social Studies Geography/Civics need improvement



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students . . .
 - ❖ In Math this population remained at 82.4% meets and exceeds with an increase of 2.3 % in the exceeds category
- Students from Major racial and ethnic groups . . .
 - ❖ The two major groups Black and White remained stable in Math with a .1% increase in meets and exceeds Black – 85.4% White- 92.9
 - ❖ Address closing the achievement gap in math between these two populations
- Students with disabilities . . .
 - ❖ Closely monitor these students in Math even though this population improved from 50.0 % to 72.7%, this is still below the AMO @ 75.7% for the 10-11 year

Even though there was a slight decline in all groups in Reading (93.1% to 91.9%) the number of students exceeding increased (27.9% to 30.6%)

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

- The major strengths we found in our program were . . .
 - ❖ Third and Fifth Grade Reading in particular Reading Skills and Vocabulary Acquisition
 - ❖ ELA – Research and Writing Process in Fifth Grade
 - ❖ ELA – Grammar and Sentence Construction in Third Grade
 - ❖ Third Grade Social Studies in History and Economics
 - ❖ Fourth Grade Life Science
 - ❖ Third Grade Math – Data Analysis and Probability / Algebra
 - ❖ Fifth Grade Math - Algebra
- The major needs we discovered were . . .
 - ❖ Reading in grades K-5 because of the drop in scores
 - ❖ All content areas in fourth grade need improvement especially Math
 - ❖ Fifth grade science and social studies need to drastically improve
- The needs we will address are . . .
 - ❖ Reading in grades K-5
 - ❖ Math in fourth grade
 - ❖ Science and Social studies in 3-5



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- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:
 - ❖ Third Grade male scores in Math are of a concern (21% not meeting standards)
 - ❖ Fourth Grade male scores in Reading(24%), Science(28%) and Social Studies(24%)
 - ❖ Fifth grade African-American Science scores (41%) and Social Studies scores (27%) not meeting standards.
- The ROOT CAUSE/s that we discovered for each of the needs were:
 - ❖ Review of fourth grade curriculum and instructional practices
 - ❖ Lack of fidelity in Balanced Literacy in certain classrooms
 - ❖ Lack of integration of Science and Social Studies
 - ❖ A possible scheduling issue of Math and Reading

G. The measurable goals/benchmarks we have established to address the needs were . . .

- ❖ 94.5% in Reading/ELA on 2012 CRCT
- ❖ 90% in Math on 2012 CRCT
- ❖ 85% in Science on 2012 CRCT
- ❖ 93% in Social Studies (3rd Grade); 88% in Social Studies (4th Grade) an 80% In Social Studies (5th Grade)

*2. Schoolwide reform strategies that are scientifically researched based.

Response:

- ❖ Balanced Literacy
- ❖ Six Plus One Writing Traits
- ❖ Small Group Instruction
- ❖ Individualized Instruction
- ❖ Arts Integration
- ❖ Professional Learning
- ❖ Peer Tutoring
- ❖ CTAG
- ❖ Use of Manipulatives
- ❖ Hands On Science Labs
- ❖ Differentiated Instruction



Dr. John D. Barge, State School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

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

- ❖ Review data and identify students at risk
- ❖ A modified ILP will be done on each student
- ❖ CTAG strategies will be implemented especially those that build schema, provide acceleration and remediation as needed

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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

Initiatives implemented at Vineville Academy are based on sound, scientific research that has been shown to increase student achievement. This research is supported by local, state and federal educational agencies.

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

C. *Response:* We will increase the amount and quality of learning time by :

- ❖ Limiting classroom interruptions
- ❖ Before and after school tutoring
- ❖ After School Program
- ❖ Self contained classrooms
- ❖ Mainstreaming SWDs
- ❖ Providing planning time for teachers



Dr. John D. Barge, State School Superintendent
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Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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

Response:

- ❖ Data is reviewed to determine academic progress of students and to identify any needs in their academic program.
- ❖ Programs used for assessment consist of but are not limited to: ThinkGate and AimsWeb, and DRA 2
- ❖ Review of performance on classroom summative and formative assessments

*3. Instruction by highly qualified professional staff.

Response: All staff at Vineville Academy meets the HQ requirements as established by the state

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

- ❖ Teacher certification is closely monitored to prevent a lapse in HQ requirements
- ❖ Vineville has developed a teacher-retention plan that is reviewed and update annually
- ❖ We work in partnership with local colleges to provide teaching experiences for their students. This provides a pool of qualified applicants
- ❖ Bibb County provides new teacher orientation for all new teachers to the system
- ❖ New teachers are mentored at the school level



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response:

- A. Vineville Academy regularly provides high quality, needs-based professional learning to all staff to insure success for all students. A site license for the use of PD 360 has been purchased for use by staff members at any time. Professional development in other areas is based on data and need. The Vineville Staff will continue Thinking Maps training and implementation in the classroom. Vineville Academy will procure a Math Consultant to improve instruction in the area of mathematics. A survey is sent to parents to identify parental needs for development and the family engagement facilitator conducts workshops based on identified needs.
- B. Vineville Academy's professional development is aligned with Georgia Performance Standards, Common Core Standards, and National Arts Standards. Vineville Academy has devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems. Funds are used to provide additional personnel to assist teachers and students with instructional needs. Funds are also used to purchase instructional materials and provide release time for teachers to address student needs.
- C. Vineville Academy has devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems. Funds are used to provide additional personnel to assist teachers and students with instructional needs. Funds are also used to purchase instructional materials and provide release time for teachers to address student needs.
- D. Teachers at Vineville Academy meet with PLC to disaggregate school-wide, class and individual student data. This information is use to improve the overall instructional program and improve student achievement.

*5. Strategies to increase parental involvement.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by:
 - ❖ Parents at Vineville are included in school-wide improvement through the Parent Advisory Committee, School Council, PTO, and volunteer program. The Family Engagement Facilitator works closely with parents in informing them of improvement initiatives gives feedback that she receives from parents to the administration.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement
 - ❖ Required parent volunteer programs (Magnet school requirement)
 - ❖ Parent Advisory Committee
 - ❖ PTO
 - ❖ School Council
 - ❖ Parent Workshops based on parent survey results
 - ❖ Provide a welcoming climate and culture
 - describes how the school will provide individual student academic assessment results, including a interpretation of those results
 - ❖ Vineville Academy holds an annual Title One Open House at the beginning of the school year to inform parents of overall student academic performance
 - ❖ Individual teacher/parent conferences are held and a copy of test results along with a teacher explanation of the results are given to parents
 - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - ❖ Vineville Academy's CSIP and SIP are included on the school website, a hard copy is placed in the media center, office and Parent Resource Room
 - compacts required – include with policy
 - ❖ Home school compact is reviewed and update annually and provided to the parents on the first day of school.
 - Parent Involvement checklist include

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year :
- ❖ Pre-K students are able to tour the school, have lunch with our Kindergarten students and visit the Kindergarten classrooms
 - ❖ New parents and students are given an interview time and provided relevant information about the school and are given a tour of the school.
 - ❖ Fifth grade students visit the middle school for a tour and question/answer period
 - ❖ The Middle School Principal and Counselor meet with Vineville's fifth grade parents for a "Meet and Greet" and a question and answer period
 - ❖ Tours and discussion of the school's program are provided at any time when requested



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment are:
- ❖ Teachers serve on various committees, meet with Performance Learning Coach and Instructional Coach on a weekly basis.
 - ❖ Teachers are included in meetings such as RTI meetings, IEP meetings and input is requested
 - ❖ Professional development, especially in the areas of Assessment for Learning, is provided

*8. Coordination and integration of Federal, State, and local services and programs.

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

Response: The Georgia Department of Education, Bibb County Board of Education, Federal Department of Education

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

Response: Title I monies will be used for instructional purposes along with the monies from our local and state funds.

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

Response: Vineville Academy's Title I plan was developed in coordination with all applicable and appropriate programs



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Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response: All assessments which include CRCT, AIMSWEB, THINKGATE, and classroom assessments are continually monitored to assess student mastery of standards. Students who are identified at being at risk for school failure receive academic support, have goals set for improving their school performance and are closely monitored to insure they achieve those goals. Vineville Academy uses RTI to provide intervention that delivers educational assistance to at risk learners to help close skill or performance gaps.

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

Response: Training is provided to all teachers in the RTI process and using data to identify students at risk by the state, county and school.

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

Response: Once a student is identified at risk, the school holds meetings on a continuous basis to discuss with parents their child's academic plan and strategies that have been put in place to improve achievement.

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

Response: Individual student assessment information is provided to parents at a conference scheduled at the beginning of the school year and a copy and interpretation of the data is provided at that time.



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Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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

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

Response: The assessments are state mandated and the state insures reliability and validity.

13. Provisions for public reporting of disaggregated data.

Response: Current data is reported from the state and local educational agencies and it is the responsibility of the state and local agencies to report the state data. Vineville's data can be found on the Vineville website and presented to parents at the annual Title One Meeting. Information is updated on our data wall and all standardized data is available for preview on the data wall. Student assessment results are shared with parents and copies provided to them at fall conferences.

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

Response: Vineville's plan was revised using current data from Spring of 2011 and will be implemented during the 2011-12 school year.

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

Response: Vineville's plan was developed with input from the school council, the parent advisory committee, PTO, and staff. The plan will be reviewed by all stakeholders.

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

Response: Vineville Academy's plan is available to the LEA, parents, and the public. Copies of the plan are located in the Media Center, Parent Resource Room and Office. Vineville's plan is also located on the school website.



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Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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

Response: Vineville Academy's plan will be translated to the extent feasible into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

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

Response: Vineville Academy's plan is subject to the school improvement provisions of Section 1116.