

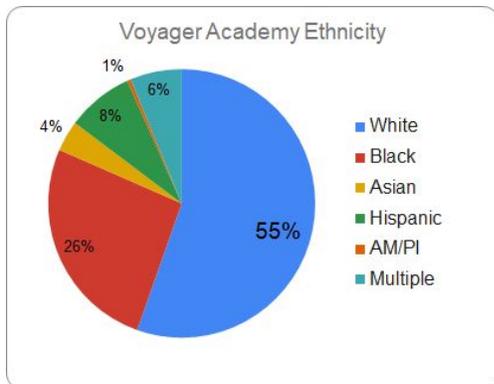


**Managing Director Board Report  
October 22, 2020**

**Enrollment**

The PMR 1 is finalized and we have an ADM of 1,372 students. The state has approved a hold harmless for charters that do not meet their ADM due to remote learning and will utilize their prior year ADM to determine funding levels. The state has not confirmed yet which projection or actual will be used for those charters like Voyager that exceeded our prior year ADM. We estimate that this could generate an additional \$127,512 that was not anticipated. Enrollment by grade level as of 10/19/20 is listed below:

<b>Grade</b>	<b>Enrollment</b>	<b>Grade</b>	<b>Enrollment</b>
K	101	7th	109
1st	107	8th	110
2nd	104	9th	120
3rd	104	10th	101
4th	106	11th	104
5th	106	12th	97
6th	103	<b>Total 10/19/20</b>	<b>1,372</b>



## Academic Update

### Remote Learning and our Return to In person Learning Planning Process

We have had multiple meetings with other school leaders throughout the state as well as with NCDHHS and Durham Public health to continue to assess and evaluate the COVID measures and strategies for in-person learning options. We are actively planning for our return to in-person instruction under the hybrid model in January. Parents interested in the full year remote learning option have completed their enrollment form. Outlined below is the breakdown by school:

<b>Return To Learning Plan - January 2020</b>			
	<b>Full Year Remote</b>	<b>Hybrid</b>	<b>Total Enrollment</b>
High School	116	306	422
Middle School	153	381	534
Elementary School	94	322	416
Total	363	1,009	1372
Percent	26.5%	73.5%	

Continuing to get input and communicate with all key stakeholders is an important part of our planning process. Outlined below is a timeline highlighting the input and communication process that will allow us to plan for our reopening in January.

<b>Timeline of Community Communications on Reopening Plans</b>	
Parent, Student Staff Survey - Feedback on Remote Learning Schedule and Return to Learning Hybrid plan	November 6, 2020
Remote Learning and Hybrid Schedules	November 9, 2020
School Operations and Procedures Manuals	November 9, 2020
Reopening Task Force Meeting	November 16, 2020

Town Halls- Review survey results and operations and procedures for return to hybrid learning	Staff - December 2, 2020 ES - December 3, 2020 - 5 pm MS - December 7, 2020 - 5 pm HS - December 8, 2020 - 5 pm
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**End of Course / End of Grade Testing**

Final Exams will take place at the HS December 14-18. EOC and CTE exams do not have a waiver this year so we will be required to administer these exams face-to-face. Teachers have been surveyed as to whether they are available to administer or proctor exams. We received 32 responses, of which 6 teachers are not comfortable coming into the building at this time. The classrooms have been measured to allow 6 feet of social distancing and students will be divided into small groups following these guidelines. All students will be screened before entering the building. Any student with a temp. above 100.4 or a YES answer to any of the screener questions will not be allowed to enter the building. The final exam schedule will be shared at the December 3, 2020 Board meeting.

**School Improvement Team**

The School Improvement Team will be meeting on 10/22/20 to review the school goals and plans for the 2020 -2021 school year. The team is led by two parents Nissa Bennett Wells and Reggie Oakley along with other parents, students, teachers, and administrators.

**Student Support Programming**

**Say Something Training**

Voyager Academy Middle (6th-8th graders) and High School will undergo training to launch the “Say Something Anonymous Reporting System” (SS-ARS). This program teaches middle and high students, teachers, and administrators how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others and *Say Something* to a trusted adult OR use its anonymous reporting system. The high school training is scheduled for 10/21 and the middle school training will be held on 10/23. The link below provides additional information about the program.

<https://docs.google.com/document/d/10jTdrq3TrdwlnCV-HahPuwcQfRbyraZq5qrAq91p6Os/edit?usp=sharing>

**Parent Enrichment Nights**

On October 8th, our Student Support team organized another informative Parent Enrichment event, on “Raising Resilient Children.” During November sessions will be held on Mindfulness for students on November 5th and parents on November 12th.

## **Personnel**

The interview process has started for the new Operations Manager that will oversee the before and care program, enrichment, summer camp, and lunch program along with other administrative duties replacing the prior Director of Before and After Care. The position profile is attached for your reference and was posted on our website, the NC TeacherMatch site, the Office of Charter School weekly newsletter, as well as with local universities (NCCU, UNC, UNCG, and Meredith College) which have agreed to share through their channels. We anticipate having a candidate for Board approval at our next meeting.

## **Operations Update**

### **School Lunch Program**

We are in the process of evaluating new options for the school lunch program and also submitted an interest application form for the National School Lunch program. Several meetings were held with other charter schools that currently participate in the National School Lunch program to learn more about the requirements, benefits, and providers. It was generally agreed that a school would need to have a population of at least 40% free and reduced lunch students in order to benefit from participation in the national school lunch program. Additional personnel, equipment, and resources would be needed to meet the qualifications and requirements for the national school lunch program.

We have solicited bids from multiple vendors and are in the process of evaluating alternatives to provide meals for all students including our free and reduced lunch students. Voyager currently has 265 students that qualify for free or reduced lunch (19% of students). We have directed our families to obtain meals through the DPS nutrition sites during the remote learning environment. We have also provided food store gift cards to 54 students from 30 families that have severe food insecurity needs. An additional 9 families with 14 students also receive food through the backpack buddy program through our partnership with Interfaith Food Shuttle. It is estimated that providing food gift cards through December and free meals and reduced meals when we return to campus for all FRL students could cost \$98,610. We are discussing fundraising with the PTO as well as negotiating options with lunch vendors and will make a recommendation to the Board at a future meeting.

### **Community Partnership with Kate's Korner**

Another community partnership has been formed to support our families in need of child care for students in grades K-5 during remote learning. Kate's Korner will provide a supervised remote learning space for Voyager Academy Elementary (Kindergarten-3rd grades) and Middle School (4th & 5th grade) students to complete their school work while Voyager is operating in a remote learning environment and parents are working. This community partnership will support

struggling families in need by providing free childcare for students who qualify for free or reduced lunch, have parents that are essential workers or have recently become unemployed, are experiencing homelessness or in transitional housing, are part of the foster care system, and/or living in public housing. Similar to Student U, Kate's Korner will provide free child care during remote learning for families that qualify.

1. Kate's Korner agrees to the following:

a) KATE'S KORNER will establish and operate one or more remote learning facilities with programs that:

i) offer full-day supervision to Voyager Academy students during out of school remote learning time/weeks;

ii) utilize a program design that includes the following components: (a) facilitation of online or remote instruction in quality academic environments (quiet room, socially distanced student work spaces, internet access, adult to monitor, etc.), (b) recreation and physical activities, and (c) extended learning activities (social emotional learning, STEM, Art, Leadership Development, Character Development, etc.); and

iii) are designed to follow all applicable local, state and federal health guidelines, including applicable guidelines set forth in the Strong Schools NC Public Health Toolkit (K-12) established by the NCDHHS, during the COVID-19 pandemic.

The full agreement is included in the board folder for your review. This program has been referenced in our weekly newsletter to inform our families.

## Security and Safety Drills

**The Tap App will be for notification used when we conduct security and safety drills on campus along with in school PA and walkie talkies.**

- HS: Fire drill - Oct. 6, 2020
  - Shelter-in-place: 10/21/20
  - Lockdown: 11/18/20; 2/23/20
  - Severe weather drill: 10/28/20; TBD
- MS: Fire Drill - Oct. 5, 2020
  - Shelter in Place Drill - Oct. 21, 2020
  - Severe Weather Drill - Oct. 28, 2020
- ES: Fire drill - October 7, 2020
  - Shelter In Place Drill: October 21, 2020
  - Severe Weather Drill: October 28, 2020
- Hock House: Fire Drill- September 30, 2020 and October 26, 2020
  - Shelter In Place Drill: October 21, 2020
  - Severe Weather Drill: October 28, 2020

**Hot Spots** - Nine hot spots have been provided to families in the community that had a need for internet connectivity and qualify for the free and reduced lunch program.

## **Finance**

The Finance committee met to review the year to date revenue updates, expenditures, and project future impacts. The budget was updated to reflect the updated state per pupil allotment as well as allocations that have been approved for Covid Relief Funds. The Finance committee met and are recommending amendments to reflect updates and modifications to the budget due to these significant changes in funding sources and expenditures due to COVID-19.. Based on the new amendments and YTD activity, we are projecting an increase in the end of year surplus from \$104,348.79 to \$122,327.80. This does not include any additional costs that may be needed to fund our free and reduced lunch program if vendors determine that they will not supplement our lunch program.

**Board approval is requested to amend the 2020-2021 budget to reflect unanticipated changes in state allotment as well as additional revenue and expenditures due to the Covid-19 pandemic and remote learning requirements.**

## **Upcoming Calendar Events:**

- Oct. 20 - HS Report Cards
- Oct. 22 – Pre-Act (all 10<sup>th</sup> graders)
- Oct. 22 - Board Meeting - 5pm
- Oct. 23 - MS Report Cards for 1st Quarter
- Oct 26 - 30 - ES Spirit Week
- Oct. 29 - PSAT for 11th graders (optional)
- Oct. 30 - ES Fall in Love with Books C
- Nov. 09 - K-3 Report cards sent home
- Nov. 13 - MS Second Quarter Progress Reports
- Dec 14- 18 - Final Exams

## **Building Updates**

### **High School**

#### **Goal 1: Academics: Increase Academic Achievement**

Among the strategies to support increased academic achievement are the following:

Instruction

- Project Based Learning: Faculty meet in *Critical Friends Groups* weekly, to collaboratively fine tune projects and ensure that projects are engaging (see sample project below).
- Math department uses IXL for guided practice and Delta Math for culminating assignments and assessments.
- To prepare students for the EOC, Science classes do sample EOC questions at the beginning of each class.
- To ensure fidelity to the NC Standards, all final exam questions are labeled with the standard covered.
- Provide Advisory, to help students with socio-emotional health, to support their academic effort.
- For students at risk of failing classes, VAHS uses the MTSS process ([Multi-tiered System of Support](#))
- VAHS provides loaner laptops to students in need.
- Families of students with attendance issues are contacted by teachers, VAHS administration, and/or the VA Social Worker to provide support.
- Counseling department assists students with dual enrollment (Enrollment in community college classes while in high school. See *Career and College Promise* below.)

Teacher support

- Classroom walk-thrus (brief classroom visits) are done regularly by administration.
- NCEES Observations are regularly done by administration to provide instructional support.
- Faculty were provided with new laptops to help facilitate instruction.
- Faculty were provided with bluetooth headsets to facilitate instruction in the hybrid model (see hybrid model proposal).
- Faculty received professional development at the beginning of the year on remote learning.
- Faculty also received professional development in project based learning at the beginning of the year.

**PROJECT BASED LEARNING** (SAMPLE PROJECT)

Project Planning Forms ensure intentionality of teaching and learning, and that a project covers NC standards. Example of a project (currently in progress):

**Project Planning Form**

**1. Project Overview**

<p><b>Project Title</b></p> <p>Searching for Black Confederates: The Civil War's Most Persistent Myth</p>	<p><b>Public Product(s) (Individual and Team)</b></p> <p>-Student made DBQ with sources</p>
<p><b>Driving Question</b></p> <p>Were there black Confederate soldiers?</p>	<p><b>Grade level/Subject</b></p> <p>11th Grade AP US History</p>

<b>Time Frame</b> 1.5 Weeks	
<b>Project Summary</b>  Based on recent scholarship from educator and historian Kevin M. Levin, students will investigate a question still pertinent in Civil War memory: Were there Black Confederate soldiers? This question is one whose narrative has been controlled by Confederate historical groups and amateur historians alike. The question will challenge students to dig deep into primary sources with an emphasis on nuance to uncover the intricate and complex relationship between slaves and their masters. Students will explore Antebellum, the War, and Reconstruction to gain a comprehensive picture of the role of enslaved people in the South, as well as the memory of master-slave relationships. As this is an APUSH class, students will analyze a variety of primary and secondary sources to create a DBQ essay. This essay will be given to one of their peers who responds to the prompt in the College Board's preferred format for the exam.	

## 2. Learning Goals

<b>Standards</b>  <u>AP US History Key Concepts</u> Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war  Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.	<b>Literacy Skills</b>  -Source analysis -Argumentative essay writing -Historical writing  <b>Success Skills</b>  Research, source analysis, self-pacing
<b>Key Vocabulary</b>  Body Servant Camp Slave Confederacy Daughters of the Confederacy Historical Memory Lost Cause Pension Sons of Confederate Veterans	<b>Rubric(s)</b>

**APUSH DBQ RUBRIC**  
Updated June 2016

Name: \_\_\_\_\_  
DBQ: \_\_\_\_\_

**THESIS & ARGUMENT (TWO POINTS)**

**POINT?**

- 1. THESIS** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).  
*Must be located in the introduction or conclusion (first or last paragraph).*
- 2. ARGUMENTATION** Develops and supports a **cohesive argument** (presumably supporting the thesis) that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.  
*Basically, make a coherent argument and put the documents in conversation with each other.*


**DOCUMENT ANALYSIS (TWO POINTS)**

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
Doc _____		

- 3. USES** the content of at least **SIX** of the documents to support the stated thesis or a relevant argument
- 4. EXPLAINS** the significance of author's POV, context, audience, and/or purpose (CAP) for at least **FOUR** documents.


**EVIDENCE & CONTEXT (TWO POINTS)**

- 5. CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. **NOTE:** *This must be more than a phrase or reference – use multiple sentences.*
- 6. EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*


**SYNTHESIS (ONE POINT)**

- Extends the argument by explaining the connections between the argument and:  
A development in a different historical period, situation, era, or geographical area  
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)

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NOTES:

**TOTAL POINTS:**

<b>/7</b>
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*For more information about the APUSH DBQ, visit my website: <http://www.tomrichey.net>*

**3. Project Milestones**

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant ‘moments’ or ‘stages’ within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6 Public Product
Begin with <a href="#">this</a> presentation looking at photographs that some might interpret as being black Confederates	Students will begin reading secondary sources on the topic of the role of blacks in the south during the war as well as how they	Students will analyze and compile primary sources including journal entries, photographs,	Pose questions to historian Kevin M. Levin	Prompt is posed and sources are finalized	Students will grade and write a DBQ.

soldiers or veterans..	were perceived after the war.	letters, and official reports.			
<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>
Why would black people serve the Confederacy?	How did southerners preserve the history of the Civil War?	How might people use or interpret these sources today?	Why is this topic still relevant today?  How do I engage with professionals on an online platform?	What question should I ask?	How do I score a DBQ?
<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Summative Assessment(s)</b>
Students will analyze documents using the HIPPO method. We will then discuss their analysis as a large group.	Small groups discussion of questions about the Lost Cause, black folks role in the War, and the master-slave relationship.	Students should have 7 sources with analysis. They should also answer the question: In what ways may different people (ages, region, gender, etc.) interpret these sources?	Large group discussion on the importance of this scholarship today.	Individual meeting with each student to view their prompt and sources they chose.	DBQ, written and graded

**FALL 2020 DURHAM TECH. ENROLLMENT (Career and College Promise)**

Career and College Promise is program that allows NC 11th and 12th graders to take community college courses while in high school, as college courses get credited toward the high school diploma.

Enrollment

32 Students  
253 Cdt. Hrs.  
36 Courses

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ACA122 College Transfer Success	HIS111 World Civilizations I
ART111 Art Appreciation	HIS131 American History I
ART114 Art History Survey I	HIS132 American History II
ART131 Drawing I	HUM160 Introduction to Film
ASL 111 Elementary ASL I	MAT171 Precalculus Algebra
ASL181 ASL Lab I	MAT172 Precalculus Trigonometry
BIO111 General Biology I	MAT271 Calculus I
BIO112 General Biology II	MAT272 Calculus II
CHM151 General Chemistry I	PHY251 General Physics I
CHM152 General Chemistry II	POL120 American Government
CIS110 Introduction to Computers	PSY-150 General Psychology
COM231 Public Speaking	PSY241 Developmental Psych
ECO251 Prin of Microeconomics	SOC210 Introduction to Sociology
ENG111 Writing and Inquiry	SPA111 Elementary Spanish I
ENG112 Writing/Research in Disciplines	SPA112 Elementary Spanish II
ENG232 American Literature II	SPA181 Spanish Lab I
ENG241 British Literature I	SPA182 Spanish Lab 2
ENG242 British Literature II	

### **VAHS HYBRID INSTRUCTION PLAN**

#### VAHS Hybrid Model For Spring 2020 (proposed)

- Student body will be divided into two cohorts: Group A, and Group B
- Monday-Tuesday: Group A is in person, Group B is remote
- Thursday-Friday: Group B is in person, Group A is remote
- Wednesday: To continue in its [current format](#).
- Classes are livestreamed to the remote group.
  - Laptop with camera will be located on desk in front/center of room.
  - Laptop is connected to smartboard. Smartboard can be shared with remote learners.
  - Teachers are provided a wireless (Bluetooth) headset with microphone to communicate with remote students, to ensure quality audio and free up teacher movement
- Instructional time is almost identical to the [current, all remote schedule](#). During a period, instruction/presentation of material will take place for 60 minutes.
- During the remaining 30 minutes, students do guided practice/independent work/Q&A. Remote students may leave the zoom session after 60 minutes, or they may stay in class for help.
- Remote learners will be able to interact with teacher. Teacher checks the screen periodically.
- Teachers may record lessons for student reference.
- Teachers may opt *not to stream the live class*, but rather provide a different lesson to the remote cohort, to be done asynchronously.

### Daily Schedule

PD.	Time	Activity
1	8:45AM – 9:45AM	Instruction
	9:45AM – 10:15AM	GP/IL/Q&A*
2	10:20AM – 11:20AM	Instruction
	11:20AM – 11:50AM	GP/IL/Q&A
Lunch	11:50AM – 12:40PM	Lunch
3	12:40PM – 1:40PM	Instruction
	1:40PM – 2:10PM	GP/IL/Q&A
4	2:15PM – 3:15PM	Instruction
	3:15PM – 3:45PM	GP/IL/Q&A

**\*GP/IL/Q&A = Guided Practice/Independent Learning/Question and Answer (optional for remote students to remain logged in)**

*Lunch:* Students will have lunch in either 2<sup>nd</sup> or 3<sup>rd</sup> pd. classes .

#### Notes:

- The daily schedule is structured such that remote students are not in 90-minute zoom sessions with 5 minutes between class. With the proposed schedule, they may have up to 35 minutes.
- Wednesdays are identical to how they are [currently](#).
- This model also serves students who have opted for all-remote learning.
- We are still working out daily procedures, such as passing class to class, bathroom passes, hallway flow, etc.

## Middle School

### **Goal 1: Academics: Increase Academic Achievement**

Objective 1.1: Improve performance as necessary to strive to achieve an A rating from North Carolina Department of Public Instruction.

Objective 1.2 Meet or exceed expected growth based on standards established by the North Carolina Department of Public Instruction.

Objective 1.3: Encourage innovation to improve curricular excellence

Objective 1.4 Maintain AdvancED Accreditation

## **Proposed Strategies to support Increased Academic Achievement Objectives:**

- Provide needed supplies and tools for teachers and for students.
- Use Check Ins to determine progress and/or areas of need and strength.
- Review data with teachers to determine areas of strength and areas of need.
- Use MTSS as a means of supporting students – monitor MTSS time.
- Use already purchased programs to support student achievement through use of data–IXL, MyOn, iReady.
- Use Curriculum meetings to focus on specific areas of need.
- Use Student Focused meetings to determine where areas of need are for students and for teacher support.
- Talk with students regarding their goals for the learning process.
- Talk with students who need support and encouragement to increase work production.
- Provide MTSS PD as a reminder on how to use the time effectively.
- Create Student Success Plans to support our students who are not being successful in academic areas.
- Provide PD on how to create effective Student Success Plans.
- Utilize the North Carolina pacing guide for math to ensure all objectives are covered in a timely manner. (Tools 4 NC Teachers)
- Pacing guides for additional subjects are being reviewed with each grade level to provide a stronger understanding of what concepts should be mastered within each grade level.
- PBL opportunities are being reviewed to ensure we are offering a unique and relevant learning experience for all students during Core Connections and/or project work time.

### **MS Hybrid Reopening Plan**

The middle school is working on creating a model of instruction that will provide a safe learning environment for our hybrid students and our remote students. The principal and assistant principal have met with each grade level to discuss the details of what a hybrid model of instruction would look like in each grade level. It is extremely important that we spend several meetings with each team in order to create a plan that works effectively for teachers and is a solid plan for students' learning. Our hybrid plan of learning may look different at each grade level. We are currently reviewing the number of students, within each grade level who have requested to stay in a remote learning environment for the year. Next, we will divide the remaining students into two cohort groups where cohort A will attend school on Monday and Tuesday and cohort B will attend school on Thursday and Friday. We will use the data from parents regarding the students in a cohort. As we are discussing the various options, we have also been reviewing other school districts' hybrid plans of instruction to learn from others who have already begun this process. Our leadership team with input from their grade level members will create a handbook that will be distributed to teachers and parents. This manual will review procedures for our hybrid plan. Some procedures being reviewed are : morning drop off, afternoon pick up, bathroom procedures, lunch procedures, ms change of classes, elective classes, wearing of masks, safety screening procedures, recess procedures, visitors, hallway movement, general cleaning, and instructional procedures. We hope to

have a workable plan with all components ready to share with parents by early November.

## **Elementary School**

### **Voyager Academy Elementary Strategic Plan Goals and Objectives, 2020**

#### **Goal 1: Academics: Increase Academic Achievement (school wide student achievement)**

Objective 1.1: Improve performance as necessary to strive to achieve an A rating from North Carolina Department of Public Instruction.

Objective 1.2 Meet or exceed expected growth based on standards established by the North Carolina Department of Public Instruction.

Objective 1.3: Encourage innovation to improve curricular excellence

Objective 1.4 Maintain AdvancED Accreditation

As the elementary school works to increase K-3 academic achievement, we have decided to focus on math and reading. Listed below are a sample of activities the elementary school is working on:

#### **Proposed Strategies:**

- Utilize teacher assistants to provide small group instruction for most at risk students within each grade level.
- Utilize Title 1 teacher support (beginning in January, 2021) to provide small group literacy instruction for the most at risk students within each grade level.
- Utilize elective teachers to provide student support for each grade level for 1 hour per day. Each elective teacher has been assigned to work with a specific grade level during remote instruction.
- Provide PD in the areas of Heggerty Phonemic Awareness Program for all teachers in grades K-2.
- Voyager began utilizing Heggerty Phonemic Awareness for all students in grades K-2 in the fall of 2020. This program should help us provide a deeper phonics connection for all students.
- Voyager Academy is focusing on the Science of Reading to help students learn to decode words and understand meaning instead of memorizing words and using clues to decipher words.

- Grade 3 is utilizing North Carolina Reading passages (every week) to master the concept of reading for understanding.
- Voyager is using RazKid, Epic, and IXL to provide guided reading and grammar practice for all students.
- mClass training and assessments will be used in grades K-3 to provide relevant data to help create independent learning goals for all students. (data will be available by end of October)
- MTSS and Success Plans will be used to provide support for students who are not mastering grade level objectives.
- K-3 students participated in grade level math assessments to determine strengths and weaknesses. The teachers are using the collected data to create class and independent learning goals. IXL diagnostic testing was used in grades 2-3.
- New resources have been compiled to provide support to the 3rd grade teaching team to enhance the skill of teaching multiplication. Multiplication training begins in week 11.
- Teachers are utilizing the North Carolina pacing guide for math to ensure all objectives are covered in a timely manner. (Tools 4 NC Teachers)
- Math pacing guides are being reviewed with each grade level to provide a stronger understanding of what concepts should be mastered within each grade level.
- Grade specific PBL opportunities are being reviewed to ensure we are offering a unique and relevant learning experience for all students (science and social studies related)
- VAES will be providing Science Olympiad during the 2020-2021 school year.
- VAES will be enhancing fine arts by providing live/remote fine art opportunities for students in grades K-3. We will be using Atlantic Coast Theater Company to provide this opportunity for our students. We are working to bring a minimum of 2 authors to VAES to share how books are created. First author is scheduled to share with students during the month of November, 2020.
- VAES is working to provide a monthly virtual assembly for students in grades K-3, as we seek to create a well-rounded student.
  - September: Welcome Back to School
  - October: Falling in Love with Books Assembly
  - November: The History of Thanksgiving

- December: There is No Business Like Snow Business (a virtual assembly about winter and snow)

**Elementary School Hybrid Plan Update:** The elementary school is diligently working on creating a model of instruction that will provide a safe learning environment for all students. The principal and assistant principal have been meeting with each grade level to discuss the details of what a hybrid model of instruction would look like. It is extremely important that we take time to obtain input from every grade level. Our hybrid plan of learning may look different at each grade level. We are currently reviewing the number of students, within each grade level, who have requested to stay in a remote learning environment for the year. Next, we will divide the remaining students into two cohort groups where cohort A will attend school on Monday and Tuesday and cohort B will attend school on Thursday and Friday. Now, each grade level is meeting to formulate a plan to determine the best way to teach all students. As we are discussing the various options, we have also been reviewing other school districts' hybrid plans of instruction to learn from others who have already begun this process. A manual is being created that will be distributed to teachers and parents. This manual will review procedures for our hybrid plan. Some procedures being reviewed are : morning drop off, afternoon pick up, bathroom procedures, lunch procedures, elective classes, mask breaks, safety screening procedures, recess procedures, visitors, hallway and stairwell movement, general cleaning, and instructional procedures. We hope to have a workable plan to share with parents by early November.

**Upcoming Calendar Events:**

- **HS**

Dates	Events
Oct. 12-16	NO CLASSES – Fall Break
Oct. 20	Report cards given to students
Oct. 21	Advisory (11:00am-12:00pm): Students learn how to use <a href="#">Say Something</a> , an anonymous reporting system.
Oct. 29	PSAT for 11th graders (optional). <a href="#">Click here to register.</a>
Nov. 4, 18	Advisory (11:00-11:30am)
Dec. 2, 9	Advisory (11:00-11:30am)
Dec. 14-18	Final Exams

- **MS**

<b>Middle School Dates</b>	
Oct. 19, Oct. 21, Oct. 24	Teams work on Hybrid/Remote team plans
Oct. 21	Tapp App Training, all staff, followed by School Net Training, MS
Oct. 23	Grades 6-8, See Something, Say Something, 8:30 am
Oct. 23	MS Report Cards sent home
Oct. 30	Virtual Assembly, 4-5 8:30, 6-8 8:45

<b>VAES October 2020 Dates</b>	
October 21	Tapp App Training/Staff Meeting
October 26-30	Spirit Week for VAES

October 30	Falling in Love with Books Virtual Assembly
November 09	K-3 Report Cards Go Home

