

# Van Buren Elementary School Improvement Plan

School: Van Buren Elementary School

Team/Department: Music

Team/Unit Leader: \_\_\_\_\_

Team Members: Kim Schram/Music

School Improvement Target(s): **Math**

Team/Department Goal(s): .

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p>Students need to improve math scores in general and on WKCE test scores.</p>				
<p><b><u>SMART Goal:</u></b></p> <p>Students will improve basic math skills in music class regarding basic addition and subtractions skills, as well as beginning fraction skills</p>	<p>Demonstration and practice on the board</p> <p>Reading and learning regarding math in the music books</p> <p>Assigning written assessments</p> <p>Performance assessments given</p>	<p>Kim Schram, the music teacher</p>	<p>2011-2012 School Year</p>	<p>Test and quiz scores</p> <p>Performance-based assessments in music class</p> <p>Individual and Group performance assessments</p>



# Your School Name School Improvement Plan

School: Van Buren

Team/Department: grade 5

Team/UnitLeader: Kathy Richards

Team Members: Jeff Beauchamp, Kathy Richards

School Improvement Target(s): We will increase student achievement in the area of interpreting the underlying messages of the text in reading.

Team/Department Goal(s): Students will improve their ability to interpret the underling messages of the text.

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b> Students are not proficient when referring to text in order to find details to support their written responses.</p>	Pre assess writing prompt	Grade 5 teachers	September	
	Post assess writing prompt	Grade 5 teachers		
<p><b><u>SMART Goal:</u></b> Each student will make a 1 point gain from the September writing prompt to the May writing prompt, when using details from the text to support their written response.</p>	<ul style="list-style-type: none"> <li>• Large group instruction of the skill</li> <li>• RtI- pretest to form small skill groups</li> <li>• Co-teaching-small group interventions</li> <li>• Guided Reading</li> <li>• Making Meaning-community sharing, think pair share</li> <li>• Post assess</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Classroom teachers, support staff</li> <li>• Classroom teacher, LD teachers</li> <li>• Classroom teacher, LD teacher, support staff,</li> <li>• Classroom teacher</li> </ul>	Ongoing Sept-May	<ul style="list-style-type: none"> <li>• Improved ability in finding supportive details in the text and using the details to support written response- assessed through classroom discussion, assessments</li> <li>• Weekly progress monitoring</li> </ul>

# Van Buren Elementary School Improvement Plan

School: Van Buren

Team/Department: 2<sup>nd</sup> Grade

Team/Unit Leader: Julie Jenson

Team Members: Sarah Perry and Lisa Zimmerman

School Improvement Target(s): Math

Team/Department Goal(s): .

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p><b>70% of second graders scored at or above the Rit average on the fall Math MAP test</b></p> <p><b><u>SMART Goal:</u></b></p> <p><b>Increase the spring Math MAP test to 80% scoring at or above the Rit average</b></p>	<p>Daily Word problems/routine RtI groups Supplemental materials Everyday Math curriculum Computer games</p>	<p>2<sup>nd</sup> Grade Teachers Co-teachers (Amber Becher and Cathy Lillie)</p>	<p>2011-2012</p>	<p>Spring Map scores Teacher Observations</p>

# Van Buren Elementary School Improvement Plan

School: Van Buren Team/Department: Reading Team/Unit Leader: 3<sup>rd</sup> Grade--Julie Jenson

Team Members: Julie Jenson, James Caley, Brett Rusert

**School Improvement Target(s):** Student learning for Reading will increase with special attention focused to understanding and analyzing text to determine meaning.

**Team/Department Goal(s):** Students will improve their performance in reading as measured by achievement on the Spring MAP

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p><b>Looking at the 2010 WKCE scores from last year, we noticed that students are falling behind the state average in the areas of understanding text, analyzing text, and determining meaning.</b></p>	<p>Teachers use a variety of reading resources to instruct students in all areas of reading.</p> <p>--Guided Reading --Whole Group Reading --Small Group Reading --One-on-one --Use of the basal --Making Meaning</p> <p>Some teachers put students into skill-specific guided reading groups to attack the skills that need to be worked on.</p> <p>Third grade teachers have also grouped students into RtI groups based on screener information about their students.</p>	<p>Third Grade Teachers</p> <p>Co-teachers (LD, DHH, S/L teachers, etc.)</p>	<p>Throughout the school year</p>	<p>Student progress has been monitored and assessed informally and formally in the past.</p> <p>Teachers use running records, student conferencing data, and anecdotal records to gather data on their students. Teachers respond according to their results.</p>
<p><b><u>SMART Goal:</u></b></p> <p><b>80% of third grade students will show an</b></p>	<p>Third grade teachers will continue to instruct students in a variety of ways (Guided Reading, Making Meaning, Basal, etc.)</p> <p>Teachers will also dedicate more time to teach specific skills in</p>	<p>Third Grade Teachers</p> <p>Co-teachers (LD, DHH, S/L teachers, etc.)</p> <p>Paraprofessionals</p>	<p>This will occur throughout the entire year.</p>	<p>Use the district CBA data to check student progress.</p> <p>Create and use our own CBA's</p>

<p><b>increased proficiency on specified concepts using the spring MAP data.</b></p>	<p>the areas of Understanding Text, Analyzing Text, and Determining Meaning.</p> <ul style="list-style-type: none"> <li>--Direct Instruction</li> <li>--Modeling</li> <li>--Guided practice</li> <li>--Independent practice</li> <li>--Use of Guided Reading</li> <li>--Introduce different genres (fiction, biography, fantasy, nonfiction, etc.)</li> </ul> <p>Do a winter and spring screener to see what areas still need to be addressed. Then establish RtI groups to address student needs in the mentioned reading areas.</p>			<p>and analyze that data.</p> <p>Analyze any RtI data received after a round of RtI interventions have been in place.</p> <p>Look at the spring MAP results to see if students improved in their proficiency since last spring.</p>
--	---	--	--	---

# Van Buren Elementary School Improvement Plan

**School:** Van Buren      **Team/Department:** Math      **Team/Unit Leader:** 3<sup>rd</sup> Grade--Julie Jenson

**Team Members:** Julie Jenson, James Caley, Brett Rusert

**School Improvement Target(s):** Student learning for Math will increase with special attention focus to the areas on the WKCE where students were significantly behind and slightly behind the state averages: **Number Operations and Relationships, Measurement, Statistics and Probability, and Algebraic Relationships.**

**Team/Department Goal(s):** Students will improve their performance in Math as measured by achievement on the Spring MAP.

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p><b>Looking at the 2010 WKCE scores from last year, we noticed that students are falling behind the state average in the areas of Number Operations and Relationships, Measurement, Statistics and Probability, and Algebraic Relationships</b></p>	<p>Third grade teachers have traditionally taught straight from the Everyday Math teaching manual with very little “extra” resources. This has been the direction teachers were given regarding the fidelity of the Everyday Math program.</p> <p>Last year the third grade teachers did extend and enrich the Everyday Math program for the students who mastered the Everyday Math concepts.</p> <p>To address specific skill deficiencies in math, the third grade teachers established RtI groups based off of screeners given in class. (facts, time, money, measurement, addition, subtraction, etc.)</p>	<p>Third grade teachers</p> <p>Any co-teaching staff involved with third grade</p> <p>Paraprofessionals</p>	<p>This occurred throughout the year.</p>	<p>Formal classroom assessments (using Mary Freitag’s Everyday Math Assessments.)</p> <p>Data from the RtI groups after interventions had been in place.</p>

**SMART Goal:**

**80% of the students in third grade will improve their proficiency in math based on the results of the spring MAP.**

Teachers will continue to teach with the Everyday Math; however, the Common Core Standards will drive our curriculum, not the Everyday Math teaching manual.

Teachers will supplement the Everyday Math through Math Warm-ups, Daily Word Problems, RtI groups when appropriate, and other math resources when necessary.

Teachers will use screeners to establish baseline data and teach all the areas that were significantly below and below the state average as indicated on the 2010 WKCE results from last year.

Math strands to be focused on include:  
--Number Operations and Relationship  
--Geometry  
--Measurement  
--Statistics and Probability  
--Algebraic Relationships

Third grade teachers  
Any co-teaching staff involved with third grade  
Paraprofessionals

This will occur throughout the entire school year.

Teachers will continue to assess students using formal and informal assessments. However, this year the third grade teachers will continue to monitor student progress more frequently.

Teachers will use the data received after RtI interventions have been in place to analyze the effectiveness of the groups.

At the end of the year, teachers will use the results of the spring MAP to see how students performed in Math.



# Your School Name School Improvement Plan

School: Van Buren

Team/Department: Grade 5

Team/Unit Leader: Mrs. Richards

Team Members: Jeff Beauchamp, Kathy Richards

School Improvement Target(s): We will increase student achievement in the area of solving basic multiplications facts.

Team/Department Goal(s): Students will improve their ability to solve basic multiplication facts.

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p>Students are not proficient at solving basic multiplication facts.</p>	<p>Pre-assess- EM facts assessment</p> <p>Post–asses- EM facts assessment</p>	<p>Grade 5 teachers</p>	<p>September</p>	
<p><b><u>SMART Goal:</u></b></p> <p>Each student will make a personal gain using the following criteria:            Students scoring 75% or below in Sept. will make a 25% gain on the post;            Students scoring 80% or above in Sept. will score 100% on the post.</p>	<ul style="list-style-type: none"> <li>• EM large group instruction</li> <li>• RtI- pretest to form small skill groups</li> <li>• Co-teaching small skill groups determined timed tests</li> <li>• Small group drill and practice</li> <li>• Post assess</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 5 teachers</li> <li>• Grade 5 teachers, support staff</li> <li>• Teachers, support staff</li> <li>• Teachers, support staff</li> <li>• Grade 5 teachers</li> </ul>	<p>Sept. -May</p>	<ul style="list-style-type: none"> <li>• Daily work in MJ,SL</li> <li>• Weekly/quarterly progress monitoring</li> <li>• Daily work samples</li> <li>• Daily work samples</li> <li>• Students scoring 75% or below in Sept. will make a 25% gain; students scoring 80% or above in Sept. will score 100%.</li> </ul>

## Van Buren School Name School Improvement Plan

**School:** Van Buren                      **Team/Department:** Grade 1                      **Team/Unit Leader:** Jan Schenk

**Team Members:** Leah Kavanaugh, Brenda Raby, Jan Schenk

**School Improvement Target(s):** Reading

**Team/Department Goal(s):** Students will improve their understanding of informational texts. Students will identify, retell, and make connections among key details in texts—scoring between 14-21 points on the district’s Retelling Rubric for Non-Fiction Selection.

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b> Students look at, listen to, and read nonfiction texts, but often cannot identify key details in their retellings.</p> <p><b><u>SMART Goal:</u></b> Students will identify, retell, and make connections among key details after reading nonfiction texts, scoring between 14-21 points on the school district’s <u>Retelling Rubric for Non-Fiction</u> assessment.</p>	<p>Modeling by the teacher during Shared Reading.</p> <p>Explicit instruction of reading comprehension strategies, using the Primary Comprehension Toolkit – Monitoring Comprehension</p> <p>Writing activities that focus on details about animals.</p>	<p>First grade teachers</p> <p>Teachers/students</p> <p>Classroom teachers</p> <p>Teachers/students</p>	<p>Throughout the school year during literacy and content area instruction.</p> <p>On-going</p> <p>First semester.</p>	<p>Oral retellings by students</p> <p>Student participation, use of post-it notes to write ideas, and sharing of ideas</p> <p>Students write original pieces that contain facts about animals.</p>
	<p>Continue strategies and action steps already in practice—with wider use of the Primary Comprehension Toolkit.</p> <p>Use <u>Making Meaning</u> program to focus on retelling.</p> <p>Conduct mini-lessons during small or guided reading groups: lessons on identifying key details, organizing key details, and connecting details.</p> <p>Use content area big books to reinforce the strategies taught through the use of <u>Making Meaning</u> and the <u>Primary Comprehension Toolkit</u>.</p>	<p>First Grade teachers</p> <p>First Grade teachers</p> <p>First Grade teachers</p>	<p>Throughout the school year</p> <p>Unit 2, Weeks 8-10</p> <p>Weekly</p> <p>Throughout the school year during content area instructional time.</p>	<p>Students will identify the topic of nonfiction text, retell details, and relate the various details found in various nonfiction texts.</p> <p>Students will demonstrate at a minimum a “Good Retelling” on the district’s <u>Retelling Rubric for Non-fiction Selection</u>.</p>



# Your School Name School Improvement Plan

School: Van Buren

Team/Department: Kindergarten

Team/Unit Leader: Jan Schenk

Team Members: Kris Kroening, Janine Stearns, Bobbi DeSormeau, Sue Herman

School Improvement Target(s): Math

Team/Department Goal(s):

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p>Students are challenged with the math concept of number sequence</p>	<p>Daily practice with calendar, number grid, and number lines. Computer: math trek123</p>	<p>K teachers EC teacher</p>	<p>All year</p>	<p>Math Assessment: Correctly answer 8 out of 10 problems in an individual assessment.</p>
<p><b><u>SMART Goal:</u></b></p> <p>By June 2012 , 80% of students will correctly identify and write numbers 0-20 omitted from a sequence including: before, after, next, between, more, and less.</p>				





# Van Buren Elementary School Improvement Plan

School: Van Buren

Team/Department: 4<sup>th</sup> Grade

Team/Unit Leader: Richards

Team Members: Amanda Franke and Jennifer McCool

School Improvement Target(s): Reading

Team/Department Goal(s): .

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p>See attached Running Record Scores</p> <p><b><u>SMART Goal:</u></b></p> <p>Students will increase their instructional reading level by 2 levels, based on the PM Rigby test from October to May.</p>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Reading Logs/Journals</li> <li>• D.E.A.R. time reading at students own level</li> <li>• Making Meaning Lessons</li> <li>• Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All Year</li> </ul>	<ul style="list-style-type: none"> <li>• PM Rigby Scores</li> <li>• Completed Reading Log</li> <li>• Teacher Observations</li> </ul>

# Van Buren Elementary School Improvement Plan

School: Van Buren

Team/Department: 4<sup>th</sup> Grade

Team/Unit Leader: Richards

Team Members: Amanda Franke and Jennifer McCool

School Improvement Target(s): Math

Team/Department Goal(s):

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b></p> <p>See attached scores from quarterly assessment</p> <p><b><u>SMART Goal:</u></b></p> <p><b>Students will meet set quarterly goals within 10% on a 1 minute and 20 problem fact assessment (+, -, x, ÷)</b></p>	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Computer Programs</li> <li>• Computer Games</li> <li>• Fact Tests</li> <li>• Flashcards</li> <li>• Parent Communication</li> <li>• Home activities to practice facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li>   <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• All Year</li>   <li>• Starting at Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Test assessment</li> </ul>



# Van Buren Elementary School Improvement Plan

School: Van Buren

Team/Department: Physical Education

Team/Unit Leader: N/A

Team Members: Nick English

School Improvement Target(s): Incorporate mathematic skills in the physical education classroom

Team/Department Goal(s): Students will improve their understanding of mathematics as it pertains to physical education and sport specific activities.

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b> Math skills are integrated into the P.E. curriculum on a daily basis, however it is informally assessed.</p>	<p>Students work on counting and scoring during various activities that require basic mathematic skills such as addition and subtraction</p>	<p>Mr. English and students</p>	<p>2011-12 School Year</p>	<p>Checking for understanding before, during, and after activities</p>
<p><b><u>SMART Goal:</u></b> 95% of students will practice mathematic skills during specific units integrated in the physical education curriculum</p>	<ol style="list-style-type: none"> <li>1. 4<sup>th</sup>-5<sup>th</sup> grade students will learn how to document their number of steps during P.E. class by using a pedometer and be able to evaluate their level of progress by using mathematics.</li> <li>2. Counting and scoring is used by all grade levels through various physical activities.</li> <li>3. All grade levels will play games that include basic math functions: (add, sub., mult., div.)</li> </ol>	<p>-Mr. English will integrate math as often as possible in P.E. class while also including various levels of physical fitness.</p> <p>-Students will be responsible for working on math skills during P.E. class when asked of them. Student assessment will take place during use of pedometers.</p>	<p>-Throughout 2011-12 school year</p>	<p>-The goal for 4<sup>th</sup>-5<sup>th</sup> grade students who will be using pedometers is to achieve 900-1200 steps during a 30 minute physical education class. Students will then have to add up there total number of steps for the week and subtract that number from 10,000 (which is the average # of steps one should take in a given day)</p>

## **Van Buren Elementary School Improvement Plan**

School: Van Buren      Department: Vocal Music      Team/Unit Leader: Vickie Neitzel

Team Members: Vickie Neitzel

School Improvement Target: To increase student achievement in Reading.

Department Goal: I will help support the school's goal of increasing student achievement in reading by targeting several of the 3rd, 4th and 5th Grade Power Words from the WKCE.

Smart Goal: Students will show improvement in the understanding of the following Power Words: "describe", "belongs", "support your" and "best describes".

Strategies and Action Steps:

- Incorporate these words into music class lessons
- Incorporate these words into written music tests

Responsibility:

Vickie Neitzel/The 3rd, 4th and 5th Grade Music Teacher

Timeline:

Nov., 2011-May, 2012

Evidence of Effectiveness:

- Observation
- Test results in music class

# Van Buren School Improvement Plan

School: Van Buren

Team/Department: Art

Team/Unit Leader: Amanda Mory

Team Members: Amanda Mory

School Improvement Target(s): Incorporation of Math and reading into art curriculum to help improve WKCE scores

Team/Department Goal(s): one math and one reading goal

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b> ?</p> <p><b><u>SMART Goal:</u></b> To incorporate math and reading vocabulary into art lessons including math and reading skills</p>	<p><b>MATH:</b> 4<sup>th</sup> grade students will practice the use of a ruler and their <b>measurement</b> skills. <b>Measure</b> grid with the lengths of 3,6,9,and12 inches. This is part of an M.C Escher tessellation project. In each section, the will trace a tessellation shape indentifying parallel lines and intersecting points. The shape will be altered and repeated within each square grid section.</p> <p><b>READING:</b>5<sup>th</sup> grade students will read a <b>passage</b> in small groups about the differences between Eastern and Western Dragons. They will use the <b>information described</b> to create a watercolor painting of a chosen type of dragon using the <b>details</b> from the passage.</p>	<p>Incorporation of 4<sup>th</sup> grade WKCE math vocabulary and this skill also ties into the 4 grade art standard: <b>Discuss how art connects to other subject areas</b></p> <p>Incorporation of 5<sup>th</sup> grade WKCE vocabulary into the lessons that focus on 5th grade art standard: <b>Identify feelings when viewing a piece of art.</b> We often portray feeling visually just as we may read passages that describe things to create feelings.</p>	<p>This project will be completed within the second quarter.</p> <p>This project will also be completed with the 2<sup>nd</sup> quarter.</p>	<p>I could have them answer questions about these particular math skills ei. Measure a grid, and then have them do the project. After completion, I will assess them again to see what improvements have been made.</p> <p>Using details from the story, students will make a plan incorporating those details to create a certain feeling. They will then critique each other's finished paintings to see how and if the feelings were portrayed visually.</p>

# Van Buren School Improvement Plan

School: Van Buren

Team/Department: Art

Team/Unit Leader: Amanda Mory

Team Members: Amanda Mory

School Improvement Target(s): Incorporation of Math and reading into art curriculum to help improve WKCE scores

Team/Department Goal(s): one math and one reading goal

Team SMART Goal:	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Current Situation:</u></b> ?</p> <p><b><u>SMART Goal:</u></b> To incorporate math and reading vocabulary into art lessons including math and reading skills</p>	<p><b>MATH:</b> 4<sup>th</sup> grade students will practice the use of a ruler and their <b>measurement</b> skills. <b>Measure</b> grid with the lengths of 3,6,9,and12 inches. This is part of an M.C Escher tessellation project. In each section, the will trace a tessellation shape indentifying parallel lines and intersecting points. The shape will be altered and repeated within each square grid section.</p> <p><b>READING:</b>5<sup>th</sup> grade students will read a <b>passage</b> in small groups about the differences between Eastern and Western Dragons. They will use the <b>information described</b> to create a watercolor painting of a chosen type of dragon using the <b>details</b> from the passage.</p>	<p>Incorporation of 4<sup>th</sup> grade WKCE math vocabulary and this skill also ties into the 4 grade art standard: <b>Discuss how art connects to other subject areas</b></p> <p>Incorporation of 5<sup>th</sup> grade WKCE vocabulary into the lessons that focus on 5th grade art standard: <b>Identify feelings when viewing a piece of art.</b> We often portray feeling visually just as we may read passages that describe things to create feelings.</p>	<p>This project will be completed within the second quarter.</p> <p>This project will also be completed with the 2<sup>nd</sup> quarter.</p>	<p>I could have them answer questions about these particular math skills ei. Measure a grid, and then have them do the project. After completion, I will assess them again to see what improvements have been made.</p> <p>Using details from the story, students will make a plan incorporating those details to create a certain feeling. They will then critique each other's finished paintings to see how and if the feelings were portrayed visually.</p>