

## Comprehensive Progress Report

**Mission:** Vandalia Elementary School's mission is to teach students to practice responsibility & respect, achieve academic excellence, work with integrity, and show character.

**Vision:** The Vandalia community will cultivate academic excellence, promote global citizenship and foster strong character in every student.

**Goals:**

CULTURE & CLIMATE GOAL: By 2021, we will create a sense of positive culture/climate by focusing on student recognition, high-quality professional development, and increased family engagement, as measured by student discipline & attendance records, perception data, resulting in a decrease of office referrals from 89 to fewer than 40. (A1.01, A1.07, A1.09, A2.03, A2.17, A3.09, A4.01, A4.04, A4.06, E1.05, E1.06, E1.12,)

SCHOOL PERFORMANCE COMPOSITE: By June 2021, as measured by our performance composite scores, Vandalia Elementary will increase our school performance score from 31.3 to 33.0. (A1.04, A2.13, A2.14, A3.10)

CLOSING THE ACHIEVEMENT GAP: By June 2021, Vandalia Elementary will reduce the 3-5 reading achievement gap between students with disabilities (SWD) and their non-disabled peers by 50% from 22 points to 12 points or less. (A1.03, A1.05, A3.02, A3.10)

DISCIPLINE GOAL: By June 2021, Vandalia Elementary will reduce the number of out-of-school suspensions by at least 50% from 49 to fewer than 25. (A1.07, A4.01, A4.06,)



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are using formative assessment data to make frequent adjustments to core lessons, as well as providing small group instruction. K-3 teachers are using the CORE phonics assessment, CKLA unit assessments, Eurkea assessments and teacher-made assessments to ensure students are progressing toward mastery. In grades 3-5 teachers are using IRLA data to monitor progress toward reading skills and Eureka assessments for math. Teachers in all grades are working with their MCLs to create informal assessments to closely monitor student progress and adjust their instruction.	Limited Development 09/28/2019		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers will easily reference individual student progress toward not only grade-level standards, but also any preceding standards requiring mastery. Teachers will have data notebooks (either printed or electronically) and support staff will have access in order to support all students. In addition, students will track their progress toward master of standards, and be able to communicate it with their teachers and families.		Stephanie Rakes	06/01/2021
<b>Actions</b>			<b>9 of 11 (82%)</b>		
9/28/19	Create a data tracking form for each grade level & content area.		Complete 01/06/2020	Natalie Hopkins	01/06/2020
	<i>Notes:</i> Math has completed this task; but reading will report back on Jan 6th.				
9/28/19	Teachers will bring their data trackers to PLCs and analyze as a grade-level team with MCLs, to determine any adjustments needed in pacing, lesson delivery or corrective instruction.		Complete 01/06/2020	Natalie Hopkins	01/06/2020
	<i>Notes:</i>				
9/28/19	Determine appropriate data points per grade level and content area.		Complete 02/28/2020	Natalie Hopkins	03/02/2020
	<i>Notes:</i> Math has completed; reading will report back on Jan 6th.				
2/3/20	Reading in grades 3-5 will use IRLA levels and will monitor progress every 14 days for every student		Complete 03/02/2020	Monica Weathers	03/02/2020
	<i>Notes:</i>				

5/27/20	Using Canvas Conference, teachers will provide one hour of direct "live" teaching to students daily. Teachers will use this as an opportunity to not only connect with students, but to determine their understanding of the content and proficiency toward standards.	Complete 03/25/2020	Davis, Turner & Hopkins	03/25/2020
<i>Notes:</i> In grade levels with lower online participation rates, teachers will be available to answer questions and/or support students & families, much like "office hours."				
5/27/20	When online learning is not feasible for a family, teachers will create paper/pencil packets that allow students to demonstrate proficiency toward identified standards; packets will also contain work that is on the student's independent level to support current performance.	Complete 04/01/2020	Stephanie Rakes	04/01/2020
<i>Notes:</i> Teachers may email work to Ms. Rakes or Mr. Martin to be printed; work packets can be picked up or delivered to homes.				
5/27/20	Many teachers began using "goformative," "Common Lit," "Zearn" and "NearPod" for measuring student proficiency of 5-7 district-identified key standards. (COVID-19 online learning)	Complete 04/27/2020	Natalie Hopkins	04/30/2020
<i>Notes:</i> COVID-19 forced learning online starting March 23rd for many students. Teachers continued to utilize CKLA, Eureka and ARC but supplemented with these platforms to help determine proficiency of identified standards.				
9/23/20	Using Microsoft Teams, teachers will provide at least one hour of direct "live" teaching to students daily. Teachers will use this as an opportunity to not only connect with students, but to determine their understanding of the content and proficiency toward standards.	Complete 09/07/2020	Stephanie Rakes	09/07/2020
<i>Notes:</i>				
9/23/20	"Live" specials will be taught daily using Microsoft Teams, offering students an opportunity to connect with staff while continuing to explore PE, art, music, media, guidance and leadership.	Complete 09/07/2020	Annie Benson	09/07/2020
<i>Notes:</i>				
9/28/19	3-5 Teachers & MCLs will create an effective way to share the data with their students.		Natalie Hopkins	10/30/2020
<i>Notes:</i> 3-5 is able to use interim data, IRLA and Eureka materials				
9/28/19	Teachers will input data as it is gathered for each student for each data point.		Natalie Hopkins	11/02/2020
<i>Notes:</i>				

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>In 2019-2020, Vandalia will create a new SIP Committee that will focus on student culture &amp; climate, which will include PBIS , Capturing Kids' Hearts and Morning Meeting. The new team is working to revise existing PBIS behavior expectations for common areas, and once the lessons for teaching the expectations have been revised, teachers will explicitly teach the behaviors and reinforce the desired behaviors with "pouncers." Students will also participate in weekly guidance &amp; leadership lessons that reinforce our school-wide expectations. Additionally, we will continue to use Morning Meeting (every Friday at 7:40am) to recognize students and staff who have demonstrated our focused traits for the month. We will honor the "Game Changer of the Month," teacher of the month, class of the month, and the grade level with the highest attendance rate. To support students within the classrooms setting, teachers will utilize social contracts, the 4 questions and 3 signals for breaking the social contract (time out, check, and foul).</p>	Limited Development 08/31/2017		
<b>How it will look when fully met:</b>			<p>Evidence of full implementation will be when students are consistently displaying the appropriate behaviors as outlined through PBIS, as well as when students are holding each other accountable for following the social contracts and school-wide expectations. Students will be able to manage their emotions, problem solve social situation, be respectful and communicate effectively. Teachers will model expected student behaviors, and provide reoccurring instruction of the standards for success.</p>		Aja Thomas	06/09/2021
<b>Actions</b>				<b>18 of 19 (95%)</b>		
	8/31/17	Vandalia teachers will teach the PBIS lessons on expectations in common areas, starting with the cafeteria and dismissal procedures, and reteach them as necessary throughout the school year.		Complete 01/05/2018	Aja Thomas	01/05/2018
			<p><i>Notes:</i> Although we can revisit the lesson plans for expectation for the cafeteria and dismissal, we will formally reteach them after the winter break.</p>			
	9/17/18	The new PBIS team will schedule monthly meetings to review data and revise action steps as necessary.		Complete 09/25/2018	Aja Thomas	10/04/2018
			<p><i>Notes:</i></p>			

8/31/17	We will have a weekly drawing to recognize one student from each classroom who has received "pouncers." The students' names will be announced over the intercom or during Morning Meeting and they will select an item from the PBIS treasure chest.	Complete 10/05/2018	Aja Thomas	10/05/2018
<i>Notes:</i>				
8/31/17	Teachers may begin giving out "pouncers" as soon as they teach the lessons on the expectations, but all staff will officially begin providing "pouncers" as positive reinforcements after the October 5th PBIS kick-off.	Complete 10/08/2018	Aja Thomas	10/08/2018
<i>Notes:</i> All teachers and staff will use "pouncers" to reinforce positive behaviors.				
1/8/19	Meet with team to evaluate the effectiveness of the quarter 1 celebration and the 1st Pouncer Store	Complete 01/08/2019	Aja Thomas	01/08/2019
<i>Notes:</i>				
1/8/19	PBIS team will meet to determine the effectiveness of the quarter 2 incentive (ice cream bar) and the January Pouncer Store experience	Complete 02/05/2019	Aja Thomas	02/05/2019
<i>Notes:</i>				
1/8/19	PBIS team will meet to determine the effectiveness of the quarter 3 incentive and the March/April Pouncer store	Complete 04/02/2019	Aja Thomas	04/02/2019
<i>Notes:</i>				
1/8/19	PBIS team will meet to analyze the effectiveness of the quarter 4 incentive and the May/June Pouncer store.	Complete 06/04/2019	Aja Thomas	06/04/2019
<i>Notes:</i>				
9/28/19	The newly formed SIP Committee (Student & School Culture) meeting schedule is created	Complete 08/01/2019	Stephanie Rakes	08/01/2019
<i>Notes:</i>				
9/29/19	All teachers will display classroom norms and have explicitly modeled and taught classroom behaviors (A2.17).	Complete 09/13/2019	Stephanie Rakes	09/13/2019
<i>Notes:</i>				
9/28/19	Student & School Culture Committee (SSC) will replace PBIS posters in common areas.	Complete 09/30/2019	Sherrye Kirby	09/30/2019
<i>Notes:</i> Will use Title I funds to purchase newly revised posters for all common areas.				

9/28/19	Outline the structure and protocol for PBIS incentives/rewards/store: <ul style="list-style-type: none"> <li>• Monthly</li> <li>• Quarterly</li> <li>• Class Pouncers</li> <li>• Store location options (cart, room, cabinet,etc...)</li> </ul>	Complete 11/18/2019	Aja Thomas	11/04/2019
<i>Notes:</i> Collazo & McCain are also helping				
9/28/19	Determine definitions & grade-level actions for GCS Code of Conduct Rule 6, 14 & 18.	Complete 01/06/2020	Stephanie Rakes	01/06/2020
<i>Notes:</i> Staff meeting on Dec 10th staff meeting will include training on Educator Handbook and these Code of conduct rules				
2/3/20	PBIS monthly experiences set and discussed with students	Complete 02/03/2020	Annie Benson	02/03/2020
<i>Notes:</i>				
2/3/20	Order Second Step curriculum with Title I funding to use as a resource	Complete 03/02/2020	Stephanie Rakes	03/02/2020
<i>Notes:</i>				
2/3/20	Complete EEAs for 4 people for the Excellent Academy.	Complete 03/02/2020	Stephanie Rakes	03/02/2020
<i>Notes:</i>				
5/27/20	Using Canvas, teachers will create a space to acknowledge students who are showing PAWS.	Complete 04/01/2020	Turner, Davis & Hopkins	04/01/2020
<i>Notes:</i>				
5/27/20	Each week, Vandalia will send out a virtual "Morning Meeting" video that includes announcements from the Principal, as well as highlighting the character traits of the month. A grade level will be responsible for content weekly, following a pre-determined schedule. Video clips will be sent to the YDC who will create a video for Canvas as well as our social media pages.	Complete 04/01/2020	Aja Thomas	04/01/2020
<i>Notes:</i>				
2/3/20	Create lessons/resources for the Excellent Academy.		Aja Thomas	02/01/2021
<i>Notes:</i> Teachers and staff will use lessons from "Second Step" an SEL program that focuses on self-regulation, communication and other communication skills.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade-level teams &/or content teachers meet twice weekly for 45-minutes with MCLs to plan lessons, analyze tasks to ensure they are aligned to grade-level standards, review student data. IST team meets during PLCs when necessary, and at least monthly to discuss open cases. Currently EC, AG, and ESL teachers do not meet consistently with teachers in PLCs.	Limited Development 09/28/2019		
<i>How it will look when fully met:</i>		Full implementation would look like teachers coming to PLCs with identified pre-work completed, ready to analyze grade-level tasks and participate in deliberate practice of lesson delivery. Teachers and MCLs would be involved in consistent dialogue about student progress toward mastery of grade-level standards. PLC minutes and lesson plans would reflect deliberate practice and grade-level, standards aligned tasks. The feedback tracker used by the Admin Team would reflect high-leverage coaching moves for individual teachers aligned with instruction and data.	<b>Objective Met 09/23/20</b>	<b>Majesty Smith</b>	<b>10/05/2021</b>
<b>Actions</b>					
	9/29/19	All teachers plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (A2.26)	Complete 09/30/2019	Majesty Smith	09/30/2019
	<i>Notes:</i>				
	9/28/19	Determine, by grade level and content area, what items must be completed PRIOR to PLCs.	Complete 11/04/2019	MCLs	11/04/2019
	<i>Notes:</i> This list may need to be revised more frequently based on grade-level or content area.				
	9/28/19	Admin Team will create the 4-question classroom walk-through tool to collaborate on high-leverage coaching moves for individual teachers.	Complete 11/04/2019	Stephanie Rakes	11/04/2019
	<i>Notes:</i>				
	9/28/19	Communicate with classroom teachers the expectations for pre-work and deliberate practice during PLCs.	Complete 11/12/2019	Stephanie Rakes	11/12/2019
	<i>Notes:</i> Individual teacher conversations may be necessary as the year progresses.				

9/28/19	MCLs will support teachers in this practice by clearly communicating via email what pre-work to complete and modeling instructional strategies to support deliberate practice during PLCs.	Complete 11/12/2019	MCLs	11/12/2019
<i>Notes:</i>				
9/28/19	Teachers and MCLs will analyze tasks to ensure they are aligned to grade-level standards and include clear criteria for mastery.	Complete 12/02/2019	MCLs	12/02/2019
<i>Notes:</i>				
9/28/19	Grade-level teams, &/or content teachers will meet with MCLs to analyze student data to determine if students are progressing in mastery of standards.	Complete 12/20/2019	MCLs	12/22/2019
<i>Notes:</i>				
5/27/20	MCLs will continue to meet with grade levels using "zoom" or "Skype" to discuss lesson content & instructional delivery. Teams will keep minutes that will be shared with the Principal.	Complete 03/23/2020	Davis, Hopkins & Turner	03/26/2020
<i>Notes:</i>				
9/28/19	During individual teacher meetings, MCLs and Principal will support teachers in effective lesson delivery and alignment of tasks.	Complete 09/01/2020	Stephanie Rakes	09/10/2020
<i>Notes:</i>				



	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Vandalia Elementary will continue to use Core Knowledge Language Arts (CKLA) for K-2, American Reading Company materials for 3-5th grades and Eureka math in K-5. Teachers and support staff will participate in PLCs twice weekly to analyze data, plan lessons and devise intervention plans for students. Our newly created ILT (Instructional Learning Team) will meet weekly to lead instructional efforts and facilitate teachers' knowledge of high leverage strategies. Teachers will continue to participate in job-embedded coaching support from our learning partners (TNTP, ARC, and Eureka), as well as GCS support personnel. Weekly lesson plans will be uploaded into Canvas and reviewed by Multi-Classroom Leaders (MCLs); teachers are expected to review and utilize the feedback provided in order to improve practices and overall student achievement. Our 2019-2020 instructional focus is identifying clear criterion for mastery of grade-level standards and providing aligned tasks for all students every day.	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			Full implementation will look like lesson plans and activities aligned to standards, and fidelity to each component of the programming provided. Information needed includes PLC minutes, lesson plans, classroom walkthrough and observation data and ultimately an increase in student achievement.		Stephanie Rakes	06/30/2021
<b>Actions</b>				<b>38 of 39 (97%)</b>		
	8/31/17		Eureka math materials and access to the online resources will be purchased using Title I funds for 4th and 5th grade students for immediate implementation	Complete 08/09/2017	Stephanie Rakes	08/18/2017
			<i>Notes:</i> additional student materials will be purchased yearly.			
	8/31/17		One fourth grade teacher will attend two days of Eureka math professional development at McNair Elementary.	Complete 08/18/2017	Stephanie Rakes	08/18/2017
			<i>Notes:</i>			
	9/14/17		Teachers of science will collaborate weekly to design lessons that align to the NC Essential Standards, utilizing Discovery Education and/or GCS-provided units of study or identify the science standards that are integrated into ELA or math lessons.	Complete 11/17/2017	Stephanie Rakes	09/10/2017
			<i>Notes:</i>			
	8/31/17		Eureka math materials will be ordered for second grade students and teacher, using Title I funds.	Complete 09/20/2017	Stephanie Rakes	09/20/2017

	<i>Notes:</i> The quote has been generated and the requisition is awaiting signature from the SSO. Additional student materials will be purchased yearly.			
9/16/17	K-5 teachers will participate in a half-day data analysis after BOY in order to evaluate effectiveness of first semester instruction and identify power goals for second semester.	Complete 10/18/2017	Stephanie Rakes	10/17/2017
	<i>Notes:</i> school will pay for 1/2 subs for each teacher			
8/31/17	AIG and EC teachers will schedule times to discuss current subgroup achievement and provide differentiation ideas to general ed teachers to meet the needs of all students. Incorporation of these strategies will increase student achievement.	Complete 10/31/2017	Stephanie Rakes	10/31/2017
	<i>Notes:</i>			
8/31/17	Kindergarten and first grade teachers will explore the Core Knowledge Language Arts during the first quarter by attending district-provided PD Early Release sessions in preparation for initial implementation in second quarter. Teachers will prepare initial units of study aligned to standards and scaffolding to address student skill gaps.	Complete 11/08/2017	Stephanie Rakes	11/08/2017
	<i>Notes:</i> Early Release: Oct 4 and Nov 8 After school sessions: Oct 19, 25 and 26.			
8/31/17	Third grade teachers will participate in GCS Early Release days to explore ARC materials in order to better understand the framework and how to use the formative assessment system (IRLA). These sessions will prepare teachers to use the framework to create standards-based lessons that address student needs.	Complete 11/08/2017	Stephanie Rakes	11/08/2017
	<i>Notes:</i> GCS Early release days are Oct 4 & Nov 8			
9/16/17	Teachers of math will utilize strategies to continually spiral skills that were not previously mastered.	Complete 11/16/2017	Staci Benoy	11/16/2017
	<i>Notes:</i>			
9/16/17	Third grade teachers will administer the IRLA to all students in order to identify/confirm skill gaps for Tier I and Tier II instructional plans.	Complete 01/23/2018	Erica Weaver	01/23/2018
	<i>Notes:</i> Staci Benoy and the CF can serve as supports for the third grade teachers as they administer the IRLA for the first time. CF will support the teachers in creating effective Tier I and Tier II plans.			
9/16/17	K-3 teachers will analyze MOY data to determine effectiveness of Tier I and Tier II instruction and adjust instruction accordingly.	Complete 01/31/2018	Stephanie Rakes	01/31/2018
	<i>Notes:</i> Teachers will be given a half-day sub in order to analyze data and modify Tier I and Tier II instructional plans.			

9/16/17	After initial IRLAs have been given to students 3-5, small flexible groups will be created to address skill gaps, and students will participate in formative assessments (either IRLA or Reading 3D) every 10-12 days. Teachers will use that data in PLCs to determine effectiveness of Tier I and Tier II instruction and adjust instruction accordingly.	Complete 06/08/2018	Erica Weaver	06/08/2018
<i>Notes:</i>				
9/17/18	Eureka math manipulatives will be purchased through Didax, using Title I funds in order to provide hands-on practice to all students.	Complete 08/06/2018	Stephanie Rakes	08/01/2018
<i>Notes:</i>				
9/17/18	Additional job-embedded coaching days will be purchased for K-2 literacy, 3-5 literacy and K-5 math, using Title I	Complete 08/20/2018	Stephanie Rakes	08/20/2018
<i>Notes:</i>				
9/17/18	Teachers will participate in job-embedded coaching visits with our educational partners (TNTP, ARC and Eureka).	Complete 09/03/2018	Brandi Turner	09/01/2018
<i>Notes:</i>				
9/17/18	ILT will meet weekly to evaluate instructional plans, determine supports needed for beginning or struggling teachers, devise schedule for modeling lessons and determine future PLC/coaching visit topics based on data.	Complete 09/19/2018	Stephanie Rakes	09/24/2018
<i>Notes:</i>				
9/17/18	Initial IRLA levels will be identified/confirmed and PowerGoals will be set for all students	Complete 09/28/2018	Brandi Turner	09/28/2018
<i>Notes:</i>				
9/17/18	After initial IRLAs have been given to students 3-5, small flexible groups will be created to address skill gaps, and students will participate in formative assessments (either IRLA or Reading 3D) every 10-12 days. Teachers will use that data in PLCs to determine effectiveness of Tier I and Tier II instruction and adjust instruction accordingly.	Complete 10/31/2018	Brandi Turner	10/31/2018
<i>Notes:</i>				
9/17/18	Teachers will analyze interim assessment data to determine standards requiring reteaching and create skill groups.	Complete 11/06/2018	Brandi Turner	11/06/2018
<i>Notes:</i>				
12/5/18	K-5 teachers will participate in a Eureka math coaching visit focused on small group interventions.	Complete 12/20/2018	Brandi Turner	12/20/2018
<i>Notes:</i>				
12/5/18	3-5 teachers will participate in coaching from ARC in using new literacy materials to teach ELA	Complete 01/08/2019	Brandi Turner	01/08/2019

<i>Notes:</i>				
12/5/18	K-2 teachers will participate in monthly coaching sessions with TNTP to better understand using CKLA materials	Complete 02/05/2019	Brandi Turner	02/05/2019
<i>Notes:</i>				
12/5/18	Teachers will analyze MOY data to reevaluate skill groupings and possible IST cases	Complete 02/12/2019	Brandi Turner	02/15/2019
<i>Notes:</i>				
9/16/17	Kindergarten and first grade teachers will utilize the materials from CKLA to deliver standards-based units that also address current student skill gaps. Weekly lesson plans will reflect this and feedback will be provided by MCL.	Complete 11/30/2017	Alyson Clements	09/30/2019
<i>Notes:</i>				
9/16/17	Initial IRLA baseline assessments will be completed in grades 3-5, and teachers will use the data to create quality instruction for flexible small groups during wide-reading.	Complete 10/27/2017	Monica Weathers	09/30/2019
<i>Notes:</i> Individual students who enroll after 9/30 will require a baseline score within 10 days of enrolling.				
9/17/18	ILT members will do focused classroom walkthroughs to gather data to inform future professional development, supports for beginning teachers and PLC topics.	Complete 10/30/2018	Stephanie Rakes	11/04/2019
<i>Notes:</i>				
9/29/19	After initial IRLAs have been given to students 3-5, small flexible groups will be created to address skill gaps, and students will participate in formative assessments; students will participate in an IRLA conference at least every 10-12 days. Teachers will use that data in PLCs to determine effectiveness of Tier I and Tier II instruction and adjust instruction accordingly.	Complete 12/02/2019	Monica Weathers	12/02/2019
<i>Notes:</i>				
9/29/19	Teachers & MCLs will analyze interim assessment data to determine standards requiring reteaching and create skill groups.	Complete 01/06/2020	Natalie Hopkins	01/06/2020
<i>Notes:</i> analysis of IA data will occur after IA 2 (Jan 13-24) and IA3 (March 23-April 3)				
11/27/19	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole class, teacher directed small group, independent work and computer based. (A1.06)	Complete 01/06/2020	Natalie Hopkins	01/06/2020
<i>Notes:</i>				

9/16/17	Tier I and Tier II instructional plans will be evaluated, edited or created by 3-5 math, reading and science teachers using IA2 data.	Complete 01/29/2018	Stephanie Rakes	01/30/2020
<i>Notes:</i> IA2 window is Jan 13-Jan 24				
9/29/19	ILT will meet weekly to determine supports needed for teachers based on observation feedback and student achievement data, devise schedule for modeling lessons and determine future PLC/coaching visit topics based on data.	Complete 03/02/2020	Natalie Hopkins	03/02/2020
<i>Notes:</i>				
9/16/17	3-5 ELA teachers will participate in job-embedded coaching from our American Reading Executive Coach in order to utilize the framework to create lessons that are standards-based and align to current student needs.	Complete 05/10/2018	Stephanie Rakes	05/30/2020
<i>Notes:</i>				
9/29/19	Teachers & MCLs will participate in job-embedded coaching visits with our educational partners (TNTP, ARC and Eureka) with a focus on lesson delivery and customization of lessons to math learner needs.	Complete 09/07/2020	Stephanie Rakes	06/10/2020
<i>Notes:</i>				
9/23/20	Vertical grade level PLC's will collaborate bi weekly to deconstruct standards, create student centered learning targets, a tracking system for monitoring student achievement of progress towards standards, and/or assessments of standards	Complete 09/07/2020	Natalie Hopkins	09/07/2020
<i>Notes:</i>				
9/23/20	Teachers will attend virtual curriculum check-ins with TLPD dept to stay current on resources and curriculum updates.	Complete 09/07/2020	Natalie Hopkins	09/07/2020
<i>Notes:</i>				
9/23/20	K-5 math teachers will participate in Eureka coaching with a focus on using the new tech tools provided to improve instruction in the virtual setting.	Complete 10/01/2020	Natalie Hopkins	10/01/2020
<i>Notes:</i>				
9/23/20	Small group ELA instruction that provides intensive and individualized interventions for students that are below proficiency, explicit and timely feedback, and explicit vocabulary instruction as well as comprehension strategies instruction.	Complete 09/14/2020	Michele Turner, MCL	10/01/2020
<i>Notes:</i> Teams will use data to identify students' progress toward goals.				
9/23/20	Implement data drive instructional practices that involves: discussing what standards will be taught, collecting and analyzing student data from assessments, what standards will be retaught, and how mastery will be determined after reteaching.		Natalie Hopkins	12/01/2020

		<i>Notes:</i>			
	9/23/20	K-5 teachers will participate in CKLA coaching sessions with a focus on engaging students in learning and using online materials effectively.	Complete 10/01/2020	Michele Turner, MCL & Dr. Stephanie Davis, MCL	06/01/2021
		<i>Notes:</i> Sessions will be divided between K-2 and 3-5 since 3-5 teachers are new to CKLA.			
	<b>A2.17</b>	<b>ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		All teachers have displayed classroom norms and have explicitly modeled and taught the classroom behaviors.	Full Implementation 09/29/2019		

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>In 2019-2020 all teachers will focus on providing differentiated core instruction, as well as using research-based strategies in tier II for students, including ARC Foundational Skills Toolkit, Foundations double-dose, differentiated supports from CKLA, and differentiated strategies from Eureka Math. Special Education teachers will continue to use research-based strategies (SRA, Corrective Reading and Wilson Fluency) for students requiring assistance in tier III.</p> <p>We will also provide whole-class guidance lessons weekly focused on self-regulation, interpersonal skills, character education and other SEL topics. Students will also participate in whole-group weekly leadership lessons focused on building confidence, communication skills, etc. Students who need Tier II support in these skills will meet in small focus groups with the Youth Development Coordinator (YDC) and School Counselor weekly. Students who need Tier III support in skills like self-regulation, managing emotions appropriately, grief, etc will be referred to our SBMH coordinator to receive support from on-site mental health therapists.</p>	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>		By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be “at-risk” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Stephanie Rakes	06/05/2021
<b>Actions</b>			<b>18 of 28 (64%)</b>		
	9/17/18	Tier I: All teachers will create lesson plans that align with NCSCOS or NC Essential Standards and include differentiated strategies for all learners. Lesson plans will be submitted weekly for review.	Complete 09/03/2018	Brandi Turner	09/01/2018
<i>Notes:</i>					

9/14/17	Tier I & Tier II: Teachers will use the GCS-provided data protocol to understand student data from the district interim assessments, aligning reteaching and enrichment strategies with individual student achievement.	Complete 10/26/2018	Lisa Jones	10/31/2018
<i>Notes:</i> Jan 7-17, 2019 and March 18-27, 2019				
9/14/17	Students receiving Tier III instruction from special educators will use research-based strategies that support core instruction as well as support current skill gaps. Students will be progress monitored and cbm's will be used too as needed to chart progress.	Complete 06/07/2019	Lisa Jones	06/08/2019
<i>Notes:</i>				
8/31/17	Tier I, Tier II & Tier III: Teachers will progress monitor student achievement in K-3 using Reading 3D, following the suggested timeline provided by NCDPI. In grades 3-5, teachers will use the IRLA to monitor progress toward reading standards and formative assessments provided by Eureka.	Complete 06/07/2019	Brandi Turner	06/11/2019
<i>Notes:</i> Students in "emergency" or "well below benchmark" interventions (red) will be progress monitored weekly; those students who are below benchmark (yellow) will be progress monitored every two weeks and those who are on or above benchmark will be progress monitored monthly.				
8/31/17	Tier I: All teachers will create lesson plans that align with NCSCOS or NC Essential Standards and include differentiated strategies for all learners. Lesson plans will be submitted weekly for review.	Complete 06/17/2019	Stephanie Rakes	06/18/2019
<i>Notes:</i> Teachers will upload lesson plans to the Vandalia Canvas course.				
9/29/19	Tier I Academic Practice: All teachers, with the support of MCLs and our technical partners, will create lesson plans that align with NCSCOS or NC Essential Standards and include differentiated strategies for all learners. Lesson plans will be submitted weekly for review.	Complete 09/09/2019	Stephanie Rakes	09/10/2019
<i>Notes:</i>				
9/29/19	Tier II Behavior Supports: School Counselor, YDC and School Psych will work with small groups of students weekly who need additional support in following behavior expectations and SEL.	Complete 11/04/2019	Aja Thomas	11/04/2019
<i>Notes:</i> Tier II groups will be flexible as students master skills. Used Title I funds to purchase .5 YDC position.				
9/29/19	Tier III Behavior Supports: Students who are not responding to supports will be referred to school-based mental health therapists.	Complete 11/04/2019	Aja Thomas	11/04/2019
<i>Notes:</i>				



9/29/19	Tier I & Tier II Academic Supports: Teachers and MCLS will use a data protocol to understand student data from the district interim assessments, aligning reteaching and enrichment strategies with individual student achievement.	Complete 01/06/2020	Natalie Hopkins	01/06/2020
<i>Notes:</i> IA2: Jan 13-Jan 24 IA3: March 23-April 3				
9/29/19	Tier III Academic Supports: instruction from special educators will use research-based strategies that support core instruction as well as support current unfinished learning. Students will be progress monitored and cbm's will be used as needed to chart progress.	Complete 01/06/2020	Lisa Jones	01/06/2020
<i>Notes:</i>				
8/31/17	Tier II Academic Support: Group PEPs will be developed by classroom teachers to meet the needs of small groups with similar skill gaps. PEPs will include the relevant data, identification of the students receiving the instruction, identification of the intervention and the duration/frequency of the intervention.	Complete 04/06/2020	Stephanie Rakes	03/02/2020
<i>Notes:</i>				
9/29/19	Tier I Behavior Supports: School Counselor and YDC will deliver weekly lessons focused on SEL and leadership characteristics to promote healthy choices and strong character.	Complete 01/06/2020	Aja Thomas	06/10/2020
<i>Notes:</i> Used .5 Title I funds to purchase the YDC position.				
9/29/19	Tier I Attendance Practices: Grade levels with the highest monthly attendance will be recognized at Morning Meeting.	Complete 10/31/2019	Liza Lopez	06/10/2020
<i>Notes:</i>				
10/26/20	Remote SBMH is operating to support students who were receiving services prior to school closure.	Complete 08/24/2020	Aja Thomas	08/20/2020
<i>Notes:</i>				
10/26/20	Remote small group interventions are held Mon-Thursday for students requiring supplemental supports. Teachers use electronic resources, both teacher-created and standardized through instructional partnerships.	Complete 09/09/2020	MCLS	09/09/2020
<i>Notes:</i>				
10/26/20	Remote behavior & SEL supports are provided during small groups with the School Counselor.	Complete 10/01/2020	Aja Thomas	10/01/2020
<i>Notes:</i>				
10/26/20	Teachers provide written logs to the SSW with information for students who are not attending live sessions during remote learning.	Complete 10/20/2020	Liza Lopez	10/20/2020

<i>Notes:</i>				
10/26/20	Train EC teacher, MCL and at least 2 math teachers in use of Number Worlds	Complete 10/26/2020	Natalie Hopkins	11/01/2020
<i>Notes:</i>				
10/26/20	Progress monitoring will occur using Waterford (K-2), Eureka exit tickets & Number Worlds and 3-5 CKLA supplemental & remediation guide. Check in during PLCs on student progress.		MCLs	12/08/2020
<i>Notes:</i>				
10/26/20	"Second Step" curriculum will be used once students return to the school building.		Aja Thomas	01/15/2021
<i>Notes:</i>				
10/26/20	Once back in the building, students with Tier 3 attendance concerns will meet with designated staff to problem-solve attendance issues.		S. Harris	01/15/2021
<i>Notes:</i>				
10/26/20	Based on remote learning, teachers will use iStation, Waterford, Eureka math topic/module assessments, CKLA mid & summative unit assessments to determine which students need supplemental supports.		Haley OBrien	02/09/2021
<i>Notes:</i>				
9/29/19	PLCs will meet at-least twice monthly to discuss data from CFA/interim assessments to determine effectiveness of core instruction.		Stephanie Rakes	05/10/2021
<i>Notes:</i>				
9/23/20	Provide training for instructional leaders on problem-solving Core and Supplemental within PLCs meetings.		Stephanie Rakes	05/31/2021
<i>Notes:</i> via MTSS & Data Analytics				
9/23/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01)		Stephanie Rakes	06/01/2021
<i>Notes:</i>				
9/23/20	Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).		Stephanie Rakes	06/01/2021
<i>Notes:</i>				
9/23/20	Monitor supplemental and intensive interventions through forms provided by Psych Services.		MCLs	06/01/2021
<i>Notes:</i>				
9/23/20	Train all math teachers and interventionists in Number Worlds.		Natalie Hopkins	06/15/2021

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			in August 2019, all staff participated in Capturing Kids' Hearts to learn a framework for setting whole-group behavior expectations and creating self-managing classrooms. The framework includes using a social contract that outlines the agreement for how each person wants to be treated and processes for when the contract is violated. This Tier I practice allows the entire school to use a common language for supporting students in how to treat others. We will continue to use PBIS as a framework to establish common behavior expectations for common areas and celebrate individual students and classes who uphold the expectations. All staff will distribute "pouncers" that can be used for monthly and quarterly incentives; teachers will also recommend students for recognition for our monthly PAWSome Breakfast. All teachers will also use the "Educator's Handbook" to track classroom-handled incidents and office referrals and use the data provided to determine interventions needed. Staff will also use the SBMH referral process to support students who may benefit from support from trained mental health therapists as a Tier III intervention.	Limited Development 08/01/2016		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			When this objective is fully met at Vandalia, students and their families will know the importance of the characteristics outlined in our PBIS initiative, as well as thrive in a safe, happy school environment. Students will know how to self-manage when they are feeling angry, upset, etc. Also, teachers will be able to identify student needs and know the proper steps for identifying students in crisis. Teachers will be familiar with the proper protocol for handling such situations as well as how to provide interventions that can be used in the classroom to assist students in need. By providing these interventions early, it is our hopes that this will help decrease number of lost instructional days, specifically for our African American males.		Aja Thomas	06/10/2021
<b>Actions</b>				<b>20 of 21 (95%)</b>		
	9/20/16	Create a guide/protocol for how to identify student needs and the proper procedure for addressing those needs.		Complete 03/01/2017	Dondrill McFarland	10/31/2016
<i>Notes:</i> This was provided at the beginning of the year; however, an additional guide will be provided to assist teachers with what to do with a child prior to referring to IST. This will take place at our March 15th Early Release Day.						

9/20/16	Create a Resource Notebook that lists various organizations and resources that can be used to help address challenging situations/events.	Complete 12/01/2016	Dondrill McFarland	10/31/2016
<i>Notes:</i> A notebook has been created to address this task. It is a working document as we will continue to add new agencies and organizations.				
9/20/16	Develop and provide professional development with various professionals that addresses socio-emotional wellness.	Complete 03/15/2017	Dondrill McFarland	03/15/2017
<i>Notes:</i> Determine how many sessions, topics, and presenters. We will address this area at our next Leadership meeting. We will host a PD with staff on the next early release date of 3/15/17.				
9/17/17	SLP will hold the initial meeting with teachers, specifically students with BIPs, to provide resources to assist students in managing emotions, easing transitions to activities and controlling anger.	Complete 08/28/2017	Emily Sharpe	08/28/2017
<i>Notes:</i>				
8/31/17	Teachers will continue to consult with Vandalia's SLP for additional resources to assist students with emotional outbursts, especially caused by over-stimulation or inadequate verbalization skills. The SLP will also support teachers, students, and families in creating charts or other visuals to assist students with understanding their emotions.	Complete 06/08/2018	Emily Sharpe	06/08/2018
<i>Notes:</i>				
9/15/17	Our 2016-2017 data shows: 44 referrals and 18 out of school suspensions, with African American males being the highest. During the 2017-2018 year we will work to build positive relationships with our students, teach and reteach school expectations, accountability, and create an environment where students are focused and excited about learning. We will also use character development to help students gain appropriate skills to problem solve.	Complete 06/08/2018	Dondrill McFarland	06/11/2018
<i>Notes:</i>				
8/31/17	Students and staff will participate in "Morning Meeting" as an opportunity to build community, recite daily affirmations, our PBIS pledge and engage in positive self-talk through chants and songs. Evidence of student learning from the day before will be celebrated. Students will begin to take ownership of Morning Meeting as a way to promote leadership.	Complete 09/07/2018	Aja Thomas	09/07/2018
<i>Notes:</i>				
9/17/18	Staff can participate in "To Help Us Grow" PD provided on Canvas for CEUs, focused on trauma-informed instruction, active student engagement, bias, and other issues related to social-emotional learning.	Complete 09/17/2018	Stephanie Rakes	09/17/2018

<i>Notes:</i>				
8/31/17	Two small groups, BOYS and GIRLS, will provide students with an opportunity to explore positive interactions, build self-efficacy and create meaningful relationships. Members will engage in positive learning and contribute to our overall school culture by modeling appropriate behaviors and encourage other students.	Complete 10/08/2018	Aja Thomas	10/01/2018
<i>Notes:</i>				
9/14/17	Students will be identified to participate in small group sessions around the topics of: grief, divorce, social skills, etc. designed by the guidance counselor. Participation is voluntary and will be approved by a parent or guardian.	Complete 10/08/2018	Aja Thomas	10/01/2018
<i>Notes:</i>				
1/8/19	Develop job description for a Youth Development Coordinator to support students, teachers and families	Complete 01/10/2019	Stephanie Rakes	01/10/2019
<i>Notes:</i>				
1/8/19	Advertise and interview for YDC.	Complete 05/30/2019	Stephanie Rakes	05/01/2019
<i>Notes:</i>				
9/17/18	Our 2017-18 data show 28 referrals, with African American males being the highest. During the 2018-19 year we will work to build positive relationships with our students, teach and reteach school expectations, accountability, and create an environment where students are focused and excited about learning. We will also use character development to help students gain appropriate skills to problem solve.	Complete 06/07/2019	Aja Thomas	06/08/2019
<i>Notes:</i>				
11/27/19	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (A2.26)	Complete 01/06/2020	Stephanie Rakes	01/06/2020
<i>Notes:</i>				
5/27/20	The SSW will contact Students in Transition (SIT) weekly, ensuring they are aware of sites that provide meals and other needed resources and provide an update to the Principal.	Complete 03/27/2020	Stephanie Rakes	03/26/2020
<i>Notes:</i>				
5/27/20	The School Counselor will check in weekly with students who were receiving School-Based Mental Health (SBMH) services prior to school buildings closing on March 13 due to COVID-19.	Complete 03/27/2020	Aja Thomas	04/01/2020
<i>Notes:</i>				
1/8/19	YDC will do a needs assessment to determine high-leverage family engagement activities for the remainder of the 2019-2020 school year.	Complete 08/28/2020	Stephanie Rakes	05/02/2020

<i>Notes:</i> Used Title I funds to purchase .5 YDC position.				
1/8/19	Support YDC in determining small-group needs for students who need support in SEL.	Complete 10/07/2019	Aja Thomas	06/10/2020
<i>Notes:</i> Used Title I funds to purchase .5 YDC position.				
9/29/19	Students and staff will participate in "Morning Meeting" as an opportunity to build community, recognize achievements, recite daily affirmations, and engage in positive self-talk through chants and songs. Evidence of student learning from the week will be celebrated. Students will begin to take ownership of Morning Meeting as a way to promote leadership.	Complete 11/04/2019	Aja Thomas	06/10/2020
<i>Notes:</i>				
9/23/20	School Counselor has created a Canvas page where students and families can find resources to support SEL.	Complete 09/07/2020	Aja Thomas	09/07/2020
<i>Notes:</i>				
11/27/19	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms (A4.22).		Majesty Smith	03/02/2021
<i>Notes:</i>				
<b>Implementation:</b>				
<b>Evidence</b>	4/5/2017 Evidence: Resource guide, copy of presentation and materials, and copy of the IST and Needs Identification documents.			
<b>Experience</b>	4/5/2017 All the tasks linked to this objective have been completed. We provided staff members with professional development related to meeting the socio-emotional needs of our students as well as helped them identify behaviors that require teacher intervention. We walked teachers through the process of identifying students for IST in an effort to ensure that the needs of students are being met.			
<b>Sustainability</b>	4/5/2017 We need to continue supporting teachers in identifying student needs and providing the appropriate interventions. The workshop presented needs to be presented yearly during the first quarter. Also, the Resource Guide needs to be updated continuously in order to stay current as new businesses and organizations are developed.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>Students in PreK currently eat in the cafeteria as well as attend media specials weekly. Participation in these activities help prepare them for kindergarten where they will interact with students &amp; adults outside their classroom. This also supports their understanding of hallway and common area expectations. Fifth graders participate in a school visit to Allen Middle School (our primary feeder school) and we offer two family engagement activities to familiarize families with Allen's dress code, course offerings, etc.</p> <p>We need to explore how we can better academically support Vandalia students during the summer prepare for the next grade level, such as academic camps, social gatherings. etc.</p> <p>Our newly hired YDC will work to identify summer opportunities to keep students engaged in June &amp; July.</p>	No Development 08/31/2017		
			Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>			Full implementation looks like Vandalia offering summer programming for all grade levels, or a "boot camp" two week prior to school to prepare students and parents for the upcoming school year. Full implementation would also include parent and student sessions with our feeder middle school (Allen Middle) to assist them in transitioning.		Aja Thomas	06/15/2021
<b>Actions</b>				<b>7 of 9 (78%)</b>		
	8/31/17	Explore summer programming options to "jump start" the school year for students and parents.	Complete 02/14/2018	Sherri Crosby	02/16/2018	
<i>Notes:</i> Is there programming that can be purchased, or can we create it in-house?						
	8/31/17	Contact Allen Middle and schedule time for their staff to come to Vandalia to speak to parents and students, prior to our families visiting Allen.	Complete 03/19/2018	Dondrill McFarland	05/18/2018	
<i>Notes:</i>						
	8/31/17	Transition Pre-K students into kinder classrooms by scheduling visits during core instruction.	Complete 05/01/2018	Sherri Crosby	05/18/2018	
<i>Notes:</i>						

8/31/17	Coordinate with Allen Middle to communicate student tour/parent events at Allen Middle for rising 6th graders.	Complete 04/20/2018	Dondrill McFarland	05/31/2018
<i>Notes:</i>				
9/29/19	School Counselor will work with feeder middle schools to coordinate school visits and family engagement events at Vandalia to prepare rising 6th graders.	Complete 05/03/2019	Aja Thomas	05/04/2019
<i>Notes:</i>				
9/29/19	PreK families will participate in "Moving Up Day" activities that prepare students and families for kindergarten.	Complete 04/28/2020	Mary Fuller	06/01/2020
<i>Notes:</i> Due to COVID-19, teachers provided virtual kindergarten experiences for the students, through Canvas.				
3/12/20	School counselor will host a family engagement events, facilitated by the Allen Middle School Counselor to discuss transitioning to middle school.	Complete 05/28/2020	Aja Thomas	05/05/2021
<i>Notes:</i> This action step was modified to include a virtual event on Canvas on 6/2/2020 due to COVID-19.				
3/12/20	Using Title I funds, the school counselor & YDC will take 5th graders to NCA&T to tour the campus and discuss post-secondary plans.		Aja Thomas	05/30/2021
<i>Notes:</i> This trip was cancelled in may 2020 due to COVID-19.				
9/29/19	YDC will work with community partners to provide summer opportunities to support students in leadership, academic and sports to enhance skills in preparation for future learning.		Stephanie Rakes	06/01/2021
<i>Notes:</i> This action step was interrupted due to COVID-19				
<b>Implementation:</b>		09/29/2019		
<b>Evidence</b>	5/2/2018 We have sign in sheets of the parent meetings and Travel Tracker information for the Allen Middle field trip.			
<b>Experience</b>	5/2/2018 Working with Allen Middle to transition our current 5th graders has been successful. Our pre-k students have not only visited core classrooms, but they have also participated in art and music.			
<b>Sustainability</b>	5/2/2018 We will continue to work with our pre-k students in transition to kindergarten by exposing them to core classes and specials for the remainder of the school year.			



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to the School Improvement Plan.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized, effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	<b>Objective Met 09/29/19</b>	<b>Stephanie Rakes</b>	<b>06/08/2019</b>
<b>Actions</b>					
	9/7/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the District.	Complete 06/11/2019	Stephanie Rakes	06/30/2020
<i>Notes:</i>					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			The School Improvement Team meets twice per month; a full team meeting on the first Monday of each month and SIP subcommittee meetings are held on the third Tuesday of each month. We discuss staff concerns, as well as review action steps in our SIP. This team is also key in determining alignment of resources including Title I, CSI and local/state funds. We currently still have a challenge with finding family/parents who will actively participate on this team.	Limited Development 09/12/2016		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			This objective will be fully met when we have successfully learned to utilize Indistar and our meeting agendas, minutes, and tasks are accurate and timely. Full implementation will also occur when we have more family/parent involvement and input in agendas and school-wide decisions.		Stephanie Rakes	06/30/2021
<b>Actions</b>				<b>8 of 9 (89%)</b>		
	3/7/17	Revisit School improvement plan during a staff meeting and create subcommittees that will assist team members in completing the SIP's assigned tasks.	Complete 03/15/2017	Kimberly Robertson	03/15/2017	
<i>Notes:</i>						
	9/17/18	Revisit School improvement plan during a staff meeting and create subcommittees that will assist team members in completing the SIP's assigned tasks.	Complete 09/18/2018	Stephanie Rakes	09/25/2018	
<i>Notes:</i>						
	8/31/17	Utilize the first Tuesday of each month for Committee members to discuss progress toward SIP goals.	Complete 10/09/2018	Stephanie Rakes	10/02/2018	
<i>Notes:</i> Ms. Rakes will ensure each SLBT member who champion indicators is aware of how to record progress to the CF, who will include them in Indistar.						
	8/31/17	Utilize the second Tuesday for each Committee champion to report to the SLBT progress toward key indicators.	Complete 10/09/2018	Brandi Turner	10/09/2018	
<i>Notes:</i> The CF will record progress in Indistar during the SBLT meeting.						
	8/31/17	Revisit the existing key indicators and create action steps for the remaining indicators.	Complete 09/17/2018	Stephanie Rakes	10/09/2018	
<i>Notes:</i>						

8/31/17	On the third Tuesday of each month, a member of the SLBT will update the staff on progress toward our SIP goals.	Complete 10/16/2018	Stephanie Rakes	10/16/2018
<i>Notes:</i>				
9/29/19	Analyze the School improvement plan during a staff meeting and create subcommittees that will assist team members in completing the SIP's assigned tasks.	Complete 08/22/2019	Stephanie Rakes	08/24/2019
<i>Notes:</i>				
9/29/19	SIP Committees will meet on the 3rd Tuesday of each month to review progress toward SIP goals and revise action steps if necessary.	Complete 12/17/2019	Stephanie Rakes	12/17/2019
<i>Notes:</i>				
3/7/17	Complete the school leadership team "Self Assessment Rubric" and School Success Markers to determine whether we are in Full Implementation.		Stephanie Rakes	10/30/2020
<i>Notes:</i> Review B1.03				
<b>Implementation:</b>				
<b>Evidence</b>	6/21/2017 The completed self-assessment provides evidence of the completion of this objective.			
<b>Experience</b>	6/21/2017 The team completed the Leadership Team Self Assessment. Scores were compiled to determine in which areas we were at Limited, Full, or Exemplary Development.			
<b>Sustainability</b>	6/21/2017 It is definitely imperative that we build the self-assessment into our continued efforts to gauge how we are performing as a team.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are on grade level teams, and some are departmentalized and work and plan vertically. Teachers participate in Professional Learning Communities weekly as well as mandatory weekly planning sessions. Teachers will begin facilitating their own PLC meetings and providing minutes to the leadership team. Teachers are expected to design common assessments and other means of data collection that can be used to drive instruction.	Limited Development 09/12/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will be facilitating their own PLCs and using the time to problem-solve and design targeted instruction based on evidence of student work. Teachers will also be using this time to improve the quality of task for students in all subjects. Specialists (ESL, EC, AIG, etc) will also attend PLCs to provide support in differentiation strategies.	<b>Objective Met 03/12/20</b>	<b>Natalie Hopkins</b>	<b>05/04/2020</b>
<b>Actions</b>					
	8/31/17	Teachers will meet for PLCs in the PLC room every Monday and Tuesday while their students are at Specials.	Complete 09/04/2018	Brandi Turner	09/04/2018
		<i>Notes:</i> The CF and principal will attend PLCs until the teachers are ready to facilitate their own meetings.			
	9/14/17	Instructional Support Personnel (AIG, EC, ESL, etc) will participate in at least one PLC monthly to promote collaboration and discuss student progress within each setting.	Complete 09/18/2018	Brandi Turner	10/02/2018
		<i>Notes:</i>			
	11/27/19	Instructional Teams meet for block of time sufficient to develop and refine units of instruction and review student learning data. (A2.02)	Complete 03/02/2020	Natalie Hopkins	03/02/2020
		<i>Notes:</i>			
	9/23/20	Vertical grade level PLC's will collaborate bi weekly to deconstruct standards, create student centered learning targets, a tracking system for monitoring student achievement of progress towards standards, and/or assessments of standards	Complete 09/07/2020	Natalie Hopkins	09/07/2020
		<i>Notes:</i>			
<i>Implementation:</i>			03/12/2020		
<i>Evidence</i>		10/8/2018 10/8/2018: PLC meeting minutes can be provided.			

<b>Experience</b>	10/8/2018 10/8/2018: Teachers are utilizing their 90-minute structure 2x monthly to discuss student data and instructional practices.			
<b>Sustainability</b>	10/8/2018 10/8/2018: Teachers will need to continue to meet, protecting the time from other duties/projects.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The principal provides timely feedback to teachers evidenced through lesson plan, formal & informal observations and walk-through feedback. The principal will also work with teachers to support teaching and learning as it relates to effective lesson delivery, including daily access to grade-level, standards aligned tasks.	Limited Development 09/12/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		

<b>How it will look when fully met:</b>	As the instructional leader in the school, the principal is charged with ensuring that every student has access to a highly qualified teacher who provides relevant, rigorous, and standards based instruction every day. When this standard is fully met at Vandalia, the principal will be spending 2/3 of the school day in classrooms and providing teachers with quality feedback based on walkthroughs, lesson plans, and/or PLC data. When this objective is fully implemented, our overall math, reading and science proficiency will increase by at least 5 percentage points. In order to meet these goals, the principal and instructional team will provide the necessary resources and feedback/dialogue to engage teachers in committing to this work of increasing student achievement.		<b>Stephanie Rakes</b>	<b>06/30/2021</b>
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<b>Actions</b>		<b>12 of 14 (86%)</b>		
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9/20/16	The principal will read professional development articles, attend webinars, and conferences to improve her performance so that she can better support teaching and learning.	Complete 10/04/2016	Kimberly Robertson	09/01/2016
	<i>Notes:</i> This is an on-going task.			
9/20/16	The principal will ensure that time is available to conference with teachers at their request.	Complete 10/04/2016	Kimberly Robertson	09/01/2016
	<i>Notes:</i> Teachers have been provided with a protocol for scheduling conference time with the principal.			

9/20/16	The principal will visit classroom and provide immediate feedback through walkthrough documents, notes, and/or emails.	Complete 12/05/2016	Kimberly Robertson	10/31/2016
<i>Notes:</i> This is occurring weekly.				
9/20/16	The principal will visit at least 3 classrooms a day and provide support and feedback.	Complete 12/05/2016	Kimberly Robertson	10/31/2016
<i>Notes:</i> This task is occurring within the school. During times when the principal is unavailable due to meetings, etc. the visits either roll over to the next day or another member of the admin team will complete the visits.				
3/7/17	Teachers will engage in a book study on The Teacher 50, by Baruti Kafele.	Complete 03/07/2017	Kimberly Robertson	01/10/2017
<i>Notes:</i> Staff members form subcommittees in which the present on the assigned chapter and engage the staff in meaningful activities related to the chapter.				
9/17/17	The SLBT will create/edit a walkthrough form to be used by the Principal to provide informal feedback to teachers.	Complete 09/22/2017	Stephanie Rakes	09/25/2017
<i>Notes:</i>				
9/17/18	The principal will read professional development articles, attend webinars, and conferences to improve her performance so that she can better support teaching and learning.	Complete 08/24/2018	Stephanie Rakes	08/24/2018
<i>Notes:</i>				
8/31/17	The principal will review weekly lesson plans and provide feedback when necessary.	Complete 09/04/2018	Stephanie Rakes	09/04/2018
<i>Notes:</i>				
9/17/17	Using data from the classroom walkthroughs and lesson plans, the school will focus on one portion of a lesson for each month (math fluency, TDR, etc).	Complete 09/25/2018	Stephanie Rakes	10/04/2018
<i>Notes:</i>				
9/29/19	The principal will provide feedback to MCLs using OneNote focused on lessons aligned to grade-level standards and students' access to standard-aligned tasks daily.	Complete 11/04/2019	Stephanie Rakes	11/04/2019
<i>Notes:</i> Used Title I and CSI funds to purchase MCL positions and pay bonuses.				
9/17/18	The principal will participate in a "Community of Practice" to deepen her understanding of analyzing quality of task and providing feedback to teachers.	Complete 06/05/2020	Stephanie Rakes	06/08/2020
<i>Notes:</i>				

9/29/19	The principal will participate in job-embedded coaching with New Leaders to grow in leadership areas, including building & monitoring systems that transform schools.	Complete 06/05/2020	Stephanie Rakes	06/30/2020
<i>Notes:</i>				
8/31/17	The principal will visit at least 6 classrooms weekly and provide feedback to teachers. When necessary, the principal and/or MCLs will model lessons for teachers.		Stephanie Rakes	01/20/2021
<i>Notes:</i> This action step was interrupted due to COVID-19				
9/29/19	The principal will provide feedback to teachers in face-to-face coaching cycles focused on creation/using grade-level, standards-aligned tasks daily.		Stephanie Rakes	06/10/2021
<i>Notes:</i> This action step was interrupted due to COVID-19				
<b>Implementation:</b>				
<b>Evidence</b>	12/6/2016 This will be updated			
<b>Experience</b>	12/6/2016 This will be updated			
<b>Sustainability</b>	12/6/2016 This will be updated			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Vandalia uses student achievement data as well as Teacher Working Conditions survey data to provide appropriate professional development to staff. Student achievement dipped in 2017-18, so in 2018-19 additional job-embedded coaching days were purchased, an additional PLC was been added, and an extended (90-min) PLC was added twice monthly. In order to reduce the number of office referrals, we increased the number of guidance lessons students participate in monthly, as well as scheduled family-teacher conferences at alternate locations in an effort to increase participation. Title I funds were used to provide math standards alignment PD in early August for all staff, onboarding PD was provided for 19 new staff members, and funds were allocated for additional PD for members of the ILT. Additional Title I funds were used to purchase instructional materials, as well as technology for data analysis. We utilized our Canvas course to provide differentiated PD for staff based on interest and needs. These adjustments resulted in increased student achievement, including an almost 2pt gain in EVAAS growth. We met EVAS growth in both reading and math. However, we are still identified as a low-performing school and hold a school performance grade of "D." As a result, we used federal funds to purchase 3 Multi-Classroom Leaders (MCLs) and will utilize their expertise to provide intense, differentiated support to all K-5 teachers.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		Full implementation would be evidenced by the alignment of student data with allocation of resources, use of support staff (teacher assistants, tutors, etc.), creation of master schedule and effective instruction. Teachers would regularly use data trackers to provide evidence of progress toward mastery of goals.		Stephanie Rakes	06/30/2021
<i>Actions</i>			18 of 19 (95%)		
	8/31/17	Principal and SBLT will use end-of-year (EOY) Reading 3D data and EOG data in creating the master schedule.	Complete 08/14/2017	Stephanie Rakes	08/14/2017



	<i>Notes:</i> Prior to winter break, the SBLT will analyze available data to determine if the master schedule needs to be adjusted. Such adjustments may include increasing small group reading in a particular grade level, or use of push in tutors for a particular subject.			
8/31/17	The SBLT will review the proposed Title I budget to determine if funding is allocated to support student achievement.	Complete 08/14/2017	Stephanie Rakes	08/14/2017
	<i>Notes:</i>			
8/31/17	Following the closing of the beginning of year (BOY) Reading 3D window, as well as the conclusion of IRLA testing, teachers will create small, flexible skill groups to provide research-based interventions. They will progress monitor to determine effectiveness. Teachers will use their PLC time to discuss, group and problem-solve in order to best meet students' needs.	Complete 10/06/2017	Erica Weaver	10/08/2017
	<i>Notes:</i> This action step will be repeated at the end of each assessment window.			
8/31/17	ELA teachers in grades 3-5 will participate in literacy coaching with our ARC Executive Coach in order to improve student proficiency. Our data in 2016 shows that almost half of our students are not reading on grade level.	Complete 05/10/2018	Staci Benoy	05/10/2018
	<i>Notes:</i>			
8/31/17	Teachers in second, fourth and fifth grades will be supported in initial implementation of Eureka math through online modules and support from GCS Curriculum & Instruction when available. Our fourth and fifth grade data indicates that less than 30% of our students meet basic proficiency in mathematics.	Complete 06/08/2018	Erica Weaver	06/08/2018
	<i>Notes:</i> We need to include second grade summative data.			
9/17/18	Principal and SBLT will use end-of-year (EOY) Reading 3D data and EOG data in creating the master schedule.	Complete 07/02/2018	Stephanie Rakes	07/01/2018
	<i>Notes:</i>			
9/17/18	The SBLT will review the proposed Title I budget to determine if funding is allocated to support student achievement.	Complete 08/09/2018	Stephanie Rakes	08/09/2018
	<i>Notes:</i>			
9/17/18	ELA teachers in grades 3-5 will participate in literacy coaching with our ARC Executive Coach in order to improve student proficiency. Our data in 2017 shows that almost 75% of our students are not reading on grade level.	Complete 09/12/2018	Stephanie Rakes	09/12/2018
	<i>Notes:</i>			

9/17/18	Teachers in K-5 will be supported in initial implementation of Eureka math through online modules and job-embedded support from Great Minds/Eureka.	Complete 09/26/2018	Brandi Turner	09/26/2018
<i>Notes:</i>				
9/14/17	Teachers will use the GCS-provided data analysis protocol to determine instructional needs based on interim assessment data.	Complete 10/31/2018	Brandi Turner	10/31/2018
<i>Notes:</i>				
9/17/18	Following the closing of the beginning of year (BOY) Reading 3D window, as well as the conclusion of IRLA testing, teachers will create small, flexible skill groups to provide research-based interventions. They will progress monitor to determine effectiveness. Teachers will use their PLC time to discuss, group and problem-solve in order to best meet students' needs.	Complete 10/31/2018	Brandi Turner	10/31/2018
<i>Notes:</i>				
9/29/19	Using available BOY data, teachers will create small, flexible skill groups to provide research-based interventions. They will progress monitor to determine effectiveness. Teachers will use their PLC time to discuss, group and problem-solve in order to best meet students' needs.	Complete 12/02/2019	Stephanie Rakes	12/02/2019
<i>Notes:</i>				
9/29/19	The SBLT will review MOY data to determine how to best utilize any remaining funding to determine if funding is allocated correctly to support student achievement.	Complete 01/31/2020	Stephanie Rakes	02/02/2020
<i>Notes:</i>				
3/12/20	Using Title I funding, one ELA and one math day-time tutor will be hired for 16 hrs/week from March-June 2020, focused on support students with unfinished learning. (A1.05, B3.01, D1.02)	Complete 02/24/2020	Stephanie Rakes	02/20/2020
<i>Notes:</i>				
9/29/19	Core teachers will complete a survey providing feedback on effectiveness and next steps for job-embedded support provided by MCLs.	Complete 03/02/2020	Stephanie Rakes	03/02/2020
<i>Notes:</i>				
9/14/17	Using an online walk-through form, the principal & MCLs will collect information about lesson plan delivery, including standards-aligned, grade-level tasks to provide information to the SBLT to guide decision making around school improvement and professional development needs. ((A1.01, A1.02, A2.01, A3.03)	Complete 03/02/2020	Stephanie Rakes	03/02/2020
<i>Notes:</i>				

9/29/19	Core teachers will participate in a survey to provide feedback on effectiveness of support provided by GCS technical partners.	Complete 04/02/2020	Natalie Hopkins	04/02/2020
<i>Notes:</i> This action step was interrupted due to COVID-19				
9/29/19	The SBLT will review EOY data and the proposed Title I and CSI budgets to determine if funding is allocated to support student achievement.	Complete 06/17/2020	Stephanie Rakes	05/01/2020
<i>Notes:</i> This action step was interrupted due to COVID-19				
9/14/17	Teachers will bring student data to each PLC meeting in order to adjust current curriculum pacing, reteaching and enrichment strategies for students.		Stephanie Rakes	06/08/2021
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. At Vandalia, procedures are in place for rewarding and evaluating staff. However, the system for recruiting and replacing staff members need to be redesigned and implemented.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		Staff turnover rate will decrease and all positions will be filled throughout the school year. Additionally, 95% of Vandalia staff will indicate on the 2020 TWCS that "Vandalia is a good place to work."		Stephanie Rakes	07/01/2021
<i>Actions</i>			4 of 7 (57%)		
	9/29/19	Core teachers will be supported daily in all areas by a Multi-Classroom Leader (MCL) who will differentiate PD based on teacher and student needs.	Complete 09/02/2019	Stephanie Rakes	09/01/2019
<i>Notes:</i>					

9/29/19	Staff will be recognized monthly as the "Staff Member of the Month" and presented with a certificate and glass apple at Morning Meeting. Staff will be selected by their peers as demonstrating the character trait of the month.	Complete 09/27/2019	Stephanie Rakes	09/27/2019
<i>Notes:</i>				
3/12/20	All staff will participate in an electronic mid-year TWCS, focused on items found on the GCS Scorecard.	Complete 02/24/2020	Natalie Hopkins	02/28/2020
<i>Notes:</i>				
3/12/20	SBLT will analyze the mid-year TWCS data and identify what the school is currently doing to support the items identified, what can be done in the 19-20 sy, and what action items can be added for the 20-21 sy.	Complete 03/02/2020	Natalie Hopkins	03/02/2020
<i>Notes:</i>				
9/29/19	Certified staff will be observed and evaluated based on the appropriate evaluation cycles and information will be recorded in NCEES based on the GCS timeline.		Stephanie Rakes	06/10/2021
<i>Notes:</i>				
9/29/19	Classified staff will receive formal feedback on performance annually from the principal.		Stephanie Rakes	06/10/2021
<i>Notes:</i>				
9/14/17	Teachers will participate in differentiated professional development based on their individual needs, as well as serve as facilitators for sessions for their peers based on their strengths.		Stephanie Rakes	07/31/2021
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parent support and communication has been an area of concern for many years. We are still working on finding ways to improve parent participation. We typically have had a fair amount of parent involvement at the beginning of the year. However, parent involvement continues to be an area that we would like to see improved, including an active PTA. On 10/2/17, at our first PTA meeting for the year, there were 48 parents, compared to only 8 parents attending last school year. As of August 1, 2019, we do not have a functioning PTA Board, and we are actively seeking parents who would like to serve in this capacity. We have created alternate meeting locations (Brown Rec Center & local motel) for first quarter family/teacher conferences. We will continue to send home a weekly ConnectEd message in both English and Spanish, as well as our weekly folder on Wednesdays.	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		When this objective is being fully met at Vandalia, we will have at least 60% of our parents participating in school events. The events will include our curriculum nights, student performances, town halls, parent-teacher conferences, etc. It is our hopes that improved parent participation will aid in increasing student achievement.		Stephanie Rakes	06/11/2021
<i>Actions</i>			16 of 18 (89%)		
9/20/16	Host a Fall Festival inviting all of the community to school to participate in games, activities, and fellowship		Complete 10/21/2016	Dondrill McFarland	10/14/2016
<i>Notes:</i> All teachers will have a booth at the festival					
9/20/16	We will host our Books and Blankets Event in which parents come to the school with the students and hear stories and visit themed classrooms.		Complete 03/02/2017	Erica Weaver	03/02/2017
<i>Notes:</i>					
9/20/16	We will host a Student-Led conference event in which teachers will provide dinner in their classroom and discuss with parents things that are going on in the classroom		Complete 04/06/2017	Dondrill McFarland	04/06/2017
<i>Notes:</i> We must have a PD on Student-Led conferences					
9/20/16	Host a Vandalia Talent Show and invite community members to be judges.		Complete 05/04/2017	Doris Russell	04/28/2017
<i>Notes:</i> The Vandalia Talent Show was held on May 4th.					

9/20/16	We will partner with the Guilford Parent Academy to host three parent involvement workshops	Complete 12/06/2016	Claretta Witherspoon	05/31/2017
<i>Notes:</i> We have hosted one GPA workshop thus far (Boys will be Boys). We have a Literacy workshop scheduled for 1/12/17 and in February.				
9/14/17	Host a Fall Festival for families that includes games, prizes and food, as well as information about how to support learning during the fall and winter breaks.	Complete 10/27/2017	Karen Page	10/27/2017
<i>Notes:</i>				
8/31/17	In connection with our Faith Partner, Moriah UMC, we will offer a book exchange box outside the front of the school with bookmarks to support parents in reading to/with their children.	Complete 05/01/2018	Ena Wood	01/02/2018
<i>Notes:</i> The Media Specialist will use books donated by Moriah UMC in 2016 to launch the book exchange box.				
9/17/18	Provide an Interpreter for Open House to assist Spanish-speaking families with meeting teachers and completing forms.	Complete 08/25/2018	Liza Lopez	08/25/2018
<i>Notes:</i>				
9/20/16	Ensure parents receive a weekly Connect-Ed call that updates them on school news.	Complete 12/06/2016	Stephanie Rakes	08/25/2018
<i>Notes:</i> Parents receive Connect-Eds as needed (Average 5 times a month with general information).				
9/17/18	We will partner with the Guilford Parent Academy to host three parent involvement workshops.	Complete 05/31/2019	Ena Wood	05/30/2019
<i>Notes:</i>				
8/31/17	Utilize Facebook and Twitter to promote school activities to families and community members.	Complete 06/07/2019	Stephanie Rakes	06/08/2019
<i>Notes:</i> Information about upcoming events will be posted on our school Facebook page, as well as promoting positive events within the school. The media specialist, social worker and principal all have access to post to the Facebook account.				
8/31/17	Provide an Interpreter for Open House to assist Spanish-speaking families with meeting teachers and completing forms.	Complete 08/25/2017	Liza Lopez	08/21/2019
<i>Notes:</i>				
9/29/19	Host a Winder Wonderland Festival inviting all of the community to school to participate in games, activities, and fellowship	Complete 12/16/2019	Annie Benson	02/03/2020
<i>Notes:</i>				

9/29/19	Host a student-led conference event providing dinner, information about curriculum and allow students time to discuss with their families the things they are learning.	Complete 05/30/2020	Natalie Hopkins	05/30/2020
<i>Notes:</i> This action step was interrupted due to COVID-19				
9/29/19	Partner with the Guilford Parent Academy to host three parent involvement workshops, focused on curriculum and SEL.	Complete 05/30/2020	Natalie Hopkins	05/30/2020
<i>Notes:</i> This action step was interrupted due to COVID-19				
8/31/17	Generate a weekly ConnectEd message for parents in both English and Spanish and post them on the Vandalia homepage.	Complete 06/08/2018	Stephanie Rakes	06/08/2020
<i>Notes:</i> ConnectEd messages will be sent every Sunday evening with information for the coming week, beginning on August 27th.				
10/26/20	During remote learning, teachers continue to use electronic apps (BLOOMZ, Class Dojo), Google voice, social media sites, newsletters, Canvas announcements & inbox message and emails to communicate with families.		Monica Weathers	12/08/2020
<i>Notes:</i>				
10/26/20	Remote family conferences were held for 1st & 3rd quarter.		Alyson Clements	04/13/2021
<i>Notes:</i>				



Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Vandalia families receive a weekly automated phone call and email with weekly announcements from the principal. We currently have active Facebook and Twitter accounts that provide information and celebrations almost daily. Our GCS web page is also updated weekly to provide information to stakeholders. Teachers provide information to families through various outlets, including class newsletters, Class Dojo, Remind, emails, and other apps. All students in K-2 have a "Weekly Wednesday Folder" provided by the school that allows the school to send home important information on a designated day.</p> <p>We provide face-to-face meetings at school almost monthly, including events from the Guilford Parent Academy and in-house created events.</p>	Limited Development 09/29/2019		
<i>How it will look when fully met:</i>		When this objective is fully implemented, we will utilize social media, electronic communications (apps, email, and web pages) to communicate with all stakeholders.		Annie Benson	06/30/2021
<b>Actions</b>			<b>6 of 7 (86%)</b>		
3/12/20	The school will provide a ConnectEd phone & email message weekly with information for the upcoming week (E 2.02)		Complete 09/01/2019	Stephanie Rakes	09/03/2019
<i>Notes:</i>					
3/12/20	In partnership with GPA, we will host district-wide parent event for MTSS implementation.		Complete 03/13/2020	Liza Lopez	03/19/2020
<i>Notes:</i> This action step was interrupted due to COVID-19					
3/12/20	To increase understanding of state assessments, we will offer a parent event on March 30, 2020, focused on understanding the format, content and time restraints on the EOGs. We will also provide families with literacy, math and science materials for at-home practice. (E1.10)		Complete 03/13/2020	Liza Lopez	03/30/2020
<i>Notes:</i> This action step was interrupted due to COVID-19					
3/12/20	Using Title I funds, to promote family engagement in math instruction, we will offer a family session on May 5, 2020.		Complete 05/05/2020	Natalie Hopkins	05/05/2020
<i>Notes:</i> This action step was interrupted due to COVID-19					

3/12/20	To promote higher literacy engagement, we will offer 4 literacy nights throughout the school year (Oct, Jan, April & June) (E1.09)	Complete 06/10/2020	Annie Benson	06/10/2020
<i>Notes:</i> This action step was interrupted due to COVID-19				
9/29/19	Create a school-based Instagram account to communicate information and celebrations.	Complete 03/13/2020	Aja Thomas	08/02/2020
<i>Notes:</i>				
9/29/19	Train all staff in updating classroom web pages and utilize them as a way to communicate with stakeholders.		Annie Benson	10/02/2021
<i>Notes:</i>				