

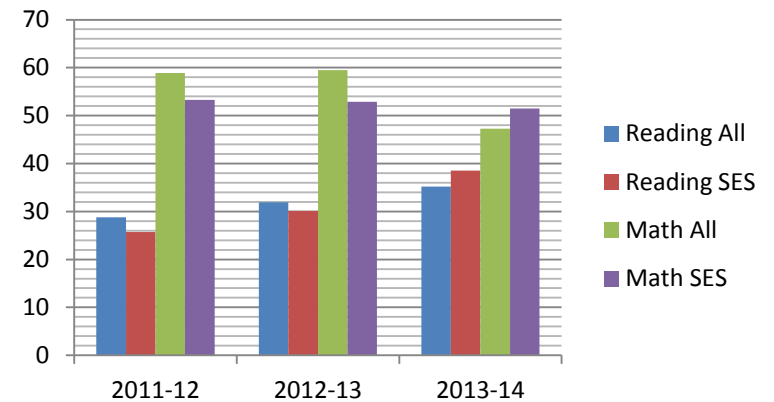
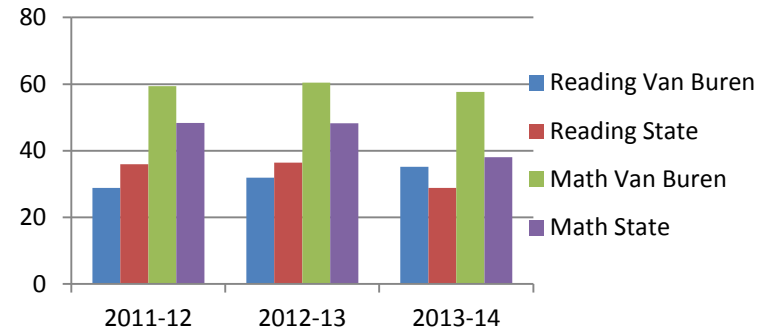
Van Buren Elementary School Improvement Plan For the 2014-15 School Year

Van Buren Elementary School Janesville, WI

Van Buren Elementary is one of twelve elementary buildings in the city of Janesville, Wisconsin. The school is made up of approximately 360 students in Early Childhood through 5th grade. Of these 360 students 78.9% are White, 8.3% Hispanic, 6.9% Black, 4.6% Asian, and 1.4% Native American. Our free/reduced lunch rate is 49.4%, just shy of qualifying for title one funding (50%). Our minority population (14.9%) has tripled over the past 5 years and is getting closer to the district average (23%). We also have a number of students with disabilities (12%), early childhood students, students with specific learning disabilities and pupils who receive speech and language services. Van Buren Elementary School currently has a free breakfast club that serves on average 100 students daily. During the 2013-14 school year, we had 14 identified homeless students attending the school. This is double from the previous year. Over 80 students took advantage of free dental screening and ten families received holiday food packages. Informal family referrals to local food pantries are not uncommon. Van Buren has experienced a shift in the demographics of the families and students that attend our school. Van Buren has transitioned from 17% of students coming from a low socioeconomic status in 2007 to 49.4% in 2013. We have been able to continue the strong academic history that Van Buren has seen and even increase student achievement despite the change in demographics, by providing our children with a caring and safe learning environment for them to thrive and grow.

The state of WI has given schools report cards over the past 3 years. Van Buren has scored in the Exceeds expectations category every year (2011-12 at 73.2, 2012-13 at 77.8, 2013-14 at 76.8). Through our data analysis using the state report card, WKCE, district CBAs, and MAPs assessments we have recognized that reading is an area of focus for our building as a whole, but also for our SWD. The 2013-14 Trimester 3 CBA data showed the overall school score of 86% proficient in reading, with only 43% of our SWD scoring proficient. Our ELL students are scoring at 69% proficient in Math, with an overall building score of 92% proficiency.

Percent of 3rd-5th Proficient and Advanced on WKCE



Van Buren Elementary School Improvement Plan (SIP)

School: Van Buren Elementary			School Year: 2014-15		
GOAL 1-- ACADEMIC: Reading Achievement gains will be made by all students as measured by both trimester CBAs and annual MAPs scores.					
Goal 1 Chair or Co-Chairs: _____					
Desired result(s) for THIS goal: Each student who is at grade level or above will show 1 year growth. Subgroups and Tier 2/3 students will make a 1.5 year growth to close the gaps. Please see attached form for details on current situations and goals for each grade level.			How will the school measure the result(s)? Results from trimester CBAs, Fall/Spring MAPs scores, and PALS		
Organize and schedule family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	DATES	DURATION	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
<u>Universal Evaluation</u> – Academic Learning Committee is comprised of the Principal, School Psychologist, Academic Learning Coach, Special Ed teacher and a representative of each grade level. The team will evaluate data (formative and summative assessments) and SMART Goals developed by grade levels to share with our vertical team to support teachers to drive their instruction for all students to achieve.	September 2014 - June 2015	Ongoing	K, 1, 2	*Fall 2014 and Spring 2015 MAPS Scores *KBSA – K *PALS – K – 2 *Trimester CBA's *Formative Assessments – Snapshots to gather progress towards the summative assessments *Implementation of the Equity in Excellence Form – teachers will use to track data. **Data will be shared with the building to help inform all staff of areas of need to help support our students.	Academic Learning Committee, Grade Level Teams, T, Special Education Staff and ELL Staff
**GOAL – Each class to have 80% and/or more of their students score proficient or advanced on assessments.		Ongoing	3, 4, 5	*Fall 2014 and Spring 2015 MAPS Scores *Trimester CBA's *Formative Assessments – Snapshots to gather progress towards the summative assessments *Implementation of the Equity in Excellence Form – teachers will use to track data. **Data will be shared with the building to help inform all staff of areas of need to help support our students.	Academic Learning Committee, Grade Level Teams, Special Education Staff and ELL Staff

<u>Universal Instruction</u> – District Pacing charts implementation	September 2014-June 2015	Ongoing	K-5	*Southside PLC team and District staff will share PD tools for implementation of blueprints *District pacing guides will be shared and followed *PD will be videoed for use at other buildings and repeated viewings if there are needed	Southside PLC, District staff, Van Buren Teachers
<u>Rtl</u> Grade Level Evaluation of Tier 2 and 3 students	Ongoing	Ongoing	K-5	*K – 2 – Assessments *PALS – K – 2 *KBSA *DRA *3 – 5 – Assessments *DRA *CBA's ***If students are not showing progress within their interventions, a SIT Referral needs to be completed *Progress Reported to principal monthly	Grade Level Teams, Title 1, and ELL Staff SIT Team

GOAL 2--ACADEMIC: Math Achievement gains will be made by all students as measured by both trimester CBAs and annual MAPs scores.

Goal 2 Chair or Co-Chairs: _____

Desired result(s) for THIS goal: Each student who is at grade level or above will show 1 year growth. Subgroups and Tier 2/3 students will make a 1.5 year growth to close the gaps.

Please see attached form for details on current situations and goals for each grade level.

How will the school measure the result(s)? Results from trimester CBAs and Fall/Spring MAPs scores.

Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATES	DURATION	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
<p><u>Universal Evaluation</u> – Academic Learning Committee is comprised of the Principal, School Psychologist, Academic Learning Coach, Title 1 Teacher, Special Ed teacher and a representative of each grade level. The team will evaluate data(formative and summative assessments) and SMART Goals developed by grade levels to share with our vertical team to support teachers drive their instruction for all students to achieve.</p> <p>**GOAL – Each class to have 80% and/or more of their students score proficient or advanced.</p>	<p>September 2014-June 2015</p>	<p>Ongoing</p>	<p>K - 5</p>	<p>*Fall 2014 and Spring 2015 MAPS Scores *Trimester CBA's *MyMath Assessments *Formative Assessments – Snapshots to gather progress towards the summative assessments</p> <p>*Implementation of the Equity in Excellence Form – teachers will use to track data.</p> <p>**Data will be shared with the building to help inform all staff of areas of need to help support our students.</p>	<p>Academic Learning Committee, Grade Level Teams, Special Education Staff and ELL Staff</p>

<p><u>Universal Instruction</u> – Implementation of MyMath and district created pacing charts</p>	<p>September 2014-June 2015</p>	<p>Ongoing</p>	<p>K - 5</p>	<p>*Southside PLC team and District staff will share PD tools for implementation *District pacing guides will be shared and followed *PD will be videoed for use at other buildings and repeated viewings if there are needed *Implementation of MyMath *Supplements will be made to enhance any CCSS areas needing improvement shown on formative assessments and CBA data *Online components of MyMath will be accessed and used by teachers</p>	<p>Southside PLC, District staff, Lincoln Teachers</p>
<p><u>RtI</u> – Math Intervention – provide consistency with the implementation throughout the building with Math RtI</p>	<p>September 2014-June 2015</p>	<p>30 minute 4 times per week</p>	<p>K-5</p>	<p>*30 minutes of the 90 minute math allocation should be used to address math interventions for enrichment as well as remediation *During grade level established times *Progress reported to principal on a monthly basis</p>	<p>Grade level teachers, aides as schedule allows</p>

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.