

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Andrea Sego

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Vandergriff Elementary School

(As it should appear in the official records)

School Mailing Address 2200 North Vandergriff Drive

(If address is P.O. Box, also include street address.)

City Fayetteville State AR Zip Code+4 (9 digits total) 72703-2219

County Washington County State School Code Number\* 7203023

Telephone 479-527-3600 Fax 479-527-3603

Web site/URL

http://vandergriff.fayar.net/pages/Vandergriff\_Elementary\_School E-mail andrea.sego@fayar.net

Twitter Handle Facebook Page <https://www.facebook.com/pages/Vandergriff-Elementary-PTO/144187375599305> Google+ \_\_\_\_\_

Blog [http://vandergriff.fayar.net/pages/Vandergriff\\_Elementary\\_School/Departments\\_Programs/Library](http://vandergriff.fayar.net/pages/Vandergriff_Elementary_School/Departments_Programs/Library) Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Paul Hewitt

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: paul.hewitt@fayar.net

Other)

District Name Fayetteville Public School District Tel. 479-444-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Tim Hudson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 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.
9. 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.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 15 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 with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	47	41	88
1	65	60	125
2	49	66	115
3	51	51	102
4	74	70	144
5	59	55	114
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	0	0	0
<b>Total Students</b>	345	343	688

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 2 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 4 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 14%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	54
(3) Total of all transferred students [sum of rows (1) and (2)]	92
(4) Total number of students in the school as of October 1	674
(5) Total transferred students in row (3) divided by total students in row (4)	0.136
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 2 %  
13 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Chinese, Mandarin, Spanish, Farsi, Hindi
8. Students eligible for free/reduced-priced meals: 10 %  
 Total number students who qualify: 70

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 11 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %  
64 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 categories.

- |                                |  |
|--------------------------------|--|
| <u>11</u> Autism               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>18</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>16</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>53</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>10</u> Mental Retardation   | <u>0</u> Visual Impairment Including Blindness |
| <u>8</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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. Please summarize your school mission in 25 words or less: Vandergriff Elementary's mission is to empower all students to reach high levels of achievement that cultivate character, foster relationships, and inspire the love of learning.

## **PART III – SUMMARY**

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Vandergriff's mission is to empower all students to reach high levels of achievement that cultivate character, foster relationships, and inspire the love of learning with the vision of providing a safe, nurturing supportive environment in which students strive for excellence emotionally, socially, and academically. Our mission and vision set high expectations that focus on the whole child. As you walk through our doors you get a real sense of community. Academics are vital to our success, but what sets us apart is a positive, student-centered, family-focused atmosphere that fosters collaboration and creativity. Our faculty and staff work together collaboratively to ensure confident students who take risks in their learning.

Fayetteville is a growing community of about 73,600 residents located in the foothills of the Ozark Mountains. Fayetteville is the third largest city in Arkansas. Our district has approximately 9,400 students on fifteen campuses. Vandergriff is one of nine elementary schools in the Fayetteville Public Schools. We are the largest elementary school in the district with 688 students in grades K-5. Next year we will celebrate our twentieth year since our inception, when we had 445 students.

Our school's theme is Be the Change. Change is inevitable, and we have encouraged our staff and students to all be the change from making a difference in another's life to being an example of good character. In an effort to be more student-centered, children lead our weekly Grizzly Rise and Shine assemblies, our daily announcements, set personal and academic goals, and take on leadership roles within their own classrooms. Students accept leadership roles serving in the wider school community as library and technology helpers, fire marshals, and book buddies to younger students.

Our leadership team attended the Leader in Me training this year and will be instrumental in leading our staff as we embark on the program with summer training and implementation in 2015-2016. Empowering leadership in our students and staff will continue to bring excellence to our school. A positive behavior support plan encompasses our GROWL rules. Students give respect, show responsibility, offer support and encourage others, watch out for safety and lead by example. They are celebrated for following our GROWL rules and showing good character.

Vandergriff is fortunate to have an outstanding PTO with over 40 active committees from our Welcome Wagon, which greets new kindergartners, to those that provide a variety of cultural art experiences for our students. It is not uncommon to find fifteen volunteers every day assisting teachers making copies or working with students in small groups. Our Grizzly Academy offers students opportunities for after school activities such as Lego club, Spanish, and archery. Parents attend curriculum nights at the beginning of the year and frequent engaging activities throughout the year. Parents join us for parent/teacher conferences twice a year, giving us 100% participation.

In 2009 we were named a National Blue Ribbon School, which is proudly displayed with signage on our website, in our lobby, and in our cafeteria. Many prospective families see or hear that we are a recipient and want to send their children to Vandergriff. Additionally, teachers want to come here to teach and be a part of our success. We take pride in being honored for this fine award. Our families, students and teachers set high expectations of maintaining high achievement. Throughout the last five years we have met or exceeded those high expectations!

Students are actively accountable for their learning. In the past five years, our classrooms have become more collaborative. Teachers are no longer the ones leading discussions; students are. Students are enabled to safely engage, freely offering opinions, thoughts, and experiences without fear of ridicule at Vandergriff. One vital characteristic of our innovative, forward-thinking school is a commitment to encourage students to take risks and not be afraid to fail. That wouldn't happen unless our teachers provided a positive learning environment. It's amazing that visitors can walk in, ask students what they are doing, and students are able to articulate their learning and its purposes. Integrated curriculum in kindergarten through fourth grade and departmentalizing in fifth grade have brought about ways to create a rigorous, relevant, and engaging instructional program. When students need extra help or advancement, interventions and enrichment occur. All these aspects of our school contribute to our success. It starts with having outstanding students, staff and

parents. Teachers and students truly love being here. Safety is number one for us. We want all of our stakeholders to feel safe coming to school, and we enjoy seeing the smiling faces that come through our doors, ready to work and learn.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Vandergriff Elementary School currently implements the Common Core State Standards (CCSS) in literacy and mathematics, while continuing to use Arkansas Science and Social Studies Curriculum Frameworks, and transitioning toward the Next Generation Science Standards. The CCSS are rigorous and require a deep level of complex thinking and problem solving by students. The goal is that all students will graduate college and are career ready as a result of learning the Common Core Standards throughout their years of schooling. A comprehensive balanced literacy approach is used at Vandergriff. Teachers are trained by the school district in Early Literacy Learning in Arkansas (ELLA) and Effective Literacy. Curriculum is aligned vertically and horizontally in order to meet the needs of diverse learners in the school. Two hours each day is allotted for explicit instruction using whole and flexible grouping. Teachers focus on shared reading, phonics, vocabulary, familiar reading, comprehension, fluency, word study, close reading, reading aloud and oral language. Levelized readers are used to meet individual needs and interest while helping to develop fluency. Phonics and word study are based on developmental needs. Teachers meet with the instructional facilitator to analyze student data and to stay current on the latest research-based ways to effectively implement literacy instruction. Data is used to drive instruction, interventions, and enrichment in the classroom. Additional approaches include a reading buddy system, book collaborations with the help of our librarians, and special literacy events such as a book character dress up day and author visits. The school community works together to help every child succeed and reach their full literacy potential. The mathematics curriculum follows the CCSS. Students are to master the mathematic strands: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry. Students are taught to integrate mathematical skills to solve real-word problems giving them practical and applicable understanding. Teachers use whole group, small group, peer group, and one-on-one approaches to educating students. Splash Math and Xtramath are used to help with fact fluency. Go Math is the adopted program that is used along with instructional theories of learning from Extending Children’s Mathematics (ECM) and Cognitively Guided Instruction (CGI). By becoming trained in ECM strategies, teachers have gained an enhanced ability to teach math for understanding by increasing their understanding of students’ mathematical thinking and development. The content focus is Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, The Number System, and Expressions and Equations as described in the CCSS for grades 3-5. By implementing CGI strategies, K-3 teachers and special education teachers are able to use a research-based framework for how elementary school children learn concepts of number and operation. ECM and CGI practices give students the ability to take ownership in the strategies that they choose to solve math problems. The eight mathematical principles are used in every lesson. Teachers assess skill levels using DreamBox reports, daily math reports, formal, and informal assessments. Math journals are kept by many students with word problems, notes, and explanations of mathematicians’ solutions to problems. iPad apps, interventionists, or DreamBox are used to help with intervention and enrichment.

Our Science curriculum uses the Arkansas Standards Framework. Vandergriff teachers use a science unit guide developed by the district for grades K-5 that meets every Arkansas standard. Students learn science vocabulary and make literacy connections by reading non-fiction text at the appropriate Lexile level. Science notebooks are used to develop comprehension of the scientific method through hypotheses, observations, questioning and data collection. Experiential learning opportunities are utilized throughout the curriculum with 20% lab and hands-on inquiry based activities. STEM Engineering units are being piloted in grades K-5 this year. Students can choose to participate in a PTO science fair. Developing a sense of community while staying family focused and student centered, students explore social studies standards through an integrated approach that follows the Arkansas Standards Frameworks. Each grade level’s units of study incorporates map skills, study of diverse, historic individuals, active citizenship, economic principles, understanding of timelines, and participation in research and all-school assemblies to honor veterans and their service to our country.

## **2. Other Curriculum Areas:**

Vandergriff Elementary strives to make each student a leader for the future. Succeeding at our mission to empower our students to reach their highest levels of achievement involves a student-centered focus. Through our additional curriculum areas including media, health and physical education, technology, art, and music, our goals are achieved in developing students by cultivating character, and fostering relationships through collaboration while inspiring a love of learning. Media: The Vandergriff library is a dynamic learning center in our school. Students and teachers use this resource to interact, connect and collaborate in various ways. Students in grades K-5 visit the library for a one-hour class on a 6-day rotation. Students may visit the library anytime during the school day to checkout or return materials, or do research. Library classes introduce essential skills and knowledge through an inquiry approach. On average, Vandergriff has one of the highest circulation numbers in the school district. Library programming promotes a culture of reading within our school community by participation in programs such as Read across America Day and the Battle of the Books contest. Book fairs in the fall and spring are a huge fundraiser for the library. The library staff does an outstanding job of supporting and fostering a love of reading for all students and staff by providing a wide array of reading materials.

Health and physical education are offered to all K-5 students 180 minutes every other week. The spectrum of skills taught through physical education ranges from basic skills of locomotor movements to more complex skills of student-created games that are taught to the entire class. Our health education focuses on fitness and nutrition, as well as recreational activities and sports. Our health and physical education offerings integrate language arts, math, and technology. In addition to traditional sports, disc golf, archery, tennis, hydration, and bike safety education are taught. Students are assessed with fitness grams and Presidential fitness tests. As physical health and mental capacity go hand in hand, teachers strive to instill an appreciation for lifelong physical activity and wellness.

Technology: A full time technology specialist provides building level technology support, ongoing training, and support for teachers lesson planning. The focus is on digital literacy which allows students to gain knowledge of the basic principles of computing devices and skills in using computer networks. Staff members integrate a variety of technological resources in their instruction. Students are engaged in keyboarding and skills, creating many digital projects including i-Movies, programming through the nationwide Code.org project, and project-based learning. Utilizing i-Touches, iPads, laptops and various apps is motivational and conducive to students' success.

Art: Our goal is for all students K-5 to develop their imaginations through art. Nurturing their development of skills through teaching about art concepts and various techniques adds to their essential skills and knowledge. Vandergriff operates on a six day schedule offering art for one hour for each class. The art teacher teaches the fundamentals and gives them plenty of practice on these skills. Students are encouraged to never give up and do their best. In the art room, students learn about past and living artists and different cultures. Fourth grade students have taken a field trip to Crystal Bridges, a premier museum of American art in Bentonville, for the last two years to add depth to their understanding and open new worlds of interest.

Music: The music program at Vandergriff helps students in all grade levels to work together to meet state and national standards through singing, dancing, moving, and playing instruments. Composing and improvising music is also a significant part of the music curriculum. Kindergarten, second and fourth grade students perform musicals for students, parents and community. We are very proud that our music teacher is National Board certified and serves as a mentor teacher through the year for upcoming educators. She collaborates with grade-level teachers to integrate content and often takes opportunities to partner with her colleagues and the community to provide above and beyond experiences for students, such as opportunities to play with guest conductors, the local symphony, or to perform at minor league baseball games. Our students also benefit from theatrical performances provided by our local art centers.

## **3. Instructional Methods and Interventions:**

Vandergriff Elementary School's mission is to empower all students to reach high levels of achievement and inspire the love of learning. Our teachers dedicate themselves to meeting the educational needs of all

students at their academic level by using differentiated instruction. Student assessment is performed three times a year using the DIBELS diagnostic test to identify learners who are at risk or not proficient in literacy. The Measure of Academic Progress (MAP) assessment is given three times a year as well. These assessments, along with teacher observation, are indicators of what a child needs instructionally. Teachers, support staff, and administrators then meet to review the data and make decisions about individuals' needs for an intervention or enrichment program. Some literacy interventions we employ are Barton, Phonics for Reading, Words Their Way, Rite Flight Fluency or Comprehension, Reading Readiness, Lexia Core 5, Alphabetic Phonic, or Writing Steps to Success. Throughout the year, teachers monitor and assess each student's academic level using Lexia reports, DreamBox, quarterly formative assessments, anecdotal notes, progress reports and benchmark tests. All data from these assessment methods are collected and used to help make instructional decisions. Enrichment may be provided through project-based learning, DreamBox, Successmaker, higher-order thinking skill implementation, or placement in our Gifted and Talented program.

Instructional decisions are continually reevaluated to provide each student with the tools for success. Our Response to Intervention (RTI) committee meets frequently to analyze data on students who need attention for their academic, social, or emotional well-being. Grade level teaching teams meet weekly to reevaluate student data and make adjustments to foster their improvement and success. These same teams meet monthly with instructional coaches and administration to reevaluate each student in intervention/enrichment and again make necessary changes to allow students to show growth in their learning. Technology is an integral component of all instruction. Educators use projection systems to aid in instruction, and students have access to iTouches, iPads, laptop and desktop computers for learning and instruction. Two computer labs are available at Vandergriff for student use of individualized instructional programs such as SuccessMaker, DreamBox, Lexia, or for research, presentations, and keyboarding skills.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Vandergriff Elementary has met all of the Adequate Yearly Progress (AYP) requirements for all applicable subpopulations. Scores of the Arkansas Benchmark Exam have proven teachers are moving students to reach higher levels of achievement. Vandergriff scores over the last five years have shown consistent achievement. This is reflected by having a higher percentage of proficient and advanced students. Fourth and fifth grade students had gains in proficient and advanced students in multiple areas the past couple of years. Fourth grade has had some significant gains in literacy the last two years. Our economically disadvantaged students scored 93% proficient and advanced this past year and then 100% the previous year. Fifth graders jumped from 55% to 82% advanced in literacy. Fifth grade also showed a huge improvement in special education, increasing from 17% to 50% advanced in literacy. Students in fifth grade for the second year are departmentalized in an effort to go deeper with CCSS and focus on explicit instruction. SuccessMaker has been used for an intervention for literacy and math. We have seen some great student gains with this on-line program. The data tables also show that Vandergriff consistently has 90% or higher of all students scoring in the proficient and advanced areas of the Benchmark exam. Over the last three years these advanced and proficient students have increased and this is related to moving to the CCSS and curriculum that delves deeper into content knowledge and understanding, better preparing students for success on these exams. The review of this data show some dips in progress due to the transition to CCSS. Content and curriculum changed and did not align with the current Benchmark exam. Vandergriff teachers continue to analyze data to improve instruction and design meaningful learning objectives for interventions and enrichment activities for each and every student to help close the achievement gap.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At Vandergriff Elementary we continuously analyze formative and summative data to determine the needs of each and every student. Data drives our instructional practices in both literacy and math. Teachers and instructional coaches analyze yearly standardized test scores as well as district quarterly assessments to determine goals for each student. Teachers and staff then plan lessons according to the needs of our students. Valuable data is collected at the beginning of the year on all students through grade-level-specific literacy and math assessments. These include MAP testing data, DIBELS, DRA, district writing samples and fluency checks. After reviewing these assessment pieces teachers plan and set goals for each student by designing intervention and enrichment groups. An Academic Improvement Plan is put in place for those students who are not meeting proficiency goals. This plan includes intensive intervention strategies implemented by the classroom teacher, literacy and math coaches, and instructional aides. Small group and one-on-one interventions are designed to meet the needs of the individual student. All interventions are research-based strategies which include activities such as SuccessMaker, Alphabetic Phonics, Earobics, DreamBox, intervention and enrichment from Go Math, Lexia, Read 180 and several more. We also have accommodated before-school interventions for students to help close the achievement gaps without missing regular classroom instruction time. Vandergriff Elementary conducts curriculum nights to share student achievement and goals. We communicate progress and test scores to parents through progress reports, report cards, parent/teacher conferences and student goal sheets. Students set both academic and personal goals twice a year. Teachers communicate with families through phone calls, email, Grizzly work take-home folders, newsletters, and other technological opportunities.

## **Part VI School Support**

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### **1. School Climate/Culture**

Vandergriff is known to be a school with a high commitment of “buy-in” among teachers, students, and parents. A feeling of safety is a constant, providing students and staff a feeling of security while in our building. Vandergriff is a positive place to be; one in which teachers want to teach, parents want to send their children, and students want to learn.

Vandergriff has a strong emphasis on character education. A new character trait is introduced each month by the principal and is taught by counselors. Reinforcement is carried out by classroom teachers, rewarding students who make positive choices with tickets and the chance to be announced at Friday morning “Rise and Shine” assemblies. Character traits such as respect, caring, determination, and teamwork are valued by presentation in music, skits and videos.

We also have a Positive Behavior Support (PBS) plan in which students are rewarded for their good choices. Fun-filled No-Strike Parties are held for students who complete the month without a behavior strike, something students find highly motivating. Vandergriff places priority on involving students in leadership through its recycling team, Geek Squad, fire marshals, and peer helpers. Our staff leadership team is excited to have been recently trained in the Leader in Me Program, which will involve students in leadership on an even greater basis.

The Grizzly Outreach Program involves counselors and parent volunteers working together to provide for the needs of all students. A local counseling agency co-partners to provide school-based therapy. Our school believes that each child’s social, emotional, and physical needs are as important as their academic ones. We are fortunate to have a school family that works together to make sure all kids are cared for and receive what they need to be successful in school.

The faculty and staff appreciate the family atmosphere enjoyed at Vandergriff. From the custodial staff to the front office, we care about one another. When we have a tough time or a tragedy, our staff and community of parents are supportive. We celebrate when our colleagues are recognized professionally. We celebrate life and holidays together, through wedding and baby showers, family swim parties, and honoring our families’ veterans on Veterans Day. Teachers and administrators work collaboratively and entertain an open door policy to create the best environment for everyone. Teachers and staff are invested in the school culture and feel rewarded as a result.

### **2. Engaging Families and Community**

At Vandergriff, we truly believe in a school-family-community relationship and we pride ourselves in the parent involvement at our school. Faculty and staff make a noteworthy effort to include students’ families in school events as well as their child’s learning. There are multiple opportunities for parents, teachers, and students to become active in our school. We host several events to build community and to raise money for our school such as the Grizzly Fun Run, school-wide dances, a fall festival, and more. We also have a Watch Dog Dad program that invites fathers and grandfathers to be on campus for a school day to enhance safety and parent involvement. We are proud of the relationship that our school has with the community. Each month a local business is our featured “spirit partner.” Our school encourages families to support this business and in return, a portion of the business’ proceeds are donated to our school. Students serve our community through canned food and clothing drives. Our annual student-led Charlie Brown Book Sale raises money for the local animal shelter. Students also have opportunities to grow and sell produce out of our school garden, and create valentines and/or letters for veterans. Additionally, there is a thriving partnership between our school, the local high school, the University of Arkansas, and John Brown University. Faculty readily opens their classrooms to students pursuing a degree in education as well as giving opportunities for high school students to mentor younger students. Other aspects of our partnership with the University of Arkansas include the Sweat Hogs wellness program, the Book Hogs reading program, college student volunteers, on-site field trips, college students fulfilling their internship

requirements and a partnership with the University of Arkansas' Spring International Language Center in which faculty from our building can host an international visiting teacher.

Our school is proud of the type of relationships we have worked hard to build among our students, their families, staff, and the community. This type of cohesive support system helps students understand that school is not all about academics. Rather, it is the support and encouragement from their families, teachers, and community members that keep them motivated to learn so that they are able to apply their knowledge to make a positive impact in their community. It is this type of learning that truly prepares Vandergriff students for the real world.

### **3. Professional Development**

The Arkansas Department of Education requires that every licensed teacher obtain 60 hours of professional development per school year. Of those 60 hours, teachers rotate every other year two hours of Parental Involvement and two hours of Arkansas History, and obtain the yearly requirement of six hours of technology. In order to stay rigorous and relevant in 21st century learning strategies, Vandergriff teachers and administrators exceed the required 60 hours. The Arkansas Department of Education and Fayetteville School District provide valuable in-service days and online courses to meet these requirements. The Arkansas Teacher Excellence and Support System (TESS) is the teacher evaluation system for the state. It requires teachers to establish a Professional Growth Plan (PGP) for the year. Bloomboard, a computer-based portfolio and communication system, is used to help teachers organize their professional development. It offers educational resources based on building needs, and helps to measure and evaluate teacher and student progress. In setting these goals, Vandergriff teachers select professional development hours that provide them with the best instructional practices within the classroom. This equips them with a wealth of research-based instructional strategies, with data gathered from summative and formative assessments to ensure student growth.

The district uses the PGPs to provide professional development that impacts the specific needs of students and teachers. Vandergriff teachers have received extensive training in literacy and math. At Vandergriff Elementary, we also use the expertise of our staff and district resources to provide professional development hours. Our Vandergriff Expo featured colleagues within our building sharing their expertise with others. Staff members provided information on current trends in education such as flipping the classroom, using Legos to teach literacy and math, and making Google docs a useful teaching tool. The art, music, and PE teachers provided information on how to incorporate activities into the classroom to help extend student learning and increase student achievement. District personnel such as the sustainability coordinator have shared ways to teach science in the outdoor classroom.

Faculty meetings are held twice a month and are used for learning, not just the required compliance issues and/or announcements. Staff shares strategies that can be used in the classroom the next day. Professional development continues throughout the school year as we are a team of lifelong learners who strive to seek new ways to meet the needs of our students.

### **4. School Leadership**

The principal and the assistant principal work seamlessly in providing a positive, non-threatening environment for both staff and students. A shared vision of continuing to maintain and excel high achievement is a top priority. The interview process involves teachers and their input. Common planning time occurs every day for our classroom teachers. Teachers meet in grade levels twice a week, one with our math or literacy coach or the principal and assistant principal. The other meeting is focused on planning curriculum. Teachers are leaders in looking at data to drive their instruction that meets the needs of all students. Shared leadership is the philosophy of the principal. Everyone is a leader! Teachers build confidence in their craft and are willing to share their knowledge. All teachers and administrators are involved in either district and/or building committees and help make decisions for our school, district and community. The leadership committee is made up of a representative from every grade level, our counselor, music teacher, principal and assistant principal. The leadership team not only leads our four

faculty committees, but they also share important information with our grade level teams. This leadership team helps make important decisions for our school, from deciding how to spend state award grant money to launching the “Leader in Me” program. The leadership team rotates every year. Staff members are a part of one of four committees that meet quarterly: technology, RtI, Climate/Positive Behavior Support Plan/Crisis, and hospitality. Teachers and classified staff are involved in these committees.

Another way we spread leadership is with colleague visits. With the expertise of our teachers, our teachers also visit other colleagues in our building to gain teaching ideas. The principal and assistant principal observe teachers on a weekly basis to ensure quality instruction, high expectations, high-level questioning and collaboration are happening in the classroom. Professionals from our building serve on leadership committees at the district and state level, too. We foster student leadership into our daily practice as well. This type of leadership makes Vandergriff strong and effective.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	94	97	97	95	95
Exceeds Standard	80	90	88	90	75
Number of students tested	139	105	98	121	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	3	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	84	94	100	91	82
Exceeds Standard	58	67	100	73	47
Number of students tested	19	15	5	11	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	64	80	73	64	72
Exceeds Standard	50	80	55	64	36
Number of students tested	14	5	11	11	11
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	93	96	96	95	95
Exceeds Standard	79	91	86	90	76
Number of students tested	118	91	88	113	104
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	94	98	95	87	93
Exceeds Standard	82	87	81	62	85
Number of students tested	108	95	129	126	119
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	86	100	83	69	71
Exceeds Standard	53	83	61	39	53
Number of students tested	15	6	18	23	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	71	76	76	61	60
Exceeds Standard	57	63	38	38	50
Number of students tested	7	8	8	13	10
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	95	98	96	88	93
Exceeds Standard	84	86	82	65	84
Number of students tested	92	85	118	108	104
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	96	95	91	95	90
Exceeds Standard	70	81	68	70	64
Number of students tested	104	115	117	132	125
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	81	91	86	96	59
Exceeds Standard	45	55	53	50	41
Number of students tested	11	11	15	26	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	66	50	55	75	66
Exceeds Standard	33	17	22	50	33
Number of students tested	6	6	9	8	12
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	98	95	91	96	92
Exceeds Standard	71	82	68	69	63
Number of students tested	94	108	105	116	112
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	93	97	99	96	92
Exceeds Standard	78	84	90	74	70
Number of students tested	139	105	98	121	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	3	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	79	87	100	90	77
Exceeds Standard	47	60	100	45	59
Number of students tested	19	15	5	11	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	72	100	91	81	54
Exceeds Standard	43	80	64	36	27
Number of students tested	14	5	11	11	11
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	92	98	99	96	92
Exceeds Standard	75	85	90	73	70
Number of students tested	118	91	88	113	104
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	98	99	95	92	95
Exceeds Standard	84	92	86	63	70
Number of students tested	108	95	129	126	119
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	93	100	84	82	82
Exceeds Standard	60	83	67	39	35
Number of students tested	15	6	18	23	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	100	100	63	54	70
Exceeds Standard	29	75	38	31	40
Number of students tested	7	8	8	13	10
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	100	99	97	92	95
Exceeds Standard	86	92	87	65	70
Number of students tested	92	85	118	108	104
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ACTAAP Augmented Benchmark Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	97	95	94	89	90
Exceeds Standard	85	84	74	66	54
Number of students tested	104	115	117	132	125
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	82	82	100	81	71
Exceeds Standard	82	55	53	35	12
Number of students tested	11	11	15	26	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	67	50	33	51	58
Exceeds Standard	50	17	22	38	33
Number of students tested	6	6	9	8	12
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	98	96	93	91	90
Exceeds Standard	86	86	75	66	54
Number of students tested	94	108	105	116	112
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**