Comprehensive Needs Assessment
2025 - 2026 District Report

Vidalia City

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Sandy Reid
Multiple Program(s)	Federal Programs Director	Tammy McFadden
Multiple Program(s)	Curriculum Director	Kimberly Garvin
Multiple Program(s)	School Leader (#1)	Eric McDonald, Ellis Strobridge
Multiple Program(s)	School Leader (#2)	Charleen Norfleet, Brandon Boston
Multiple Program(s)	Teacher Representative (#1)	Erica Palmer
Multiple Program(s)	Teacher Representative (#2)	Mary Beth Cook
McKinney-Vento Homeless	Homeless Liaison	Gwen Warren
Neglected and Delinquent	N&D Coordinator	Tammy McFadden
Rural	REAP Coordinator	Tammy McFadden
Special Education	Special Education Director	Katrina Blount-Woodard
Title I, Part A	Title I, Part A Director	Tammy McFadden
Title I, Part A	Family Engagement Coordinator	Tammy McFadden
Title I, Part A - Foster Care	Foster Care Point of Contact	Gwen Warren
Title II, Part A	Title II, Part A Coordinator	Tammy McFadden
Title III	Title III Director	Gwen Warren
Title IV, Part A	Title IV, Part A Director	Tammy McFadden
Title I, Part C	Migrant Coordinator	Gwen Warren

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Lesa Brown
Multiple Program(s)	Testing Director	Kimberly Garvin
Multiple Program(s)	Finance Director	Norma Croft
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Steve Freenor

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	
Multiple Program(s)	High School Counselor / Academic Counselor	Ann Michele Toole
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Paige Williamson
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Cannon Sharpton,
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Bill Sharpton
Title I, Part A - Foster Care	Local DFCS Contacts	Jana Kight
Title II, Part A	Principals	Brandon Boston, Charleen Norfleet
Title II, Part A	Teachers	Erica Palmer
Title II, Part A	Paraprofessionals	Yolette Holloway
Title II, Part A	Specialized Instructional Support Personnel	Heather Oliver, Julie Caraballo
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Barbara Reid
Title III, Part A	Parents of English Learners	Lesly Cruz

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team worked to bring stakeholders from varying positions, backgrounds, cultures and to ensure the group was reflective of our system and community. We met with different entities and sought out various groups to ensure that our stakeholders were inclusive and varied in their perspectives.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders have ongoing and meaningful input into the needs assessment and CLIP process throughout the school year. In the spring, stakeholders participate by providing perception data through surveys, stakeholder input meetings, and district and school level CLIP/SIP meetings. Stakeholder surveys and meeting invitations are sent via email, letter, and posted on school and system websites. The CLIP and school SIPs are posted on the district and school websites throughout the year so that stakeholders can easily access the document to review. A feedback form is provided so that stakeholders can make comments and/or provide input. CLIP progress monitoring is conducted two times per year (January & June) through the LDS platform. The progress monitoring process allows stakeholders the opportunity to provide meaningful input in the needs assessment process by reviewing programs and activities aligned to the CLIP and measure the effectiveness of the implementation.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbookfor further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.1
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.06
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.01
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbookfor further guidance regarding TKES scores.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data- driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	✓
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	✓
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.22
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.22
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.56
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.56
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbookfor further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.43
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbookfor further guidance regarding TKES scores.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.22
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.22
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.56
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.56
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbookfor further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.2
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.43
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbookfor further guidance regarding TKES scores.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	✓
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.56
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbookfor further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbookfor further guidance regarding TKES scores.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.33
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.22
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.22
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.22
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.56
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.56
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbookfor further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.2
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.1
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.06
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.01
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.34
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.43
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbookfor further guidance regarding TKES scores.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	● Cognia staff, student, and parent surveys ● Title I Parent Engagement Survey and Title I stakeholder meetings ● Community meetings & Parent Forums ● School Governance Team feedback ● Staff, Student, and Parent Climate Surveys

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Overall, stakeholders are pleased with the progress being made across the district. There is a shared recognition of the strong emphasis on academic achievement, as well as positive and collaborative relationships among faculty, students, building-level leadership, and system-level administration. Feedback from all stakeholder groups consistently highlights the need to continue addressing learning loss, improving student performance in reading and mathematics, supporting the social-emotional needs of students, and expanding access to technology and devices for student use. Survey data indicates that parents believe the school system provides their children with a rigorous and high-quality education. Parents of younger students have expressed a desire for more resources and guidance on how to support learning at home. For families of students in grades 6–12, there is interest in increased opportunities for parent engagement to remain connected to their children's education as they grow more independent. Overall, parents feel that their children are learning in a safe environment and have responded positively to the additional safety measures implemented across schools. Both parents and teachers emphasize the importance of maintaining access to art and music elective courses at all school levels. Teachers report that the work occurring within Collaborative Teams is contributing meaningfully to student success, and they are eager to continue refining this process. They also indicate a need for continued curriculum revisions, as well as additional professional learning focused on data-driven instruction and the development of common assessments to further support student achievement. Teachers in the Vidalia City school system are increasingly in need of targeted professional learning focused on teacher clarity, effective interventions, and the strategic use of data. As educational standards evolve and student needs become more diverse, educators must be equipped to clearly communicate learning goals, expectations, and success criteria to students—a key factor in improving academic outcomes. Additionally, with rising demands for personalized support,

teachers need professional development on designing and implementing timely, evidence-based interventions that address individual learning gaps. Equally important is training on how to collect, interpret, and apply student data to inform instruction and measure progress. Without ongoing, high-quality professional learning in these areas, teachers may struggle to meet the growing demands of modern classrooms and ensure all students achieve their full potential.

Teacher and student survey results indicate a clear need for enhanced student support services and the continued implementation of safe and healthy programs—such as Multi-Tiered Systems of Support (MTSS), drug prevention, and sexual abuse prevention and awareness initiatives—to foster a positive and supportive school climate.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Discipline data, attendance procedures and data, evaluation data, instructional data, extra curricular opportunities in upper grades, time/opportunity for career exploratory activities, basic skills/behavioral interventions, Strategic Plan development, MTSS data. ● Attendance data ● Discipline data ● TKES/LKES data ● Benchmarks and Summative Assessment implementation ● Progress Monitor ● Extra Curricular and Enrichment opportunities ● Career Exploration ● MTSS processes ● PBIS Implementation

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	District data clearly reflects that well-defined processes are valued by staff and stakeholders alike. It is evident that the district provides a broad range of opportunities to support the development of well-rounded students through academics, athletics, and career exploration. While overall student attendance is strong, chronic absenteeism among a small percentage of students remains an area of concern and requires continued attention. To support improved student outcomes, ongoing professional learning is essential—particularly in the areas of curriculum alignment, the development of benchmark and summative assessments, and the effective use of formative assessment data. Teachers need additional support in developing clarity around learning goals and expectations to ensure instructional alignment across classrooms and grade levels. Furthermore, professional development should include strategies for providing targeted interventions, especially within the framework of Multi-Tiered Systems of Support (MTSS). Robust implementation of MTSS processes is critical for identifying and supporting students in need of Tier 2 and Tier 3 interventions. Data continues to show the importance of delivering individualized supports in reading and math, accompanied by progress monitoring tools, to assist students who are

	performing below grade level.

What achievement data did you use?	● Milestone Assessments (EOG/EOC) ● AP/SAT/ACT ● Benchmark Assessments ● Common formative assessments ● Acadience ● MAP ● IXL

What does your achievement data tell you?	As a district, it is imperative that we maintain a strong focus on standards-based instruction to ensure consistency and rigor across all classrooms. While there are notable pockets of success, the overall number of students not meeting grade-level expectations remains unacceptably high. Although students in the primary grades perform well on foundational skills assessments such as Acadience—with 85–92% demonstrating proficiency in basic reading skills—reading comprehension continues to be a challenge for approximately 30% of elementary students. This trend persists into middle and high school, highlighting a critical need for targeted instructional improvements. Additionally, student performance on End-of-Grade (EOG) and End-of-Course (EOC) assessments continues to lag behind the state average in most subjects, with roughly 30% of students performing below grade level. Performance gaps are particularly pronounced among Black students and students with disabilities, underscoring the urgent need for equitable supports and individualized interventions. Our data also point to a growing number of students requiring intervention in both reading and mathematics. This indicates a systemic need to strengthen Tier I instruction by refining instructional units, aligning teaching practices with state standards, and ensuring high-quality core instruction for all students. At the same time, we must expand our capacity to provide targeted, data-driven interventions at Tiers II and III, based on individual student needs. Addressing instructional gaps at the Tier I level, while simultaneously offering responsive interventions, is essential to closing achievement gaps and promoting success for every learner.

What demographic data did you use?	- School enrollment by subgroup - Dropout rates - Special program population numbers - Attendance rates - Discipline data (e.g., suspensions, expulsions, referrals) - Economically disadvantaged students - English Learners (EL) - Gifted and talented population - Community demographic data (e.g., income levels, employment, housing stability) - Graduation rates - Chronic absenteeism - Students with disabilities (SWD) - Parent and family engagement data - Course enrollment data (e.g., honors, AP, dual enrollment) - Teacher and staff demographics (e.g., experience, certification, turnover rates) - School climate survey results - Access to technology and internet connectivity - Participation in extracurricular and enrichment programs - Early learning program participation (e.g., Pre-K enrollment) - Language spoken at home - Homeless or foster care status These data points help identify trends, gaps, and areas of need, informing targeted strategies in the needs assessment process.

What does the demographic data tell you?	Overall, while student enrollment has remained relatively stable, the needs of our student population have increased significantly. A majority of our students are economically disadvantaged, and all four schools in the district participate in the Community Eligibility Provision (CEP), providing free breakfast and lunch to all students. The 2024–2025 school year marks the first time our high school qualified for CEP, while our K–8 schools have participated in the program for several years. Student needs continue to grow in both complexity and number. There has been a steady increase in the number of students with disabilities across all schools, including a rise in those qualifying with moderate to severe disabilities. Additionally, we are seeing a growing number of students entering the district under homeless status. These shifts underscore the critical and increasing need for comprehensive academic, behavioral, and social-emotional supports and interventions to ensure all students have equitable access to learning and success.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Curriculum documents (curriculum maps, pacing guides, units plans with learning targets, and formative assessments) are updated and revised annually. There is a lack cohesive units built around those learning targets that include appropriate rigor of evidenced-based instructional strategies and a balanced system of assessment. Building leaders are working with teachers to use data from assessments to address individual student needs through interventions or small group instruction.
	Teachers meet weekly for collaborative planning and Professional Learning Communities. Expectations need to be established for these meetings through PLC protocols and collaborative planning training. With several new teachers in each building training on PLC norms and protocols is essential to building the collaborative culture needed to accomplish goals. PLC and professional learning support curriculum and assessment development which is needed to implement grade level curriculum and formative assessments. Instructional Coaches at each school are imperative for training teachers and providing supports for implementing evidenced based instructional strategies acquired during professional learning.
	Having leveled basic skills interventions is a strength for our system, providing instruction for all areas of reading, math, and behavior. An extended learning time or similar approach has been established in order to provide leveled interventions. Tier 2 and SST meetings are held to analyze the data and help determine next steps for interventions. We need to continue working towards complete understanding of this process for all teachers as well as work towards using this data to make adjustments to instruction within the regular classroom and not just during extended learning time. Continued work is needed in implementation of leveled interventions in reading and math to increase basic reading skills.
	Formative and summative assessments are currently being aligned to the standards for each academic content area. Work needs to continue related to teacher understanding of a balanced assessment system, particularly in the areas of common formative assessments and student self assessment/monitoring.

Strengths and Challenges Based on Trends and Patterns

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	There is an established culture, fostered by leadership, that is consistent with the system's purpose and direction, all of which revolve around student success. There is a school wide expectation for all personnel to maintain high standards and to hold students to high standards in all courses of study. This is combined with the implementation of evaluation processes that result in improved professional practices and improved student success. Also, the governing board ensures school leadership and teachers have the autonomy to meet achievement goals and effectively manage day-to-day operations. Leadership has established and maintained a sense of community among stakeholders in the pursuit of excellence. Our system has a positive and collaborative relationship with parents and community stakeholders.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In recent years, our district has experienced an increased turnover rate among teachers and both building- and system-level leadership. Despite these challenges, our sustained focus on Tier 1 instruction has played a critical role in advancing our work in a focused and cohesive manner over the past two years. Professional learning remains a cornerstone of our strategy to enhance teacher effectiveness and drive student success. One of our ongoing priorities is improving the fidelity of Collaborative Teams to align with district-wide goals. Strengthening Collaborative Teams helps ensure consistent expectations and instructional quality across grade levels and content areas. At the system level, we are deeply invested in professional learning that supports curriculum, assessment, and instructional development. Our approach emphasizes building teacher capacity through deeper content knowledge and effective pedagogy, rather than relying on external programs or materials to compensate for instructional gaps. Our professional learning initiatives are comprehensive and include expert consultants in each core subject, instructional and behavioral coaching, and Collaborative Team implementation to harness internal expertise. Additionally, we offer specialized coaching to develop intervention specialists focused on foundational skill development. Our overarching goal is to build a strong foundation of knowledge and skills within our teaching staff. Current professional learning priorities include: 1. Curriculum development 2. Teacher Clarity 3. Reading and Math interventions 4. Co-teaching instructional strategies 5. Behavioral coaching 6. Development of reading specialists in partnership

Strengths and Challenges Based on Trends and Patterns

	We are committed to both challenging and supporting our educators, ensuring they are equipped for growth and success. To recruit high-quality educators, we collaborate with local colleges, universities, and agencies. Once hired, we prioritize retention by fostering a culture of support and recognition. This includes frequent staff celebrations, structured time for common planning and Collaborative Teams, and a robust mentoring program for new teachers. Our district also provides a New Teacher Academy, offering targeted professional learning focused on instructional strategies and student support expectations. In addition, we have dedicated staff to monitor certification and ensure all teachers meet In-field and Professional Qualifications (PQ) requirements.
Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Engaging families and the community in education remains a priority; however, increasing parent participation continues to be an area for growth. In recent years, our system has recognized the need for a centralized decision-making body—comprising representatives from schools, the system, parents, and community stakeholders—focused primarily on enhancing parent and community involvement. Across our schools, we employ a variety of engagement strategies and actively participate in collaborative groups such as Family Connections. These partnerships ensure we gather diverse input and maintain open communication with numerous agencies supporting our students and their families. A key challenge remains coordinating these efforts to foster meaningful engagement among all stakeholders and establishing effective measures to evaluate whether our protocols are successfully addressing family and community needs. While we offer a range of activities throughout the year at all schools, we are committed to increasing parent involvement and encouraging families to become more invested partners in their children's educational development.
Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overall, our system demonstrates a positive trend in fostering a supportive learning environment. All stakeholders recognize that our system prioritizes placing students at the center of all initiatives and decisions. Addressing students' academic as well as social and emotional needs through additional supports remains a key priority. Ongoing professional learning for leaders, teachers, and support staff is essential to sustaining and enhancing this supportive environment. The implementation and alignment of Positive Behavioral Interventions and Supports (PBIS) has been a successful initiative within our system, and

Strengths and Challenges Based on Trends and Patterns

	we are committed to continuing its faithful implementation given the positive outcomes observed. To further promote student engagement and connection beyond academics, a wide range of extracurricular activities are available. Club meetings are scheduled during school hours or before and after school to maximize participation opportunities. Many clubs also offer scholarships or fee waivers to ensure equitable access for all students, supporting our mission to cultivate well-rounded individuals through meaningful involvement both inside and outside the classroom.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Vidalia City Schools, located in rural south Georgia, serves a small student population across one primary, one elementary, one middle, and one high school. Due to this limited enrollment, staff at both the school and system levels often take on multiple roles to meet operational needs. Financial constraints have impacted our capacity to provide sufficient academic and instructional coaching support. A significant proportion of our students come from low-income families, resulting in all schools qualifying for the Community Eligibility Provision (CEP) program, which ensures all students receive free meals. The high incidence of poverty among our student population presents additional challenges in addressing student needs outside of the school environment. While we fully comply with all state and federal requirements for special programs, the effectiveness of these initiatives would be greatly enhanced by increased staffing. Additional personnel would allow for more thorough oversight of processes, collaborative data analysis with teams, and more consistent implementation with fidelity.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Over the past several years, our graduation rate has increased among all subgroups and our system will continue to strive to maintain this achievement. We have seen an increases in Lexiles, among all subgroups; however, these increases are not enough to improve the number of students performing below grade level. Black students are performing at the "Beginning performance at a rate that is over double all other racial subgroups. In addition, students with disabilities (SWDs) are performing well below expected levels with roughly 75% system-wide SWDs performing at "Beginning" and 0% at the Distinguished performance band. Economically Disadvantaged students are also performing with almost a 50% at the "Beginning" performance band. There are many processes in place to support practices to positively affect graduation outcomes. Processes are related to improvements in areas of academic, behavioral, social and career. Such processes include MTSS, Extended Learning Time, Small Group Instruction. Collaborative teams meet regularly to analyze the data related to skills based and standards based progress. In addition,

Strengths and Challenges Based on Trends and Patterns

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<td>we have implemented career discovery programs throughout the grades, to varying degrees, to increase relativity to current course work. All students have an online portfolio and have completed the appropriate career inventories. Students participate in social and behavioral instruction related to appropriate behaviors in the school and work environment. Interventions and instruction require short term and long term goal setting.</td>
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IDEA - Special Education

<table>
<tr>
<td>Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.</td>
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<td>Strengths</td>
<td>The special education program in our system relies heavily on the leaders in the school to continuously review data in conjunction with special education staff. As a result of this effort, leaders communicate with the special education administrators about their current and projected needs. We are also able to identify problems and delve deeper in the root causes, to come up with plausible solutions that enable us to better educate and meet the needs of the students with disabilities. The data that our system collects and reviews leads to improved student performance for this subgroup. it allows us to make well-informed decisions on instruction. The students are also included in this process at an instructional level. Parents and community members also get to participate and observe in classrooms to understand how to use different instructional strategies to help their students learn. Special education teachers participate and lead, in some cases, planning meetings. They also perform classroom observations of instruction to assess the effectiveness of literacy strategies so that they can provide corrective feedback for improved performance. The need for professional development and the selection of said development is a direct result of all these assessments both formal and informal. Once the professional development calendar is created, the budget for the federal program is dedicated to supporting the desired outcomes based on determined areas of need. We also have a full time Special Education Coach that works directly with all teachers and a consultant who works monthly with all co-teachers to ensure the least restrictive environment is meeting the needs of all students.</td>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Challenges	Many of the challenges that we face are due to lack of funding in the area of special education. We have many students that have needs that require expensive assistive technology. The funding that is required to purchase this much needed technology and the training for implementation and monitoring can be extremely expensive. We have determined that students in Tier 4 require more invasive and intensive reading programs that we do not have the funding to acquire at this time. It continues to limit our ability to do more, different and better at this level of need. We also have had to invest a great deal of funding to contracting with outside contractors for professional development. due to the problems we face with teacher retention in this field, it has inhibited our ability to build capacity at a level that we desire. Although these barriers have over-shadowed our longstanding efforts, we as a system have forged ahead and are making good progress.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Our commitment to address the needs of all students and close the achievement gap by all staff participating in addressing in professional learning to revamp the curriculum, increasing the rigor, focus on learning targets and success criteria using both Georgia Standards Frameworks under the guidance of consultants in all core academic areas. Using federal funding to reduce class size has allowed more time for interventions, progress monitoring and differentiation in core academic area. Programs in core areas of math and reading that allow staff to focus on remediation/acceleration of students on individual basis has allowed us to better address the needs of individual students in the classroom setting..

Challenges	Currently, our system is focused on providing targeted interventions and supports to address student learning loss and performance deficits in reading and mathematics. School leaders and teachers are actively implementing instructional support systems during the school day, supplemented by additional learning opportunities such as after-school tutoring and summer school, to better meet student needs in these critical areas. A significant challenge for our small system is the limited availability of teachers and support staff—due to both staffing shortages and funding

Title I - Part A - Improving Academic Achievement of Disadvantaged

	constraints—which impacts our capacity to fully implement these programs effectively. To enhance instructional effectiveness, we are increasing the integration of technology to support the faithful implementation of differentiated learning programs that address students' individual needs. Additionally, improving teacher clarity around data use from these programs is a priority; helping educators analyze and apply data to tailor instruction for individual students and small groups remains an ongoing challenge, compounded by limited resources to provide adequate professional support.

Title I, Part A - Foster Care

Strengths	We have a foster care plan in place to address the needs of students who are under foster care and we review it annually to ensure we are meeting the needs of this subgroup. The system social worker has established positive communication with other local agencies. There are two locations in the community that provide accommodations for homeless students. School system personnel follow proper procedures for identifying and assisting homeless students. There are local agencies/groups that donate school supplies and clothing which the homeless can access.

Challenges	Identification of homeless students provides a challenge to the district because some parents are reluctant to identify themselves as homeless. Another challenge is that some homeless parents move frequently so the school often does not have correct addresses and phone numbers to reach parents. This often makes communication with the parents difficult. Additionally, some homeless students are frequently absent from school, and the lack of current address and/or phone number impedes the schools ability to check on students by communicating with parents.

Title I, Part A - Parent and Family Engagement

Title I, Part A - Parent and Family Engagement

Strengths	Our primary and elementary schools have demonstrated success in implementing targeted strategies and activities designed to build parent capacity, while thoughtfully tailoring these efforts to meet the diverse needs of families. Parents become actively involved in their children's academic journeys upon entry into our school system and are consistently provided with the tools and resources necessary to effectively support their students as they progress through the upper grades. This foundational engagement helps parents address academic needs and concerns proactively. As a result of these early engagement efforts, communication between families and schools has significantly improved, establishing a strong partnership from the outset of a child's educational experience. At the middle school level, we are observing a steady increase in parent involvement not only related to academics but also through expanded opportunities that address social, emotional, and behavioral needs. These include informational meetings and support sessions designed to equip parents with strategies to support their children holistically. Our high school continues to offer comprehensive programming to assist students and families in navigating the transition into high school and preparing for post-secondary success. This includes counseling sessions focused on academic pathways, career opportunities, and college readiness. Additionally, we conduct spring transition meetings for parents at key grade levels, providing essential information and resources to ease the transition to new schools or grade bands. Transition packets and communications are regularly distributed to ensure families are well-informed and confident in supporting their children through each stage of their academic progression. Together, these efforts contribute to a cohesive system-wide approach that fosters meaningful family engagement, strengthens communication, and supports student success across all grade levels.

Challenges	Although our system includes only one school per grade band, a wide range of activities are offered at each school to encourage meaningful parent engagement across all grade levels. Surveys indicate that parents are generally satisfied with the quality of education provided by our system. However, increasing attendance and participation at family engagement events remains a persistent challenge. The addition of a Family Engagement Coordinator at each school has strengthened the coordination of events and enhanced outreach efforts. Despite these improvements, participation rates have yet to meet our established goals. Consequently, increasing parent engagement is identified as a priority and will continue to be addressed through both district and school improvement plans.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	
	The Vidalia City School System is an active member of the Migrant Consortium, with our Migrant Coordinator working closely alongside the Consortium Specialist to ensure alignment with consortium plans and requirements. The coordinator regularly participates in planning meetings and professional development sessions to stay informed about program mandates and available services.
	In addition to consortium collaboration, our coordinator partners with local agencies—including Head Start, the Health Department, Family Connections, CHINS, the local library, Mercy Clinic, and the Southeast Georgia Communities Project—to provide comprehensive support for migrant students and their families.
	To monitor student progress, we administer regular assessments throughout the school year, reviewing local grades, test scores, and standardized assessments. Identified academic needs are addressed both locally and through coordinated tutoring services facilitated by the Migrant Consortium.
	Furthermore, the consortium has provided computers for student use at home, enabling access to English language practice tools and educational resources necessary for successful completion of school assignments.

Challenges	
	In the Vidalia City School system, developing some of the migrant students' English language skills is a challenge. We have had several students who have come from areas where a local dialect was spoken, and the students had very little formal education. Our system has provided a computer-based English language program for the students to use for practice, and the consortium has provided computers for the students to use at home to help with this challenge. We have also hired a paraprofessional to help the students become acclimated, provided professional development for our teachers, met with parents, and the consortium has provided tutoring. Locating a potential OSY student was a challenge last year because of the migratory nature of the family's work. Despite the best efforts of our migrant specialist, she was unable to locate the potential OSY student. We did not have any preschool participants last year. Another potential challenge is a conflict between work and school for OSY students who might reside in our district. Our school system has recently opened Coastal Plains Education Charter High School which would allow students to finish high school requirements in the evening and/or online. This will provide an educational option for OSY students with work/school time conflicts. Another challenge is effective communication with parents who do not speak English. To help meet this challenge, we send and receive

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	letters in the parents' native language. We have formed strong bonds with Southeast Georgia Communities project and benefit from their translation/interpretation services.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Currently we have one delinquent facility in our area. At this time we do not receive any Neglected and Delinquent funding.

Challenges	Receiving funding to support this institution would allow us to provide services. There are no neglected students at Paul Anderson Youth home and the number of delinquent students is so few that they do not receive funding every year.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	100% transfer of FY25 Title II, Part A funds.

Challenges	100% transfer of FY25 Title II, Part A funds.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges ofboththe ESOL and Title III, Part A language instruction educational programs.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	Our system has offered ESOL endorsements for classroom teachers, has one contracted ESOL teacher who provides services to students in K-3 and serves older students in a consultative manner, as well as tests our students. Our system affords all schools with Rosetta Stone and other supplemental resources for EL students. We have purchased dictionaries for students in their native tongue to help them with translation. We ensure that EL parents have someone in all meetings that can translate the conversation between both parties to ensure the needs of their child is being met.

Challenges	Our students in grades 4-12 would greatly benefit from direct instruction from an ESOL teacher. Currently, we are providing opportunities for teachers to obtain their ESOL endorsement through West Georgia RESA to expand the instructional support provided to our students.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The system social worker has established positive communication with other local agencies. There are two locations in the community that provide accommodations for homeless. School system personnel follow proper procedures for identifying and assisting homeless students. There are local agencies/groups that donate school supplies and clothing which the homeless can access.

Challenges	Identification of homeless students provides a challenge to the district because some parents are reluctant to identify themselves as homeless. Another challenge is that some homeless parents move frequently so the schools often do not have correct addresses and phone numbers to reach parents. This sometimes makes communication with the parents difficult. Additionally, some homeless students are frequently absent from school, and the lack of current address and/or phone number makes it difficult for the school to communicate with parents. There are times when homeless students lack basic necessities and

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	school supplies due to their living situation and the fact that they have moved suddenly. In an effort to provide students with those necessary materials needed to be successful in the classroom, we use our homeless set aside funding to purchase basic supplies and materials so that our homeless students equitable access to educational materials.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	100% transfer of FY25 Title IV, Part A funds.

Challenges	100% transfer of FY25 Title IV, Part A funds.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Our strength lies in our small size and the cohesiveness of staff in departments and across schools. Due to the small size and stability of our system, we are fortunate to have very little turnover in academic areas. However, we understand the importance of students have equitable access to effective educators and work together as teams to integrate placement of students both horizontally by grade/content/experience of staff and vertically as teams from grade to grade and school to school meet to insure struggling students are not with inexperienced teachers two years in a row. We also provide mentoring to new staff to the system (new or inexperienced) throughout the first three years as a member of our staff to establish strong ties to our system and more importantly, to establish high expectations of all personnel. We have also developed ongoing professional learning on instructional strategies that are evidence-based to ensure all teachers are effective in the classroom. Lastly, our professional learning communities have provided a great source of information in helping to insure effective educators across the system. Co-Teaching training with a consultant monthly has benefited our system immensely and helped

Title I,Part A - Equitable Access to Effective Educators

	regular and special education teachers to be more effective as educators.

Challenges	Our challenge to ensure equitable access to effective educators is apparent more in the area of special education than any other subject. The shortage of special education teachers has made it hard to maintain an experienced group of teachers across the system. As a result, we have new teachers every year at the different schools and the need is different every year based on the student population. We try to combat the inexperience by having monthly meetings with the special education teachers (K-12) together for the day to address needs, current legislation, meeting federal requirements, etc. to ensure the teachers dealing with this subgroup are as effective as they can be with their students. It is also difficult for them to attend PLCs in the different core content areas if they are resource teachers.

Title V, Part B - Rural Education

Strengths	This program has been instrumental in helping us to complete several needs that we would not otherwise be able to implement. This title program allows us to implement several programs at all our schools to help close the achievement gap in all core academic areas. It has also helped us to implement supplemental programs, interventions, and progress monitoring programs that will allow us to make instructional decisions for individual students. Other initiatives and needs supported through Title V, Part funding is drug awareness supplemental programs, professional learning consultants, stipends for off-contract attendance at professional learning. PBIS is fundamental to incorporated evidence-based strategies for improving student behavior and well as school climate.

Challenges	Additional funding would be beneficial to help implement supplemental programs and digital learning tools for students to become more proficient at using technology and preparing for technology driven instruction and assessments.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase the number of students performing at or above grade level in English Language Arts and Mathematics on the Georgia Milestones Assessment.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Though our work is helping this to trend better, we still have much to do in this area to benefit both teachers and students. We are continuing this goal as it is the basis for meeting the needs of our students and closing the achievement gap. We will continue to use consultants to develop the curriculum. Our needs assessment and data from state assessments and benchmarks shows reading comprehension in subject areas is an area of concern to address within the development of the curriculum. A need to continue alignment of assessments to learning targets and success criteria across the system is necessary to ensure teachers have a strong understanding of the need for student ownership in knowing what they are learning (learning target) and helping them to understand how they know they are successful (success criteria) in learning the material.

Overarching Need # 2

Overarching Need	Increase the numbers of students reading at or above grade level across all content areas.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Overarching Need # 2

Additional Considerations	Our data shows that we have pockets of improvement, but lack of growth and movement to proficiency benchmarks measuring oral reading fluency and comprehension is pervasive and needs attention.

Overarching Need # 3

Overarching Need	Implementation of effective professional learning and professional learning communities that are driven by data, follow established protocol, and impact instruction.
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	As a system, we have made significant progress in this area. It is essential that we continue to follow established protocols and focus on developing SMART goals within our Collaborative Teams, based on assessed student needs, to drive improved outcomes. We are also working to enhance teachers' use of data within these Collaborative Teams to ensure that areas of concern are identified and addressed promptly and effectively.
	In addition, our system remains committed to providing all staff with professional learning opportunities aligned with identified needs in order to build capacity across all roles. New Teacher Academies are offered to ensure that educators new to our district are well-prepared and supported in meeting instructional expectations and implementing programs with fidelity.
	Professional learning continues to be a high priority, enabling staff to meet the academic and social-emotional needs of our students. Key areas of focus include:
	● Mentoring support for teachers with 0–3 years of experience
	● Georgia Standards of Excellence (GSE) mathematics curriculum training, including observations and feedback
	● Core content instructional training across academic subjects
	● On-site co-teaching consultation, including classroom observations and feedback
	● Social-emotional learning and Multi-Tiered System of Supports (MTSS) training
	These efforts are designed to ensure that all educators are equipped with the

Overarching Need # 3

Additional Considerations	tools and knowledge necessary to support the whole child and foster academic growth across the system.

Overarching Need # 4

Overarching Need	Increase social/emotional/behavioral skills to alleviate the negative impact on academic learning.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Our system has seen an increase in the number of students who need additional SEL supports. Our plans are to provide teachers with restorative practices professional learning so strategies can be implemented at the classroom level. In addition, we will track our attendance and behavior incidences to measure the impact of the SEL implementation.

Overarching Need # 5

Overarching Need	Develop and implement system wide plan for transition and post-secondary readiness activities.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	Steering Committee to design plan using 3E framework.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> Overarching Need - Increase the number of students performing at or above grade level in English Language Arts and Mathematics on the Georgia Milestones Assessment.

Root Cause # 1

Root Causes to be Addressed	Achievement gap of students in academic areas on assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Currently, we are not observing significant progress in closing achievement gaps among student subgroups in core academic areas. A critical need exists for all teachers to develop a comprehensive understanding of the curriculum and effectively implement its components. Leveraging data to inform instruction and address the diverse needs of all learners is essential to making meaningful gains and reducing these disparities.

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Lack of unit development/curriculum alignment to be able to address students needs in an efficient, equitable manner during PLCs..
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	It is important that we have a clear, defined process and protocol to ensure that our teams can effectively review and address needs using and organization method of storing and being able to pull various items for discussion in a timely and efficient manner.

Overarching Need - Increase the numbers of students reading at or above grade level across all content areas.

Root Cause # 1

Root Causes to be Addressed	Lack of understanding of MTSS processes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	We have made progress in implementing the MTSS; however, there is still much more work to do in this area. Training on the process and developing staff understanding is a priority.

Root Cause # 2

Root Causes to be Addressed	Lack of effective interventions and professional development training in implementing the interventions with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	We are reviewing all interventions, looking at effectiveness and aligning instructional intervention needs/programs with student needs across content and grade levels.

Overarching Need - Implementation of effective professional learning and professional learning communities that are driven by data, follow established protocol, and impact instruction.

Root Cause # 1

Root Causes to be Addressed	Lack of Collaborative Team SMART goals, continued focused on using common formative assessments for data collection and for driving PLC conversations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers use of data such as achievement, MTSS, formative assessments, discipline to make instructional decisions about program implementation.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Overarching Need - Increase social/emotional/behavioral skills to alleviate the negative impact on academic learning.

Root Cause # 1

Root Causes to be Addressed	Lack of knowledge in implementing classroom strategies to address social/emotional needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of professional learning/training for teachers and staff on restorative practices to address SEL needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - Develop and implement system wide plan for transition and post-secondary readiness activities.

Root Cause # 1

Root Causes to be Addressed	Lack of continuity across schools to address transition and post-secondary readiness activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

District Improvement Plan
2025 - 2026

Vidalia City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Vidalia City
Team Lead	Tammy McFadden
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students performing at or above grade level in English Language Arts and Mathematics on the Georgia Milestones Assessment.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Achievement gap of students in academic areas on assessments.
Root Cause # 2	Lack of unit development/curriculum alignment to be able to address students needs in an efficient, equitable manner during PLCs..
Goal	By June 30, 2026, the Vidalia City School District will increase the total percentage of students performing at levels 2, 3, and 4 in English Language Arts and math by 3% on the Georgia Milestones Assessment.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Instructional staff will continue with the process of reviewing and revising curriculum maps, pacing guides, content units, learning targets, and formative and summative assessments, and success criteria during job embedded collaborative team meetings and during in-service professional learning days.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Created documents, assessments, unit plans, and observations
Method for Monitoring Effectiveness	Collaborative documentation, review of data for classroom assessments, progress monitoring data, state assessments
Position/Role Responsible	Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district and schools work in collaboration with local post-secondary schools and consultants at First District RESA to ensure that research based practices are used in the implementation of this action step.

Action Step # 2

Action Step	Provide supplemental remediation, enrichment, and interventions programs and activities for students who are not proficient on the Georgia Milestones and local benchmark assessments in all content areas K-12.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative team agendas, minutes and feedback on ongoing goals
Method for Monitoring Effectiveness	Collaborative team documentation, analysis of data for classroom assessments, progress monitoring data, state assessments
Position/Role Responsible	Teachers and Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Family Connections

Action Step # 3

Action Step	Implement extended learning opportunities (after school, summer program, and Saturday school to engage students in remediation and enrichment learning opportunities.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign In sheets to monitor participation, Observations, Schedule for extended learning opportunities
Method for Monitoring Effectiveness	Collaborative team\ data analysis of formative and summative data, Analysis of student achievement data both local and state, progress monitoring, and intervention data
Position/Role Responsible	Teachers and Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA Consultants for ELA and Math, Family Connections

Action Step # 4

Action Step	Increase the use of manipulatives in math classrooms K-5.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Review of class and student schedules, Unit/Lesson plans, TKES
Method for Monitoring Effectiveness	Student Work, Student and Parent Feedback
Position/Role Responsible	Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Consultants from First District RESA

Action Step # 5

Action Step	Engage parents by hosting events that provide information on their child's academic performance and on how parent's can support their child's learning from home.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Activity/program agendas, sign-in sheets, advisement session agendas and schedule
Method for Monitoring Effectiveness	Student achievement data, student and parent feedback
Position/Role Responsible	Teachers, Counselors, Administrators
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Georgia Student Finance, Southeastern technical College, Brewton Parker College, East Georgia College, RESA Consultants, Local businesses who employ students including Chicken of the Sea, DOT Foods, US Pet

Action Step # 6

Action Step	Conduct vertical alignment of curriculum to address gaps in learning from grade to grade.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Curriculum guides, lesson plans, agendas, sign-in sheets, observations
Method for Monitoring Effectiveness	Student achievement data, benchmarks, formative assessments
Position/Role Responsible	Teachers, Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Consultants from RESA

Action Step # 7

Action Step	Use supplemental programs to progress monitor student learning in reading and mathematics.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedule for progress monitoring, observations, gather data
Method for Monitoring Effectiveness	Analysis of progress monitoring data, charting student growth
Position/Role Responsible	Teachers, Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 8

Action Step	Develop and implement district wide focus walks for monitoring effective instructional practices and fidelity of implementation of professional learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough schedule and timeline, Walkthrough form
Method for Monitoring Effectiveness	TKES observations, Students Achievement Data
Position/Role Responsible	District and school leaders
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, DOE Specialists

Action Step # 9

Action Step	Increase parent and family engagement by continue to have parent and family engagement coordinators at the district level and at each school to promote staff and parent partnerships. Parent and Family Engagement Coordinators will provide training for staff on building partnerships with parents and families and coordinate with administrators and staff to support parents on how to help improve their child's academic performance.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observation of events/parent & staff trainings, feedback from staff, feedback from parents
Method for Monitoring Effectiveness	Student Achievement Data Parent/Family Participation
Position/Role Responsible	Parent & Family Engagement Coordinator; Principal, Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community Colleges, Community Organizations, Family Connection

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the numbers of students reading at or above grade level across all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of effective interventions and professional development training in implementing the interventions with fidelity.
Root Cause # 2	Lack of understanding of MTSS processes.
Goal	By June 2026, all schools in the Vidalia City School District will increase the total percentage of students demonstrating reading skills at or above grade level on grade specific reading assessments (Dibels, MAP Growth) by 3%.

Equity Gap

Equity Gap	Lexile identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-10 Equitable allocation of academic resources to students

Action Step # 1

Action Step	Class size reduction will be implemented in K-8 in conjunction with concentrated professional development efforts on the use of practices that are best suited to small classes, including but not limited to balancing the breadth and depth of content coverage while building a sense of community among the teacher and students in the small class setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher satisfaction and retention rates, student achievement and attendance patterns, parental involvement and feedback, Milestones assessment, benchmarks and student growth percentile will measure effectiveness.
Method for Monitoring Effectiveness	Analyze and Disaggregate data in collaborative and leadership team meetings to include: GMAS, screeners, progress monitoring, classroom assessments
Position/Role Responsible	Teachers, building level administration, Assistant Superintendent for CAI
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Parents, Family Connection

Action Step # 2

Action Step	Provide supplemental programs to improve student achievement and improve reading fluency and comprehension to close achievement gaps in grades K-12 for all students and subgroups of students.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Extended learning group schedules, lesson plans
Method for Monitoring Effectiveness	Student formative and summative assessment data, progress monitoring data, and program benchmarking data
Position/Role Responsible	Teachers, MTSS coordinator, Counselors, Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants for ELA, Family Connection, GLRS, Boys and Girls Club

Action Step # 3

Action Step	Increase opportunities and access for all students to engage in activities and programs using computers and technological devices for large and small group instruction, remediation, enrichment, and interventions.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Instructional Units and curriculum guides, TKES Observations, and Collaborative team meeting notes, student data
Method for Monitoring Effectiveness	Collaborative Team data analysis of formative and summative data, Analysis of student achievement data both local and state, progress monitoring, and intervention data
Position/Role Responsible	Teachers, Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Family Connection

Action Step # 4

Action Step	Engage parents/families in virtual or face-to-face activities that demonstrate and train parents to help their child improve their reading skills while at home.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Presentations, Invitations, Sign-In sheets
Method for Monitoring Effectiveness	Feedback forms, student Lexile scores
Position/Role Responsible	Family Engagement Coordinator, Principals, Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE, RESA, Family Connection

Action Step # 5

Action Step	Increase capacity of classroom libraries in all content areas to increase opportunities to engage student in reading.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Inventory of books ordered, lesson plans, Observations
Method for Monitoring Effectiveness	Lexile scores using MAP data
Position/Role Responsible	Principals, Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Family Connection, Local Community Organizations

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implementation of effective professional learning and professional learning communities that are driven by data, follow established protocol, and impact instruction.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of Collaborative Team SMART goals, continued focused on using common formative assessments for data collection and for driving PLC conversations.
Root Cause # 2	Teachers use of data such as achievement, MTSS, formative assessments, discipline to make instructional decisions about program implementation.
Goal	By June 2026, the schools in Vidalia City Schools district will increase to 100% the number of teachers participating in effective Collaborative Teams and professional learning to impact instructions as measured by qualitative and quantitative data using Collaborative Team protocols, TKES and observations.

Action Step # 1

Action Step	Increase the number of teachers and other school leaders who are effective in improving student academic achievement in schools through the use of SMART goals to drive effective Collaborative Teams and PL to address the needs of all students as noted in TKES process, SGPs and school/district mean growth..
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Develop system wide SMART goals to create consistency among Collaborative Teams. Review of current goals and creation of SMART goals by school staff and system leadership. Review of goals monthly to insure fidelity to the process.
Method for Monitoring Effectiveness	Use student assessment data and Collaborative Team meeting outcomes to measure effectiveness of action step.
Position/Role Responsible	Staff, Building level administration, Assistant Superintendent
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants collaborate with district and school leaders and teachers in the development of action plans including SMART goals to drive the work of Collaborative Teams and professional learning. GSBA will work with stakeholder school improvement teams to develop our system strategic plan which will will guide schools in utilizing SMART goals that align with the system DIP as well as strategic plan.

Action Step # 2

Action Step	Use a variety of tools/common assessments/professional learning with established protocol for interpreting data through various methods to drive "next steps" in addressing deficiencies and gaps among various subgroups, specifically addressing needs for SWDs using Specially Designed Instruction.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Collaborative Teams, surveys throughout the year, agendas & minutes. Effectiveness will be measured by data review in content subject areas every 9 weeks and review measured through evidence-based data from programs and surveys of teachers and leaders on PL provided by consultants.

Action Step # 2

Method for Monitoring Effectiveness	Use of Collaborative Teams documentation & minutes, progress monitoring and assessment data analyzed to measure gap deficiencies and/or gap closures
Position/Role Responsible	Teachers, Building level administration, Assistant Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Using the MTSS model, staff members or teams focusing on social/emotional/mental health of needs, indicated by increasing number of behavior referrals and mental health incidents, attend the related professional learning, such as the PBIS conference, to learn strategies and activities to address student behavior. Teams will use collaborative team meetings to redeliver strategies and activities from the PBIS conference and will continue to analyze student discipline data monthly to measure effectiveness of implementation.
Funding Sources	Title I, Part A Title V, Part B

Action Step # 3

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Conference registration and attendance, collaborative team meeting agenda and minutes, student discipline data recorded and analyzed
Method for Monitoring Effectiveness	Analysis of student discipline and incidents data, Teacher feedback, Number of students in ISS or OSS, number of reported mental health incidents
Position/Role Responsible	Teachers, MTSS Coordinator, Administration, Counselors
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, PBIS Contacts at GaDOE, District Resource Officer

Action Step # 4

Action Step	Provide professional learning on the use of technology to improve instructional and data analysis practices so that teachers are prepared to implement current or new programs in the classroom setting.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas, sign in sheets
Method for Monitoring Effectiveness	TKES, classroom observations, teacher feedback, assessment data, PLC minutes
Position/Role Responsible	Administrators, Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA technology consultant, GADOE implementation specialists

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA technology consultant, GADOE implementation specialists

Action Step # 5

Action Step	Develop an enhanced onboarding and orientation process that includes a new teacher academy for teachers who are new to our school system to provide professional learning on the implementation of instructional programs and student support measures and processes.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, unit/lesson plans
Method for Monitoring Effectiveness	Formative and summative assessment data,
Position/Role Responsible	Administration, Teacher
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Action Step # 5

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Local colleges

Action Step # 6

Action Step	Provide a mentor for all teachers with less than three years experience and any teacher new to our system to ensure the new teachers have a support structure in place as they implement instructional plans and programs as well as student support processes and expectations.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentoring documentation, classroom observations, units/lesson plans
Method for Monitoring Effectiveness	Student formative and summative data, TKES observations
Position/Role Responsible	Administration, Teacher Mentor
Evidence Based Indicator	Moderate

Action Step # 6

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 7

Action Step	Provide professional learning on use of data to identify student individual needs (including SDI) and to implement individualized and small group instruction.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, sign-in sheets, observations, Collaborative Teams documentation/minutes
Method for Monitoring Effectiveness	Progress monitoring data, formative and summative assessment data
Position/Role Responsible	Teachers and Administrators

Action Step # 7

Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 8

Action Step	The district and schools work in collaboration with local post-secondary schools, consultants at First District RESA, and private consultants to ensure that research-based practices are used in the implementation of academic and social/emotional strategies and/or programs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign-in sheets, Leadership, Collaborative Team, and PBIS meeting documentation, Observations
Method for Monitoring Effectiveness	Attendance, Behavior, and Academic Achievement data
Position/Role Responsible	Principals, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Brewton Parker College, South Eastern Technical College, RESA, Family Connection

Action Step # 9

Action Step	The district will provide an instructional coach at each school to support instructional initiatives and ensure professional learning implementation is carried out with fidelity. Instructional Coaches will observe and provide coaching in the academic classroom as well as facilitate data digs and planning for small group instruction to address individual student needs.
Funding Sources	Title I, Part A Title V, Part B

Action Step # 9

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Team, PL, and Data Meeting agendas, sign-in sheets, units and lesson plans
Method for Monitoring Effectiveness	Academic Achievement Data, Formative Assessment Data, Observation data
Position/Role Responsible	District Admin, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 10

Action Step	Provide professional learning for teachers who are in the co-teaching environment K-12 through consultants for on-site consultation, observations, and feedback. Professional learning includes school administration and teachers with a focus on providing support and training for co-teachers to ensure best practices in the co-teaching classroom. Adjustments and revision of instructional strategies will continue to ensure continuity across the system.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, lesson plans, feedback
Method for Monitoring Effectiveness	Student formative and summative assessments
Position/Role Responsible	School Administration, teachers
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

Action Step # 10

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GLRS, RESA

Action Step # 11

Action Step	Provide professional learning, onsite consultation, observations, and feedback in the content area of mathematics. Professional learning includes teachers and building administrators to impact overall student achievement and focus on improving overall teacher and leader effectiveness in the implementation of the mathematics curriculum.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, feedback, lesson plans
Method for Monitoring Effectiveness	Collaborative Team documentation, Student formative and summative assessment data
Position/Role Responsible	School Administration, Teachers
Evidence Based Indicator	Moderate

Action Step # 11

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GaDOE

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase social/emotional/behavioral skills to alleviate the negative impact on academic learning.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of knowledge in implementing classroom strategies to address social/emotional needs.
Root Cause # 2	Lack of professional learning/training for teachers and staff on restorative practices to address SEL needs.
Goal	By June 2026, all schools in the Vidalia City School District will increase the total number of days of in-class attendance of both students and staff (does not include ISS) by fostering a positive learning environment and promoting the safety and physical/mental well being of students and staff.

Action Step # 1

Action Step	Provide professional learning for school administrators and teachers on the implementation of restorative practices in classrooms to support and address social/emotional/behavioral needs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom Walkthroughs, Observations, MTSS meetings
Method for Monitoring Effectiveness	Using PBIS and SIS system to track # of related absences, ISS, or OSS
Position/Role Responsible	Building Leaders, Teachers
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLRS

Action Step # 2

Action Step	Implement programs and activities that support and promote safe and healthy schools curriculum in grades K-12 to include behavior and classroom management programs, DARE and drug awareness programs and events, and sexual abuse awareness and prevention programs, implementing procedures outlined in each school's Emergency Plan.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Activity and program curriculum guides, Lesson plans, agendas, observations
Method for Monitoring Effectiveness	Teacher, student, and parent climate surveys

Action Step # 2

Position/Role Responsible	Teachers, Counselors, Administration
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Vidalia Police Department DARE Program Coordinator, Resource Officer, EMA

Action Step # 3

Action Step	Implement extended learning opportunities (after school, summer program, and Saturday school) to engage students in evidence based social and emotional learning curriculum.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedule, attendance, observations, feedback surveys
Method for Monitoring Effectiveness	Discipline data, student formative and summative assessment data
Position/Role Responsible	Teachers, Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connection, RESA, GLRS

Action Step # 4

Action Step	Utilize supplemental program to track student discipline and referral data then analyze discipline data results in MTSS and collaborative team meetings and research and develop strategies to decrease the numbers of discipline incidents occurring.
Funding Sources	Title I, Part A Title V, Part B

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Use of program for tracking students behavior incidents, MTSS and PBIS meeting documentation, leadership team meeting minutes
Method for Monitoring Effectiveness	Teacher, parent, and students climate surveys, trends in discipline incidents, number of days removed from the classroom due to ISS and OSS
Position/Role Responsible	Administration, Teachers
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA specialists

Action Step # 5

Action Step	Form a team to develop a plan to increase climate survey participation from staff, students, and parents.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Team meeting agendas, sign-in sheets, and developed plan
Method for Monitoring Effectiveness	Climate survey results and participation rates
Position/Role Responsible	Administration, teachers
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 6

Action Step	Form a team to develop a plan to increase staff and student attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Team meeting agendas, sign-in sheets, and developed plan
Method for Monitoring Effectiveness	Staff and Student Attendance Data
Position/Role Responsible	Administration, Teachers
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Local Community Businesses and organizations

Action Step # 7

Action Step	Create a safety team and utilize the GaDOE auditing processes to conduct a comprehensive safety audit.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Safety Team Meeting agenda, sign-in sheet, minutes
Method for Monitoring Effectiveness	Audit results
Position/Role Responsible	Administration and Team members
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Local emergency organizations

Action Step # 8

Action Step	Develop a collaborative meeting and structure to drive monthly meetings between Vidalia City Schools and local law enforcement that promotes school safety as well as physical/mental well-being of students and staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agenda, sign-in, and minutes
Method for Monitoring Effectiveness	Climate Surveys, attendance, perception surveys
Position/Role Responsible	Administration
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local law enforcement

3. DISTRICT IMPROVEMENT GOALS

3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop and implement system wide plan for transition and post-secondary readiness activities.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of continuity across schools to address transition and post-secondary readiness activities.
Goal	Ensure that by the end of the 2026 school year, 100% of grade level in Vidalia City School District will plan transition and post-secondary readiness activities, preparing them for successful educational and career transitions.

Action Step # 1

Action Step	Develop a steering committee to design a system wide implementation plan for the 3E (Enroll, Enlist, & Employ) framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule, agendas, minutes, sign-in sheets for steering committee meetings; implementation plan
Method for Monitoring Effectiveness	Staff training data & student participation data
Position/Role Responsible	Steering Committee; School Administration; Counselors
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA; Post-Secondary Institutions

Action Step # 2

Action Step	Provide supplemental materials related to school transitions to support student success at each grade level and grade band.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Activity/Program Agendas, sign-in sheets, advisement session agendas and schedule
Method for Monitoring Effectiveness	Student Achievement Data, Post-secondary data, counseling referrals, student and parent feedback
Position/Role Responsible	Administration, Teachers, Counselors
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Post-Secondary Institutions, Local Businesses

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	In developing this plan, Vidalia City Schools conducted a needs assessment surveys to parents, staff, community/business leaders, reviewed surveys (state/local), and held meetings in schools to allow stakeholder input. Once we collected the data, we engaged teams that consisted of all stakeholders and went through the data and survey results. Each group developed prioritized lists by school and came together to review and prioritize goals to ensure we would meeting goals with fidelity. The review pulled together the big picture of student achievement across the system. 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 achieve. Vidalia City Schools uses student achievement data to determine the best activities to meet the needs of students in our district. Based on our needs assessment and root cause analysis, it was determined by our stakeholder committee that our administrators, teachers, and instructional staff would benefit from professional learning to improve the quality of instruction and increase effectiveness. All administrators, teachers, and instructional staff are required to attend professional learning that is aligned to our school improvement goals and provides staff with strategies that are research and evidence-based. Throughout the year, our district and school leaders monitor the implementation of professional learning activities and seek feedback from instructional staff about supports needed. Throughout implementation, our leaders and teachers use captured data to monitor the effectiveness and academic growth of students. Collaborative Teams are established and provide job-embedded time for teachers to collaborate on implementation, review data, and make instructional adjustments. Collaborative Teams are also used for coaching and feedback sessions from the consultants who provide professional learning. All of the activities and professional learning provided for Vidalia City Schools is aligned with activities supported by Federal programs, state and local funding, and resource agencies. Our system coordinates with outside agencies to provide workshops and training sessions that are related to the needs of our students and families. Family Connections coordinates with our school system to offer literacy events for students and families. Parent/Family events are supported by businesses and organizations allowing opportunities for many service providers to participate and engage with parents. First District RESA and GLRS provides professional learning opportunities that support our instructional staff and administrators in the implementation of our school improvement plan as well providing classroom level observations and coaching to monitor implementation of our goals and

Coordination of Activities

	activities.

Serving Low Income and Minority Children

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:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	In Vidalia City, we only have one grade band per school. During the spring, leadership teams, along with administrators, review master schedules and class assignments to ensure that low income and minority students are not served by ineffective teachers as rated by TKES, out of field, or inexperienced teachers at disproportionate rates in their daily academic class schedule. Also, as a part of our longitudinal data study, we review student schedules/teacher assignments from previous years to and cross reference several variables to ensure equity among low income and minority students and teacher effectiveness.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Vidalia City Schools recognizes the need for developing and retaining teachers and leaders at all stages of career development. When a new teacher is hired in our school system, it is a priority to provide a support system that aligns with their needs and is related to the grade level and content that they teach. Our system offers professional learning for new special educations teachers, co-teachers, and a mentoring program for our new teachers. The FIP modules are a part of the induction program that has valuable evidence-based teaching strategies and practices for teachers. Each year we have new teachers that are entering the teaching professional and are using an alternative path to certification. Our goal is to support teachers as they seek certification programs related to their specific content and grade level. A training for mentoring teachers is used to support, engage, and retain new or struggling teachers and ensure that expectations for teaching and learning are clear. We measure our effectiveness through local common benchmark and formative assessments pre and post, GMAS, mentoring walk-throughs with feedback and retention of new and veteran teachers, teacher growth on LDS (TKES) and school/district mean growth percentile. Vidalia City Schools has consultants in at least quarterly to train teachers on developing a curriculum/pacing/map guide in core academic areas to address differentiation, assessments, rigor, learning targets, and success criteria to ensure all students would have equitable access to a guaranteed and viable curriculum. Curriculum

Professional Growth Systems

	develop will continue and data, surveys and achievement will guide this pace to varying degrees at each school. ESSA will afford us the opportunity to bring other subjects, outside the core, to the table to follow the development and implementation of strategies listed above. To promote sustainability and ongoing development, we are working towards all work being stored in an electronic format and aligned horizontally and vertically. Cross grade collaboration has also been an important aspect of ensuring progression charts are in place. We have made gains in Collaborative Team implementation with fidelity and purpose. This work will continue as well. Teachers and leaders are provided with professional learning determined by the needs assessment process. Various forms of data are analyzed including student achievement, perception, and walk-through/observation data and each play a key role in determining how to build capacity for teachers and leaders. A variety of professional learning platforms are used to support professional growth for teachers and leaders in the school system including on site consultants, in-person and virtual conferences and workshops, teacher and leader retreats, job-embedded professional learning community team meetings, and professional learning days included in the system calendar.

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	All teachers certification is waived with the exceptions of Special Education service areas in alignment with the student's IEP, EIP, and Gifted.

PQ – Minimum Qualification

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.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	No requirements exist beyond a Clearance Certificate.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Vidalia City Schools has one school, J. D. Dickerson Primary School, with a ATSI designation. Vidalia City Schools is committed to prioritizing funding to ensure that needed supports for teachers and students of all identified schools. Local, state, and federal funding sources as well as any additional grant will be used to focus efforts in the school improvement process. If School Improvement Grant funding is awarded, it will be used to pay stipends for summer leadership school improvement and professional learning initiatives. In addition, funding would be used to support instructional coaches at the designated school in both reading and math. The identified school and any future identified schools will receive prioritization of funding based on identified needs and supports.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The Vidalia City School system provides an academic and career and technical education (CTE) integrated curriculum incorporating engaging learning experiences that prepare students for in-demand occupations and industries. Students are afforded opportunities to learn and participate in relevant real world experiences to prepare them for post-secondary educations and careers in technology driven fields. Elementary education engages students in career exploration in order to expose students to various career options and to promote student career interest. Our middle and high school offer technical courses for electives so that students develop necessary soft skills and technical training needed for the workforce. Vidalia City Schools offers nine career and technical pathways and each course in a pathway includes hands-on experiences that are aligned to the state standards. In addition, the CTE teacher collaborates with academic teachers to build cross curricular lessons and activities so that students can connect what they are learning in the classroom to their future career. As part of the student's graduation plan, students are encouraged to complete a pathway in a field of interest. After a student has completed his/her pathway sequence, they are expected to take the End-of-Pathway Assessment (EOPA) and earn their industry certification. Students in career and technical pathways courses are provided with instruction and activities that prepare them for a future in technology driven industries. The CTE classroom offers a wide array of experiences for students to gain knowledge and experience so they are ready to enter the workforce. Job-shadowing, mock interviews, team projects, research, laboratory projects, and job fairs expose students to skills that are necessary for future success in any career. Students participate in student organizations so that they can compete in regional and state competitions that are geared toward CTE and technology driven skills. As students complete a CTE pathway, they are encouraged to take the Work-Based Learning (WBL) course so that

CTAE Coordination

	they can get real-life job experience. The Vidalia City School system offers Work-Based Learning (WBL) as a part of the curriculum. Students who are at least 16 years of age can participate in the WBL program is they are employed. All students in Work-Based Learning are placed based on the pathway courses they are enrolled in or have completed. When a student is enrolled in the WBL program, they receive career and technical credit which counts toward their graduation requirements. Many industries in our community work with our WBL coordinator to employ students.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	Vidalia City Schools supports the GADOE Positive Behavior and Supports (PBIS) and is actively implementing the program with fidelity. We have implemented teams who look at data monthly and work to address areas of concern by grade and/or subgroup. Our schools have progressed in the implementation of PBIS over the past several years and we have addressed areas of need with professional learning by sending team members to training as well as conducting whole staff training throughout the year. To qualify for state recognition, all our schools must be actively supporting this initiative through a district leadership team. Both district and school level leadership teams meet to disaggregate and address the concerns in real time. To ensure consistency in procedures, we are developing a system wide handbook to address protocols and procedures. Each school has a PBIS team that meets monthly to analyze discipline data at the school and classroom level. By using an online program to systematically capture and track data, the district and school has the ability to analyze all discipline data by subgroups in an effort to identify and address behavior trends.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program

Required Questions

Middle and High School Transition Plans

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; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	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. Students also learn business skills (Microsoft Office, time management, 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. Middle school students have the opportunity to enroll in high school level courses during their eighth grade year given them a leg up on meeting graduation requirements. Transition plans are in place for all students entering the ninth grade, including our special education population to ensure that opportunities to be college or career ready are provided for all subgroups. To transition to the high school, all students receive Teachers as Advisers 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 regarding HOPE, provide college entrance exam information and college application information along with guidance counselors overview and input. Dual Enrollment flyers are sent home to all high school student 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 business the opportunity to speak to Junior and Seniors. We host the Georgia Student Finance Commission Representative as he provides Financial Aid Workshops/Parent Nigh 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 sophomores take the PSAT so the information can be sued by the students to help guide them in their educational/career pursuits. We also provide work-based learning at the high school level to provide another opportunity to

Middle and High School Transition Plans

	prepare students to be college and/or career ready. Our district participates in the REACH Scholar program which identifies five students every year in 8th grade that meet program requirements. In 2021, our system graduated our first REACH Scholar who receives a $10,000 college scholarship. This program provides support structures in which each REACH Scholar has both an academic coach and a mentor to meet with and work with students to set and reach academic goals from the time they are in the 8th grade until graduation.

Preschool Transition Plans

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.	Vidalia City Schools collaborates with all preschool programs and childcare facilities within our community including any pre-kindergarten, head start, day care, and private preschool programs to implement plans for a seamless transition into our primary school. Our school system's Special Education Director coordinates with local agencies to follow Child Find laws and regulations to identify children birth to three years of age who may or may not be referred to and served by the State's early intervention program, Babies Can't Wait. Our system ensures that preschool aged children (ages 3-5) with disabilities receive their special education and related services at the primary school. Vidalia City has much success with children enrolling in the Bright from the Start pre-kindergarten housed at the primary school. Our preschool program engages children in a curriculum that supports the development of essential skills and knowledge that they will need to transition smoothly into kindergarten. Vidalia City has a strong collaborative relationship with Toombs County Family Connection who supports and helps our schools coordinate with organizational partners to meet specific needs of children and families in our community. Family Connection in conjunction with Vidalia City Schools sponsors and participates in stakeholder meetings, hosts literacy events for parents and students, works with pre-kindergarten and early childhood education programs, homeless education programs, and family literacy programs to support our most needy families and children in our community. Vidalia City Schools is fortunate to be in a small community where our stakeholders, preschools, and local agencies plan for and participate in community based projects and events that support student success. Many representatives from our local agencies are active stakeholders who provide feedback and support at the school level and within the community. We hold stakeholder meetings at least annually with the following agencies include Babies Can't Wait, Family and Children's Services, Family Connection, Head Start, parent representatives, and local daycare representatives.

Preschool Transition Plans

Title I, Part A - Targeted Assisted Schools Description

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. The description must include the multi-criteria selection to be used to identify the students to be served.	Currently, Vidalia City Schools does not have any targeted assisted schools. If our system ever has a targeted assistance school, we will follow all guidelines and procedures to guarantee that students most in need of services are identified using a multi-criteria selection to determine student that would be served.

Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	In the Vidalia City School System, Title I schoolwide schools include JDD Primary, Sally Meadows Elementary and JR Trippe Middle School. We have no targeted assistance schools in the district. Currently our community has one delinquent facility in our area. There are no students at this facility attending Vidalia City Schools. Due to very low enrollment at that facility, our school system does not receive any N& D funding to serve that institution. The Title I, Part A instructional program addresses the core academic subjects with an emphasis in reading across the curriculum and also math as a focus area. Our needs assessment show that our students have made gains in some areas but overall reading, writing and math concepts still show weak strands and gaps among student proficiency. Our needs assessments were based on lagging GMAS data, longitudinal data as comparison data from Georgia LDS, Educator's Handbook data to address the effect of discipline on student achievement, local subject area benchmarks, DIBELS, MAP, and IXL data for reading and math, and teacher input. Based upon the needs as shown by the various assessments, along with teacher input, we have reviewed evidenced-based strategies to address the needs of these schools. Reading interventions include several evidenced based strategies that address the five pillars of reading at the K-3 level including DIBELS, guided reading, leveled readers with focus on Lexile reading bands, and consultants to work with specific content (Science/Social Studies) areas with a focus on comprehension, differentiation and rigor. Math needs are being addressed through consultants on closing the gap for achievement between subgroups

Title I, Part A – Educational Programs

	with a focus on standards and rigor. The math consultants are providing coaching, feedback and professional learning in grades K-8 as the data suggests weak areas and a decline in achievement in several subgroups. We also addressed the need for materials that are leveled for SWDs that include evidenced based research (Unique Curriculum) which addresses all core academic areas and the use of Classworks and other various online programs that provide remediation and acceleration both in the classroom and at home to maximize the opportunity for students to increase skills both in and out of the classroom setting. Grades 6-8 are focusing primarily on reading skills and work with a consultant that provides professional learning, classroom observations/feedback and consultation to increase overall achievement in the area of reading, writing and overall comprehension. We also noted the need, based on comparisons between subgroups, for continued training of co-teachers with a consultant who provides professional learning, classroom observations/feedback and consultation to maximize this learning environment for the benefit of all students. Classroom size reduction has allowed for increase focus the needs of the students and has afforded the differentiation and whole group learning to allow more interaction between teacher and students as well as peer to peer learning. We continue to monitor those classes and address the needs of those students in an effort to close the achievement gap. As a result of the variety of programs that allow the students to work at school and home, our family and parent engagement funds are being used primarily for opportunities to meet and work with parents at various academic days and nights to meet the needs of the various schedules are parents have in our community. We also provide informational opportunities for upcoming transitions from one school to the next to prepare parents for how to best prepare their child at every educational stage. Our professional learning has centered around two main areas: the continued work of addressing rigor, closing the gap, streamlining curriculum in all areas aligned to learning targets and success criteria and the effective use of the Georgia LDS with training provided by the GADOE all year long as each tab, its use and the data gained from it can be used effectively when engaging in conversation and deciding next steps. This overall plan provides the clarity and detail to measure, address and review the overall instructional program with evidenced based interventions as supported by Title I, Part A instructional program.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	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 is filed in the student's permanent record, and a copy is sent to the Migrant Coordinator. The Migrant Coordinator checks the forms. The forms on which parents have answered "yes" and marked one of the seven listed occupations are forwarded to the appropriate agencies (Migrant Consortium). When migrant students leave our system, we provide information (forwarding address, phone number, location moving to, and the school the parents tell us the child will be attending) to the Migrant Coordinator and other appropriate agencies (Migrant Consortium) as directed by the GADOE. Once a child enrolls elsewhere and a request for records is received, our school counselors and student information specialists provide information to the new school in a timely manner. The district will use MSIX to ensure the timely transfer of education records for migrant students in our system.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the	1. The LEA will coordinate academic and non-academic services with Abraham Baldwin Agricultural College (ABAC) by: ● Copies of Parent Occupational Survey forms will be forwarded to ABAC as potentially eligible students enter Vidalia City Schools. ● The Migrant Coordinator will check the monthly Migrant Participation Reports and report any changes to the Migrant Consortium. ● The Migrant Coordinator will provide grades/standardized test scores to the Migrant Consortium at the end of each semester or as requested. As we become aware of needs for academic or non-academic services, the Migrant Coordinator will relay those needs to the Migrant

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	Consortium through phone calls and/or e-mails through the Portal. 2. The district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods through collaboration with the Migrant Consortium. The district will communicate with the Consortium through the portal and telephone calls to provide information available to them concerning contact information for the families as well as information about local health, nutrition, and other social services which are available.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | For Students with Disabilities (SWDs) we will increase the number who participate in regular education classes. In an effort to ensure that we are planning appropriately for students who need to be placed in more regular education classes. We have contracted with Holly Ward of Anderson and Ward to advise us on analyzing student psychologicals an areas of disability. We have assigned mentors to students struggling with attendance problems and other social and environmental concerns. We incorporate the use of graduation coaches to facilitate career pathways guidance to provide to students. All students have the opportunity to participate in their IEP meetings modeling the ASPIRE model.   Our Special Education Academic Coach will continue to coordinate services with Georgia High School High Tech and implement the Passport Program with SECCA through Southeastern Technical College. All personnel encourage at-risk students with disabilities to participate in extra-curricular activities. Our high school provides credit recovery for students who need to retake courses they have previously failed. All of our teachers meet the PQ standards. We have qualified staff to co-teach at high school level, provide resource classes to teach remedial concepts as well as pre-teach concepts for classes. We also use APEX curriculum at the alternative school and participate in Three Rivers Transition Council via our GLRS collaborative. We provide monthly special education staff meetings for all of our special education staff. It is during these meetings that we provide professional development to our teachers. We also have monthly administrator meetings during which PL is provided to inform and update administrators on current practices and special education procedures. Special Education District staff attend the IEP meeting to ensure that the ASPIRE process is being followed. Teachers are also required to maintain evidence of implementing ASPIRE during their IEP meetings. District personnel also meet to review placement data within the schools to ensure that we are not disproportionate with placement in our system. Our Human Resource Department monitors certification to ensure that all personnel meet or are working towards meeting the qualifications according to the Georgia PSC regulations. The Director of Student Services and the Special Education Facilitator monitors each IEP and has to approve every transition plan to ensure it has all required components to meet compliance with the Department of Education. Teachers complete monthly tracking forms that include information such as tracking course grades, attendance, behavior and an action plan for struggling students. These are required to be provided to the special education administrators for monitoring purposes. |

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	For SWDs we will place an emphasis on inter-agency cooperation, evaluate reports from Babies Can't Wait to anticipate and prepare for all possible referrals, provide transportation to and from daycare, Head Start 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. Services for students are developed in partnership with daycares, Babies Can't Wait and private schools to identify and provide special education services that are needed. These include a full continuum as set forth in the department procedures manual. These procedures are reviewed with preschool staff and monitored through ongoing review of eligibility, IEP and placement data by the Director of Student Services and the Special Education Facilitator. The district provides many supports and services to meet the needs of students in the preschool these includes: ST/OT/PT/AT services; itinerate VI/DHH services; ongoing PL for staff; nursing care, staff trained in mindset, utilize a social and emotional curriculum (2nd step); Pyramid Model (PBIS). The individuals responsible for coordinating these activities include the Director of Student Services, the preschool intervention program teacher and the designated speech/language pathologist. We have one coteaching prek classroom to increase the opportunities for participation in regular education classes for instruction. We will provide opportunities for interaction with non-disabled peers, provide role modeling for young children with disabilities and provide opportunities for SWDs for generalization of skills acquired. We provide monthly special education staff meetings for all of our special education staff. It is during these meetings that we provide professional development to our teachers. We also have monthly administrator meetings during which PL is provided to inform and update administrators on current practices and special education procedures. Also, our speech/language pathologist work to provide professional learning to our local private school(s) and daycare(s) continuously throughout the school year. Our school psychologist has worked along with the MTSS Coordinator to develop brochures and professional development annually to all regular education staff to explain this population of students and their developmental stages. Our speech/language pathologist conduct screenings and work closely with our regular education teachers to provide recommendations for students who may have deficits that do not require special education intervention. The Vidalia City Schools Program for Exceptional Children will conduct a variety of training and activities for parents and agencies. The new parent engagement facilitator will provide family engagement activities including: schedules and routines, social and emotional development and developmentally appropriate activities, etc. Additionally, the Vidalia City Schools website includes resources for parents. All brochures and parent educational resources are provided on the system website.

IDEA Performance Goals:

	Parents are also offered brochures through District mailings when appropriate and flyers are available as well. These resources have also been provided to local physicians' offices, private schools, Health Departments and day cares.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	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 re-determination timelines, provide administrative reports to all special education teachers on when reviews, re-evaluations, and initial eligibility are due, develop and maintain a roster for evaluations to be maintained by school psychologist, increase the amount of co-teaching classes offered throughout our system, 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-teacher based on their level of expertise, contract with Anderson & Ward Educational Services for support for both administration and teacher for help in scheduling, programming and instruction, provide additional support and 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 and practices to ensure dis-proportionality does not increase and encourage parent involvement through various activities, meetings and strategies. The Program for Exceptional Children has a system level online procedures handbook. This handbook is comprehensive and addresses all areas of state and federal regulations around IDEA. The provisions of IDEA including FAPE are monitored in a variety of ways. These monitoring processes are detailed in the special education handbook. The monitoring processes include: instructional walkthroughs, Initial eligibility monitoring , IEP fidelity reviews, progress monitoring checks, daily timeline monitoring, IEP Service Logs, transition plan reviews. These items are reviewed periodically as dictated in our handbook and the procedural manual. Each special education teacher is required to provide all teachers of the students on their caseload with copies of each students' IEP.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	The VCS Program for Exceptional Children has developed 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. Our special education administrative staff meet routinely to review the processes and procedures established in our Special Education Handbook. This is to that all staff is familiar with all procedures. We also review all due dates on the Georgia Department of Education Website for special education. All due dates are entered into the system and departmental Google calendar with reminders. Once the alerts for reminders are indicated, special education office personnel is responsible for email reminders to all pertinent staff. Checklist have been created to ensure that all components for items that require submission. These checklists are required to be submitted to the Director of Student Services after having been reviewed by the special education secretary. These are all procedures that are in place to help with with supervision and monitoring process. We provide monthly special education staff meetings for all of our special education staff. It is during these meetings that we provide professional development to our teachers. We also have monthly administrator meetings during which PL is provided to inform and update administrators on current practices and special education procedures. If there are problems with any individual a conference will take place informing the staff of the correct policy and procedure to follow. If problems persist, a corrective action plan will be developed and routinely reviewed with said personnel member.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY25 Title IV, Part A funds

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	● Equity gap 1- Intervention Effective- Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Vidalia City Schools' Equity Action Plan for the FY25 Equity Gap 1 addressed student achievement and providing equitable access to student support programs and interventions. To address student performance in ELA and Math, each school used student data from the 2023-2024 summative, diagnostic and formative assessments, as well as classroom performance to identify individual student needs to provide supports such as remediation, enrichment, interventions, extended learning. The Equity plan implementation showed that students performance increased on the Spring 2025 Georgia Milestones in most grades by 2 to 3 percentage points. Other data sources used to determine effectiveness included observations and walkthroughs, implementation of professional learning content specific strategies, and formative data assessments including Acadience, Growth Measure, IXL, and MAP.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	● Equity gap 2- Intervention Effective- Maintain Activities/Strategies

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Vidalia City Schools' Equity Action Plan for the FY25 Equity Gap 2 addressed equitable access and allocation of academic resources to students. With most of our instructional and assessment programs online, technology devices (chromebooks, ipads, etc) were purchased to ensure that every school and classroom has the devices needed to access the supplemental resources available. Supplemental programs were purchased (Fast Forword, Acadience, IXL, MAP) and made available to all students for improving reading fluency and comprehension. Students were provided with tutoring, remediation, interventions, and enrichment during scheduled extended learning time during the regular school day. Data sources provided by formative assessments showed individual student progress and/or mastery of fluency and comprehension skills. Other data sources used to determine effectiveness included lesson plans/schedules for student use and access of technology and program use, data digs during PLC meetings, observations and walkthroughs, and Georgia Milestones increase in reading and Lexile scores.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private Schools

Title II, Part A	No Participating Private Schools

Title III, Part A	Vidalia City Schools does not receive Title III, Part A funds. There are no participating private schools.

Title IV, Part A	No participating private schools

Title IV, Part B	No participating private schools

Title I, Part C	Vidalia City Schools does not receive Title I, Part C funds. There are no participating private schools.

IDEA 611 and 619	No participating private schools.