

## **2016-2017**

### **Comprehensive LEA Improvement Plan (CLIP)**

#### **LEA Narrative Descriptor 1:**

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 71.25%. 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 adjudicated students in grades 6-12 and located adjacent to 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. To determine the needs of specific student academic achievements needs, the Vidalia City School System participates in the state testing programs annually including the use of the following assessment tools:

- The Georgia Milestone Assessment System (GMAS)
- The Georgia Alternate Assessment (GAA-for students with significant cognitive disabilities)
- The Georgia High School Writing Assessment
- The Georgia Kindergarten Inventory of Development Skills (GKIDS)
- ACCESS for ELLs
- WIDA-ACCESS Placement Test (W-APT) and WIDA Kindergarten Measure of Developing English Language (MODEL)
- COMPASS testing
- ACT/SAT/PSAT
- Response to Intervention (RTI) support is provided for all identified students.
- CTAE Pathway Industry Certification
- Georgia Work Ready (Georgia Best) to provide graduating seniors and initial step towards career readiness

Students with disabilities are provided needed accommodations on all high stakes testing as identified through their IEP or Section 504 Accommodation Plan. As a part of the Special Education State Systemic Improvement Plan (SSIP), achievement data is analyzed annually, then integrated into the decision making process by the stakeholders in an effort to close the achievement gaps that have been noted.

At-risk students identified through Response to Intervention (RTI) at Tier 3 receive support through the Student Support Team (SST) process and may be referred to for a comprehensive psycho-educational evaluation. The results of these evaluations are used for educational planning and/or for determining eligibility for special education services. Students found eligible for special education services are reconsidered for evaluation on a tri-annual basis.

The Superintendent, Assistant Superintendent, Federal Programs Director, Special Education Director and school level leadership examine and disaggregate the test data of all students and subgroups. These results are presented to the School Board, staff members, parents and community. Results are used at the school level for curriculum, assessment and instructional planning for both individual and group needs, including Homeless students. Once reviewed, the needs of subgroups, grade levels, and schools are addressed by school level administration and teaching staff. The system, at the district level, support the schools in the areas of curriculum, assessment, professional learning, and technology in order to assist school staff members in examining and using test results in student instruction.

Analysis of result and targeted student needs include:

- Academic Achievement of all students will continue to improve.
- Improvement of academic skills by at-risk students, Homeless, Migrant and EL Students
- Improve Graduation Rate for all students.
- Gifted and Talented learners receive educational opportunities that challenge their individual and unique abilities so that each student has the opportunity to reach his or her fullest potential.
- Continued progress on English Language Proficiency for English Learners (ELs)
- Use of College and Career Inventories (K-12), CTAE Pathway completers and Georgia Best data will be used to access and improve college and career readiness

Surveys of administrative, teacher and parental input are solicited each spring to determine the progress of Vidalia City Schools. Results are reviewed and used in school and district planning. Student assessment results are reviewed by central office personnel, including curriculum and school improvement which include all federal title program coordinators.

Vidalia City School System completed school climate surveys, including the Georgia School Health Survey II needs assessment to determine the needs of students related to safety, drug abuse and violence as all is a barrier to learning and impact student achievement. We also administered the Georgia School Personnel Survey as well as the Georgia Parent School Climate Survey and used this data to inform and then integrate this data into system and school level improvement planning. Vidalia City Schools also completed surveys outside of GADOE climate surveys which included SSIP survey questions. Parents, students and staff were surveyed in both to insure we had adequate data on which to reflect and make informed decisions.

Both internal and external stakeholders review the needs assessment data that includes the prioritization of equity needs. All data is compiled and information is reviewed by leadership at staff meetings. CCRPI scores are also shared when they arrive in the spring and information regarding each score is reviewed and discussed as a system and by school level. Once this task has been completed, school level work on school improvement is guided by the findings.

Data Sources used to make these decisions are:

- CCRPI information
- DIBELS
- SRI
- iLearn
- Edivate
- Read 180
- HiQ Data Base
- Equity Data
- GMAS Results (EOG & EOC)
- Graduation Information
- Academic Parent Teacher Teams (APTT)
- Professional Learning Surveys
- Demographic information
- Co-Teaching Surveys
- Student Grades
- Longitudinal Data System
- Discipline Data
- Attendance Data
- 21<sup>st</sup> Century Data
- Toombs County Connection Data

- Home Language survey
- Occupational Survey

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

**Internal Comparisons:** administrators, board members, central office personnel, teachers, students and paraprofessionals.

## Title II

### Provide a summary of how the needs assessment is conducted

Each June-July, the system and individual school plans are revised and developed. The budget and professional learning plans are based on the needs determined from the needs assessment data. This is a continuous and flexible process, with ongoing needs assessments throughout the year, to insure the needs of our students are being met. Vidalia City Schools conducts a comprehensive needs assessment that provides data not only for Title II-A, 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. Various sources of data are collected including school level needs assessments based on school improvement plans, data questionnaires aligned to schools, district and school CCRPI data, Title II-A Equity Data Comparison Averages, Recruitment and Retention data (identified by principals), MySPA System Level Report, input from stakeholders meetings, CPI report, Highly Qualified report, GMAS data, GAA and benchmark data. For our Title II-A 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. The information gathered from sources previously is assessed, reviewed and then used to identify equity gaps in the areas previously mentioned. Once compiled, the data is analyzed, reviewed in June/July and 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.

### Identify data sources used

Student test results are reviewed, including by teacher and content area, to determine if the diverse needs of students are met. Data from Georgia Professional Standards Commission (GaPSC) Equity Technical Assistance reports, CCRPI, Dibels, teacher walk-throughs, and discipline data reports give information used in analyzing data for equity status.

#### 1. Student Achievement

Data from Milestones (3-12), Dibels (K-5), ilearn (K-8), SRI (3-12) were reviewed and discussed at the end of year assessment meeting to address areas of weaknesses and needs for upcoming year.

#### 2. Professional Learning

- a. Teacher Development-A review of stakeholder data surveys, TKES, TEM scores, Strategic Plan initiatives and school improvement initiatives noted that PL in ramping up rigor, revising curriculum and pacing guides and need for PL in these areas has led us to bring in consultants in content areas to address these needs. Individual school improvement plans, along with system strategic initiatives and collaboratively developed equity plans indicate a need for professional growth opportunities to increase student literacy & rigor through development of common assessments in core academic areas

and inequity in class size to meet the academic needs of at risk students in language arts and math. Differentiation and effective assessment training continues to be a priority as evidenced by TKES data on standards, 3, 4, 7 and 8. These initiatives continue to be a priority for Vidalia City Schools and professional learning will support these initiatives.

- b. Leader Development-Review of LKES, LEM scores, inter-rater reliability and leadership evaluations noted need for PLCs review and training with RESA to insure consistency across the schools. Review of LKES with the superintendent indicated our system has effective administration who is veterans in their field. JR Trippe Middle School will have a new principal and assistant principal fall, 2016. Professional learning for new leaders will include mentoring from central office leadership, RESA professional development, and LKES professional goals outlined and monitored.
  - c. Professional Growth-Surveys from stakeholders, TKES/LKES evaluations, TEM/LEM scores led us to bring consultants aboard in core academic areas to address rigor, student achievement gap, revamping of curriculum and pacing guides to insure high achievement by teachers in classrooms for student success.
  - d. Private School-No private school chose to participate.
- 3. Personnel**
- a. Teacher/Leader Recruitment- The most current data from the GAPSC show that all teachers and paraprofessionals are 100% qualified. The district's mid-level experience is 61.73%. Current vacancies show a need for a special education teacher and paraprofessional at Meadows Elementary and a high school social studies teacher at Vidalia High School.
  - b. Teacher/Leader Retention-Teacher/Leader Retention- Most recent data from GAPSC reflects that teacher attrition is 10.5% in our system and less than the state average of 12.9%. Teacher recruitment is done through TeachGeorgia, online teacher applications, and interview teams to find the most qualified teachers for each content area and level needed.
  - c. Teacher Experience and Effectiveness-MySPA shows experience levels for teachers in Vidalia City are as follows: Low-6.17%, Mid-61.73%, and High-32.1%. Experience levels for system and school level administrators, three or more years, is 93%. Although not a requirement for FY 17, 100% of teachers and 100% of paraprofessionals are Highly Qualified.
- 4. Class size**-CSR teachers continue to be needed to increase academic performance of at-risk students, especially in K-8 in language arts and mathematics. The ability to have CSR has allowed for teachers to differentiate in a more meaningful way through the use of Dibels, ilearn and READ 180. The reading gap has continued to decrease and we are seeing a closing of the math gap with the small class sizes and use of technology, differentiation and direct instruction.
- 5. Title II, Part A Grant Administration**-As a second year Title II Director, all trainings online and in onsite will be attended, along with technical assistance through emails, visits and phone conversations with Division of Teacher and Leader Effectiveness, Title II, Part A Education Specialist.

## **Prioritized Needs**

### **1. Professional Growth Opportunities designed to produce Teachers and Leaders Prepared to Promote the Success of all Students.**

Supporting professional learning based on the determined needs of educators by analyzing student data. Provide improved teacher preparation and the understanding and ability to meet the diverse needs of students.

- o Content literacy strategies-Technical reading in the content areas, content vocabulary development, content area writing and constructed/extended response writing.
- o Math content and strategy support-Effective strategies for math instruction to support all learners and differentiated math instruction.
- o Curriculum Improvement-Curriculum review and alignment, common effective assessments using instructional framework to increase academic rigor.



## **Title II-A-Prioritized Needs for 2016-2017 (Equity Focus)**

The focus for Vidalia City School's Equity Plan for 2016-2017:

- Professional Growth Opportunities designed to produce Teachers and Leaders Prepared to Promote the Success of all Students.
- Schedule Class Size Reduction Teachers at a Level that is Evidenced Based
- Improve director's knowledge of Title II-A Grant Administration
- Review internal controls and updating as needed.
- Review and update procedural manuals to align with Edgar and Title II-A procedures.

## **Title I - Needs Assessment Results**

Results of 2015 GMAS assessments in core academic areas are as follows:

- Elementary students taking Milestones EOG in the ALL subgroups showed proficiency levels below that of ALL systems statewide proficiency levels in End of Course assessments. ELA for ALL at state level was 60.27% to system ALL in ELA score of 56.94%. In Math, for ALL at state level was 64.43% to system ALL in Math score of 59.82%. In Science, for ALL at state level was 59.46% to system ALL in Science score of 52.56%. In Social Studies, for ALL at state level was 58.75% to system ALL in Social Studies score of 46.49%. This data shows that core content areas must meet the need of diverse learners and increase rigor in classes. Dibels and SRI have shown growth but a continued need to focus on reading strategies across the curriculum.
- Middle school students taking Milestones EOG in the ALL subgroups showed proficiency levels below that of ALL systems statewide proficiency levels in End of Course assessments. ELA for ALL at state level was 60.13% to system ALL in ELA score of 49.21%. In Math, for ALL at state level was 63.10% to system ALL in Math score of 49.51%. In Science, for ALL at state level was 55.16% to system ALL in Science score of 50.79%. In Social Studies, for ALL at state level was 60.55% to system ALL in Social Studies score of 58.25%. This data shows that core content areas must meet the need of diverse learners and increase rigor in classes.
- High school students taking Milestones EOC in Economics and Coordinated Algebra were above the state proficiency levels with Economics ALL at state level 58.27% to system ALL in Economics of 58.70% and Coordinated Algebra state ALL at 52.69% to system ALL in Coordinated Algebra of 53.97%. Other EOC proficiency levels were Ninth grade Literature & Composition ALL students at state level 61.22% to ALL at system level 53.71%, Analytical Geometry ALL at state level of 55.45% to ALL system level 46.81%, 11<sup>th</sup> grade Literature and Composition ALL students at state level 58.99% to ALL students at system level of 48.65%, Biology ALL students at state level 56.48% to ALL at system level 44.20%, Physical Science ALL students at state level 50.70% to ALL at system level 35.56% and United States History ALL students at state level 61.56% to ALL at system level 48.91%. This data shows that core content areas must meet the need of diverse learners and increase rigor in classes.

In summary, the focus for 2016-2017 will be in the core academic areas of ELA, writing, math, science and social studies in elementary, middle and high school. Our reading scores are close overall in elementary grade, but we concluded this is because of the materials and programs we have in place as a result of the Striving Readers Grant as well as implementation of DIBELS as a part of the Governor's Reading Initiative through the Georgia Office of Student Achievement for Kindergarten through third grade. Both SRG and the reading initiative will continue for the 2016-2017 school year. We plan to continue to focus on literacy across all content areas at each school in an effort to increase scores.

## LEA Narrative Descriptor 2:

The Vidalia City School System uses a number of high quality academic assessments in addition to those identified by the state to determine the success of all students, including Homeless, Migrant and EL students for the purposes listed below:

- A. To determine the success of all students, including Homeless, Migrant and EL students, and progress towards meeting standards, and to inform teachers, parents and student about system, school and student progress.
- B. To assist in diagnosis, teaching and learning in the classroom for all students, including Homeless, Migrant and EL students.
- C. To determine what revisions are needed to projects to meet the needs of the diverse learners.
- D. To identify students who have difficulty reading.

Examples of Vidalia City School System assessments include:

- DIBELS Next
- CoGAT, Torrance Test of Creative Thinking and Terra Nova
- Reading Inventories
- Teacher Made Assessments and Benchmarks
- Rubrics Tied to Standards
- Accelerated Reader
- Georgia Milestone Assessments
- GAA
- Georgia Online Assessment System (OAS)
- SAT/PSAT
- ACT
- Student Work
- I Learn
- ACCESS for ELs (Measures yearly progress towards English Language Proficiency)
- W-APT (ESOL Eligibility screening for grades 1-12 and MODEL Kindergarten Screener)
- End of Pathway Assessments in each CTAE Industry Certification Pathways

Teacher made test, rubrics and benchmark test are reviewed in collaboration with student, school and system assessment results in order to ensure alignment with Georgia Standards of Excellence. This review takes place at school level with support from central office personnel.

The Home Language Survey is used for initial identification for screening for students who have a primary or home language other than English. It is included as part of the initial registration and for students as they enter school during the school year. The Vidalia City School System uses the Home Language Survey that is provided by the Georgia Department of Education on the Title III website.

The school district uses the Occupational Survey form to survey for Migrant families and their students. Parents who mark "yes" that they have come seeking or to obtain migrant work will have their forms sent to the Migrant Coordinator for the Vidalia City School System who review them and follow protocol as Vidalia City School System is part of a consortium for our area.

The Vidalia City School System will utilize the following methods to share progress with teachers, parents and students.

- Parent Conferences
- Newsletters
- Website

- Report card
- System website
- Newspapers
- State DOE Websites
- State DOE Report Card
- System Report Card
- Letters and memos
- Phone calls
- Individual student test results
- Email
- PTA/PTO meetings
- Title I and Title III form bank (translated documents bank)
- ESOL parental notification and program eligibility letters in a language parents can understand
- Powerschool & Powerschool announcer

Transition/Orientation to notify teachers:

- System and staff meetings
- Professional Learning opportunities
- Emails
- Team/grade level/department meetings

**LEA Narrative Descriptor 3:**

The Vidalia City School System, including Homeless, Migrant and EL students, will participate in the National Assessment of Educational Progress, if selected to participate. The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. The Georgia Department of Education will assist our system with analyzing the NAEP data and using results to improve student performance.

**LEA Narrative Descriptor 4:**

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-mail, Twitter, Facebook parent-teacher organizations, school governance team meetings, board of education meetings, civic club presentations, and automated calling.

**LEA Narrative Descriptor 5:**

Vidalia City Schools developed the Pyramid of Intervention (POI) in alignment with the Georgia Department of Education and it is followed by all four schools in the system. We have also employed a Response to Intervention (RTI) Coordinator to work in each of our four school to allow for continuity across the system and to insure students' needs are being met with fidelity. Our 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 1 of POI 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 Georgia Standards of Excellence in Reading, Language Arts, and Mathematics and on the Georgia Standards of Excellence 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 POI 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 (SST) driven instruction and learning. The Student Support Team, including parents, teachers, administration and RTI Coordinator, 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 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 and we received a continuation grant in the spring of 2016. A portion of the grant has been budgeted for technology and professional development of strategies that will be used not only to increase rigor in the language arts courses but in all core content areas.

#### **LEA Narrative Descriptor 6:**

Vidalia City Schools is a small system of approximately 2600 students, PK-12. Central office has only three and half administrators (Superintendent, 49% Assistant superintendent, Special Education Director and Federal Programs Director and one system-wide technology specialist. As a result, 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 teachers 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, homeless, 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. We received a continuation of the grant in the spring of 2016 to insure technology, along with professional development, is used to increase literacy across the system.

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 Georgia Standards of Excellence.

## **LEA Narrative Descriptor 7: (Not applicable to our system)**

## **LEA Narrative Descriptor 8:**

Vidalia City School System will ensure that funds are spent on scientifically and/or evidenced-based practices and products for all programs including the purchases of technology and technology tools.

### Professional Learning:

- Vidalia City School System complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs.
- Provide technical assistance/professional learning on how to assure programs are scientifically/evidence based for school and central office leadership personnel. These professional learning activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically/evidence based practices. Compliance examples include: textbook adoption, Edivate, and Read 180.
- Provide professional learning communities at each school that is job embedded such as coaching; book studies and teacher meetings are all incorporated during the school day.
- Implement ongoing professional development activities rather than one shot programs. For example, a focus on balanced literacy approach and numeracy across all grade levels is an ongoing process for Vidalia City Schools.
- 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.
- We have provided a researched based online professional development software program called Edivate. New teacher induction program with courses aligned to insure success are completed through Edivate and follow conferences held with administration and mentors to review reflection questions. Evaluation of veteran teachers, who may be experiencing difficulties in the classroom, are assigned modules related to area of improvement and met with administrators in a conference to discuss reflection questions and a follow evaluation of the area of improvement takes place. Core Content area teachers and administrators will be trained by consultants on developing and improving effective teaching units for the Reading, English Language Arts, and Mathematics Georgia Standards of Excellence.
- 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 and Read 180.
- Professional learning for CTAE teachers is provided by the Resource Network and local CTAE administration assuring SBR focus: Implementing state clusters and pathways, building crosswalks for EOPA and current standards, increasing skill attainment based on EOPA, increasing non-traditional student enrollment in CTAE programs, and increasing dual enrollment.
- 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.

### **LEA Narrative Descriptor 9:**

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 and therefore reducing the achievement gap.

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 and ILearn. Read 180 and ILearn programs also provide Lexiles to insure reading materials meet the diverse needs of the student and to improve core content literacy skills. Vidalia city Schools has increased individual student use of technology through computer-based instruction that allows student to work at their level based on assessments and benchmarks given by the various programs listed above.

The recently awarded Striving Readers Grant funds and a continuation grant spring, 2016, 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 and received the second round of the Governor's Initiative on Reading that began fall, 2015 and we are entering year two of the second round. This continues to afford our teachers and paraprofessionals with research/evidence based practices that help to close the achievement gap and meet the academic reading needs of all our students across the curriculum.

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 opportunities, PBIS as approved by the state education department of Georgia for all Pre-K through 12<sup>th</sup> grade 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. Vidalia City Schools coordinates with the Georgia Migrant Education Program Consortium along with Abraham Baldwin Agricultural College (ABAC) to serve eligible Migrant students.

**LEA Narrative Descriptor 10:**

The Vidalia City Schools is using Mendez Too Good for Drugs, the Second Step Violence Prevention, and PBIS state approved 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 2016-2017 school year.

The latest Georgia Student Health Survey (Spring 2015) had a participation rate of 968 students in grades 6-12. Alcohol usage was at 10%, tobacco usage was at 10% and drug usage at 7%. 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.

**LEA Narrative Descriptor 11:**

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 82.38%; Sally D. Meadows Elementary has a free and reduced lunch rate of 78.12%; J. R. Trippe's free and reduced lunch rate is 72.20% while Vidalia High School's rate is 64.36%. The FRL1.001 from the October 2015 FTE count is used to determine each school's eligibility for Title I funding. Both J. D. Dickerson Primary and Sally D. Meadows Elementary School have a free and reduced lunch rate over 75%.

**LEA Narrative Descriptor 12:**

For the FY15 school year, the Vidalia City Schools will have no Title I Targeted Assistance schools. If we should get any TA schools, we would use a multiple selection criteria to identify eligible students and to rank order eligible students.

- Teacher recommendation criteria are combined with a ranking of GMAS scores to determine eligible students.
- K-2 multiple selection criteria is more embedded in teacher recommendation.
- 3-12 selection is based on those students scoring at a beginning level on GMAS.

**LEA Narrative Descriptor 13:**

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 FY17.

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 group settings, PALS Reading techniques, Read 180, and I Learn are all used to benefit our academically "at-risk" students. All co-teachers (regular education and special education) receive monthly

professional development with a consultant trained in effective co-teaching classes. This consultant visits all co-teaching classes one day and addresses observations, (grows and glows) the next day to maximize the learning potential for all students in these classes. We have also partnered with the Georgia Department of Education to implement PBIS with fidelity across all four schools to decrease loss of instructional time for all students.

These schools utilize assessments such as DIBELS, the Scholastic Reading Inventory, and iLearn 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 Georgia Standards of Excellence. 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. This position provides a wide array of services to teachers that include mentoring, lesson modeling, assistance with lesson planning, data analysis, and leading of professional learning communities.

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 regularly 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.

#### **LEA Narrative Descriptor 14:**

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 as well as person who will make home visits. 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, 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 uniform 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.

#### **LEA Narrative Descriptor 15:**

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 summer 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, and 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.

### **LEA Narrative Descriptor 16:**

J. R. Trippe Middle School is in year two of our second round as a Focus School as deemed by the Georgia Department of Education. It 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 Programs Director, the Special Education Director, the Special Education Instructional Facilitator, 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 iLearn for math will be the main program used to deliver FLP services to eligible students. It will be offered during the school day. Read 180 and I Learn for math 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 Georgia Standards of Excellence.

### **LEA Narrative Descriptor 17:**

The system intends 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.

### **LEA Narrative Descriptor 18:**

#### **HiQ**

- Vidalia City Schools currently has 100% highly qualified teachers in in our school system.
- Vidalia City Schools currently has 100% highly qualified paraprofessionals.

#### **Parents Right to Know Notification**

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.

### **Certification Monitoring**

- **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 meet 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.

### **Technology Literacy**

Currently all Vidalia City Schools' teachers and administrators are considered technology literate. Technology training is coordinated by our system's Technology Specialist in conjunction with school level media/technology specialists.

Documentation of attendance shows training conducted by:

- First District RESA Technology Consultants
- School level media/technology specialists
- Technology trained teachers
- 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, hover cams training, Powerschool training, APEX, Edivate, iLearn and technology to increase literacy skills.

### **Title III**

Vidalia City Schools employ 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.

### **LEA Narrative Descriptor 19:**

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. These PLC's meet on a regular basis for the purpose of examining student work, analyzing student data, collaborate during planning on lesson and problem solving based on data from assessments. 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 Coordinator, 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 as approved by the state 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 to meet the diverse needs of our learners by providing modules through TLE platform, Edviate and professional learning provided by consultants' onsite. These opportunities allow our teachers to receive training and reflect on information learned in the modules addressing diverse needs. From these trainings, teachers meet, with administration, in PLCs to discuss and address needs as they arise. Our system also utilizes the information gathered in trainings and modules to help teachers incorporate goals into their professional learning goals found inside the TLE platform. This documentation will prove to be even more valuable as the state moves to more embedded learning and proof through the TLE platform for recertification purposes.

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. JD Dickerson participated in the Georgia Department of Education APTT initiative last year and will be a lead team to train SDM on parent engagement activities that help parents to gain a better understanding of academic requirements within the classroom. Vidalia City School system decided that our team received excellent training and gleaned enough processes that we will move, on our own, to develop a Vidalia City program geared specifically for the needs of our parents.

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, hover cams and tablets to improve instruction and using technology to improve literacy skills.

#### **LEA Narrative Descriptor 20:**

The Vidalia City Schools incorporates the Georgia Standards of Excellence in our annual local school improvement plans, which requires an annual self-assessment study. The system utilizes the needs assessment to update professional learning needs for the system. From this study, the system 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, Scholastic Reading Inventory of Lexile Scores, iLearn, RTI assessments, progress monitoring assessments, locally developed benchmarks, and parent, teacher and student surveys. These results are shared with stakeholders and their input is sought and considered.

#### **LEA Narrative Descriptor 21:**

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 and funding sources include:

- Induction classes for new teachers -
  - Classroom Management, Effective Teaching Practices, Differentiation through online PD (Edviate)-Funding-Title I & State Grant, Professional Learning & FDRESA,

- Teacher/Leader Mentoring-Funding Title II-A,
- Content Literacy and alignment with Georgia Standards of Excellence-Funding Striving Readers Grant,
- TKES/LKES, FIP-Funding (N/A)
- Specific content classes –
  - Improving Literacy Skills, Read 180-Funding-Striving Readers Grant,
  - iLearn-Funding-Title VI-B,
  - Writing in the Content Area, Updating the System’s Writing Plan, Literacy content alignment with Milestones Assessments -Funding-State Grant, Professional Learning & Striving Readers Grant,
  - ELL Strategies-Funding-Title III consortium
  - Literacy Co-Teaching Strategies-Funding-Striving Readers Grant,
  - GAA, Working with EIP’s, Using Assistive Technology, monthly special education trainings-Funding-Special Education
  - Student support - Pyramid of Interventions (POI), Response to Intervention (RTI), Mendez too Good for Drugs, PBIS, CPI, New Teacher Mentoring, Second Step Violence Prevention-Funding-State Grant, Professional Learning
  - Technology – Update and train on effective use of white boards, document cameras, hover cams and tablets- Funding-Title I-A, Local SPLOST and E-rate.

As an incentive for staff members to attend summer professional learning opportunities when off contract, stipends and PLU’s are offered through professional learning monies. 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 GSE 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, GSE units, effective teaching practices and progress monitoring.

Our system holds that 100% of the professional learning activities offered during the 2015-2016 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, I Learn, Edivate, and the Reading and Mathematics Summer Academies.

**LEA Narrative Descriptor 22:**

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.

**LEA Narrative Descriptor 23:**

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 central and school level administration 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.

**LEA Narrative Descriptor 24:**

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.

**LEA Narrative Descriptor 25:**

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 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.

**LEA Narrative Descriptor 26:**

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.

**LEA Narrative Descriptor 27:**

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 and 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

**LEA Narrative Descriptor 28:**

The Vidalia City School System established several goals to ensure that all students and teachers have increased access to technology. Strategies are 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. Our system will 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 as funds are made available.

Vidalia City Schools' identifies technology currently provided to students and staff through the annual technology inventory survey. We are also implementing a software program that will help inventory any equipment on our network.

Vidalia City Schools' provides parents access to real-time student 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 funding along with equalization of technology equipment throughout the district. The Striving Readers grant will provide classrooms with interactive whiteboards, document cameras, and sets of tablets or laptops. 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. At that point, we prioritize technology needs and requests based on the 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 purchased 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

- Upgraded Wireless Infrastructure district wide and will continue to monitor efficiency.
- Provide a variety of online virtual learning opportunities for students and staff.
- Find research based online courses as approved by the Georgia Department of Education.

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

### Strategies

- RESA will provide continuing professional development of instructional technology and/or programs that improve student achievement deemed appropriate based on assessments, surveys and data.

**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 of all components of a 21st Century classroom.
- 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:

- Upgraded 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 published an RFP in 2016 for E-rate Funding to upgrade our network infrastructure. E-rate, State, Federal and local funding will help to fund this project.
- 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 2016 Vidalia City converted 100% of our classrooms to digital classrooms. There are a few rooms that need mounted boards with projectors.
- Purchase additional computers for teacher and student workstations, to bring all systems to modern states as defined by the Georgia Department of Education 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.
- Assess and 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 technology changing so rapidly, the schools have plans for refurbishing and purchasing at each school to meet specific needs, with updates for software and replacement of hardware scheduled on an annual basis. Teachers, paraprofessionals, office 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

- Clear Touch boards as well as teacher laptops, projectors, scanners, hover cams and printers for every classroom.

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

##### Strategies

- Upgrade computer labs and computer software.
- Purchase Keyboarding Software to enhance computer skills in the early grades.
- Mobile labs to provide laptop computers when needed in the classroom.

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

##### Strategies

- Upgrade computer labs and updated software.
- Purchase mobile labs to provide laptop computers when needed in the 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' use.
- Upgrade to Clear Touch boards for each classroom.
- External hard drive for each class.
- Install the latest computers/laptops into grades 6-8 instructional classrooms and upgrade current student computers in grades 6-8 lab to latest operating system.
- 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.
- Upgrade instructional software for the computer lab for grades 6-8 core content areas as outlined by National Educational Technology Standards for Students (NETS-S).
- Integrate Thin Client Solution systems labs and classrooms.

**Goal # 5: Improve technology skills for teachers**

Strategies

- Tablets for teachers.
- Technology training on new equipment.
- Technology training for new personnel.
- Computer person at each school to ensure technology issues are kept at a minimum.

**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 as outlined by National Educational Technology Standards for Students (NETS-S).
- Incorporate the use of interactive software and hardware into the 6-8 core content areas as outlined by NETS-S.
- Incorporate the use of visual and audio media into the 6-8 core content areas as outlined by (NETS-S).

**LEA Narrative Descriptor 29:**

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.