

Application: Vidalia City Early Learners B5

Tammy McFadden - tmcfadden@vidalia-city.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000138
Last submitted: Feb 10 2020 09:45 AM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Vidalia City Schools

District Contact Information

Please enter the information for your district's main L4GA 2019 contact.

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-3088

Grant Fiscal Agent MOU

Please upload your completed Grant [Fiscal Agent MOU](#). You can find this document on the L4GA Grant website.

[VidaliaCityMOU.pdf](#)

Filename: VidaliaCityMOU.pdf **Size:** 300.5 kB

GaDOE Conflict of Interest and Disclosure Policy

Please upload your completed [GaDOE Conflict of Interest and Disclosure Policy](#). You can find this document on the L4GA Grant website.

[VidaliaCityCOI.pdf](#)

Filename: VidaliaCityCOI.pdf **Size:** 1.2 MB

Previous Grantee

Has your district been a Striving Readers or L4GA 2017 grant recipient? If yes, please specify years.

2013-2015

Growing Readers

Does your district participate in the Growing Readers Program with the Governor's Office of Student Achievement (GOSA)?

no

Get Georgia Reading

Please complete the Get [Georgia Reading Campaign Community Commitment form found here](#)

L4GA 2019 Full Application

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L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

-- all sections *except Section 8: B5 Project/School Literacy Plan - that is uploaded as a separate task

All files uploaded files should be .pdf.

Please use a descriptive file name for each section (examples at top of each section).

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

Section 1: Upload Local Education Agency (LEA)-Partnership Narrative (to be completed by LEA- Community Literacy Task Force)

15 Points

This narrative is a highly important factor in ensuring that the reviewer understands the community, the local education agency (in most cases, this is a school district), the feeder system identified, and how this initiative will assist with the literacy development across the identified community, including in and out of schools.

The LEA-Partnership Narrative should be limited to 2500 words.

Absolute Priorities for L4GA-Sub-grants:

- Identification of feeder system(s) and community served
- Identification of all LEA-Partnership partners, including early childhood service providers
- A brief description of the feeder system(s) identified, and history of the L4GA LEA-Partnership
- Population demographics of the community
- Climate Ratings for each school involved in the proposed partnership and/or status of implementation of PBIS
- Student literacy/ELA outcomes of the feeder system

Plan for engaging

- early childhood education providers
- P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs
- community coalition

[VidaliaCityLEAPartnershipNarrative.pdf](#)

Filename: VidaliaCityLEAPartnershipNarrative.pdf **Size:** 303.4 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

Section 2: LEA-Partnership Management Plan and Key Personnel (to be completed by LEA-Community Literacy Task Force)

10 points

This section will apprise the reviewer of how the grant will be supported from the district level. Who are the key people involved in the grant? How will the grant function in terms of the whole district strategic plan? How will financial aspects of the grant be handled? Will there be a dedicated staff member at the district office with the responsibility of grants administration? Though this is certainly not an exhaustive list, these questions should be covered in your response. **The LEA-Partnership Management Plan and Key Personnel should be limited to 1000 words.**

LEA office support for grant management.

- Who are the key people involved in the grant?
- How will the grant ensure services in B-5?
- How will the grant function in terms of the whole district strategic plan and comprehensive needs assessment?
- How will financial aspects of the grant be handled?
- Will there be a dedicated staff member at the district office with the responsibility of grants administration?

Ability of the LEA to adequately administer the funding.

Any financial audit findings over the past three years should be discussed in this section.

Controls for spending should be pointed out.

Note: L4GA 2017 and L4GA 2019 funds cannot be commingled.

[VidaliaCityManagementPlan.pdf](#)

Filename: VidaliaCityManagementPlan.pdf **Size:** 311.7 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

Section 3: Needs Assessment and Root Cause Analysis (to be completed by district office)

10 points

This section should describe the needs assessment process. What assets exist? How were root causes determined using the needs assessment process, and how will this information be used to develop a project that will impact all students birth to grade 12 in the LEA community? **The Needs Assessment and Root Cause Analysis should be limited to 1000 words.**

B-5

Analysis of data related to other learning outcomes and school readiness.

Analysis of:

- Developmentally appropriate instruction and curriculum
- Professional learning provided to educators and directors
- Family engagement strategies
- Leadership effectiveness
- Other supports for the the Whole Child and Well-rounded Education
- Coordination efforts with K-12

K-12

Comprehensive needs assessment and root cause analysis using Georgia's System for Continuous Improvement (NOTE: LEAs should use the same approach as with their federal Comprehensive LEA Improvement Plans (CLIPs), District Improvement Plans (DIPs), and School Improvement Plans (SIPs); therefore, the L4GA plan should complement local strategic plans):

- Coherent Instructional System
 - Past instructional initiatives
 - Current instructional initiatives
 - How to identify students for interventions
- Community and Family Engagement and Empowerment
- Engaged Leadership
- Positive Learning Environment
- Professional Capacity
- Other Supports for the Whole Child and Well-rounded Education

Coordination efforts with B-5, out-of-school providers, and community organizations.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor's Office of Student Achievement (GOSA)
- Literacy for All Georgia
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[VidaliaCityNeedsAssessment.pdf](#)

Filename: VidaliaCityNeedsAssessment.pdf **Size:** 637.3 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

10 points

This section should provide the reviewer with the actual implementation plan proposed for funding. The reviewer must understand who, what, when and how the actual performances will utilize assets and address the needs determined in the “root cause” analysis. It will not be enough to name programs and strategies; the application should show how the strategies and programs align to best practices and directly address the needs of the children in the community by working through community organizations, early care/learning providers, and schools. The plan should show how the community-level supports, instructional strategies, delivery models are consistent with Evidenced Based Practices and directly address the needs of the students, educators, parents and community. **The Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed should be limited to 1000 words.**

- Implementation plan proposed for funding.
- The plan should show how the instructional strategies, delivery models and programs are consistent with EBP and directly address the needs of the students and educators.
- The plan should show how community partnerships are developed in ways consistent with evidence-based practices and directly address the needs of students and families.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[VidaliaCityProjectPlan.pdf](#)

Filename: VidaliaCityProjectPlan.pdf **Size:** 188.3 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

Section 5: Assessment/Data Analysis Plan (to be completed by district office)

10 points

In this section, indicate what community-level data will be utilized (e.g., poverty, transportation, healthcare, etc.) in addition to assessment data. For example, vision screeners may be an essential data point as a way to target vision supports for students.

In addition, it is important to spell out specifically who, what, when and how the assessments will be given at the school level and how they will be analyzed by a team representing the early care providers, the community, local teacher educators/professional development providers, the schools, and the district.

The procedures involved in determining how instruction is developed based on the assessment data should be carefully described. Assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed. Procedures for educators' analysis of local assessment data to inform instruction should also be included. **The Assessment/Data Analysis Plan should be limited to 1000 words.**

- Assurance that assessment and evaluation requirements for the SEA will be completed.
- Estimated cost for assessments included in proposed LEA-Partnership budget
- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Procedures for educators' analysis of local assessment data to inform instruction

[VidaliaCityAssessmentDataAnalysisPlan.pdf](#)

Filename: VidaliaCityAssessmentDataAnalysisPlan.pdf **Size:** 271.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

10 points

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including early care and learning providers, CTAE, Special Education teachers, all content teachers as well as community partners and parents as appropriate. This section of the grant should provide the district's overall plan for engaging LEA-Partners with L4GA Professional Learning offerings. NOTE: LEA-Partners must agree to utilize their L4GA professional learning plan as their singular plan for literacy-related professional learning to avoid layering conflicting professional learning opportunities that could be available in a large LEA. **The Professional Learning plan should be limited to 1000 words.**

Plan for engaging LEA-Partners with Professional Learning offerings:

- Time allocated for collaborative planning time per age/grade level team and vertical teams.
- Local PL supports (e.g., PLCs, collaborative planning, coaching, mentoring)
- Online PL supports
- Institutes
 - Topics of interest for PL for each audience (e.g., early learning; literacy interventionists; community/family liaisons; school leaders, etc.)

[VidaliaCityProfessionalLearningPlan.pdf](#)

Filename: VidaliaCityProfessionalLearningPlan.pdf **Size:** 36.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan (to be completed by district office)

10 points

This section details all of the strategies and human or instructional resources that will be used or paid for as a result of L4GA funding. They should all tie back to the needs assessment, student data, and root cause analysis. They should directly impact literacy, access to print, community engagement, student supports, instructional engagement and/or teacher support. It is not necessary to name specific products; generic descriptions are adequate. Technology purchases must be justified as a way to support literacy improvement. Personnel are allowable as a resource paid for by grant funds; however, please note that sustainability will be essential to the plan. **The Resources, Strategies, and Materials section should be limited to 1000 words.**

Instructional resources that will be used or purchased as a result of L4GA funding. Services that will be purchased as a result of the L4GA funding.

Notes:

- All expenditures should all tie back to community and student data, the comprehensive needs assessment, and root cause analysis.
- All expenditures should directly impact literacy, access to print, student engagement, and teacher support. They should be consistent with EBP.
- Expenditures should support activities primarily offered during the regular school day but may also include out-of-school time and instruction.
- This is not a technology grant; only technology supports vital to literacy improvement and instruction should be allocated.
- Any personnel expenditures are allowable but should be considered carefully as the grant funds are time-limited. Sustainability plans for maintaining positions after grants end should be considered.

Examples of strategies, human resources, or instructional resources:

- SEE-KS professional learning communities
- Growing Readers instructional coaching
- MTSS implementation supports
- Executive Coaching for literacy leadership

[VidaliaCityResourcesPersonnelStrategiesMaterials.pdf](#)

Filename: VidaliaCityResourcesPersonnelStrategiesMaterials.pdf **Size:** 167.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

Section 9: Budget Summary (to be completed by district office)

unscored

Each application should have a budget summary in narrative form. The budget summary will highlight how the LEA/schools/centers/organizations plan to use their L4GA grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including:

Federal Program managers, Grants Accounting Personnel, L4GA program staff, and a member of the Audit team. **The budget summary should be limited to 600 words.**

Notes:

Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare, and/or write the L4GA proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, Refreshments, Snacks not associated with a literacy event, community partnership event or parent event.
- Game systems and game cartridges are unallowable.
- Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways) not associated with literacy improvement. Books, periodical subscriptions, bookmarks etc. are allowable.
- Decorative Items not associated with literacy or family literacy.
- Purchase of Facilities
- Land acquisition
- Capital Improvements, Permanent Renovations except family literacy centers, media centers or reading centers in the classroom.
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations, or societies for personal benefits. (Does not include professional organizations)
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses, please e-mail questions to jmorrill@doe.k12.ga.us

[VidaliaCityBudgetSummary.pdf](#)

Filename: VidaliaCityBudgetSummary.pdf **Size:** 146.3 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

Appendix: references for evidence-based practices; letters of commitment, etc. (you may upload more than one file)

[Brewton Parker College- Partnership Committment.pdf](#)

Filename: Brewton Parker College- Partnership Committment.pdf **Size:** 253.1 kB

[Calvary on Aimwell Partnership Committment.pdf](#)

Filename: Calvary on Aimwell Partnership Committment.pdf **Size:** 384.7 kB

[Cornerstone Partnership Committment.pdf](#)

Filename: Cornerstone Partnership Committment.pdf **Size:** 1.2 MB

[First District RESA Partnership Committment.pdf](#)

Filename: First District RESA Partnership Committment.pdf **Size:** 179.3 kB

[Lighthouse Early Start Academy Partnership Committment letter.pdf](#)

Filename: Lighthouse Early Start Academy Partnership Committment letter.pdf **Size:** 174.8 kB

[Ohoopce Library Partnership Committment.pdf](#)

Filename: Ohoopce Library Partnership Committment.pdf **Size:** 159.0 kB

[Southeastern Technical College Partnership Letter.pdf](#)

Filename: Southeastern Technical College Partnership Letter.pdf **Size:** 44.7 kB

[Toombs County Family Connection Partner Commitment Letter.pdf](#)

Filename: Toombs County Family Connection Partner Commitment Letter.pdf **Size:** 181.0 kB

[VidaliaCityReferences.pdf](#)

Filename: VidaliaCityReferences.pdf **Size:** 340.8 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Vidalia City Schools
School or Center Name	Early Learning Birth to 5
System ID	793
School ID	0001

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

7

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Brenda McLain
Position	Principal
Email	bmclain@vidalia-city.k12.ga.us
Phone	912-537-3421

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-3088

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[VidaliaCityBirthto5Plan](#)

Filename: VidaliaCityBirthto5Plan.pdf **Size:** 240.0 kB

Vidalia City School Birth to Five Literacy Plan

Birth to Five Literacy Plan		
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Brenda McLain-Principal/Pre-K Site Director ● Charleen Norfleet- Assistant Principal ● Beth Wiggins-Instructional Coach ● Sonja Hamilton-Special Education Teacher ● Heather Stanley-Pre-K Teacher Lead Teacher ● Belinda Warnock-Kindergarten Teacher ● Sissy Anderson-Special Areas(PE) ● Harriet Smiley-Paraprofessional 	<p>Community Assets</p> <ul style="list-style-type: none"> ● Boys/Girls Club ● Vidalia Learning Center ● Civic Organizations ● Public Library ● Family Connections and other agencies ● Toombs County Health Department ● Church/Faith Based Organizations ● Area Colleges ● Local Businesses ● Head Start Toombs County ● Quality-Rated Daycare Centers ● Local Hospital/Health Agency 	<p>Past Instructional Initiatives(JDDPS)</p> <ul style="list-style-type: none"> ● Young Author’s Workshop ● Working on the Work ● CCGPS/GPS/GSE Implementation ● Poverty Trainings (VCSS) ● Standards-Based Report Cards/Classrooms ● Co-Teaching ● RTI ● Differentiated Instruction ● DIBELS ● PBIS ● Journeys Reading Resources
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> ● Reading Comprehension ● Basic Approach to Literacy ● Guided Reading ● Phonological Processes ● Phonemic Awareness ● Leveled Readers ● Small/whole Group Instruction in Reading ● Open the World of Learning (OWL) Curriculum (Pre-K) ● Read It Once Again Curriculum (SWDs) ● Unique Curriculum (SWDs) 	<p>PL Needs</p> <ul style="list-style-type: none"> ● Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas ● More research-based instructional strategies to support MTSS processes ● Assistance with students with significant reading/writing delays ● Integrating technology into classroom instruction ● Develop activities/units/lessons that fully integrate GSE rigor/academic challenge ● Data used to make decisions regarding academic placement and progress, especially pertaining to MTSS 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> ● Need a strong comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing ● Provide all stakeholders with PL necessary to help children become proficient in literacy ● Provide training and resources to meet the evolving needs of students B-12th ● Promote literacy awareness throughout the system and community ● Provide and distribute literacy resources to families throughout the community (including local daycares)

Vidalia City School Birth to Five Literacy Plan

	<ul style="list-style-type: none"> ● Increase knowledge of five developmental areas and milestones of children Birth to Five ● Equip daycare providers and local housing authority personnel with literacy strategies and activities 	
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Vidalia City Schools Birth to Five: School Literacy Plan

The community’s commitment to investing in birth to 5 literacy is fundamental in preparing our youth for the future. Stakeholders must be actively involved in developing goals and implementing a plan towards our vision for Birth to 5 in Vidalia, Ga. and surrounding communities. It is imperative we begin engaging and educating our stakeholders on early literacy practices.

District Literacy Team(DLT)

- Dr. Garrett Wilcox, Superintendent of Schools
- Ginger Morris, Assistant Superintendent of Schools
- John Sharpe, Vidalia High School Principal
- Jamie Sharpton, Vidalia High School Assistant Principal
- Tammy McFadden, Federal Programs Director
- Katrina Blount-Woodard, Special Education Director
- Jennifer Blount, RTI Coordinator
- Sandy Reid, JR Trippe Middle School Principal
- Brandon Boston, JR Trippe Middle School Assistant Principal
- Scott Stephens, Sally D. Meadows Principal
- Ben Helms, Sally D. Meadows Assistant Principal
- Brenda McLain, J.D. Dickerson Primary School Principal
- Charleen Norfleet, J.D. Dickerson Primary Assistant Principal
- Laurianne McDonald, Bright From the Start Consultant
- Sabrina Wiggs, Technology Director
- Jewell D. Moore, Lighthouse Learning Academy Owner-Operator
- Aimee Hart, Gifted Coordinator
- Paige Williamson, Toombs County Family Connections Director

Vidalia City School Birth to Five Literacy Plan

Vidalia City Schools Literacy Plan Birth to Five		
B-5 Goal 1: Promote and improve parent and community partnerships and support for literacy. B-5 Goal 2: Enhance access to literacy resources in the community and childcare centers. B-5 Goal 3: Improve literacy skills for children ages B-5. B-5 Goal 4: Use community and school-level data to make decisions about literacy needs.		
Pillar One: Language Nutrition		
Currently	Going Forward	Expanding/Sustaining
<p>Action: All stakeholders create a plan for all children to receive intensive, language rich adult-child interactions, which are critical for brain development and enhancing their ability to read by third grade.</p> <p>Currently, leaders from the school system and community support the Pre-K program at J.D. Dickerson Primary School by volunteering in the classroom and making donations to support student progress.</p> <p>Going forward, we must include other stakeholders on our literacy team to include, childcare facilities, local government agencies, churches, local pediatricians, housing authority personnel, etc. in order to increase early language nutrition development in birth to five.</p>		
<ol style="list-style-type: none"> 1. (7) Pre-K Classes 2. Newly appointed District Literacy Team 3. Ohoopsee Regional Public Library 4. Toombs County Family Connection Events 	<ol style="list-style-type: none"> 1. Develop/Provide literacy institutes to parents and childcare providers (B-5) related to literacy skills and adult-child interactions 2. Administrators and teachers participate in PL to support and promote B-5 literacy in the classroom and community 3. Identify additional community stakeholders for DLT 4. Provide research literature and literacy bundles to birthing centers, pediatricians, health department, public library, grocery stores, churches, childcare providers, DFACS 5. Identify barriers that prevent families from participating in trainings (transportation) 6. Administer universal screener to determine at-risk children (PPVT) 	<ol style="list-style-type: none"> 1. Analyze perception and achievement data, then adjust PL to address areas of weakness 2. DLT will offer on-going PL opportunities to educate stakeholders 3. DLC will train individuals on the 5 pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension 4. Collaborative review to analyze data and to review strategies for intervention 5. Create a timeline for screeners and assessments for ongoing improvement plans

Vidalia City School Birth to Five Literacy Plan

Pillar Two: Access		
Currently	Going Forward	Expanding/Sustaining
<p>Action: All stakeholders create a plan for all children birth to five to have year-round access, awareness, and support related to healthy physical and social-emotional development and success.</p> <p>Currently, various services and resources including dental, vaccinations, vision and hearing, and library are provided to the community and pre-k students.</p> <p>Going forward, we must provide awareness about the services and resources available to birth to five. DLT must also promote engagement to encourage acquisition of these services.</p>		
<ol style="list-style-type: none"> 1. Help a Child Smile Dental Van/Services (community/Pre-K) 2. Advertise Bright from the Start Pre-K Program at J.D. Dickerson Primary School 3. Summer Reading Program at Ohoopee Regional Library 4. Conduct universal vision and hearing screeners for kindergarten students 5. Toombs County Health Department and pediatricians provide hearing and vision screeners, referrals for Babies Can't Wait, and well checks 6. Audiological Services 7. Backpack Buddies Program 	<ol style="list-style-type: none"> 1. Increase and expand communication in coordination with community partners to form an outreach 2. Use district communications director to facilitate communication efforts through media outlets (social media, newspapers, radio) and the use of flyers at local businesses 3. Host Community Services Fair in coordination with Toombs County Family Connections Director 	<ol style="list-style-type: none"> 1. Analyze perception, participation, and achievement data to determine program effectiveness and make any necessary adjustments 2. Meet with churches and community stakeholders three times a year to expand community outreach 3. Create transition teams for outreach in the community to continue supporting parents and stakeholders

Vidalia City School Birth to Five Literacy Plan

Pillar Three: Positive Learning Climate		
Currently	Going Forward	Expanding/Sustaining
<p>Action: All stakeholders create a plan in which educators, families, and community members create awareness of and foster positive learning environments that will encourage and maintain respectful, trusting, and caring relationships while also promoting social-emotional development, engagement, academic achievement, and ultimately student success.</p> <p>Currently, we employ the use of PBIS techniques and strategies to try to provide a safe, positive learning environment. We also implement social emotional learning curriculum in their daily instruction. We currently do not provide any strategies or techniques to our local community members.</p> <p>Going forward, we will collaborate with our partner stakeholders to strengthen supports and services related to positive learning provided to children ages birth to five.</p>		
<ol style="list-style-type: none"> 1. Positive Behavior Interventions and Supports (PBIS) Pre-k through 12th grade 2. Social- Emotional Learning Professional Learning (pre-k teachers) 3. Teacher Keys Effectiveness System (TKES) Evaluation 	<ol style="list-style-type: none"> 1. Provide cultural diversity and equity professional learning to childcare centers and school staff 2. Strengthen positive relationships with parents through community outreach in order to improve school perception and climate (i.e. Vidalia Onion Festival) 3. Professional learning for childcare centers, teachers, counselors, and parents on implementation of social skills instruction 4. Provide wellness opportunities and emotional well-being checks for teachers (e.g. wellness room, teacher checks, staff retreats) 	<ol style="list-style-type: none"> 1. Analyze PBIS, attendance, perception, and school climate data to determine program effectiveness and make any necessary adjustments 2. District school leaders and PBIS Team will conduct school walkthroughs at least 3 times a year 3. Provide email distribution to childcare centers and parents related to positive behavior strategies and techniques 4. Give quarterly staff wellness surveys

Vidalia City School Birth to Five Literacy Plan

Pillar Four: Teacher Preparation and Effectiveness		
Currently	Going Forward	Expanding/Sustaining
<p>Action: All stakeholders create a plan to ensure all birth to five teachers have the knowledge and resources to effectively meet the literacy needs of each child in a developmentally appropriate manner.</p> <p>Currently, we provide mentors for all teachers that are new to our system. We provide professional development in the area of literacy for all of our teachers. We currently have an evaluation process in place that allows teachers to receive corrective feedback on their performance.</p> <p>Going forward, we will be partnering with higher learning institutions to improve teacher effectiveness. We will create opportunities for teachers to expand their basic knowledge in the area of literacy.</p>		
<ol style="list-style-type: none"> 1. Professional Learning training to all Pre-K teachers and paraprofessionals (Bright from the Start) 2. Open the World of Learning (OWL) Curriculum (Pre-K) 3. Teacher Keys Effectiveness System (TKES) Evaluation 4. Quality Rated Childcare Facilities in the community 5. Teachers as Professionals Career Pathway at Vidalia High School 	<ol style="list-style-type: none"> 1. Provide PL on best practices in literacy to childcare providers in the community and pre-k teachers 2. Develop a plan to identify and address barriers that may include providing mentors to pre-k teachers and at childcare sites 3. Provide PL to childcare facilities and pre-k teachers specific to the five developmental areas and milestones of children Birth to Five 4. Increase awareness of verbal and non-verbal communication related to language skills. 5. Partner with Southeastern Technical College's Early Childhood Education Instructor to provide literacy training and resources to students enrolled in the program 	<ol style="list-style-type: none"> 1. Create mobile literacy kits that include literacy activities, curriculum, and books, to send out to childcare centers 2. Analyze perception, participation, and achievement data to determine program effectiveness and make any necessary adjustments 3. Develop coaching videos that model literacy strategies and teaching of literacy skills

Vidalia City School Birth to Five Literacy Plan

Measurements/Outcomes/Evidence/Artifacts:		
<p>Shared Vision/Stakeholder Support</p> <ul style="list-style-type: none"> ● Completed/revised literacy plans ● Increased stakeholder attendance at literacy events-sign-in sheets ● Leadership/faculty/grade-level agendas/minutes ● Stakeholder correspondences including but not limited to emails, written notification, etc. ● Literacy awareness bundles/promotion materials throughout the community 	<p>Professional Development</p> <ul style="list-style-type: none"> ● Sign-in sheets ● Stakeholder invitations ● Stakeholder participation in PD-sign-in sheets ● TKES evaluations ● Lesson Plans ● Summer Camp Participation 	<p>Materials/Resources/Artifacts</p> <ul style="list-style-type: none"> ● Purchase Orders ● Teacher Keys Effectiveness System(TKES) ● Lesson Plans ● Stakeholder Surveys ● Collaborative meeting agendas/notes
<p>RTI/Assessments/Data</p> <ul style="list-style-type: none"> ● Data reports(screeners, formative, summative) ● Collaborative meeting agendas/minutes ● Data meeting notes 		

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
 - iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant

Conflict of Interest & Disclosure Policy

information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such

Conflict of Interest & Disclosure Policy

subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require

Conflict of Interest & Disclosure Policy

that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

x 

Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. J. Garrett Wilcox, Superintendent

Typed Name of Fiscal Agency Head and Position Title

2/7/2020

Date

x 

Signature of Applicant's Authorized Agency Head (required)

Dr. J. Garrett Wilcox, Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

2/7/2020

Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

Vidalia City Schools: Professional Learning Plan

Professional Learning Strategies Identified on the Basis of Documented Need

Teachers and leaders in Vidalia City Schools know that professional learning is a key component to providing quality, research-based instruction and improving student achievement. Developing a clear, concise professional learning plan directly linked to the goals and needs of the district and schools is essential to building sustainable programs. Currently, our staff participate in job-embedded professional learning and summer workshops. Through the district and school improvement process, available funding for professional learning is used to address instructional needs. Even so, we are not seeing the achievement gains necessary for students. Our district would benefit greatly if awarded the L4GA grant by increasing the amount of quality professional learning and resources needed to show gains in achievement. In addition, providing evidence-based professional learning and workshops for early learning birth to five centers would increase literacy opportunities for children prior to entering our school system.

The need for job-embedded professional learning opportunities for staff is supported and valued by VCS leaders. All principals ensure that schedules have time allocated for collaborative planning for grade level and content teams. Professional learning community (PLC) teams are in place at each school and meet at least weekly to review data, create curriculum documents and assessments, and provide professional learning. Even though PLC meetings must be held and documented weekly, collaborative planning time is scheduled every day for teachers. The chart below describes the amount of time scheduled for collaborative meetings. In addition to PLC meetings and collaborative time, our district leaders added extra days into the school calendar that are only used for professional learning. There are two days scheduled each nine weeks and they are used for content/grade PL, vertical alignment, assessment and data analysis, and PBIS trainings.

Vidalia City Schools: Professional Learning Plan

Time Allocated for Collaborative Planning

School	Grades	Time Allocated	Frequency
J. D. Dickerson Primary	Pre-K, K, 1	45 minutes	5 x per week
Sally D. Meadows Elementary	2-5	50 minutes	5 x per week
J. R. Trippe Middle	6-8	80 minutes	5x per week
Vidalia High	9-12	90 minutes	5 x per week
All schools (PL Days)	Pre-K thru 12	6 hours	10 x per year

Local and Online Supports for Professional Learning

- PLC meetings are scheduled weekly for each grade/content area
- Collaborative planning time is scheduled each day
- Literacy Coaching is providing in grades K-5
- District contracts with consultants to provide professional learning
- RESA consultants provide professional learning
- Mentors are assigned to work directly with teachers who have less than 3 years of experience in their grade/content area
- Professional learning days are scheduled in school calendar
- RESA GTAPP program for teachers acquiring certification
- Professional learning plan developed to meet improvement needs
- Online modules, trainings, and workshops are available for program implementation and training new teachers
- Social/Emotional trainings for school staff to gain evidence-based strategies and supports
- Google Classroom trainings to promote the use of technology in classrooms
- Southeastern Technical College, Brewton Parker College, and Georgia Southern University offer learning opportunities, workshops, and teacher preparation programs

VCS staff receive professional learning through various formats including face-to-face, workshops, conferences, and on-line modules or webinars. With the implementation of L4GA project, VCS will utilize all platforms available for professional learning to meet grant

Vidalia City Schools: Professional Learning Plan

requirements and to address the literacy needs of our students birth to twelve. Below is a chart of new and/or continuing professional learning topics for the implementation of the grant.

<p>Project Goal 1: <i>Increase achievement in all content areas by improving literacy B-12.</i></p> <p>Project Goal 2: <i>Build leader and teacher capacity by providing high quality professional learning that includes evidence-based strategies for improving literacy.</i></p> <p>Project Goal 3: <i>Establish positive and productive learning environments where stakeholders and community partners are committed to improving student literacy.</i></p>	
<i>PL Topics of Interest</i>	<i>Targeted Grade Level</i>
Provide training and modeling for birth-5 early learning centers on best practices for development of early literacy skills.	Birth to Five early learning providers
Literacy instruction in all content areas such as: <ul style="list-style-type: none"> • Explicit vocabulary instruction • Include non-fiction and fiction texts in content-area instruction • Direct and explicit comprehension strategies • Intensive, specialized interventions for struggling readers • Peer-assisted learning • Small group reading interventions • Writing strategies for all content areas 	K-12 Staff
Use of complex texts in content area literacy instruction to include both print and digital format	3-12 staff (all content areas)
Use of formative and summative assessment and how to analysis data to address student needs	Pre-K to 12
Coaching on strategies for creating a positive classroom environment and managing student behavior	Pre-K to 12
Improve use of assessment data to inform instruction	Pre-K to 12
Use of instructional technology to improve literacy	K-12
Strategies for student engagement/motivation	Birth to 12
Effectively using digital resources in teaching skills in literacy	K-12
Improve/sustain best practices in writing instruction in all content areas	K-12
Utilize Comprehensive Reading Solutions online modules for research-based literacy strategies	K-12
Provide PL on the use of research-based practices aligned to GELDS for early learning centers, Head Start, and Learning standards for Georgia Pre-K	Birth to 5
Provide parents and stakeholders early literacy training through community-based partners that models developmentally appropriate practice	Birth to 5
Teaching literacy skills in the content areas	6-12
District and school leader training to monitor program effectiveness	All District and K-12 administrators

Vidalia City Schools: Professional Learning Plan

Provide opportunities for parents and caregivers to attend training on how to access information and resources online to help their child at home	Birth to 12
Attend professional learning, conferences and workshops related to literacy, content area, school climate, social and emotional well-being, and improving technology use	Pre-K to 12
Summer institutes for new teachers on specific topics related to content specific instructional strategies and classroom management	Pre-K to 12
Training by vendors for all purchased resources to ensure products are being used effectively by literacy instruction	Pre-K to 12
Use of strategies for working with students with social/emotional and behavioral issues	Pre-K to 12

Measuring effectiveness of professional learning

- Formative and summative assessment data results and analysis
- Georgia Milestones results
- Agendas, sign-in sheets, and/or minutes from professional learning activities or PLC meetings
- Screening/progress monitoring data
- Walk-throughs and observations
- Feedback from PL participation surveys
- Collaborative meeting feedback and discussions
- Review of unit/lesson plans
- TKES walkthroughs and formative observations

Vidalia City Schools: Assessment/Data Analysis Plan

The Vidalia City School System is fully committed to completing all L4GA grant requirements to include necessary assessments and evaluations. Our district is currently using some of the required assessments for implementing the L4GA grant such as DIBELS Next, Reading Inventory, and all required state assessments. With grant funding, our system will purchase the PALS for Pre-K and the Peabody Picture Vocabulary Test (PPVT) as well as any other assessments needed to carry out grant goals. The district assessment director works with school principals and district staff in July to develop a system calendar for all state and local assessments which specifies administration dates or windows for all assessment instruments and is communicated to all district and staff. Below is a list of the assessments and protocols for administering throughout the school year.

Current Assessment Protocol

School-Related Assessments for Learning & Development				
Assessment	Purpose	Skills	Frequency	Grade Level
Hearing & Vision	Screening	Ability to hear and see	1 x year	Pre-K
Pre-K Universal Screener	Screening	Communication, Adaptive Skills, Social/Emotional, Cognitive, Motor	2 x	Pre-K
Peabody Picture Vocabulary Test (PPVT 4)	Screening	Receptive Vocabulary Ability	2 x	Pre-K
Phonological Awareness Literacy Screening (PALS)	Screening	Letter recognition, letter sound, word recognition	3x	Pre-K
Differential Ability Skills	Diagnostic	Cognitive	Initial Placement & Every 3 Years	Pre-K
Comprehension test of phonological processing	Diagnostic	Processing	Initial Placement & Every 3 Years	Pre-K

Vidalia City Schools: Assessment/Data Analysis Plan

Work Sampling Online (BFTS)	Diagnostic	Pre-K Standards	Ongoing	Pre-K
GKIDS Readiness & GKIDS Performance-Based Assessment	Formative	GKIDS standards	First 6 weeks; ongoing	K
Kaufman Brief Intelligence Test	Special Education	Cognitive	1 x	Age 5+
Differential Ability Scales	Special Education	Cognitive	1 x	Age 5+
Wechsler Intelligence Scale for Children	Special Education	Cognitive	1 x	Age 6+
Kaufman Test of Educational Achievement	Special Education	Achievement	1 x	Age 5+
Wechsler Individual Achievement Test	Special Education	Achievement	1 x	Age 5+
Behavior Rating Inventory of Executive Function	Special Education	Behavior	1 x	Age 5+
Behavior Assessment system for Children	Special Education	Behavior	1 x	Age 5+
Emotional Disturbance Decision Tree	Special Education	Behavior	1 x	Age 5+
Cognitive Abilities Test	Gifted	Achievement	1x	K-12
Iowa Assessments	Gifted	Achievement	1x	K-12
DIBELS Next (Acadience)	Screener, Progress Monitoring	Letter Sounds, Fluency, Phonological Awareness, Comprehension	3 x per year (Tier 1) 1 x per week (Tier II, III, IV)	K-5
Reading Inventory	Screener, Progress Monitoring	Comprehension	3 x year (Tier I, II, III) Monthly (Tier IV)	3-12
NAVY	Benchmarking	GSE Standards	3 x per standard (ELA/Math)	3-12
Milestones (EOG & EOC)	Outcome	GSE Standards	1 x	3-12
ACCESS for ELs	Screener	Language	1 x	K-12
GAA 2.0	Formative	Alternate GSE standards	1 x	K, 3-8, 11
Common Formative Assessments	Formative	GSE	Ongoing	K-12

Vidalia City Schools: Assessment/Data Analysis Plan

Data is used to help teachers identify academic strengths and deficits so they can make instructional adjustments in order to meet student needs. Even though achievement data plays a significant role in the educational process, our system includes the use of community and school data such as perception, process, discipline, and demographic. All of these data sources are utilized in the comprehensive needs assessment and thus determine the needs addressed in our district and school improvement plans as well as the district strategic plan. Nevertheless, our district has missed an important target audience by not addressing the literacy needs of B-5 children. In order to support, partner, and train with early education providers and community stakeholders, the LAGA grant is needed to improve literacy outcomes for our students. When (and if) students enter Pre-K, many are starting out behind in the area of literacy. As mentioned in an earlier section of this application, sixty nine percent of children age 3 and 4 in our community are not in school therefore, many are showing up for Kindergarten without the necessary skills to succeed in school. Moving forward, it is imperative to analyze community data including children living in poverty, mothers/parents without twelve years of education, single-parent households, children enrolled in WIC, Medicaid, Peachcare, SNAP and TANF, children without health insurance, and children not attending a Pre-K program to identify obstacles that impact student literacy.

Using data to determine student learning needs is an expectation for teachers and administrators in Vidalia City. Data analysis is an ongoing process used to identify and address student learning needs. The District Leadership/Literacy team consists of district leaders and principals who meet monthly to analyze and review data to progress monitor system goals and action steps. During May/June of each year, district and school leaders have a data retreat to analyze data and student outcomes in order to determine instructional needs and resources for addressing areas of

Vidalia City Schools: Assessment/Data Analysis Plan

improvement. Through Georgia's Comprehensive Needs Assessment (CNA) process, our district leaders along with input from stakeholders make data driven decisions to determine goals, overarching needs, root causes, and action steps that are outlined in the Consolidated LEA Improvement Plan (CLIP) and the district strategic plan.

Teachers are expected to use formative and summative assessments to measure student progress toward meeting learning goals and then use data analysis results to make instructional adjustments and decisions. During PLC meetings, data from formative, summative, and progress monitoring are used to guide the MTSS process for determining students who are in need of specific interventions. Discipline data and behavior referrals are another form of data that is used to determine needs of students. Our system uses Educator's Handbook to house classroom and office level behavior incidences and this data is used to determine what days, times, and classes are individual students exhibiting behavior issues. Thus, providing teachers with information so that instruction is tailored to minimize disruptions. Along with grade level and content data analysis, each school's leadership/literacy team carries out the needs assessment process to identify school level goals, overarching needs, root causes, and action steps that are developed into the school improvement plan.

The L4GA grant would afford our school system the opportunity to enhance our assessment protocol and all costs incurred will be included in the grant budget and explained in the budget summary. Any assessment program that is new would be purchased using L4GA funds and would be administered as outlined in the grant requirements. It is with L4GA funds that Vidalia City will be able to strengthen our assessment plan and provide professional learning so that assessments are administered with fidelity and that leaders and teachers can analyze data to make necessary instructional improvements.

Vidalia City Schools: Needs Assessment and Root Cause Analysis

The Vidalia City School district and school level leadership teams conducted a needs assessment and root cause analysis using the Georgia’s System of Continuous Improvement. The District leadership team consists of district administrators and school principals, department heads from school nutrition, maintenance, transportation, community partners, and parents. The team meets monthly to review and discuss the implementation of our CLIP (Comprehensive LEA Improvement Plan). Various forms of data (achievement, perception, process, and demographic) are used to determine district and school needs. VCS uses surveys to gain perception data from all stakeholders including staff, students, parents, and community members. The Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP) are presented at the Spring Title I Annual Meeting, and feedback is requested. All documents are available on the district website for review and comment.

An important part of the district and school improvement process is conducting the root cause analysis. Our system uses the “5 Why” process for the root cause analysis and through this process, the district Overarching needs were determined. Results of our needs assessment from spring 2019 are in the chart below.

Overarching Need 1: Develop a guaranteed and viable curriculum for all students in all subject areas.
Root Causes <ul style="list-style-type: none">• Achievement gap of students in academic areas in assessments.• Lack of organization tools for unit development/storage/organization to be able to address student needs in an efficient, equitable manner during PLCs.
Overarching Need 2: Increase the number of students within subgroups, achieving proficiency and above on local and state assessments in core academic subjects.
Root Causes <ul style="list-style-type: none">• Lack of understanding of the RTI purpose and processes.• Lack of effective interventions and professional learning/training in implementing the interventions with fidelity.
Overarching Need 3: Implementation of effective professional learning communities that are driven by data, followed by established protocol, and impact instruction.
Root Causes <ul style="list-style-type: none">• Lack of PLC content team SMART goals, continued focus on using common formative assessment for data collection and for driving PLC conversations.• Teacher use of data such as achievement, RTI, formative assessments, discipline to make instructional decisions about program implementation.

Vidalia City Schools: Needs Assessment and Root Cause Analysis

Vidalia City Schools is addressing the identified root causes and is diligent in implementing our district, school, and strategic plans. The L4GA project plan will be instrumental in providing funding and resources to help us meet our achievement goals. Currently, our system uses all available funding sources to contract with consultants to provide professional learning and to provide resources needed for implementing best practices. However, our school system is limited in available resources and the need for additional grant funding is noted.

The data charts in this section contain student performance data on the Georgia Milestones and this data was used in completing the district needs assessment process and in determining the overarching needs including in our district improvement plan. The data shows that literacy improvement is a critical need for the system and our data reflects obvious sub-group challenges that need to be addressed. In order to improve student outcomes, teachers and administrators know that there is much work to be done with Tier 1 instruction along with supports and interventions to address the achievement gap for subgroups.

Birth to 5 Analysis of Assets and Needs:

Our district has a need and commitment to address student literacy at the Birth to 5 level. We currently have Bright from the Start Pre-K program housed at the primary school and it represents the starting point in which our district addresses Birth to 5. Through analysis of student data in grades K-3, it is evident that our district needs to target Birth to 5 literacy to improve outcomes for our students. Previously, our district received the Striving Readers Grant and focused on literacy in grades K-12 without implementing a Birth to 5 plan. Data indicates that 69% of children ages 3 and 4 in our community are not in pre-school which is a concern that our district plans to address. We have been under the assumption that parents are aware of what our community offers for early education and this assumption has been wrong. We have found

Vidalia City Schools: Needs Assessment and Root Cause Analysis

that some parents are not aware that their child can enter Pre-K at age 4 which clearly means that our district needs to make efforts to communicate with the parents of children in our community. With only 37.1% of students proficient in reading by the end of the 3rd grade, it is evident that our district must address student literacy prior to students entering school at age 4 or 5. Moving forward, our school system and its partners will plan outreach programs for communicating with parents about available early learning centers and educational resources for children.

With the L4GA grant resources and funding, our system will build a Birth to 5 literacy initiative to not only communicate but educate and partner with parents, early care providers, and community partners to provide evidence-based early learning programs that improve literacy outcomes. Currently, our Pre-K is using the Bright from the Start's recommended program to ensure that instruction is developmentally and age appropriate. In addition, our Pre-K teachers are implementing Balanced Literacy reading program to prepare students for the transition to Kindergarten. Professional learning is provided for Pre-K teachers and directors to support the implementation of instructional programs. Teachers and directors are afforded professional leave to attend any workshops or conferences related to specific program needs. Throughout the year, family engagement focuses on providing information about student progress and needs. In addition, parents and families participate in field trips and events related to providing a well-rounded education. APTT is implemented at our primary school and Pre-K is included in these family engagement events. Through professional learning, our Birth to 5 administration and the early learning instructional coach are equipped to support the implementation of instructional programs. *Babies Can't Wait* identifies and screens children with developmental delays and chronic health conditions and are served in our Preschool Intervention Program beginning at age

Vidalia City Schools: Needs Assessment and Root Cause Analysis

three. All programs and initiatives offered in Vidalia City are intended to ease transitions and support student learning.

Student Performance Data and Outcomes

Vidalia City ELA Outcomes			
Grade	2017	2018	2019
3 rd ELA Developing Learner and Above	73.9%	61.7%	64.0%
3 rd ELA Proficient Learner and Above	39.7%	31.1%	31.5%
4 th ELA Developing Learner and Above	66.0%	69.1%	54.5%
4 th ELA Proficient Learner and Above	39.7%	35.6%	25.7%
5 th ELA Developing Learner and Above	68.2%	69.5%	61.7%
5 th ELA Proficient Learner and Above	28.3%	32.6%	34.3%
6 th ELA Developing Learner and Above	66.1%	60.1%	67.5%
6 th ELA Proficient Learner and Above	29.8%	30.3%	36.0%
7 th ELA Developing Learner and Above	72.2%	58.9%	63.0%
7 th ELA Proficient Learner and Above	30.1%	23.8%	28.1%
8 th ELA Developing Learner and Above	71.2%	80.8%	74.8%
8 th ELA Proficient Learner and Above	25.8%	37.4%	39.1%
9 th Lit. Developing Learner and Above	74.1%	71.1%	77.3%
9 th Lit. Proficient Learner and Above	39.9%	15.6%	41.8%
11 th Am. Lit. Developing Learner and Above	80.1%	74.9%	73.0%
11 th Am. Lit. Proficient Learner and Above	46.1%	43.3%	32.4%

Three year trends for grades 3-11 indicate that only 25%-40% of students are proficient on the Georgia Milestones in English Language Arts. Students are leaving 3rd grade without the necessary reading and writing skills and there is little to no gains as students move through each grade. Third grade data shows a decrease in student performance since spring 2017.

Vidalia City Literacy Outcomes		
Percent of Students Reading Below Grade Level		
Grade Level	2018	2019
3 rd Grade Below Grade Level (<520 Lexile)	37.30%	37.10%
4 th Grade Below Grade Level (<740 Lexile)	45.20%	53.90%
5 th Grade Below Grade Level (<830 Lexile)	39.50%	41.80%
6 th Grade Below Grade Level (<925 Lexile)	51.60%	48.80%
7 th Grade Below Grade Level (<970 Lexile)	38.10%	32.80%
8 th Grade Below Grade Level (<1010 Lexile)	53.50%	34.50%
9 th Grade Literature Below Grade Level (<1050 Lexile)	36.30%	25.50%
American Literature Below Grade Level (<1185)	29.40%	37.80%

The percent of students reading below grade level based on the Georgia Milestones indicates a significant number of students Lexile reading level is below end of year expectations.

Milestones Data- 3 rd Grade English Language Arts					
(3-Year Comparison)					
Year	# of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2018-2019	184	36.0%	32.6%	24.2%	7.3%
2017-2018	190	38.3%	30.6%	26.4%	4.7%
2016-2017	184	26.1%	34.2%	31.5%	8.2%

Over the past three years, the percentage of third graders scoring Beginning Learner has increased by 10%.

Vidalia City Schools: Needs Assessment and Root Cause Analysis

Milestones Data-3 rd Grade English Language Arts (by Subgroups)					
		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
2018-2019	Black	42.9%	38.5%	16.5%	2.2%
	White	18.3%	31.7%	36.7%	13.3%
	Hispanic	56.3%	12.5%	25.0%	6.3%
	SWD	63.2%	21.1%	15.8%	0.0%
	ED	36.0%	32.6%	24.2%	7.3%
2017-2018	Black	51.3%	32.7%	15.0%	0.9%
	White	9.1%	27.3%	52.7%	10.9%
	Hispanic	41.2%	35.3%	11.8%	11.8%
	SWD	75.0%	20.0%	5.0%	0.0%
	ED	38.3%	30.6%	26.4%	4.7%
2016-2017	Black	42.5%	33.3%	20.7%	3.4%
	White	8.1%	32.4%	44.6%	14.9%
	Hispanic	28.6%	50.0%	21.4%	0.0%
	SWD	64.0%	12.0%	16.0%	8.0%
	ED	26.1%	34.2%	31.5%	8.2%

Georgia Milestones data for third grade indicates performance differences between subgroups. Black and Hispanic subgroups are performing significantly lower than white students. Subgroup data indicates that students with disabilities (SWD) have a high percentage of Beginning Learners consistently over three years.

EOG Milestones English Language Arts (by Subgroups)					
2018-2019		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
4th Grade	All Students	45.5%	28.8%	20.4%	5.2%
	Black	59.5%	27.0%	11.7%	1.8%
	White	16.4%	34.5%	38.2%	10.9%
	Hispanic	52.6%	26.3%	10.5%	10.5%
	SWD	90.5%	9.5%	0.0%	0.0%
	ED	45.5%	28.9%	20.4%	5.2%
5th Grade	All Students	38.3%	27.4%	26.9%	7.5%
	Black	56.7%	25.6%	14.4%	3.3%
	White	21.2%	28.2%	38.8%	11.8%
	Hispanic	40.0%	26.7%	26.7%	6.7%
	SWD	80.8%	11.5%	3.8%	3.8%
	ED	38.3%	27.4%	24.9%	6.5%

Fourth and Fifth grade student performance on the spring 2019 Georgia Milestones indicates a large percentage of students in the “All Students” category are scoring Beginning Learner. In addition, white students are performing significantly higher than all other subgroups.

Vidalia City Schools: Needs Assessment and Root Cause Analysis

EOG Milestones Data English Language Arts (by Subgroups)					
2018-2019		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
6th Grade	All Students	32.3%	31.3%	31.8%	4.5%
	Black	46.5%	34.7%	17.8%	1.0%
	White	16.7%	28.2%	47.4%	7.7%
	Hispanic	41.7%	16.7%	33.3%	8.3%
	SWD	85.2%	14.8%	0.0%	0.0%
	ED	32.3%	31.3%	31.8%	4.5%
7th Grade	All Students	37.0%	34.9%	25.5%	2.6%
	Black	56.5%	37.0%	6.5%	0.0%
	White	15.4%	32.1%	46.2%	6.4%
	Hispanic	38.5%	46.2%	15.4%	0.0%
	SWD	76.9%	23.1%	0.0%	0.0%
	ED	37.0%	34.0%	25.5%	2.6%
8th Grade	All Students	34.7%	47.1%	17.4%	0.8%
	Black	47.8%	37.7%	13.0%	1.4%
	White	12.8%	56.4%	30.8%	0.0%
	Hispanic	0.0%	53.8%	38.5%	7.7%
	SWD	71.0%	29.0%	0.0%	0.0%
	ED	34.7%	47.1%	17.1%	0.8%

Sixth, Seventh, and Eighth grade student performance on the spring 2019 Georgia Milestones shows that both “All Students” and subgroups have a large percentage of students scoring Beginning and Developing Learner.

There is a noticeable achievement gap between white students and all other subgroups.

EOC Milestones Data 2018-2019 (by Sugroups)					
2018-2019		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
9th Grade Literature	All Students	16.3%	21.3%	48.1%	4.3%
	Black	24.4%	36.6%	38.4%	1.2%
	White	9.0%	28.0%	56.0%	7.0%
	Hispanic	28.6%	21.4%	50.0%	0.0%
	SWD	69.2%	26.9%	3.8%	0.0%
	ED	17.2%	31.2%	46.8%	5.1%
American Literature	All Students	30.3%	34.6%	30.3%	4.8%
	Black	47.9%	38.5%	11.5%	2.1%
	White	12.8%	28.2%	50.0%	9.0%
	Hispanic	0.0%	50.0%	50.0%	0.0%
	SWD	93.8%	6.3%	0.0%	0.0%
	ED	45.5%	37.4%	13.1%	4.0%

Georgia Milestones EOC spring 2019 scores show similar subgroup performance to the lower grade levels. Students overall as well as subgroups have a large percentage of students scoring at Beginning and Developing Learner. Even though all subgroups are performing lower than expected, there is a large disparity between white students and other subgroups.

Vidalia City Schools: Needs Assessment and Root Cause Analysis

The chart below outlines district/school K-12 assets currently have in place:

Coherent Instructional System
<ul style="list-style-type: none">• Past Instructional Initiatives<ul style="list-style-type: none">○ Blueprint for Early Literacy○ System Vocabulary and Writing Plans○ Read for Real series○ Poverty Training○ Novel Units○ Striving Readers Grant○ Governor’s Office of Student Achievement Literacy Initiative in grades K-3○ Accelerated Reader• Current Instructional Initiatives<ul style="list-style-type: none">○ Implementation of GSE curriculum○ Working on the Work (K-12 Curriculum Development)○ HMH Journeys Reading (K-5)○ Deal Center Early Language and Literacy Initiative (K-3)○ Balanced Literacy K-5○ Lucy Calkins Writing Workshop (4-5)○ Lucy Calkins Reading and Writing Workshop (6-8)○ Read 180 (6-12)○ Read Naturally (2-5)○ PBIS○ NAVVY Assessment System
Community and Family Engagement
<ul style="list-style-type: none">• Community Assets<ul style="list-style-type: none">○ Family literacy events through our partnership with Toombs County Family Connection○ Parents and community members serving on school governance and literacy teams○ Stakeholder feedback available online and posted on district and school websites○ Use of flyers, website, social media, newsletters, local newspaper, radio stations, and Remind to share events and meeting dates with stakeholders○ Vidalia Learning Center (formerly 21st Century program) after school program to provide enrichment activities on site○ Community members, volunteers, and community organizations invited to schools to provide various learning opportunities (i.e. Read Across America, Career Days, Field Day, Academic and Behavior Celebration Events)○ Organizations partner with schools to provide free health screening and resources to students

Vidalia City Schools: Needs Assessment and Root Cause Analysis

- Family engagement events occur throughout the year at each school and efforts are being made to improve the number of attendees

Engaged Leadership

- Promoting Engagement of Leaders
 - Monthly District Leadership meetings
 - Participation in PL to strengthen knowledge through coaching and modeling
 - New Teacher Mentor/Induction program
 - Alignment of District/School/Strategic Plans to consistently focus on mission, vision, and overarching needs
 - Attending conferences/workshops to strengthen knowledge on best practices
 - Principals present at board meetings an overview of data and best practices used to evaluate implementation of the system strategic plan
 - PBIS teams are in place at each school to focus on decreasing the number of discipline incidents and to positively reward students

Positive Learning Environment

- Supports for Students and Families
 - Positive Behavior Interventions and Supports implemented at each school with a PBIS rewards system.
 - Family Connection provides resources and holds events at schools in coordination with administrators and counselors.
 - District behavior coach assists with behavior interventions
 - The “Help a Child Smile” van visits each school to service students.
 - Vidalia City Schools after school care program (K-8)
 - Transportation is provided by local organizations, churches, and businesses for students attending activities after school

- School Climate Rating (four years)

	2016	2017	2018	2019
J. D. Dickerson Primary	5	5	5	5
Sally D. Meadows Elementary	4	4	4	3
J. R. Trippe Middle	5	4	5	5
Vidalia High	5	4	5	5

- Other Whole Child Supports
 - Content literacy
 - School Climate
 - Safe and Healthy Environments
 - Awareness and prevention programs
 - Dual Enrollment and Advanced Placement
 - Southeastern Early College and Career Academy (SECCA- Charter School)

Professional Capacity

- Common planning time for grade/content level teachers in all four schools to conduct PL and data analysis

Vidalia City Schools: Needs Assessment and Root Cause Analysis

- Professional learning days scheduled in system calendar to provide job-embedded professional learning
- Use of Comprehensive Needs Assessment (CNA) to determine professional learning needs and priorities
- Professional learning plans are written based on the CNA as well as the district and school improvement plans
- Various platforms for professional learning including face-to-face, online/webinars, workshops, conferences, classroom coaching, summer institutes, re-delivery of PL by trained staff
- Teacher induction and mentoring program
- Additional release time for staff members to attend training
- Use of the Teacher Keyes Evaluation System for walkthroughs and observations

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

Literacy Goal 1: Increase achievement in all content areas by improving literacy B-12.			
<i>Objectives</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Evidence of Implementation & Effectiveness</i>
Increase the use of evidence-based literacy instruction at each grade level and in all content areas. (Why, p. 31)	Fall 2020, Ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis
Ensure that GSE curriculum scope/sequence, expectations, and rigor are followed in classrooms with fidelity. (Why, p. 31)	Current, Ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis
Conduct classroom literacy focus walks to gauge current practice in reading instruction. (Protheroe, 2009)	Fall 2020, Ongoing	<ul style="list-style-type: none"> • Principals • Literacy Teams • District Grant Administrators 	<ul style="list-style-type: none"> • Focus walk check lists • Formative & Summative Assessment Data Analysis
Research and purchase literacy resources that are evidence-based for B-12 instruction and family engagement activities. (B-5 What, p. 8; K-12 What, p. 11)	Summer 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PLC/Collaborative Meeting agenda/minutes/sign-in forms • Family engagement activity agenda/minutes/sign-in forms • Lesson/Unit plans • Observations • Formative & Summative Assessment Data Analysis
Leverage resources targeting early literacy (B-5) to organize, implement, and sustain an effective approach to literacy. (B-5 How, p. 1; Dooley, 2017)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • B-5 training sign-ins, agenda, minutes • Observations of early literacy program

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

			<ul style="list-style-type: none"> • Formative & Summative Assessment Data
Provide family engagement events/activities that focus on improving literacy skills. (Why, p. 31)	Ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Family engagement activity agenda/minutes/sign-in forms • Participation feedback survey form
Involve stakeholders in developing/revising literacy plans (B-12). (Why, p. 31)	Annually each spring, feedback throughout year	<ul style="list-style-type: none"> • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Agenda, minutes, sign-in sheets for stakeholder groups • Stakeholder feedback survey form • Literacy plan revised
Ensure that literacy instruction blocks include grade appropriate literacy components and time allocation. (Marzano, Waters, & McNulty, 2005)	Spring of each year, ongoing	<ul style="list-style-type: none"> • Principals 	<ul style="list-style-type: none"> • Master schedule • Lesson/Unit plans
Strengthen system-wide formative/summative assessments with protocols for administration of tests/using data. (Wiggins & McTighe, 2006; Stiggins, 2005)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Assessment plans/timelines • Formative & Summative Assessment Data Analysis
Increase access and use of digital resources and devices to promote student achievement and engagement. (Dooley, 2017)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis
Provide effective intervention resources and make adjustments for an improved MTSS implementation/monitoring protocols. (B-5 What, p. 8; K-12 What, p.11)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • RTI Coordinator • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • RTI manual with list of protocols & resources • Formative & Summative Assessment Data Analysis

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

Schedule and provide time for providing interventions during the day. (Marzano, Waters, & McNulty, 2005)	Spring of each year, ongoing	<ul style="list-style-type: none"> Principals 	<ul style="list-style-type: none"> Master schedule Lesson/Unit plans
Offer summer and after school programs to promote literacy by partnering with community organizations. (Get Georgia Reading, 2017; Dooley, 2017; New York State Library, 2019)	Ongoing	<ul style="list-style-type: none"> Principals Grant Administrators Community Partners 	<ul style="list-style-type: none"> Schedules with Agenda Participation Formative and Summative Assessment Data
Literacy Goal 2: Build leader and teacher capacity by providing high quality professional learning that includes evidence-based strategies for improving literacy outcomes.			
<i>Objectives</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Measure of Effectiveness</i>
Provide PL on literacy instruction in all content areas. <ul style="list-style-type: none"> Explicit vocabulary instruction Include non-fiction and fiction texts in content-area instruction Direct and explicit comprehension strategies Intensive, specialized interventions for struggling readers Peer-assisted learning Small group reading interventions Writing strategies for all content areas (How, p. 24; How, p. 29; What, p. 10; What Works Clearinghouse, 2019)	Fall 2020, ongoing	<ul style="list-style-type: none"> Teachers Literacy Teams Principals District Grant Administrators 	<ul style="list-style-type: none"> PL agenda, sign-in sheets Observations Unit plans PLC documentation Formative & Summative Assessment Data Analysis Participant Survey and Feedback form
Provide training and modeling for birth-5 early learning centers on best practices for development of early literacy skills. (B-5 How, p. 1).	Fall 2020, ongoing	<ul style="list-style-type: none"> Principal District Grant Administrators 	<ul style="list-style-type: none"> Agenda, minutes, sign-in sheets of early learning providers Participant feedback survey form Observations of early learning center literacy instruction

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

<p>Provide PL on the use of complex texts in content area literacy instruction to include both print and digital format. (Why, p. 31)</p>	<p>Fall 2020, ongoing</p>	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis • Participant Survey and Feedback form
<p>Provide PL on the use of formative and summative assessment and how to analysis data to address student needs. (Why, p. 37)</p>	<p>Spring 2021, ongoing</p>	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis • Participant Survey and Feedback form
<p>Utilize comprehensive reading solutions and other online resources for providing training on literacy. (www.comprehensivereadingsolution.com)</p>	<p>Fall 2020, ongoing</p>	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis • Participant Survey and Feedback form
<p>Provide workshops for new teachers that are specific to evidence-based practices expected in their grade and content area. (Why, p. 37)</p>	<p>Fall 2020, ongoing</p>	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis • Participant Survey and Feedback form

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

Develop and provide professional learning on the effective use of digital resources. (Dooley, 2017; The Why)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis • Participant Survey and Feedback form
Leverage professional learning community/collaborative meetings to make literacy instruction and analysis of student work a priority. (Why, multiple pages)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • Unit plans • PLC documentation • Formative & Summative Assessment Data Analysis
Provide PL and coaching on strategies for creating a positive classroom environment and managing student behavior. (The Why)	Fall 2020, ongoing	<ul style="list-style-type: none"> • Teachers • PBIS Teams • Principals • District Grant Administrators 	<ul style="list-style-type: none"> • PL agenda, sign-in sheets • Observations • PLC documentation • Formative & Summative Assessment Data Analysis • Discipline & Student behavior referral data • Participant Survey and Feedback form
Literacy Goal 3: Establish positive and productive learning environments where stakeholders and community partners are committed to improving student literacy.			
<i>Objectives</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Measure of Effectiveness</i>
Involve stakeholders in literacy initiatives. (Georgia Department of Education Family Engagement Policy, 2019)	Spring 2020, ongoing	<ul style="list-style-type: none"> • Teachers • Literacy Teams • Principals 	<ul style="list-style-type: none"> • Family engagement activity agenda/minutes/sign-in forms • Participation feedback survey form

Vidalia City Schools-Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports

		<ul style="list-style-type: none"> District Grant Administrators 	
Establish and implement plan to involve all stakeholders in data analysis and the instructional improvement process (K-12 What, p. 9)	Spring 2021, ongoing	<ul style="list-style-type: none"> Teachers Literacy Teams Principals District Grant Administrators 	<ul style="list-style-type: none"> Agenda, minutes, sign-in sheets of early learning providers, copy of plan Participant feedback survey form Observations of early learning center literacy instruction
Strengthen the PBIS (Positive Behavior Interventions & Supports) program in each school and classroom to promote a school environment that is conducive to learning. (Dooley, 2017)	Fall 2020, ongoing	<ul style="list-style-type: none"> Teachers PBIS Teams Principals District Grant Administrators 	<ul style="list-style-type: none"> PBIS meeting agenda, sign-in sheets Observations PLC documentation Formative & Summative Assessment Data Analysis Discipline & Student behavior referral data
Engage stakeholders by providing multiple opportunities to provide feedback on district/school initiatives. (Georgia Department of Education Family Engagement Handbook, 2019)	Spring 2021, ongoing	<ul style="list-style-type: none"> Teachers PBIS Teams Principals District Grant Administrators 	<ul style="list-style-type: none"> Stakeholder feedback surveys and forms Agenda, sign-in sheets for face-to-face meetings
Partner with First District RESA and post-secondary institutions to provide training on evidence-based practices, train pre-service teachers, and support district teacher and leader needs.	Summer 2020, ongoing	<ul style="list-style-type: none"> Teachers PBIS Teams Principals District Grant Administrators 	<ul style="list-style-type: none"> PL agenda, sign-in sheets Observations PLC documentation Formative & Summative Assessment Data Analysis Discipline & Student behavior referral data Participant Survey and Feedback form

Vidalia City Schools: LEA- Partnership Narrative

Vidalia City Schools (VCS) is a small, rural, public charter school system located in Vidalia, GA and within Toombs County. The system has four schools serving students in grades Pre-K through 12th grade. The feeder system for the L4GA grant will include the following schools:

- Pre-K with 7 classrooms (located on campus of J. D. Dickerson)
- J. D. Dickerson Primary School- K through 1st grade
- Sally D. Meadows Elementary School- 2nd through 5th grade
- J. R. Trippe Middle School- 6th through 8th grade
- Vidalia High School- 9th through 12th grade

VCS originated in 1906 and over the years it has grown to serve 2550 students. The grade configuration of our schools has changed over time; however, VCS has continued to have one school per grade span. Our primary school houses the Bright from the Start Pre-K program which is available to students in our area for early education. All of our schools have been newly built or renovated over the past 12 years. Currently, our new high school is in its second year of occupancy and offers the space and upgrades to support more programs for all students. In 2008, our school system partnered with three surrounding school systems (Toombs, Treutlen, and Montgomery) to form a regional charter school, Southeastern Early College and Career Academy, to pool our resources to provide high school students with more course offerings.

The community surrounding Vidalia City Schools consists of businesses and organizations that are always willing to partner, participate, and support our school system and the students it serves. For the L4GA grant implementation, the district will partner with Toombs County Family Connections, Bright from the Start, Head Start, Ochoopee Regional Library, Toombs County Boys and Girls Club, and Southeast Early College and Career Academy to implement birth to twelve literacy initiatives. In addition, Vidalia City Schools will partner with

Vidalia City Schools: LEA- Partnership Narrative

Southeastern Technical College, Brewton Parker College, Georgia Southern, and First District RESA to provide professional learning and initiatives to build teacher capacity. The table below lists the organizational partnerships and their contact information.

Toombs County Family Connection
<ul style="list-style-type: none"> Paige Williamson, Director of Family Connection (familyconnection@gmail.com)
Southeastern Technical College
<ul style="list-style-type: none"> Barry Dotson, Vice President of Student Affairs (bdotson@southeasterntech.edu)
Brewton Parker College
<ul style="list-style-type: none"> Barbara Reid, Director of Student Teaching and Certification (breid@bpc.edu)
First District RESA
<ul style="list-style-type: none"> Richard Smith, Director of First District RESA (rsmith@fdresa.org)
Toombs County Headstart
<ul style="list-style-type: none"> Carol Clarke, Training/Literacy Specialist (cclarke@myactionpact.org)
Toombs County Boys and Girls Club
<ul style="list-style-type: none"> Ralph Goethe, Director of the Toombs County Boys and Girls Club (ralph.g@bgctc.info)
Ohoopsee Regional Library
<ul style="list-style-type: none"> Jan Outler, Director of Ohoopsee Regional Library (outlerj@ohoopeelibrary.org)
Calvary on Aimwell
<ul style="list-style-type: none"> Efton Green, Pastor (calvary@calvaryonaimwell.com)
Cornerstone Children’s Center
<ul style="list-style-type: none"> Cassie Neal, Executive Director (cneal@vidaiafirstumc.org)
Lighthouse Early Start Academy, Inc. and First Steps Infant/Toddler Center
<ul style="list-style-type: none"> Jewell Moore, CEO (light@jewellmoore.com)
Southeastern Early College and Career Academy
<ul style="list-style-type: none"> Shelly Smith, CEO of SECCA, (ssmith7@bellsouth.net) David Avery, Director of High School Programs, (david30457@gmail.com)

Vidalia City and its surrounding county, Toombs, have several organizations that offer and provide support for families and children. In addition to the partnerships listed above, community churches and civic organizations provide services that are needed by families, children, and schools. Vidalia City in partnership with the Toombs County Family Connection is a “**Get Georgia Reading**” community. Family Connections coordinates and collaborates with school districts in our area to host family engagement events. We are using the Community Action Toolkit along with the resources provided on the Get Georgia Reading website to

Vidalia City Schools: LEA- Partnership Narrative

promote reading using the four-pillar approach: language nutrition, access, positive learning climate, teacher preparation and effectiveness. Our system has representatives that meet at least monthly on the planning committee for Family Connections which has helped build strong communication and partnership to improve literacy for our children.

Toombs County Family Connection and our school system have partnered in implementing the 21st Century program in our schools for the previous 5 years. The 21st Century program funding provided after school and summer learning opportunities for students in grades K-8. Teachers, paraprofessionals, community members, and high school students were invested in this program and the students served. Unfortunately, the application was not renewed for the 2019-2020 school year. Our community and school system formed a coalition to save the program by downsizing and providing financial support for the 2019-2020 school year under the name Vidalia Learning Center. Thus, showing a community commitment to the needs of the students our school system serves.

The City of Vidalia has a population of 10,603 with an estimated median household income of \$35,756. About 27% of the population of Vidalia live below the poverty level with approximately 29% of children ages 5-17 living in poverty. The demographic make-up of Vidalia is 49.3% White, 34.5% African American, and 12.7% Hispanic. Vidalia City Schools has three Title I schools who participate in the Community Eligibility Provision (CEP) program with 100% of students in the Title I schools receiving free lunch: J. D. Dickerson Primary, Sally D. Meadows Elementary, and J. R. Trippe Middle School. The FY19 Directly Certified Rate for schools participating in the CEP program is 41.84% (includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant). The demographic makeup of the school system is 49.7% African American, 38.4% White, 5.3% Multi-Racial, 5.1% Hispanic, and 2% Asian. The

Vidalia City Schools: LEA- Partnership Narrative

following data is expanded to include Toombs County and provides an overall description of the community and population that our school system serves:

- Percent of 3 and 4 year olds not attending school- 69% (2018)
- Children living in single-parent homes- 35.2% (2018)
- Low birth weight babies- 11.2% (2018)
- Students missing over 15 days of school-5.8% (2018)
- Babies born to mothers with less than twelve years of education- 18.2% (2018)
- Percent of 3rd grade students achieving proficient reader and above- 31% (2019)
- Teen pregnancies, ages 15-17- 22.3 per 1000 (2018)
- Teens not in school and not working- 11.9%- (2018)
- Families, with children, with annual incomes of less than 150% of the federal poverty threshold- 40.8% (2013-2017)

Climate Ratings and Status of PBIS Implementation

The following chart shows the **Climate Ratings** for each school in the Vidalia City School system for the past four years:

Vidalia City Schools Climate Ratings				
	2016	2017	2018	2019
J. D. Dickerson Primary School	5	5	5	5
Sally D. Meadows Elementary School	4	4	4	3
J. R. Trippe Middle School	5	4	5	5
Vidalia High School	5	4	5	5

As indicated in the chart above, all schools in Vidalia City have a climate rating of 3 and above with three of 4 schools having rating of 5. The elementary school which serves grades 2 to 5 has the lowest climate rating in the school system and efforts are in place to enhance the overall school climate and create positive classroom environments that are more conducive to learning. Even though most of our schools have a climate rating of 5, there are still concerns and needs related to the numbers of discipline incidents occurring as well as how to address the social and

Vidalia City Schools: LEA- Partnership Narrative

emotional needs for our students. All four schools in VCS are implementing the Positive Behavior Supports and Interventions (PBIS) and have active PBIS teams. The teams meet monthly to analyze discipline behavior and evaluate the implementation of the PBIS plan. Based on district and state recommendations, each school has a designated status: J. D. Dickerson Primary (Operational), Sally D. Meadows Elementary (Installing), J. R. Trippe Middle (Emerging), and Vidalia High School (Emerging).

Student literacy/ELA outcomes of the feeder system

The following charts contain VCS literacy and ELA outcomes based on Georgia Milestones EOC and EOG data. The past three years of student achievement data indicates a clear need for the L4GA grant as one-half to two-thirds of the students in VCS are reading below grade level. Even though our graduation rate is around 96%, performance on the 9th Grade Literature and American Literature EOC exams indicate a significant number of students leaving high school below grade level in reading. In order for our students to be ready for post-secondary education or be considered college and career ready, our school system must make instructional changes and implement strategies to decrease learning barriers prior to students reaching third grade. With 37.3% of third graders reading below grade level based on Lexile scores, it is evident that our system has much work to do with reading prior to third grade. Implementation of a Birth to 5 plan is a priority and it is imperative that our district reach out and provide supports to prepare our students prior to attending primary school. As indicated earlier, our community has 69% of three and four year olds not attending school and it is critical that our community and early care centers play a role in improving our Birth to 5 literacy outcomes.

Vidalia City Schools: LEA- Partnership Narrative

Vidalia City ELA Outcomes			
Grade	2017	2018	2019
3 rd ELA Developing Learner and Above	73.9%	61.7%	64.0%
3 rd ELA Proficient Learner and Above	39.7%	31.1%	31.5%
4 th ELA Developing Learner and Above	66.0%	69.1%	54.5%
4 th ELA Proficient Learner and Above	39.7%	35.6%	25.7%
5 th ELA Developing Learner and Above	68.2%	69.5%	61.7%
5 th ELA Proficient Learner and Above	28.3%	32.6%	34.3%
6 th ELA Developing Learner and Above	66.1%	60.1%	67.5%
6 th ELA Proficient Learner and Above	29.8%	30.3%	36.0%
7 th ELA Developing Learner and Above	72.2%	58.9%	63.0%
7 th ELA Proficient Learner and Above	30.1%	23.8%	28.1%
8 th ELA Developing Learner and Above	71.2%	80.8%	74.8%
8 th ELA Proficient Learner and Above	25.8%	37.4%	39.1%
9 th Lit. Developing Learner and Above	74.1%	71.1%	77.3%
9 th Lit. Proficient Learner and Above	39.9%	15.6%	41.8%
11 th Am. Lit. Developing Learner and Above	80.1%	74.9%	73.0%
11 th Am. Lit. Proficient Learner and Above	46.1%	43.3%	32.4%

Vidalia City Literacy Outcomes		
Percent of Students Reading Below Grade Level		
Grade Level	2018	2019
3 rd Grade Below Grade Level (<520 Lexile)	37.3%	37.1%
4 th Grade Below Grade Level (<740 Lexile)	45.2%	53.9%
5 th Grade Below Grade Level (<830 Lexile)	39.5%	41.8%
6 th Grade Below Grade Level (<925 Lexile)	51.6%	48.8%
7 th Grade Below Grade Level (<970 Lexile)	38.1%	32.8%
8 th Grade Below Grade Level (<1010 Lexile)	53.5%	34.5%
9 th Grade Literature Below Grade Level (<1050 Lexile)	36.3%	25.5%
American Literature Below Grade Level (<1185)	29.4%	37.8%

Vidalia City Schools: LEA- Partnership Narrative

Plan for Engagement

VCS plans to engage all stakeholders in the implementation of the LAGA grant in order to strengthen and establish relationships. VCS district/school personnel, families/parents, early childcare/education providers, community-organization representatives, and P-20 institutions are critical partners needed to form a collaborative network with cohesive goals and consistent practices to ensure that the implementation of literacy plans are effective and sustainable. Our district intends to provide professional learning based on data and identified needs to encourage the involvement of all stakeholder groups. Literacy resources will be available for all partners to access especially early learning providers and parents/families.

How will Vidalia City engage partners and stakeholders?

- Invite early childhood providers, P-20 practitioners, and community members to partner with district to form a Literacy Coalition.
- Increase and promote literacy awareness and initiatives that target Birth to 5 early childhood providers.
- Include stakeholders, early care centers and Pre-K, and P-20 in professional learning opportunities.
- Partner with P-20 practitioners and RESA in providing professional learning and literacy activities.
- Develop and provide early learning workshops for parents and caregivers.
- Provide training on the Whole Child Approach and include birth to 5 day care centers and pre-K programs.
- Include P-20 teacher preparation programs in vertical and horizontal collaborative meetings.
- Annually conduct needs assessment with community stakeholders, birth to 5 centers, and parents.
- Establish communication channels between school staff and community daycare centers, preschool and family counterparts.

Vidalia City Schools: LEA- Partnership Narrative

- Actively engage community and stakeholder literacy coalition team by holding face-to-face meetings at least quarterly.
- Share learning and climate data with stakeholders and community partners to give a clear picture of student growth as the literacy plan is implemented.
- Increase communication and awareness of our Pre-K program by partnering with local businesses and providing promotional materials.
- Promote our Teaching as a Profession (TAP) program for high school students interested in pursuing a career in education.
- Partner with Local Housing Authority to create an outreach program to connect with more parents and provide services that promote reading programs or activities.

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

LEA-Support and Key Personnel

The Vidalia City Schools district and school staff are instrumental in the development of grant goals, priorities, and performance plans. VCS central office staff will manage the L4GA Grant implementation. Tammy McFadden, Director of Federal Programs, will serve as the district L4GA Grant coordinator and will work directly with District Literacy/Leadership teams along with school administrators to implement the grant. Identified key district level and school level staff along with titles and contact information are listed in the chart below.

Title	Name & Email
Superintendent	Dr. Garrett Wilcox (gwilcox@vidalia-city.k12.ga.us)
Assistant Superintendent	Ginger Morris (gmorris@vidalia-city.k12.ga.us)
Director of Federal Programs (L4GA Grant Administrator)	Tammy McFadden (tmcfadden@vidalia-city.k12.ga.us)
Director of Student Services	Katrina Blount-Woodard (kbwoodard@vidalia-city.k12.ga.us)
Director of Finance	Norma Croft (ncroft@vidalia-city.k12.ga.us)
Director of Technology	Sabrina Wiggs (swiggs@vidalia-city.k12.ga.us)
Special Education Academic Coach	Sarah Craft (scraft@vidalia-city.k12.ga.us)
RTI Coordinator	Jennifer Blount (jblount@vidalia-city.k12.ga.us)
Title III Coordinator	Gwen Warren (gwarren@vidalia-city.k12.ga.us)
School Psychologist	Aimee Hart (ahart@vidalia-city.k12.ga.us)
Behavior Intervention Coach	Latrell Askins (laskins@vidalia-city.k12.ga.us)
J. D. Dickerson Primary School Principal	Brenda McLain (bmclain@vidalia-city.k12.ga.us)
Sally D. Meadows Elementary School Principal	Scott Stephens (sstephens@vidalia-city.k12.ga.us)
J. R. Trippe Middle School Principal	Sandy Reid (sreid@vidalia-city.k12.ga.us)
Vidalia High School Principal	John Sharpe (jsharpe@vidalia-city.k12.ga.us)
K-5 Literacy Coach	Beth Wiggins (bwiggins@vidalia-city.k12.ga.us)

Birth to Five Commitment

Vidalia City Schools has a strong commitment to improving literacy Birth to 12. Through the needs assessment process increasing achievement in reading and writing is a priority and is

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

included in our district and school improvement plans and strategic plan. Early education and intervention is key to improving literacy outcomes and success for our students. The need to engage parents and provide quality literacy instruction for children prior to entering our school system is essential. The following list describes actions that VCS will use to build and strengthen parent and community partnerships to target Birth to Five literacy improvement.

- Strengthen and expand district partnerships with local day care and early learning centers.
- Provide professional learning for birth to five teachers that specifically address literacy and reading skills, positive relationships, social emotional well-being.
- Enhance birth to five curriculum by providing resources that equip early learning centers with age appropriate materials for literacy instruction.
- Promote birth to five literacy with local agencies and organizations to expand awareness of early learning needs in our community.
- Implement birth to five strategies and programs that are sustainable after the completion of the LAGA grant.

Grant Alignment with district CNA and Strategic Plan

The Vidalia City School System and its partners are focused on improving educational outcomes for the whole child in order to achieve the school system's mission of preparing students to be college and career ready. Our school system uses the Comprehensive Needs Assessment, District and School Improvement Plans, and the VCS Strategic Plan to identify and target instructional needs and priorities. According to the district's CNA, improving student achievement outcomes is a priority especially in the area of English Language Arts. Reading writing skills are essential to all content areas and our district has a strong commitment to improving student outcomes in literacy. Data analysis of Georgia Milestones, DIBELS Next, and Reading Inventory indicates that students are lagging in reading skills with only one-third of students proficient at the end of 3rd grade.

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

The L4GA grant goals and application aligns closely with the VCS's current CNA results, district and school improvement plans, and strategic plan. Areas that are identified and addressed in the plans are improving student academic performance, increasing parent engagement and community partnerships, providing professional learning on the use of evidence-based strategies and programs to build capacity, and building positive adult student relationships to decrease number of discipline incidents. The L4GA grant will allow the additional funding needed to reach performance goals while expanding our services to build a birth to five evidence-based program in our community.

Financial Management of L4GA Grant

Tammy McFadden, Director of Federal Programs for Vidalia City Schools is the designated grant administrator who will oversee the implementation and fiscal management for the L4GA grant. Ms. McFadden will support and collaborate with district and school leadership teams to ensure that grant budgets and performance plans are implemented and evaluated. With L4GA funding, our district would like to contract a grant coordinator to manage grant activities and programs Birth to 12. The Vidalia City Schools district literacy team will meet monthly to discuss grant implementation, review data, and evaluate progress toward meeting grant goals. The Director of Finance, Norma Croft, will oversee requests and allocation of grant funding, purchasing procedures, and the grant audit. Ms. McFadden along with Ginger Morris, Assistant Superintendent of Curriculum and Instruction will advise on federal programs regulations and coordinate grant-funded activities, programs, and professional learning to ensure alignment with L4GA grant project goals and the Georgia Standards of Excellence.

The following table lists L4GA grant implementation tasks with district and school level roles responsible.

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

L4GA Grant Roles and Tasks	
Project Personnel	Tasks
<p>Grant Administration & Purchasing Tammy McFadden, Director of Federal Programs tmcfadden@vidalia-city.k12.ga.us</p> <p>Ginger Morris, Assistant Superintendent of Curriculum & Instruction gmorris@vidalia-city.k12.ga.us</p>	<ul style="list-style-type: none"> • Supervise grant goals, objectives, and strategies • Coordinate evaluation strategies • Coordinate literacy program implementation at the district level • Coordinate instructional and professional learning activities • Coordinate parent involvement activities • File all reports with the GA DOE • Ensure dissemination of information to all stakeholders • Ensure that all purchases are allowable and supplemental • Ensure that all purchases support the grant goals and objectives • Ensure alignment of L4GA and GSE with district goals • Assist with budget development • Coordinate other Federal Program budgets to support goals • Monitor overall implementation and effectiveness of L4GA • Plan, coordinate, evaluate PL for grant implementation • Federal programs director approves all purchase requests and ensures alignment with performance plans or CLIP prior to sending the requests to the Director of Finance for approval • Ensure media specialists inventory all grant technology purchases and submit to Federal Programs Director
<p>Financial Management Norma Croft, Director of Finance ncroft@vidalia-city.k12.ga.us</p>	<ul style="list-style-type: none"> • Request/allocate grant funds • Issue purchase order; authorize payments • Ensure payment of invoices • Maintain financial records • Audit grant
<p>Exceptional Students Katrina Blount-Woodard, Director of Student Services kblount@vidalia-city.k12.ga.us</p>	<ul style="list-style-type: none"> • Provide literacy needs for gifted and special needs students and teachers • Align all needs to school/district initiatives • Monitor/Assess implementation of initiatives
<p>Technology Sabrina Wiggs, Director of Technology swiggs@vidalia-city.k12.ga.us</p>	<ul style="list-style-type: none"> • Recommend technology based on school needs • Assist with bids/quotes for technology purchases • Ensure new technology is installed and maintained
<p>School Administration Brenda McLain, Principal J. D. Dickerson Primary School bmclain@vidalia-city.k12.ga.us</p> <p>Scott Stephens, Principal Sally D. Meadows Elementary School sstephens@vidalia-city.k12.ga.us</p> <p>Dr. Sandy Reid, Principal J. R. Trippe Middle School sreid@vidalia-city.k12.ga.us</p> <p>John Sharpe, Principal Vidalia High School jsharpe@vidalia-city.k12.ga.us</p>	<ul style="list-style-type: none"> • Schedule monthly meeting for Literacy/Leadership teams to work on grant implementation • Invite stakeholders to participate in Literacy/Leadership teams • Develop performance plans and budgets each year based on needs and grant goals • Coordinate grant activities and performance plans with school improvement and strategic plan • Monitor implementation of initiatives through observations and assessment analysis • Schedule and plan family engagement events with literacy team and staff

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

VCS has relied on the addition of grant funds to ensure that we are moving toward meeting district and school goals. We have received several grants over the past three years that have been managed successfully with **no audit findings**. As evidence of VCS ability to manage grants, the chart below lists the grants awarded for the past three years.

Fiscal Year	Grant	Award
2019	Title I, Part A-Improving the Academic Achievement of the Disadvantaged	\$827,535
	Title II, Part A-Improving Teacher Quality	\$88,764
	Title IV, Part A-Student Support and Academic Enrichment	\$55,913
	Title IV, Part B-21 st Century Community Learning Center	\$392,269
	Title V, Part B- Rural Education Initiative	\$46,518
	Special Education	\$509,744
	CTAE	\$65,194
	Vocational Construction Bond	\$330,000
Total 2019		\$2,274,077
2018	Title I, Part A-Improving the Academic Achievement of the Disadvantaged	\$852,675
	Title I, Part A- School Improvement	\$63,000
	Title II, Part A-Improving Teacher Quality	\$84,505
	Title IV, Part A-Student Support and Academic Enrichment	\$19,328
	Title IV, Part B-21 st Century Community Learning Center	\$392,376
	Title V, Part B- Rural Education Initiative	\$19,328
	Special Education	\$531,722
	CTAE	\$83,088
Total 2018		\$2,046,022
2017	Title I, Part A-Improving the Academic Achievement of the Disadvantaged	\$855,623
	Title I, Part A- School Improvement	\$63,000
	Title II, Part A-Improving Teacher Quality	\$134,300
	Title IV, Part B-21 st Century Community Learning Center	\$399,662
	Title VI, Part B- Rural and Low Income	\$97,291
	Special Education	\$735,577
	CTAE	\$80,546
Total 2017		\$2,365,999

Internal controls are established to ensure that the system is in compliance with state and federal regulations.

- The Director of Federal Programs reviews each federal program purchase request to ensure that all expenditures are necessary, reasonable, and allowable.
- The district maintains a “Chart of Accounts” to ensure the budgeting codes and accounts are reported and verified accurately.

Vidalia City Schools: LEA-Partnership Management Plan and Key Personnel

- All professional leave with expenditures for federal programs must be pre-approved and documentation for travel reimbursements include approved professional leave request, a copy of agenda, and receipts related to the conference/workshop.
- The Director of Finance completes draw-downs monthly unless a program designates a more appropriate schedule. Draw-downs are based on actual expenditures. Expenditure reports are reviewed by the Federal Programs Director and the report is signed prior to draw-downs. Reports are kept on file in the Finance Director and Federal Programs Director office.
- Completion Reports are completed and submitted by the Finance Director. Expenditure reports are reviewed and signed off by the Federal Programs Director and all outstanding invoices are paid prior to the final report.

Vidalia City Schools: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan

Vidalia City Schools will use L4GA grant funding to provide resources, activities, and materials that will clearly impact literacy, access to print, instructional engagement, teacher and student support, and community engagement. In addition, all expenditures will tie back to the community and student data, the comprehensive needs assessment, and root cause analysis.

During the first year of the grant, our system will focus on improvements for Tier I instruction, language development in Birth to 5, and improving community engagement. The following list of resources and materials coincide with L4GA grant goals and literacy plans for each school.

Resources and Materials Needed to Implement the Project Plan

- Contract L4GA Grant Coordinator for implementation of project activities and initiatives
- Contract expert consultants to provide quality research-based professional learning
- Stipends, travel, registration fees, substitutes, and materials for attendance at workshops and conferences
- Literacy materials and resources for Birth to 5 literacy initiatives and institutes
- Literary and informational texts on various levels for classrooms and media centers
- Content-based texts on various levels for classrooms and media centers
- Research based resources for explicit reading and writing instruction across the curriculum
- Digital and print content area texts on various Lexile levels aligned to units
- Instructional technology to support literacy improvement
- Classroom computers for online intervention support programs and e-texts
- Contract services for classroom coaching
- Parents as Teachers consumables and parent educational materials
- Costs for RESA reading and coaching endorsements

Vidalia City Schools: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan

- Materials for community outreach promotions
- Supplemental instructional reading programs
- Materials for Family and Parent engagement workshops and activities
- Materials for summer and after school literacy camps
- Online professional learning programs
- Online instructional programs for literacy and/or interventions
- Literacy assessments for grant implementation including PPVT and PALS
- Professional learning specific to grant implementation
- Consumable materials for literacy instruction, professional learning, and workshops

Justification for Technology Expenditures

Student engagement and motivation is essential to the success of the L4GA grant implementation. It is well documented that technology motivates students and increases engagement in the learning process. Also, teachers need to be able to incorporate technology into instruction not only to enhance student engagement but expand access to the digital text and resources. Classrooms need technology available for literacy instruction, literacy resource access, analysis of data, and to provide individual interventions to improve student outcomes.

Strategies to Support L4GA Project Implementation

Literacy Goal 1: *Increase achievement in all content areas by improving literacy B-12.*

- Expand access to print and digital texts: content-area text at multiple levels of complexity
- Equip classrooms with technology for the improvement of literacy skills
- Share best practices in literacy instruction during collaborative meetings
- Provide literacy materials and resources for birth to five literacy initiatives
- Revise curriculum maps, units, lesson plans, and assessments with newly implemented evidence-based strategies
- Develop observation tools to conduct classroom literacy focus walks to gauge current practice in reading instruction
- Develop plan and schedule to ensure the analysis of data during collaborative meetings

Vidalia City Schools: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan

- Evaluate RTI tools and resources to make adjustments for an improved MTSS process.
- Strengthen mentoring and induction programs

Literacy Goal 2: Build leader and teacher capacity by providing high quality professional learning that includes evidence-based strategies for improving literacy outcomes.

- Direct, explicit instructional strategies to build vocabulary, comprehension, writing skills across the curriculum
- Birth to five early literacy skills using the whole child approach (healthy, safe, engaged, supported, challenged)
- Use of complex text in content-area literacy instruction
- Use of technology to promote student engagement in literacy instruction across the curriculum
- Use of formative and summative assessments and how to analyze data to address student needs.
- Leverage professional learning community and collaborative meetings to make literacy instruction and analysis of student work a priority
- PL and modeling for birth to five early learning centers on best practices for development of early literacy skills
- Leverage webinars, online programs, and digital formats for providing evidence-based PL
- Small group reading interventions
- Writing strategies for all content areas
- Positive behavior classroom strategies and programs
- Use of evidence-based strategies for working with students with social/emotional and behavior needs

Literacy Goal 3: Establish positive and productive learning environments where stakeholders and community partners are committed to improving student literacy.

- Provide PL and coaching on strategies for creating a positive classroom environment and managing student behavior
- Involve stakeholders in the annual revision of literacy plans
- Invite early learning centers to attend workshops and institutes and provide resources and materials appropriate for birth to five
- Recruit local organizations and business to collaborate in literacy promotion efforts
- Strengthen communication with stakeholders to increase participation in family/parent events and activities
- Invite parents and community members to engage in data analysis and needs assessment process
- Continue and expand the implementation of the PBIS program to promote positive learning environments
- Provide opportunities for students, staff, parents, and community stakeholders to give feedback on district and school initiatives

Vidalia City Schools: Budget Summary

Vidalia City Schools has a strong commitment to improving literacy for children in our schools and community. As shown throughout the L4GA grant application and our needs assessment process, our district has an overarching need to improve literacy for all students thus improving achievement in all content areas. Below is a description of how VCS will utilize L4GA grant funding to provide access and equity to materials and resources aligned to our literacy goals. The budget needs are addressed by category to ensure that all facets of the project plan are addressed.

Professional learning is a key component to any school improvement initiative. It is necessary that we begin with a heavy emphasis on providing professional learning to increase student achievement in all content areas. VCS will utilize grant funds to provide professional learning and coaching support for teachers and administrators on evidence-based strategies and best practices for improving literacy. Also, PL and coaching for classrooms on behavior management and positive classroom environments will be funded using the L4GA grant. Training for Birth to 5 early learning centers as well as K-12 schools is key to our successful implementation of the L4GA grant project and professional learning plan. Funding will be used for contracting with consultants and coaches, registration and travel fees for workshops and conferences, stipends, and materials related to professional learning activities.

Materials, Resources, and Programs: L4GA funding will be used to purchase supplemental texts in print and digital formats. Increase students Birth to 12 access to digital texts and programs are essential to improving literacy outcomes. In alignment with project goals, funding will be used to address the achievement gap for subgroups by improving interventions and supports for students not meeting expectations. L4GA funding will purchase programs and services required to address student literacy needs as well as services to address the needs of the

Vidalia City Schools: Budget Summary

whole child such as wrap around services. We will use grant funding to purchase any assessments required or needed to implement the grant project plan. In order to fully implement the L4GA project plan, a portion of funding will be used to purchase technology devices to ensure every student is equipped and has access to digital learning tools.

Family and Community Engagement: Implementation of the L4GA Literacy Project is considered a community wide effort and partnership where all parties commit to improving literacy for all students Birth to 12. Thus, grant funding will be utilized for family engagement events, early care provider trainings and resources, and community outreach.

Personnel: VCS plans to contract a part time L4GA Grant Coordinator to oversee and ensure that the grant project is implemented with fidelity. The coordinator will work with district grant administrators and building principals to implement all components of the grant.

Vidalia City Schools will ensure that all purchases with L4GA funding meet supplement not supplant regulations.



Thursday, January 23, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Brewton-Parker College to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

A handwritten signature in black ink that reads "Barbara Reid". The signature is written in a cursive style.

Barbara Reid

Director of Student Teaching and Certification

Brewton-Parker College

Mount Vernon, GA 30445



EFTON GREEN
PASTOR

607 Aimwell Road
Vidalia, Georgia 30474
912.537.4822 phone
912.386.4627 fax
www.calvaryonaimwell.com
email: calvary@calvaryonaimwell.com

Friday, January 24, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Calvary on Aimwell to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Efton Green".

Where You Matter



EFTON GREEN
PASTOR

607 Aimwell Road
Vidalia, Georgia 30474
912.537.4822 phone
912.386.4627 fax
www.calvaryonaimwell.com
email: calvary@calvaryonaimwell.com

Friday, January 24, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Calvary on Aimwell to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Keith Hector".

Where You Matter

01/27/2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Cornerstone Children's Center to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

Cassie D. Neal

Cassie D. Neal

Executive Director

Cornerstone Children's Center

Office: (912) 535-7521 X 20

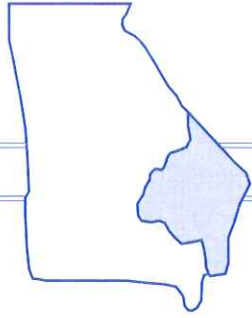
Fax: (912) 537-1892

cneal@vidaliafirstumc.org



FIRST DISTRICT RESA

RICHARD SMITH
EXECUTIVE DIRECTOR

**REGIONAL EDUCATIONAL SERVICE AGENCY**

201 W. LEE STREET - P.O. BOX 780 - BROOKLET, GEORGIA 30415
TELEPHONE: (912) 842-5000 - FAX: (912) 842-5161
www.fdresa.org

Friday, January 24, 2020

Ginger Morris, Assistant Superintendent
Vidalia City Schools
101 North Street West
Vidalia, GA 30474

Mrs. Morris,

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of First District RESA to work in partnership to implement the goals and activities specified in the grant proposal. Everyone at First District RESA looks forward to working with you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Richard Smith". The signature is fluid and cursive, with a large loop at the end.

Richard Smith
Executive Director



Lighthouse *E*arly *S*tart *A*cademy, Inc. *507 East 5th Street *Vidalia, GA 30474
First Steps Infant/*T*oddler Center *501 Church Street *Vidalia, GA 30474

Tuesday, February 04, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of **Lighthouse Early Start Academy, Inc. and First Steps Infant/Toddler Center** to work in partnership to implement the goals and activities specified in the grant proposal. We forward to working with you.

Sincerely,

A handwritten signature in black ink that reads "Mrs. Moore". The signature is written in a cursive style with a large, looping initial "M".

Mrs. Jewell C. Moore, CEO
Phone: 912-538-8811
Email: light@jewellmoore.com



Address 610 Jackson Street, Vidalia, Georgia 30474 | Phone (912) 537-9283 | Website ochoopeelibrary.org

1/27/2020

To Whom It May Concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of the Ochoopee Regional Library System to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

Jan Outler

Branch Manager

Vidalia Branch of the Ochoopee Regional Library System



Serving Jeff Davis, Montgomery, Tattnall and Toombs Counties



A Unit of the Technical College System of Georgia

Monday, January 27, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Southeastern Technical College to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Barry Dotson", is written over a light blue horizontal line.

Barry Dotson

Vice President for Student Affairs

bdotson@southeasterntech.edu

912-538-3141

Vidalia Campus

3001 East First Street • Vidalia, Georgia 30474 • (912) 538-3100 • FAX (912) 538-3156 • www.southeasterntech.edu



— TOOMBS COUNTY —
family connection™

Tuesday, February 04, 2020

To whom it may concern:

If the Vidalia City School System proposal for the Literacy for Learning, Living, and Leading in Georgia (L4GA) Grant is selected for funding by the Georgia Department of Education, it is the intent of Toombs County Family Connection to work in partnership to implement the goals and activities specified in the grant proposal. We look forward to working with you.

Sincerely,

Paige Williamson

Toombs County Family Connection Director

(912)245-2542

References

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Application: Vidalia City Vidalia High School

Tammy McFadden - tmcfadden@vidalia-city.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000169

Last submitted: Feb 10 2020 10:31 AM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Vidalia City Schools
School or Center Name	Vidalia High School
System ID	793
School ID	0273

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

High (9-12)

Number of Certified Teachers in School

52

Number of Paraprofessionals or Teaching Assistants in School

4

Principal or Director

Name	John Sharpe
Position	Principal
Email	isharpe@vidalia-city.k12.ga.us
Phone	912-537-7931

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-3088

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[VidaliaCityVidaliaHighPlan](#)

Filename: VidaliaCityVidaliaHighPlan.pdf Size: 582.4 kB

Application: Vidalia City Schools J. R. Trippe Middle School

Tammy McFadden - tmcfadden@vidalia-city.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000166
Last submitted: Feb 10 2020 10:25 AM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Vidalia City Schools
School or Center Name	J. R. Trippe Middle School
System ID	793
School ID	0173

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Middle (6-8)

Number of Certified Teachers in School

40

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Sandy Reid
Position	Principal
Email	sreid@vidalia-city.k12.ga.us
Phone	912-537-3813

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-3088

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

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- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[VidaliaCityJRTrippePlan](#)

Filename: VidaliaCityJRTrippePlan.pdf Size: 447.3 kB

Application: Vidalia City J. D. Dickerson Primary

Tammy McFadden - tmcfadden@vidalia-city.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000155
Last submitted: Feb 10 2020 10:12 AM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Vidalia City Schools
School or Center Name	J. D. Dickerson Primary School
System ID	793
School ID	2050

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

K-1

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

25

Number of Paraprofessionals or Teaching Assistants in School

19

Principal or Director

Name	Brenda McLain
Position	Principal
Email	bmclain@vidalia-city.k12.ga.us
Phone	912-537-3421

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-3088

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

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- How evidence-based practices and activities will be selected

- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[VidaliaCityJDDickersonPrimaryPlan](#)

Filename: VidaliaCityJDDickersonPrimaryPlan.pdf Size: 579.2 kB

Application: Vidalia City Sally D. Meadows Elementary School

Tammy McFadden - tmcfadden@vidalia-city.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000164

Last submitted: Feb 10 2020 10:19 AM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Vidalia City Schools
School or Center Name	Sally D. Meadows Elementary School
System ID	793
School ID	5050

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

2-5

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

57

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Scott Stephens
Position	Principal
Email	sstephens@vidalia-city.k12.ga.us
Phone	912-537-4755

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy McFadden
Position	Federal Programs Director
Email	tmcfadden@vidalia-city.k12.ga.us
Phone	912-537-4755

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

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- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
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- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[VidaliaCitySallyDMeadowsElementaryPlan](#)

Filename: VidaliaCitySallyDMeadowsElementaryPlan.pdf **Size:** 426.3 kB

School Literacy Action Plan

Sally D. Meadows Elementary School Literacy Team	
Team Member	Position
Mr. Scott Stephens	Principal
Mr. Ben Helms	Assistant Principal
Mrs. Haley McKie	Media Specialist
Mrs. Stephanie Shiver	Student Information Specialist
Mrs. Rhonda Moore	Counselor
Mrs. Joy Sharpton	5th Grade Teacher
Mrs. Erica palmer	4th Grade Teacher
Mrs. Mary Beth Cook	3rd Grade Teacher
Mrs. Denni Delinski	2nd Grade Teacher
Mrs. Cashaunda Smith	Special Education Teacher
Mrs. Mia Farrow	PE Teacher

School Improvement Literacy Goals:

- 1. Implement and monitor curriculum, assessments, and instruction in all content areas that is aligned to the GSE and literacy standards.**
- 2. Implement professional learning to provide instructional strategies for teachers that will promote students literacy in all content areas.**
- 3. Focus literacy instruction on phonics, fluency, vocabulary development, and comprehension to promote students reading of complex texts.**
- 4. Accelerate the progress of struggling student readers to grade level performance or above through standards based instruction and intensive interventions.**
- 5. Use data-driven decision-making to identify needs and improve students' literacy skills.**
- 6. Promote and improve parent and community partnerships and support for literacy.**
- 7. Enhance student access to literacy resources by consistently integrating technology in all content areas.**

School Improvement Literacy Measureable Outcomes:

- 1. Increase the percentage of students scoring proficient and above the Milestones for ELA by 5%.**
- 2. Increase the percentage of students scoring proficient and above on the Milestones for Science by 5%.**
- 3. Increase the percentage of students scoring proficient and above on the Milestones for Social Studies by 5%.**
- 4. Increase the number of students scoring on grade level on the DIBELS assessment by 5%.**
- 5. Increase the number of students scoring on grade level on the RI assessment by 5%.**

Vidalia City Schools Literacy Plan Sally D. Meadows Elementary (Grades 2-5)				
Actions/Strategies (The What)	Persons Responsible	Timeline	Research Referenced in “The Why” Document	Evaluation/Outcomes
Administrator demonstrates commitment to support evidenced-based literacy instruction at the school level. <ul style="list-style-type: none"> ● Participates in literacy instruction with the faculty ● Regularly monitors literacy instruction with school ● Schedules protected time for literacy and teacher collaboration 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● TKES Evaluation ● Observation Schedule ● Master Schedule ● PLC documentation
Administrator schedules time and personnel to support instruction and collaborative planning and PLC meetings. <ul style="list-style-type: none"> ● A protected 90-120 minute block is allocated for literacy instruction in grades 2-3. ● In grades 4-5, students receive two to four hours of literacy instruction across language arts and content area classes. ● Time for intervention is built into the school schedule for each day. ● Protected time for collaborative teams to plan across content areas are part of the school-wide calendar. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Maps ● Lesson Plans ● PLC Schedule
A school based literacy leadership team is organized by the administrator and includes other community leaders. <ul style="list-style-type: none"> ● A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● Literacy Team Agenda ● Literacy Team Minutes ● Literacy Plan

Vidalia City School System: Sally Dailey Meadows Elementary School

<ul style="list-style-type: none"> ● Multiply forms of student and school data have been analyzed to develop list of priorities for goals for improvement. ● Research-based guidelines, strategies, and resources for literacy instruction have been incorporated into all practices and instruction. 				<ul style="list-style-type: none"> ● Data Analysis Outcomes ● Action Plan for Goals
<p>Teachers provide literacy instruction across the curriculum.</p> <ul style="list-style-type: none"> ● Reading teachers in grades 2-5 use core programs that provide a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. ● All types of literacy are infused into content areas throughout the day (print, non-print, online, blogs) ● Teachers use a school-wide writing rubric that is aligned with GSE to set clear expectations and goals for learning. 	<p>Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>p. 41 Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Maps and Units ● Action Plan ● Writing Rubric ● Student Work Samples
<p>P-20 organizations collaborate to support literacy within the community.</p> <ul style="list-style-type: none"> ● Communication both virtual and face-to-face are active with key personnel in out-of-school organizations and governmental agencies that support students and families. ● A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place. ● Technologies are utilized to more creatively and effectively support stakeholder engagement. 	<p>Principal Literacy Team Community Partners Technology Director</p>	<p>August 2019- May 2020</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> ● Vertical Alignment Meetings Agenda & Minutes ● Communication Log ● Professional Learning through RESA ● Technology Use Plan
<p>A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p>	<p>Principal Literacy Team</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002</p>	<ul style="list-style-type: none"> ● Timeline for assessment implementation

Vidalia City School System: Sally Dailey Meadows Elementary School

<ul style="list-style-type: none"> ● Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students. ● Common assessments are available for use across classrooms and include a variety of formats (Multiple Choice, Short Answer, Constructed Response, Essay) ● A data collection plan for storing, analyzing, and disseminating assessment results is in place. ● A calendar of formative assessments with timeline and persons responsible has been developed. ● Technology infrastructure is adequate to support administration and storage of assessments as well as results. ● Intervention materials aligned with students' needs are in use and staff is trained. 	<p>Teachers Technology Director</p>		<p>Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> ● Formative and Summative Assessments ● Common Assessments ● Assessment analysis data ● Technology Lab Use ● Agenda and Minutes from Data Analysis
<p>Summative data is used to make programming decisions as well as to monitor individual student progress.</p> <ul style="list-style-type: none"> ● Specific times for analysis of previous year's outcome assessments are identified in the school calendar. ● Time is scheduled in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. ● Team meetings focus on changes that can be made to improve the instructional program for all students. ● Data is disaggregated to ensure the progress of subgroups. 	<p>Principal Literacy Teams Teachers</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004 NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> ● Agenda and Minutes from Data Analysis Meetings ● Schedule for Team Meetings to analyze summative data
<p>All students receive direct, explicit instruction in reading.</p> <ul style="list-style-type: none"> ● A core program is in use that provides continuity a scope and sequence of skills that is integrated into 	<p>Principal</p>	<p>August 2019- May 2020</p>	<p>NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> ● Curriculum documents ● Assessments

Vidalia City School System: Sally Dailey Meadows Elementary School

<p>a rich curriculum of literary and informational texts.</p> <ul style="list-style-type: none"> ● Student data is examined regularly to identify areas of instruction with greatest needs. ● Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction. ● Daily literacy block in grades 2-5 includes whole group explicit instruction and small groups for differentiation. ● Faculty participates in professional learning on the following: <ul style="list-style-type: none"> ○ Using of data to inform instructional decisions and explicit teaching ○ Selecting of appropriate text and strategy for instruction ○ Telling students specific strategies to be learned and why ○ Modeling of how a strategy is used ○ Providing independent practice with feedback ○ Differentiating instruction 	<p>Assistant Principal</p> <p>Literacy Team</p> <p>Teachers</p>			<ul style="list-style-type: none"> ● PLC meeting agendas and minutes ● Master Schedule ● Schedule Professional learning for the use of data
<p>All students receive effective writing instruction across the curriculum.</p> <ul style="list-style-type: none"> ● A plan has been developed for writing instruction across all subjects areas that includes: <ul style="list-style-type: none"> ○ Explicit instructional ○ Guided practice ○ Independent practice ● All subject area teachers participate in professional learning on best practices in writing instruction in all content areas. 	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy Team</p> <p>Teachers</p>	<p>August 2019- May 2020</p>	<p>Graham & Hebert, 2010</p> <p>Biancorosa & Snow, 2006</p> <p>NCTE, 2006</p> <p><i>Writing to Read</i>, 2010</p> <p>Partnership for 21st Century Skills, 2009</p>	<ul style="list-style-type: none"> ● Master schedule indicating writing instruction ● Action plan with writing targets ● Professional learning on best writing practices ● Instructional plans

Vidalia City School System: Sally Dailey Meadows Elementary School

<ul style="list-style-type: none"> ● Teachers provide instruction in and opportunities for one of the following: <ul style="list-style-type: none"> ○ Developing an argument citing relevant and reliable textual evidence ○ Writing coherent informational or explanatory texts ○ Writing narratives to develop real or imaginary experiences to explore content area topics ○ Technology is used for production, publishing, and communication across the curriculum. 				<ul style="list-style-type: none"> ● Classroom observations
<p>Extended time is provided for literacy instruction.</p> <ul style="list-style-type: none"> ● A protected 90-120 minute block is allocated for literacy instruction in grade 2-5 for all students in self-contained classrooms. ● Instructional time is dedicated to provide interventions and differentiated instruction based on student needs. 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p><i>Reading Next</i> <i>Writing to Read</i> Biancorosa & Snow, 2006</p>	<ul style="list-style-type: none"> ● Master Schedule with Extended time ● List of Interventions ● Data analysis results to show student progress or target areas
<p>School based data teams use information gathered to inform RTI process:</p> <ul style="list-style-type: none"> ● The percentage of students served in each tier is determined regularly to determine efficacy of instruction in each tier. ● Protocols for identifying students and matching them to the appropriate intervention are in place. ● Interventions are monitored frequently to ensure that they occur regularly and with fidelity. ● The results of formative assessments are analyzed frequently to ensure students are progressing of adjusting instruction to match their needs. 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>Jenkins, 2007 Pool & Johnson, 2011 National Reading Panel, 2000 Georgia Department of Education, RTI Guidance Document, 2008</p>	<ul style="list-style-type: none"> ● List of students in Tier II, III, IV ● Protocols for interventions ● Schedule for monitoring progress and adjusting instruction. ● Data analysis results supporting students Tier placement

Vidalia City School System: Sally Dailey Meadows Elementary School

<p>All personnel participate in ongoing professional learning that specifically addresses literacy instruction in all content areas. Professional learning will be provided in a variety of formats that include:</p> <ul style="list-style-type: none"> ● Face to Face ● Online ● Webinars ● Websites ● Conferences/Workshops 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> ● Agenda, PL Description, and sign in sheets ● Classroom observations to monitor implementation ● Professional learning calendar
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**J. R. Trippe Middle School Literacy Plan
2019-2020**

School Literacy Action Plan

School Improvement Literacy Goals:

- 1. Implement and monitor curriculum, assessments, and instruction in all content areas that is aligned to the GSE and literacy standards.**
- 2. Implement professional learning to provide instructional strategies for teachers that will promote students literacy in all content areas.**
- 3. Focus literacy instruction on fluency, vocabulary development, and comprehension to promote students reading of complex texts.**
- 4. Accelerate the progress of struggling student readers to grade level performance or above through standards based instruction and intensive interventions.**
- 5. Use data-driven decision-making to identify needs and improve students' literacy skills.**
- 6. Promote and improve parent and community partnerships and support for literacy.**
- 7. Enhance student access to literacy resources by consistently integrating technology in all content areas.**

Vidalia City School System: J. R. Trippe Middle School

<p>Overview</p> <ul style="list-style-type: none"> • Title 1 School (6-8) • 606 Students • 49% African American • 40% White • 5% Hispanic • 2% Asian • 4% Other • 100% Economically Disadvantaged (Community Eligibility Provision) 	<p>Staff</p> <ul style="list-style-type: none"> • 42 Teachers • 11 Paraprofessionals • 2 counselors • Speech Pathologist (shared) • Nurse • 2 administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> • Core Academics • RTI Support • Connections: Band, Chorus, P.E./Music Appreciation, Weight lifting, Health, Spanish, Business/Technology, • Extra-Curricular/Sports Opportunities • Career Development
<p>Leadership Plan</p> <ul style="list-style-type: none"> • Dr. Sandy Reid- Principal • Brandon Boston- Asst. Principal • Dara Dennis-6th Grade Reading • Julie Caraballo- 7th Grade Reading • Brooke Dunford- 8th Grade Reading • Lee McCloud- SPED • Lynne Bowen- 8th grade Social Studies • Candace Medlock- 7th Grade Science • Tiffany Toole- 6th Grade Social Studies • Eddis Kirkland- Technology Literacy Specialist • Jared Sharpe- Behavior Specialist 	<p>Community Assets</p> <ul style="list-style-type: none"> • Boys and Girls Club • Civic Organizations • Church/Faith based Organizations • Community Men in Action • Make a Child Smile • Counseling Services • Ohoopee Regional Library • Right From the Start • Georgia Literacy Commission • The Housing Authority 	<p>Past Instructional Initiatives</p> <ul style="list-style-type: none"> • "The Work" Curriculum development • CCGPS/GPS/GSE Implementation • Ruby Payne Poverty Training • Standards-Based Classrooms • Co Teaching • RTI • Focus Walks/Peer Observations
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> • PBIS • Data Analysis/Utilization • Differentiation • Caulkin's Reading/Writing Workshop Model • Collaborative Strategic Reading (CSR) • CEIS • 5 E's Instructional Framework • Six Elements Math Instructional FrameworkRead 180 • PALS 	<p>PL Needs</p> <ul style="list-style-type: none"> • Explicit instructional strategies to enhance performance in all 5 areas of reading • Explicit instructional strategies to build vocabulary, comprehension, and writing skills across all content areas • Differentiated instructional strategies • Analyzing/using data to make informed instructional decisions 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> • Need a strong, comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing. • Need a strong comprehensive system of interventions to accelerate the progress of struggling readers to grade level performance. • Provide all Stakeholders with PL necessary to help children become proficient in literacy • Provide training, technology, and resources to meet the evolving needs of students

<ul style="list-style-type: none">• Authenticated Repeated Reading• Fast Forward• Multi-syllabic phonics chips intervention (95% group)	<p>regarding intervention placement, remediation, reteaching, and enrichment</p> <ul style="list-style-type: none">• Developing activities/ lessons/units that fully integrate GSE rigor	<ul style="list-style-type: none">• Promote literacy awareness throughout the system and community• Provide/distribute literacy resources to families and community stakeholders
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Vidalia City Schools Literacy Plan J. R. Trippe Middle School (Grade 6-8)				
Actions/Strategies (The What)	Persons Responsible	Timeline	Research Referenced in “The Why” Document	Evaluation/Outcomes
Administrator demonstrates commitment to support evidenced-based literacy instruction at the school level. <ul style="list-style-type: none"> • Participates in literacy instruction with the faculty • Regularly monitors literacy instruction with school • Schedules protected time for literacy and teacher collaboration 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> • TKES Evaluation • Observation Schedule • Master Schedule • PLC documentation
Administrator schedules time and personnel to support instruction and collaborative planning and PLC meetings. <ul style="list-style-type: none"> • A protected 65 minute block is allocated for literacy instruction. • In grades 6-8, students receive two to four hours of literacy instruction across language arts and content area classes. • A 35 minute intervention block is built into the school schedule for each day for skills-based reading instruction • Protected time for collaborative teams to plan across content areas are part of the school-wide calendar. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> • Master Schedule • Curriculum Maps • Lesson Plans • PLC Schedule
A school based literacy leadership team is organized by the administrator and includes other community leaders. <ul style="list-style-type: none"> • A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. • Multiply forms of student and school data have been analyzed to develop list of priorities for goals for improvement. • Research-based guidelines, strategies, and resources for literacy instruction have been incorporated into all practices and instruction. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> • Literacy Team Agenda • Literacy Team Minutes • Literacy Plan • Data Analysis Outcomes • Action Plan for Goals

<p>Teachers provide literacy instruction across the curriculum.</p> <ul style="list-style-type: none"> • Reading teachers use a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. • All types of literacy are infused into content areas throughout the day (print, non-print, online, blogs) • Teachers use school-wide writing rubric (Lucy Caulkins) that is aligned with GSE to set clear expectations and goals for learning. 	<p>Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>p. 41 Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> • Master Schedule • Curriculum Maps and Units • Action Plan • Writing Rubric • Student Work Samples
<p>P-20 organizations collaborate to support literacy within the community.</p> <ul style="list-style-type: none"> • Communication both virtual and face-to-face are active with key personnel in out-of-school organizations and governmental agencies that support students and families. • A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place. • Technologies are utilized to more creatively and effectively support stakeholder engagement. 	<p>Principal Literacy Team Community Partners Technology Director</p>	<p>August 2019- May 2020</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> • Vertical Alignment Meetings Agenda & Minutes • Communication Log • Professional Learning through RESA • Technology Use Plan
<p>A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p> <ul style="list-style-type: none"> • Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students. • Common assessments are available for use across classrooms and include a variety of formats (Multiple Choice, Short Answer, Constructed Response, Essay) • A data collection plan for storing, analyzing, and disseminating assessment results is in place. 	<p>Principal Literacy Team Teachers Technology Director</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> • Timeline for assessment implementation • Formative and Summative Assessments • Common Assessments • Assessment analysis data • Technology Lab Use • Agenda and Minutes

<ul style="list-style-type: none"> • A calendar of formative assessments with timeline and persons responsible has been developed. • Technology infrastructure is adequate to support administration and storage of assessments as well as results. • Intervention materials aligned with students’ needs are in use and staff is trained. 				<p>from Data Analysis</p>
<p>Summative data is used to make programming decisions as well as to monitor individual student progress.</p> <ul style="list-style-type: none"> • Specific times for analysis of previous year’s outcome assessments are identified in the school calendar. • Time is scheduled in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. • Team meetings focus on changes that can be made to improve the instructional program for all students. • Data is disaggregated to ensure the progress of subgroups. 	<p>Principal Literacy Teams Teachers</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004 NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> • Agenda and Minutes from Data Analysis Meetings • Schedule for Team Meetings to analyze summative data
<p>All students receive direct, explicit instruction in reading.</p> <ul style="list-style-type: none"> • A core program is in use that provides continuity a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. • Student data is examined regularly to identify areas of instruction with greatest needs. • Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction. • Faculty participates in professional learning on the following: <ul style="list-style-type: none"> ○ Using of data to inform instructional decisions and explicit teaching 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> • Curriculum documents • Assessments • PLC meeting agendas and minutes • Master Schedule • Schedule Professional learning for the use of data

<ul style="list-style-type: none"> ○ Selecting of appropriate text and strategy for instruction ○ Telling students specific strategies to be learned and why ○ Modeling of how a strategy is used ○ Providing independent practice with feedback ○ Differentiating instruction 				
<p>All students receive effective writing instruction across the curriculum.</p> <ul style="list-style-type: none"> ● A plan has been developed for writing instruction across all subjects areas that includes: <ul style="list-style-type: none"> ○ Explicit instructional ○ Guided practice ○ Independent practice ● All subject area teachers participate in professional learning on best practices in writing instruction in all content areas. ● Teachers provide instruction in and opportunities for one of the following: <ul style="list-style-type: none"> ○ Developing an argument citing relevant and reliable textual evidence ○ Writing coherent informational or explanatory texts ○ Writing narratives to develop real or imaginary experiences to explore content area topics ○ Technology is used for production, publishing, and communication across the curriculum. 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>Graham & Hebert, 2010 Biancorosa & Snow, 2006 NCTE, 2006 <i>Writing to Read</i>, 2010 Partnership for 21st Century Skills, 2009</p>	<ul style="list-style-type: none"> ● Master schedule indicating writing instruction ● Action plan with writing targets ● Professional learning on best writing practices ● Instructional plans ● Classroom observations
<p>Extended time is provided for literacy instruction.</p> <ul style="list-style-type: none"> ● Students are screened using a comprehension screener (Reading Inventory) to determine those students not reading at or above grade level. At-risk students are then screened for Oral Reading 	<p>Principal Assistant Principal</p>	<p>August 2019- May 2020</p>	<p><i>Reading Next</i> <i>Writing to Read</i> Biancorosa & Snow,</p>	<ul style="list-style-type: none"> ● Master Schedule with Extended time ● List of Interventions ● Data analysis results

<p>Fluency to determine necessary level of intervention.</p> <ul style="list-style-type: none"> • A protected 65 minute block is allocated for literacy instruction for all students. • Instructional time is dedicated to provide interventions and differentiated instruction based on student needs. • A 35 minute instructional block is allocated for skills-based reading instruction for students reading below grade level. • All students not at or above grade level reading who are participating in intervention program are progress monitored monthly using the skill appropriate progress monitoring tools (DAZE or ORF) 	<p>Literacy Team</p> <p>Teachers</p>		<p>2006</p>	<p>to show student progress or target areas</p>
<p>School based data teams use information gathered to inform RTI process:</p> <ul style="list-style-type: none"> • The percentage of students served in each tier is determined regularly to determine efficacy of instruction in each tier. • Protocols for identifying students and matching them to the appropriate intervention are in place. • Interventions are monitored frequently to ensure that they occur regularly and with fidelity. • The results of formative assessments are analyzed frequently to ensure students are progressing of adjusting instruction to match their needs. • Data teams meet monthly to determine effectiveness of intervention and/or professional learning needs of intervention specialists 	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy Team</p> <p>Teachers</p>	<p>August 2019-May 2020</p>	<p>Jenkins, 2007</p> <p>Pool & Johnson, 2011</p> <p>National Reading Panel, 2000</p> <p>Georgia Department of Education, RTI Guidance Document, 2008</p>	<ul style="list-style-type: none"> • List of students in Tier II, III, IV • Protocols for interventions • Schedule for monitoring progress and adjusting instruction. • Data analysis results supporting students Tier placement
<p>All personnel participate in ongoing professional learning that specifically addresses literacy instruction in all content areas. Professional learning will be provided in a variety of formats that include:</p>	<p>Principal</p> <p>Assistant Principal</p>	<p>August 2019-May 2020</p>	<p>Darling-Hammond, 2005</p> <p>NCTE, 2006</p>	<ul style="list-style-type: none"> • Agenda, PL Description, and sign in sheets • Classroom

<ul style="list-style-type: none"> • Face to Face • Online • Webinars • Websites • Conferences/Workshops 	<p>Literacy Team</p> <p>Teachers</p>		<p>NSDC, 2001</p>	<p>observations to monitor implementation</p> <ul style="list-style-type: none"> • Professional learning calendar
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Vidalia High School Literacy Plan 2019-2020

School Literacy Action Plan

School Improvement Literacy Goals:

- 1. Implement and monitor curriculum, assessments, and instruction in all content areas that is aligned to the GSE and literacy standards.**
- 2. Implement professional learning to provide instructional strategies for teachers that will promote students literacy in all content areas.**
- 3. Vocabulary development, and comprehension to promote students' reading of complex texts.**
- 4. Accelerate the progress of struggling student readers to grade level performance or above through standards based instruction and intensive interventions.**
- 5. Use data-driven decision-making to identify needs and improve students' literacy skills.**
- 6. Promote and improve parent and community partnerships and support for literacy.**
- 7. Enhance student access to literacy resources by consistently integrating technology in all content areas.**

Vidalia High School Literacy Plan 2019-2020

Actions/Strategies (The What)	Persons Responsible	Timeline	Research Referenced in “The Why” Document	Evaluation/ Outcomes
Administrator demonstrates commitment to support evidence-based literacy instruction at the school level. <ul style="list-style-type: none"> ● Participates in literacy instruction with the faculty ● Regularly monitors literacy instruction with school ● Schedules protected time for literacy and teacher collaboration 	Principal Literacy Team	August 2020- May 2021	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● TKES Evaluation ● Observation Schedule ● Master Schedule ● PLC documentation
Administrator schedules time and personnel to support instruction and collaborative planning and PLC meetings. <ul style="list-style-type: none"> ● In grades 9-12, students receive two to four hours of literacy instruction across language arts and content area classes. ● Time for intervention is built into the school schedule for each day. ● Protected time for collaborative teams to plan across content areas are part of the school-wide calendar. 	Principal Literacy Team	August 2020- May 2021	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Maps ● Lesson Plans ● PLC Schedule
A school based literacy leadership team is organized by the administrator and includes other community leaders. <ul style="list-style-type: none"> ● A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. ● Multiple forms of student and school data have been and are continually analyzed to develop a list of priorities for goals for improvement. ● Research-based guidelines, strategies, and resources for literacy instruction have been incorporated into all practices and instruction. 	Principal Literacy Team	August 2020- May 2021	p. 156 Torgesen, et al., 2007 Biancorsa & Snow, 2004	<ul style="list-style-type: none"> ● Literacy Team Agenda ● Literacy Team Minutes ● Literacy Plan ● Data Analysis Outcomes ● Action Plan for Goals

Vidalia High School Literacy Plan 2019-2020

<p>Teachers provide literacy instruction across the curriculum.</p> <ul style="list-style-type: none"> Literacy instruction provides a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. All types of literacy are infused into content areas throughout the day (print, non-print, digital) Teachers use a school-wide writing rubric that is aligned with GSE to set clear expectations and goals for learning. Teachers regularly implement strategies for developing and maintaining interest and engagement 	<p>Principal Literacy Team Teachers</p>	<p>August 2020- May 2021</p>	<p>p. 41 Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> Master Schedule Curriculum Maps and Units Action Plan Writing Rubric Student Work Samples
<p>P-20 organizations collaborate to support literacy within the community.</p> <ul style="list-style-type: none"> Communication both virtual and face-to-face are active with key personnel in out-of-school organizations and governmental agencies that support students and families. Technologies are utilized to more creatively and effectively support stakeholder engagement. Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved 	<p>Principal Literacy Team Community Partners Technology Director</p>	<p>August 2020- May 2021</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> Vertical Alignment Meetings Agenda & Minutes Communication Log Professional Learning through RESA Technology Use Plan
<p>A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p> <ul style="list-style-type: none"> Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students. Common assessments are available for use across classrooms and include a variety of formats (Multiple Choice, Short Answer, Constructed Response, Essay) 	<p>Principal Literacy Team Teachers Technology Director</p>	<p>August 2020- May 2021</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> Timeline for assessment implementation Formative and Summative Assessments Common Assessments

Vidalia High School Literacy Plan 2019-2020

<ul style="list-style-type: none"> ● A data collection plan for storing, analyzing, and disseminating assessment results is in place. ● A calendar of formative assessments with timeline and persons responsible has been developed. ● Technology infrastructure is adequate to support administration and storage of assessments as well as results. ● Intervention materials aligned with students' needs are in use and staff is trained. 				<ul style="list-style-type: none"> ● Assessment analysis data ● Technology Lab Use ● Agenda and Minutes from Data Analysis
<p>Summative data is used to make programming decisions as well as to monitor individual student progress.</p> <ul style="list-style-type: none"> ● Specific times for analysis of previous year's outcome assessments are identified in the school calendar. ● Time is scheduled in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. ● Team meetings focus on changes that can be made to improve the instructional program for all students. ● Data is disaggregated to ensure the progress of subgroups. 	<p style="text-align: center;">Principal Literacy Teams Teachers</p>	<p style="text-align: center;">August 2020- May 2021</p>	<p style="text-align: center;">Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004 NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> ● Agenda and Minutes from Data Analysis Meetings ● Schedule for Team Meetings to analyze summative data
<p>All students receive direct, explicit instruction in reading.</p> <ul style="list-style-type: none"> ● Student data is examined regularly to identify areas of instruction with greatest needs. ● Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction. ● Faculty participates in professional learning on the following: <ul style="list-style-type: none"> ○ Using data to inform instructional decisions and explicit teaching ○ Selecting of appropriate text and strategy for instruction ○ Telling students specific strategies to be learned and why 	<p style="text-align: center;">Principal Assistant Principal Literacy Team Teachers</p>	<p style="text-align: center;">August 2020- May 2021</p>	<p style="text-align: center;">NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> ● Curriculum documents ● Assessments ● PLC meeting agendas and minutes ● Master Schedule ● Schedule Professional learning for the use of data

Vidalia High School Literacy Plan 2019-2020

<ul style="list-style-type: none"> ○ Modeling of how a strategy is used ○ Providing independent practice with feedback ○ Differentiating instruction 				
<p>All students receive effective writing instruction across the curriculum.</p> <ul style="list-style-type: none"> ● A plan has been developed for writing instruction across all subjects areas that includes: <ul style="list-style-type: none"> ○ Explicit instructional ○ Guided practice ○ Independent practice ● Schedule time for teams to meet for regular collaboration and examination of student data/work ● Faculty, staff and administration will receive professional learning in disciplinary literacy across all content areas ● Teachers provide instruction in and opportunities for the following: <ul style="list-style-type: none"> ○ Developing an argument citing relevant and reliable textual evidence ○ Writing coherent informational or explanatory texts ○ Writing narratives to develop real or imaginary experiences to explore content area topics ○ Use of academic vocabulary ○ Technology is used for production, publishing, and communication across the curriculum. ● Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning 	<p style="text-align: center;">Principal Assistant Principal Literacy Team Teachers</p>	<p style="text-align: center;">August 2020- May 2021</p>	<p style="text-align: center;">Graham & Hebert, 2010 Biancorosa & Snow, 2006 NCTE, 2006 <i>Writing to Read</i>, 2010 Partnership for 21st Century Skills, 2009</p>	<ul style="list-style-type: none"> ● Master schedule indicating writing instruction ● Action plan with writing targets ● Professional learning on best writing practices ● Instructional plans ● Classroom observations
<p>School based data teams use information gathered to inform RTI process:</p> <ul style="list-style-type: none"> ● The percentage of students served in each tier is determined regularly to determine efficacy of instruction in each tier. 	<p style="text-align: center;">Principal Assistant Principal Literacy Team</p>	<p style="text-align: center;">August 2020- May 2021</p>	<p style="text-align: center;">Jenkins, 2007 Pool & Johnson, 2011 National Reading Panel, 2000</p>	<ul style="list-style-type: none"> ● List of students in Tier II, III, IV ● Protocols for interventions

Vidalia High School Literacy Plan 2019-2020

<ul style="list-style-type: none"> ● Protocols for identifying students and matching them to the appropriate intervention are in place. ● Interventions are monitored frequently to ensure that they occur regularly and with fidelity. ● The results of formative assessments are analyzed frequently to ensure students are progressing of adjusting instruction to match their needs. 	<p>Teachers</p>		<p>Georgia Department of Education, RTI Guidance Document, 2008</p>	<ul style="list-style-type: none"> ● Schedule for monitoring progress and adjusting instruction. ● Data analysis results supporting students Tier placement
<p>All personnel participate in ongoing professional learning that specifically addresses literacy instruction in all content areas. Professional learning will be provided in a variety of formats that include:</p> <ul style="list-style-type: none"> ● Face to Face ● Online ● Webinars ● Websites ● Conferences/Workshops 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2020- May 2021</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> ● Agenda, PL Description, and sign in sheets ● Classroom observations to monitor implementation ● Professional learning calendar

Vidalia City Schools, J. D. Dickerson Primary K-1: School Literacy Plan

<p>Overview</p> <ul style="list-style-type: none"> ● Title 1 School (Pre-K -1) ● 493 Students (148 Pre-K) ● 53% African American (30% Pre-K) ● 35% White (29% Pre-K) ● 7% Hispanic (3% Pre-K) ● 5% Other (2% Pre-K) ● 100% Economically Disadvantaged (CEP) 	<p>Staff</p> <ul style="list-style-type: none"> ● 37 Teachers (7 shared with SDMES) (7 Pre-K) ● 29 Paraprofessionals (3 shared with SDMES) ● Counselor ● Instructional Coach (shared with SDMES) ● Nurse ● Media Specialist ● 2 Administrators 	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● Core Academics ● RTI Support ● Specials: P.E. Art, Music, Reading Lab, 2 Math Labs ● After School Care in-house ● After School Tutoring Vidalia Learning Center ● Summer Camp
<p>Leadership Team</p> <ul style="list-style-type: none"> ● Brenda McLain-Principal/Pre-K Site Director ● Charleen Norfleet- Assistant Principal ● Beth Wiggins-Instructional Coach ● Sonja Hamilton-Special Education Teacher ● Heather Stanley-Pre-K Teacher Lead Teacher ● Belinda Warnock-Kindergarten Lead Teacher ● Kara Martin-First Grade Lead Teacher ● Sissy Anderson-Special Areas (PE) ● Harriet Smiley- Lead Paraprofessional 	<p>Community Assets</p> <ul style="list-style-type: none"> ● Boys/Girls Club ● Vidalia Learning Center ● Civic Organizations ● Public Library ● Family Connections and other agencies ● Toombs County Health Department ● Church/Faith Based Organizations ● Area Colleges ● Local Businesses ● Head Start- Toombs County ● Local Hospital/Health Agency 	<p>Past Instructional Initiatives (JDDPS)</p> <ul style="list-style-type: none"> ● Young Author’s Workshop ● Working on “The Work” ● CCGPS/GPS/GSE Implementation ● Poverty Trainings (VCSS) ● Standards-Based Report Cards/Classrooms ● Co-Teaching ● RTI ● Differentiated Instruction ● DIBELS ● PBIS ● Journeys Reading Resources
<p>Current Instructional Initiatives</p> <ul style="list-style-type: none"> ● Reading Comprehension ● Basic Approach to Literacy ● Guided Reading ● Phonological Processes ● Phonemic Awareness ● Leveled Readers 	<p>Professional Learning Needs</p> <ul style="list-style-type: none"> ● Explicit instructional strategies to build vocabulary, comprehension, and writing skills across content areas ● More research-based instructional strategies to support RTI processes ● Assistance with students with significant reading/writing delays 	<p>Need for L4GA Grant</p> <ul style="list-style-type: none"> ● Need a strong comprehensive B-12th literacy program that will lead to proficiency in vocabulary, comprehension, and writing ● Provide all stakeholders with Professional Learning necessary to help children become proficient in literacy

<ul style="list-style-type: none"> ● Small/Whole Group Instruction in Reading ● Open the World of Learning (OWL) Curriculum (Pre-K) ● Read It Once Again Curriculum (SWDs) ● Unique Curriculum (SWDs) ● Work Sampling Online (WSO) ● Georgia Early Learning and Development Standards (GELDS) 	<ul style="list-style-type: none"> ● Integrating technology into classroom instruction ● Developing activities/units/lessons that fully integrate GSE rigor/academic challenge ● Data used to make decisions regarding academic placement and progress, especially pertaining to RTI ● Increase knowledge of five developmental areas and milestones of children in grades K-1 	<ul style="list-style-type: none"> ● Provide training and resources to meet the evolving needs of students B-12th ● Promote literacy awareness throughout the system and community ● Provide and distribute literacy resources to families throughout the community (including local daycares)
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Vidalia City Schools, J. D. Dickerson Primary K-1: School Literacy Plan

The community's commitment to investing in literacy is fundamental in preparing our youth for the future. Stakeholders must be actively involved in developing goals and implementing a plan towards our vision for Kindergarten and First Grade students in Vidalia, Georgia and surrounding communities. It is imperative we begin engaging and educating our stakeholders on early literacy practices.

School Improvement Literacy Goals

Implement and monitor curriculum, assessments, and instruction in all content areas that is aligned to the GSE and literacy standards.

Implement professional learning to provide instructional strategies for teachers that will promote students' literacy in all content areas.

Focus literacy instruction on phonics, fluency, vocabulary development, and comprehension to promote students' reading of complex texts.

Accelerate the progress of struggling student readers to grade level performance or above through standards based instruction and intensive interventions.

Use data-driven decision-making to identify needs and improve students' literacy skills.

Promote and improve parent and community partnerships and support for literacy.

Enhance student access to literacy resources by consistently integrating technology in all content areas.

Vidalia City Schools Literacy Plan
J. D. Dickerson Primary School (Grades K-1)

Actions/Strategies	Persons Responsible	Timeline	Research Referenced in "The Why" Document	Evaluation/Outcomes
Administrator demonstrates commitment to support evidence-based literacy instruction at the school level. <ul style="list-style-type: none"> ● Participates in literacy instruction with the faculty. ● Regularly monitors literacy instruction with school. ● Schedules protected time for literacy and teacher collaboration. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancora & Snow, 2004	<ul style="list-style-type: none"> ● TKES Evaluation ● Observation Schedule ● Master Schedule ● PLC documentation
Administrator schedules time and personnel to support instruction and collaborative planning and PLC meetings. <ul style="list-style-type: none"> ● In grades K-1, students receive two to four hours of literacy instruction across language arts and content area classes. ● Time for intervention is built into the school schedule for each day. ● Protected time for collaborative teams to plan across content areas are part of the school-wide calendar. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancora & Snow, 2004	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Maps ● Lesson Plans ● PLC Schedule
A school based literacy leadership team is organized by the administrator and includes other community leaders. <ul style="list-style-type: none"> ● A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan. ● Multiple forms of student and school data have been analyzed to develop a list of priorities for goals for improvement. 	Principal Literacy Team	August 2019- May 2020	p. 156 Torgesen, et al., 2007 Biancora & Snow, 2004	<ul style="list-style-type: none"> ● Literacy Team Agenda ● Literacy Team Minutes ● Literacy Plan ● Data Analysis Outcomes

<ul style="list-style-type: none"> ● Research-based guidelines, strategies, and resources for literacy instruction have been incorporated into all practices and instruction. 				<ul style="list-style-type: none"> ● Action Plan for Goals
<p>Teachers provide literacy instruction across the curriculum.</p> <ul style="list-style-type: none"> ● Reading teachers in grades K-1 use core programs that provide a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. ● All types of literacy are infused into content areas throughout the day (print, non-print, online, blogs) ● Teachers use a school-wide writing rubric that is aligned with GSE to set clear expectations and goals for learning. 	<p>Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>p. 41 Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> ● Master Schedule ● Curriculum Maps and Units ● Action Plan ● Writing Rubric ● Student Work Samples
<p>P-20 organizations collaborate to support literacy within the community.</p> <ul style="list-style-type: none"> ● Communication, both virtual and face-to-face, are active with key personnel in out-of-school organizations and governmental agencies that support students and families. ● A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place. ● Technologies are utilized to more creatively and effectively support stakeholder engagement. 	<p>Principal Literacy Team Community Partners Technology Director</p>	<p>August 2019- May 2020</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> ● Vertical Alignment Meetings Agenda & Minutes ● Communication Log ● Professional Learning through RESA ● Technology Use Plan
<p>A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p>	<p>Principal Literacy Team</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002</p>	<ul style="list-style-type: none"> ● Timeline for assessment implementation

<ul style="list-style-type: none"> ● Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students. ● Common assessments are available for use across classrooms and include a variety of formats (Multiple Choice, Short Answer, Constructed Response, Essay). ● A data collection plan for storing, analyzing, and disseminating assessment results is in place. ● A calendar of formative assessments with timeline and persons responsible has been developed. ● Technology infrastructure is adequate to support administration and storage of assessments as well as results. ● Intervention materials aligned with students' needs are in use and staff is trained. 	<p>Teachers Technology Director</p>		<p>Anstey & Bull, 2004</p>	<ul style="list-style-type: none"> ● Formative and Summative Assessments ● Common Assessments ● Assessment analysis data ● Technology Lab Use ● Agenda and Minutes from Data Analysis
<p>Summative data is used to make programming decisions as well as to monitor individual student progress.</p> <ul style="list-style-type: none"> ● Specific times for analysis of previous year's outcome assessments are identified in the school calendar. ● Time is scheduled in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. ● Team meetings focus on changes that can be made to improve the instructional program for all students. ● Data is disaggregated to ensure the progress of subgroups. 	<p>Principal Literacy Teams Teachers</p>	<p>August 2019- May 2020</p>	<p>Dole, Duffy, Roehler, and Pearson, 1991 Duke & Pearson, 2002 Anstey & Bull, 2004 NCTE, 2006 <i>Writing to Read</i>, 2010</p>	<ul style="list-style-type: none"> ● Agenda and Minutes from Data Analysis Meetings ● Schedule for Team Meetings to analyze summative data

<p>All students receive direct, explicit instruction in reading.</p> <ul style="list-style-type: none"> ● A core program is in use that provides continuity a scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. ● Student data is examined regularly to identify areas of instruction with greatest needs. ● Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction. ● Daily literacy block includes whole group explicit instruction and small groups for differentiation. ● Faculty participates in professional learning on the following: <ul style="list-style-type: none"> ○ Using data to inform instructional decisions and explicit teaching ○ Selecting of appropriate text and strategy for instruction ○ Telling students specific strategies to be learned and why ○ Modeling of how a strategy is used ○ Providing independent practice with feedback ○ Differentiating instruction 	Principal Assistant Principal Literacy Team Teachers	August 2019- May 2020	NCTE, 2006 <i>Writing to Read</i> , 2010	<ul style="list-style-type: none"> ● Curriculum documents ● Assessments ● PLC meeting agendas and minutes ● Master Schedule ● Schedule Professional learning for the use of data
<p>All students receive effective writing instruction across the curriculum.</p> <ul style="list-style-type: none"> ● A plan has been developed for writing instruction across all subjects areas that includes: <ul style="list-style-type: none"> ○ Explicit instructional ○ Guided practice ○ Independent practice 	Principal Assistant Principal Literacy Team	August 2019- May 2020	Graham & Hebert, 2010 Biancorosa & Snow, 2006 NCTE, 2006	<ul style="list-style-type: none"> ● Master schedule indicating writing instruction ● Action plan with writing targets

<ul style="list-style-type: none"> ● All subject area teachers participate in professional learning on best practices in writing instruction in all content areas. ● Teachers provide instruction in and opportunities for one of the following: <ul style="list-style-type: none"> ○ Developing an argument citing relevant and reliable textual evidence ○ Writing coherent informational or explanatory texts ○ Writing narratives to develop real or imaginary experiences to explore content area topics ○ Technology is used for production, publishing, and communication across the curriculum. 	Teachers		<i>Writing to Read, 2010</i>	<ul style="list-style-type: none"> ● Professional learning on best writing practices ● Instructional plans ● Classroom observations
<p>Extended time is provided for literacy instruction.</p> <ul style="list-style-type: none"> ● A protected 90-120 minute block is allocated for literacy instruction for all students in self-contained classrooms. ● Instructional time is dedicated to provide interventions and differentiated instruction based on student needs. 	Principal Assistant Principal Literacy Team Teachers	August 2019- May 2020	<p><i>Reading Next</i></p> <p><i>Writing to Read</i></p> <p>Biancorosa & Snow, 2006</p>	<ul style="list-style-type: none"> ● Master Schedule with Extended time ● List of Interventions ● Data analysis results to show student progress or target areas

<p>School based data teams use information gathered to inform RTI process:</p> <ul style="list-style-type: none"> ● The percentage of students served in each tier is determined regularly to determine efficacy of instruction in each tier. ● Protocols for identifying students and matching them to the appropriate intervention are in place. ● Interventions are monitored frequently to ensure that they occur regularly and with fidelity. ● The results of formative assessments are analyzed frequently to ensure students are progressing of adjusting instruction to match their needs. 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>Jenkins, 2007 Pool & Johnson, 2011 National Reading Panel, 2000 Georgia Department of Education, RTI Guidance Document, 2008</p>	<ul style="list-style-type: none"> ● List of students in Tier II, III, IV ● Protocols for interventions ● Schedule for monitoring progress and adjusting instruction. ● Data analysis results supporting students Tier placement
<p>All personnel participate in ongoing professional learning that specifically addresses literacy instruction in all content areas. Professional learning will be provided in a variety of formats that include:</p> <ul style="list-style-type: none"> ● Face to Face ● Online ● Webinars ● Websites ● Conferences/Workshops 	<p>Principal Assistant Principal Literacy Team Teachers</p>	<p>August 2019- May 2020</p>	<p>Darling-Hammond, 2005 NCTE, 2006 NSDC, 2001</p>	<ul style="list-style-type: none"> ● Agenda, PL Description, and sign in sheets ● Classroom observations to monitor implementation ● Professional learning calendar