

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	48	36	84
1	38	35	73
2	29	37	66
3	44	36	80
4	48	42	90
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	207	186	393

4. Racial/ethnic composition of the school:
- 12 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2016	393
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish

7. Students eligible for free/reduced-priced meals: 68%
Total number students who qualify: 267

8. Students receiving special education services: 26 %
104 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>10</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>12</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>34</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>9</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	31
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2009

15. In a couple of sentences, provide the school's mission or vision statement.

To increase student achievement by providing a positive, safe learning environment where dedicated teachers have high expectations, provide rigorous academic instruction and support the development of the whole child.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Vandyke Elementary is known locally as the “School by the Lake” because it is situated on the shores of beautiful Trout Lake in northern Minnesota. The unique geographic location of the school adjoining the lake, forest, and school garden encourages outdoor environmental learning.

Vandyke school has a long history of Blue Ribbon (2009) and Minnesota School of Excellence (1996, 2004) recognition for student achievement. Vandyke Elementary School students continue to perform at a rate significantly higher than the state of Minnesota average on math and reading accountability tests.

Vandyke serves students grades K-4 with a free and reduced rate of 67 % and an identified special education population that exceeds 25%. In order to meet the needs of this high-risk student population the following targeted strategies have been put in place to reduce the achievement gap and support our diverse learners.

Vandyke teachers meet weekly in Professional Learning Communities (PLCs). Through PLC's, teachers collaborate in grade level teams and as a whole faculty as they delve into new reading/math curriculum, develop standards-based report cards, study the effects of poverty on students, and implement the Marzano teacher growth model with a focus on goals/scales/tracking student progress. Students as young as kindergarten at Vandyke have a clear understanding of learning goals and track their own progress in data notebooks.

Monthly data meetings allow teachers to discuss student academic/behavioral performance and plan specific intervention support. Vandyke staff use the eduCLIMBER data warehouse to monitor student academic progress, behavior, and attendance.

Technology integration through use of interactive white boards, chrome books, document cameras, and student response systems allow teachers to differentiate for the diverse learning needs of students. The Vandyke Response to Intervention Multi-Tiered System of Support (RtI/MTSS) team meets bi-weekly to support teachers in developing academic and behavioral interventions. Vandyke operates a school wide Title 1 program with highly skilled academic intervention teachers who provide support for students K-4 through benchmark assessments, guided reading groups, and customized interventions in math and reading based on student need.

Vandyke Elementary has embraced Positive Behavior Intervention and Supports (PBIS) as the foundation of expectations for students, readiness, respect and responsibility (3 R's). Research has proven that the foundation of successful learning is rooted in positive relationships, and this is especially important for students at risk that live in poverty. In addition to PBIS, staff has been trained in Responsive Classroom practices to extend this philosophy of building and fostering the classroom community, as well as the relationships amongst their students.

Marzano standards-based instructional framework, Professional Learning Communities, PBIS, RtI/MTSS, and Responsive Classroom are five evidence-based programs that Vandyke Elementary School has implemented to assist in fostering social emotional development, relationships, and high academic expectations that are at the core of student success.

Parent engagement is high at Vandyke with many opportunities for families to participate in Family Read night, FRED (Fathers Reading Every Day), Student Art show, three parent/teacher conferences held annually, Holiday music program, Trout Lake Day celebration, awards ceremony, and garden/school forest activities along with monthly Parent Teacher Committee (PTC) meetings. Students have the opportunity to participate in after school and summer programming through Boys and Girls Club, as well as, targeted services funded Learning Academy. Children's Mental Health sponsors the summer REACH program and many students from Vandyke participate in this unique program that supports student's social emotional development and provides mental health services while school is not in session.

Vandyke is fortunate to have a full time School Social Worker and a Behavior Intervention Specialist who assists families as needed by linking them to community resources and supports through a variety of human service organizations.

The Greenway Indian Education program provides invaluable support for our American Indian students with one to one tutoring. Indian Education sponsors the popular Big Buddies after school program that pairs high school age mentors with elementary students as they participate in culturally relevant, engaging, hands on activities together. Our Indian Home School Liaison connects family to school and helps by providing transportation and support for parents to be involved in their child's education.

Vandyke's unique use of resources and approach to serving its economically impoverished and isolated student population results in significant growth in math and reading for all demographic groups.

Our 2009 Blue Ribbon recognition remains a source of pride and encourages a high level of community support for our school. Local realtors share our 2009 Blue Ribbon status with prospective home buyers and this often draws families with young children to our community. Blue Ribbon recognition has also helped our school secure high-quality teachers and support staff. One recent hire chose our school over a neighboring district specifically because we have high expectations as evidenced by our previous Blue Ribbon award and our Minnesota Comprehensive Assessment (MCA) scores.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Vandyke Elementary, students receive ninety minutes of core English Language Arts instruction daily. Teachers began full implementation of McGraw Hill Reading Wonders in the fall of 2016. Reading Wonders curriculum provides standards based framework for teachers that includes whole group instruction which includes writing, grammar, spelling, vocabulary development. Small group guided instruction is determined by assessment of comprehension and fluency so that each student participates in a guided reading group that is differentiated to meet their individual needs by interacting with fiction and non-fiction texts at their instructional level.

Teachers also incorporate the CAFÉ Board (comprehension, accuracy, fluency, phonemic awareness, and expanded vocabulary development) to teach to balanced literacy elements and meet the Minnesota English Language Arts Standards (ELA).

ELA Instruction for students that are below grade level or those with an Individual Education Plan (IEP), or English Language Learners (ELL) utilizes the McGraw Hill Reading Wonders companion curriculum, Wonder Works. Wonder Works is an evidence based curriculum that supports struggling readers and writers through differentiated systematic instruction. Wonder Works provides leveled support and promotes literacy by building foundational and close reading skills while differentiating for individual student instructional needs.

Vandyke elementary core curriculum for math instruction is the EnVision math program. EnVision math is an evidence based program that is planned and designed for understanding using Dr. Grant Wiggins concept of Understanding by Design that helps teachers systematically spiral through 20 instructional topics color-coded by math strand. Teachers utilize their classroom interactive white boards, hands on manipulatives, and Chrome books to help students see the math through the EnVision math visual learning activities utilizing virtual manipulatives.

Students receive sixty minutes of core mathematics instruction daily.

Science instruction at Vandyke is based on the Minnesota science standards utilizing our wonderful environmental learning laboratories. Our school is located on the shores of Trout Lake, and adjacent to our school forest and garden, teachers have the unique opportunity to incorporate real life, hands-on learning throughout the school year in our outdoor learning laboratories. Vandyke teachers also incorporate standards based SEELA science kits and Super Science by Scholastic in classroom instruction. MN Science standards are included in the Reading Wonders materials. Teachers use a Reading Wonders correlation chart to integrate science standards and instruction as they teach English language arts. Science is also taught through a block schedule several times per week to allow for additional time with hands-on activities and exploration of our outdoor learning labs.

Minnesota standards are the foundation of social studies instruction at Vandyke. Teachers utilize a variety of print material including Scholastic News for real world events, Studies Weekly that includes a standards-based newspaper and online interactive content. Teachers use a Reading Wonders correlation chart to integrate social studies standards and instruction as they teach English language arts.

2. Other Curriculum Areas:

Vandyke Elementary school offers specialist area instruction for students beyond our core academic curriculum in English Language Arts and Mathematics.

Students are introduced to musical concepts and terms through hands-on experiences and guided experimentation. They are encouraged to learn through doing and this includes singing, instrumentation, and composition. Vandyke employs an Orff and Kodaly trained music teacher, and music is demonstrated as an

extension of everyday activities and students learn that music can be a lifelong skill. A highlight of our music instruction is our annual Holiday Program with over 1,200 family and friends packing the historic Greenway Auditorium with friends and family of our celebration.

Art instruction at Vandyke is delivered through a unique partnership with our local 3,2,1 Art Studio. The National Association of Elementary School Principals recently recognized our Vandyke art program with a Crayola Champion Creativity grant and a feature story in Principal Magazine.

Artists from 3,2,1 Art Studio and Vandyke teachers collaborate to develop lessons using the Minnesota Art Standards as the foundation for instruction. Students experience a variety of media as they paint, draw, sculpt, and create. Students learn about different artists and often incorporate other content areas such as math or science into their art projects. The highlight of our art program is our annual visual art show in May.

Physical education at Vandyke is offered thirty minutes a day, three times per week for all students. Our goal for physical education instruction is for students to have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We promote movement by creating an environment that is positive, fun, develops team work, sportsmanship, and cooperation. Physical education instruction is based on the National Physical Education standards and the Minnesota Benchmarks. Starting in the fall of 2018 Vandyke will transition to the new Minnesota Physical Education Standards released in February of 2018.

Technology plays an important role in the daily instruction of students at Vandyke. Kindergarten students participate in computer basics classes that allow them to learn the parts of a computer, how to navigate using the keyboard and mouse, and proper care of technology. In grades 1-4 students use the Type to Learn program online to develop their keyboarding skills. All students participate in digital citizenship lessons taught by the school social worker and classroom teachers.

Students in Kindergarten and first grade have classroom access to touch screen Chrome books that they use for online educational content in reading, math, science, and social studies.

Vandyke students in grade 2, 3, and 4 utilize 1:1 Chrome books daily to interact with online content, take assessments, research and prepare presentations.

Vandyke students have two libraries that they access on a regular basis. The library in our media center holds a collection of leveled books that students check out on a weekly basis. In addition to our own building library, our classrooms also visit the historic Carnegie library across the street where they have access to the entire collection of the Arrowhead Library System. Vandyke Academic Intervention teachers have also been able to establish a leveled book room that all classrooms access for multiple copies of the same text for literature circles and guided reading groups.

Vandyke elementary teachers, school social worker, behavior intervention specialist and Children's Mental Health staff provide regular ongoing instruction and skill building that encourages positive social emotional development. Students learn about feeling identification, conflict resolution, emotion regulation, calming strategies, and kindness.

For the 4th year in a row, Vandyke is a Kindness Certified school as a result of our participation in completing acts of kindness throughout Kindness Week. The week kicks off with a student led assembly and kind deeds are tracked by classroom teachers. Kindness week 2018 students completed 3,736 acts of kindness.

All students at Vandyke Elementary receive consideration for gifted programming through a screening process. The CogAt that is administered in the spring of a student's third grade year is one of the multiple measures taken in to consideration as a student is formally identified.

The gifted education model is that of a continuum of services based on student strengths and learning needs. The RtI framework uses student education data and research based practices to plan instruction and responds flexibly to meet the unique needs of each learner.

3. Instructional Methods, Interventions, and Assessments:

Instructional methods at Vandyke Elementary School center around the definitions we have created together for Learning Sciences International five pillars of rigor. The definitions and what it looks like in our classrooms guide our rigor walks, peer observations, and peer coaching between teachers.

Conditions for learning: building relationships with students and colleagues, welcoming environment, everyone at school focuses on working as team, peer coaching, classroom visits, and instructional rounds: What does this look like in our classrooms? Morning meeting, greeting students coming off the bus and in hallways, PBIS activities and events, cooperative group activities, collaboration, safe, support for social emotional development.

Standards based student evidence; alignment between learning target, performance tasks, student evidence of learning: What does this look like in our classrooms? Exit tickets, white boards, Kahoot and other technology response systems, reference to "I Can Statements" as part of instruction, and focus wall.

Organizing students to achieve the standard; student centered with rigor, partner work, teaming, and intentional grouping of students: What does this look like in our classrooms? peer editing or review of each other's work, intentional grouping for oral language or academic groups, swapping students with another teacher, using technology to organize, stations, partner with someone with like interest to compare and contrast work, book discussion groups, environment and table groupings, deliberate, organized, and planned activities that provides an opportunity for students to practice and move to higher depth of knowledge.

Monitoring to take action within a lesson; adaptations, methods of monitoring, moment to moment adjustments: What does it look like in our classrooms? Content is appropriate for various ability levels, differentiation, back up and re-teach for clarity, needs based environmental change ups, use of student white boards, teacher listening and observing activities and work discussion, proximity, self-assessment check in, student work completed, exit/entrance tickets.

Tracking student progress toward standards; data notebooks, graphing, formative and summative assessment: What does it look like in our classrooms? Student data tracking for math facts, spelling, fluency, sight words, and standards based assessments, adults are tracking behaviors, math and reading assessments, quick checks

K-4 students identified as performing below grade level based on multiple measures of assessment are provided intervention in the identified area of need for the purpose of accelerating student growth. When needed additional diagnostic assessments may be completed to identify appropriate instructional match for student interventions.

In Tier I, interventions are provided by the classroom teacher in the regular classroom with support from an academic intervention teacher. Interventions are based on data gathered from STAR testing, end of unit math and reading tests, and benchmark testing.

Progress is monitored by the classroom teacher using oral reading fluency and/or early literacy skills probes.

In Tier II, standardized interventions are provided by an academic intervention teacher in a small group setting (4-5 students) for 30 minutes, 4 times a week. This setting provides more time, explicitness, focus, and more opportunities for students to respond. This intervention is in addition to Tier I supports provided by the classroom teacher. Progress is monitored by the reading basic skills and oral reading fluency or early literacy skills probes.

In Tier III, instruction is intensely focused and is an individually tailored instructional program to meet student individual needs. Interventions are provided by an academic intervention teacher in a 1:1-2 setting for 30 minutes, 3 times a week. This intervention is in addition to Tier II supports in a small group setting and Tier I supports provided by the classroom teacher.

Progress is monitored by the classroom teacher or academic intervention teacher using oral reading fluency and/or early literacy skills probes.

Parents are notified and encouraged to be involved in the process whenever a student requires intervention support.

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive. The supplemental reading curriculum most frequently used is Houghton Mifflin Wonder Works.

Vandyke collaborates with programs in our community to support additional intervention methods for students. Examples of this collaboration are the Minnesota Reading Corps program that provides trained AmeriCorps members to provide supplemental reading intervention to students and Foster Grandparents Program through Lutheran Social Service.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Vandyke Elementary School staff provides a positive, supportive culture for students by focusing on the individual needs of each child. What motivates and engages the learner are of prime importance to classroom, special education, and academic intervention teachers. Teachers use this knowledge to differentiate and personalize the educational experience for every student. Differentiation is a key strategy that allows students to feel connected to their learning.

School culture is critical to student academic achievement. Positive Behavior Intervention and Supports (PBIS) at Vandyke are reinforced in our 3R'-s: Readiness, Responsibility, and Respect. Teachers, paraprofessionals, bus drivers, custodial and kitchen staff have all been trained in PBIS and work together to encourage positive student behavior utilizing special certificates, tickets, time with activity incentives, and other forms of special recognition. PBIS recognition extends to staff through positive messages staff write to each other on a regular basis. These messages are displayed on the "Staff Shout Out" bulletin board. Each week a drawing is held and the lucky staff winner claims a traveling trophy and a coveted parking spot close to the building. This parking spot is especially valuable throughout the long winter months when high temperatures frequently remain below zero.

Small things make a big difference related to school climate at Vandyke. Morning is an important time for our students as many of them have a long bus ride to school. Students are greeted as they come off the bus and teachers facilitate a morning meeting that allows students to "check in" and build relationships each day. Morning announcements provide positive messages, jokes, brain teasers, birthdays, and news of our school community that provide a sense of connection for everyone in the building.

Vandyke School culture is also unique because so many staff have a vested interest in the academic success of our students. More than half of the staff at Vandyke currently have or have previously had children attend our school and twenty-seven of the staff at Vandyke graduated from the Greenway School District. We celebrate "Greenway Pride" every Friday dressed in our school colors green and white.

School climate can best be described in the words of Mrs. Jones third grade class poem written on March 9, 2018.

Vandyke

Very awesome place
Amazing students
Number one school
Determined kids
Yes, we love it here
Kindness matters
Everyone is welcome

2. Engaging Families and Community:

Vandyke Elementary School staff believes that family and community engagement is critical to student success. Rather than host a traditional open house in the fall, Vandyke teachers hold a personalized welcome back conference with each student and their parent/guardian to build the bridge between home and school right from the start of the school year. Two additional parent/teacher conferences are held in November and March. Grade 4 students lead their own conference in March and present a portfolio of their work, a power point project, self-reflection statements, and their personal goals related to Minnesota Comprehensive Assessments (MCA) in reading and math.

Many family events are held throughout the school year with a high level of parent/guardian participation. Events include the annual family read night and art show, spring fling family dance, Fathers Read Every

Day (FRED) skating and stories with an important male figure, Trout Lake Day, Awards program and the Holiday music program.

Vandyke partners with the Arrowhead Library System and the Reif Performing Arts Center to provide many free theater and music programs for our students. The Vandyke Parent Teacher Committee assists with recruiting volunteers for school events and raising funds for field trips and extra supplies for teachers, and acts as in an advisory capacity for family engagement.

Community organization support for Vandyke students provide winter clothes, school supplies, back packs, holiday gifts, an angel fund that helps pay for lunch accounts, funding for our school garden, fire, boat and water safety training for students as well as a wide variety of after-school opportunities for learning and recreation.

3. Professional Development:

Vandyke elementary teachers have been active participants in Learning Sciences International (LSI) as a demonstration school for the past five years. Our Instructional Leadership team designs and leads weekly PLC activities based on the Marzano standards based instructional framework. Teachers participate in instructional rounds, peer coaching, and classroom visits on a regular basis. Three Rigor Walks are held annually and the data is reviewed by the Instructional Leadership team and at PLC with the entire faculty. Vandyke Principal and teachers create an individual growth plan annually that identifies areas of focused growth with action steps to be carried out throughout the school year. The growth plan elements selected by the teacher are the foundation of summative evaluation and peer observations.

Vandyke teachers participate in a variety of professional development workshops related to technology integration, use and analysis of student performance data through EduCLIMBER, positive behavior intervention and supports (PBIS), standards based instruction using reading and math curriculum, standards based report card development, suicide prevention, and adverse childhood experiences (ACES).

4. School Leadership:

The Vandyke Principal has a strong philosophy of shared leadership and encourages teachers to be involved in all aspects of school operations. Leadership opportunities include;

Instructional Leadership team that guides the weekly professional learning community (PLC) activities, Building Site team that meets monthly to manage safety and building related issues, Positive Behavior and Intervention Support (PBIS) team that monitors student behavioral data and implements programming for students and staff, District Technology and Staff Development teams, RtI/MTSS, Child Study, PLC data, and grade level teams.

Teachers offer input and provide leadership related to curriculum, instructional methods, parent communication, student behavior expectations, school safety, and climate.

New in the 2017-18 school year is our Grade 4 Student Leadership team. This team of dynamic students provides leadership and student voice in many aspects of our school including facilitating the student assembly for kindness week and writing thank you notes for donations to our school. Grade 4 students are also trained as Peer Mediators who help resolve conflicts between peers on our playground every day.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Vandyke Elementary School is successful in raising student achievement as a result of the many strategies we deploy to support the whole child. Arguably, the single most instrumental factor comes down to the unconditional positive regard and high expectations that our staff has of our students.

Vandyke teachers are “problem solvers” with growth mindsets who are committed to making a difference for our young learners. As a small rural school with limited resources, our Vandyke teachers are regularly presented with challenges that require out of the box thinking and creativity. This “can do” attitude and dedication to growth carries into the classroom in their work with our students.

Vandyke teachers have high expectations of every student regardless of the barriers that our students face outside of the school day. High expectations combined with teaching lifelong social emotional skills such as problem solving, conflict resolution, kindness, and emotional regulation help our students persevere through rigorous academic challenges. We have faith and believe in our students’ abilities so they in turn believe in themselves and rise to our expectations. At Vandyke Elementary students know they are strong, they are capable, and they are loved.