Comprehensive Needs Assessment
2025 - 2026 School Report

Vidalia City
J. D. Dickerson Primary School

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.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Charleen Norfleet
Team Member # 2	Assistant Principal	Beth Wiggins
Team Member # 3	Teacher	Trish Powers
Team Member # 4	Teacher	Abigail Allmond
Team Member # 5	Teacher	Jennifer Tapley
Team Member # 6	Teacher	Stephanie Gross
Team Member # 7	Teacher	Rebecca Warnock

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Business Partner	Jamie Kang
Team Member # 2	Parent	Schalappria Nobles
Team Member # 3	IDEA	Jamie Wilkinson
Team Member # 4	Parent	Elsa Quintero
Team Member # 5	Media Specialist	Hollie Mobley
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Business Partner	Jaimee Kang
Stakeholder # 2	Parent	Kara Martin
Stakeholder # 3	ESOL Parent	Elsa Quintero
Stakeholder # 4	Community Representative	Mary Moon
Stakeholder # 5	Parent/Community Representative	Schalappria Nobles
Stakeholder # 6	Instructional Coach	Heather Oliver
Stakeholder # 7	Administrator	Charleen Norfleet
Stakeholder # 8	Administrator	Beth Wiggins

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?	The team will meet throughout the year to discuss school needs. A timeline for implementation of school improvement will be established and monitored by the leadership team. Surveys will be administered for feedback on the progress of the implementation for school improvement measures.

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 School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

2.1 Coherent Instructional System   6

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

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 School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

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 School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	✓
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

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 School Performance Standard (GSPS). 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

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

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 School Performance Standard (GSPS). 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

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

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]	Our school used the following types of perception data: Title I parent surveys School climate surveys for parents, teachers, and staff Staff Satisfaction 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?")	The results from the surveys indicated the following areas as strengths. Teachers/Staff generally know what to do in an emergency. Most teachers feel that the school's priorities are clear. Parents feel strongly that they can voice concerns to teachers. Parents feel positive about the communication from the school. Parents feel their students are receiving a rigorous and viable curriculum. The students and parents feel that they are safe in their school. The results from perception data indicated: Teachers/Staff generally know what to do in an emergency. Most teachers feel that the school's priorities are clear. Parents feel strongly that they can voice concerns to teachers. Parents feel positive about the communication from the school. Parents feel their students are receiving a rigorous and viable curriculum. The students and parents feel that they are safe in their school. Teachers were concerned about the initiatives and being able to effective manage them as teachers. Teachers would like more actionable feedback. Teachers would like more time for data analysis.

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)	We used the following process data. Discipline data Attendance procedures and data Evaluation data

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?")	The process data continues to reinforce the need for classroom social skills and parental involvement in making sure students are in school daily and on time.

What achievement data did you use?	Achievement data was based on the following benchmarks and progress monitoring data obtained from: ● GKIDS ● MAP (Reading and Math) ● Acadience Data ● PELI ● PAST

What does your achievement data tell you?	Map Reading Achievement Data (Spring) Kindergarten students are performing close to the national average with a median percentile of 46. Grade 1 students are performing below the national average with a median percentile of 29. <u>Map Math Achievement Data (Spring)</u> Kindergarten students are performing relatively well with a median percentile of 56. Grade 1 students are underperforming with a median percentile of 40. Acadience data is similar, showing a trend in first grade of facing challenges in reading. It is noted that growth occurred across the grades in several individual classrooms and with individual students in both K and 1st grades.

What demographic data did you use?	We used various surveys as well as the school information system such as: ● Ethnicity ● Gender ● Economically disadvantaged ● Special Education

What does the demographic data tell you?	Demographic data suggests that we are an increasingly large minority and poor school. The ESOL population as well as the special needs population specifically children with autism are increasing yearly.

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?	Strengths: 1.Systematic Collaborative Curriculum Planning: A proactive, systematic, and collaborative process is used for curriculum planning. 2.Common Expectations: Nearly all teachers, support staff, and leaders have shared expectations for standards, curriculum, assessment, and instruction, ensuring consistency and coherence across the school. Challenges: 1.Incomplete Curriculum Documents and Resources-Due to the recent updates in the Georgia Standards of Excellence (GSE) for ELA, several curriculum documents require revision to ensure alignment with the new standards./b

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?	Structured Facilitation – Clear agendas, protocols, and time management increased productivity. Data-Driven Focus – Student performance data guided targeted instructional adjustments quarterly. Standards Alignment – Consistent emphasis on updated ELA standards ensured curriculum coherence. Collaborative Modeling – Leaders modeled norms that encouraged open sharing and problem-solving.

Strengths and Challenges Based on Trends and Patterns

	Accountability – Ongoing monitoring and feedback of the collaborative process was strengthened.

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?	Collaboration – Strong teamwork improved instructional consistency. Adaptability – Growth mindset toward new standards and strategies. Targeted PD – Most effective when tied to immediate needs with coaching. Data Skills – Improve the analysis process/apply analysis to instruction Resource Use – Effective leveraging of curriculum, tech, and peer expertise.

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?	Effective Communication – Clear, consistent messaging supports family engagement. Capacity Building Need – Families require more tools and strategies to support learning at home.

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?	Commitment to Positive Interactions – Consistent efforts to maintain a sense of community and mutual respect. Growth Area – Need to teach students strategies for self-monitoring and progress tracking to build ownership of learning.

Strengths and Challenges Based on Trends and Patterns

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?	Commitment to Positive Interactions – Consistent efforts to maintain a strong sense of community and mutual respect among students, staff, and families. Growth Area – Need to equip students with self-monitoring and progress-tracking skills to promote ownership of learning. Shifting Demographics – Rising poverty rates, increased numbers of students with special needs, and higher ESOL enrollment. Resource Challenges – Increased costs, reduced public funding, and growing labor-intensive subgroups create urgent needs for additional staff and resources.

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?	Literacy Trends – Inconsistent improvement in phonics and phonemic awareness (Acadience data and MAP data). Strength in growth on Acadience assessment in K. Math Trends – Growth in K–1 math scores (MAP data), with continued focus on aligning instruction to new Georgia Mathematics standards. Instructional Shifts – Continue to implement MyView literacy program in K–5 to build teacher capacity and improve student outcomes.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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.

Strengths	Overall Improvement – Academic achievement across IDEA

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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.

	population.
	Curriculum Alignment – ED population performing inconsistently well on basic skills (Acadience and MAP)
	Shifting Demographics – Increasing enrollment of students with special needs and ESOL students.
	Professional Learning – Ongoing PD equips teachers to adapt standards for diverse learners.
	Student Motivation – Incentives and celebrations encourage and recognize all levels of achievement.

Challenges	Increasing Complexity – Special needs students' needs are becoming more severe, requiring additional specialized support and resources.
	Integration Model – Most special needs students participate in general education through co-teaching, but rising severity strains the current system.
	Instructional Challenge – Co-teaching strategies must become more adaptable to address a wider range of disabilities.
	Professional Learning – Ongoing PD is underway to strengthen teacher capacity in meeting diverse needs.

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	Implement a unified instructional planning framework that integrates learning targets, success criteria, aligned assessments, and specially designed instruction (SDI) (where applicable) to increase instructional clarity and access for all students.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Increase the number of students demonstrating growth from BOY to EOY on the MAP and DIBELS assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	K-5 leadership teams will implement MTSS functions as outlined by Vidalia City School System guidelines.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 4

Overarching Need	Implement practices that support student well-being and positive behavior.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

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 - Implement a unified instructional planning framework that integrates learning targets, success criteria, aligned assessments, and specially designed instruction (SDI) (where applicable) to increase instructional clarity and access for all students.

Root Cause # 1

Root Causes to be Addressed	Insufficient training for teachers on creating and implementing standardized lesson plans and success criteria.
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Absence of well-defined success criteria for student learning outcomes.
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

Root Cause # 2

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children

Additional Responses	

Overarching Need - Increase the number of students demonstrating growth from BOY to EOY on the MAP and DIBELS assessments.

Root Cause # 1

Root Causes to be Addressed	Variability in instructional methods and quality across different classrooms and teachers.
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Insufficient formative assessments and feedback to guide instructional practices and student learning.
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

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

Additional Responses	

Overarching Need - K-5 leadership teams will implement MTSS functions as outlined by Vidalia City School System guidelines.

Root Cause # 1

Root Causes to be Addressed	Lack of teacher knowledge and training using research based best practices based on social emotional learning.
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

Additional Responses	

Overarching Need - Implement practices that support student well-being and positive behavior.

Root Cause # 1

Root Causes to be Addressed	Past lack of consistent SEL program implementation leading to limited ability to meet the needs of all learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 1

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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

School Improvement Plan
2025 - 2026

Vidalia City
J. D. Dickerson Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Vidalia City
School Name	J. D. Dickerson Primary School
Team Lead	Charleen Norfleet
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement a unified instructional planning framework that integrates learning targets, success criteria, aligned assessments, and specially designed instruction (SDI) (where applicable) to increase instructional clarity and access for all students.
Root Cause # 1	Absence of well-defined success criteria for student learning outcomes.
Root Cause # 2	Insufficient training for teachers on creating and implementing standardized lesson plans and success criteria.
Goal	May 2026, 100% of teachers will implement a unified instructional planning framework that integrates learning targets, success criteria, aligned assessments, and specially designed instruction (SDI) (where applicable) to increase instructional clarity and access for all students.

Action Step # 1

Action Step	Provide Professional Learning to all administrators and instructional stall on teacher clarity to build consistent understanding specific to grade level learning standards, learning targets and success criteria.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, Presentation model, Agenda(Grade-level CTMs)
Method for Monitoring Effectiveness	Learning Walk Tool
Position/Role Responsible	Teachers/Administration/Instructional Coaches/Curriculum Director
Timeline for Implementation	Weekly

Action Step # 1

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 Connections, RESA, Literacy & Math consultants, Instructional Coaches

Action Step # 2

Action Step	Teachers will create and update weekly lesson plans in all content that reflect district curriculum guidelines and submit plans through a designated platform for administrative feedback.
Funding Sources	Title I, Part 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	CTM Forms , Sign-in Sheets, Agendas, CTM minutes, Completed lesson plan
Method for Monitoring Effectiveness	Learning Walk forms, Quality of lesson Plans including components
Position/Role Responsible	Teachers/Instructional Coach/Consultants
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Provide PD to all SPED teachers and SPED paraprofessionals on the definition and explanation of Specially Designed Instruction (SDI).-Understanding the why of Specially Designed Instruction (SDI).
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Learning Walks, CTM's, Data meetings
Method for Monitoring Effectiveness	Learning Walk data, CTM's minutes, Agendas, Lesson plans, Data meetings
Position/Role Responsible	Administrations/Teachers/Instructional Coaches
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	Teachers will revise curriculum map and pacing guide (weekly) that includes all instructional days and system wide events and pacing. Timeline should be realistic and flexible so that all standards are met.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Links to fully developed curriculum MAP and pacing guide
Method for Monitoring Effectiveness	100% of teachers completion of the curriculum map and pacing guide
Position/Role Responsible	Teachers, Administration, Instructional Coaches, Consultants
Timeline for Implementation	Yearly

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 # 5

Action Step	The admin and district team will provide mentors for all teachers with less than three years of experience and any teacher new to our system to ensure that 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
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mentor Sheets
Method for Monitoring Effectiveness	Student assessment results (PELI, Acadience, and MAP), Walkthrough data
Position/Role Responsible	Instructional Coaches, Mentor Teachers, Admin
Timeline for Implementation	Quarterly

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 # 6

Action Step	Hire and prepare instructional coaches in ELA and Mathematics to support instructional initiatives and ensure professional learning implementation is carried out with fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Action Step # 6

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student achievement, attendance patterns, student benchmarks, evaluation of intervention data
Method for Monitoring Effectiveness	Student achievement, attendance patterns, student benchmarks, evaluation of intervention data (PELI, Acadience, MAP, IXL)
Position/Role Responsible	Admin, District Leadership
Timeline for Implementation	Weekly

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 # 7

Action Step	Use a variety of tools/common assessments/professional learning with established protocols for interpreting data through various methods to drive next steps in addressing deficiencies and gaps among various subgroups, specifically addressing needs for SWDs and Specially Designed Instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 7

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student achievement, attendance patterns, student benchmarks, evaluation of intervention data
Method for Monitoring Effectiveness	Student achievement, attendance patterns, student benchmarks, evaluation of intervention data (PELI, Acadience, MAP, IXL)
Position/Role Responsible	Admin, District Leadership, Instructional Coaches
Timeline for Implementation	Quarterly

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 # 8

Action Step	Teachers will update weekly content area lesson plans to include individualized Specially Designed Instruction (SDI) strategies based on student eligibility reports, IEPs, and student data
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Presentation slide Meeting agenda
Method for Monitoring Effectiveness	100% of Special Education Teachers will update weekly lesson plans to include SDI strategies based on eligibility reports, IEPs, and student data (e.g., summative/formative assessments, progress monitoring, etc.).
Position/Role Responsible	Admin, ICs, Special Education Teachers
Timeline for Implementation	Quarterly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students demonstrating growth from BOY to EOY on the MAP and DIBELS assessments.
Root Cause # 1	Insufficient formative assessments and feedback to guide instructional practices and student learning.
Root Cause # 2	Variability in instructional methods and quality across different classrooms and teachers.
Goal	By the end of the 2025–2026 school year, increase by 5% the number of students demonstrating growth from BOY to EOY on the MAP and DIBELS assessments.

Action Step # 1

Action Step	School leadership will provide professional development to teachers on the implementation of procedures for a successful collaborative team meeting.
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 Supportive Learning Environment
Method for Monitoring Implementation	CTM agenda meetings, Forms, Sign-in sheets
Method for Monitoring Effectiveness	100% of teachers will be trained on proper procedures of CTM's; Benchmark results, Progress monitoring
Position/Role Responsible	Teachers/Administration/Instructional Coaches
Timeline for Implementation	Weekly

Action Step # 1

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, Admin, RESA

Action Step # 2

Action Step	School leadership and all certified staff will participate in job embedded professional learning with consultants using evidenced based teaching and learning strategies.
Funding Sources	Title I, Part A
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	Data analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Admin/Instructional Coaches/ Consultants
Timeline for Implementation	Weekly

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, Admin, RESA

Action Step # 3

Action Step	Teachers will be provided with supplemental programs and resources to improve student reading and math skills., ie, math and reading intervention programs, classroom libraries, manipulatives, intervention pull-outs daily.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Yearly

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, Admin, RESA

Action Step # 4

Action Step # 4

Action Step	The staff will increase the involvement and knowledge of parents to enhance parental engagement in all academic avenues by hosting various parent engagement events
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Quarterly

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, Admin, RESA

Action Step # 5

Action Step # 5

Action Step	The staff will increase opportunities and access for all students to engage in technological learning using computers and other technological devices for large or small group settings to enrich, enhance, remediate, or introduce learning and interventions.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Weekly

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, Admin, RESA

Action Step # 6

Action Step	Class size reduction will be implemented in K-1 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 Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Quarterly

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 # 7

Action Step	School leaders will provide supplemental remediation, enrichment, and intervention programs and resources for students who are not proficient on local benchmark assessments.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Analysis of student data, extended learning, and effectiveness data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Quarterly

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 # 8

Action Step # 8

Action Step	School leaders will develop and implement focus walks form monitoring effective instructional practices and fidelity of implementation of professional learning.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Analysis of student data
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, mClass, PAST, PELI, PPVT)
Position/Role Responsible	Teachers/Instructional Coaches/Administration/Consultants
Timeline for Implementation	Quarterly

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 # 9

Action Step # 9

Action Step	Leaders will provide professional learning on the 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 IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Analysis of student data, Tier I and SDI focus walks, Evaluations
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, mClass, PAST, PELI, PPVT)
Position/Role Responsible	District Leaders, School Admin, Consultants, and Instructional Coaches
Timeline for Implementation	Quarterly

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 # 10

Action Step # 10

Action Step	Provide professional learning for teachers who are in the co-teaching environment through consultants for on-site consultation, observations, and feedback.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Analysis of student data, Tier I and SDI focus walks, Evaluations
Method for Monitoring Effectiveness	Benchmark results, Progress monitoring, (MAP, DIBELS, PAST)
Position/Role Responsible	District Leaders, School Admin, Consultants, and Instructional Coaches
Timeline for Implementation	Quarterly

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 # 11

Action Step # 11

Action Step	Administration will participate in ATSI walkthroughs to provide consistent monitoring of instructional practices with IDEA students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding Title III Part A EL Title III Part A Immigrant
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	A walkthrough tool aligned with IDEA instructional expectations (e.g., use of accommodations, differentiation, IEP goal alignment) will be completed during each visit.
Method for Monitoring Effectiveness	Effectiveness will be measured by reviewing IDEA student progress on formative assessments, MAP Growth, and IEP goal attainment in relation to instructional practices observed during walkthroughs.
Position/Role Responsible	Administration, IDEA teachers, Paraprofessionals,
Timeline for Implementation	Quarterly

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 # 11

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	K-5 leadership teams will implement MTSS functions as outlined by Vidalia City School System guidelines.
Root Cause # 1	Lack of teacher knowledge and training using research based best practices based on social emotional learning.
Goal	By June 2026, K-5 leadership teams will implement MTSS functions as outlined by Vidalia City School System guidelines.

Action Step # 1

Action Step	The Leadership Team will lead quarterly data reviews with grade-level teams to analyze academic and behavioral data, identify students needing Tier 2 or Tier 3 supports, and adjust interventions. Progress monitoring will be documented in the MTSS platform.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	100% of monthly data meetings scheduled by MTSS team
Method for Monitoring Effectiveness	100% of monthly data meetings scheduled by MTSS team
Position/Role Responsible	MTSS Leadership Team
Timeline for Implementation	Quarterly

Action Step # 1

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 # 2

Action Step	The Leadership Team will establish and train a dedicated MTSS team, including teachers, instructional coaches, and support staff, to ensure consistent implementation of interventions and monitoring of student progress.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding Title III Part A EL Title III Part A Immigrant
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	Data reviewed for each Tier 2 and Tier 3 student; Students showing progress identified for continuation/fade of support; Students not making progress flagged for adjustment of interventions
Method for Monitoring Effectiveness	100% of team members selected by Admin

Action Step # 2

Position/Role Responsible	MTSS Leadership Team, Admin, IC's
Timeline for Implementation	Yearly

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)?	District Team, Consultants

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement practices that support student well-being and positive behavior.
Root Cause # 1	Past lack of consistent SEL program implementation leading to limited ability to meet the needs of all learners.
Goal	By the end of May 2026, implement practices that support student well-being and positive behavior.

Action Step # 1

Action Step	Train staff in Character Strong, familiarize with platform, and provide usernames and logins
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
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	Learning walk tool, classroom guidance schedule
Method for Monitoring Effectiveness	100% of staff will receive PD on importance of social-emotional learning

Action Step # 1

Position/Role Responsible	PBIS Team, Admin
Timeline for Implementation	Weekly

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 # 2

Action Step	Increase parent and family engagement by adding a parent and family engagement coordinator at the school to promote staff and parent partnerships.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 2

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Attendance data, parent surveys, and teacher feedback
Method for Monitoring Effectiveness	Annual surveys and feedback forms
Position/Role Responsible	Parent and Family Engagement Coordinator/ Admin
Timeline for Implementation	Yearly

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)?	Consultant

Action Step # 3

Action Step	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 I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance data, parent surveys, and teacher feedback
Method for Monitoring Effectiveness	Annual surveys and feedback forms
Position/Role Responsible	Parent and Family Engagement Coordinator/ Admin
Timeline for Implementation	Yearly

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

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Stakeholder Input in Plan Development In developing this plan, J.D. Dickerson Primary School actively sought input from a variety of stakeholders, including teachers, paraprofessionals, specialized instructional support personnel, administrators, parents, community partners, and other school leaders. Feedback was gathered through grade-level meetings, leadership team sessions, school governing council meetings, parent conferences, and community forums. Data from multiple sources was reviewed collaboratively, and stakeholder suggestions were used to shape the identified needs, goals, and action steps for school improvement.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Equitable Access to Effective Teachers J.D. Dickerson Primary School is committed to ensuring that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers. Class rosters are intentionally balanced to reflect equitable distribution of student ability levels, demographics, and instructional needs across all classrooms. Teacher assignments are made to align educator strengths and certifications with student needs. When inexperienced or out-of-field teachers are hired, they receive targeted support, including: ● Assignment of a trained mentor teacher. ● Job-embedded professional learning aligned to curriculum standards and instructional best practices. ● Frequent classroom observations with feedback through the TKES evaluation system. Data on teacher qualifications, experience, and effectiveness are reviewed annually to ensure equitable placement. Adjustments are made as needed to maintain high-quality instruction for all students, regardless of income level or ethnicity.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the	Title I Instructional Program Description The Title I instructional program atJ.D. Dickerson Primary Schoolis designed to provide targeted academic support for the most at-risk students, ensuring equitable access to a high-quality education and closing achievement gaps. The program focuses onEnglish Language Arts (ELA),Mathematics, andearly literacy skillsas the primary areas of need, based on student performance data and identified learning gaps.

| most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). | Subject Areas Addressed
●English Language Arts (ELA):Emphasis on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

●Mathematics:Focus on number sense, operations, problem-solving, and reasoning aligned with the Georgia Standards of Excellence, including the updated Georgia Mathematics Standards.

●Early Literacy:Foundational reading skills development for Pre-K–1st grade students using evidence-based programs and strategies.

Instructional Strategies & Methodologies
●Small-Group Instruction:Differentiated lessons targeting specific skill gaps in reading and math.

●Data-Driven Instruction:Regular analysis of assessment results (mClass, MAP, classroom assessments) to inform instructional planning and grouping.

●Evidence-Based Programs:Implementation ofMyViewLiteracy Program and standards-aligned math resources to build foundational skills.

●Co-Teaching & Inclusion Support:Collaborative teaching models to meet the needs of students with disabilities and English Learners.

●Intervention Services:Daily targeted interventions for students below grade level, with frequent progress monitoring and instructional adjustments.

●Technology Integration:Use of adaptive learning software to reinforce skills and provide individualized practice.

Support for Students in Local Institutions for Neglected or Delinquent Children(if applicable)Students living in local institutions who attend J.D. Dickerson Primary School receive the same access to Title I services as other eligible students. Instruction is coordinated with the institution's staff to ensure continuity of services, with interventions provided in reading and math based on individual needs. Progress monitoring and communication between school and institution staff help ensure students are supported academically and socially during their enrollment.
Overall Program GoalThe Title I program aims to ensure that every student—regardless of background or circumstance—receives the targeted instruction, resources, and support needed to meet or exceed grade-level expectations, with a focus on long-term academic success. |

| 4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | Identification of Eligible Students for Title I Services
J.D. Dickerson Primary School uses a collaborative, data-driven process involving teachers, administrators, parents, and pupil services personnel to identify the most academically at-risk students.
Criteria for Selection:
●Standardized Assessments– MAP Growth (Math/Reading) or mClass Reading scores, administered three times per year.

●Classroom Performance– Unit assessments, benchmarks, and grading results.

●Additional Data– Progress monitoring, WIDA ACCESS (EL students), IEP progress, attendance.

Students are assessed three times per year using the listed assessments. Those with the highest points are prioritized for Title I services.Targeted interventions are provided dailybased on individual student needs, with progress monitored regularly to adjust supports and instructional strategies. |

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	The school supports early childhood transitions through multiple coordinated efforts. APre-K Intervention Program (PIP)is housed at the upper elementary school, and six Pre-K classes operate within the primary school, providing a seamless transition from one grade level to the next. In addition, the school collaborates with local child care facilities to assess children prior to their enrollment in Pre-K and Kindergarten, ensuring early identification of strengths and needs. Ongoing communication with families is prioritized so that parents are well-prepared for the start of school and are informed of the school's standards, requirements, and expectations.

6. If applicable, describe how the school 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 interest and skills.	Does not apply.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Positive Behavioral Interventions and Supports (PBIS): The school implements PBIS schoolwide to teach, model, and reinforce positive behaviors. Students are recognized frequently for meeting expectations, creating a proactive approach that reduces discipline incidents.

Tiered Interventions: Within the MTSS framework, the school provides tiered behavioral supports, including small-group social-emotional learning interventions and individualized behavior plans, to address root causes of behavior rather than relying on removal.

Restorative Practices: Staff are trained in restorative practices that focus on repairing relationships and resolving conflicts, keeping students engaged in learning while addressing behavior constructively.

Professional Development: Teachers and staff receive training on |

	culturally responsive classroom management and de-escalation strategies to ensure discipline practices are equitable across all subgroups. Data Monitoring: Discipline data is disaggregated by subgroup and reviewed regularly by the Leadership Team to identify trends, monitor equity, and adjust supports as needed.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	

Vidalia City School District

Parent and Family Engagement Policy

2025-2026
Revised June 16, 2025
1001 North Street West
Vidalia, GA 30474
Vidaliacityschools.org
(912) 537-3088

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.

(B) That parents are encouraged to be actively involved in their child's education.

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, Vidalia City Schools (VCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe VCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. VCS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During the annual district and school stakeholder meetings in May 2025, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2025-2026 school year. The district emailed parents information about this meeting and posted an announcement on the school district website. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP) and the School Improvement Plan. Additionally, each Title I school used its School Governance Team to review the district parent and family engagement policy before the end of the 2025-2026 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by June 13, 2024 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

Communications

Vidalia City Schools will communicate with all families and the community on a regular basis regarding school wide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

This year, the district Family Engagement Coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools' principals to review family engagement plans and activities.

Reservation of Funds

Vidalia City Schools will reserve 1 percent from the total amount of Title I funds it receives in 2025-2026 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, VCS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school held stakeholder meetings in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. In addition, surveys were emailed and posted on our websites so that parents could provide feedback about school improvement and parent engagement. Comments, written suggestions, and minutes from these meetings and surveys were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Federal Programs Director in the district office.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual District Meeting ~ *April, 2026*
All stakeholders are welcome to hear the latest updates from the Vidalia City School district as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2025-2026 school year. Notices regarding this meeting will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

School Improvement Forums ~ *April-May, 2026*
Each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings?
Click *Here*
to review the meeting documents and minutes and leave your input.

Scan the code with your smartphone or tablet to access family engagement information from the Vidalia City Schools website.

Annual Title I Meeting~ August-September, 2025
At the beginning of the school year, all Title I schools will host a meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I.

School-Parent Compacts
As part of this plan, all Title I schools, along with our families will jointly develop school-parent compacts in order to build and develop a partnership to help our students the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, and reviewed at parent/teacher conferences.

Building Capacity

Vidalia City Schools will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, VCS will implement a variety of family and community engagement initiatives. The FEC meets with the family engagement team and building administrators to plan events throughout the school year that focus on training parents on how to help their child learn at home. This initiative supports teachers and families as they partner to address academic goals through at-home learning activities.

Of Parents - Vidalia City Schools will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to student learning, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding how to access the parent portal and digital learning resources. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

The district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and other materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

Vidalia City Schools will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten sign-up days, Middle and High School Transition Nights, and College and Career activities so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - Vidalia City Schools will conduct four trainings during the school year for principals to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. Vidalia City Schools Family Engagement Coordinator will work with school leaders to train the entire school staff to engage parents in their child's learning. The purpose of staff training is to coordinate the sustainability and growth of family engagement initiatives in the district.

To ensure that information related to district, school, parent programs, and engagement activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and family engagement meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, VCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

VCS will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

Annual Parent Survey
April-May 2026

School Improvement Forum
April-May 2026 (TBA) –
Local school site

Annual District Meeting
April 2026 (TBA) –
Vidalia City BOE

For Schools

Engaging Parents Leaders Training
March 2026 –
Vidalia City BOE

Parent Advisory Committee Meetings
Once per month on school calendar for 2025-2026

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by Vidalia City Schools on June 16, 2025 and will be in effect for the 2025-2026 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.