Print Final	Print

LEA Consolidated Application

District Code:	793	**District Name:**	Vidalia City
Fiscal Year:	2016		

Plan Descriptors

☐ **LEA has reviewed the Plan and no changes have been made for this school year.**

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III; Title IV; IDEA; Perkins; EHCY
A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

The Vidalia City School System is an independent city school system located in Toombs County in rural South Georgia. The current PK-12 enrollment is listed as 2571 students with a total free and reduced lunch rate of 69.78%. Our system consists of four schools with no overlapping grades: J. D. Dickerson Primary (grades PK-1); Sally D. Meadows Elementary (grades 2-5); J. R. Trippe Middle (grades 6-8); and Vidalia Comprehensive High School (grades 9-12). An alternative school is also provided for chronically disruptive and adjucated students in grades 6-12 and is located in an annex off of our board of education office.

The mission of the Vidalia City Schools is to educate all of our students by incorporating interactive experiences designed for the diverse needs of learners so that all students reach their potential for growth academically, socially, physically and emotionally.

The Vidalia City Schools conducts a comprehensive needs assessment that provides data not only for Title IIA but for all federal and state programs along with local initiatives and improvement plans. The needs assessment process starts with gathering input from all of our stakeholders to include administrators, board members, teachers, paraprofessionals, parents, community members and institutions of higher learning, to include Georgia Southern University, Savannah State, and Brewton Parker College. For our Title IIA Program, the data gathered helps us to assess the needs in the following areas: equitable access of all students to highly qualified teachers and paraprofessionals; equity in teacher experience; equity in teacher training to meet the diverse needs of all learners; equity in class sizes; and, recruiting and retaining highly qualified teachers which results in full equity for all students, regardless of the demographics of the students served. After the data has been compiled and analyzed, results are shared with administrators, leadership teams, school governance teams and parent organizations so that each school can compose current and meaningful school improvement plan.

· Academic assessments: State test reports when available, local benchmarks, SLO reports, Scholastic Reading Inventory, DIBELS, RTI reports, MAP reports (Measures of Academic Progress)

· PSC website to include the Myspa Portal

· CCRPI reports (College and Career Ready Index)

· Surveys of administrators, teachers, paraprofessionals, parents and community members

· Minutes of meeting with secondary institutions

· TKES and LKES reports; walk-throughs

· Discipline, attendance and other data reports from our student information system

· Federal class size reports

External: parents, PTO members, school governance teams that include parents, community members and business partners, representatives of higher education and RESA consultants.

Internal: administrators, board members, central office personnel, school improvement specialists, teachers, students and paraprofessionals.

All stakeholders complete surveys online or on paper. Results of the surveys and other data sources are tabulated and summarized. The summarized results are communicated to internal stake holders via staff meetings, board meetings, professional learning communities, leadership and design team meetings, STAC meetings, and online announcements. External stakeholders receive this information via board meetings, RESA Advisory Boards that have Georgia Southern, Armstrong and Savannah State representatives present and their minutes, school governance teams, and online announcements.

School leadership teams meet in the spring to analyze all available data, participate in root cause analysis and create a School Improvement Plan based on prioritized needs. The leadership teams also review the surveys completed by parents and community members. All of this information is provided to the Title IIA coordinator who then shares the findings with the Board of Education members and seek their input. This data helps drives each school's School Improvement Plan and the system's Equity Plan, Strategic Plan and the CLIP.

Both internal and external stakeholders review the needs assessment data that includes the prioritization of equity needs. Any recommended actions are then included in the system's equity plan.

THE CLOSE UP: INDIVIDUAL ACADEMIC STUDENT DATA: MAP (Measures of Academic Progress) tracks academic growth for each student over a school year or over several years. Students take MAP assessments that are based on Georgia's standards and the results, know as RIT scores, provide teachers with the individual student data in order to group students for differentiated instruction. Vidalia City Schools also uses the state's Longitudinal Data System (SLDS) that is intended to enhance the ability of our educators to efficiently and accurately manage, analyze and use educational data on student academic growth.

Each student in grades 3-12 is administered an online Scholastic Reading Inventory three times a year in order to receive a Lexile Score that tells

educators if an individual student is reading at the below basic, basic, proficient, or at an advanced level. Students in grades K-5 are also administered an individual reading assessment three times a year with the DIBELS inventory of reading and math skills.

ACADEMIC NEEDS: After analyzing the various student data sources, it was decided that Title I funds will help support the following academic needs with the focus on reducing class size, and improving reading and math skills: . 2) The continued funding of eight core content area teachers and two paraprofessionals at our Title I schools. . 5) Reading software licenses and reading materials for the remedial program Read 180. 6) Kut o Math Generator for grades 6-8. 7) Software licenses for Odyssey reading and math progams for K-8.

NON-ACADEMIC DATA: On the FY14 Discipline Comparison Report for all grades K-12 in the Vidalia City School System, the following elements had a variation increase of at least 20% as compared to FY13: detention, corporal punishment, suspended from riding the bus, alternative school disruptive students, and threats/intimidation. Based on these results, the system will continue the use of the PBIS and CPI training programs.

In grades 6-12, 1072 students completed the Georgia Student Health Survey. Alcohol use was at 12%, tobacco usage was at 10%, and drug usage at 9%. Mendez: Too Goods for Drugs program and the DARE program will continue to be used as part of our prevention program in grades K-12.

ANNUAL NEEDS ASSESSMENT REQUIRED EQUITY COMPONENTS: The Vidalia City Schools also conducts a comprehensive needs assessment that provides data not only for Title IIA but for all federal and state programs to include local initiatives and improvement plans. The needs assessment process starts with gathering input from all our stakeholders to include administrators, board members, teachers, paraprofessionals, parents, community members, and most recently, institutions of higher learning (Georgia Southern and Savannah State). For our Title IIA program, the data gathered helps us to assess the needs in the following areas: equitable access of all students to highly qualified teachers and paraprofessionals; equity in teacher experience; equity in teacher training to meet the diverse needs of all learners; equity in class sizes; and, recruiting and retaining highly qualified teachers which results in full equity for all students, regardless of demographics of the students served. After the data has been compiled and analyzed, results are shared with administrators, leadership teams, school governance teams and parent organizations so that each school can compose current and meaningful school improvement plans.

DATA SOURCES USED: The data sources utilized in the needs assessment process include the academic assessments of the GKIDS, Milestones, SLOs, , , local benchmarks, Scholastic Reading Inventory, DIBELS, and RTI; the PSC website to include the MyGADOE Portal; College and Career Ready Index; SLDS; survey of administrators, teachers, paraprofessionals, parents, and community members; minutes of meetings with secondary institutions (Georgia Southern and Savannah State); teacher evaluation reports; walk-thrus; discipline data and other data reports from our student information system; and, federal class size reports.

At this time, the principals have reported the following vacancies to the HR director:

·   J. D. Dickerson Primary: 2 Pre-K teachers and 2 Pre-K paraprofessionals; 1 kindergarten paraprofessional, 1 principal

·   Sally D. Meadows Elementary: 1 special education teacher, 1 principal

·   J. R. Trippe Middle: 1 language arts teacher, 1 social studies teacher, 1 special education teacher

·   Vidalia High School – 1 special education teacher, 1 ROTC teacher Teacher attrition rates are higher than the state percentages at Sally D. Meadows Elementary and J. R. Trippe Middle School.

Teacher attrition rates are higher than the state percentages at Sally D. Meadows Elementary and J. R. Trippe Middle School.

Survey results from teachers and paraprofessionals and disproportionality findings indicate a need for training in understanding poverty when educating students. Also, J. R. Trippe Middle School has been a Title I Focus School for the last 3 years. As of now, we have not received any notice if this status will continue or if any other of our schools will be on the Focus or Alert status for FY16. If any of our schools are on these lists, our system will provide the necessary professional development needs as guided by the DOE School Improvement Specialist.

Elementary school teachers – 98.9%

Middle school teachers – 98.6%

High school teachers – 98.4%

K-12 paraprofessionals – 100%

All of our schools have the majority of teachers in the medium level of experience.

AVERAGE CLASS SIZES

SCHOOL	BEFORE CSR FUNDS	AFTER CSR FUNDS
J.D. Dickerson Primary	29	19.83
Sally D. Meadows Elementary	22.57	20.0
J. R. Trippe Middle	23.14	22.56
Vidalia High School	19.32 (No CSR funds)	19.32 (No CSR funds)

The Vidalia City School System has established the following prioritized needs for Title IIA and will be supported in the budget.

·   Four CSR teachers are needed to decrease class sizes so as to increase the academic performance of low performing students, especially in the areas of language arts and mathematics.

·   There is a need to focus both on the recruitment and retention of highly qualified, effective, and experienced teachers and paraprofessionals.

·   There is a need to insure that all of our teachers and paraprofessionals are highly qualified.

·   Training is needed for administrators, teachers and paraprofessionals on meeting the diverse needs of students. Training is also needed for the new federal programs director on the title IIA program requirements.

Equity Indicator IX: Recruitment and Placement of Highly Effective, Effective Teachers

☑ **Is Plan Descriptor Revised?**

2. Title I, Part A; Title I, Part C; Title I, Part D; Title III; IDEA; EHCY

A description of high-quality student academic assessments that the LEA and schools will use:

a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

The Vidalia City Schools use a number of high quality assessments in addition to those identified by the state to determine all students' academic strengths and weaknesses including students with disabilities, gifted, EIP, REP, economically disadvantaged, homeless, and those in the various ethnic groups. To determine success on standards and progress being made toward meeting those standards, and to inform teachers, parents, and students, we use state required assessments, benchmark tests, SLO's, teacher made tests, rubrics and computerized assessments. To assist in diagnosis of teaching and learning and also to determine what revisions are needed for current projects, our schools use local benchmark assessments, MAP (Measures of Academic Progress), SLDS, Student Growth Model data, Progress Monitoring assessments, teacher made tests, and rubrics. To identify students who have difficulty reading, we use state assessments, DIBELS, Scholastic Reading Inventory for Lexile measurement, and Aimsweb. The Home Language Survey is used to screen for potential English Language Learners. This survey is the one provided by the Georgia Department of Education. It is included as part of the initial registration process and also completed as students enter anytime during the school year. Students are then administered the WAPT to determine eligibility and assisting with instructional design.

Vidalia City Schools share progress with parents, students, and community members by using the system's website, the Parent Portal, PTO meetings, school governance team meetings, board of education meetings, parent conferences, progress reports, report cards, local radio and newspaper outlets, e-mails, automated phone calls, and the various social media. To notify our educators, our system utilizes our website, e-mails, staff meetings, team//grade level and department meetings, professional learning communities, and memos.

☐ **Is Plan Descriptor Revised?**

3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

The Vidalia City School System has participated in the National Assessment of Educational Progress in the past and will glady participate again if we are selected. The information compiled from the NAEP will be used along with other assessment data in making decisions for improving educational practices. When the test results are received, it will also be analyzed by the various subgroups to include all students, students with disabilities, gifted, EIP, REP, ELL, migrant, homeless, economically disadvantaged and all the various ethnic categories.

☐ **Is Plan Descriptor Revised?**

4. Title II, Part D; E-Rate

A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

Our school system utilizes a number of strategies to inform faculty, staff, students and community members of our progress on system and school improvement goals. We also strive to keep stakeholders abreast of how technology is helping our students achieve academically. The Parent Portal from Power School gives parents and students real time information including attendance, grades, detailed assignment descriptions, school bulletins, lunch menus and even personal messages from the teacher. The system website provides stakeholders with the latest information on each school's activities and how they can become more involved in increasing their student's educational growth. The system's technology plan is also housed on our website and solicits school and community input how the plan can be improved.

Vidalia City Schools will continue to promote technology innovations through various announcements and bulletins using the following venues: the local newspaper and radio stations, e-mails, Twitter, Facebook, parent-teacher organizations, school governance team meetings, board of education meetings, civic club presentations, and automated calling.

☑ **Is Plan Descriptor Revised?**

5. Title I, Part A; Title I, Part C; Title III; IDEA

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.
b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.
c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.

Each of Vidalia City's four schools developed a Pyramid of Interventions. The Pyramid of Interventions helps our educators to answer the question, "What are we prepared to do when our students do not learn?" which includes all students, students with disabilities, gifted, EIP, REP, ELL, migrant, homeless, immigrant and students in all ethnic groups. Tier I of the Pyramid of Interventions describes effective instruction that should be happening in all classrooms for all students. The curriculum standards are the foundation of learning that occurs in each classroom. This type of instruction/learning focuses on the Common Core Standards in Reading, Language Arts, and Mathematics and on the Georgia Performance Standards in Science and Social Studies and includes evidenced based instruction that is differentiated according to students' various needs. Teachers utilize progress monitoring results to adjust instruction. Tier 2 of the Pyramid of Interventions describes pre-planned interventions that should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone. All students who need a Tier 2 intervention are identified through progress monitoring evaluation data. Tier 2 interventions are proactive and maintain high expectations for all students. Tier 3 involves Student Support Team driven instruction and learning. The Student Support Team meets to discuss students who are still not provided with the instructional experiences to meet their needs. During this process, the diagnostic team analyzes the specific needs of the individual student. Instructional interventions are strategically put in place for the student and progress monitoring processes, including sensitive instruments that may be

formal or informal in nature, and are implemented frequently to determine if the student is responding to the interventions. Tier 4 strategies are for students who meet the respective eligibility criteria for special program placement. These strategies are targeted and specialized to meet student needs. Other strategies include: lower pupil-teacher ratio through collaboration of funds from Title I, Title IIA, and EIP programs;"Blueprint for Early Literacy" curriculum from Children's Literacy Initiative in all of our seven Pre-K classrooms; after-school and summer school sessions; Focus School additional instruction for targeted students; and, an increase in the number of co-teaching classroom for students with disabilities

In February 2013, our system was awarded a Striving Readers Grant that is focused on increasing the literacy skills of all students in grades K-12. A portion of the grant has been budgeted for technology that will be used not only to increase rigor in the language arts courses but in all core content areas.

☐ Is Plan Descriptor Revised?

6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title III; Title VI, Part B; IDEA

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Vidalia City Schools is a small system of about 2600 students, PK-12. Our central office has only three and half administrators (superintendent, assistant superintendent for 49%, special education director and Federal Program Director) and one system wide technology specialist. Because of this situation, our system is able to efficiently and effectively coordinate professional development on the integration of technology in all four of our schools using bi-monthly staff meetings and the various online communication methods.

One of our system's main resources for training Vidalia's teacher on how to integrate technology into curriculum and instruction has been through the ETC at First District RESA.Vidalia City Schools has increased the number of Active Boards at all grade levels. In-service training classes are held to assist all teachers and paraprofessionals on how to use the newest technology to increase academic achievement. Special education, gifted, EIP, REP, migrant, ELL, migrant, and regular classroom teachers have been given training on how to incorporate the various assistive technology devices in o their instruction. Technology purchases for all students, including gifted, special education, ELL, EIP, REP, homeless, migrant are planned according to the results of technology surveys and usage charts. Purchases are coordinated through the system's technology specialist.

One of the most recent resources of technology professional development opportunities has been the Striving Readers Grant. Awarded in February 2013, the grant has funds budgeted for technology training so that teachers will be able to use the newest devices to improve literacy skills for all students in all of the core content area subjects.

Another funding opportunity has been able to provide all of our schools with an online professional development program, Edivate that can be used to provide training to teachers on how to use technology not only to increase student motivation, but to increase the rigor demanded in order to meet Common Core standards.

☑ Is Plan Descriptor Revised?

7. Title II, Part D (NOT APPLICABLE)

A description of how the LEA is addressing 8th grade technology literacy by including:

a. Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th;
b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);
c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.

☐ Is Plan Descriptor Revised?

8. Professional Learning; All federal programs; E-Rate

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

Vidalia City School System ensures that funds are spent on scientifically and evidenced based practices and products for all programs including the purchases of technology and technology tools. A. Professional Learning: Consultants from First District RESA provide our staff with training on how to assure that programs are scientifically based. These training sessions focus on instructional material selection as well as how to monitor the implementation of scientifically based practices. Our school system has also developed a system of job embedded Professional Learning Communities at each of our four schools. We have provided a researched based online professional development software program called Edivate. New teachers and teachers experiencing difficulties in the classroom are required to participate in our mentoring program. We utilize the redelivery model to train teachers and administrators on developing and improving effective teaching units for the Reading, English Language Arts, and Mathematics Common Core Standards. B. Strategies for assuring SBR focus: A committee of stakeholders is involved in making decisions for purchasing large items/programs or system-wide initiatives. Committee members are trained on specific content related scientifically based research results and are provided with a rubric/evaluation form that assures SBR. Compliance examples include: textbook adoptions, Edivate, , Read 180, Math 180, and Compass Learning.

Vidalia City Schools has incorporated the twelve NSDC standards for professional learning programs. These include context standards of learning communities, leadership, resources; the process standards of data-driven, evaluation, research based, design, learning, collaboration; the content standards equity, quality teaching and family involvement.

Our system complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidenced based practices and products targeting assessed needs. The Mendez Too Good for Drugs, PBIS, and the Second Step Violence Prevention programs have been recognized by SAMHSA as researched based model programs that have demonstrated effective strategies among young people who are at a high risk for substance abuse and related problems. Administrators, teachers, and counselors have been trained to implement these programs by certified trainers.

The majority of technology professional development is focused on improving the skills of teachers so that they can use technology to increase rigor, motivation, and academic achievement. This training provides step-by-step directions and also includes practicing skills and implementing them through standard based projects that integrate technology. Our capacity to train and support our teachers is further enhanced with the technology services and

training provided by our First District RESA ETC. Students receive instruction on how to use technology effectively and lesson plans include technology driven activities by students to create authentic assessments.

All technology related professional learning activities are consistent with the nationally established criteria for professional learning and is focused on authentic connections to actual work responsibilities. These trainings also promote research based instructional practices that actively engage students in their personal learning. Classes are offered in a variety of methods and models, including professional learning communities, face-to face delivery, blended online delivery, on teacher workdays, before and after school hours, during teacher planning times and release times.

☑ Is Plan Descriptor Revised?

9. Title I, Part A; Title I, Part C; Title III; IDEA, EHCY

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Vidalia City Schools makes a serious effort to coordinate and integrate services offered by federal programs. This effort is enhanced by the fact that Vidalia City Schools is a small system with a few coordinators who direct all the federal and state programs. For example, one of the system goals is to reduce class size so that students having academic difficulties can receive more individual assistance and increase rigor. Therefore, Title I and Title II funds are coordinated to provide additional teachers and paraprofessionals in three of our schools. **Reducing class sizes continues to be an area of need. Our system is participating in the Governor's Reading Mentor Program. This program provides an individualized reading assessment and assignment for each student. Reducing class sizes, especially in the lower grades, will help teachers focus on individualized reading paths designed specifically to insure that each student is reading on grade level.**

Research has shown that the use of technology in the classroom not only increases academic achievement but greatly enhances student motivation. Title I funds are being used to assist in the acquisition and additions to reading and math software programs that include the researched based programs of Read 180, Math 180, Compass Learning, and Math Generator. Both Read 180 and Math 180 programs also povide Lexiled reading materials to improve core content literacy skills. Vidalia City Schools has increased individual student use of technology through computer based instruction that allows students to work at their level based on assessments and benchmarks given by various programs listed above.

The recently awarded Striving Readers Grant funds, state professional learning funds, Title I and Title II funds all provide professional learning opportunities for teachers and paraprofessionals. Title I and Title VI funds provide support for innovative technology, researched based programs, and both general and remedial materials and supplies for core academic areas. Our system is going into the third year of having a reading mentor from the Governor's Office. The main purpose of this initiative is to insure that all students will be reading on grade level by the end of third grade. We applied for the second round of the Governor's Initiative on Reading and received the grant and a reading mentor from the Governor's Office for the next three years.

In the areas of parental involvement, Title I and our Pre-K programs integrate services to parents, especially when it comes to informing parents on how they can help their students grow academically. Regular and special education programs work hand in hand in developing and training staff on the RTI strategies in each of our four schools. One of the results of this coordination is the professional learning opportunity, PBIS, for all Pre-K through 12 staff members. Planning meetings are held regularly with the coordinators of ELL, special education, migrant, homeless, immigrant, and neglected and delinquent programs to coordinate funds, services, and strategies whose main objective is to increase the academic achievement and rigor for all students.

☑ Is Plan Descriptor Revised?

10. Title IV

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

The Vidalia City Schools is using Mendez Too Good for Drugs, the Second Step Violence Prevention, and PBIS programs that all meet the Principles of Effectiveness. All three programs are based on assessment data and are recognized by SAMHSA as researched based model programs and hopefully, will help assure a safe, orderly, and drug free learning environment. Administrators, teachers, counselors and other staff members have received the appropriate training on these programs by certified trainers. Our school system will continue to use these programs during the 2015-2016 school year.

The latest Georgia Student Health Survey (Spring 2014) had a participation rate of 1072 students in grades 6-12. Alcohol usage was at 12%, tobacco usage was at 10% and drug usage at 9%. All percentages were below the state averages and slightly lower than last year's survey results. These survey results are available to parents and stakeholders on the Vidalia City Schools and DOE websites. Schools will continue to collaborate with community and regional organizations such as Family Connection, DFACS, First District RESA's Safe and Drug Free Schools Program, Boys and Girls Club, the Vidalia Police Department, GEMA, and the Department of Juvenile Justice to address student issues.

☑ Is Plan Descriptor Revised?

11. Title I, Part A

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

The Vidalia City Schools consists of four schools with no duplicate grades in the system. J. D. Dickerson (PK-1) has a free and reduced lunch rate of 78.52%; Sally D. Meadows Elementary has a free and reduced lunch rate of 74.97%; J. R. Trippe's free and reduced lunch rate is 69.13%; while Vidalia High School's rate is 57.92%. The FRL1.001 from the October 2014 FTE count is used to determine each school's eligibility for Title I funding. J. D. Dickerson Primary is the only school with a free and reduced lunch rate over 75%.

☑ Is Plan Descriptor Revised?

12. Title I, Part A; Title I, Part C; Title IV

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

For the FY15 school year, the Vidalia City Schools will have no Title I Targeted Assistance schools.

☑ **Is Plan Descriptor Revised?**

13. All Programs

A general description of the instructional program in the following:

   a. Title I schoolwide schools,
   b. Targeted assistance schools,
   c. Schools for children living in local institutions for neglected or delinquent children, and
   d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.

Vidalia City Schools' primary, elementary, and middle schools are classified as Title I school wide schools which enable us to implement instructional programs and reduced class sizes throughout the three schools for all students, including those in special education, gifted, EIP, REP, ELL migrant, homeless, immigrant, economically disadvantaged and all ethnic groups. Vidalia High School was a Title I Targeted Assistance school in FY10 and FY11 but due to the elimination of ARRA funds, this school will not be a Title I school for FY16.

Since all three of our Title I school have no duplicated grades, students transition smoothly to each grade span. Planning for school wide programs was coordinated so that the flow of instruction would not be interrupted as students move from one school to the next. A portion of our Title I funds are used to reduce class sizes in grades K-8. This helps provide teachers and paraprofessionals with opportunities to focus their instruction on our "at promise" students. In conjunction with reduction in class size, differentiation in small groups settings, PALS Reading techniques, Read 180 and Math 180 are all used to benefit our academically "at-risk" students. We also completed a district wide training of all school personnel with noted poverty and equity expert Ruby Payne to further develop and enhance understanding of our most at risk students. These schools utilize assessments such as DIBELS, the Scholastic Reading Inventory, and Measures of Academic Progress, to pinpoint students' areas of need, provide appropriate strategies of instructions, and to monitor growth in language arts and mathematics. Title I funds provide students with materials not only for remediation but also to increase the rigor necessary to master the Common Core Standards. Title I funds also assist in providing professional learning opportunities for teachers to attend training dealing with programs that have been deemed as highly effective and researched based. . Our Assistant Superintendent will serve 49% and we added a Federal Program Director to central office administration allowing the Assistant Superintendent to work closely with school level administration on curriculum needs and professional development.

Vidalia City Schools has established an alternative school for chronically disruptive students and for students who need assistance with credit recovery. Technology is used to actively engage students in their individualized learning program, called APEX, while two teachers and a paraprofessional interact with individual students. Our Pre-K program utilizes a literacy based curriculum called "Blueprint for Early Learning". Based on the research of the Early Childhood Initiative, this curriculum recognizes that all children need experiences with books, along with structured support to develop oral language and vocabulary and to build background knowledge. System counselors participate in local and regional coalitions that regular assess student support resources and provide counselors with professional development services and materials to meet students' identified needs, in accordance with the Principals of Effectiveness. Student advisement and mentor services are also available. Since the number of ELL students has recently increased, the system has hired an ELL teacher who will assist regular classroom teachers with how to effectively teach second language learners and implement the WIDA standards, and assist with the ACCESS assessments.

Our system's Title I department collaborates closely with the directors of Neglected and Delinquent Institutions in our attendance areas to determine specific academic needs of eligible students. Possible services to be delivered include: before and after school tutoring; summer tutoring and tutoring during school breaks; and, software and educational materials that prepare students to meet high academic standards. Two Neglected and Delinquent Institutions in our area have been identified: Paul Anderson Youth Home (School) and the HARP Foundation (Program).

Vidalia City Schools will utilize QBE funds to support the programs and staff required by QBE.

☑ **Is Plan Descriptor Revised?**

14. Title I, Part A; IDEA; EHCY

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

   a. An assessment of the educational and related needs of homeless children and youths;
   b. A description of the services and programs for which assistance is sought to address the needs identified;
   c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

The Vidalia City School System identifies homeless children and youth through the use of the Local Survey of Homeless Children and Youth document from the DOE at the beginning of each school year. Schools within the Vidalia City System, along with county, state, and community agencies, medical practices, churches, local businesses and various community organizations that serve students residing within the Vidalia City limits, are sent letters that contain a copy of the definitions of homeless students provided by the DOE, and a copy of the Local Survey of Homeless children and Youth, along with a self- addressed, stamped envelope so that the survey is more likely to be returned to our system.

We recognize that homeless child and youth come into the community throughout the school year and that the Local Survey of Homeless and Youth sent out at the beginning of each school year will not identify children and youth who enter the school system or come into the Vidalia City limits during the remainder of the year. Therefore, system personnel receive training by the Homeless Children and Youth Coordinator to report these students entering our schools throughout the school year. In addition, contacts are made with other state, county or local community agencies during the school year at a variety of agency meetings such as Family Connection, Interagency Council, Juvenile Justice, the Vidalia Police Department, local physicians' offices, and DFACS. These contacts receive information/training on the definitions of homeless children and youth and the procedures for reporting. Procedures are also in place for these identifications in the case of natural disasters.

Procedures: The Homeless Coordinator is also the system's attendance officer. This provides the Coordinator with the opportunity to check on residence status when information is received about a possible homeless student. The Homeless Coordinator is also a member of a variety of community task forces and councils that serve children and youth. She is able to call upon these task forces for needed care and services for homeless

students when the need for assistance goes beyond that which can be provided by our school system. The Coordinator provides training on the definitions of homeless students and how to report these students for services. Personnel attending the training include the transportation director, counselors, registrars, administrators, teachers, and paraprofessionals. Posters defining homeless students are prominently displayed in the student registration areas in all four of our schools and in local Laundromats, fast food establishments, the Good Will and the Salvation Army. Assistance to homeless students and their families is provided by school counselors and the Coordinator. These services that affect academic progress but go beyond services provided through Title I and Special Education include information on available medical clinics, food and nutrition, shelter, etc.

Vidalia City has a facility, "The Refuge", which serves as a temporary shelter for battered and abused women and their children. The children who reside at "The Refuge" attend Vidalia City Schools, even if they are there for a very short stay. As most of the women who reside at this shelter leave their homes quickly and with little planning, many of the children do not have the proper clothes or supplies that they need to attend school. In order to facilitate their immediate enrollment in our schools, funds are allotted through the Title I program for school uniforms and school supplies for these students. The social worker from the shelter contacts the Homeless Coordinator whenever there is such a need.

The Vidalia City School System recognizes that there has to be sensitivity and confidentiality towards recognizing and servicing the often difficult situations facing homeless children and their families. As a result, ongoing training is provided by the Homeless Coordinator on these issues. Our system also participates in poverty trainings and simulations offered by First District RESA. A separate meeting is held with the transportation director, the bus drivers, and administrators to train them on the unique transportation needs of homeless children and youth.

☐ Is Plan Descriptor Revised?

15. Title I, Part A; Title I, Part C; Title III; Title IV; IDEA

In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.

  a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
  b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.
  c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
  d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.
  e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
  f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
  g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
  h. How the LEA will involve parents in schoolwide activities.

There are two types of stakeholders involved in implementing effective parental involvement, internal and external. The internal stakeholders include administrators, board members, central office personnel, , teachers and paraprofessionals. The external stakeholder include parents, PTO members, school governance teams that include parents, community members and business partners, RESA consultants and representatives of higher education.

All stakeholders complete surveys online or on paper. Results of the surveys and other data sources are tabulated and summarized. The summarized results are communicated to internal stakeholders via staff meetings, board meetings, professional learning communities, leadership and design team meetings and online announcements. External stakeholders receive this information via board meetings, RESA advisory boards that have Georgia Southern, Armstrong, and Savannah State representatives present and their minutes, school governance teams, and online announcements.

DEVELOPMENT OF DOCUMENTS: After the system has received, analyzed and summarized stakeholder surveys and local and state student assessments in the spring of each school year, stakeholders are invited to participate in the development of the CLIP, Compact, School Improvement Plan, and the Parent Involvement Policy, to include the 1% allocation for parent engagement. This invitation is sent via e-mails, system and school websites, school marquees and local media. The invitation includes the definitions of the documents, the importance of their participation and input, and the when and where of the meeting. This input is then included in the first draft of each document by both school and system leadership teams.

DOCUMENT REVISIONS: The second draft of the CLIP, Compact, School Improvement Plan, and the Parent Involvement Policy, to include the 1% allocation for parent engagement, is presented to stakeholders at each school's Open House/Parent Orientation in August. A power point presentation gives the essential components of each document and cites any changes of the previous draft and gives everyone another opportunity for input. The finalized copy is made available on each school's website.

LEA PARENT INVOLVEMENT POLICY: The process of including all parents of students receiving Title I services in the development of the revision of the LEA Parent Involvement Policy is accomplished by inviting all parents to a spring Board of Education meeting where the annual revision of the policy will be discussed. Suggestions for the revisions of the policy are noted in the board minutes and the final draft is presented at the next Board meeting for board approval. The final draft is then published on the system website and the e-board website.

TECHNICAL SUPPORT: Technical support to insure effective and sustained parental engagement begins with the annual training of school administrators by the system's Title I Director on the six requirements of how to build parent capacity that are listed below. After this training, the Title I Director works individually with each school principal to review and begin the implementation of the strategies set forth in each school's Parent Involvement Policy. The Title I Director also helps with coordinating each school's Annual Title I meeting and meetings held to obtain input into the development and revision of the CLIP, School Improvement Plan, Compact, Parent Involvement Policy that includes the 1% set aside for parent engagement. Checklists for each document are reviewed and pertinent timelines are discussed.

All parents receive notification of their "right to know" about their child's teacher and paraprofessional. This notice tells parents that they have the right to know their child's teachers 'and paraprofessionals' college major, certification, and any waiver of certification requirements. This information is found in each school's handbook which is updated annually. Parents sign and return a form that states that they have received and understand this

information. Right to know statements are also available on each school's website in English and in Spanish.

The Vidalia City School System and each of our three Title I schools carry out the six requirements to build parents' capacities to be involved in their child's schooling. The six requirements are listed below along with examples of how our system meets the requirements:

1.   Assists parents in understanding of the state's content standards, academic achievement, assessments, monitoring a child's progress, and working with educators – Letters to parents, parent meetings, PTO meetings, parent conferences, e-mails, the Parent Portal, website announcements, automated calls.

2.   Providing materials and training to parents to assist their children – PTO meetings, website resources, parent conferences, parent training sessions.

3.   Education of staff in the value and utility of contributions – Training during professional learning communities on how to effectively work with parents to help them help their students grow academically.

4.   Coordinating and integrating parent involvement programs and activities with other programs – Title I, Pre-K and Special Education Programs hold joint parent involvement activities.

5.   Ensuring that information is sent to parents in an understandable language – The system utilizes the services of interpreters and online programs to translate the appropriate documents sent home.

6.   Providing other reasonable support as requested – Parents are informed that they can visit their child's classroom, volunteer in the school, serve on school governance teams, assist with field trips, etc.

☑ Is Plan Descriptor Revised?

16. Title I, Part A
A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.

J. R. Trippe Middle School is in year four as a Focus School and is the only Focus School in our system. The system intends to continue its support of this school by providing the necessary resources, finances, and professional learning opportunities in order to develop and effectively implement a Flexible Learning Program for eligible students. This includes, the Assistant Superintendent of Curriculum and Instruction, the Federal Program Director, the Special Education Director, the Special Education Coach, school administrators and the state's School Improvement Specialist. The system will act as a conduit for information coming from the DOE that needs to be passed on to our Focus School.

After input from J. R. Trippe's parents, community members, teachers and administrators, Read 180 and Math 180 will be the main program used to deliver FLIP services to the eligible students. It will be offered during the school day. Read 180 and Math 180 are researched based comprehensive system of instruction, assessment and professional development designed to equip older struggling students with the knowledge, reasoning, and confidence to thrive in reading and math. It is a blended learning model of whole class, small group and individual instruction. The program will give reading and math teachers the tools to help accelerate students to the rigors of the Common Core Standards.

☑ Is Plan Descriptor Revised?

17. Title I, Part A
A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.

The system tends to support our only Focus School, J. R. Trippe Middle, with the following actions: Assistance with developing a budget for the Flexible Learning Program; Providing a calendar of important dates to include a timeline for parent notification letters, parent meetings, parent visitations, and FLP evaluation results; Help with the actual mailing out of parent notification to include request for input; Help in organizing the communications to the various media outlets to share information about the FLP; Providing research based programs and related information to possibly use in the FLP; Organizing professional development for the school's Focus Team, and school and central office administrators; Help with developing the school team's action plan; Providing relevant data to assist in the setting up of the multiple selection criteria; Help with establishing the evaluation process to judge the effectiveness of the FLP; Visit the school regularly during the FLP time to monitor the program.

☐ Is Plan Descriptor Revised?

18. Title I, Part A; Title II, Part A; Title III; IDEA
A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.** Description must include:

   a. Highly Qualified trend data for LEA and school
   b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
   c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;
   d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
   e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

Vidalia City Schools currently has 99.15% Highly Qualified Teachers and Paraprofessionals.

All four of our schools have included the "Parents Right to Know" notices in student handbooks. In each handbook, parents sign a declaration that they have read and understand the entire handbook. The signed statement page is returned and filed at the school. Also, the "Right to Know" notice is posted on our system's and each school's website in both English and Spanish along with contact information for any parent's questions.

Parents of each student taught by a teacher a teacher who is not Highly Qualified, which could be a long term substitute teacher who has taught their child for 20 or more days, receive a letter that explains the situation and what is being done about it. In order to verify that each parent received the letter, parent must sign and return the bottom portion of the letter and return the letter to the school.

TEACHERS: Prior to an official employment offer, the system's personnel manager reviews the education credentials of the potential candidate(s) for the specific teaching assignment. Any findings as it applies to federal requirements are discussed with the Title IIA Coordinator and Building Principal. If the recommended candidate is NOT highly qualified then an action plan for meeting these requirements is developed in conjunction with the Title IIA Coordinator, Principal and the teacher with each individual signing the plan to acknowledge the requirements including the timeline for completion. The same process is conducted when a veteran teacher is being reassigned to another teaching field.

PARAPROFESSIONALS: When an individual applies for a paraprofessional position, a list of federal requirements for highly qualified paraprofessionals is included with the employment application. Individuals are informed that one of the three requirements must be met prior to employment. These requirements are also reviewed by principals during interviews with potential candidates. If it is determined that the recommended candidate does not meet the definition of highly qualified, an action plan is developed in conjunction with the Title IIA Coordinator, Principal and the paraprofessional with each individual signing the plan to acknowledge the requirement including the timeline for completion.

TEACHER: As per the action plan, the teacher is initially required to provide documentation to verify participation in a preparation program and/or confirmation of registration for an assessment. System personnel (Principal and Personnel Manager) are in continuous contact with the teacher and provide assistance by offering resources and guidance for meeting the HiQ requirement(s).

PARAPROFESSIONAL: As part of the application package, the applicant is required to attach official transcripts to verify an associate's degree or higher OR completion of two years of acceptable college coursework. If the individual does not met one of these two requirements, posting a passing score on a paraprofessional assessment is required and the individual will be provided the web address for the GACE paraprofessional assessment. Documentation related to these requirements is verified by the personnel department upon receipt of application. System personnel (Principal and Personnel Manager) are in continuous contact with the paraprofessional and provide assistance by offering resources and guidance for meeting the HiQ requirement.

The system's personnel manager reviews the education credentials of the new teacher as it applies for the specific teaching assignment. For those individuals that meet minimum requirements for a non-renewable certificate, the system requests the certificate in the appropriate field. In coordination with the Title IIA Coordinator and Building Principal a remediation plan is developed with the teacher and each individual signs the plan to acknowledge the requirements including the timeline for completion. The same process is conducted when a veteran teacher is being reassigned to another teaching field.

Monitoring of HiQ assignment aligned with student demographics and diverse needs of students is accomplished at the beginning of each semester or whenever a change in teaching assignments takes place. Documents giving a highly qualified data are compared with class rosters that contain student demographic information. These documents are given to both the Human Resources Director and the Title IIA Director for examination. Any discrepancies are reported to the school administrators for corrections.

Currently all Vidalia City Schools' teachers and administrators are considered technology literate. Technology training is coordinated by our system's Technology Specialist and School Improvement Specialists. Documentation of attendance shows training conducted by First District RESA Technology Consultants, School Improvement Specialists, technology trained teachers, and private vendors. Topics include Video Basics, Using Technology in Lesson and Project Planning, Incorporating Technology in Formative Assessments; Digital Storytelling; Storyboarding, Movie Making, Learning Village, Using White Boards Effectively, Digital Cameras, IPADS/tablets in the Classroom; MAP. APEX, Edivate, , Compass Learning, and Using Technology to increase literacy skills.

Our system has recently employed an ELL teacher who will act as a consultant to regular classroom teachers who have ELL students in their classrooms. This teacher has an ESOL endorsement added to her teaching certificate. The ESOL teacher is a retired teacher from our system and is certified in Early Childhood along with the ESOL endorsement. She has met criteria established by the Professional Standards Commission as being competent in English, basic skills and core content. She demonstrated proficient verbal and written communication skills during the interview for the position and on a daily basis through conversations, classroom walk throughs and emails.

All teachers of ELs in the system have met all requirements set forth by the Professional Standards Commission and have been certified in basic skills as deemed by state assessments. Also, during the process of hiring personnel, we analyze documents produced by them in their program to insure mastery of language and expression is in accordance with state rules to insure success for ELs.

☑ **Is Plan Descriptor Revised?**

19. Professional Learning; and all federal programs

A description of how the LEA will provide training and/or incentives to enable teachers to:

  a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;
  b. Improve student behavior in the classroom;
  c. Involve parents in their child's educations; and
  d. Understand and use data and assessments to improve classroom practice and student learning.
  e. Become and remain technologically literate.

The Vidalia City School System realizes that all students' mastery of performance standards depends primarily on how well teachers understand the standards, accurately assess student learning, select appropriate instructional strategies, assure that rigor is included in each lesson, and adjust instruction as needed. This process calls for a systematic plan of providing training for all of our educators, including teachers and paraprofessionals in special education, gifted, EIP, REP, ELL Migrant, Immigrant, and of the economically disadvantaged. Vidalia's plan for providing an effective professional learning program is based on the twelve NSDC Standards for Staff Development and the Georgia Standards for Professional learning. This procedure is funded by QBE Professional Learning funds, local funds, Title I and Title IIA funds, and a Striving Readers Grant. We use a portion of our FY15 Title IIA funds to provide mentoring stipends to teachers who receive mentor training to effectively mentor new teachers or teachers who are struggling in the classroom. We allocate federal, state and local funds to pay teacher stipends for attending summer workshops and trainings. This reduces our need to take teachers out of the classroom and provides them with an incentive for professional growth during the summer. Another effective way to provide professional development has been through our job-embedded Professional Learning Communities that are firmly established in all four of our schools. The PLC's meet on a regular basis for the purpose of examining student work, analyzing student data, joint lesson planning, and problem solving. All content areas teachers are involved in PLC's including special education teachers, teachers of gifted, ELL, EIP, REP, migrant, and homeless.

Our system utilizes funds from the Title III consortium to provide professional development to the Title III Director, the ELL teacher and teachers of ELL

students in the regular classroom.

One of the most effective programs to meet the needs of specific groups of students has been the strategies of differentiation that is based on the research of Carol Tomlinson. This course has been presented to our staff in the past but a recent teacher survey has indicated that many teachers would like a course in differentiation that is specific to the content that they teach.

In order to improve student behavior in the classroom, the Positive Behavior Support Program has been implemented in all of our schools. There is an active PBIS Plan in each school and refreshers to the program are offered each year to current and new staff.

Our system plans and provides for continued professional learning to increase teachers' preparation and ability in meeting diverse needs of our learners by providing modules through TLE Platform and Edivate. Both programs allow our teachers to receive training and reflect on information learned in the modules addressing diverse needs. From this, teachers meet in PLCs with administration to discuss and address needs as they arise. Our system is also utilizing information gathered in trainings and modules to help teachers incorporate goals through Professional Learning Goals being established inside each individual teacher's TLE platform. We also bring in RESA consultants and other trainers, based on need, to insure that teachers have the tools to meet the diverse needs of our students.

Strategies to help parents become more involved in their child's education are available from the system's involvement with the Title I sponsored PIC Network. These strategies are presented to staff members during Professional Learning Communities meetings by our system's central office leadership. . . Our primary school, JD Dickerson, was chosen by Georgia Department of Education (GaDOE) to participate in the Academic Parent Teacher Team (APTT) Cohort II initiative beginning 2015-2016 school year. We will be provided support from West ED and GaDOE throughout this implementation year and the next with JD Dickerson, leading Sally D. Meadows Elementary into the program next year to increase parent/family engagement in the academic achievement of their children.

The system's Technology Director works closely with our First District RESA ETC to organize and deliver trainings on the latest instructional technology innovations. The most recent trainings have been centered on the use of whiteboards, document cameras, and tablets to improve instruction and using technology to improve literacy skills.

☑ **Is Plan Descriptor Revised?**

20. Professional Learning and all federal programs
A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 **PROFESSIONAL LEARNING.**

The Vidalia City Schools uses the results of the needs assessment process to develop a three year professional learning plan that is part of our system's Comprehensive Improvement Plan. Resources used to develop a comprehensive needs assessment process include the data analysis of state assessments, Scholatic Reading Inventory of Lexile Scores, Measures of Academic Progress, RTI assessments, progress monitoring assessments, locally developed benchmarks, parent, teacher and student surveys. These results are shared with stakeholders and their input is sought and considered.

☐ **Is Plan Descriptor Revised?**

21. Professional Learning; and all federal programs
A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

The professional learning activities provided by our system fall into several categories, all of which conform to the guidelines presented in federal programs such as Title I and Title II and also to the twelve standards described in the National Staff Development Council (NSDC). Training activities plans and opportunities are provided to all staff including teachers, administrators, paraprofessionals, bus drivers, department heads, maintenance workers, and school nutrition personnel. We firmly believe that everybody who works in the school system contributes to the academic success of our students and deserve an effective professional learning program. This includes staff that work with special education students, gifted, EIP, REP, ELL, migrant, homeless, immigrant, and the economically disadvantaged children. Professional learning categories include:

a.   Induction classes for new teachers - Classroom Management, Effective Teaching Practices, Mentoring, Differentiation, Rigor and the Common Core Standards, TKES, FIP

b.   Specific content classes - Improving Literacy Skills, Read 180, Math 180, Writing in the Content Area, Updating the System's Writing Plan, Milestones Assessments, SLOs, ELL Strategies

c.   Special Education – Inclusion Teaching Strategies, GAA, Working with EIP's, Using Assistive Technology

d.   Student support - Pyramid of Interventions, Mendez too Good for Drugs, PBIS, CPI, Teacher Expectations and Student Support (TESA), Second Step Violence Prevention

e.   Technology – Using the White Boards, Document Cameras and tablets effectively.

As an incentive for staff members to attend summer professional learning opportunities when off contract, stipends and PLU's are offered. We have also included an online professional development program, Edivate, which enables staff to learn at their own pace and is self directed. This research based program also has topics that are aligned to the Common Core Standards and TKES.

Each of our four schools has an established job embedded professional learning community. Agendas for these PLC meetings cover topics such as data analysis, analyzing student work, lesson planning, including rigor in lesson plans, updating Common Core and GPS units, effective teaching practices and progress monitoring.

Our system holds that 100% of the professional learning activities offered during the 2014-2015 school year were of high quality and scientifically based and 100% of our teachers participated in at least one high quality professional learning activity. Professional development opportunities that were a part of the following initiatives provided training for all staff members and were researched based: Striving Readers Literacy trainings, the Governor's Mentor

Reading Mentor program, Math 180, PD 360, and the Reading and Mathematics Summer Academies.

☑ Is Plan Descriptor Revised?

22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A
A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

In the fall of each school year, private schools serving one or more students from the Vidalia City Schools district are notified of an opportunity to attend and participate in the Title I A, Title IIA, Title III, Title IV and Title VI consultation meetings. These letters to private schools are sent out certified with U.S. Postal registration receipts. The letter includes the specific dates, times and location of the meeting, an RSVP form, descriptions of the federal programs to be discussed, and the federal programs coordinator's contact information. The agenda at the meeting includes the process of how special education services are provided to students with disabilities who are currently enrolled in private schools, funds available, the appropriate use of the funds, and the process of ordering and receiving services and materials and supplies. If complaints are received from private schools, it will be handled by central office administrators by calling a meeting with all the affected parties to discuss the issues and ways of resolving the concerns. If, upon completion of consultation, the private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan. If an eligible private school participates, the Vidalia City Schools ensure that they receive services on an equitable basis. Our system will then proceed to set aside an equitable share of the federal funds for private school professional learning activities. We will also collaborate with special education and other programs to meet private schools' students' needs.

☐ Is Plan Descriptor Revised?

23. Professional Learning and all federal programs
A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

The Vidalia City School System has established a procedure for updating our Comprehensive Plan for Improving Student Achievement that begins with analyzing state and local assessment data, needs assessments, school improvement plans, stakeholder surveys, and the Student Longitudinal System. This analysis is organized by the system's central office leadership at each school and is presented to each school's Leadership Team who reviews the data and makes any necessary revisions to the plan. The steps in this revision process include:

1.   Evaluate the progress of all students, including students with disabilities, gifted, ELL, EIP, REP, homeless, migrant, immigrant and the economically disadvantaged toward meeting the plans goals. This includes examining historical student assessment data to compare current progress with past performance to see if the plan's goals were met.

2.   Trends in specific content areas, subgroups and programs are identified to determine if changes are needed.

3.   Results of each school's revisions to the plan are shared with administrators, board members, teachers, paraprofessionals and other staff.

4.   Parents and community members have the opportunity to review and revise the plan at Title I parent meetings, school governance team meetings, and at board meetings. The plan is also available on the system's website and recommendations for revisions of the plan are solicited.

☑ Is Plan Descriptor Revised?

24. Title I, Part A; Title I, Part C
A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

The Vidalia City Schools works in coordination with the GaDOEMEP Region 2 Office to provide supplemental support services for advocacy and outreach to migrant students. This coordination also includes training opportunities for all staff, all schools, and all administrators on topics selected via a needs assessment activity. An updated list of migrant students is provided to our system on a monthly basis from the GaDOEMEP Region 2 Office. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services in a Title I school and receive the appropriate Title I services. Also, an occupational survey is sent home to all parents to help in the identification of migrant students and their families. Results of the survey are sent to GaDOEMEP Region 2 Office. Referrals for specific migrant student needs are handled through each of the schools' counseling offices. The system's Migrant Coordinator is notified and home visits are scheduled. The parent outreach is provided in a language that is understood by the family, if possible. Translation of all school correspondence is handled at the system level. We also contract with private consultants and translators when needed. Parents are presented with information on special education, gifted, and other educational programs and services. Information on health, nutrition, and social services is presented using materials from GaDOEMEP Region 2 Office. Presenters from local agencies such as Family Connection, the Health Department and DFACS may also be involved. In addition to local resources, the district will coordinate with the MEP consortium staff at Abraham Baldwin Agricultural College to provide services to eligible migrant participants.

☐ Is Plan Descriptor Revised?

25. Title I Part A; Title I, Part C
A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

The Vidalia City School System has procedures in place to provide a timely transfer of school records for all students but particularly for migratory students. The process begins as soon as the parent/guardian provides the school with a formal signed release for a transfer of student records or by request from the receiving school. Records are faxed to the receiving school. A hard copy is then sent through the U.S. mail in a timely manner but in no more than ten calendar days. Our system has a process in place for translation and evaluation of transcripts for migrant students. Our system uses the translation services of the Toombs County Concerted Services organization, an agency that provides translations of documents and a myriad of other services for migrant families. If more complicated, more detailed and specific information is needed on behalf of migrant students, our migrant education coordinator utilizes the GADOE migrant contacts for resources. They provide the latest research, legislative updates, training, workshops, and conferences on current migrant educational services.

☐ Is Plan Descriptor Revised?

26. Title I Part A; Title I, Part C

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

> The identification of migrant students is part of the regular registration process. The Occupational Survey, provided by the GaDOEMEP Region 2 Office is included in the registration packet for all registering students. Staff responsible for identifying and recruiting migrant families will be trained on their responsibilities using materials and information from the GaDOEMEP Region 2 Office. A copy of the Occupational Survey will be faxed to the GaDOEMEP Region 2 Office for further determination for students/parents who indicate possible migrant eligibility on the Occupational Survey. Our system social worker will collaborate with the GaDOEMEP Region 2 Office and other community services to provide appropriate services for identified families and children.

☐ Is Plan Descriptor Revised?

27. Professional Learning and all federal programs

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

> Strategies for establishing and sharing best practices include:
>
> · Working closely with First District RESA consultants and private vendors to investigate strategies that have been proven and are researched based
>
> · Sending staff to workshops where best practices are being demonstrated
>
> · Making online presentations/modules available to teachers on best practices
>
> · Utilizing Professional Learning Communities as a vehicle to share best practices to include book studies, analyzing student work, shared lesson planning, updating units on the Common Core and GPS
>
> · Working closely with the Special Education Department to provide the latest research projects dealing with students with disabilities
>
> · Providing training on the latest strategies on how technology can be used to improve instruction and increase academic rigor
>
> · Establishing research based strategies on drug and alcohol prevention via the Safe and Drug Free Division of First District RESA
>
> · Attending local and state GACIS meetings to acquire and share proven instructional strategies

☑ Is Plan Descriptor Revised?

28. Title II, Part D; E-Rate

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

> The Vidalia City School System established several goals to ensure that all students and teachers have increased access to technology. Strategies were included to increase and maintain access to technology and to maintain equitable access for all students and system personnel.
>
> The mission of the Vidalia City Schools' technology plan is to provide students and teachers seamless use of technology as a tool to promote higher-order thinking skills. This will be accomplished by providing students and teachers access to digital technology, communication tools and/or networks to appropriately access, manage, integrate, evaluate and create content in order to become productive citizens in an information-driven, global society.
>
> Facilitate the integration of effective, existing, and emerging technologies, throughout all aspects of our educational community, in order to enhance learning opportunities for all students, to promote life-long learning for all members of the Vidalia City Schools community, and to support the effective use of resources when funds are made available.
>
> Vidalia City Schools identifies technology currently provided to students and staff through the annual technology inventory survey. We are planning to implement a software program the will also inventory any equipment on our network.
>
> Vidalia City Schools provide parents access to real-time data on their child's grades, attendance, homework, and test scores.
>
> **We have not accomplished all the goals in the previous CLIP, therefore those goals have not changed.**
>
> **GOAL #1: INSTRUCTIONAL USES:** Establish equitable access to technology and equipment district wide
>
> **Strategies**
>
> · Use the Striving Readers Grant to with equalization of technology equipment through the district. The Striving Readers grant will provide classrooms with interactive whiteboards, document cameras, and sets tablets. ETC will provide training to teachers in the use new technology and digital resources to enhance learning and content in their classrooms.
>
> · Conduct annual inventory survey and needs-assessment survey to determine equity in technology equipment among schools.
>
> · Prioritize technology needs and requests based on equity plan and data from needs assessment survey.
>
> · Receive a discount through E-Rate funding on Internet Access
>
> · Receive Internet Connectivity via the GADOE STATE Network and additional bandwidth purchase by the local board.
>
> · Receive a discount through E-Rate funding on: Internet Access and Telecommunications Services
>
> **GOAL #2: INSTRUCTIONAL USES:** Increase student engagement through analytical and critical thinking and experiences using digital tools and resources to achieve content standards,
>
> **Strategies**

Provide training/support for teachers to integrate technology K-12 in the core curriculum.

GOAL #3: INSTRUCTIONAL USES: Increase virtual learning opportunities for students and staff.

Strategies

Upgrade Wireless Infrastructure district wide

Provide a variety of online virtual learning opportunities for students and staff.

Find research based online courses

GOAL #5: ADMINISTRATIVE USES: Provide professional development opportunities related to the implementation of instructional technology to improve student achievement.

Strategies

Adopt a "train the trainer" model to more fully implement the vision of the use of technology.

GOAL #6: ADMINISTRATIVE USES : Increase effective uses of technology for data-driven environments to increase student achievement and maximize business operations.

Strategies

Train and support teachers on the use 21st Century classroom (all components)

Increase communication and collaboration with staff to support use of GALDS reporting tools

Decrease downtime for critical systems

Deploy generators at data storage site

Infrastructure Benchmarks & Implementation Plan

Recommended Actions/Activities

Upgrade the Local & Wide Area Networks (Wireless access points, fiber, switches, routers, etc.Install hardware and software that will provide failsafe backups for use in disaster recovery, including periodic off-site storage of administrative and critical system files and databases.

Vidalia City plans to publish a RFP in 2016 for Erate Funding to ppgrade our network infrastructure. We will seek to fund this project using Erate, State, Federal and local funding.

All schools in the district now have wireless LANs. There is a plan to increase the coverage areas of the wireless systems. We would like to provide better bandwidth and accessibility.

In 2015 Vidalia City converted 97 percent of our classrooms to digital classrooms. There are a few rooms that need mounted boards with projectors.

Purchase additional computer RAM for teacher and student workstations, to bring all systems to modern states as defined by the GA Dept. of Ed. Office of Technology Services

Annually purchase LCD projectors, cameras and other peripherals that are no longer functional. The change to shared network printers is still a work in progress.

Decide on software purchases each spring and purchase licenses before the end of the fiscal year, so that computer images can be created and tested in early summer.

Schools Goals, Strategies, and Benchmarks

Students and teachers in all classrooms have generous access to technology. With the technology changing so rapidly the schools have plans for refurbishing and purchasing at each school, with updates for software and replacement of hardware scheduled on an annual basis. Teachers, paraprofessionals, clerk staff and administrators have an e-mail account capable of sending and receiving e-mail.

GOAL #1 : Incorporate technology into the curriculum to improve student academic performance in reading and math

Strategies

ActivBoards with teacher laptops, projectors, scanners and printers for every classroom.

Goal #2 : Improve student technology skills Grades K-1

Strategies

Upgrade Computer Lab and updated software;

Purchase Keyboarding Software;

Mobile Labs;

Student Response System for every classroom;

Goal #3: Improve student technology skills Grades 2-12

Strategies

·   Upgrade Computer Lab and updated software

·   Purchase Mobile Labs

·   Student Response System for every classroom

Goal # 4: Ensure appropriate access for using technology to support the progress of all students. Upgrade hardware and software in instructional classrooms.

Strategies

·   Tablets for students (examples: iPad, Xoom, etc)

·   1.Promethean Slates for each classroom;

·   2.External hard drive for each class

·   Install the latest computers into grades 6-8 instructional classrooms.

·   Purchase and install a networked laser printer for each grades 6-8 instructional team.

·   Purchase and install the latest Windows operating system on grades 6-8 instructional computers.

·   Thin Client Solution systems labs and classrooms

·   Upgrade instructional software for the computer lab for grades 6-8 core content areas (CCA).

·   Upgrade student computer in grades 6-8 computer lab to the latest operating system.

Goal # 5: Improve technology skills for teachers

Strategies

·   Tablets for teachers (examples, iPads, Xooms)

·   Technology training for new equipment;

·   In-house computer person

Goal #6 : Increase student and teacher use of technology in the instructional process.

Strategies

·   Incorporate the use of digital content into grades 6-8 core content areas (CCA).

·   Incorporate the use of interactive software and hardware into the 6-8 core content areas (CCA).

·   Incorporate the use of visual media into the 6-8 core content areas (CCA)

·   Incorporate the use of audio media into the 6-8 core content areas (CCA).

☑ **Is Plan Descriptor Revised?**

29. Title II, Part D; E-Rate
A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

Vidalia City Schools Board of Education realizes that technology is a fundamental requirement in the learning process for students and has committed to providing ongoing sources of funding. A variety of funds will be used to carry out the local technology needs, including but not limited to: Title IID (if allocated), SPLOST, State, Federal and Locally budgeted funds. Vidalia City Schools qualifies for E-Rate funds that cover some basic maintenance of eligible services, communication and internet access. Our system also applies for grants when applicable.

☐ **Is Plan Descriptor Revised?**

30. Title II, Part D (NOT APPLICABLE)
A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.

☐ **Is Plan Descriptor Revised?**

31. Title II, Part D (NOT APPLICABLE)
A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).

☐ **Is Plan Descriptor Revised?**