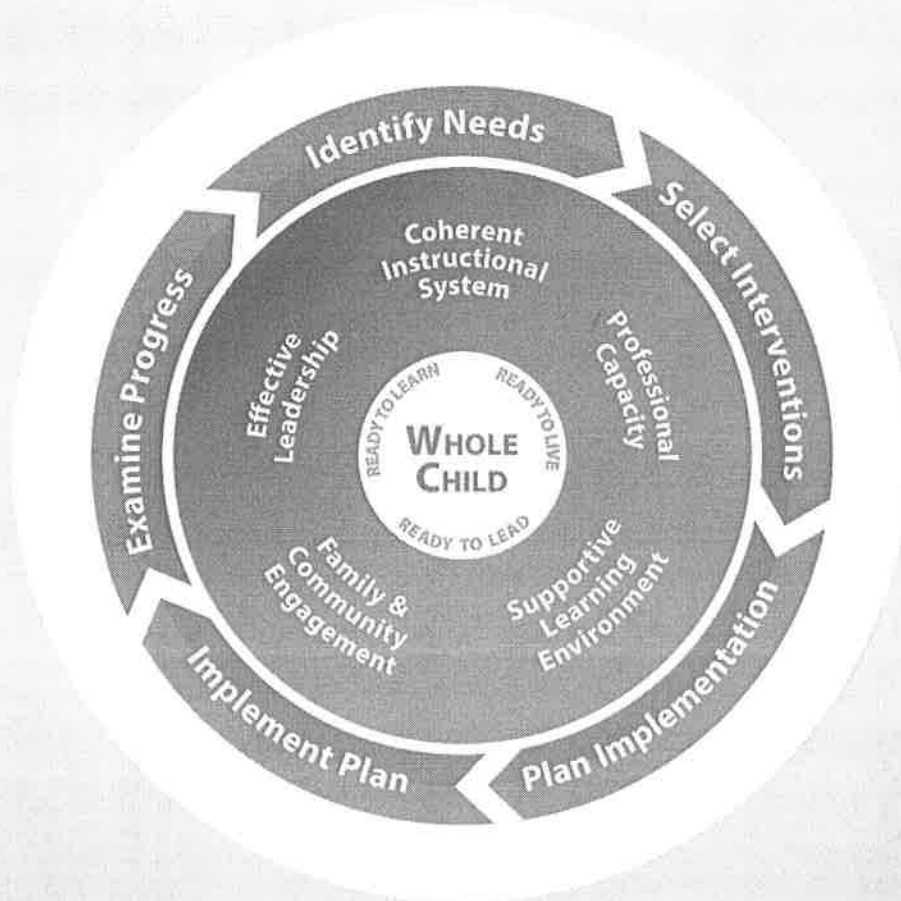


# District Improvement Plan 2017-2018



**Vidalia City Schools**

# DISTRICT IMPROVEMENT PLAN



Richard Woods, State School Superintendent  
"Educating Georgia's Future."

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This report template was designed by the Georgia Department of Education to assist districts in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support districts in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| • Georgia's Systems of Continuous Improvement Overview                  | February 10, 2017 |
| • Planning and Preparation  | February 17, 2017 |
| • Coherent Instructional System   | February 24, 2017 |
| • Effective Leadership  | March 3, 2017     |
| • Professional Capacity   | March 10, 2017    |
| • Family and Community Engagement                                       | March 17, 2017    |
| • Supportive Learning Environment                                       | March 24, 2017    |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| • Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| • Improvement Planning - Systems and Processes                          | April 21, 2017    |
| • Planning - Budgeting  | April 28, 2017    |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex district organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

## DISTRICT IMPROVEMENT PLAN

**Effective Leadership:** A major system of the complex district organization that sets the direction for the district, ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex district organization that develops a quality staff to reduce the variance of quality in instruction throughout the district. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the district and school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex district organization that develops quality links between district professionals and the parents and community the district and its schools are intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the schools within the district, and feel welcomed, valued, and connected to each other, to school staff, and where applicable district staff, and to what students are learning and doing in the schools within the district
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and district and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, school staff, and as appropriate district staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and district and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and district and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex district organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## District Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Vidalia City Schools
<i>Team Lead</i>	Ginger B. Morris
<i>Position</i>	Federal Programs Director
<i>Email</i>	gmorris@vidalia-city.k12.ga.us
<i>Phone</i>	

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal applications
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. DISTRICT IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

<i>Specific</i>	<i>Measurable</i>	<i>Attainable</i>	<i>Relevant</i>	<i>Time-bound</i>
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An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 District Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

## DISTRICT IMPROVEMENT PLAN

### 2.2 OVERARCHING NEED #1

Overarching Need	
Development of guaranteed curriculum for all students in all subject areas by implementing a community unit framework to deliver instruction based on evidence based best practices .	
Root Cause #1	Lack of teacher buy-in related to learning targets and success criteria.
Root Cause #2	Lack of knowledge/skill related to deconstructing standards to develop corresponding learning targets and success criteria.
Root Cause #3	Lack of alignment of assessments to learning targets and success criteria.
Root Cause #4	Lack of time to develop necessary curriculum documents.
Root Cause #5	lack of organizational tools for unit development/storage/organization.
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD,



COHERENT INSTRUCTIONAL SYSTEM					
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD,				
Structure(s)	CIS 1; CIS 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Develop learning targets & success criteria based on deconstruction of the standards.	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018	b. Learning Target Plan Feedback & Review-Quarterly	Teachers	
2. Develop summative assessments aligned to learning targets (LT) and success criteria (SC).	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018			
		b. PLC Forms; Sign-In sheets from PD			
3. Develop common formative assessments aligned to learning targets and success criteria.	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018	b. Unit Feedback and Review-Quarterly	Teachers	
		b. Unit Feedback and Review-Quarterly			
4. Use schwide instructional framework to develop units, aligned with LT, SC, summative, common formative assmts	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018	b. Unit Feedback and Review-Quarterly	Teachers	
		b. Unit Feedback and Review-Quarterly			
5. Enter all curriculum documents into electronic database.	Local, Title VI	a. 8/2017; 10/2017; 1/2018; 3/2018	b. Unit Feedback and Review-Quarterly	Teachers	
		b. Unit Feedback and Review-Quarterly			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Ensure all learning targets address prior knowledge/background knowledge necessary for learning the skill		Ensure all learning targets address prior knowledge/background knowledge necessary for learning the skill.			
English Learners		Migrant			
Ensure all learning targets address necessary vocabulary that is not common for EL students necessary for learning the skill.		Ensure all learning targets address prior knowledge/background knowledge necessary for learning the skill.			
Race/Ethnicity/Minority		Students with Disabilities			
Ensure all learning targets address prior knowledge/background knowledge necessary for learning the skill.		Ensure the SWDs have appropriate accommodations for summative and formative assessments tasks.			

EFFECTIVE LEADERSHIP					
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD,				
Structure(s)	EL 2; EL 3; EL 5				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Train staff to develop learning targets (LT) and success criteria (SC) based on deconstruction of standards.	Title II	a. 8/2017		Design Teams	
		b. Sign-in sheets			
2. Train staff on developing and aligning summative assessments to learning targets.	Title II	a. 8/2017; 10/2017; 1/2018; 3/2018		Design Teams, Consultants	
		b. Sign-in sheets			
3. Develop a calendar of due dates for instructional unit progression.	No cost	a. 8/2017		Administrator	
		b. Calendar; Emails			
4. Review components of unit frameworks to ensure understanding and consistency among all teachers.	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018		Design Team	
		b. Unit Feedback			
5. Select an electronic database for organizing units that is effective for our staff.	No cost	a. 8/2017		Teachers/Design Team	
		b. Invoice			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Include training related to development of LT/SC & assessment items that are effective for ED students.		Include training related to development of LT/SC & assessment items that are effective for foster & homeless students.			
English Learners		Migrant			
Incorporate language-based strategies for communicating LT/SC to EL students.		Include training related to development of LT/SC & assessment items that are effective for foster & homeless students.			
Race/Ethnicity/Minority		Students with Disabilities			
Include training related to development of LT/SC & assessments items that are effective for students of various race and ethnicity.		SPED Academic Coach will provide guidance to academic teachers in development of assessments/accommodations appropriate for SWDs.			

PROFESSIONAL CAPACITY					
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD.				
Structure(s)	PC 2; PC 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Provide individualized support/training for developing prescribed curriculum documents using data analysis	No cost	a. 8/2017; 10/2017; 1/2018; 3/2018		Teachers/ Administration	
		b. PLC documents			
2. Develop calendar for principals PLCs to discuss progress on curriculum development, hurdles & successes.	No cost	a. 8/2017		Adminsitration	
		b. Sign in sheets; Calendar			
3. Participate in professional development with consultant experts based on levels of need & previous experience	Title II	a. 8/2017-5/2018		Teachers	
		b. Sign-in sheets; Powerpoints			
4. Establish goals for celebrations of completed curriculum documents.	No cost	a. 9/2017		Design Team	
		b. Written benchmarks and schedule of celebrations			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
English Learners		Migrant			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
Race/Ethnicity/Minority		Students with Disabilities			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			

FAMILY and COMMUNITY ENGAGEMENT					
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD.				
Structure(s)	FCE 2; FCE 1; FCE 3				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Share academic calendar/outline/syllabus w/ parents quarterly so parents are aware of content being covered.	No cost	a. 8/2017; 10/2017; 1/2018; 3/2017		Teachers	
		b. Academic Calendar			
2. Develop at least one instructional activity (IA) per 9 weeks to engage parent participation w/in the classrm/school.	No Cost	a. 5/2018		Teachers/ Administrators	
		b. Unit Review			
3.		a.			
		b.			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Develop IAs for parental participation at various times throughout the day to accommodate for parents working many jobs or at "non-traditional" times.		Develop IAs for parental participation at various times throughout the day to accommodate for parents working many jobs or at "non-traditional" times.			
English Learners		Migrant			
Provide a translator at parent involvement activities and curriculum documents sent home to parents.		Develop IAs for parental participation at various times throughout the day to accommodate for parents working many jobs or at "non-traditional" times.			
Race/Ethnicity/Minority		Students with Disabilities			
Incorporate parent involvement activities relevant to various races and ethnicity.		Work with parents to increase knowledge of strategies appropriate for the skill being taught & assessed to ensure consistency between home and school.			

SUPPORTIVE LEARNING ENVIRONMENT					
GOAL	By 7/2018, 100% all content/grade level teams will submit units (electronic format) with identified learning targets & success criteria aligned with DOK/ALD,				
Structure(s)	SLE 2; SLE 3				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Vertical alignment of curriculum to insure advanced lexile texts in all content areas, adjusted LTs & advanced asmts	No Cost	a. 8/2017; 10/2017; 1/2018; 3/2018		Teachers	
		b. Unit Feedback and Review-Quarterly			
2. Create curriculum documents facilitating a student centered learning environment (SCLE)	Local; Title I	a. 8/2017-5/2017		Design Team	
		b. Unit Feedback and Review-Quarterly			
3. Providing increased technology for student use to insure differentiation, remediation & acceleration in SCLE.	Local; Title I, Title VI	a. 8/2017-5/2017		Tech/Federal Directors	
		b. Unit Feedback and Review-Quarterly, Physical Inventory			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Review curriculum documents to ensure EDs will feel safe and not inhibited from participating in learning environment & insure increase use of technology by EDs.		Review curriculum documents to ensure F & H will feel safe and not inhibited from participating in the learning environment & insure increase use of technology.			
English Learners		Migrant			
Review curriculum documents to ensure ELs will feel safe and not inhibited from participating in learning environment & insure increase use of technology by ELs.		Review curriculum documents to ensure migrants feel safe and not inhibited from participating in the learning environment & insure increase use of technology.			
Race/Ethnicity/Minority		Students with Disabilities			
Review curriculum documents for learning targets/assessments items/etc....that are diverse in race and ethnicity.		Review curriculum documents to ensureSWDs feel safe and not inhibited from participatin in the learning environment & insure increase use of technology.			

## DISTRICT IMPROVEMENT PLAN

### 2.3 OVERARCHING NEED #2

Overarching Need	
Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.	
Root Cause #1	Lack of foundational knowledge of PLC fundamental principles and processes and lack of common understanding.
Root Cause #2	Lack of administrative support and accountability related to PLCs.
Root Cause #3	Lack of identified common formative assessments for data collection
Root Cause #4	Lack of dedicated time for PLCs on a regular basis
Root Cause #5	Lack of PLC content team SMART goals
<b>GOAL</b>	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.

COHERENT INSTRUCTIONAL SYSTEM					
GOAL	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.				
Structure(s)	CIS 2; CIS 3				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Content area groups develop common formative assessments for each LT to analyze during PLCs	No cost	a. 8/2017-5/2018		Teachers	
2. Content teams establish SMART goals tied to school goals.	No cost	b. Review of Unit Plans-Quarterly; PLC Protocol			
3.		a. 10/2017		Administrators	
		b. Review of SMART goals by administration			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
English Learners		Migrant			
Consider progress on WIDA rubric to determine necessary adjustments to class instruction.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
Race/Ethnicity/Minority		Students with Disabilities			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Use progress monitoring data from IEP goals to consider appropriate accommodations and adjust instruction to student needs.			

EFFECTIVE LEADERSHIP					
GOAL	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.				
Structure(s)	EL 1; EL2; EL 5				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Complete book study on Learning By Doing and complete correlating assessments.	PD funding; local funding	a. 8/2017-5/2018		Design Team	
		b. Design Team minutes			
2. Develop a protected time for PLC activities	No cost	a. 8/2017		Administration	
		b. Design Team Minutes, emails, school schedule			
3. Develop expectations and protocols for monitoring PLCs by administration and provide timely feedback	No cost	a. 8/2017-5/2018		Administration	
		b. Administrative Feedback form			
4. RESA Consultant will train school/system leadership on expectations & protocols for monitoring effective PLCs		a. 8/2017-5/2018		Central Office Leadership	
		b. Leadership PLC minutes and agenda			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Ensure that data from the PLC protocols related to each subgroup is analyzed in team meetings and adjustments to the process are made.		Ensure that data from PLC protocols related to each subgroup is analyzed in team meetings and adjustments to processes are made.			
English Learners		Migrant			
Ensure that data from the PLC protocols related to each subgroup is analyzed in team meeting and adjustments to the process are made.		Ensure that data from PLC protocols related to each subgroup is analyzed in team meetings and adjustments to processes are made			
Race/Ethnicity/Minority		Students with Disabilities			
Ensure that data from the PLC protocols related to each subgroup is analyzed in team meetings and adjustments to the process are made.		Ensure that data from PLC protocols related to each subgroup is analyzed in team meetings and admstments to processes are made.			



PROFESSIONAL CAPACITY					
GOAL	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.				
Structure(s)	PC 2; PC 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Develop a common understanding of Professional Learning Communities versus collaborative planning	No cost	a. 8/2017		Tchrs/Admin	
		b. Faculty meeting/training sign-in sheets			
2. Develop and implement team norms and protocols	No cost	a. 9/2017		Teachers	
		b. PLC protocols; Administration Feedback Forms			
3. Train teachers on various forms of data collection and analysis related to common formative assessments		a. 1/2018		Design Team	
		b. Faculty meeting sign-in sheets			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
English Learners		Migrant			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			
Race/Ethnicity/Minority		Students with Disabilities			
Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.		Ensure PLC protocols include analysis, monitoring, and impact of interventions on subgroup performance.			

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.			
Structure(s)	FCE 2; FCE 4; FCE 5; FCE 6			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Develop plan for sharing student progress on formative and summative assessment data.	No cost	a. 8/2017-5/2018	Documentation of parent contacts & conferences	Teachers
2. Give parents opportunity to participate in celebrations of student success based on data analysis in PLCs	No cost	a. 8/2017-5/2018		
3.		b. Sign-in sheets at various activities		Leadership team
		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		
English Learners		Migrant		
Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		
Race/Ethnicity/Minority		Students with Disabilities		
Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		Focus specifically on community and parent outreach activities to explain PLC processes & impact on their students' growth/progress.		

SUPPORTIVE LEARNING ENVIRONMENT					
GOAL	Increase to 100% number of teachers participating in effective PLCs to impact instruction as measured by qualitative & quantitative data from PLC protocols and observations.				
Structure(s)	SLE 2; SLE 3				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Develop plans for celebration of student achievements.	No cost	a. 8/2017		Design Team	
		b. Written established benchmarks			
2. Create vertical and horizontal Professional Learning Community teams		a. 8/2017		Teachers	
		b. PLC protocols; administrative feedback form			
3.		a.			
		b.			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks based on growth and not proficiency.		Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks on growth and not proficiency.			
English Learners		Migrant			
Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks based on growth and not proficiency.		Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks based on growth and not proficiency.			
Race/Ethnicity/Minority		Students with Disabilities			
Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks based on growth and not proficiency.		Established differentiated benchmarks for celebration to ensure all student participation. Develop benchmarks based on growth and not proficiency.			

## 2.4 OVERARCHING NEED #3

Overarching Need	
Substantially below grade level basic skills in reading and math.	
Root Cause #1	Lack of understanding of RTI purpose and processes.
Root Cause #2	Lack of effective data analysis related to interventions
Root Cause #3	Lack of effective interventions.
Root Cause #4	Lack of effective professional development for implementing interventions with fidelity.
Root Cause #5	Lack of differentiated reading materials.
<b>GOAL</b>	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.

COHERENT INSTRUCTIONAL SYSTEM					
GOAL	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.				
Structure(s)	CIS 3; CIS 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Develop and implement expectations for consistent data analysis related to progress monitoring	Title I, Title VI, Local	a. 9/2017		Admin/RTI Coordinator	
		b. Tier 2 documents/sign-in sheets			
2. Improve implementation of reading interventions in ELA through professional development and monthly coaching.	Title I, Title II	a. 8/2017-5/2018		Teachers/Admin/Consultant	
		b. Lexile scores; self-rating			
3. Implement leveled progress monitoring specific to student reading profile and intervention.	No cost	a. 8/2017		Rdg Intervention Specialist	
		b. Tier 2 documentation			
4. Align accelerated curriculum to increase complexity of texts and standards	No cost	a. 10/2017		ELA Teachers & ELA Consultant	
		b. Accelerated Curriculum/Pacing Guides/Maps			
5. Math teachers utilize iLearn program a minimum of 30 minutes a week during core academic instruction.	Title I, Title VI	a. 8/2017-5/2018		Math Teachers Administration	
		b. Program usage data/reports; lesson plans			
6. Review/Revise alignment of accelerated math curriculum	No Cost	a. 10/2017		Math Teachers Math Consultant	
		b. Accelerated Curriculum/Pacing Guides/Maps			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.		Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.			
English Learners		Migrant			
Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.		Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.			
Race/Ethnicity/Minority		Students with Disabilities			
Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.		Specific consideration related to texts selected being within instructional level, includes various interest levels, and accounts for diverse backgrounds.			

EFFECTIVE LEADERSHIP					
GOAL	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.				
Structure(s)	EL 3; EL 5				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Analyze data quarterly related to each intervention to determine effectiveness	No cost	a. 8/2017-5/2018		Design/Leadership Teams	
		b. Design/Leadership Team Meeting minutes			
2.		a.			
		b.			
3.		a.			
		b.			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Data analysis specific to ED		Data analysis specific to Foster and Homeless			
English Learners		Migrant			
Data analysis specific to EL		Data analysis specific to Migrant			
Race/Ethnicity/Minority		Students with Disabilities			
Data analysis specific to various races and ethnicities.		Data analysis specific to students with disabilities.			

PROFESSIONAL CAPACITY					
GOAL	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.				
Structure(s)	PC 3; PC 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Develop staff understanding of RTI process and purpose.	No cost	a. 8/2017		Administration RTI Coordinator	
		b. Sign-in sheets			
2. Implement effective reading strategies for Science and Social Studies teachers.	Title I, Title II	a. 8/2017-5/2018		Sc/Ss teachers Consultant	
		b. Sign-in sheets; observations			
3. Give PD & monthly coaching to implement leveled reading interventions during ELT, elective/support classes	Federal Programs	a. 8/2017-5/2018		Administration Consultant	
		b. Sign-in sheets; observations			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Consultation with Curriculum Director and Title I Director for monthly coaching and professional development.		Consultation with the Foster/Homeless liaison for monthly coachign and professional development			
English Learners		Migrant			
Consultation with Curriculum Director and Title III Director for monthly coaching and professional development.		Consultation with the Migrant Liaison for monthly coaching and professional development			
Race/Ethnicity/Minority		Students with Disabilities			
Specific focus during professional development /coaching related to progress of various races and ethnicities		Consultation with the Special Education Academic Coach for monthly coaching and professional development			

FAMILY and COMMUNITY ENGAGEMENT					
GOAL	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.				
Structure(s)	FCE 3; FCE 4				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Provide resources to parents related to supporting the teaching of reading and math at home	Title I	a. 8/2017-5/2018		Teachers Administration	
		b. Sign in sheets			
2. Engage/train parents in the importance and functionality of iLearn so students can complete at home.	Title I	a. 8/2017-5/2018		Teachers Administration	
		b. iLearn usage reports noting time outside of school			
3.		a.			
		b.			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports		Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports			
English Learners		Migrant			
Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports.		Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports			
Race/Ethnicity/Minority		Students with Disabilities			
Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports		Provide parents with educational resources and materials appropriate for their child's learning profile in the areas of reading and math programs/supports.			



SUPPORTIVE LEARNING ENVIRONMENT					
GOAL	Increase 5% number of students performing at a higher performance band in Reading and a higher grade level in math as measured by SRI and iLearn Multi-Grade Diagnostic Assmt.				
Structure(s)	SLE 2; SLE 3				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
1. Target self-directed learning with students to develop reasonable performance targets in reading & math	No cost	a. 9/2017		ELA/Math Tchrs/Stdts	
		b. Student goal sheets			
2. Develop celebrations for reaching established targets for reading and math skills.	Local	a. 9/2017		Leadership Team	
		b. Celebration calendar			
3.		a.			
		b.			
4.		a.			
		b.			
5.		a.			
		b.			
6.		a.			
		b.			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged		Foster and Homeless			
Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles		Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles			
English Learners		Migrant			
Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles		Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles			
Race/Ethnicity/Minority		Students with Disabilities			
Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles.		Performance targets are based on growth as opposed to achievement and differentiated for individual student learning profiles			

## DISTRICT IMPROVEMENT PLAN

### 2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL				
Structure(s)				
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

EFFECTIVE LEADERSHIP				
GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

PROFESSIONAL CAPACITY				
GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
	Economically Disadvantaged	Foster and Homeless		
	English Learners	Migrant		
	Race/Ethnicity/Minority	Students with Disabilities		

FAMILY and COMMUNITY ENGAGEMENT				
GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

SUPPORTIVE LEARNING ENVIRONMENT

GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

### 3. FY18 LEA EQUITY ACTION PLAN

District Name	Vidalia City Schools
District Title II, Part A Coordinator	Ginger B. Morris

#### 3.1 REVIEW of COMPREHENSIVE NEEDS ASSESSMENT REPORT

Using the Comprehensive Needs Assessment 2017-2018 District Report provided by the Georgia Department of Education, districts must review each data variable to determine district and school needs and areas of focus. Equity needs should be considered when reviewing this data. Districts must analyze the reasons for any identified equity gaps. This analysis should occur in the District Report.

#### 3.2 IDENTIFICATION of EQUITY GAPS

Districts must identify two gaps for improvement, focusing on gaps that impact minority students and economically disadvantaged students– One under Equity Gap #1 and one under Equity Gap #2. If a district does not plan to address a data variable that reflects a significant gap, the district should have provided an explanation in the data profile analysis. If a district reviews the data profile and does not identify equity gaps, the district must select two variables for continuous improvement. For each equity gap a different data profile variable must be identified.

		Data Profile Variable	
Equity Gap #1	Equity Gap #2	<i>(Corresponding District CNA page numbers are provided for reference)</i>	
		TAPS distribution	
		LAPS distribution	
		Teacher retention (p. 29)	
		Principal retention (p. 29)	
		Inexperienced teachers (less than four years of experience) (p. 29)	
		Inexperienced leaders (principals or assistant principals with less than four years of experience)	
		Teachers out-of-field (p. 29)	
		Teachers with provisional or emergency certification (p. 30)	
		Discipline ISS (p. 42)	If selected, identify subgroup: <input type="checkbox"/>
		Discipline OSS (p. 42)	If selected, identify subgroup: <input type="checkbox"/>
		Student Attendance (p. 43)	If selected, identify subgroup: <input type="checkbox"/>
		Teacher days absent (p. 43)	
		CCRPI Star Climate Rating (p. 43)	
		Per pupil expenditure (p. 49)	
		Student achievement (pp. 52-67)	Content area: <input type="checkbox"/> Subgroup: <input type="checkbox"/>
✓		Lexile	If selected, identify subgroup: All Students <input type="checkbox"/>
		Graduation rate (4 year cohort) (p. 68)	If selected, identify subgroup: <input type="checkbox"/>
		Graduation rate (5 year cohort)	If selected, identify subgroup: <input type="checkbox"/>
		Pathway completers (p. 68)	If selected, identify subgroup: <input type="checkbox"/>
	✓	District Mean Growth Percentile (MGP) (p. 68)	
		School Mean Growth Percentile (SGP)	
		Other data source: Specify equity gap	



### 3.3 SELECTION of EQUITY INTERVENTIONS to ADDRESS IDENTIFIED EQUITY GAPS

For each equity gap selected, choose a corresponding equity intervention. Where applicable, districtss may select the same equity intervention for each identified gap.

Equity Interventions	
Selected Intervention for Equity Gap #1	Selected Intervention for Equity Gap #2
✓	EI-1 Provide targeted teacher development on content, pedagogy, and student supports and interventions
	EI-2 Provide targeted school leader development
	EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders
	EI-4 Identify, recruit, and equitably assign effective teachers and effective school leaders
	EI-5 Support the retention of effective teachers and effective school leaders
✓	EI-6 Schedule class size reduction teachers at a level that is evidence based
	EI-7 Provide equitable access to student support programs and interventions
	EI-8 Promote the engagement and education of parents, families, community and business partners
	EI-9 Evaluate and monitor the working environment in support of a positive school climate
	EI-10 Equitable allocation of academic resources to students

### 3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

Describe how the equity intervention will be implemented, monitored, and measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness. Because the plan will be executed in the current fiscal year, the timeline should specify whether each action will be monitored on an annual, bi-annual, quarterly, monthly, bi-monthly, weekly or daily basis. Certain implementation activities may have a more specific timeline (such as hiring a consultant to present in August, etc.).

#### 3.4.1 EQUITY INTERVENTIONS for EQUITY GAP #1

Equity Gap #1	
Data Profile Variable Selected for Equity Gap #1 (from 3.2)	Lexile
Equity Intervention Selected to Address Equity Gap #1 (from 3.3)	EI-6 Schedule class size reduction teachers at a level that is evidence based

## DISTRICT IMPROVEMENT PLAN

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
School/System leadership will review master schedules, current evidenced based data from DIBELS, SRI and iLearn programs, as well as participate in job embedded, evidenced based yearlong professional development with consultants who are content specialists as well as a consultant in co-teaching and differentiation to address teaching strategies, common assessments and differentiation to equity gap among subgroups.	Central office Curriculum & PL Director	Monthly
	School level administration	

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
At grades K-2, DIBELS benchmark and progress monitoring data will be collected to monitor the implementation of the program. Data analysis will happen at school level PLCs with consultant from the Governor's Office of Student Achievement and parent/teacher academic meetings. All data will be posted in school data room at each benchmark period. In grades, 3-8, DIBELS benchmark and progress monitoring data will be collected to monitor the implementation of the program. Data analysis will happen at school level PLCs with consultant from the Governor's Office of Student Achievement in grades 3-5. Scholastic Reading Inventory will also be benchmarked as well and data analysis will take place during school level PLCs. All data analysis will be reviewed at the system level PLCs with focus on effectiveness of CSR in evidenced based programs mentioned above. PLCs will also review achievement gap between subgroups as a measure of effectiveness as well.	Assistant Supt. for Curriculum, Instruction & Assessment, Special Education  Instructional Facilitator, school level administration	Monthly
Data to be collected to measure the <u>effectiveness</u> of implementation and district ability to reduce equity gap	Position/Role Responsible	Timeline
Review of DIBELS, SRI and iLearn data, student grades, benchmark scores (assessing for growth as class and as a subgroup) GMAS, TKES/LKES, observations, Title I Comparability.	Asst. Supt. for CAI, Title II, Part A Director, School Admin, Sped Director, EL/Migrant Director, Homeless Director	Quarterly following each benchmark for 2017-2018
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title I-A Fund class size reduction and Title II, A fund consultants in addressing these areas.		

## DISTRICT IMPROVEMENT PLAN

### 3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

Equity Gap #2	
Data Profile Variable Selected for Equity Gap #2 (from 3.2)	District Mean Growth Percentile (MGP)
Equity Intervention Selected to Address Equity Gap #2 (from 3.3)	Provide targeted teacher development on content, pedagogy, and student supports and interventions

Activities and/or strategies the district will implement to address identified equity gap	Position/Role Responsible	Timeline
School/System leadership and all certified staff will participate in job embedded yearlong professional development with consultants using evidence based strategies and activities to increase rigor and close the achievement gap between subgroups.	Asst Supt of CAI, Federal Programs Director, School level admin	Monthly PLC meetings at school & system level

Data to be collected to monitor the <u>implementation</u> of activities or strategies	Position/Role Responsible	Timeline
Data from various evidenced based benchmarks, consultant agenda/notes, evidence of work in electronic format, data, by subgroup from common & formative assessments, TKES/LKES and teacher observations will be used to monitor the implementation of the activities or strategies.	Assistant Supt of CAI, Sped, EL, Migrant, Foster & Homeless Program Mgrs and Federal Programs Director	Monthly PLCs at school & system level
Data to be collected to measure the <u>effectiveness</u> of implementation and LEA ability to reduce equity gap	Position/Role Responsible	Timeline
Benchmark data from DIBELS, iLearn and SRI by subgroups, common & formative assesement data, consultant feedback, surveys, GMAS	Supt, Assistant Supt of CAI, Sped, EL, Migrant, Foster & Homeless Program Mgrs and Federal Programs Director	Monthly PLCs at school & system level
Allocation of resources and/or coordination of funds required to implement equity intervention to reduce equity gaps		
Title II, Part A funds-Professional Learning and professional books required for training, state funds-stipends for teachers/leaders off contract during July professional development.		

## **4. REQUIRED QUESTIONS**

**4.a** - In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district's activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.  
[Sec. 2103(b)(3)]

In developing this plan, we sent out needs assessment surveys to parents, staff, community/business leaders, reviewed state surveys, and held meetings in the schools to allow stakeholder input. Once we collected the data, we developed teams at each school that consisted of all the various stakeholders and went through the data and survey results. Each group developed list of how to improve the district activities to meet the purpose of Title II, Part A. Once that was completed, each school's team data and notes were brought to the building/system level leadership to look at the "big picture" and find the common threads that we saw across the system that had the most impact on our student achievement. From this meeting, with school staff/community/stakeholder input, we developed an improvement plan to address the equity gaps that had the most effect on helping our students achieved.

**4.b** - Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.  
[Sec. 1111(g)(1)(B)]

In Vidalia City, we only have one grade band per school. During the summer, leadership teams, along with administrators, review the master schedule and class assignments to ensure that low-income and minority children are not served by ineffective (as rated by TKES), out-of-field, or inexperienced teachers at disproportionate rates in their daily academic class schedule. We also review student schedules from the previous year to insure low-income and minority children are not served at a disproportionate rates in comparison to their peers in back to back years.

**4.c** - Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.

[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance]

Vidalia City Schools has embarked on a 3-5 year Professional Growth and improvement plan for all four schools. We began almost two years ago by receiving professional development under the direction of evidenced based strategies taught by Brad Geise with Education for the Future. Each school leadership team began working (February 2016) with their school level teams using the book, *Data Analysis for Continuous School Improvement*, to identify teacher and student needs and to inform next steps for professional development. In May, 2016, all four leadership teams brought school level survey, academic and discipline data to the table in a systemwide three day training with Brad Geise. From this professional learning, each team identified teacher and students needs from a district perspective. From this school/system level leadership decided to embark on a 3-5 year professional development to address issues and barriers to teacher development and student achievement dubbed "The Work". Beginning last year, consultants were brought in monthly to train teachers on developing a curriculum/pacing/map guide in core academic areas to address differentiation, assessments, rigor, DOK/ALD, Learning Targets/Sucess criteria to insure all students would have access to a guaranteed and viable curriculum. We are going into year 2 with consultants and ESSA has afforded us the opportunity to bring other subjects, outside the core, to the table to follow the development and implementation of the strategies mentioned above. To insure sustainability and ongoing development, all work is being put into a electronic format and aligned horizontally & vertically. We are also developing PLC protocols to insure the work developed and the procedures and protocols are in place so new staff members will have access and accountability when they join our team. We will measure our effectiveness by analyzing data (with a breakdown of subgroups), GMAS, teacher growth on LDS and our school/district mean growth percentile.



## DISTRICT IMPROVEMENT PLAN

**4.d.1** - State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).

[Sec 1112(e)(1)(B)(ii)]

Vidalia City Schools does not waive certification.

**4.d.2** - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned.

[Sec 1112(e)(1)(B)(ii)]

N/A

**4.d.3** - If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.).

[Sec 1112(e)(1)(B)(ii)]

N/A



4.e - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.  
[Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]

Vidalia City Schools has no state or federally-identified schools needing support.

**4.g** - Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

[Sec. 1112 (b)(11)]

Vidalia City Schools supports the GADOE PBIS Strategic Plan and is actively implementing the Positive Behavioral Interventions and Supports (PBIS) with fidelity. As evidence of best practices, we just received notification that our schools will be receiving a recognition level of Emerging from the GADOE PBIS Department. As such, each school will receive a certificate of recognition, recognition on the GADOE website and credit on CCRPI. To qualify for state recognition, all our schools must be actively supporting this initiative through a District Leadership Team. Both our District Leadership team and School Level Leadership team, meet monthly to disaggregate data, overall and by subgroup, to address concerns in real time. We will continue to identify and support all schools in this initiative for the benefit of all students.

## DISTRICT IMPROVEMENT PLAN

**4.h** - Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

[Sec. 1112 (b)(10)]

At the middle school level, we have business and computer science classes where teachers provide instruction and information on universities, technical colleges and other college/career opportunities in our community and surrounding communities. Student also learn business skills (Microsoft Office, time mgmt, punctuality, leadership skills). We also have a Career Discovery Class where students learn about different careers as well as work skills, such as teamwork and communication. Speakers from various businesses in our community come in and speak to students throughout the school year. We also provide Future Fridays where eighth grade students participate in field trips to places of higher education or job sites. Career Lessons are part of the activity period each Friday and provide insight to a variety of careers to increase student interest. We also participate in the DUKE TIP program, GCIS completion and have accelerated (high school course) courses for eighth grade students where they receive high school credit. We ensure that transition plans are in place for all students entering the ninth grade, including our special education population to insure that opportunities to be college or career ready are provided for all subgroups.

To transition to the high school, all students receive Teachers as Advisors who remain with them throughout their high school career. They work with administration and counselors to ensure that each student has a career or college plan, review and set goals and expectations and provide a resource for students who need guidance. They provide transcript evaluations, execute post-secondary surveys, provide information and discussions HOPE, provide college entrance exam information and college application information along with guidance counselors overview and input. Move On When Ready (MOWR) flyers are sent home to all high school students each year. Military Recruiters give the ASVAB and make campus visits as well as work with Officers who guide our ROTC program. Monthly, we have college representatives on campus to engage interest and answer questions, we host the PROBE fair for ourselves and surrounding high schools to afford a lot of colleges and businesses the opportunity to speak to Junior and Seniors. We host the Georgia Student Fiance Commission Representative as he provides Financial Aid Workshops/Parent Nlght Information Sessions as well as FAFSA workshops to parents and students. Locally, we have Southeastern Technical College (STC) and provide field trips for students to see what the school has to offer as well as attend the STC Career Day. We also have all Sophomores take the PSAT so the information can be used by the students to help them guide their educational career. We also provide work based learning at the high school level to provide another opportunity to prepare students to be college or career ready.

4.i - Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.

[Sec. 1112 (b)(8)]

Vidalia City Schools provides support for the activities listed in our school transition plan with local funds for communication, materials and supplies, counseling, ELL, Migrant, Homeless, and Foster Care Programs, PTA, APPT programs.

Research suggests the smoother the child's transition into kindergarten, the better the child's school success both during the transition year and later throughout the child's academi life.

The school's transition plan is grouped under four key principles:

1. Establishing relationships
2. Promote academics and learning
3. Provide ongoing communication
4. Offer support

## DISTRICT IMPROVEMENT PLAN

4.j - If applicable, provide 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.  
[Sec. 1112 (b)(9)]

N/A

4.k - Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and
- schools for children living in local institutions for neglected or delinquent children.

[Sec. 1112]

Vidalia City Schools realize that the ultimate success in our schoolwide schools is determined by the effectiveness of instruction throughout the school. Our recent objective locally named "The Work", first pulls together GSE that are most relevant to instruction, i.e. prioritizing standards. The process then begins to develop units, pacing guides, learning targets, effective teaching strategies and common assessments. Professional Learning Communities provide the vehicle for this job-embedded professional development to guide our teams in "the work".

\*There are currently no targeted assistance schools in our system.

\*Currently, we have only one N & D school active in our city limits. Paul Anderson Youth Home utilizes computer assisted instruction in their institution.

4.I - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

[Sec. 1308 (2)(A)]

The district promotes interstate and intrastate coordination of services and educational continuity through:

\*Each school sends home Parent Occupational Survey forms to parents. When the forms are returned, they are checked at the school, a copy filed in the student's permanent record, and a copy sent to the Migrant Coordinator. The Migrant Coordinator checks the forms and send copies of forms to the Migrant Consortium of any that have answered yes to the first question and/or have marked one of the seven listed occupations.

\*When migrant students leave our school system, we provide information to the Migrant Consortium concerning any forwarding address, phone number, location moving to, and school moving to that the parent provided to us. When a school requests records, our school counselors and School Information Specialists provide that to the school in a timely manner.

\*The district will use MSIX to insure the timely transfer of education records for migrant students in our system.

**4.m** - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs 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.  
[Sec. 1304(a)(b)(1) (A)(B)(C)(D)]

We are members of the Migrant Consortium so we provide the Consortium with information on the children we identify through the Parent Occupational Surveys. Throughout the year, we work with the Consortium Specialist on a regular basis to provide updated grades, test information, and other pertinent information related to the migrant students, and we update the Consortium when the new students enter who are migrant students or whose Parent Occupational Survey indicate they moved for one of the jobs listed on the Parent Occupational Survey.



## DISTRICT IMPROVEMENT PLAN

**4.n** - Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;
- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;
- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and
- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

**GOAL 1:** For SWDs we will: Increase the number who participate in regular education classes, Assign mentors, use Grad coaches & Career Pathways to provide support, implement ASPIRE at middle & high school, coordinate services with Georgia High School High Tech, implement Passport Program with SECCA through Southeastern Technical College, target at-risk to participate in extra-curricular, provide high school graduation testing, provide credit recovery, increase the number of highly qualified staff to co-teacher at high school level, provide resource classes to teach remedial concepts as well as pre-teach concepts for classes, use APEX curriculum at the alternative school, and participate in the Three Rivers Transition Council.

**GOAL 2:** For SWDS (3-5) we will: Place an emphasis on interagency cooperation, evaluate reports from Babies Can't Wait to anticipate and prepare for all possible referrals, provide transportation to and from daycare, Headstart and other agencies to insure SWDs can participate in activities and instruction with their non-disabled peers, increase the amount of time SWDs are identified in regular education classes to the greatest extent possible, provide some co-teaching opportunities so that SWD are not pulled out of regular education classes for intervention, utilize social skills curriculum in the preschool classroom, allow for opportunities of interaction with non-disabled peers, provide role modeling for young child with disabilities and provide opportunities for SWD for generalization of skills acquired.

**GOAL 3:** For SWDs to receive a free and appropriate public education we will: Streamline policies and procedures to increase timely identification and appropriate placement of students with disabilities with specific emphasis on redetermination timelines, provide administrative reports to all special education teachers on when reviews, reevaluations, and initial eligibilities are due, develop and maintain a roster for evaluations to be maintained by School Psychologist, increase the amount of co-teaching classes offered at Vidalia City Schools, utilize the Special Education Academic Coach to provide support to all co-teachers, both regular and special education, develop Co-Teaching Action Plans for all four schools, provide co-teaching training yearly for all co-teachers based on their level of expertise, contract with Anderson and Ward Educational Services for support for both administration and teacher for help in scheduling, programming and instruction, provide additional support & effective instructional strategies to all schools serving SWDs through the provision of professional learning development, implement social skills training instruction via a behavioral intervention program with at-risk students who are SWDs, monitor district policies, procedures & practices to ensure disproportionality does not increase, & encourage parent involvement.

**GOAL 4:** For SWDs to improve compliance state and federal laws and regulations we will: Develop a checks and balance system so that all reports are completed in a timely fashion, enhance all supervision and monitoring tools, implementation of GO IEP, and continue to refine the district's systematic step by step process for addressing timeline requirements for dispute resolution.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).