

Van Buren Community Schools Public Report of Annual Progress Fall, 2014

The **Annual Progress Report** (APR) is one way that Van Buren School Community School District shares information with the state Department of Education and the Van Buren community regarding how well the students in our district are progressing toward meeting academic achievement goals. Some goals are set by the Federal Department of Education in the No Child Left Behind (NCLB) legislation, some goals are set by the State Department of Education, and some goals are set at the local level by the Van Buren School Board, with input from the School Improvement Advisory Committee (SIAC), a committee made up of parents, students, teachers and community members.

Reading:

Long Range Goal from CSIP: All K-12 students will achieve at high levels in reading, prepared for success beyond high school.

2012/2013: During the 2013-2014 school year, 80% of K-3 students will score at or above the national benchmarks on DIBELS Next.

Goal Not Met: Our goal was to increase the number of full academic year K-3 students who tested at or above the national benchmarks on DIBELS Next. We did not meet that goal.

Kindergarten: 94% of Kindergarten students were at or above benchmark goals for phoneme segmentation fluency in the spring of 2014. Of those who did not meet benchmark goals, 2% (1 student) tested below benchmark goals, and 4% (2 students) tested well below benchmark goals.

1st: 55% of 1st Grade students were at or above benchmark goals for accuracy in the spring of 2014. Of those not meeting benchmark goals, 21% (9 students) were below benchmark goals, and 24% (10 students) were well below benchmark goals.

2nd: 42% of 2nd Grade students were at or above benchmark goals for accuracy in the spring of 2014. Of those not meeting benchmark goals, 22% (8 students) were barely below benchmark goals, and 36% (13 students) were well below benchmark goals.

3rd: 76% of 3rd Grade students were at or above benchmark goals for accuracy in the spring of 2014. Of those not meeting benchmark goals, 10% (4 students) were below the cut score provided, and 15% (6 students) were well below benchmark guidelines.

Plans for Progress:

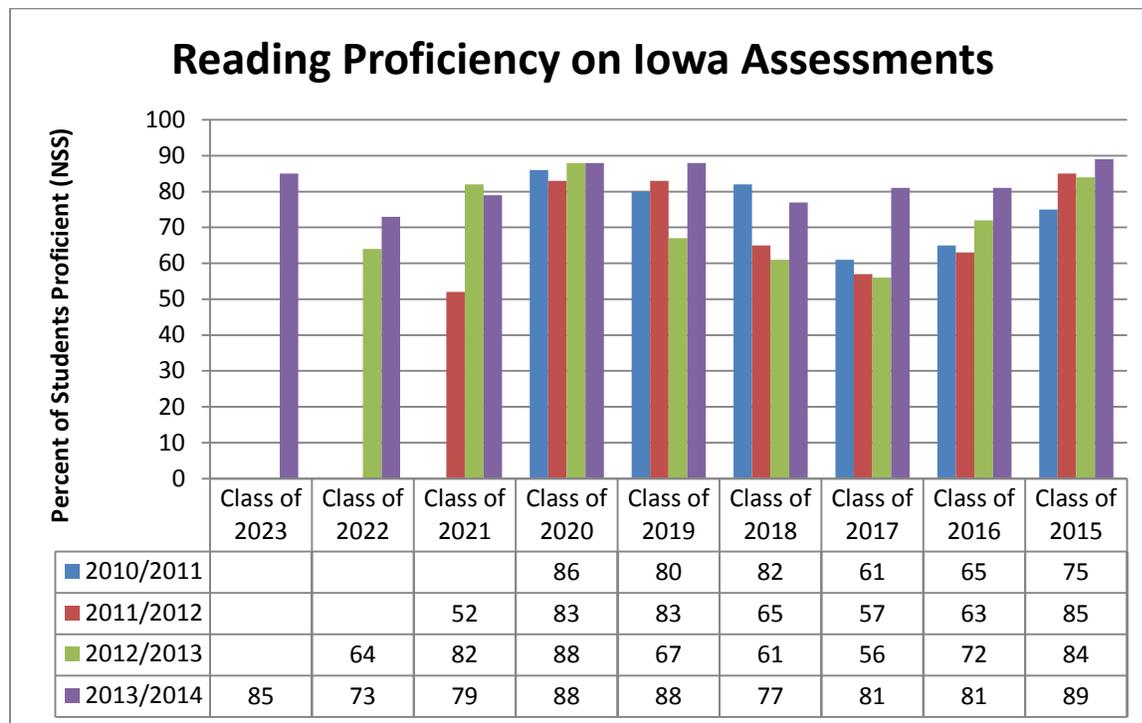
The district has a 3/4 time Instructional coach that primarily services the K-6 building. We have also trained staff members in the use of FAST and will be learning to utilize the Iowa TIER to track student progress over time. Our early literacy team members would like to develop protocols for which students will receive diagnostic assessments if they are flagged during this screening process. We also plan to develop a menu of services for struggling students that

include vetted strategies which have been recommended by our state clearinghouse. We will continue to seek support from our GPAEA Literacy consultants and welcome them into our buildings to partner with our teachers and administrators.

The district has trained K-2 teachers, Title staff, and SPED staff in the LETRS modules. We will continue to get support from our GPAEA trainers and coaches this year. However, we are tightening our accountability this year in order to get greater fidelity of results when working with project students. We will have each grade level team meet with our LETRS coaches once a month to discuss strategies, progress, and next steps in planning instruction.

Teachers will have 3 PLC meetings per month to collaborate about implementation of Iowa Core expectations across grades. Support will be provided for creating quality units of instruction using the UbD guide and technology integration. These groups will continue to work on tightening the alignment of their grade-level assessments as they consider moving to standards-based reporting.

Annual Goal for 2013/2014 School Year: During the 2014-2015 school year, we will increase the number of 2nd grade students who score in the proficient range on the FAST Curriculum Based Measure Reading Assessment in the area of accuracy.



Math:

Long Range Goal from CSIP: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

2013/2014 School Year Goal: During the 2013-2014 school year, the percent of 4th-6th grade students scoring at or above the 50th percentile on the MAP test will increase by 2% or more.

Goal Met: Our goal was to increase the percentage of full academic year students who tested at or above the 50th percentile on the MAP test. We did meet that goal.

The **4th grade** class was 16% proficient in math according to the Fall 2013 MAP Test. When the students were tested in the spring of 2014, the class had risen to 29% proficiency for an overall increase of 13%.

The **5th grade** class was 25% proficient in math according to the Fall 2013 MAP Test. When the students were tested in the spring of 2014, the class had risen to 50% proficiency for an overall increase of 25%.

The **6th grade** class was 48% proficient in math according to the Fall 2013 MAP Test. When the students were tested in the spring of 2014, the class had risen to 50% proficiency for an overall increase of 2%.

Plans for Progress:

The district has implemented several curricular and instructional practices to address long-range goals in mathematics.

We have entered our second year of the implementation of a new math series (enVisions), and teachers will continue to receive ongoing professional development and support in its implementation. This will include support from the AEA math consultant who will be in the building at least 2 days per month. In addition, at the elementary level, we have shifted to a school wide implementation of Title I services; at the middle school, an intervention block is in place to address student needs, and at the high school level, a guided studies period has been implemented in order to help students make-up missing work or seek assistance.

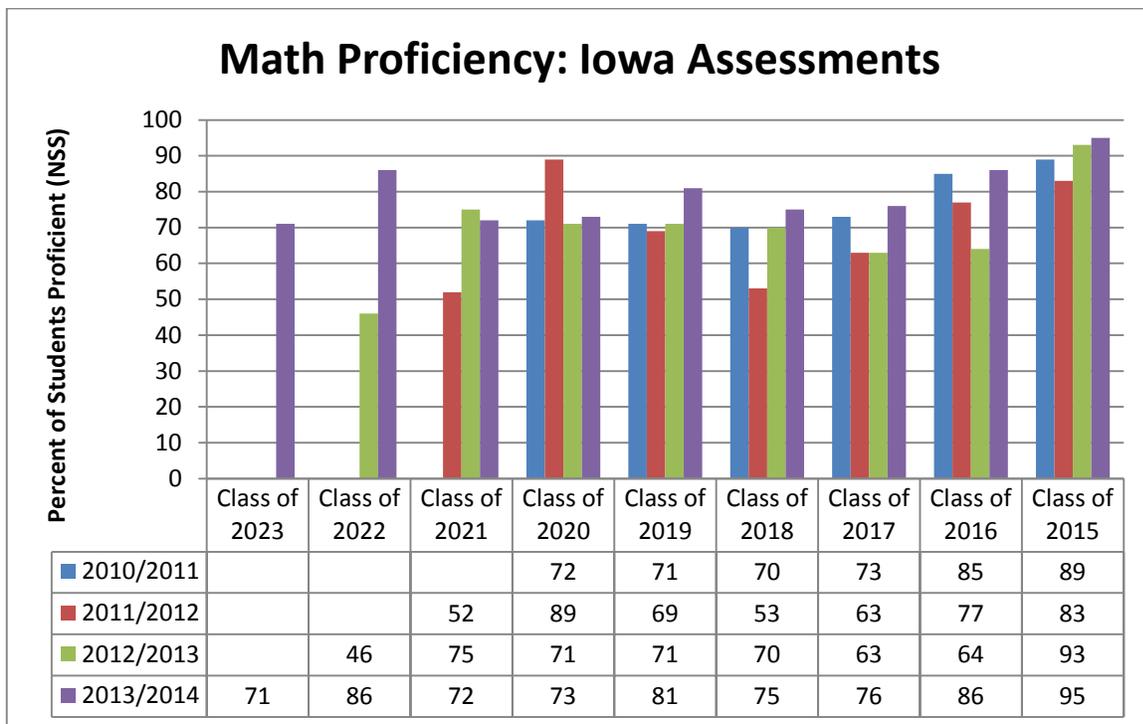
The district piloted the use of Kathy Richardson materials with struggling math students during 2013-14. With the support of our GPAEA School Psychologist, we were able to look at the effect size that work had on our participating classrooms. The results were very favorable and we plan to implement a similar approach with K-6 teachers and students.

The district plans to implement a new approach to supplemental math instruction at the elementary during 2014-15. Each teacher will be assigned a MAP RIT band. They will develop activities to target the skills in that RIT range. Students in grade 1-3 and 4-6 will be grouped according to the RIT band their fall testing indicates they belong in. Teachers will utilize the learning continuum and the support of NEWA trainers and our GPAEA math consultant to select quality practices and instructional strategies.

We have gained new perspective through the addition of new staff, and have added an in school mentoring program for our new teachers.

As a district, our professional development focus is on the implementation of the gradual release of responsibility model. In addition, we have implemented a PLC structure for the 2014-2015 school year which will provide increased opportunities for teachers to collaborate around curriculum, instruction, and assessment.

Annual Goal for 2014/2015 School Year: During the 2014-2015 school year, the number of 5th and 6th grade students scoring at or above the 50th percentile on the MAP Math Assessment will increase by 2% or more.



Science:

Long Range Goal from CSIP: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

2013-14 School Year Goal: During the 2013-2014 school year, the percent of FAY students in grades 9-11 who are proficient on the science portion of the Iowa Assessment will increase by 2% or more.

Goal Met: Our goal was to increase the percentage of full academic year students who tested proficient in science on the Iowa Assessment in grades 9-11. We did meet our goal.

The Class of 2015 was 89% proficient in science in 2013. The class demonstrated a proficiency percentage of 89% in 2012 for no overall increase.

The Class of 2016 was 81% proficient in science in 2013. The class demonstrated a proficiency percentage of 66% in 2012 for an increase of 15%

The class of 2017 was 74% proficient in science in 2013. The class demonstrated a proficiency percentage of 63% in 2012 for an increase of 11%.

Plans for Progress:

The district has implemented several curricular and instructional practices to address long-range goals in science.

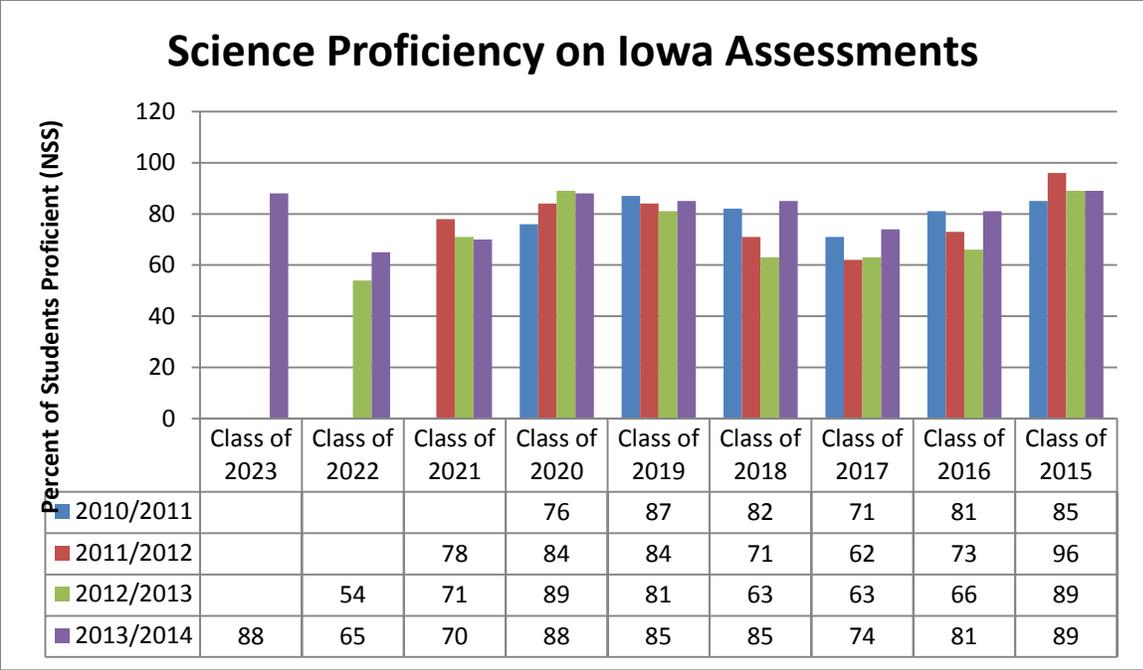
At the elementary level, we have shifted to a school wide implementation of Title I services; at the middle school, an intervention block is in place to address student needs, and at the high school level, a guided studies period has been implemented in order to help students make-up missing work or seek assistance.

Enhanced science fair opportunities at the middle and high school levels increase student engagement and exposure to stem activities.

We have gained new perspective through the addition of new staff, and have added an in school mentoring program for our new teachers.

As a district, our professional development focus is on the implementation of the gradual release of responsibility model, and high school and middle school will attend Iowa High School Science Network trainings provided by the AEA. In addition, we have implemented a PLC structure for the 2014-2015 school year which will provide increased opportunities for teachers to collaborate around curriculum, instruction, and assessment.

Annual Goal for 2014/2015 School Year: During the 2014-2015 school year, the percent of FAY students in grades 9 (Class of 2018) who are proficient on the science portion of the Iowa Assessment will increase by 2% or more.



Measures of Probably Post-Secondary Success:

ACT

Van Buren uses the ACT test as its measure of probable post-secondary success. The cut score for the ACT test is 20. Many of our students who intend to attend local community colleges do not take the ACT test since Indian Hills and SCC do not require it.

2013-2014 Results: 29 Van Buren students took the ACT. Our students had an average composite score of 20.4. The state average is 22, so as a group, Van Buren students scored just below their statewide counterparts.

Post-Secondary Education/Training Intentions

Of the 52 graduating seniors in, 37 indicated intent to pursue post-secondary education training. Therefore, 71.15% of seniors intend to pursue post-secondary education/training. Van Buren Schools provides frequent supervised trips to Indian Hills Community College in an effort to get students thinking about future careers. Post-secondary does not include any training which students receive in the military.

All 8th graders complete the “I Have a Plan” program which also helps them explore career interests and plot coursework throughout high school to achieve foundational skills in chosen areas of interest. In addition, all 8th graders are provided the opportunity to attend Career Day at Indian Hills Community College. This day, held each year in the fall, allows students to explore possible post -secondary educational opportunities.

Core Program Completers

Of the 52 graduating seniors, 51 completed a core program. 100% of Van Buren students are taking 4 years of English and 3 or more years of math, science and social studies, unless they are under an IEP which stipulates otherwise. State mandates ensure that all schools in the state of Iowa require 4 years of English and at least 3 years of math, science, and social studies. Therefore, except in extreme cases, all Van Buren graduates will complete a core educational program.

Dropouts

6 students of 280 dropped out of school during the 2012-2013 school year which equates to 2%. This is below the state average of 3.2%. In order to increase engagement and decrease the dropout rate, the district has maintained the Multi-Occupations and Work Study programs which have proven helpful to students who are more fully engaged in a “hands on” work situation than a traditional classroom setting. The creation of a case management position to coordinate services which removes obstacles for at-risk students will provide additional support.

The credit recovery program provides earlier intervention and provides students a chance to “catch up” with their peers and re-enter the high school, thus reducing the number of students choosing to drop-out each year.

A guided studies program has been in place for 2 full years at the high school level. The program allows teachers to give more one-on-one support to students who have fallen behind or who require additional assistance with coursework. The guided studies period provides the opportunity for students who are not behind in their work to seek assistance with homework as well.

Second semester 2010-2011 (Guided Studies not yet in place)	50 students with a combined total of 55 Ds and 50 Fs
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Second semester 2013-2014	23 Ds and 0 Fs
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We believe this program is working well, and it will directly impact the ability of students to remain on the graduation track and should equate to fewer dropouts.

The high school is in the fourth year of the WARRIOR program which in many ways parallels the PBIS program in place at the elementary level. The program recognizes students for excellence not only academically, but in each of the areas represented by the WARRIOR acronym: **W**ork-**A**ttitude-**R**esponsibility-**R**espect-**I**nvolve**M**ent-**O**rganiza**T**ion-**R**esilience-**S**ervice

The recognition of students for accomplishments outside of the academic arena allows for an increased sense of belonging and engagement.