

Comprehensive Progress Report

Mission: Vandalia Elementary School's mission is to teach students to practice responsibility as well as 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:**
- By June 30, 2025, Vandalia Elementary School will increase its proficiency by 3% in ELA as measured by the North Carolina End of Grade Test scores.
 - ATTENDANCE GOAL: By June 30, 2025, Vandalia Elementary School will decrease chronic student absences (10% or more of days enrolled) from 37% in 2023-24 to 34% in 2024-25. a. Create strong relationships between students and teachers by ensuring every student has an adult mentor in each building. b. Using tardy and absentee data to locate at-risk students and developing a plan with the family to improve attendance c. Use positive reinforcement to improve student attendance
 - By June 2025, teachers will develop small group plans and provide specific instructional/interventions to ALL tiers of students based on verified data in the areas of academics, behavior and social-emotional needs (FAM-S #35).
 - By June 2025, Vandalia Elementary School will increase Math proficiency by 3% as measured by North Carolina End of Grade Test Scores.
 - By June 2025, Vandalia Elementary School will increase Science proficiency by 3% as measured by North Carolina End of Grade Test scores.
 - By June 2025, Vandalia Elementary School will decrease loss of instructional days from 48-43.



Core Function:			Domain 1: Turnaround Leadership		
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency		
		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
Initial Assessment:			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	
			Priority Score: 2 Opportunity Score: 3 Index Score: 6		
How it will look when fully met:			Full implementation will entail teachers coming to PLCs with identified pre-work completed (preliminary data analysis from baseline and common formative assessments), ready to analyze grade-level tasks, plan units of instruction, and assign students to remediation groups. Teachers and MCLs will be involved in consistent dialogue about student progress towards mastery of grade-level standards. PLC minutes and lesson plans will reflect 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.	Objective Met 09/25/23	Dr. Calandra Davis
Actions					
	10/25/21	SIP Committees will meet monthly to focus on action items aligned to SIP goals to engage families, increase student achievement and decrease office referrals.	Complete 12/20/2021	Stephanie Rakes	12/07/2021
<i>Notes:</i>					
	9/14/21	All teachers will participate in 90-min specials once weekly, as well as at least one 45-min session weekly. Teachers will work with MCLs and instructional support staff to engage in data analysis, extended planning and deliberate practice. (Restart Budget flexibility, CSI, Title I funded)	Complete 01/11/2022	Natalie Hopkins	01/11/2022
<i>Notes:</i> ongoing from 2020-2021					
	10/19/22	Use Title I funds to purchase an MCL 2 position.	Complete 07/30/2022	Stephanie Rakes	07/30/2022
<i>Notes:</i>					

9/28/19			Admin Team will create a classroom walk-through tool to collaborate on high-leverage coaching moves for individual teachers. (Title I, CSI & Restart funding for MCLs)	Complete 08/30/2023	Dr. Calandra Davis	08/30/2023
Notes:						
Implementation:				09/25/2023		
Evidence			9/25/2023 https://forms.gle/DSE4bsChi8qFuz7z7			
Experience			9/25/2023			
Sustainability			9/25/2023			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			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.	Objective Met 11/29/22	Dr. Calandra Davis	06/08/2020
Actions						
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
Notes:						
Implementation:				11/29/2022		
Evidence			11/29/2022			
Experience			11/29/2022			
Sustainability			11/29/2022			

	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
Initial Assessment:			The School Improvement Team meets twice per month; a full team meeting on the first Tuesday 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. While we had had some challenges with finding family/parents who will actively participate on this team, we were able to secure parent and grandparent, Kizzy Robinson, as a member of the school leadership team.	Limited Development 09/12/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			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.	Objective Met 03/21/23	Dr. Calandra Davis	06/30/2023
Actions						
	8/31/17	Utilize the first Tuesday of each month for Committee members to discuss progress toward SIP goals.		Complete 12/31/2022	Dr. Calandra Davis	11/29/2022
Notes:		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.				
	9/29/19	SIP Committees will meet on the third Tuesday of each month to address school initiatives. The full school leadership team meets on the first Tuesday of the month to review progress toward SIP goals and revise action steps if necessary.		Complete 12/30/2022	Dr. Calandra Davis	12/31/2022
Notes:		Occasionally, we swap Tuesdays to accommodate other meetings/responsibilities.				
	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 02/07/2023	Dr. Calandra Davis	12/31/2022
Notes:						
Implementation:				03/21/2023		

<i>Evidence</i>	6/21/2017 The completed self-assessment provides evidence of the completion of this objective.			
<i>Experience</i>	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.			
<i>Sustainability</i>	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:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
<i>Initial Assessment:</i>			The principal and the multi-classroom leaders (MCLs) will provide timely feedback to teachers evidenced through lesson plan feedback, formal & informal observations as well as walk-throughs. The principal and the MCLs 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 during PLC conversations. This support will further refine teacher practice in order to ensure students are receiving high quality instruction that is aligned to state standards and will ultimately assist the school in losing its CSI designation. Accordingly, a portion of Title I (CSI) funds was used to purchase an MCL 2 position. Because the school lost its CSI designation based on the 2021-2022 state assessment data and became a TSI school for the 2022-2023 school year, a special request was made of district office personnel to divert the PRC 195 funds from educational field trips to the retention of the MCL 2 position for the remainder of the 2022-2023 school year. The request was approved.	Limited Development 09/12/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>			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 time in classrooms weekly and providing teachers with quality feedback based on walkthroughs, lesson plans, and/or PLC data. Consequently, our overall math, reading and science proficiency will increase by at least 3 percentage points at the end of the 2023-2024 school year. 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. This feedback will increase teacher effectiveness and ultimately student achievement, thereby aiding the school in losing its TSI designation.		Dr. LaToy Kennedy	06/30/2025
<i>Actions</i>				0 of 2 (0%)		
	9/20/16	The principal will visit classrooms and provide immediate feedback through walkthrough documents, notes, and/or emails.			Dr. LaToy Kennedy	06/30/2025

Notes: This is occurring weekly.

9/29/19 The MCLs will provide feedback to teachers in face-to-face coaching cycles focused on creation/using grade-level, standards-aligned tasks daily.

MCLs

06/30/2025

Notes: MCLs will meet with teachers weekly.

Implementation:

Evidence

12/6/2016
This will be updated

Experience

12/6/2016
This will be updated

Sustainability

12/6/2016
This will be updated

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Within the 2024-25 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by using our PRC 195 and Restart funds to pay for various positions. Part of the YDC salary is paid for by Title I funds.</p> <p>Nine months of this teacher assistant (TA) position will be paid for out of Title I funds and one month of that same TA position will be paid out of PRC 195 funds to support the classes of the two partial release MCLs during non-core academic times so that they may provide coaching and instructional support to teachers.</p>	Limited Development 10/30/2023		
How it will look when fully met:			Support staff will cover all classes one to two times per month so the MCLs can provide coaching support to teachers outside of their core direct instructional times. A schedule will be developed and implemented by each support staff on the designated days with scheduling. The MCLs will maintain a coaching log and/or meeting minutes for their interactions with the teachers they support.		Yvette Spratling	06/30/2025
Actions				0 of 2 (0%)		
	10/30/23	Hire an MCL II (Restart funds) and two (2) partial MCL I's (Title I for the differential and state funds for the teaching component of the salary) to provide instructional coaching support to K-5 teachers for the 2024-25 school year.			Dr. LaToy Kennedy	06/30/2025
Notes:						
	10/30/23	Retain our youth development coordinator for the 2024-2025 school year to work with community partners to explore summer opportunities to support students in leadership, academic and sports, increase family engagement opportunities, and implement various leadership/character development opportunities for students during the academic school year. Point 5 of the YDC salary will be paid for by Communities in Schools, .4 of his salary will be paid for using Title I funds, and one month (.1).			Cecil Lake	06/30/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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
Initial Assessment:			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		
How it will look when fully met:			Staff turnover rate will decrease and all positions will be filled throughout the school year.		Angelia Higgins	06/30/2025
Actions				7 of 8 (88%)		
	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. (Restart, Title I and CSI budgets)		Complete 08/16/2021	Stephanie Rakes	09/01/2021
Notes:						

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 09/24/2021	Stephanie Rakes	09/27/2021
<i>Notes:</i>				
10/7/21	All staff will participate in an electronic mid-year TWCS, focused on items found on the GCS Scorecard.	Complete 01/17/2022	Aja Thomas	01/20/2022
<i>Notes:</i>				
10/19/22	Use of Restart flexibility and Title I funds to hire a third-grade math teacher to minimize class sizes.	Complete 08/15/2022	Dr. Calandra Davis	08/15/2022
<i>Notes:</i>				
10/19/22	Use of Restart flexibility to hire and retain an emergency licensed kindergarten teacher for the 2022-2023 school year.	Complete 08/29/2022	Dr. Calandra Davis	08/29/2022
<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.	Complete 06/10/2023	Dr. Calandra Davis	06/10/2023
<i>Notes:</i> Completed per NCEES				
9/29/19	Classified staff will receive formal feedback on performance annually from the principal.	Complete 06/10/2023	Dr. Calandra Davis	06/10/2023
<i>Notes:</i>				
7/24/23	Staff will be given the opportunity for more leadership roles within the building, a greater voice in decision-making, and increased opportunities for professional development.		Vevine Cooper	06/30/2025
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development		
Effective Practice:			Practice 2B: Target professional learning opportunities		
	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
<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	Limited Development 09/12/2016	

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 EVAAS 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.

During the 2022-2023 school year, with the loss of CSI funds, funding for one (3-5 ELA) of our two MCL positions was lost. Thus, to save the position and continue to provide the same level of coaching support for teachers, funds were reallocated as follows for that position:

20% - CSI, 18% - Title 1, 47% - PRC 195 funding, and 15% - Local Unrestricted Supplies and Materials

Her differential was reallocated as follows:

20% - CSI and 80% - Title I

Restart funds were used to employ the other MCL for 3-5 math in 2022-2023.

Our MCLs meet weekly with their grade level team teachers to provide teachers coaching support and discuss students whose attendance is of concern. That information is shared with the attendance committee in order to implement strategies and afford students incentives for meeting attendance goals

For the 2023-2024 school year, federal funds were used to purchase one full MCL II position and pay the differential for two partial release MCL I positions. The MCL II position will be paid for using Restart funds. The differential of the MCL I positions will be paid for using Title I funds. The teacher aspect of the MCL I positions will be paid for using the state allocation for teacher positions. Nine months of a teacher

	assistant (TA) position will be paid for out of Title I funds and one month of that same TA position will be paid out of PRC 195 funds to support the classes of the two partial release MCLs during non-core academic times so that they may provide coaching and instructional support to teachers.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	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.		Dr. LaToy Kennedy	06/30/2025
Actions		7 of 8 (88%)		
2/8/21	Use Restart Budget Flexibility to provide professional development on coaching, leadership and data driven practices for Public Impact (quarterly) to MCLs.	Complete 08/02/2021	Stephanie Rakes	08/03/2021
<i>Notes:</i>				
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. (Restart, Title I and CSI funding)	Complete 11/15/2021	Stephanie Rakes	11/15/2021
<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 12/13/2021	Stephanie Rakes	12/02/2021
<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 01/31/2023	Stephanie Rakes	01/31/2022
<i>Notes:</i>				
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 06/30/2023	Dr. Calandra Davis	05/01/2022
<i>Notes:</i> This action step was interrupted due to COVID-19				

7/24/23	In 2022-2023 used the following (20% - CSI, 18% - Title 1, 47% - PRC 195 funding, and 15% - Local Unrestricted Supplies and Materials) to fund an MCL for grades 3-5 ELA and classroom incentives to address absenteeism. In 2022-2023 used Restart funds to employ an MCL for 3-5 math,	Complete 09/30/2022	MCLs	09/30/2022
<p><i>Notes:</i> MCLs meet weekly with their grade level team teachers to discuss students whose attendance is of concern. That information is shared with the attendance committee in order to implement strategies and afford students incentives for meeting attendance goals.</p> <p>Due to the loss of CSI funds in 2022-23, funds were reallocated as follows to maintain one of the MCL positions:</p> <p>20% - CSI, 18% - Title 1, 47% - PRC 195 funding, and 15% - Local Unrestricted Supplies and Materials</p>				
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 03/20/2023	Dr. Calandra Davis	03/20/2023
<i>Notes:</i>				
9/26/23	In 2024-2025 use Restart flexibility to fund a tutor for 19 hours/week til May, 2025. Title I funds were used to pay for an extra day for PE Coach to support small group instruction and SEL support.		Dr. LaToy Kennedy	06/30/2025
<i>Notes:</i>				
Implementation:		09/26/2023		
Evidence	<p>9/26/2023</p> <p>Mrs. Hopkins remained on staff for the entirety of the 2022-2023 school year as a MCL II. The school's budget and NCEES evaluations reflect this.</p>			
Experience	<p>9/26/2023</p> <p>MCL II position was paid, using federal funds. With the loss of CSI funds, the SBLT voted to use PRC 195 to help fund the position. The breakdown of her position was as follows:</p> <p>20% - CSI</p> <p>18% - Title 1</p> <p>47% - 195 funding</p> <p>The breakdown of her MCL differential was as follows:</p> <p>20% - CSI</p> <p>80% - Title I</p>			

Sustainability			9/26/2023 Reallocation of funding for the 2023-2024 school year to maintain coaching support for staff. Thus, to supplement this particular position, there are two partial release MCL I's for the 2023-2024 school year. Accordingly, their teacher salary is paid for through state funds, and their MCL differential is paid for through Title I funds.			
Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		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
Initial Assessment:			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, Eurka 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/as applicable in math customize informal assessments to closely monitor student progress and adjust their instruction.	Limited Development 09/28/2019		

<p>How it will look when fully met:</p>	<p>All teachers can easily reference individual student progress toward not only grade-level standards, but also any preceding standards requiring mastery when necessary. Teachers have data notebooks (either printed or electronically) and support staff have access in order to support all students during RIME time. RIME times span grade levels to allow for flexible grouping based on current needs. Weekly PLCs are focused on student achievement using multiple data points. Additionally, students track their progress toward master of standards, and are able to communicate it with their teachers and families during family conferences.</p> <p>Daily whole-group lesson plans include support strategies for students based on data, as well as small group lesson plans that utilize research-based strategies, including progress monitoring.</p> <p>Vandalia has a staff of very hard-working teachers. However, their efforts within the classroom are not targeted, which has impeded the school's ability to increase student achievement across all grade levels in all subjects. In order to remedy this problem and thus, lose the TSI designation, teachers will implement cycles of continuous improvement in reading and math. Each instructional unit will be precipitated by a baseline assessment to inform instruction. Daily informal assessments (ex: exit tickets) will be given to students to determine mastery of content on a daily basis in order to inform instruction and determine instructional groupings during intervention/ Remediation, Intervention, Maintenance and Enrichment (RIME) Time. A common assessment will be administered at the end of each unit to determine mastery.</p>		Cecil Lake	06/30/2025
Actions		6 of 8 (75%)		
2/25/22	Include protected RIME time for each grade level in the master schedule.	Complete 07/26/2021	Stephanie Rakes	07/30/2021
<i>Notes:</i> This action step will occur each summer for the upcoming year.				
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 09/13/2019	Natalie Hopkins	09/14/2021
<i>Notes:</i>				
10/7/21	Teachers will participate in FastBridge training to progress monitor the bottom 20%.	Complete 02/24/2022	Hillary Rimel	01/11/2022
<i>Notes:</i>				

10/7/21	Used Restart flexibility during the Restart PD weeks in Oct 2021 and Feb 2022 for staff to analyze data to determine best next instructional steps.	Complete 03/01/2022	Dr. Calandra Davis	03/01/2022
<i>Notes:</i>				
12/8/20	Staff will use the GCS attendance form to document students who are chronically absent.	Complete 05/03/2021	Stephanie Rakes	04/13/2022
<i>Notes:</i>				
12/7/20	Students in K-5 will participate in NWEA MAP growth assessment to provide baseline data in reading and math.	Complete 05/20/2022	Stephanie Rakes	05/10/2022
<i>Notes:</i>				
10/7/21	Teachers will create an effective way to share the data with their students and support them in tracking their successes. MCLs (funded by Title I) will support teachers during the process.		Cecil Lake	06/30/2025
<i>Notes:</i> This action item will be shared among all three MCLs (Higgins, Lake & Spratling)				
10/19/22	MCLs (funded by Title I) will provide teachers with professional learning necessary to Implement cycles of continuous improvement in reading and math for the 2024-25 school year.		Yvette Spratling	06/30/2025
<i>Notes:</i> Teachers & MCLs will meet for 90-minute planning twice per month.				

	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
Initial Assessment:			<p>In 2021-2022 all teachers will focus on providing differentiated core instruction, as well as using research-based strategies in tier II for students, including differentiated supports from CKLA, and differentiated strategies from Eureka Math. Special Education teachers will continue to use research-based strategies (Number Worlds & ISPIRE) 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		
How it will look when fully met:			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.		Derrick Johnson	06/30/2025
Actions				22 of 24 (92%)		
	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 08/16/2021	MCLs	08/16/2021
<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. (Title I funding)		Complete 08/16/2021	Aja Thomas	08/16/2021

	Notes: 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 08/31/2021	Liza Lopez	08/30/2021
	Notes:			
9/14/21	Teachers will engage students in small group instruction daily during RIME or small group time.	Complete 11/05/2021	Stephanie Rakes	11/05/2021
	Notes:			
9/29/19	Tier III Behavior Supports: Students who are not responding to supports will be referred to school-based mental health therapists.	Complete 12/07/2021	Aja Thomas	12/07/2021
	Notes:			
9/14/21	Teachers will share their daily schedule with guardians.	Complete 12/07/2021	Alyson Clements	12/07/2021
	Notes:			
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 01/10/2022	Hillary Rimel	01/06/2022
	Notes:			
9/14/21	After two absences, homeroom teachers will contact guardians to determine why the student is absent and when they will return. Contact information will be recorded on the documents provided by the social worker.	Complete 01/10/2022	Stephanie Rakes	01/11/2022
	Notes:			
9/14/21	After 3 points of contact within 5 days, the homeroom teacher will email the social worker and school counselor. Those individuals will contact the guardian.	Complete 01/10/2022	Aja Thomas	01/11/2022
	Notes:			
9/14/21	After 10 absences, social worker will do a home visit to provide support for families.	Complete 01/10/2022	Liza Lopez	01/11/2022
	Notes:			
10/26/20	Train EC teacher, MCL and at least 2 math teachers in use of Number Worlds. (CSI, Title I and Restart funding)	Complete 02/08/2022	Natalie Hopkins	02/08/2022
	Notes:			
10/26/20	Teachers will use iStation, Waterford, Eureka math topic/module assessments, CKLA mid & summative unit assessments to determine which students need supplemental supports.	Complete 02/08/2022	Haley OBrien	02/09/2022
	Notes:			

9/29/19	Tier II Behavior Supports: School Counselor, YDC, Social Worker and School Psych will work with small groups of students weekly who need additional support in following behavior expectations and SEL. (Title I funding)	Complete 03/07/2022	Aja Thomas	03/07/2022
<i>Notes:</i> Tier II groups will be flexible as students master skills. Used Title I funds to purchase .5 YDC position.				
9/14/21	All teachers will be trained in Fast Bridge in order to progress monitor effectively.	Complete 03/07/2022	Natalie Hopkins	03/07/2022
<i>Notes:</i>				
10/26/20	Progress monitoring will occur to track academic progress as a result of using Waterford (K-2), Eureka exit tickets & Number Worlds, Amplify for K-3 and 3-5 CKLA supplemental & remediation guide. Check in during PLCs on student progress. (CSI, Title I and Restart funding)	Complete 03/07/2022	Stephanie Rakes	03/09/2022
<i>Notes:</i>				
9/23/20	Train all math teachers and interventionists in Number Worlds.	Complete 03/14/2022	Natalie Hopkins	03/20/2022
<i>Notes:</i>				
9/14/21	Teachers will use a data tracker to determine individual student progress toward mastery of skills & standards in math. Teachers will use the Amplify system to track progress K-3; in grades 4-5 ELA teachers will use a similar data tracker based on skills and standards. Teachers will bring their data to PLCs to guide small group plans.	Complete 04/15/2022	Natalie Hopkins	04/07/2022
<i>Notes:</i>				
9/14/21	Vandalia staff will provide information sessions for guardians about the importance of good attendance and being on time and staying all day.	Complete 05/20/2022	Aja Thomas	05/10/2022
<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.	Complete 05/20/2022	MCL	05/10/2022
<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 identified data points to monitor progress toward reading standards and formative assessments provided by Eureka.	Complete 05/20/2022	MCLs	06/11/2022
<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.				

7/24/23	In 2022-2023 used Restart flexibility to add 8 extra days to the student calendar to focus on ELA instruction	Complete 08/26/2022	MCLs	08/08/2022
<i>Notes:</i> The first day of school for students at Vandalia was 8/15/2022 while the first day of school on the traditional calendar was 8/29/2022.				
10/26/20	SBMH is operating to support students who were receiving services prior to school closure.	Complete 11/21/2022	Aja Thomas	11/12/2022
<i>Notes:</i> Mrs. Thomas has completed 4 referrals this school year.				
9/14/17	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.		Cecil Lake	06/30/2025
<i>Notes:</i> Mrs. Higgins (1st & 3rd), Mr. Lake (2nd & 4th) and Mrs. Spratling (K & 5th)				
9/23/20	Instructional Teams use student learning data and the district-provided Standard Treatment Protocol (STP) to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01)		Angela Higgins	06/30/2025
<i>Notes:</i> Mrs. Higgins (1st & 3rd) Mr. Lake (2nd & 4th) and Mrs. Spratling (K & 5th)				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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
<i>Initial Assessment:</i>			In 2019-2020, Vandalia will create a new SIP Committee that will focus on student culture & 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 & 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).	Limited Development 08/31/2017		

<p>How it will look when fully met:</p>	<p>Students are consistently displaying the appropriate behaviors as outlined through PBIS, as well as holding each other accountable for following the social contracts and school-wide expectations. Students are able to manage their emotions, problem solve social situation, be respectful and communicate effectively. Teachers model expected student behaviors, and provide reoccurring instruction of the standards for success.</p> <p>Employ a youth development coordinator (YDC) to provide weekly leadership classes, increase family/community engagement and reduce overall discipline incidents by reinforcing school norms with students. Point 5 (.5) of the youth development coordinator's (YDC)'s salary will be funded through Title I funds (CSI) for both the 2021-22 and 2022-23 school years. The remainder of his salary is paid for by Communities in Schools. For the 2023-24 school year, .5 of the YDC salary will be paid for by Communities in Schools, .4 of his salary will be paid for using Title I funds, and one month (.1) of the YDC's salary will be paid for using PRC 195 funds.</p>		Sadie Bynum	06/01/2026
Actions		8 of 10 (80%)		
9/28/19	The newly formed SIP Committee (Student & School Culture) meeting schedule is created.	Complete 08/16/2021	Stephanie Rakes	08/01/2021
<i>Notes:</i>				
2/8/21	MCLs will provide job-embedded coaching to staff in improving classroom culture and a positive learning environment through the use of Capturing Kids' Hearts strategies and engaging instructional practices. (Title I, Restart funding). A1.07, A. 4.01, C2.01	Complete 08/16/2021	Annie Benson	08/01/2021
<i>Notes:</i> Funding for MCL II will be through Title I funding; MCL I will be funded through CSI funds. Salary differentials will be paid through Restart, and Title I funds.				
2/8/21	Fund Youth Development Coordinator to provide weekly leadership classes, increase family/community engagement and reduce overall discipline incidents by reinforcing school norms with students. (Restart/CSI Funding).	Complete 08/02/2021	Christopher Martin	08/20/2021

<i>Notes:</i>				
2/8/21	Teachers will complete a class social contract & teach students the procedures from CKH (time out, check & foul) and will also introduce the 4 questions for redirecting inappropriate behaviors.	Complete 09/01/2021	Aja Thomas	09/03/2021
<i>Notes:</i>				
9/29/19	All teachers will display classroom community agreements and have explicitly modeled and taught classroom behaviors (A2.17).	Complete 09/03/2021	Stephanie Rakes	09/13/2021
<i>Notes:</i>				
10/25/21	Complete EEAs for 4 people for the Excellent Academy. (Title I, CSI & Restart funding). A 1.07, A. 4.01	Complete 01/03/2022	Aja Thomas	12/07/2021
<i>Notes:</i>				
2/3/20	Create lessons/resources for the Excellent Academy. (Restart budget flexibility)	Complete 01/10/2022	Aja Thomas	01/09/2022
<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.				
10/7/21	Teachers will complete a class social contract & teach students the procedures from CKH (time out, check & foul) and will also introduce the 4 questions for redirecting inappropriate behaviors.	Complete 01/17/2022	Aja Thomas	01/20/2022
<i>Notes:</i>				
10/25/23	Fund a youth development coordinator to increase family engagement opportunities (ex. staff liaison for the PTA, organizer for Skate Nights, etc.) and implement various leadership/character development opportunities for students (student council advisor, Paw Patrol facilitator, Boys Group leader, etc.)		Christopher Martin	06/30/2025
<i>Notes:</i> Point 5 (.5) of the youth development coordinator's (YDC)'s salary will be funded through Title I funds (CSI) for both the 2021-22 and 2022-23 school years. The remainder of his salary is paid for by communities in Schools. For the 2023-24 school year, .5 of the YDC salary will be paid for by Communities in Schools, .4 of his salary will be paid for using Title I funds, and one month (.1) of the YDC's salary will be paid for using PRC 195 funds.				
9/9/22	Get staff trained on PBIS and implement the process to fidelity.		Canise Wade	06/01/2026
<i>Notes:</i> Use Restart calendar flexibility to provide professional learning to staff on PBIS during the 2021-2022 school year.				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Vandalia Elementary will continue to use Core Knowledge Language Arts (CKLA) for K-5 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 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 2022-2023 instructional focus was identifying clear criterion for mastery of grade-level standards and providing aligned tasks for all students every day. In 2023-2024 while identifying clear criterion for mastery of grade-level standards and providing aligned tasks for all students every day remains our instructional focus, we are also being very intentional about ensuring students meet mastery objectives. We are doing this by implementing cycles of continuous improvement, remediating and reassessing students who do not meet mastery objectives.	Limited Development 08/01/2016		
How it will look when fully met:			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. Eight additional teacher workdays were added to the 2021-22 and 2022-23 school years that adjusted the instructional calendar to advance student learning through additional content exposure.		Angelia Higgins	06/30/2025
Actions				12 of 13 (92%)		
	9/16/17	K-5 teachers & MCLs will analyze BOY data to determine effectiveness of Tier I and Tier II instruction and adjust instruction accordingly. (CSI, Title I and Restart funding)		Complete 10/11/2021	Stephanie Rakes	10/12/2021
<i>Notes:</i>						
	9/29/19	Teachers & MCLs will analyze interim assessment data to determine standards requiring reteaching and create skill groups. (CSI, Title I and Restart funding)		Complete 01/17/2022	Natalie Hopkins	01/06/2022
<i>Notes:</i>						

10/7/21	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. (CSI, Title I and Restart funding)	Complete 01/17/2022	Stephanie Rakes	01/11/2022
<i>Notes:</i>				
12/5/18	Teachers will analyze MOY data to reevaluate skill groupings and possible IST cases	Complete 02/08/2022	Stephanie Rakes	02/08/2022
<i>Notes:</i>				
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 03/11/2022	Natalie Hopkins	03/06/2022
<i>Notes:</i>				
9/23/20	Small group ELA, math and science 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. (CSI, Title I and Restart funding)	Complete 03/11/2022	Natalie Hopkins	03/11/2022
<i>Notes:</i> Teams will use data to identify students' progress toward goals.				
9/23/20	In 2022-23 use CSI, Restart and Title I funding to employ an MCL to implement data driven instructional practices that involve: 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.	Complete 03/07/2022	Natalie Hopkins	03/11/2022
<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. (CSI, Title I and Restart funding)	Complete 03/14/2022	Natalie Hopkins	03/30/2022
<i>Notes:</i>				
9/17/18	Teachers will analyze EOY interim assessment data to determine standards requiring reteaching and create skill groups.	Complete 04/15/2022	Natalie Hopkins	05/10/2022
<i>Notes:</i>				
9/17/18	Teachers & MCLs will participate in job-embedded coaching visits with our educational partners (TNTP and Eureka). (CSI, Title I and Restart funding)	Complete 05/30/2023	Dr. Calandra Davis	06/10/2023
<i>Notes:</i>				
10/19/22	Use Restart calendar flexibility to extend the school for the 2021-2022 and 2022-2023 school years.	Complete 06/13/2023	Dr. Calandra Davis	06/13/2023

Notes: In 2022-23 added extra student days to the start of the school year in order to provide students with additional content exposure in math and ELA.

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. (Title I, CSI & Restart funding)	Complete 06/30/2023	Dr. Calandra Davis	06/30/2023
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Notes:

9/17/18	ILT members will do focused classroom walkthroughs to gather data to inform future professional development, supports for teachers and PLC topics.		Mary Fuller	06/30/2025
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Notes: Our current ILT Team members include: Dr. Kennedy, Ms. Edwards, Mrs. Higgins, Mr. Lake, Mr. Rogers and Mrs. Spratling.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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
Initial Assessment:			<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 & 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 & July.</p>	No Development 08/31/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			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.		Dr. LaToy Kennedy	06/30/2025
Actions				3 of 5 (60%)		
	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 04/01/2022	Aja Thomas	05/05/2022
Notes:						
	8/31/17	Transition Pre-K students into kinder classrooms by scheduling visits during core instruction.		Complete 05/16/2022	Mary Fuller	05/18/2022
Notes:						
	9/29/19	PreK families will participate in "Moving Up Day" activities that prepare students and families for kindergarten.		Complete 06/07/2022	Mary Fuller	06/08/2022
Notes:						

3/12/20	We will explore opportunities for students to visit NCA&T and other nearby post secondary schools.		Taylor Daye	05/30/2025
<i>Notes:</i>				
9/29/19	YDC will work with community partners to explore summer opportunities to support students in leadership, academic and sports to enhance skills in preparation for future learning.		Christopher Martin	06/30/2025
<i>Notes:</i>				
Implementation:		09/29/2019		
Evidence	5/2/2018 We have sign in sheets of the parent meetings and Travel Tracker information for the Allen Middle field trip.			
Experience	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.			
Sustainability	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:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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
Initial Assessment:			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	
How it will look when fully met:			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.		Derrick Johnson	06/30/2025
Actions				9 of 10 (90%)		
	2/8/21	Employ YDC to provide weekly leadership lessons as well as reinforce practices in Capturing Kids' Hearts to reduce discipline incidents and improve overall school culture. (Restart/CSI funding)		Complete 08/02/2021	Stephanie Rakes	08/20/2021
Notes:						

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 08/31/2021	Aja Thomas	09/07/2021
<i>Notes:</i>				
1/8/19	Support YDC in determining small-group needs for students who need support in SEL. (Restart/CSI Funding)	Complete 11/09/2021	Aja Thomas	11/09/2021
<i>Notes:</i> Used Title I funds to purchase .5 YDC position.				
8/31/17	School Counselor, YDC and Social worker will provide small groups to 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. (CS/Restart funding)	Complete 12/13/2021	Aja Thomas	12/07/2021
<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 12/13/2021	Aja Thomas	12/07/2021
<i>Notes:</i>				
10/25/21	As an alternative to OSS for non-violent offenses, students will participate in Vandalia's "Excellence Academy" where they will relearn and practice correct responses to situations and complete work missed. (CSI, Title I and Restart funding)	Complete 01/03/2022	Haley OBrien	12/07/2021
<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 01/10/2022	Sidnell Harris	01/11/2022
<i>Notes:</i>				
5/27/20	The School Counselor will check in with students who were receiving School-Based Mental Health (SBMH) services.	Complete 01/10/2022	Aja Thomas	01/11/2022
<i>Notes:</i>				
10/7/21	Employ YDC to provide weekly leadership lessons as well as reinforce practices in Capturing Kids' Hearts to reduce discipline incidents and improve overall school culture. (Title I)	Complete 07/01/2021	Stephanie Rakes	06/30/2022
<i>Notes:</i>				

11/27/19	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms (A4.22).		Dr. LaToy Kennedy	06/30/2025
<i>Notes:</i>				
Implementation:				
Evidence	4/5/2017 Evidence: Resource guide, copy of presentation and materials, and copy of the IST and Needs Identification documents.			
Experience	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.			
Sustainability	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.			

		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
Initial Assessment:			Vandalia families receive a weekly automated phone call and email conveying announcements from the principal. We currently have active Facebook, Instagram & Twitter, and school/class DoJo 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, emails, and other apps. We also hold quarterly family engagement nights.	Limited Development 09/29/2019		
How it will look when fully met:			When this objective is fully implemented, we will utilize social media, electronic communications (apps, email, and web pages) to communicate with all stakeholders. Families will become actively engaged in decision making, and members of PTA.		Sheronda Simpson	06/30/2025
Actions				6 of 7 (86%)		
	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

Notes:				
9/29/19	Train all staff in updating classroom web pages and utilize them as a way to communicate with stakeholders.		Kristin Cole	12/01/2024
Notes: 2024-25 school year - Mr. Lake and Mrs. Cole will support the staff in setting up their respective webpages.				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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
Initial Assessment:			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		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			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.	Objective Met 07/24/23	Dr. Calandra Davis	06/30/2023
Actions						
8/31/17			Utilize Facebook, Instagram and Twitter to promote school activities to families and community members.	Complete 08/20/2021	Aja Thomas	08/20/2021
Notes:				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.		

9/17/18	Provide an Interpreter for Open House to assist Spanish-speaking families with meeting teachers and completing forms.	Complete 08/12/2021	Liza Lopez	08/25/2021
<i>Notes:</i>				
9/20/16	Ensure parents receive a weekly Connect-Ed (in English & Spanish) that updates them on school news, and use Class Dojo to increase communication.	Complete 08/23/2021	Stephanie Rakes	08/25/2021
<i>Notes:</i> Parents receive Connect-Eds as needed (Average 5 times a month with general information).				
10/7/21	Actively recruit community members &/or guardians who will serve on the PTA Board	Complete 01/10/2022	Liza Lopez	01/11/2022
<i>Notes:</i>				
10/7/21	Offer family conferences at least 1st & 3rd quarters (remote and in-person).	Complete 04/15/2022	Alyson Clements	04/05/2022
<i>Notes:</i>				
10/19/22	Employ a youth development coordinator to work with families in re-establishing the Parent Teacher Association (PTA). In both the 2021-22 and 2022-23 school years .5 of the position was/is funded through Title I funds.	Complete 07/30/2022	Stephanie Rakes	07/30/2022
<i>Notes:</i> The youth development coordinator worked with families to get the PTA recertified during the 2021-22 school year. Prior to that it lost its authorization because the PTA did not file taxes. The youth development coordinator is now working with the PTA to schedule family engagement as well as fundraising events. So, thus far for the 2022-23 school year, there was a PTA sponsored yard sale on October 8, 2022. It is also hosting a Family Fun Night at Skateland USA on November 1, 2022. There are presently 42 members of the school's PTA.				
9/20/16	Using Title I funds, hosted family engagement nights once per month during the 2021-22 school year. During the 2022-2023 using Title I funds to host family engagement nights once per quarter.	Complete 05/19/2023	Dr. Calandra Davis	06/30/2023

Notes: Parent Engagement nights were held once per quarter:

Open House - 8/12/2022
 Title I Night - 9/29/2022
 Literacy Festival - 11/10/2022
 Black History Wax Museum - 2/23/2023
 Vandalia's Next Big Thing Talent Show - 5/19/2023

Implementation:			07/24/2023		
Evidence		7/24/2023 Flyers, parent communications, and emails			
Experience		7/24/2023 Held parent enengagement nights events for the 2022-2023 school year as detailed in the notes section of this objective.			
Sustainability		7/24/2023 Continue to hold quarterly parent night events.			
	E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Title I funds from Supply, materials and parent engagement will be used for a Book study for parents and staff for the 24-25 School year.	Limited Development 10/25/2024		
How it will look when fully met:		Parents and staff will read the book and discuss how we can apply strategies to promote social and emotional well-being for our students.		Geraldine Cox	06/30/2025
Actions			0 of 1 (0%)		
	10/25/24	Staff and parents will complete a book study.		Geraldine Cox	06/30/2025
Notes:					