

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, 2026, 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, 2026, Vandalia Elementary School will decrease chronic student absences (10% or more of days enrolled) from 32.5% in 2024-2025 to 29.5% in 2025-26. a. Create strong relationships between students and teachers by ensuring every student has an adult mentor in each building. b. Using tardy and absentee date 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 2026, 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 #25).

By June 2026, Vandalia Elementary School will increase Math proficiency by 3% as measured by North Carolina End of Grade Test Scores.

By June 2026, Vandalia Elementary School will increase Science proficiency by 3% as measured by North Carolina End of Grade Test scores.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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.		Canise Wade-Morris (voted in 2023)	06/30/2026
Actions				1 of 2 (50%)		
	8/31/17	Teachers will meet for PLCs in the PLC room every weekly while their students are at Specials.(CSI, Title I and Restart funding)		Complete 08/23/2021	MCLs	09/04/2021
<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. (CSI, Title I and Restart funding).			MCLs	06/30/2026
<i>Notes:</i>						
Implementation:				03/12/2020		
<i>Evidence</i>			10/8/2018 10/8/2018: PLC meeting minutes can be provided.			
<i>Experience</i>			10/8/2018 10/8/2018: Teachers are utilizing their 90-minute structure 2x monthly to discuss student data and instructional practices.			
<i>Sustainability</i>			10/8/2018 10/8/2018: Teachers will need to continue to meet, protecting the time from other duties/projects.			
Core Function:			Domain 2: Talent Development			

Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent	Implementation Status	Assigned To	Target Date
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)			
<i>Initial Assessment:</i>			<p>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.</p>	Limited Development 09/12/2016		

How it will look when fully met:	<p>We will utilize our Teacher Leaders next year for Staff PD. The following have already been named:</p> <p>Ms. Bynum-Infinite Campus</p> <p>Ms. Simpson-Canvas</p> <p>Mrs. Cox- Writing & Amplify Boost (along with Mrs. Spratling)</p> <p>Mrs. Foye-Thinking Maps (Dr. Kennedy, Mrs. Cox are certified as well</p> <p>Ms. Cooper (3-5) and Ms. Bynum (K-2)-Anchor Charts</p> <p>Mr. Rogers- Readworks (Connected to Amplify)</p> <p>Ms. Daye & Mrs. Harris (SEL)</p> <p>Wiggins & Lake (PBIS)</p> <p>Daye, Cole, Wiggins & Spratling-Morning Show</p>	Add Actions	Vevine Cooper (voted in 2023)	06/30/2026
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
<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 09/24/2021	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	06/30/2026
<i>Notes:</i> Record PD Dates				

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
<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, Eureka 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>		<p>Cecil Lake (voted in 2023)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>7 of 8 (88%)</p>		
<p>2/25/22</p>	<p>Include protected RIME time for each grade level in the master schedule.</p>	<p>Complete 07/26/2021</p>	<p>Stephanie Rakes</p>	<p>07/30/2021</p>
<p><i>Notes:</i> This action step will occur each summer for the upcoming year.</p>				
<p>9/28/19</p>	<p>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.</p>	<p>Complete 09/13/2019</p>	<p>Natalie Hopkins</p>	<p>09/14/2021</p>
<p><i>Notes:</i></p>				
<p>10/7/21</p>	<p>Teachers will participate in FastBridge training to progress monitor the bottom 20%.</p>	<p>Complete 02/24/2022</p>	<p>Hillary Rimel</p>	<p>01/11/2022</p>
<p><i>Notes:</i></p>				

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>				
10/19/22	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.	Complete 06/12/2025	Yvette Spratling	06/30/2025
<i>Notes:</i> Teachers & MCLs will meet for 90-minute planning twice per month.				
We were able to complete this action step.				
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	06/30/2026
<i>Notes:</i> This action item will be shared among all three MCLs (Cox, Lake & Spratling)				

	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.		Geraldine Cox (voted in 2024)	06/30/2026
Actions				23 of 24 (96%)		
	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
Notes:						
	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:			
9/14/21	Teachers will share their daily schedule with guardians.	Complete 12/07/2021	Alyson Clements	12/07/2021
	Notes:			
9/29/19	Tier III 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:			
9/29/19	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.	Complete 06/12/2025	Cecil Lake	06/30/2025
<i>Notes:</i> Mrs. Higgins (1st & 3rd), Mr. Lake (2nd & 4th) and Mrs. Spratling (K & 5th) We offered PD throughout the year to assist teachers with understanding data.				
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)		Geraldine Cox	06/30/2026
<i>Notes:</i> Mrs. Cox (#rd-5th ELA) Mr. Lake (Kindergarten and 2nd) and Mrs. Spratling (1st and 3rd-5th Math).				

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

<p>Initial Assessment:</p>	<p>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).</p>	<p>Limited Development 08/31/2017</p>		
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<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>		<p>Sadie Bynum (voted in 2023)</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>9 of 10 (90%)</p>		
<p>9/28/19</p>	<p>The newly formed SIP Committee (Student & School Culture) meeting schedule is created.</p>	<p>Complete 08/16/2021</p>	<p>Stephanie Rakes</p>	<p>08/01/2021</p>
<p><i>Notes:</i></p>				
<p>2/8/21</p>	<p>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</p>	<p>Complete 08/16/2021</p>	<p>Annie Benson</p>	<p>08/01/2021</p>
<p><i>Notes:</i></p>	<p>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.</p>			
<p>2/8/21</p>	<p>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).</p>	<p>Complete 08/02/2021</p>	<p>Christopher Martin</p>	<p>08/20/2021</p>

<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.)	Complete 06/12/2025	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. We did have the YDC Coordinator but his salary was mostly from Title I and the remaining of the PRC 195 funds.				
9/9/22	Get staff trained on PBIS and implement the process to fidelity.		Cecil Lake	06/30/2026

Notes: Use Restart calendar flexibility to provide professional learning to staff on PBIS during the 2021-2022 school year.

We will incorporate PBIS back into our school for the 25-26 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.		Taylor Daye (voted in 2024)	06/30/2026
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	06/30/2026
<i>Notes:</i> We will incorporate PD so teachers are able to display this concept more in their classrooms.				
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.			

Core Function:		Domain 4: Culture Shift		
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals		
	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
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 (voted in 2024)	06/30/2026
Actions			0 of 1 (0%)	
10/25/24	Staff and parents will complete a book study.		Geraldine Cox	06/30/2026

Notes: Teachers were able to complete the Book Study, Five Love Languages for Children. We will incorporate the parents in the 25-26 School year.