

The Quest

Continuous Improvement Plan

Building Connections. Building Experiences. Building Thinkers.

Click on a link below to take you directly to that section of the CIP.

Last Updated 2/17/2022

Building Connections.

[District Implementation Details](#)

[Elementary School Implementation Details](#)

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Building Experiences.

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Building Thinkers.

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BUILDING CONNECTIONS						
Build a culture of learning that enables all students to achieve.						
Objective: Build an inclusive and safe learning environment that prepares students and staff to interpret and respond to situations with empathy and resilience.						
BUILDING CONNECTIONS: DISTRICT Implementation Details						
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline			
			June - Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May
Establish an instructional team made up of representatives from each building, Director of Teaching and Learning, Superintendent, and Special Education Coordinator.	<ul style="list-style-type: none"> Meetings to provide input and advisory on establishing and strengthening district-wide instructional norms. 	Director of Teaching and Learning	✓	✓		
<p>September Update: Discussed a more efficient model of team organization. We decided to modify this so that we will have a district leadership team (DLT) instead. One of the areas the DLT will discuss and provide feedback on is instructional practices.</p> <p>January Update: Building principals, Superintendent, Director of Teaching & Learning, and Special Education Coordinator worked with an instructional lead from Central Ohio ESC to determine characteristics of an instructional leader and completed initial instructional rounds (these will be continued with building principals Dir of T&L, and Spec Ed Coor). Teachers were identified and will receive an email on the February Alternative Learning Day asking if they would be willing to be part of the instructional team. The first meeting will take place on the March Alternative Learning Day. Teachers will provide feedback on instructional best practices in the classroom. Best practices will be identified throughout the remainder of the 21-22 school year and shared with the entire staff prior to the end of the year.</p>						
Add parent representatives to the curriculum committee, which will be used to gather input and share ideas from the instructional leadership team.	<ul style="list-style-type: none"> Quarterly meetings with meaningful opportunities for feedback 	Director of Teaching and Learning, Superintendent	✓	✓	✓	✓

September Update: The committee has not yet met for the 2021-22 school year.

January Update: Director of Teaching & Learning reached out to the Elementary PTO and the MS/HS Academic Boosters asking for parent representatives. The Elementary PTO responded that two parent representatives were interested in joining the committee.

Add parent representatives to the facilities committee.	<ul style="list-style-type: none"> Quarterly meetings with meaningful opportunities for feedback 	Superintendent	✓			
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September Update:

Set up and begin attending monthly grade level and content collaboration meetings K-12 to support struggling students, students with special needs, and staff.	<ul style="list-style-type: none"> Attend Monthly Meetings- per grade level team 	Special Education Coordinator		✓	✓	✓
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September Update:

BUILDING CONNECTIONS: ELEMENTARY SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June - Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Re-introducing and re-establishing PBIS with fidelity	<ul style="list-style-type: none">Signage, matrices, lessons Plans and videos	Administration & teachers	✓	✓			
<p>September/Oct. Update: All signs in the elementary for PBIS/Quest Updated and hung. Teachers and students are all taken through updates via meeting/assemblies. Main focus for elementary was speaking to resiliency and meaning for elementary aged students.</p> <p>January Update: PBIS end of the 9 Weeks movie on Jan. 28th was a success with all students in the elementary getting the opportunity to watch Sing 2 in the HS auditorium and we are actively planning a teacher refresher for one of our next alternat learning days and addtioanal opportunities for students in the 2nd semester to reinforce the positive behaviors of Being Respectful, Responsible, and Resilient!</p>							
Learning and teaching the SEL Standards <ul style="list-style-type: none">Morning Meetings and utilizing Harmony to focus on a goalSharing and implementing Closegap for those available.	<ul style="list-style-type: none">Develop and implement morning meeting expectationsPD for HarmonyGrades 2-5 are using Closegap daily with access to special teachers.	All teachers, paraprofessionals, and school counselor	✓	✓	✓	✓	
<p>September/Oct. Update: Mrs. May has successfully set up Harmony with teacher and student roster for teacher and student use; Morning Meetings embedded into teachers schedules for daily meetings from 8-8:30 and lessons for teachers available on Harmony.</p> <p>January Update: Teachers are now checking into Close Gap daily to check in on students and how they are mark they are feeling so we can follow up with any social emotional issues and refer to Mrs. May and ensure we are meeting the needs of all students both socially and academically.</p> <p>We continue to collaborate with the HS with the reading buddies program and another opportunity for this interaction is coming up on Feb. 3. During this time we are also having our 5th graders pair up with K students to read together.</p>							

BUILDING CONNECTIONS: MIDDLE SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June - Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
1. Teachers plan units together based on similar topics. 2. Identify real-world / relevant topics that can be used for standard-based units. 3. Ask students about current trends.	<ul style="list-style-type: none">Team MeetingsProduct / Summative AssessmentsPossibly create units based on student questions and curiosity.	Adam Greer Bridget Tuccillo	Step 1 Step 2 Step 3	Step 1 Step 2	Step 1 Step 2 Step 3	Step 1 Step 2	
1. Finding ways to get all students together to show examples of what it means to #BeABlackKnight. 2. Community Members <ul style="list-style-type: none">Inviting the community to events.Showing Appreciation. 3. Teacher Support Outside Classroom 4. Social Media	<ul style="list-style-type: none">Opportunities for students to get involved and “run” the school.Student chaperones for guests.Teachers going to school events.	Adam Greer Karen Dishong	Step 1 Step 3 Step 4	Step 1 Step 3 Step 4	Step 1 Step 2 Step 3 Step 4	Step 1 Step 2 Step 3 Step 4	
1. Being intentional when teaching professionalism to students. (Specific real-world applications) 2. Having students reach out to local businesses and have discussions about technology / skills needed.	<ul style="list-style-type: none">Final Projects / ProductThe communication between students and the community in a professional manner.	Adam Greer Chris Henry	Step 1	Step 1	Step 1	Step 1 Step 2	

September Update:

Goal 1:

- #1 Chris, Adam and Abbey are implementing a History/ELA Essay that is cross-categorical.
- #2 Bridget, Mark and Jack have implemented real-world topics through Project Lead the Way
- #3 The team is brainstorming resources to locate and utilize information tied to current events, such as NEWSELA and Interest Maps

Goal 2:

- #1 Welcome Back Day was held in the middle school as a collaborative opportunity to allow students to build connections with peers and work together as teams. During Advisory students have focused on the meaning of the Traits of a Black Knight have tied it to their current environment and how it pertains to their everyday school experience. Select middle school students are also involved with Mentoring within the elementary school.
 - #2 Examples of community connections at VBS: Don Masters Game, Powder Puff, Project More (in the process of bringing this program back after losing it due to COVID.
- Ideas for Future Connections: Town Hall w/ students, Mr. Yunker Day of Service, Angel Tree, Card Writing
- Connections have also been made with local area non-profit organizations to determine how VBMS can connect and volunteer, specifically during the holiday season. Currently, we have one active connection with Project Linus and the creation of blankets for children in Hancock County.

Goal 3:

- #1 Planned Advisory Sessions - Working on Handshakes and Email Writing
- #2 Future Ideas: Manufacturing Day, Speakers, PLTW

October Update: 6th Grade Cross Curriculum Lab between math and science using volume. Isometric drawings connecting math and design and modeling (PLTW).
Camp Nuhop - building connections between students and teachers in a non-traditional environment.
Volunteer Day - building connections between the 8th grade students and the community.
6th grade success working on email writing and formal writing when addressing teachers.
Advisory showcase displaying video and posters students created displaying the traits of a black night.
6th grade math designing a tent to use real world applications of surface area and volume.
8th grade LA students are researching a real-world problem and trying to find solutions.
6th grade book talk Google Form: helping students to share about the books they've read and find recommendations.
RR math cooking lessons, using fractions in the real world.
RR LA wrote directions and followed each other's directions to complete tasks each student chose to demonstrate their interests.
7th grade Science students presented their learning for their classmates.

November Update: Advisory Panel for 6th and 8th grade students to make connections and share advice.
Idea: Van Buren community is dedicating flag poles to village residents who have served in the Armed Forces on Veteran's Day -- would it be appropriate for 8th grade students to go watch the presentation?

January Update:

Adv. 6th grade math is planning a hot chocolate fundraiser to study percents, will pitch to Mrs. Barrett and then hopefully actually do the fundraiser!

5th and 6th grade advanced LA FlipGrid book-talk competition. Mrs. Forsyth's class and Mrs. Dishong's classes voted on the best book talk from the other class!

Middle School Inclusion LA interviewed elementary students to write books about them, then shared their finished product as a read-aloud. This class also is working on writing resumes and practicing their interview skills for future potential jobs.

7th and 8th grade adopted two families through Salvation Army's Angel Tree for Christmas this year.

In advisory, the entire middle school created or signed cards to send to residents of Birchaven for Christmas.

In November, our Alternative Learning Day assignment gave an option for students to create cards for Veterans at Birchaven.

6th grade Design and Modeling used dial-calipers which connects to measurement standards in math.

One advisory day was dedicated to social media use and reflections.

6th grade success is working on writing their own mission statements and keeping the end in mind.

Teachers participated in the Chili Cook-off in December before a basketball game, and attended the Community Forum on Mask Policies in January.

Friends of Rachel decorates the dry-erase board by Mr. Bunn's room, created cards for support staff, left notes for all students before Christmas break, are preparing the Rachel's Pantry for students in need, and are planning to give birthday cookies to all students (each month, and for half-birthdays).

Student-Led Conferences helped students to practice professional communication with parents via email and in person.

HYL took a field trip to BGSU for a college tour.

8th grade Social Studies will be creating Constitution Games and playing them with high school history and government students. Hoping to include elementary students, too.

Middle School play premiers in February.

Potentially re-starting manufacturing day? Maybe add Millstream back in and college visits?

Advisory upcoming plans include a variety of community members, guest speakers, visits and tours to coincide with Developmental Disabilities Awareness Month.

BUILDING CONNECTIONS: HIGH SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June - Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Provide additional quarterly opportunities for staff-student relationship development (i.e. hobby day - staff hosts group of students based on a common interest; staff wellness - art projects, walks, flowers, etc.)	<ul style="list-style-type: none">Develop a Google Form for staff to submit songs/storiesIdentify time frame (period/s - days) to implementPlay music selected by staff members over the PA and share a story about the staff member.	<ul style="list-style-type: none">Connections Group CommitteeConnections Committee/ HS PrincipalConnections Committee					
Establish a “buddy program” for early elementary and HS students.	<ul style="list-style-type: none">Establish a pairing/grouping of students (1st - 9th, 2nd - 10th, 3rd - 11th, 4th - 12th)Develop monthly exercise to get students together (lunch, reading, Pen Pal, cookout)Determine locations and people (i.e. - 1 and 2 come to HS, 11 and 12 to Elem.)	<ul style="list-style-type: none">Elementary Teachers/ Counselor/ Connections CommitteeElem. Counselor / HS Counselor - Connections CommitteeElem. Principal / HS Principal					
Develop Van Buren alumni connections that engage our alumni, build pride	<ul style="list-style-type: none">Develop quarterly programs that encourage Alumni to come back to the building.Utilize the connections Brian Career Advisor has done in his classes to connect to alumni.Create a Van Buren Alumni Facebook Page and invite alumniCreate a google form to send to alumni- specifically for updates to Van Buren, a database of alumni, swift contacting, subscribe to different events/ parts of the building, come help, donate, focus on Keeping connected, and we are doing fun stuffDevelop and promote alumni event for each sports season.	<ul style="list-style-type: none">Admin/ connections groupBrian/ connections groupMcGrain/MarshallConnections committeeN/AConnections Committee/ Athletic Director					
<p>September Update: Homecoming tailgate for high and middle school teachers, Donut Days (business sponsor? If not, teachers chip in for donuts), For Buddy Program: creating a bridge for 5th to 6th grade transition in order to reduce anxious feelings of going to a new building and all the unknowns that come along with switching from elementary to middle school.</p> <p>Alumni Page Started on Facebook- Obe is looking into getting this going. Posts would be made here about things at sporting events, alumni tents at football games, alumni hospitality room for basketball games. Make certain years/decades the focus of certain events. Implement during the 21-22 basketball season. Have water and snacks available and host/hostesses.</p> <p>Work on an alumni banquet for the summer of 2022 . Implement a 50 year club.</p> <p>October Update: Long-term goal- staff day care? VB students volunteer (during study halls?) get community service, CPR and babysitting certification (at the church down the street?) kids take shifts, helps teachers with costs and be able to come to events, continue looking into donut costs, staff Christmas party, end of 9 weeks Fern celebration? (November 12), parent teacher conferences potluck?, AXE THROWING!!!!!!!!!! (\$25per person for an hour)</p> <p>November Update: December 15 Wednesday (students come in late IE no academic watch. How would buses work for that?) Staff party with scavenger hunt. Black Horse Catering?</p>							

January: Ask staff what kind of service/missions the staff would want to do. Ideas: Trevor Project, Backyard Mission, paint the school hallways?, other? Get a feeler out for what staff would like to do

Buddy Program: Make Christmas cards with grade level buddies, email back and forth with grade level buddy, have older students read a book with younger student, Bad Dad Jokes Game, November- read a book, Spilt grades up by Last name and send to specific grade level classroom to do activity, Read alternating pages between older and younger student, Nov. 22 or 23 for buddy reading day, Elementary student provide book to read - picture book or whatever book they are reading - Kevin and Mike find date and time - 9-12 go over elementary pair up with a student in elementary student. Last names of high school student will be divided into groups to go to specific elementary grade level

November Update: Groups are set alphabetically and paired grades 1-4, Nov. 22 HS students will go to elementary classes to read for 15 minutes. Kevin is working on a schedule and we are working on instructions in an email for students and teachers.

December Update: Create holiday cards - Proposed date: Tuesday, December 14, 2021. Include K and 5 if they are interested. Specific place assigned to grade level.

January Update: Begin Coordinating with the Jennifer Masters Dodge Ball Tournament Committee, expanding the promotional efforts to include various Alumni associations, facebook groups, media etc....Make contact with alumni from various years to get groups interested in being involved in the tournament .

FFA alumni breakfast—coordinate efforts with the FFA boosters and Ms. Bement to invite previous FFA members, especially those that have received their State Degree and American Degrees. BUDDY PROGRAM: Emailed principals with ideas for future dates. Looking at 2/3 and 2/24 for Buddy Reading time.

BUILDING EXPERIENCES.

Build a culture of learning that enables all students to achieve.

Objective: Build unique opportunities that expose students and staff to diverse experiences.

BUILDING EXPERIENCES: ELEMENTARY SCHOOL Implementation Details

Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline			
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May
Adding STEAM experiences to the elementary. <ul style="list-style-type: none"> Having a dedicated staff member be in charge of STEAM integration. 	<ul style="list-style-type: none"> Creating a STEAM curriculum and roadmap for use in K-5. Creating and maintaining a STEAM makerspace. Regular collaboration with teachers to integrate STEAM into the classroom. Developing a schedule for STEAM integration. 	Admin and necessary staff to accommodate.	✓	✓	✓	✓
Incorporate outside STEAM opportunities utilizing community businesses/groups (field trips, speakers, clubs, assemblies, etc.)	<ul style="list-style-type: none"> Continue STEAM after school programs Teachers identify opportunities for STEAM guest speakers which align with specific content Teachers coordinate a schedule for guest speakers with either Cassie Schaffer or Brian Career Advisor 	Teachers, Administration		✓	✓	✓
Incorporate additional learning experience outside of the classroom	<ul style="list-style-type: none"> Reintroduce field trips that were previously taken prior to COVID-19 Teachers identify potential learning experiences that align with content 	Teachers, ES Principal	✓	✓	✓	✓
Grade bands establishing interventions and specific student supports: (top 10 tools, 95% group)	<ul style="list-style-type: none"> Intervention folders with student data tracking student growth and progress.- shifted this focus to assigning coaches to guide meetings to support educators in targeting the root cause- this is primarily for students in the bottom 5% Identified students to provide interventions in classrooms Identify Instructional Practices- instructional observation loops- not evaluations- 3 observations monthly 	Special Education Coordinator		✓ K-1	✓ GR 2-5 6-8 9-12	✓

Sept./Oct. Update: STEAM is a reality and Mr. Beining is now part of our specials rotation! Students attend STEAM at least once a week on their schedule; field trips are part of the school year once again to expand the experience students have in the elementary. This includes Gifted United trips to Camp Berry/BG; an author visit for all students and trips to Litzenberg Park and Conine's Pumpkin Patch to name a few.

January Update: We continue to Build Thinkers and Experiences with our STEAM program with Mr. Beining and our After School STEM club that filled up in a matter of minutes for January 2022 with 2 sessions being taught by Mr. Beining and Mrs. Ohlrich and for Feb. 2022 are planning 4 sessions taught by Beining, Ohlrich, Hohman, and Heitkamp to meet the need and desire of the community to have more options for students to explore and expand in the area of STEM!

February-May will bring back several trips for all grades to the Marathon Performing Arts Center to engage and experience some of the local arts from the area and beyond.



BUILDING EXPERIENCES: HIGH SCHOOL Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June- Aug.	Sept. - Nov.	Dec. - Feb.	Mar. - May	
Create a building wide experience for all staff and students to enjoy a day of socialization, competition, and fun.	<ol style="list-style-type: none">1. Implement a “Field Day” complete with activities, locations, competitions, supervision, and needed equipment/materials.<ol style="list-style-type: none">a. Schedule eventb. Identify activities and equipment neededc. Coordinate staff assignments, facility logistics, and requirements2. Create a reflective survey to evaluate student involvement/interest at field day	<ol style="list-style-type: none">3. Experience Group Student Council<ol style="list-style-type: none">a. HS Principal - Athletic Director - Experience Committeeb. Student Council - McIntosh - VanHoosec. McIntosh / HS Principal4. Experience Group					
Create a building wide experience for all staff and students to demonstrate leadership and service opportunities through a community service program.	<ol style="list-style-type: none">1. Implement a service day for all students<ol style="list-style-type: none">a. Schedule eventb. Identify activities - locations, groupings, and expectations.c. Coordinate staff assignments, facility logistics, and requirements2. Connect to graduation Community Service Seal<ol style="list-style-type: none">1. Develop evaluative rubric2. Imbed experience into student portfolios	<ol style="list-style-type: none">3. Experience Committee<ol style="list-style-type: none">a. HS Principal/ Experience Committeeb. Experience Committeec. Experience Committee / HS Principal4. Experience Committee / HS Principal / HS Counselor<ol style="list-style-type: none">a. Career Advisor/ HS Principal/ HS Counselorb. Career Advisor					
<p>September Update: We reviewed the initial ideas for a future service day. Tentative idea would be to have this at the end of October, starting in 2022. At this point, we (the experiences group and student council) are starting to gather ideas for various projects that would serve our local Van Buren community and school. The service day would have a more structured approach for underclassmen (assigned projects), transitioning into more choice focused service for the upperclassmen (i.e. a senior who is passionate about Habitat could get together a group of students and go serve with Habitat for the day). Suggested projects included raking leaves, picking up trash around Van Buren and doing projects around the school.</p> <p>We also discussed some logistics for the 2021 Field Day. Tentatively, we are seeking approval for Friday, May 20th Field Day with Friday, May 26th acting as the rain date. We discussed having Bump - Up Day coincide with the first couple hours of Field Day, followed by a motivational speaker and then outdoor activities. It was also discussed that adding a DJ and maybe some Food Trucks would improve Field Day (though grilling out like last year is not a bad option either).</p> <p>December Update:</p> <p>Service Day should be in the spring of 2022:</p> <ul style="list-style-type: none">• Starting with this years juniors, students will have to complete community service for a seal on their diploma<ul style="list-style-type: none">○ Freshman- work around campus, possibly with maintenance?○ Sophomores- work around the village○ Juniors and seniors- have more freedom to choose, especially since they can drive• Create signature sheets or some way to hold students accountable• What to do with absent students or those that choose to not show up?							

- Volunteer elsewhere on own?
- Documentation to hold them accountable for those hours
- Seal for Diploma
- What should the requirements be for the graduation seal?
 - 8 hrs/year→ 32 hrs/4 years
 - Community seal??

Structure:

- Teachers assigned with grade level they teach- if they teach several, choose where to help and assist
- Teachers given a list of options to choose from what they want to supervise
- Sign up
- Delegate as help is needed
- Each teacher in charge of a group of 8-10 kids

Action Steps:

- Reach out to community
- Maintenance
- Bo (possibility of having a group of kids help pack lunches)
- Speak with Student Council and NHS about community service that they already complete
- Create surveys to give to students, community, staff etc.

Other Notes:

1. How to create a service email to compile responses for all of these surveys?
2. Possible dates?
 - a. April 27th (Alternative Learning Day)
 - b. May 25th (Make-up alternative learning day)
 - c. Create waiver for students who are driving (cya)
- d. Emphasis on allowing students to have choice in their projects and allowing them to find their passion

January Update:

Friday, May 20th Field Day with Friday, May 26th acting as the rain date

More information/staff responsibilities for the day will be shared shortly.

This will be promoted through the Knightly News with pictures from last year and dates for this year.

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.	<ol style="list-style-type: none"> 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) 		✓	✓		
<p>September Update: Once District Leadership Team is established, work on this action step will start.</p> <p>January Update: Building principals, Superintendent, Director of Teaching & Learning, and Special Education Coordinator worked with an instructional lead from Central Ohio ESC to determine characteristics of an instructional leader and completed initial instructional rounds (these will be continued with building principals Dir of T&L, and Spec Ed Coor). Teachers were identified and will receive an email on the February Alternative Learning Day asking if they would be willing to be part of the instructional team. The first meeting will take place on the March Alternative Learning Day. Teachers will provide feedback on instructional best practices in the classroom. Best practices will be identified throughout the remainder of the 21-22 school year and shared with the entire staff prior to the end of the year.</p>						
Develop a K-12 technology curriculum in order to provide a systematic approach to ensure students develop necessary technology skills.	<ol style="list-style-type: none"> 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 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 • 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 	<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	✓	✓	✓	✓

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).							
January update: Goal #1: Grade level teams have been discussing how to make work habits work for our individual grades (i.e. 6th grade needs are very different from 7th/8th). The current system works well to help the 6th grade transition from elementary school to middle school but does not seem to affect change in the 7th/8th graders. The 7th/8th grade team has been focusing on positive referrals instead to encourage positive behaviors while addressing unfavorable behaviors teacher-by-teacher in homebase. With administration, we are working to establish a system for addressing unfavorable behaviors (late to class, missing supplies, etc.) Goal #2: Continue to share in unplugged groups about books that are enjoyed. 6th grade tracks reading progress in chain race across the 6th grade hall. Goal #3: Vertical teams continue to meet once weekly (Fridays) and create materials as needed to support students with rubrics and examples that flow across grade-levels (ex. In science, formal lab report set ups and supports are provided to students to build towards independently writing lab reports in the high school setting)							

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.							
January Update: Real-World - Worked on Survey to send out to the teachers and sent out instructions.							

January 21: We sent teachers an e-mail suggesting how they can use the results of the real-world survey to adjust their teaching if the results show a need to make a stronger connection between class content and the world. We also discussed the VB Reads program, and came up with some possibilities for the second semester: whether we should eliminate electronics, whether we should continue to handle electronics on a case-by-case basis, making students more aware that there are magazines in the library that they can read (see Chelsea if you would like to get some magazines to keep in your classroom), increased library usage is good, much of this program's success will come down to how the teacher in the classroom models/handles the reading time, whether the cafeteria handle students if reading time is moved, and encouraging teachers to occasionally allow students to share what they are reading with the rest of the class.