



Charter System Application

DISTRICT NAME

Vidalia City Schools

DISTRICT ADDRESS

**301 Adams Street
Vidalia, Georgia 30474**

CHARTER SYSTEM APPLICATION COVER SHEET

Please enter the requested information in the gray boxes following each question. Thank you!

Proposed Charter System Information			
1. Full Name of Proposed Charter System Vidalia City School System			
2. Please indicate whether this is a: New Petition X or a Renewal Petition	3. How many schools in total are you proposing to include in your charter system? 4		
4. How many of each of the following schools are you proposing to include in your charter system? <div style="display: flex; justify-content: space-around;"> Primary School(s) 1 Middle School(s) 1 </div> <div style="display: flex; justify-content: space-around;"> Elementary School(s) 1 High school(s) 1 </div>			
5. On July 1 of what year do you want your charter contract to be effective? 2014			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5			
7. Charter System Street Address 301 Adams Street	8. City Vidalia	9. State Georgia	10. Zip 30474
11. Contact Person Garrett Wilcox, Ed. D.		12. Title Superintendent	
13. Contact Street Address 301 Adams Street	14. City Vidalia	15. State Georgia	16. Zip 30474
17. Contact's telephone number (912) 537-3088	18. Contact's fax number (912) 538-0938	19. Contact's E-mail Address gwilcox@vidalia-city.k12.ga.us	

CHARTER SYSTEM APPLICATION

THE CASE

1. What will you be able to do with a charter that you can't do without a charter?

The Vidalia City School System is an independent system located inside Toombs County that has been in existence since 1906. There are four schools within our district with no overlapping grades.

SCHOOL	GRADES	ENROLLMENT	POVERTY RATE
J. D. Dickerson Primary	Pre-K-1	558	73.33%
Sally Meadows Elementary	2-5	764	70.39%
J. R. Trippe Middle	6-8	584	63.48%
Vidalia Comprehensive High	9-12	741	56.07%

Our vision statement succinctly states, “Building on a Tradition of Excellence”. This petition for Charter System status will allow our schools to continue this culture of striving for excellence by providing the needed flexibility to initiate innovative strategies that will provide all of our students with the necessary tools to continue this tradition of excellence into the 21st century.

The mission of Vidalia City Schools is to provide the opportunity for all students to acquire a quality education through a variety of challenging academic and extra-curricular experiences. We believe that:

- High academic and behavioral expectations are essential.
- The home, school, community partnership is vital to success.
- Every student has the responsibility and opportunity to learn.
- Student achievement is maximized in an environment conducive to learning.
- Effective teaching practices optimize students’ opportunities to learn.
- All adults have the responsibility to serve as positive role models.
- Extra-curricular activities are an enhancing component of the overall educational program.
- Education is an ever-changing, life-long process.

The Vidalia City Schools' Board of Education, central office staff, the schools' administrators and their staff, the community and our business partners share the commitment to transform our schools into a learning organization where students are highly engaged in learning and achievement. With this in mind, the system embraces the following goals:

1. High Academic Achievement: Raise the academic challenge and performance of each student.
2. Quality Teacher, Administrators and Staff: Ensure quality personnel in all positions
3. Supportive Learning Environments: Provide safe, orderly environments
4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement
5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of our schools.

Keeping our vision, mission, and goals in mind, and with the input obtained from our schools, the community at large, and our business partners, we believe that, with the following strategies that the Charter System flexibility will provide, we can best serve our students now and in the future:

- There is a need to attract more students to our system with a fine arts program in the lower grades that was previously eliminated due to budget cutbacks. In order to add music, arts and foreign language programs with limited funds, a waiver of non-core academic subject certification requirements will be necessary so as to employ quality local musicians, artists, and foreign language speakers.
- A waiver of required seat time will allow our schools to design flexible schedules so as to implement innovative classroom delivery systems using instructional technology devices. Considerations will also be given to looping, more opportunities for eighth grade advanced classes, and a form of a ninth grade academy.
- Currently EIP regulations require our schools to restrict the number of remedial students that can be served in a single classroom. With new flexibility, schools will be able to reconfigure EIP

numbers so that the academic needs of the students are a priority and not necessarily the design requirements of the program. Students will be served by need and not by a label.

- Supplemental funding provided by a Charter System design will enable our system to include needed staff positions such as a graduation/RTI coach, an instructional coach at each building, and a Junior ROTC program at our middle school.
- We envision our business community playing a more vital role in providing training and skills for our students that will prepare them for future careers in our community, state, and country. Some of these skills include work ethics principles, community service opportunities, job shadowing, and internships.
- Our primary and elementary schools are in the second year of a three year grant from the Governor's Reading Mentor Program that provides a reading specialist, reading materials and assessments, and training for our teachers in grades K-3. Resources from this grant will allow us to continue the momentum this program has begun so as to assist us in our goal of having all of our students reading on grade level by the end of third grade. Our system was also awarded a Striving Readers Grant in February 2013 that is providing professional learning, reading resources and technology that will assist us in this goal.

ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school system's student performance objectives for the proposed charter term?

The Vidalia City School system is moving towards a Balanced Scorecard to publically monitor student progress. This Scorecard will focus closely on the system's two main goals of having all students read on grade level by the end of third grade and increasing our graduation rate.

To increase the economic growth of our area and to insure the prosperity of all of our students, we believe that our system must cultivate a future workforce that is highly literate, knowledgeable, and skilled. Common core standards in Georgia are rising to meet this need and are a critical early benchmark of success whether students are reading proficiently by the end of third grade. Students who are not reading on grade level by this point will only fall farther behind their peers, and are at a much higher risk of dropping out of high school. The dropout risk is highest for struggling readers who are poor and living in Vidalia's neighborhoods of concentrated poverty. Vidalia City Schools realize that the time is now to redesign our approach to language and literacy instruction to prevent any increases in dropout rates. We believe that the charter system of schools with its various opportunities for waivers will help us obtain our goals.

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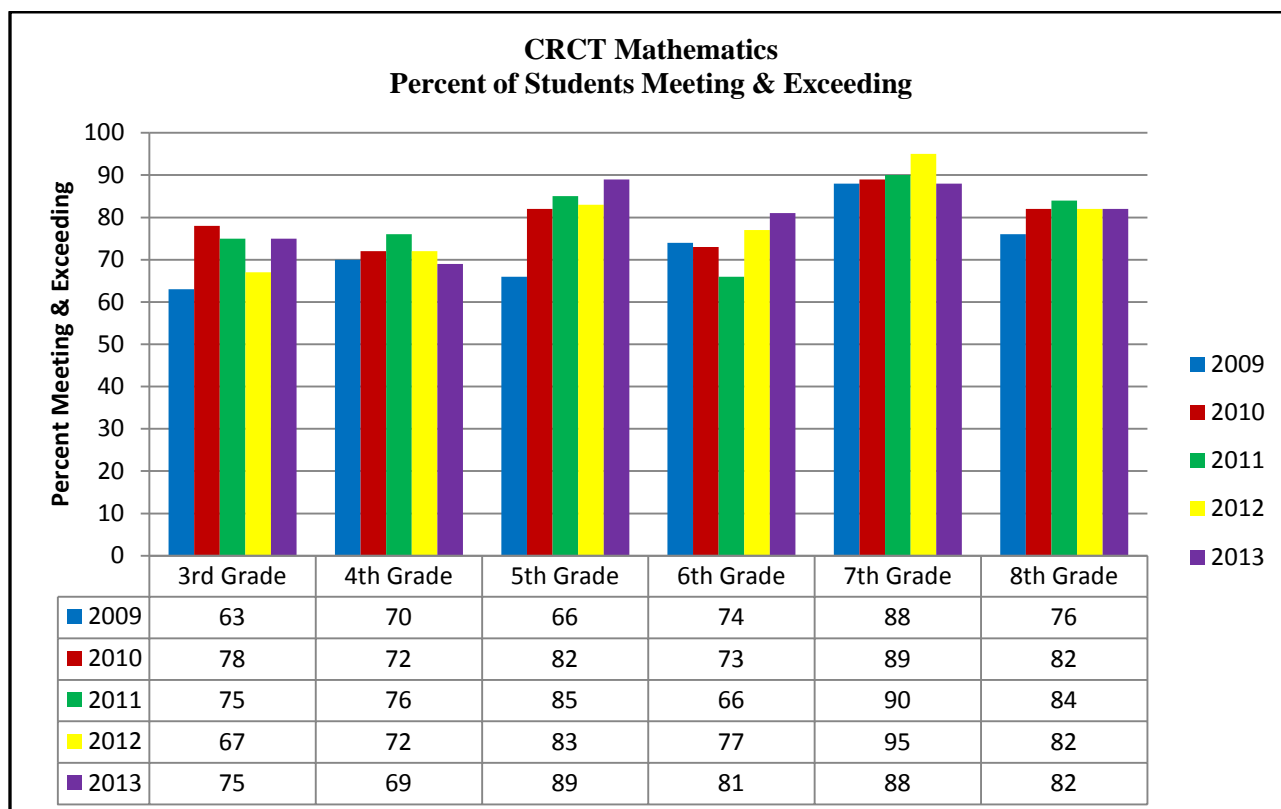
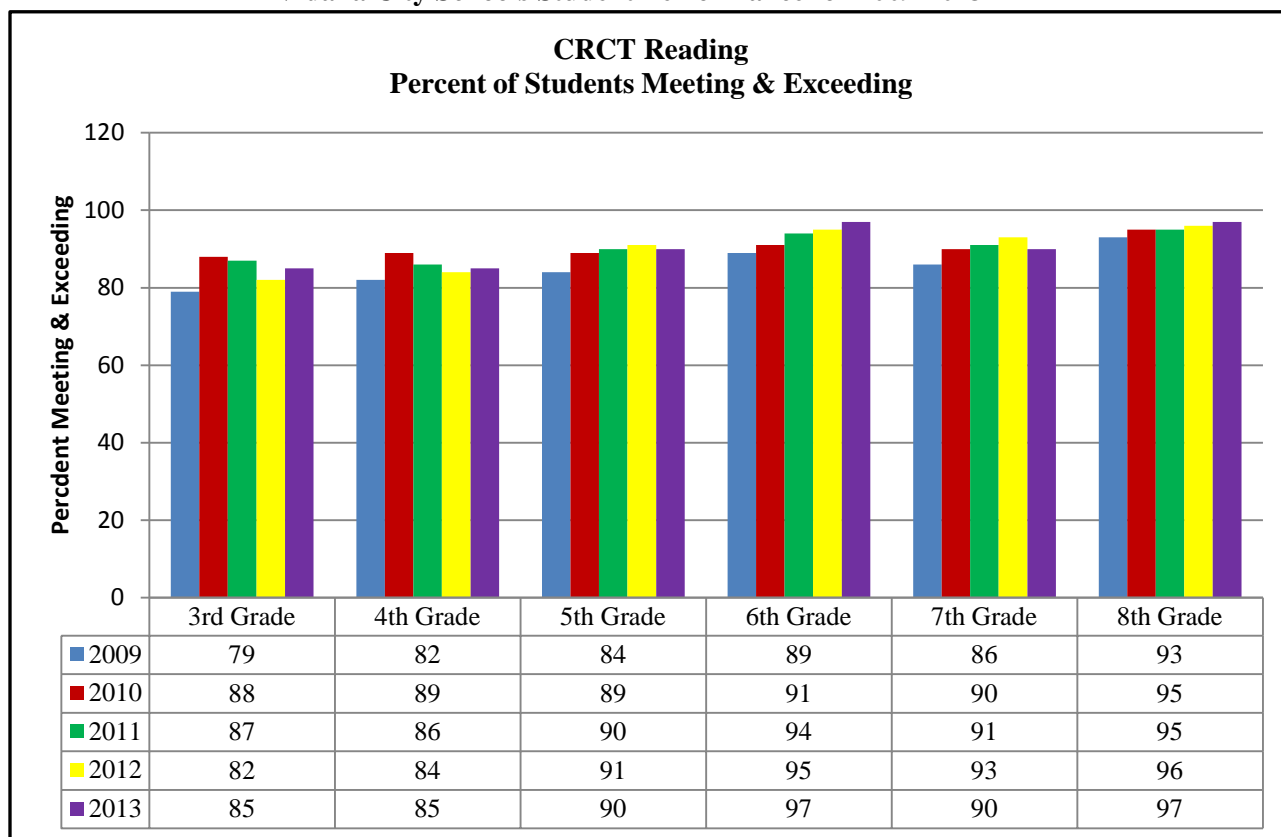
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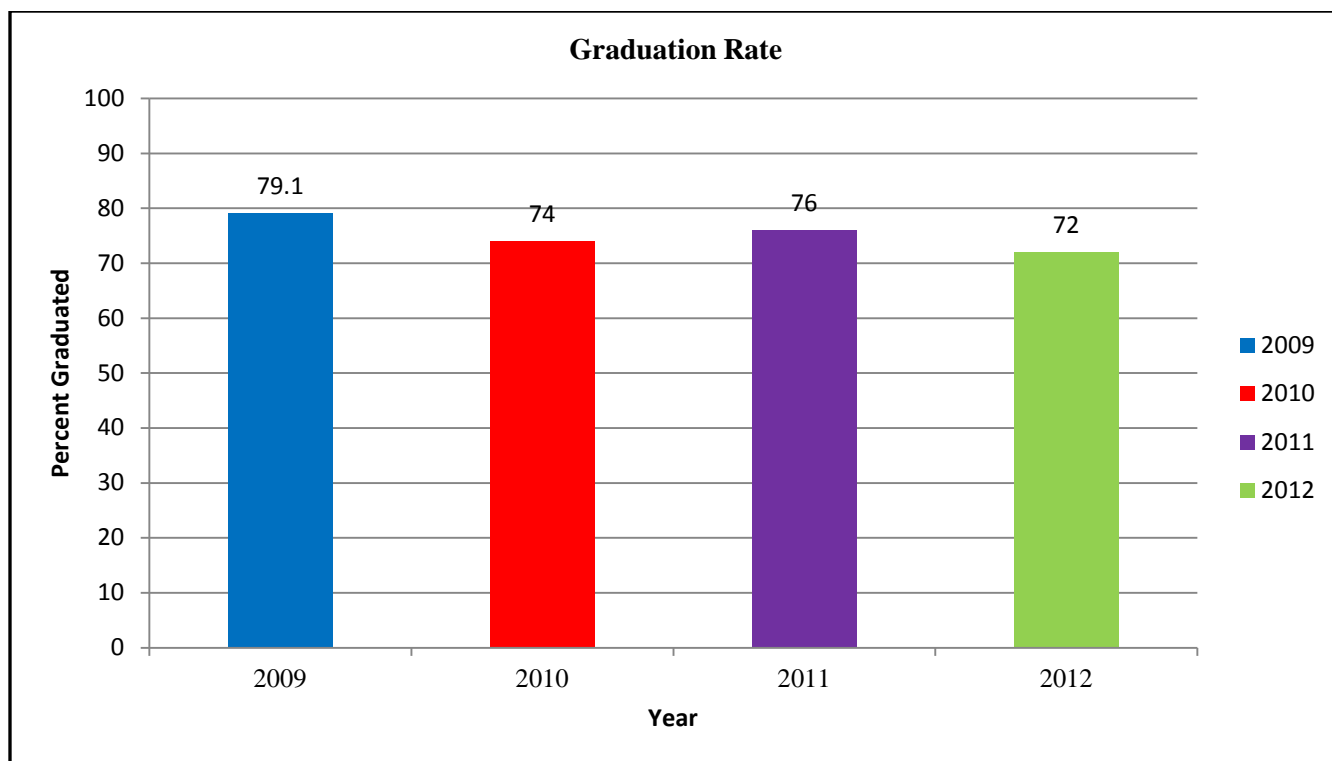
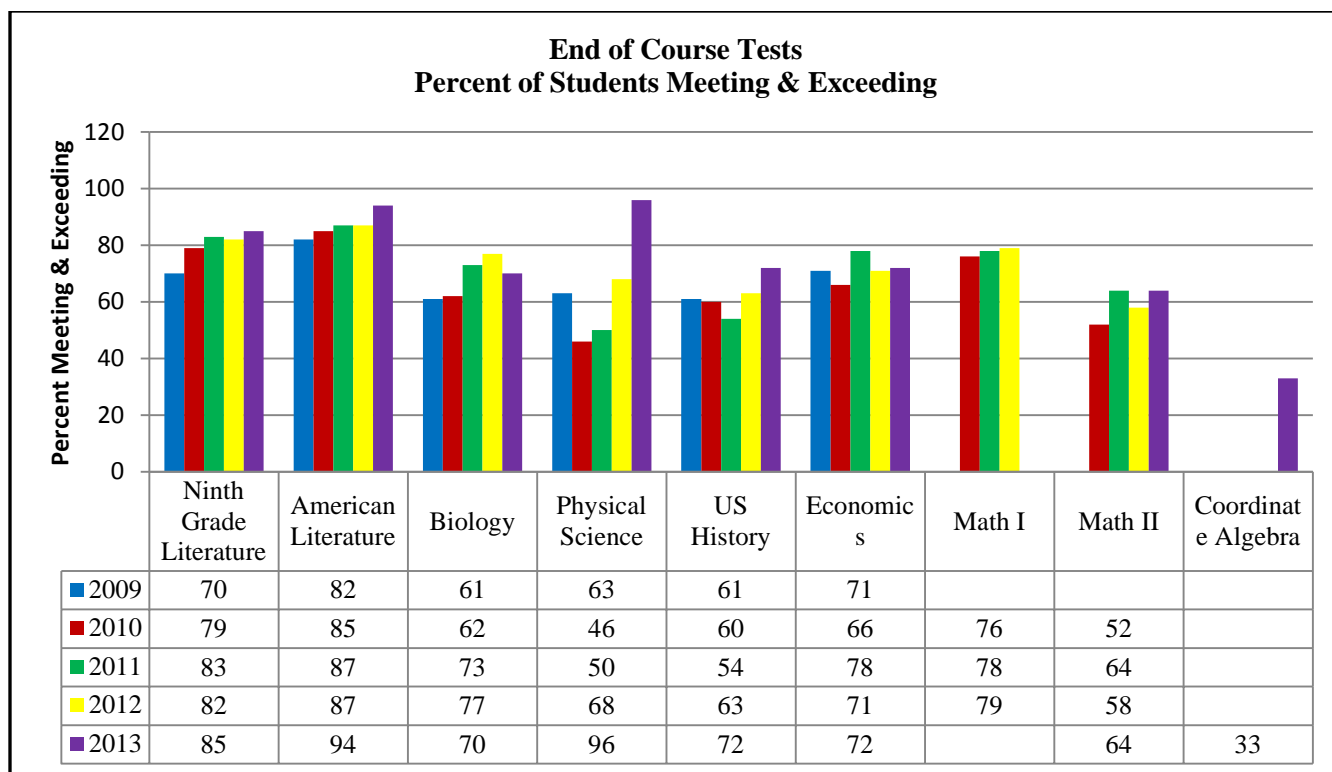
time is now to redesign our approach to language and literacy instruction to prevent any increases in dropout rates. We believe that the charter system of schools with its various opportunities for waivers will help us obtain our goals.

With the continued refinement and support of current educational innovations and the development of new strategies as proposed in our charter system application, Vidalia City Schools envisions a decrease in the number of students scoring at the below basic and basic levels and an increase in the number of students scoring at the proficient and above proficiency levels on academic assessments. The SMART goals that were developed and the charts that further explain past and future target attainments all speak to the fact that our system is firmly committed to helping all of our read on grade level and graduate on time so as to be prepared for post secondary options and the world of work.

Vidalia City Schools are committed to complying with Georgia's ESEA Waiver that affirms and strengthens efforts to improve educational outcomes for all students, closes achievement gaps, increases equity and improves the overall quality of instruction. Our system's focus is on raising the level of achievement on the indicators of the CCRPI that will pinpoint each schools 'performance. Our SMART goals include components of the CCRPI to include CRCT and EOCT scores and Lexile measures. Lexiles are norm referenced assessments that measure expected comprehension rates in grades three through twelve. As we analyze our student achievement data, we also will focus on a single cohort of students as they progress through the grades.

Vidalia City Schools Student Performance for 2009-2013





Vidalia City Schools SMART Goals 2013-2018

SMART Goal – Third Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 85% to 97% over the 5 year period from 2013 to 2018.

- Baseline (2012-13): 85%
- 2014: 94.6%
- 2015: 95.2%
- 2016: 95.8%
- 2017: 96.4%
- 2018: 97.0%

SMART Goal – Third Grade- Math

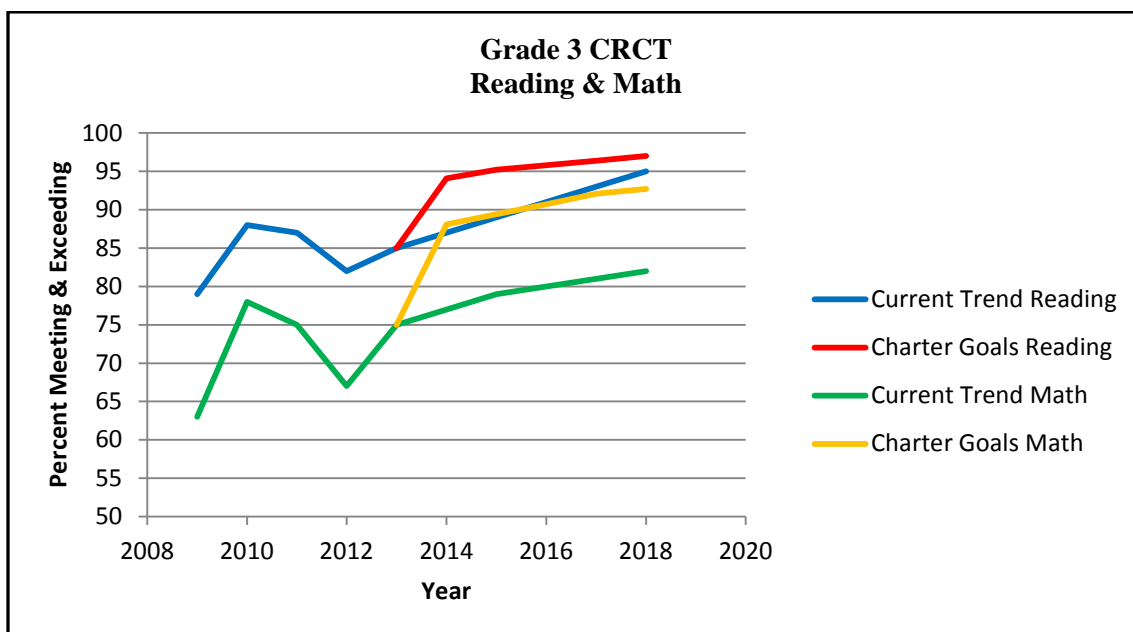
The percentage of students meeting and exceeding on the CRCT in math will increase from 75% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 75%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Third Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 43% to 53% over the 5 year period from 2013 to 2018.

- Baseline (2013): 43%
- 2014: 45%
- 2015: 47 %
- 2016: 49%
- 2017: 51%
- 2018: 53%



SMART Goal – Fourth Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 85% to 97% over the 5 year period from 2013 to 2018.

- Baseline (2013): 85%
- 2014: 94.6%
- 2015: 95.2%
- 2016: 95.8%
- 2017: 96.4%
- 2018: 97.0%

SMART Goal – Fourth Grade- Math

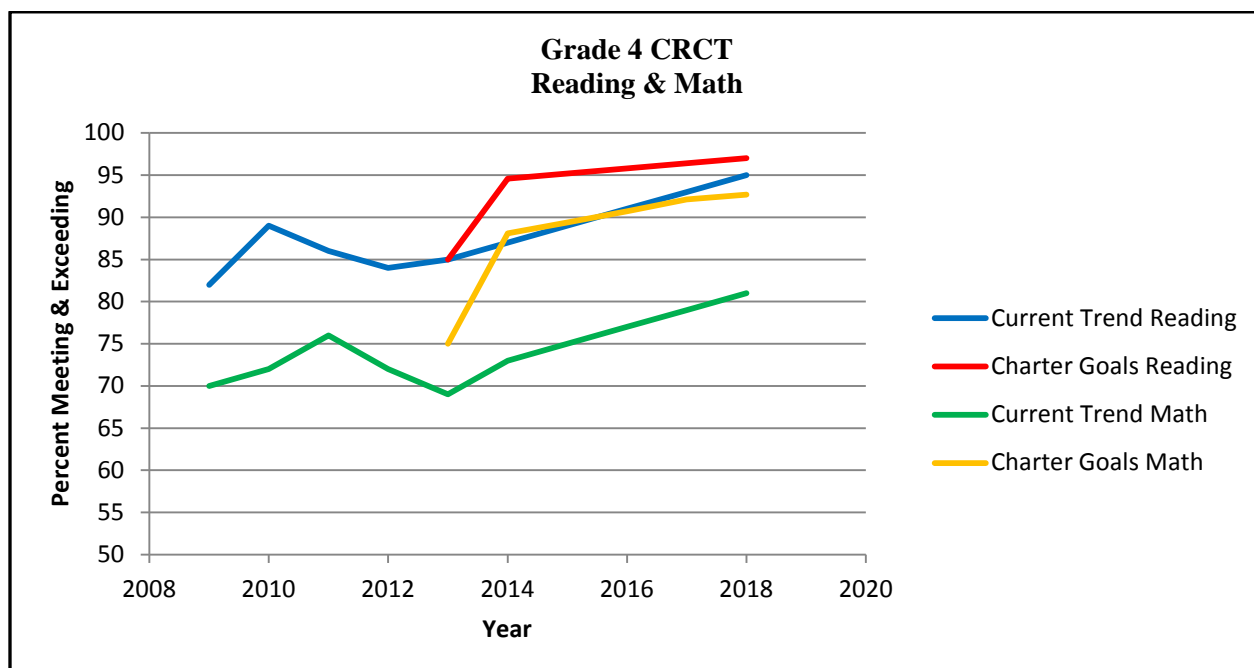
The percentage of students meeting and exceeding on the CRCT in math will increase from 69% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 69%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Fourth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 51% to 61% over the 5 year period from 2013 to 2018.

- Baseline (2013): 51%
- 2014: 53%
- 2015: 55 %
- 2016: 57%
- 2017: 59%
- 2018: 61%



SMART Goal – Fifth Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 90% to 97% over the 5 year period from 2013 to 2018.

- Baseline (2013): 90%
- 2014: 94.6%
- 2015: 95.2%
- 2016: 95.8%
- 2017: 96.4%
- 2018: 97.0%

SMART Goal – Fifth Grade- Math

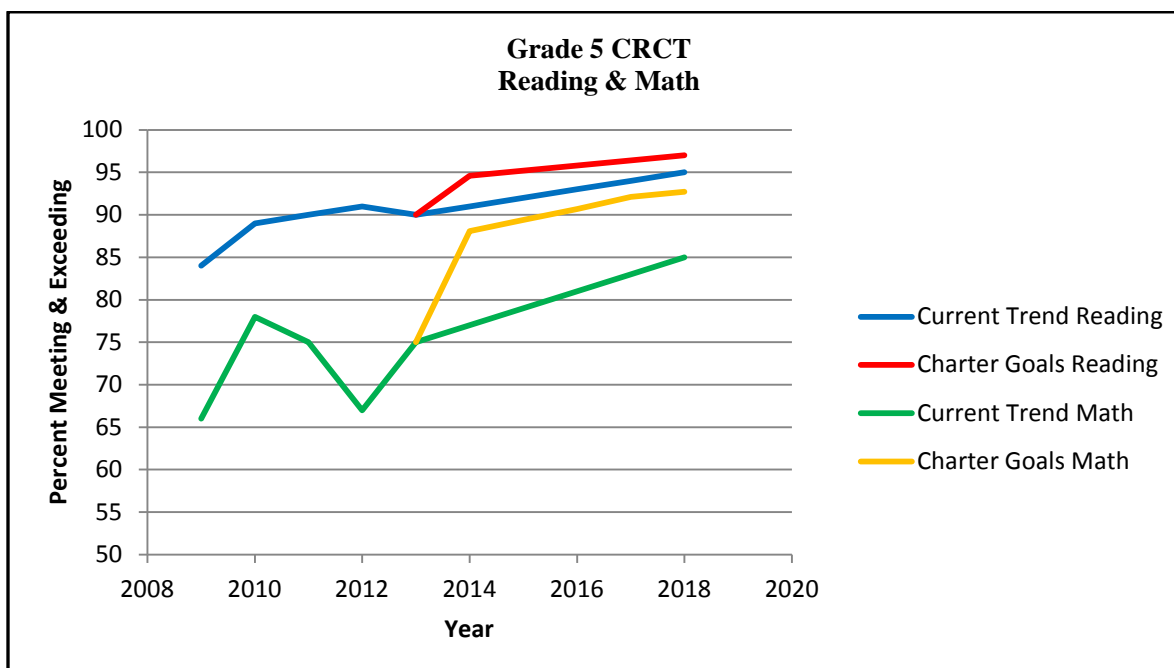
The percentage of students meeting and exceeding on the CRCT in math will increase from 89% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 89%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Fifth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 54% to 64% over the 5 year period from 2013 to 2018.

- Baseline (2013): 54%
- 2014: 56%
- 2015: 58 %
- 2016: 60%
- 2017: 62%
- 2018: 64%



SMART Goal – Sixth Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 97% to 97% over the 5 year period from 2013 to 2018.

- Baseline (2013): 97%
- 2014: 97.5%
- 2015: 98.0%
- 2016: 98.5%
- 2017: 99.0%
- 2018: 99.5%

SMART Goal – Sixth Grade- Math

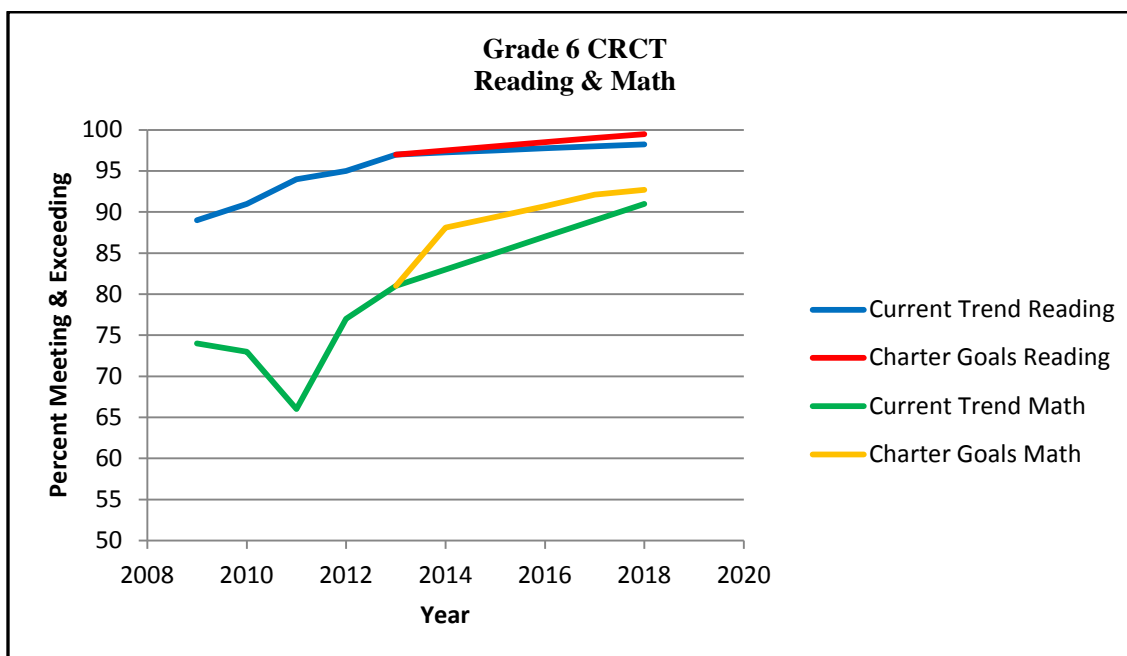
The percentage of students meeting and exceeding on the CRCT in math will increase from 81% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 81%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Sixth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 44% to 54% over the 5 year period from 2013 to 2018.

- Baseline (2013): 44%
- 2014: 46%
- 2015: 48 %
- 2016: 50%
- 2017: 52%
- 2018: 54%



SMART Goal – Seventh Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 90% to 97% over the 5 year period from 2013 to 2018.

- Baseline (2013): 90%
- 2014: 94.6%
- 2015: 95.2%
- 2016: 95.8%
- 2017: 96.4%
- 2018: 97.0%

SMART Goal – Seventh Grade- Math

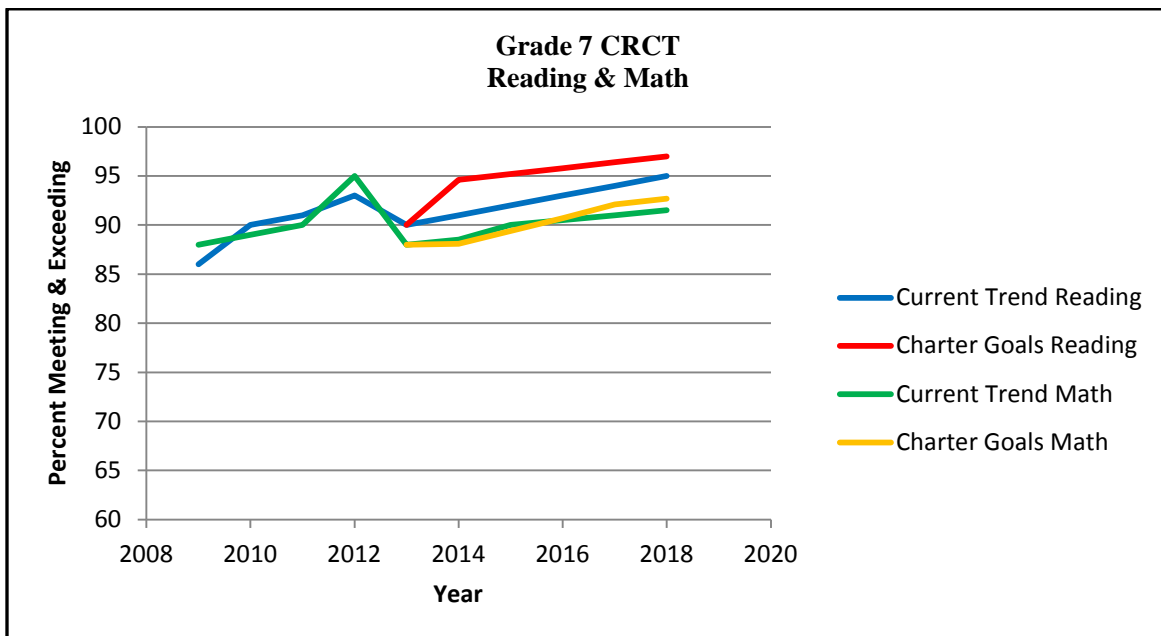
The percentage of students meeting and exceeding on the CRCT in math will increase from 88% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 88%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Seventh Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 61% to 71% over the 5 year period from 2013 to 2018.

- Baseline (2013): 61%
- 2014: 63%
- 2015: 65 %
- 2016: 67%
- 2017: 69%
- 2018: 71%



SMART Goal – Eighth Grade- Reading

The percentage of students meeting and exceeding on the CRCT in reading will increase from 97% to 99.5% over the 5 year period from 2013 to 2018.

- Baseline (2013): 97%
- 2014: 97.5%
- 2015: 98.0%
- 2016: 98.5%
- 2017: 99.0%
- 2018: 99.5%

SMART Goal – Eighth Grade- Math

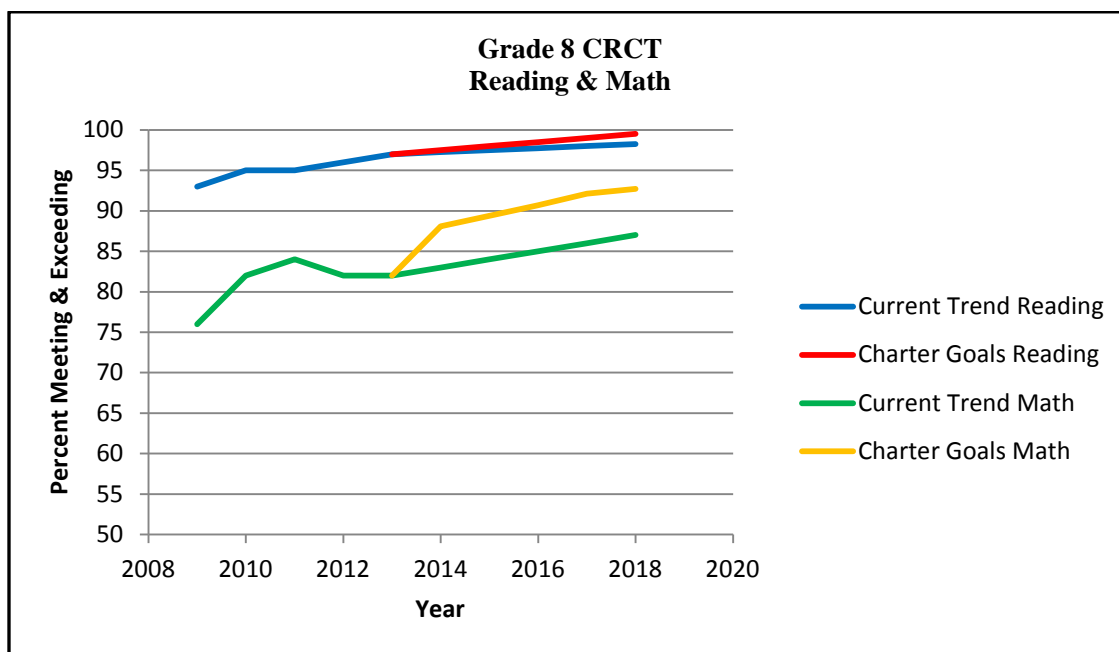
The percentage of students meeting and exceeding on the CRCT in math will increase from 82% to 92.7% over the 5 year period from 2013 to 2018.

- Baseline (2013): 82%
- 2014: 88.1 %
- 2015: 89.4%
- 2016: 90.7%
- 2017: 92.1%
- 2018: 92.7%

SMART Goal – Eighth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 54% to 64% over the 5 year period from 2013 to 2018.

- Baseline (2013): 54%
- 2014: 56%
- 2015: 58 %
- 2016: 60%
- 2017: 62%
- 2018: 64%



SMART Goal – Coordinate Algebra

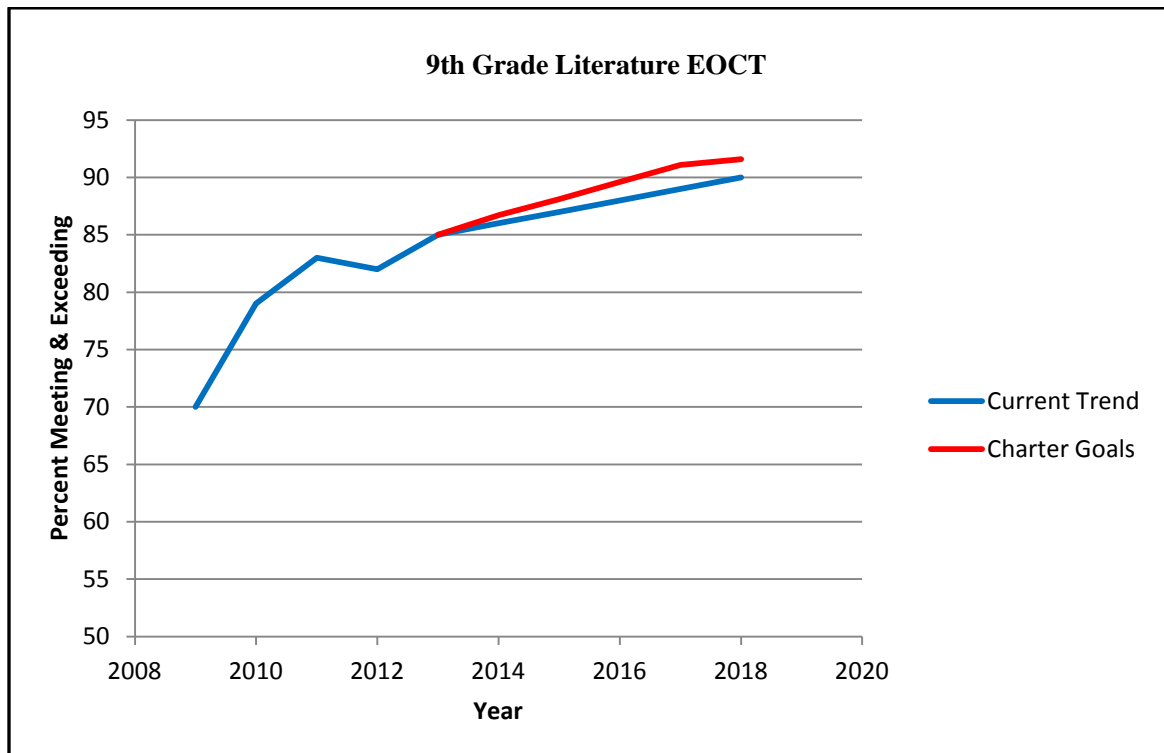
The percentage of students meeting and exceeding on the Coordinate Algebra EOCT will increase from 33% to 60% over the 5 year period from 2013 to 2018.

- Baseline (2013): 33%
- 2014: 40 %
- 2015: 45%
- 2016: 50%
- 2017: 55%
- 2018: 60%

SMART Goal – 9th Grade Literature

The percentage of students meeting and exceeding on the 9th Grade Literature EOCT will increase from 85% to 91.6% over the 5 year period from 2013 to 2018.

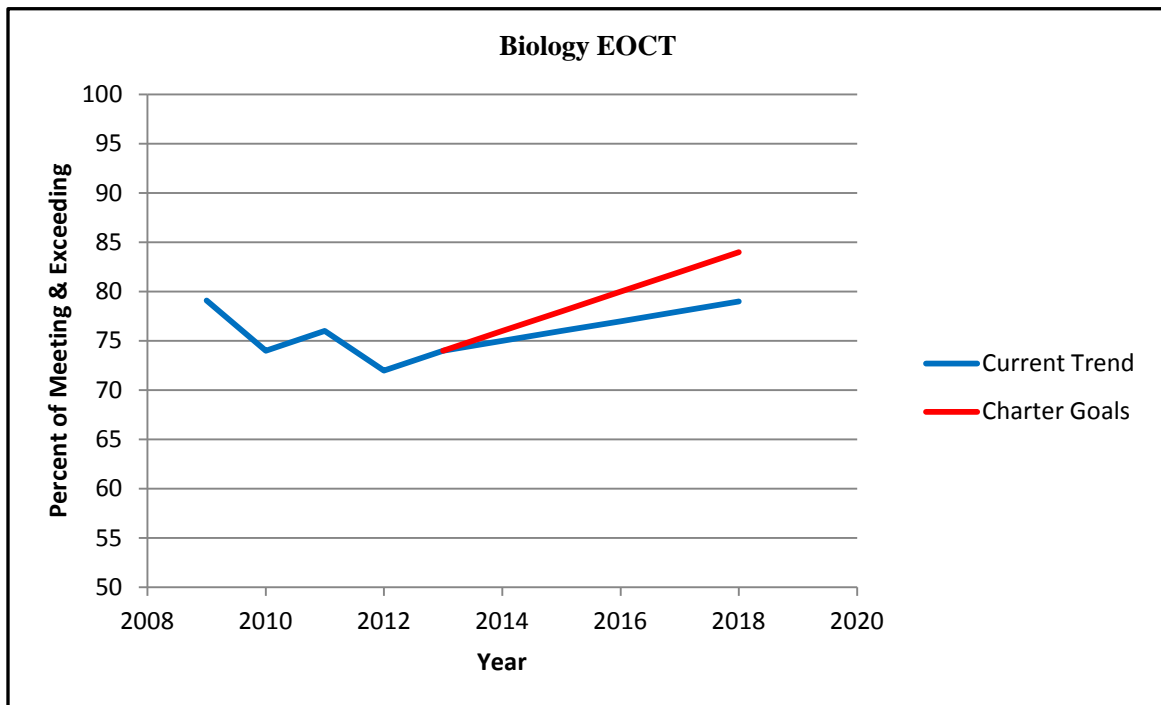
- Baseline (2013): 85%
- 2014: 86.7 %
- 2015: 88.1%
- 2016: 89.6%
- 2017: 91.1%
- 2018: 91.6%



SMART Goal – Biology

The percentage of students meeting and exceeding on the Biology EOCT will increase from 70% to 85.3% over the 5 year period from 2013 to 2018.

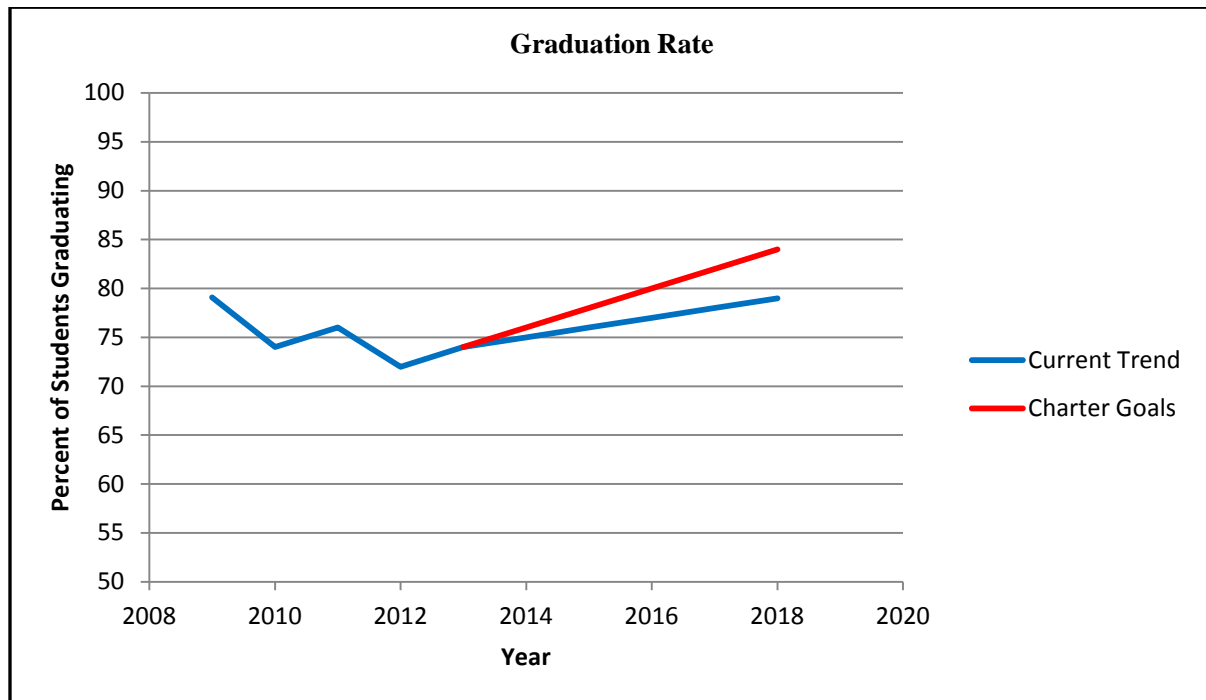
- Baseline (2013): 70%
- 2014: 77 %
- 2015: 80%
- 2016: 83%
- 2017: 85%
- 2018: 87%



SMART Goals- Graduation Rate

Increase the 4-Year Cohort graduation rate from 74% to 84% over the 5 year period from 2013-2018.

- Baseline (2013): 74%
- 2014: 76%
- 2015: 78%
- 2016: 80%
- 2017: 82%
- 2018: 84%



SMART Goal – Ninth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 48% to 58% over the 5 year period from 2013 to 2018.

- Baseline (2013): 48%
- 2014: 50%
- 2015: 52 %
- 2016: 54%
- 2017: 56%
- 2018: 58%

SMART Goal – Tenth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 63% to 73% over the 5 year period from 2013 to 2018.

- Baseline (2013): 63%
- 2014: 65%
- 2015: 67 %
- 2016: 69%
- 2017: 71%
- 2018: 73%

SMART Goal – Eleventh Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 68% to 78% over the 5 year period from 2013 to 2018.

- Baseline (2013): 68%
- 2014: 70%
- 2015: 72 %
- 2016: 74%
- 2017: 76%
- 2018: 78%

SMART Goal – Twelfth Grade- Lexile Score

The percentage of students with proficient and advanced Lexile Score on the Scholastic Reading Inventory will increase from 68% to 78% over the 5 year period from 2013 to 2018.

- Baseline (2013): 68%
- 2014: 70%
- 2015: 72 %
- 2016: 74%
- 2017: 76%
- 2018: 78%

3. What specific actions will your school system take to achieve your student performance objectives during the proposed charter term?

There are many educational innovations that will be continued, modified, and developed over the term of the charter period. The innovations listed below came about as a result of input from school administrators, teachers, paraprofessionals, support staff, parents, community members, and board of education members. In order to successfully implement the educational innovations, waivers will be necessary. Each innovation or initiative will be monitored and evaluated to ensure that we are reaching our academic goals.

Educational Innovation	Description of Educational Innovation	Timeline
Professional Learning Communities	Each school in our system has implemented Professional Learning Communities which are utilized to provide professional learning, analyze student work and performance data, and develop units and lessons that align to the curriculum. To improve the effectiveness of our PLC groups, there is a need to include vertical and horizontal planning among grades and schools to promote seamless implementation of initiatives. Collaboration among teachers of different grades and subjects will increase teacher understanding of prior and future grade expectations for students thus leading to greater student success. A seat time waiver would allow for our school system to utilize alternate scheduling for job embedded professional learning communities.	2013- Ongoing
Data Analysis	Our school system is in the process of developing a Balanced Scorecard which will be used each year to evaluate our schools' performance. In addition, each school has an established data room which provides teachers with overall school, grade level, and subject data. Each school has a leadership team that uses student data in the development of the school improvement plan.	2013- Ongoing

	Teachers use formative, summative and longitudinal data to make instructional decisions.	
Fine Arts	Our school system would like to add programs in the area of Fine Arts in grades K-8. The fine arts courses would provide opportunities for enrichment in the areas of music, drama, art, and dance to increase student motivation and engagement in the overall academic programs. A waiver would allow for our school system to hire local artisans who may not have the necessary teaching credentials and for flexibility in determining salaries.	Fall 2014
Alternate Scheduling	There are innovative teaching models that our school system would like to see implemented in the classroom. In an effort to transform traditional teaching models where one size fits all, seat time and class size waivers would provide the flexibility to accommodate a variety of teaching strategies. Some examples of alternate classroom models would be flipped classrooms, blocked classes for additional time for technology and/or lab use, and individual or small group instruction.	Fall 2015
Governor's Reading Mentor Program	Currently, our school system is receiving support from a reading mentor from the Governor's Office of Student Achievement. This program focuses on the foundational reading skills necessary for students to be reading at grade level by the end of third grade. Teachers are provided with professional learning focused on reading strategies, progress monitoring, and small group differentiation.	2012- Ongoing
Striving Readers Literacy Grant	Our school system has received the Striving Readers Grant which is in the first year of implementation. The funds received from this grant are used to implement strategies in the areas of curriculum, professional learning and technology that will increase literacy for all students. The Scholastic Reading	2013- Ongoing

	Inventory (SRI) is given to students and provides Lexile scores which are used to group students for differentiated instruction.	
AP/Honors Program	We want to increase enrollment in our current AP and Honors Programs at the high school. In addition, we want to expand our offerings in AP courses via use of online or virtual school. At this time we do not have Pre-AP or Honors classes at our middle school but our plans are to add these programs to the middle school schedule.	Fall 2014
CTAE Middle School Program	Our school system plans to implement a Career and Technical Education (CTAE) program at the middle school. When exposed to various career related courses, our students will be more prepared to select an appropriate career related pathway as they transition to the high school.	Fall 2014
Community Involvement	The students in our school system would benefit educationally by increasing the involvement of community members in our mentor and career development programs. By providing support systems that focus on connecting educational goals with future careers, our students will be better prepared for their postsecondary options.	Fall 2014

4. Which of the specific actions in your academic plan require a waiver of state law, rule, or guideline?

- A seat time waiver would allow our school system to utilize alternate scheduling for job embedded professional learning communities.
- A waiver would allow for our school system to hire local artisans who may not have the necessary teaching credentials and for flexibility in determining their salaries.
- In an effort to transform traditional teaching models where one size fits all, seat time and class size waivers would provide the flexibility to accommodate a variety of teaching strategies and models.

GOVERNANCE

5. What is the system's plan to maximize school level governance?

The Vidalia City School System, much like other systems around the State, has operated with a local school governance structure referred to as School Councils. These School Councils were involved with things such as dress code, handbook changes, and school improvement planning, however, they were not as involved with personnel decisions and school based budgeting.

As the system moves away from the traditional School Councils and develops School Governance Teams at each school, the School Governance Teams will be directly involved with decisions regarding personnel, resource allocation, budget, school improvement planning, curriculum and other school operations.

The School Governance Teams will be made up of five members with the building principal serving on their respective team: one staff/teacher, two parents, and two business partners (which could also be a parent). The staff/teacher shall be decided by the faculty of each individual school. The other members of the initial School Governance Teams will be appointed by the principal and approved by the Vidalia City Board of Education. Each Team will also be responsible for electing a Chairman from the five members. After the initial term, it will be the responsibility of each School Governance Team to determine replacements for those whose terms have expired. In the absence of sufficient parent or business partners available to serve, the principal will recruit additional parent and business partners to serve upon the agreement of the current School Governing Team.

The School Governance Teams' terms will be for three years. To serve on the School Governance Teams, members will agree to participate with the Vidalia City Board of Education in trainings throughout the year and any training designed specifically for School Governance Teams. Such training will include school improvement planning, effective meetings, by-laws development, instructional technology, and finance. Each School Governance Team will be required to meet a

minimum of six times a year and each Team will also be responsible for developing Bylaws for each school.

TOPIC	TIMELINE
Board Governance <i>(Duties, Responsibilities, Effective Meetings, etc.)</i>	August 2014
Creating By-Laws	October 2014
Student Achievement / CCRPI	November 2014
School Improvement Planning	December 2014
School Funding / Budgeting	January 2015
Personnel / Hiring	March 2015
Instructional Technology	April 2015
Strategic Planning	May 2015

FUNDING

6. If funds are appropriated for the QBE weight for charter systems, for what purposes would you use the additional funds you would earn as a charter system?

Our school system has been functioning on a shorter calendar for the past five years. The Vidalia City School System has furloughed employees for 44 days during this period. The system has cut over 50 positions during this period as well. If the additional funds are available, the system would like to reestablish a certified media specialist position at J.D. Dickerson Primary, reestablish an Art and/or Music program at our Elementary Schools, consider an additional Instructional Coach, consider expanding AP/Honors opportunities at VHS, consider adding CTAE staff at J.R. Trippe Middle School, and examine the possibility of additional guidance counselors.

Area of Responsibility	School Governance Team	Principal	Superintendent	Board of Education
PERSONNEL	Recommend Principal Finalist to Superintendent	Recommend to Superintendent	Final reference check and recommend to BOE	Approve
	Input Into recommendation for hiring other school personnel	Recommend to Superintendent		Approve
RESOURCE ALLOCATION	Input into and recommendation for school level resources based on the School Improvement Plan	Recommend to Superintendent	Present to BOE and recommend for approval	Approve
BUDGET	Approve Title 1 and Title II Budgets	Recommend to Superintendent	Include in system budget for BOE approval	Approve
	Input into fund raisers	Recommend to Superintendent	Approve	Approve
	Input into expenditure of Instructional and Local Funds allocated to the school	Recommend to Superintendent	Include in system budget for BOE approval	Approve
	Recommend the Budget for the Charter School Funds Allocated to the School	Recommend to Superintendent	Include in system budget for BOE approval	Approve

SCHOOL IMPROVEMENT PLAN	Participate in School Improvement Planning	Recommend to Superintendent	Recommend to BOE	Approve
	Determine need for waivers	Recommend to Superintendent		Approve
CURRICULUM	Determine needs for waivers for innovations	Recommend to Superintendent	Recommend to BOE	Approve
OTHER SCHOOL OPERATIONS	Determine need for waivers	Recommend to Superintendent	Recommend to BOE	Approve
	Input on special events, celebrations, recognitions, etc	Recommend to Superintendent	Recommend to BOE when appropriate	Approve



Vidalia City Schools

LEA Implementation Plan for

2013-2014

Name of System

School Year

Identified Goals for Improvement: LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that cannot be addressed in one of the goals below. You may also add additional system goals as applicable.

NCLB Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 3: All students will be taught by highly qualified teachers.

NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

NCLB Performance Goal 5: All students will graduate from high school.

IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities.

IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities.

IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.

IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

LEA Goal 1: High Academic Achievement: Raise the academic challenge and performance of each student.

LEA Goal 2: Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.

LEA Goal 3: Supportive Learning Environment: Provide safe, orderly environments that support learning.

LEA Goal 4: Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

LEA Goal 5: Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.

Performance Goal	Actions/Strategies/ Interventions or Programs	NCLB Goal #	IDEA Goal #	LEA Goal #	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline for Implementation (Plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
	Grades K-12: Conduct relevant formal and informal data analysis to establish instructional priorities and school improvement strategies using SRI & MAP data based on standards and students need.	1	1	1	MAP Training Title VI	MAP FY14-Title VI \$30,000.00	Leadership Team Administration All teachers School Improvement Specialist	2012-2015	Student assessment data	MAP analysis forms	Analysis of RIT scores CCRPI report CRCT data EOCT data

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	Grades 2-8: Provide enrichment programs for the Gifted.	1	1 4	1	None	FY14 Title VI; Renzulli Software; \$2546	Title VI coordinator	2012-2015	Student Assessment Data	Classroom Observations; Renzulli reports	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data, CCRPI report,
	<p>Grades K-12: Provide professional learning opportunities based on needs identified through data and monitor implementation of training components of:</p> <ul style="list-style-type: none"> • 6 elements of an effective math lesson • PD 360 • Scholastic Reading Inventory (SRI) • Classroom management • System Writing Plan (across curriculum) • Mazano's Six Steps of Effective Vocabulary Instruction • Educating Diverse Learners (TESA) • Destination Math & Reading Training • Common Core Curriculum • Mentoring • Bullying • Student Motivation and Engagement (John Antoinetti) • Online Assessment System • MAP Assessment Training • Parent Involvement Strategies • Math training based on data analysis results • Reading First 	1	1	1	<p>RESA consultants</p> <p>GSU Staff</p> <p>School Improvement Specialists</p>	<p>FY14 Staff Development Stipends \$6000.00</p> <p>FY14 Title IIA Mentoring Stipends \$5000.00</p>	<p>Administration</p> <p>Assistant Superintendent</p> <p>School Improvement Specialist</p>	2012-2015	Student Assessment Data	<p>Sign In Sheets</p> <p>Mentoring Logs</p>	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data, CCRPI report, EOCT data
	Grades K-12: In grade level or content area meetings, operate Professional Learning Communities (PLC's) including special education teachers to share expectations, student work, CCGPS/GPS/CRCT/GHSWT/EOCT alignments, SRI, MAP; and effective teaching material and strategies to solve instructional problems on targeted skills.	1, 3	1	1	MAP Training for New Teachers	MAP FY14-Title VI, \$28,800.00	System Improvement Specialist; Principals	2012-2015	Student Assessment Data	Agenda, Sign-In sheet	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data

LEA Implementation Plan for Vidalia City Schools During the 2013-2014 School Year

	Grades K-12: Continue to implement a system wide writing plan to address weaknesses as indicated by the state writing assessment data.	1, 3, 5	1	1	Professional learning funds	None	Administration School Improvement Specialist	2012-2015	Student Assessment Data	Writing Plan Lesson Plans Professional Leave form Observation Record	Student Work Classroom Assessments Writing Assessment Data
	Grades K-12: Continue the implementation of system wide vocabulary plan based on Marzano's research-based strategies for building background knowledge.	1, 3	1	1	None	None	Administration School Improvement Specialist	2012-2015	Student Assessment Data	System wide vocabulary lists Lesson Plans Student Notebooks Observation Record	Student Work Classroom Assessments State test data
	Grades K-5: Utilize data-driven decision making based grade level content by the following: <ul style="list-style-type: none"> conduct relevant formal and informal data analysis to establish instructional priorities and school improvement activities using MAP pre/post test data. revise/maintain sequential curriculum maps refine units in language arts, mathematics, science and social studies monitor at risk targeted students (those not meeting expectations on CRCT and MAP) while teaching to mastery essential content. provide differentiated instruction for students not mastering assessed standards by grading period implement CRCT test preparation program using CRCT coach workbooks and on-line testing program (OAS) implement Response to Intervention for all students making referrals to tiers as needed. 	1	1	1	CCGPS training, Differentiated Instruction Workshop FY14 Title IIA	None	Administration All Teachers	2012-2015		Instructional Units Curriculum Maps Student work samples Reading/Writing/Math folders	Pre-Post Tests Student Work Classroom Assessments CRCT data CCRPI report

LEA Implementation Plan for Vidalia City Schools During the 2013-2014 School Year

	Grades K-5: Fully implement daily language exercises while adding the 1) identification of weekly grammar essential skills, 2) sentence construction, and 3) handwriting	1	1	1	PLCs	FY14 Title I \$800.00	Administration Teachers of English/LA	2012-2015	Student Assessment Data	Lesson Plans	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data,
	Grades 6-8: Include the Read for Real series in English Language Arts classes to reinforce reading comprehension skills.	1	1	1	None	None	Admin, School Improvement Specialist, Teachers	2012-2015	Student Assessment Data	Lesson Plans, Student Work	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data
	Grades 6-8: Teachers will offer academic tutoring during and after school to students for remediation on critical skills by the following <ul style="list-style-type: none"> Study skills during Connections time Tutoring with Graduation Coach during lunch time Individual teacher tutoring after school 	1, 3	1	1	None	None	Administration , Teachers	2012-2015	Student Assessment Data	Student Work, Classroom Assessments	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data
	Grades 6-8: Implement a flexible learning plan at J. R. Trippe Middle as a result of being a Focus School.	1	1	1	Focus School Flexible Learning Program Training for staff.	FY14 Title I 1% to 5% allocation	Title I Director School Principal Focus School Team	2012-2015	MAP Student Assessment Data	Classroom Observations; MAP reports	Analysis of student performance data by subgroups
	Grades 1-12: Request and utilize math consultants to review Instructional Units and provide suggestions for use of manipulatives specific to instruction within units.	1, 3	1	2	RESA consultants	None	Administration School Improvement Specialists Teachers	2012-2015	Student Assessment Data	Lesson plans, Instructional Units, Students Work, Classroom observations	Pre-Post Tests, Student Work, Classroom Assessments, CRCT data, EOCT data
	Grades 9-12: Continue increased instructional time for critical reading across the curriculum with emphasis on research-based strategies for the development of vocabulary and comprehension.	1	1	1	None	None	Administration School Improvement Specialist	2012-2015	Student Assessment Data	Classroom Observations, Lesson Plans, Reading Across Curriculum Documentation	Pre-Post Tests, Student Work, Classroom Assessment, EOCT data,

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	Grades 9-12: English Language Arts and Mathematics teachers will utilize the SAT prep on-line as an instructional tool.	1, 5	1	1	None	Web-based SAT program	Media Specialist, English and Math Teachers	2012-2015	Student Assessment Data	Classroom Observations, Lesson Plans	SAT data, ACT data
	Grades 3-12: Plan and implement instructional strategies that promote engagement such as graphic organizers, card sorts, manipulatives, and other hands-on activities.	1	1	1	None	None	Administration, School Improvement Specialist, Design Team	2012-2015	Student Assessment Data	Classroom Observations, Lesson Plans, Student Work	Pre-Post Tests, Student Work, Classroom Assessment, EOCT data, CRCT data
	Grades 9-12: Implement a two week intensive review prior to administration of EOCT.	1, 5	1	1	None	EOCT prep workbooks, manipulatives	Administration School Improvement Specialist	2012-2015	Student Assessment Data	Classroom Observations, Lesson Plans	Student Work; EOCT data,
	Grades 9-12: Math Support classes are offered for students who need additional assistance in the area of mathematics.	1,5	1	1	None	None	Administration	2012-2015	Student Assessment Data	Classroom Observations, Lesson Plans	Student Work; EOCT data
	Grades 6-12: Students are offered the opportunities to participate in an alternative educational environment.	1, 5	1	1	E2020 training	E2020 materials/software are Curriculum guides; FY14 local funds E2020 \$20,000	Alternative School Director	2012-2015	Number of Graduates	Grade Reports, Transcripts	Students work, Assessments
	Grades 3-8: Improve math scores for black and economically disadvantaged subgroups by the following: <ul style="list-style-type: none"> Support professional development for math teachers 	1	1	1	RESA	FY14 Staff Development \$1000	Curriculum director	2011-2015	Student Assessment Data	Lesson Plans Observation records Staff development reports	Pre-Post Tests, Student Work, Classroom Assessment, EOCT data,

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Performance Goal	Actions/Strategies/ Interventions or Programs	NCLB Goal #	IDEA Goal #	LEA Goal #	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline for Implementation (Plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
	<p>Grades PK-12: ELL students are provided opportunities to master the grade level curriculum by the following strategies:</p> <ul style="list-style-type: none"> Provide in-service on strategies to work with ELL students. Provide ELL support through State approved alternative model during content instructional time (paras and certified teachers). Utilize assistive technology to assist ELL students. 	2, 5	1, 3	1	ESOL Endorsement, PL on Latino culture, T-III, T-IIA SD	Nova Net Ports: T-III, T-V, T-VIB, state ESOL consultant: T-IIA	Principals, ESOL Director, PL Coordinator, Title II Coordinator	2012-2015	Unit/lesson plans, In-service rosters	Unit/lesson plan reviews, course schedules	Increase in number of students served in gifted and AP courses each year.
	<p>Grades PK-12: Parents of ELL students are provided support with the following strategies:</p> <ul style="list-style-type: none"> Make translators available to parents and students as needed. Provide home-school correspondence in the students' native language. Support and involve limited English speaking parents as a partner in their child's education. 	2, 5	1, 3	5	ESOL Endorsement	Translators: T-I, T-III, Teacher, Para pros, & Interpreter salaries and benefits: T-I	Principals ESOL Director Personnel Director	2012-2015	ELL subgroup test data	Sign in logs for PTO meetings, agendas, test scores	Increase in test scores for ELL students; Increase in parental involvement data

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	Recruit and hire highly qualified teachers and paraprofessionals by using the following strategies: <ul style="list-style-type: none"> Continue to use online application process Monitor all new hire HiQ status Promote job fairs for recruitment when and if needed 	3	1	2	GASP conferences and workshops Title I and IIA conferences and workshops	Recruitment fees; Title IIA Materials; Title II A, Travel/Registration: T-IIA; Funds for TAPP/Internship program T-IIA \$2000	Personnel Director Principals Superintendent	2012-2015	High Quality Report	Applicants, job postings, job-fair attendance	% positions filled with highly qualified and fully certified teachers
	Grades PK-12: Teachers and paraprofessionals are provided the opportunity and resources to become highly qualified in their teaching field. The following interventions will be used: <ul style="list-style-type: none"> Advise teachers on a regular basis regarding coursework and GACE needs to become highly qualified. Provide financial support for GACE exams Monitor placement in teaching assignments 	3	1	2	FY14 Title II A Funding Source	FY14-Title IIA \$2000	Human Resource Manager	2012-2015	Certificate	HQ reports, Transcripts	% positions filled with highly qualified and fully certified teachers
	Grades K-12: Provide a staff mentor for new staff and others as needed as well as prescribing professional learning courses for instructional deficiencies.	3	1	1	Mentoring training	Mentor stipends FY14 Title IIA \$2400	Administration Title II Coordinator	2012-2015	Student Assessment Data	Mentor logs	Pre/post tests, student work, classroom assessments, CRCT data

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	<p>Grades K-12: Develop and monitor system wide equity plan that guarantees equitable access to high qualified teachers, teacher experience, class size, teacher training to meet diverse needs of students, and the recruitment and retention of highly qualified and effective teachers by:</p> <ul style="list-style-type: none"> • Provide equity training for all staff via TESA, PBIS, Differentiation Training via PD360 • Reduce class sizes at Grades 2-8 by funding 3 class size reduction teachers 	3	1	2	<p>TESA Training</p> <p>Differentiation Training</p>	<p>FY14 Title IIA \$12,000 for stipends and trainer; FY14 Title II for CSR teachers \$152,240;</p>	<p>Title IIA Coordinator</p>	<p>2012-2015</p>	<p>POWERSCHOOL, FTE, CPI reports, Professional Learning Reports</p>	<p>POWERSCHOOL, FTE, CPI reports</p>	<p>CRCT, EOCT data by subgroups</p>
	<p>Grades K-12: Remediation plans will be provided to support teachers and paraprofessionals who are not HiQ and/or hold a valid clear renewable certificate in the appropriate, assigned field(s).</p> <p>A worksheet/plan is developed for each non Hi-Q staff member for assessing certification requirements. The remediation plan is discussed and verified by the principal, teacher, and Title II coordinator.</p>	3	1	2	<p>Required coursework, GACE prep materials</p>	<p>FY14 Title II A \$2000.00</p>	<p>Title IIA Coordinator, Principal, Teacher, Human Resource Coordinator</p>	<p>2012-2015</p>	<p>PSC HiQ website</p>	<p>Remediation Plans</p> <p>Each semester the Human Resource Coordinator will request official or online transcripts as documentation for verification of participation in coursework.</p> <p>Periodically, the Title II Coordinator will review federal guidelines with non Hi-Q staff.</p>	<p>% positions filled with highly qualified and fully certified teachers</p>

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	Grades PK-12: Provide teachers with professional learning and materials related to safe and drug free educational environments.	4	1	3	RESA consultant Bullying Violence Intervention Program, Poverty Training, Gang Workshops, Drug Prevention Workshops, Mentoring	MENDEZ curriculum materials	Assistant Superintendent of Curriculum and Instruction	2012-2015	Pre-Post surveys Georgia Student Health Survey	PRIDE survey guides	MENDEZ curriculum K-12
	Grades K-12: Recognize students for positive conduct at awards programs, lunch with the principal, announcements of good citizens and good classes, education programs and activities	4	1	3	None	None	Administration	2012-2015	Student Assessment Data	Newspaper articles, Student rosters of recognized students	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Monitor absences, tardies and check outs; make early parent contact, both by school personnel and system Attendance Officer, and, when applicable, assign consequences for excessive tardies as specified in Code of Conduct and / or refer students to the Juvenile Justice System through the system Attendance Officer. Implement NBA (never been absent) every nine weeks.	1,4	1	3	None	None	Administration, Attendance Officer	2012-2015	Student Assessment Data	POWERSCHOOL attendance reports	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data

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	Grades K-12: Implement system wide emergency plan by: <ul style="list-style-type: none"> School evacuation plans to staff Provide training on fire extinguisher use Conduct emergency drills for fire, tornado, and lock down 	4		3	None	None	Administration, Office Staff	2012-2015	Student Assessment Data	Attendance records	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Continue to provide individual and group counseling for at-risk students academically			3	None	None	Administration, Counselor	2012-2015	Student Assessment Data	Schedule of counseling sessions	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Continue to apply the Code of Conduct for disciplinary offenses and follow the grade level plan for assigning conduct grade on all report cards	4		3	None	None	Administration, Teachers	2012-2015	Student Assessment Data	Discipline referrals	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Recognize student achievement in public forums such as PTO, Local School Council; and local Board of Education meetings	4		3	None	None	Administration	2012-2015	Student Assessment Data	Newspaper articles, Board meeting agendas	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Send notes home to parents of students who display positive qualities or improvement in academics and/or conduct	4		3	None	None	Administration, Teachers	2012-2015	Student Assessment Data	Copy of "Brag notes"	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data

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	Grades 6-8: Offer mentoring to critical needs students through “Caring Adult in Building” (CAB) and community mentor program. Grades 9-12: Implement and monitor a student mentoring program for “at risk” students. Each student will be assigned to a teacher who will be their mentor.	1	1	3	None	None	Administration , Graduation Counselor, Teacher Mentor	2012-2015	Student Assessment Data	Monthly Feedback, Student Evaluations, Student Interviews,	Discipline Records, Attendance Records, Classroom Assessment, EOCT data,
	Grades 9-12: Implement strategies and procedures that promote student success toward graduation. Strategies will include: <ul style="list-style-type: none"> • Work with student to develop a graduation plan to include the best program to meet achievement and post-secondary goals. • Coordinate a transition program for 9th graders to successfully adapt to rigors of high school. • Develop and implement individual intervention strategies to increase likelihood that these students will stay in school and graduate. • Track the progress of individuals and subpopulations of students as they progress towards graduation. • Offer opportunities for students to participate in credit recovery classes • Bridge Program 	1	1	1	None	None	Principal, Graduation Counselor	2012-2015	Graduation Rate	Goal Setting, Attendance, Grade Reports	Classroom Assessments, Standardized Assessments

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	1) Increase Co-Teaching Opportunities 2) Supplemental Study Materials for EOCT 3) Credit Recovery Software 4) Content Mastery Labs 5) GA DOE Virtual Schools 6) Re-Examine Required Number of Carnegie Units 7) Graduation Coach 8) Transition Fair 9) Co-op with Vocational Rehab Counselors	1	1	1	Title I - Coteaching Training/IDEA	Software/\$800/General Education Funding Study Materials/\$250/VI-B FlowThrough Salary/ Benefits Staff Development Computers/\$14,000/VI-B Funds	Title I Coordinator Title II A Coordinator Special Education Director	2-3 Years	Graduation Rate Of Students with Disabilities	Student Information System – Course Grades EOCT Test Results	Students with Disabilities Graduation Rate

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	1) Parent Training 2) Blue Print for Literacy Curriculum 3) Teachers going into Natural Environments 4) Provide a parapro for the SWD classroom	1	1	1, 5	Title I - Coteaching Training/IDEA	Software/\$800/General Education Funding Study Materials/\$250/VI-B FlowThrough Salary/ Benefits Staff Development Computers/\$14,000/VI-B Funds	Title I Coordinator Title II A Coordinator	2012-2015	Graduation Rate Of Students with Disabilities 	Student Information System – Course Grades EOCT Test Results	Students with Disabilities Graduation Rate

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	<p>Grades K-12: The following professional learning and strategies will be implemented in the co-teaching environment.</p> <ul style="list-style-type: none"> Pyramid of Intervention/per school Training personnel on POI Process Consulting firm hired for Co-teaching Diversity Training – TESA SLPs and Kindergarten teachers work together to enhance language skills of students Employ more paras for Inclusion Behavior teams for behavior management developed at each school PBIS implementation in all four schools. 	1	1	1	<p>Diversity Training/PLU Coordinator/\$1500</p> <p>Anderson & Ward Educational Services \$1600.00 p/visit</p> <p>PBIS Implementation Dr. Eric Landers</p>	<p>SST Folders/General Education Funds/\$45.00</p> <p>Notebooks for Ruby Payne Training/PLU Coordinator/\$150.00</p> <p>Title II Coordinator - \$3,000/ GLRS \$2000.00</p>	<p>Speech/Language Pathologist</p> <p>School Administrators</p> <p>Sp. Ed. Director</p> <p>Classroom Teachers</p> <p>RESA Consultants</p> <p>GLRS Director Alex Jordan - PBIS</p>	2012-2015	<p>Improvement in the quality of SST referrals</p> <p>More students in the General Education Setting for Instruction</p> <p>Reduction in Discipline Referrals</p> <p>Progress Monitoring Data/ FBA & BIP Data Collection</p>	<p>Anecdotal Data, (i.e. Functional Behavior Analyses)</p> <p>Discipline Reports</p> <p>Benchmark Testing/Progress Monitoring Data</p> <p>Fewer Sp. Ed. Referrals for Chronic Inappropriate Behaviors</p>	<p>CRCT</p> <p>EOCT</p> <p>Writing Tests</p> <p>GKAP</p> <p>Discipline Reports</p> <p>CCRPI Report</p>
	Grades K-12: Provide RTI training and materials to all staff.	1	1	1	<p>Pyramid of Intervention/ No cost</p>	<p>Study Materials/VI-B Flowthrough Funds/250</p> <p>Staff Development/ No Cost</p> <p>Computers/VI-B Flowthrough Funds/ \$15000 per lab (17 laptops)</p>	<p>Pyramid of Intervention Coordinator</p> <p>Title II Coordinator</p>	2012-2015	<p>Report Card Grades</p> <p>SWD Achievement Scores – CRCT</p> <p>Benchmark Testing</p>	<p>Observations</p> <p>Benchmark Test Results</p> <p>Standardized Test Scores</p> <p>Progress Report Cards</p> <p>Report Card Grades</p>	<p>CCRPI Report</p> <p>Benchmark Scores</p> <p>Report Card Grades</p> <p>Progress Report</p>

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	Grades K-12: Schedule and promote opportunities for parents of SWD to attend parent conferences.	1	1	1	None	Planning/ Organizing conferences	Special Education Director	2012-2015	Report Card Grades SWD Achievement Scores – CRCT Benchmark Testing	Observations Benchmark Test Results Standardized Test Scores Progress Report Cards Report Card Grades	CCRPI Report Benchmark Scores Report Card Grades Progress Report
	<p>Special Education Director will meet with the Babies Can't wait Coordinator to discuss reason for failure to meet timelines on referrals along.</p> <p>A plan will be developed that will provide for all referrals being provided to the school system 90 days prior to the child's 3rd birthday.</p> <p>Referrals that are received less than 30 days prior to the child's birthday will be treated as initial referrals to the school system versus a Babies Can't Wait referral.</p> <p>Parents that cannot make a decision about whether or not to refer their child will be encouraged to refer directly to the System if they have not referred within 90 days prior to the child's 3rd birthday.</p>	1	1, 2	1	<p>Monthly meeting with POP program staff to monitor referrals and transition meeting dates</p> <p>VI-B Flowthrough for compensation for After School Meeting for PIP Personnel</p>	<p>Monthly Timeline Summary Report</p> <p>Annual Timeline Summary Report</p> <p>Implementation Date of Individualized Educational Plan</p>	<p>Director of Special Education</p> <p>Babies Can't Wait Coordinator</p>	Immediately	<p>Determination Decision</p> <p>Special Education System Profile</p>	<p>Monthly Timeline Summary Report</p>	<p>Determination Decision</p> <p>Special Education System Profile</p>

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	Grades K-12: Provide the following in compliance with state and federal laws and regulations concerning students with disabilities: <ul style="list-style-type: none"> ▪ Reports submitted in a timely manner ▪ Data Log consisting of all components ▪ 60 Day Timeline Calendar 	1	1 4	1, 2	Sp. Ed. Director will attend training provided by the State/ VI B Flow Through/Varying Costs	Letters, emails, Timeline Charts/VI B Flow Through/No Cost	Sp. Ed. Director School Psychologist HI & VI Teacher Speech/Language Pathologist	2012-2015	Special Education System Profile	FTE Reports Timeline Logs	Special Education System Profile

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	Grades PK-12: Provide an effective, researched-based, on-going parent engagement process that includes an annual Parent Forum and resource library.			5	None	FY14- Title I \$8000 Training materials and packets	Assistant Superintendent of Curriculum of Instruction School Improvement Specialists	2012-2015	Parent Surveys	Training materials, Sign in logs for sessions,	Increase in student assessment data
	Grades K-12: Share student and school data with parents through conferencing, correspondence, and online websites.			5	None	None	Administration, Teachers, School Improvement Specialist	2012-2015	Student Assessment Data	Analysis sheet, Parent conference forms	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-5: Continue to schedule at least two-parent-teacher conferences during the school year.			5	None	None	Administration, Teachers	2012-2015	Student Assessment Data	Parent conference forms	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-5: Continue Parent Orientation evening sessions by grade level during the first three weeks of school for the purpose of educating parents about school procedures such as attendance and conduct as well as curriculum expectations.			5	None	None		2012-2015	Student Assessment Data	Parent sign in sheets	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data
	Grades K-12: Provide teachers with strategies during PLC time on how to increase parent engagement.			5	None	None		2012-2015	Student Assessment Data	Parent sign in sheets	Pre/post tests, student work, classroom assessments, CRCT data, EOCT data

LEA Implementation Plan for Vidalia City Schools During the 2013-2014 School Year

Performance Goal	Actions/Strategies/ Interventions or Programs	NCLB Goal #	IDEA Goal #	LEA Goal #	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline for Implementation (Plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
	Grades PK-12: Integrate technology use by expanding the number of : <ul style="list-style-type: none"> ▪ Upgraded networked stations ▪ Wireless labs, and other newly developed technological devices ▪ New software programs 	1	1	1,2	Active Board Adaptive Technology Renzulli Study Island	FY14 Title I, VI, and E-rate Technology Hardware and Software for Instruction	System Technology Specialist	2012-2015	Documentation of Technology use by students and teachers; Surveys	Syllabi, Lesson plan, computer lab log sheets; Eighth grade Technology literacy assessment	Increase in student assessment data
	Grades PK-12: Integrate technology use with instruction by increasing the number of teachers who are computer literate.	1	1	1,2	Active Board training Adaptive Technology	FY14- Staff Dev Title VI Stipends/Travel/Registration Technology Hardware and Software for Instruction	System Technology Specialist	2012-2015	Documentation of Technology use by students and teachers; Surveys	Syllabi, Lesson plan, computer lab log sheets; Eighth grade technology literacy assessment	Increase in student assessment data

Report of the Quality Assurance Review Team for Vidalia High School

1001 North Street West
Vidalia, Georgia, United States 30474

Dr. Garret Wilcox, Principal
Mrs. Tina Behne, Chairperson - SACS-CASI-GA Team

Review Dates: 04/21/2010 - 04/22/2010



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Georgia State Office (SACS-CASI-GA), a division of AdvancED, visited the Vidalia High School in Vidalia, Georgia, United States on 04/21/2010 - 04/22/2010.

During the visit, members of the Quality Assurance Review Team interviewed 11 members of the administrative team, 18 students, 12 parents, and 14 teachers. In addition, Support Staff and Board of Education members were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The school provides a well-rounded curriculum that provides advanced content for high-achieving students, support for students who need assistance, and career-related education.**

The master schedule shows that Advanced Placement courses are offered in each academic area. The school collaborates with surrounding counties draw enough students to fund these course offerings. Math Support classes are offered in conjunction with the new Math I and Math II courses for those students who have experienced difficulty with math. Special needs students are served in either inclusion or resource settings as determined by their individual needs. The school was in jeopardy of losing an Automotive Technology program, but was able to collaborate with the local technical college to maintain that program, along with other career-related programs.

The high-stakes testing environment that is a critical component of today's educational process expects all students to meet the same minimum level of achievement. All students do not enter the high school on the same achievement level. By providing a varied curriculum, individual student needs can be identified and addressed.

- **The use of email, the website, and PowerSchool has increased communication among stakeholders.**

A variety of avenues for communication are used by the school to provide information to stakeholder groups. Teachers, parents, and community members particularly emphasized various communication techniques that have been used more effectively in recent months. The principal sends a weekly email to all parents who have provided an email address. More parents are providing email addresses as they become aware of this opportunity. The school's old website has been removed and a new website has been developed. A new student information system, PowerSchool, has been implemented this school year. The parent portal is currently being tested and will provide parents with immediate access to student grades, attendance, and other information. It is expected to be available to all parents in the fall.

Communication can be a barrier to understanding and support. By fostering transparency in communication, all stakeholder groups are given a sense of involvement and ownership that allows for collaboration and mutual support for improvement.

- **Vidalia High School's principal, faculty, and staff have established a culture of compassion and concern for students that promotes academic achievement and is aligned with the school's vision.**

Evidence gathered from parent, community, and student surveys reveal a high degree of satisfaction with the school. The team interviewed a student group, then spoke with various students around the school. Students feel that they are safe in the school and that there are caring adults to whom they can go if they have problems. There are a variety of extracurricular activities that support student interests. Parents and community members stated that teachers and school leadership are responsive to their concerns. The guidance department is proactive in reaching out to students and parents to provide career planning and to assist with problems the students may be experiencing academically, socially, etc.

High school students are in transition from child to adult. This transition is made difficult by physical, social, and emotional changes. Students have a need for boundaries but also have a need to push those boundaries. Caring adults who assist students with meeting non-academic needs provide students with the ability to focus on academic achievement.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Monitor the implementation of vertical alignment of curriculum and instruction.**

Common planning time and Professional Learning Communities have provided opportunities for vertical alignment of the curriculum within Vidalia High School. Evidence gathered through interviews and review

of meeting minutes show that those opportunities have been utilized effectively. However, there seems to be little formal alignment and/or teaming with other levels. The Instructional Facilitator who serves grades 6-12 can be a powerful force in developing curriculum teams to align the middle and high school curricula.

Curriculum alignment is vital to ensure that gaps in instruction are identified and removed. The Georgia Performance Standards establishes standards to be taught at each grade level. However, having teams of teachers meet formally to discuss curricular issues, study performance tasks, and examine student work will allow teachers to improve instruction for student achievement.

- **Review the emergency preparedness plan and increase training opportunities for crisis management.**

The written emergency and crisis management plan is included in the staff handbook and contains assignments for staff members in the event of an emergency. Detailed instructions are provided in the event of tornado or fire. The plan should be updated to include more detailed instructions in other areas of concern. While there is evidence of some staff training and practice for crisis events, there is a need for additional training.

Providing a safe environment for students is vital. Updating the emergency preparedness plan to anticipate and prepare for crisis events assures that any event, no matter how unlikely, will be managed in an orderly manner.

- **Investigate ways to increase and integrate the use of instructional technology in all content areas.**

The school has utilized resources to provide instructional technology through the addition of computers in the media center and some classrooms, Promethean boards, and netbooks. All students have some level of access to instructional technology. There are limits to that access, and some teachers are not comfortable integrating technology into their classroom instruction. Some technology is used for the sake of using technology and not necessarily to enhance instruction.

The use of technology is rapidly increasing in the 21st Century. The use of various technologies can expand and enhance educational experiences for students. The barriers that exist to providing resources can be addressed through a systematic research/review process that engages stakeholders in developing additional resources.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.

5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-GA accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Vidalia High School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has established a clear vision in collaboration with its stakeholders. When asked to articulate the school's vision in their own words, stakeholders spoke about preparing students for the 21st century workforce, providing support for all students, and providing opportunities for students to participate in a variety of activities. Community members who employ students, both while they are in high school and after they graduate, are pleased with the skills, knowledge, and attitudes that these individuals bring with them into the workplace. The vision of the school is communicated through various avenues. The new school website was mentioned by all stakeholder groups as an excellent source of communication. The vision and mission statements are posted in all classrooms and are a part of various print media, including staff and student handbooks. Artifacts from meetings of groups such as the School Council, CTAE Advisory Committee, and the annual Parent Academy provide additional opportunities for two-way communication between the school and parent and community stakeholders. These meetings, along with the Student Council for students and Professional Learning Committees for teachers, allow stakeholders to assist in the identification of goals that are necessary to establish, review, and revise the vision and mission of the school.

A profile of the school, its students, and the community has been developed and is updated as needed. Artifacts and interviews with stakeholders showed that the school is aware of a changing demographic and is working to ensure that the vision and mission of the school remain in alignment with the needs of the students, parents, and community. Common planning time for teachers has provided them with an opportunity to collaborate on planning for instruction within their academic discipline. This has allowed them to develop strategies and implement support for student achievement both in the classroom and outside the classroom. Various mentoring and tutoring opportunities, as well as a strong extra-curricular program, have been developed to meet the individual needs of all students.

Strengths - The team noted the following successful practices deserving of recognition:

- The vision and mission of the school have been widely communicated to all stakeholders.
- Teachers and staff demonstrate a commitment to aligning the teaching and learning process with the school's stated vision and mission.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Revise the process used in the review and revision of the school's vision and purpose to include

additional stakeholders in the initial stages of the process.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Artifacts document that the school has established policies and procedures that provide for the effective operation of the organization. The faculty and staff handbook and the student handbook clearly define the school's policies and procedures. These handbooks are aligned with state and federal law as well as Vidalia Board of Education policies.

The school recognizes and preserves the executive and administrative leadership prerogatives of the administrative head of the school through a clearly delineated organization/staffing chart. The principal and his leadership team analyze student achievement data and related data such as student attendance to determine the effectiveness of the school. Leadership team members analyze the aforementioned data with their department teams to determine deficiencies, to look for root causes, and to plan for school improvement.

The principal and the leadership team foster a learning community. Leadership team members lead book studies and or learning community activities with their departments. The principal and the instructional facilitator participate in all of these learning communities. Professional learning is extended to community stakeholders through such offerings as Parent Academy. Quality instruction from staff such as the school counselor builds a bridge between the school and the community at large. The principal provides opportunities for all teachers and students to assume leadership roles. Teachers work with their leadership team representatives to initiate policy and protocol changes. Students assume leadership roles through the Student Council and the many other clubs and organizations that have become an important part of the school community. Students cited such issues as dress code regulations that were changed based upon input from the student body.

Parents and other stakeholders discussed the principal's "open door policy." Parents and other community members are called upon to serve on the School Council and to assume other school-related roles such as assisting the school with addressing the needs of individual students. Teachers and students related that the principal and all teachers are highly engaged in extracurricular activities and that they provide support to students and their parents through these activities. The principal attends and supports all extracurricular activities in his role as the school's leader.

According to teachers, students, and other community stakeholders, the principal has surpassed the community's expectation. His communication strategies, such as his weekly community email, have extended the school community to include all stakeholders. The principal's open-door policy has welcomed all stakeholders to the school.

Teacher evaluations are based on formal and informal observations conducted by the principal and administrative team. The administrative team has taken a proactive approach to teacher evaluation that promotes a culture of continuous learning. Teachers observe their peers to learn new strategies. The peer observation process has been a positive way for teachers to learn from each other.

Strengths - The team noted the following successful practices deserving of recognition:

- Teachers and students are provided with meaningful leadership opportunities through participation in various committees, professional learning, and extracurricular activities.
- The school leadership has demonstrated a strong response to community expectations.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Investigate new tools for teacher evaluation that promote engagement of the teachers in the process.
- Engage the Student Council and other student groups in taking an active role in school governance.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has utilized the Georgia Performance Standards to develop and implement a curriculum based on clearly defined expectations for student learning. Interviews with stakeholders, artifacts including curriculum pacing guides and policies relating to credit requirements and grading criteria, and formative assessments providing evidence of meeting this standard. Collaborative planning time and Professional Learning Communities provide structure and time for teachers to gather and analyze data from formative and summative assessments. Teachers have used results of this data analysis as well as research-based methods studied in the PLC's to guide and improve instruction. Opportunities for student engagement in higher-order thinking skills have been provided as evidenced in curriculum guides, course syllabi, lesson plans, and classroom observations. Vocabulary improvement is a system-wide strategy to increase student achievement. Teachers also spoke of using strategies from Robert Marzano's work. Word walls were evident in most classrooms. The school hosted a Georgia Assessment of Performance on School Standards (GAPSS) Analysis Team in the fall of 2009. The recommendations from this analysis have been used to enhance progress towards the full implementation of standards-based classrooms.

The master schedule reflects a curriculum that offers a variety of courses aimed towards meeting the needs of all students. Honors classes as well as numerous Advanced Placement courses are available to students. While there are criteria for acceptance into the Honors classes, the AP courses are open to any student who wishes to participate. The school has been recognized by the Georgia Department of Education for the number and variety of AP courses offered. Remedial, Math Support, Inclusion, Project Success, and

Coordinated Career Academic Education courses are offered for students who need additional support in order to be successful academically. Career and Technical Education courses are also offered. Credit Recovery and tutorial programs are also offered. The principal personally tutors 11th grade students who are weak in math.

The school climate is monitored through stakeholder surveys as well as interactions in various meetings and other communications. The principal attends all extracurricular activities, which provides an informal setting for parents to communicate with the school. This also makes students feel that the principal and teachers who sponsor the activities care about students beyond the classroom.

The media services offered support the instructional program. Instructional technology is available to students in the classrooms and in the media center. There is a need for additional computers as well as updates to the facilities to support the necessary infrastructure. The school has found ways to increase the access to technology through devices such as Promethean boards, net book computers, and Inspire calculators.

Strengths - The team noted the following successful practices deserving of recognition:

- The curriculum is based on clearly defined student expectations that are communicated to stakeholder groups.
- The school has implemented numerous interventions to help struggling students.
- The school climate is positive and is continuously monitored for stakeholder satisfaction.
- Professional Learning Communities are utilized to share research-based strategies and to analyze data from a variety of sources for use in instructional decision making.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Identify additional strategies and processes that can engage students in the application of higher-order thinking skills and monitor the implementation in classroom teaching.
- Investigate opportunities for new technologies (iPods, netbooks, etc.) to be used in the classroom to provide additional student access to instructional technology.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Performance measures are utilized to promote student learning. Staff members and leadership have documented results of the Georgia High School Graduation Test, End of Course Tests, Advanced Placement tests, and other standardized measurements to guide instruction. The comprehensive assessment program assesses student progress toward meeting the expectations of student learning. An assessment calendar is published for students and parents. In meetings with the QAR Team, parents and students were

aware of the assessments and resources that were available at the school to improve results.

Results from assessment data are used to make decisions about student learning and teaching methodologies. Teachers cited examples of how they have used results of assessments to improve instructional practices. Daily Oral Government Skills (DOGS) are used in social studies classes to review and emphasize government objectives that are taught in 9th grade, but tested on the GHSGT in 11th grade. Teachers in the science department use spiral testing, in which they analyze classroom tests to determine which questions are missed most often. Those questions are then reviewed and used in subsequent tests.

The school systematically analyzes the instructional and organizational effectiveness of the school to improve student performance. Results of formative and summative assessments are used to guide instruction.

The school communicates the results of student progress to parents and students. In meetings with the QAR Team, parents stated a high degree of knowledge and satisfaction about the status of their child in school. Specific methods include report cards, progress reports, parent/teacher conferences, and frequent communication between home and school. Parents, community members, and staff are unclear about the results of school standardized testing results and the objectives of the School Improvement Plan. They are very knowledgeable about their individual child's results. Stakeholders are aware that results and documents are published, but are unclear about specifics.

Comparison and trend data from comparable schools is utilized in evaluating the effectiveness of school programs. Results of assessments such as the GHSGT and EOCT are compared to results from the state average and to results from schools in the same RESA (Regional Educational Services Agency). Data from these assessments is disaggregated and drilled down to individual students. This allows the teachers, counselors, and administrators to identify specific students who need assistance in meeting assessment requirements and to implement special tutoring programs. A review of the School Profile shows that the number of AP students has increased over the past two years as well as the number of students scoring a three or more on the AP Tests. The number of students meeting or exceeding proficiency standards in English Language Arts and Math has increased. With the notable exception of Geometry, which exceeded state averages, EOCT results have generally lagged behind state averages. The school is in the process of transitioning to a new student record system, which has additional features for communicating with parents.

Strengths - The team noted the following successful practices deserving of recognition:

- The commitment of the school to challenging all students is evident in the increased AP participation and the implementation of a special math tutoring program for struggling students.
- Information on individual student results is communicated effectively to parents through progress reports, report cards, email, and individual score reports from standardized tests.
- Results from student assessments are analyzed and used to promote continuous improvement in instructional processes.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Communicate the importance of school-wide results of student achievement to parents and community members.
- Increase the use of trend data that follows students from year-to-year (8th grade CRCT, 9th and 10th grade EOCT, classroom performance) to monitor individual student performance.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school recruits, employs, and mentors qualified professional staff who are capable of fulfilling assigned roles and responsibilities. Stakeholders noted repeatedly during the interview process that this statement is accurate when considering this indicator at Vidalia High School. Interviews indicated that the administrative staff of the school works diligently to recruit and employ qualified professional staff. Recruitment efforts include participation in recruitment fairs, use of the Teach Georgia website, and the recruitment of teachers from surrounding colleges. New staff members are assigned mentors to assist them in the new setting. Artifacts indicating support of this standard include agendas, staff handbooks, student handbooks, staff schedules, and assignments.

The school assigns professional staff responsibilities based on their qualifications and ensures that all staff participate in professional development. Interviews indicate that 100% of the staff are highly qualified and have opportunities for professional development. The staff has participated in web-based Elluminate sessions presented by the Georgia Department of Education and grant-funded opportunities in order to meet the needs of students.

Sufficient staff is assigned to meet the vision and purpose of the school. Interviews indicate that the staff desires that the pupil-teacher ratio be lower. However, stakeholders feel confident that learning is taking place for all students and students are being successful with the assigned staff. Sufficient resources are budgeted to support the educational program. Artifacts that include school, state, and federal budgets indicate that the school is making it a priority to supply the resources that are needed to support its educational programs. Financial transactions are monitored through a recognized, regularly audited accounting system.

All stakeholder groups agreed that the school provides a well-maintained and safe school environment. The gymnasium and the building housing most of the vocational labs are connected to the main building by walkways. There are numerous entrances that have to remain unlocked during the school day for students to transition to these buildings. Administrators are aware that although there have been no problems with unauthorized entrances, the opportunity exists for intruders. One measure taken to address this issue is the hiring of an individual to monitor the student parking lot. This was funded through a grant. A written security and crisis management plan with appropriate training for stakeholders is somewhat evident through emergency procedures and involvement in the crisis intervention team. The Georgia Emergency Management Agency recently visited the school and conducted a safety walk-through. The revision of the crisis management plan and additional training for all stakeholders is underway.

The school ensures that students have access to guidance services as indicated by interviews and artifacts such as the advisory plan, Career Planning programs, and the Guidance Department's "Open Door" Policy. Students participate in Career Days held by local colleges and technical colleges. The school has a

counselor who serves as a Graduation Coach, in addition to another full-time counselor and a part-time counselor. The caring and support for students by these individuals was evident throughout interviews with stakeholders. This support does not end with getting students to graduation, but extends into life preparation through career planning.

Both inclusion and resource classes are offered for students with special needs. Individual Education Plans are implemented to provide appropriate support for special needs students in the most appropriate learning environment.

Strengths - The team noted the following successful practices deserving of recognition:

- Internal control policies ensure that system and school funds are secure and maintained appropriately.
- The school maintains a safe environment and well maintained facilities.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish a team composed of representatives of all stakeholder groups to seek additional funding opportunities through state, federal, and private grants.
- Monitor the professional development plan of individual teachers to ensure that all teachers have access to and take advantage of professional growth opportunities.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Vidalia High School fosters collaboration among stakeholders through a variety of methods. Surveys, meetings, special events, and emails are used to collect and disseminate information. Parents and community members are surveyed and results are submitted to school leadership. Interviews with stakeholder groups, community members, staff, parents, and students indicated that their concerns are listened to by leadership and that leadership is sensitive to their input. These groups also stated an overall highly positive sense of the school, the staff, and the principal. There is a wide variety of extracurricular activities and it is estimated by the principal that 75% to 80% of all students participate in at least one of these activities. There are many examples of surveys and results in the artifacts and the School Profile. The principal is seen as the instructional leader of the school.

There are formal channels in operation to communicate with stakeholders. The principal, teachers, and counselors use email and newsletters to regularly disseminate information about individual students and the school as a whole. The school website has been recently updated to provide access to information. The CTAE Advisory Committee, School Council, and annual Parent Academy provide opportunities for two-way communication with stakeholders. Parents are unclear of the results of Adequate Yearly Progress and standardized assessments for the school, but are aware of the results of their child. Parents are highly

satisfied with the reporting of classroom progress of their child or children.

The knowledge and strength of stakeholders are solicited to enhance the work of the school. A special education teacher with a background in German has started a Beginning German course. Community members discussed their involvement with the Work Study Program, giving several examples of coordinating the placement of students in work situations. Staff strengths and knowledge are also utilized in the wide variety of extracurricular activities that are offered by the school.

Expectations for student learning are communicated in several ways. Students receive a syllabus at the beginning of each course. Progress reports are sent home every 4 ½ weeks and report cards every 9 weeks. Some teachers use the school web site to post assignments. In the fall, parents will have immediate access to student grades and attendance as part of the updated Student Information System.

Strengths - The team noted the following successful practices deserving of recognition:

- There is a strong sense of pride in the school by all stakeholder groups.
- The school utilizes multiple channels of communication to support parent and community involvement.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Engage all stakeholders in meaningful discussions of summative assessment results and what the results mean for the school in terms of state and national standards.
- Update the school web page as necessary to keep information current.
- Monitor the implementation of the parent portal component of the student information system to ensure that all teachers are utilizing this communication tool effectively.

Finding: Vidalia High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has formulated an improvement plan that is aligned with its vision and purpose. Goals have been created that focus on specific domains in each core academic area. Common planning time is used for weekly research and study sessions where teachers plan and implement instructional strategies to improve student achievement. School administrators support this work and participate in the sessions. Teachers use peer observations to share best practices.

Content area teams analyze both formative and summative student achievement data to evaluate instructional strategies. Minutes from team meetings and interviews with teachers demonstrated ways in which teachers use results of classroom assessments to improve instruction and address areas of student weakness. Parents and other stakeholders work with the school staff to improve outcomes for individual

students.

Plans for continuous improvement are correlated to student achievement data. In addition, plans for school improvement reflect the school's vision and purpose. Teachers work across content areas to maintain their focus on student achievement improvement and to address areas of concern such as vocabulary and writing instruction. Professional development is aligned with the school improvement plan. The Instructional Coach works with groups of teachers and individuals to assess needs and provide avenues for professional growth.

Results of school improvement initiatives are monitored through data analysis, observations of instruction, and assessment of student work. The results of school improvement efforts are communicated to stakeholders through school council meetings, board meetings, and media. The principal and staff communicate student success with stakeholders via email and intercom announcements.

The school evaluates and documents the effectiveness and impact of its continuous process of improvement through data analysis, Professional Learning Communities studies, formal observations, and community surveys. High impact strategies are maintained.

Strengths - The team noted the following successful practices deserving of recognition:

- The school employs a part-time Instructional Facilitator who closely monitors the improvement process.
- Teachers use the results of formative assessments to target areas of weakness and implement strategies to target those areas.
- Common planning time fosters collaboration among teachers to support professional growth and student achievement.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Increase the participation of students and parents in the improvement process.
- Provide continuing support and training in the implementation of standards-based classrooms.

Finding: Vidalia High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS-CASI-GA accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mrs. Tina Behne, Chair (Hancock County Schools)
- Mrs. Dorothy Reynolds, Team Member (Oconee RESA)
- Mr. Joe Guiendon, Team Member
- Dr. Kim Corley, Team Member (Toombs County High School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

10. Online link to the school system's most recent annual audit.

http://images.pcmac.org/SiSFiles/Schools/GA/VidaliaCity/VidaliaHigh/Uploads/Publications/FY12%20Annual%20Audit_Vidalia%20City%20Schools.pdf

9. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.

The Vidalia City School System, much like other systems around the State, has attempted to maintain a high regard for academic achievement, as well as quality instruction, through these difficult budgetary times. From 2003 through the present, our austerity reductions total over 10 million dollars. The system has also lost 50+ positions since 2005 in an effort to become leaner and yet continue to demand high standards from both teachers and students. As funding has continued to be diminished, our input costs for the system have continued to rise. Increases in non-certified health insurance, increases in the system portion of teacher retirement, and continual increases in energy cost will cost the system an additional \$500,000 than it did in the previous year. The insurance costs were actually offset to some degree as we have outsourced all of our custodial duties to a local company. We are projecting another input increase of close to \$400,000 to the FY15 budget with our increases in non-certified health insurance and teacher/staff step increases alone. This will be our fifth year of furloughing all system employees. Employees have been furloughed for 44 days during that span.

In trying to manage the budget, think outside the box, and keep the ship afloat, the Vidalia City School System had the opportunity to partner with ERS (Educational Resource Strategies). This group analyzes system budgets and resources to attempt to guide the system in a direction to maximize funds, staff, and resources. While the ERS staff was very diligent and professional, most of their work had previously been with larger system. Increasing class sizes by two students across the system goes a long way in a Dekalb County, yet in smaller systems a simple adjustment of this nature doesn't produce the same results. The end result was the ERS team actually praised the previous administration for their efforts as the system continued to show academic progress as the funds have continued to be depleted.

From June 2004 through this present budget cycle, the Vidalia City School System fund equity has been diminished from 3.5 million dollars to \$900,000. Sound accounting practices call for local school systems to maintain at least one month's payroll in fund equity. The \$900,000 at the end of the FY13 will represent less than one month's payroll for our system. The system has never operated under a fiscal deficit to this point.

8. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.

1. **Montgomery County Schools, Toombs County Schools, and Treutlen County Schools** – Vidalia City Schools along with the above school systems formed an educational partnership to develop a charter school/regional career academy for high school students. The Southeastern Early College and Career Academy has been active since 2009.
2. **Southeastern Technical College** - Dual Enrollment, Accel Program, Southeastern Early College and Career Academy (STC provides the facility for SECCA)
3. **Brewton Parker College** – Accel Program, Field Experiences for Student Teachers
4. **Toombs County Boys and Girls Club** - Provides remedial services to our participating middle school students based on the Focus School status at J.R. Trippe Middle School.
5. **Brewton Parker College, Georgia Southern University, University of Georgia, Savannah State University, and University of Southern California** – Vidalia City Schools has entered into an agreement with the above colleges for the purpose of permitting clinical / field experiences to be conducted in our schools for students in their pre-service education program.
6. **Vidalia Rotary Club** - Supports a mentoring program for several students in our system

We are not aware of any potential conflict of interest issues at this time.

7. Conflict of interest policy for local school governing councils.

The policy sited below is the current Vidalia City Board of Education policy in regards to Conflict of Interest. A similar one will be adopted for the School Governing Councils.

Descriptor Code: BHA**BOARD MEMBER CONFLICT OF INTEREST****Date Issued: 1/27/2011**

The Vidalia City Board of Education shall adhere to these Conflict of Interest provisions as set forth in state law.

Financial Governance

1. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.¹
2. No Board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment. Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.¹
3. No Board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.¹
4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.¹
5. No Board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.¹

6. No Board member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or any of his or her immediate family members in return therefor.¹
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.¹
8. No Board member may also be an officer of any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.¹
9. No Board member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open public meeting. Any member violating this shall be guilty of a misdemeanor.²
10. No local board may do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.³
11. No Board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.⁴
12. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.⁵

Conduct As Board Member

1. No Board member shall disclose to or discuss with any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other Board members, the Board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole Board.⁶

2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.⁷
3. No Board member may be employed in any position in the school district in which they serve.⁸
4. No Board member shall hold another county office.⁹
5. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.¹⁰
6. No Board member shall serve on the governing body of a private elementary or secondary educational institution.¹¹

Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a local board of education unless he or she:

- (1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local boards of education and has agreed to abide by them; and
- (2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict of interest provisions applicable to members of local boards of education.

Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to this subsection. This subsection shall apply only to local board of education members elected or appointed on or after July 1, 2010.¹²

References

1. 20-2-63(a)(1-6, 7-8): Board Member Conflict of Interest
2. 20-2-505: School board members prohibited from selling school supplies or equipment to county board
3. 20-2-505.1: Board transacting business with bank or similar institution in which member has interest
4. 20-2-1072: Financial interest in transportation services by board members/superintendent prohibited
5. 21-5-11: Acceptance by public officers of monetary fees or honoraria
6. 20-2-63(a)(7): Board member conflict of interest
7. 20-2-58.1: Employment of family members
8. 20-2-51(c)(2): Eligibility for office
9. 45-2-2: Person to hold only one county office
10. 20-2-51(c)(3): Eligibility for office
11. 20-2-51(a): Eligibility for Office
12. 20-2-51(e): Eligibility for office

6. Local school governance training timeline including training topics.

TOPIC	TIMELINE
Board Governance <i>(Duties, Responsibilities, Effective Meetings, etc.)</i>	August 2014
Creating By-Laws	October 2014
Student Achievement / CCRPI	November 2014
School Improvement Planning	December 2014
School Funding / Budgeting	January 2015
Personnel / Hiring	March 2015
Instructional Technology	April 2015
Strategic Planning	May 2015

5. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.

The Vidalia City School System utilizes a curriculum Pre-K through 12 that centers on the Common Core Georgia Performance Standards. We believe that these standards outline clear expectations for what students should know and be able to accomplish at each grade level and in each core subject. Teachers use the Frameworks, Curriculum Maps, and assessment items provided by the DOE as models for implementation of the standards. Administrators, instructional coaches, and teachers use these models as is or modify them to better serve classroom needs.

Vidalia City Schools was recently awarded a Striving Readers Grant that has provided resources to improve the literacy skills for students in grades K-12. The main strategies used to increase the reading abilities of all of our students include:

- Professional learning in grades K-3 that instruct teachers about the foundations of reading and the assessment of individual progress using DIBELS
- Professional learning for all core content teachers in grades 4-12 on how to teach literacy skills in their specific subject areas and how to use Lexile scores to track each student's growth
- Reading resources such as classroom libraries, novels, manipulatives, and various online applications
- Technology devices that provide a rich array of strategies to increase student motivation and interest in the literary arts.

Administrators and teachers in our Pre-K program have begun using the Georgia Early Learning and Development Standards (GELDS), provided by Bright from the Start, that define the principles of child development and learning and are aligned with the CCGPS.

Our system is also in the second year of receiving the services of a Reading Mentor provided by the Governor's Office of Student Achievement. The goal of this early literacy program is to increase the number of students reading on grade level by the end of the third grade. The Reading Mentor provides professional development in scientifically researched-based reading practices, classroom modeling, and guides and supports teachers in grades K-3 in establishing highly effective, differentiated teaching practices and class management to promote high levels of student engagement and learning.

4. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.

SCHOOL	GRADES	NEEDS IMPROVEMENT
J. D. Dickerson Primary School	PreK, K, 1	n/a
Sally D. Meadows Elementary School	2, 3, 4, 5	n/a
J. R. Trippe Middle School	6, 7, 8	n/a
Vidalia Comprehensive High School	9, 10, 11, 12	n/a

3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.

The Vidalia City School System began the process of assessing the Flexibility Options by inviting Louis Erste from the Georgia Department of Education to make a presentation to our administrative staff. Soon thereafter, Mr. Erste returned to Vidalia to make a similar presentation to the Vidalia City Board of Education at a regular monthly board meeting. After reviewing our options, the Vidalia City Board of Education voted to apply to become a Charter System.

The application process began with the administrative staff (principals and central office staff) conducting several work sessions. The initial task of the group was to determine how we could utilize the flexibility afforded by the Charter System status to improve our system. At that point, the school principals were instructed to seek input from the teachers and school staff. The administrative staff reconvened at a later date to compile the information collected and to also review other system applications that had been approved. The work sessions resulted in developing viable goals for the system as it pertained to the application.

As the application was being developed, Superintendent Dr. Garrett Wilcox and Assistant Superintendent Lucy Claroni conducted three separate informative meetings for parents, community members, and staffs. Dr. Wilcox and Mrs. Claroni shared information regarding the move to a Charter System and offered those in attendance the opportunity to ask questions and to share ideas pertinent to the process.

Upon the completion of the first draft of the application, Dr. Sherry Gibney-Sherman assisted the system with revisions and provided guidance in several key areas.

The mission of the Vidalia City Schools is to provide the opportunity for all students to acquire a quality education through a variety of challenging academic and extra-curricular experiences. It is the opinion of this administration, that this application represents the best efforts of all stakeholders to continue with the goal of increasing academic achievement by providing a quality education through new and innovative opportunities for all students.

Lucy Claroni

From: Lucy Claroni
Sent: Monday, November 04, 2013 9:30 AM
To: 'kbadvance@bellsouth.net'; 'zfowler@vidaliacommunications.com'
Cc: John Sharpe; Gwen Warren; Ginger Morris; Carol Welch; Lucy Claroni; Tammy McFadden; Kathy Sikes
Subject: Emailing: Charter Announcement
Attachments: Charter Announcement.docx

Could you guys run this please. Thanks.

Garrett

The message is ready to be sent with the following file or link attachments:

Charter Announcement

Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

Vidalia City Schools
Charter System Meetings

The Vidalia City School System will host three meetings to discuss the move to a "Charter System" at the start of the 2014-2015 school year. The purpose of the meetings is to share information regarding the Charter Application and to give our stakeholders the opportunity to be involved with the process and share their ideas regarding the move to a Charter System. Parents and community members are encouraged to attend. All meetings will begin at 6:00p.m.

Thursday, November 7 @ Sally D. Meadows Elementary

Monday, November 11 @ J.R. Trippe Middle School

Thursday, November 14 @ Vidalia Comprehensive High School

ASSURANCES FORM AND SIGNATURE SHEET


The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **Vidalia City School System** located in the City of Vidalia, Toombs County, Georgia is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:


1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Vidalia City Board of Education on the 12th day of November, 2013.



Superintendent



Chair, Local Board of Education

11-12-13

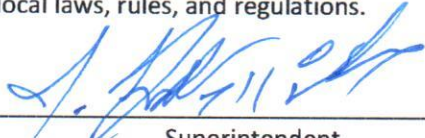
Date

11/12/13

Date

Vidalia City Schools Charter System Application

If a Charter is granted, all Petitioners assure that the proposed charter system programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.



Superintendent

11-12-13
Date



Chair, Local Board of Education

11/12/13
Date