

Van Buren Local Schools
The Quest
 Continuous Improvement Plan
Building Connections. Building Experiences. Building Thinkers.

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Building Thinkers.
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BUILDING THINKERS.							
Build a culture of learning that enables all students to achieve.							
Objective: Build learning opportunities that are purposeful, personalized, and cultivate the Traits of a Black Knight.							
BUILDING THINKERS: DISTRICT Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Create a districtwide instructional framework that will support all educators in creating learning environments based on instructional best practices.	1. Instructional Leadership Team Developed 2. Identify and describe practices of highly effective teaching 3. Identify and develop systems of support (observation, feedback, coach, PD) (Cont. '22-'23)		✓	✓	✓	✓	
September/October Update: Once District Leadership Team is established, work on this action step will start.							
Develop a K-12 technology curriculum in order to provide a systematic approach to ensure students develop necessary technology skills.	1. Technology curriculum developed 2. Identify and develop systems of support (PD) 3. Work with teachers to embed curriculum in current instructional activities ('22-'23)		✓	✓	✓	✓	
September/October Update: Document started with list of skills needed at each grade level.							
IAT team staff RTI/MTSS training to implement a multi tiered system of supports district wide. Oct and Nov (4 days total)	<ul style="list-style-type: none"> Training tools from professional development Training link 	-Special Education Coordinator -IAT Team members -Tyler Niekamp		✓			
Better implement MTSS <ul style="list-style-type: none"> Identify data necessary for intervention/IAT 	<ul style="list-style-type: none"> Use data to inform instruction and intervention Create and implement data logs for each child receiving interventions 	Administration, Teaching staff	✓	✓	✓	✓	

<ul style="list-style-type: none">• Analyze assessments to determine if they provide required data• Come up with a plan for who will do targeted interventions• Provide necessary materials/training to those doing interventions• Look at schedule to accommodate interventions						
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BUILDING THINKERS: ELEMENTARY SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Build a comprehensive literacy program in the elementary. <ul style="list-style-type: none">• Get additional training on Wonders• Get additional training on Science of Reading• Analyze scope and sequence of each grade level to ensure consistency• Supplement with additional resources that encourage creative/critical thinking and align with Wonders scope and sequence	<ul style="list-style-type: none">• Wonders training scheduled with Wonders Rep• Wonders collaboration with other districts also using Wonders• Science of Reading training scheduled• Continue literacy leadership team meetings• Create and implement a protocol to facilitate analysis of scope and sequence between vertical and horizontal teams• Meeting time provided for vertical teams to analyze scope and sequence	Literacy Leadership Team, Administration, Teachers	✓	✓	✓	✓	
Sept/Oct. Update: Top 10 Tools PD initial session was held on our first alternate learning day of the year (Sept. 29th) to start the literacy training for the school year. Teachers on the elementary BLT (Building Leadership Team) will convene on Oct. 12th to discuss further the next necessary steps at the BLT and TBT levels for the school year as we move forward with our training.							

BUILDING THINKERS: MIDDLE SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Students track work habits (executive functioning, homework completion, non-standard based things that need reflection but should not factor into a Standard based grading -grade) weekly and create line graph Intervention provided by NJHS with staff mentor	Student line graphs Record of study table attendance compared to student line graph	All students and teachers NJHS		X	X	X	
Educate students related to different genres to help them identify their genre interests Create flowchart/ survey or utilize website to help students identify genres of interest For interested students, have book club for sharing during Unplugged	Genre characteristic checklist Flowchart/survey or website identified Book club attendance	ELA/HB time ELA/HB time Depends on scheduling		X	X	X	
September Update: Goal 1: Create student template for line graph creation, students to complete graphs in homebase Goal 2: See if LC available for book club during home base (or go outside), staff monitor? Begin in Unplugged group with someone sharing a book that they enjoyed, trying to spark interest for other students Goal 3: Use of vertical team to create examples, rubrics, etc. (more specific to each content area and work product)							
October Update: Goal 1: template for line graph to track work habits created and ready to be implemented in homebase during 2nd quarter, students to enter scores and reflect as determined appropriate for each grade level. Goal 2: Continue to discuss and work towards implementation of student interest book clubs in second semester. Continue to share in unplugged groups about books that are enjoyed. 6th grade has a shared book suggestion sheet to help students identify books they might want to read. Goal 3: Use of vertical team to create examples, rubrics, etc. (more specific to each content area and work product).							

BUILDING THINKERS: HIGH SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Develop and implement a regularly scheduled building wide reading time for students and staff	1. Building wide reading time included in master schedule 2. Students and staff discussing and trading ideas on what to read next. Help to build relationships and connection among peers.	1. Master Scheduling Committee / HS Counselor / HS Principal	x				
Organize regularly scheduled Bookmobile visits to VB and encourage student attendance	a. Bookmobile schedule created and publicized b. Student attendance (Report from Bookmobile?)	1. Librarian 2. Librarian					
Host a book fair through Junior Library Guild or Scholastic	1. Book fair scheduled and publicized	1. Librarian					
Introduce and provide access to students and staff to the Goodread app to keep track of books read and find new books to read based on interests	1. Plan developed on how to introduce students and staff to the Goodread app	1. Thinkers Committee					
Each teacher identifies at least one real world/relevant application per unit that is intentionally embedded, developed, and discussed (professional skill/Traits of a Black Knight or content)	1. Share real world applications quarterly at department meeting and a staff meeting.applications quarterly at department meeting and a staff meeting.	1. Thinkers Committee / All Staff		x			
Develop a tool for teachers to help garner student feedback on meaningful experiences/real world application in class	1. Tool developed by Thinkers Group and shared with high school staff.	1. Thinkers Group					
September Update:							
Reading- building a survey to send to students about how reading time is going.							
Real World - building a survey to send to students to gain feedback about connections. Doing a survey each semester. On the last alternative learning day the survey would be the assignment for students to complete for that day.							
October Update:							
Reading - We discussed the survey results, finding that most students are not enjoying reading because they don't get to eat with their friends. Mr. Zender suggested moving reading to the beginning of fifth period, and Mr. Schumacher suggested having everyone read at the end of fifth period (which means we wouldn't really need to change the schedule) and then have students go to lunch. Teachers are also going to be surveyed with a survey similar to the student survey.							
Real-World -Adam will reach out to Rachel to see if she can share the survey which will be sent to students at the end of the semester. We will use our next meeting to finish that survey and prepare it for January. Transeo will also hopefully provide opportunities for teachers to learn what real-world problems businesses are facing so students can have opportunities to work on solutions for those problems.							