

SCHOOL IMPROVEMENT PLAN
2026-2027

VAN BUREN ELEMENTARY SCHOOL

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Van Buren Elementary School
School Improvement Committee

Devin Carter	Principal, Chair of Committee
Angela Ash	Assistant Principal
Breanna Church	School Counselor
Melissa Bennett	1st Grade Teacher
Diana Lautenschlager	2nd Grade Teacher
Megan Brouillard	3rd Grade Teacher/Parent
Shelby Pineda	5th Grade Teacher/Parent
Erin Elsey	PE Teacher/Interventionist
Amanda Johnson	4th Grade Teacher/Parent
Tanya Cox	Kindergarten Teacher/Parent
Megan Schaffner	Parent/PTO President

Statement of Mission & Beliefs

Corporation Mission Statement:

***Bringing joy to learning*.**

School Mission Statement:

Bringing joy to learning.

Part 1 - Schoolwide Planning: Introduction

Narrative description of the school:

Van Buren Elementary School is located at 225 Shaw Street in Plainfield, IN. The current enrollment in Van Buren Elementary is 501 students. Our staff consists of one principal, a .5 assistant principal, 22 classroom teachers (K-5), 1.5 special education teachers, 1 Title I instructional assistants, 4 special education instructional assistants, 4 classroom instructional assistants, 1 ELL instructional assistant, 1 media instructional assistant, 1 music teacher/interventionist, 1 computer science teacher/PE teacher, and 1 art teacher/interventionist.

Narrative description of the community:

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves residents of Guilford Township, including the town of Plainfield, through one community preschool, five K-5 elementary schools, one middle school for grades six through eight, and one high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for its students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four year staggered terms, governs the school corporation.

Plainfield Community School Corporation is the fourth largest employer in the area, following Duke Energy, Foxconn, and Bright Point.

The township is primarily a bedroom community in the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and

distribution centers, and retail stores and restaurants. Plainfield schools continue to experience student growth.

Component 1: Comprehensive Needs Assessment

The staff at Van Buren Elementary see their purpose of supporting each and every child to help them reach their full potential and show continuous growth. We strive to meet students' educational and social emotional needs. To accomplish this we utilize a rigorous curriculum, a variety of formative and summative assessment tools to better understand student needs, a focus on STEM learning and design thinking, our Plainfield Community Values program to support the whole child, and a sense of community and belonging in the relationships we develop with students and families.

As a school, our focus this year is "Adventure Awaits." Teachers and staff will celebrate the hard work and successes both big and small that students achieve throughout the school year. We have a school wide PBIS system, VIBES (Value Respect, Integrity, Bucket Filler, Empathy, & Safety). To encourage these skills of well-rounded students and celebrate the great things that occur daily we recognize students by awarding them with red VIBES tickets that teachers use within their own classroom behavior plan. We also honor a monthly value winner from each classroom in a school wide celebration, posting a picture in our newsletter and on social media. This includes one of these classroom winners being honored at our school board meeting as the recipient of the value award for our school that month. Finally, we have a drum where students can earn a ticket for going above and beyond. Weekly, 6 names are drawn for positive office referrals - the students receive a certificate and a t-shirt.

Van Buren staff work to meet the needs of all learners where they are to support growth. The goal is ultimately to have positive outcomes of growth that may look different for each student. As a school we place a focus on closing learning gaps and meeting individual needs. We will be providing after school tutoring to support student learning, we provide a robust RtI program, and continually look for new resources to impact the learning of all students. A major focus is the protection of our small group intervention times building wide. Our school wide interventions in both math and reading are prioritized to ensure that dedicated instruction at the level a student needs is provided on a continual basis.

Furthermore, Van Buren strives to provide an engaging and exciting learning environment for all students. We embody the mission, "Bringing Joy to Learning." This can be seen in initiatives to make science hands-on, utilize technology, and support students' creativity through the arts. To make literacy engaging we encourage monthly ready challenges for classes and grade levels to participate in, we host a large book fair, and students can now earn a token to use our book vending machine provided by our PTO.

The Van Buren School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

A. Student Achievement

Assessment at Van Buren Elementary is designed to collect formative and summative student information. The ILEARN assessments measure student proficiency of the Indiana College and Career Readiness Standards. This is one piece of our data collection used to inform instruction. Formative assessments that will be utilized during the 2026-2027 school year include NWEA Reading and i-Ready Math Assessments in grades K-2, NWEA Fluency in grades K-2, in-class assessments including the use of Pear Assessment to perform Common Formative Assessments across grade levels and the district, quick checks, monitoring checklists, ILEARN Checkpoints in grades 3-5, and teacher observations. The following data is compiled from the annual performance reports and data disaggregation of our assessments. This data drives our comprehensive professional development program, our work aligning instruction with our curriculum maps, setting high expectations for student growth and achievement, and forming strong relationships with students and families.

ILEARN Results

	ILEARN	ILEARN	ILEARN	ILEARN	ILEARN	ILEARN	
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Change
3	ELA - 52% MA - 75%	ELA - 46% MA - 61%	ELA - 48% MA - 80%	ELA - 56% MA - 80%	ELA - 60% MA - 74%	ELA - 55% MA - 75%	
4	ELA - 64% MA - 78% SC - 52%	ELA - 64% MA - 77% SC - 60%	ELA - 59% MA - 77% SC - 60%	ELA - 60% MA - 73% SC - 62%	ELA - 58% MA - 69% SC - 57%	ELA - 72% MA - 78% SC - 66%	ELA 12% Math 4%
5	ELA - 53% MA - 58% SS - 52%	ELA - 59% MA - 65% SS - 59%	ELA - 59% MA - 65% SS - 59%	ELA - 40% MA - 63% SS - 42%	ELA - 52% MA - 61% SS - 42%	ELA - 68% MA - 58% SS - 53%	ELA 10 % Math 11%

IREAD Results

	IREAD	IREAD	IREAD	IREAD	IREAD	IREAD	
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Change
2	N/A	N/!	Pass - 64% On Track-13%	Pass - 73% On Track-15%	Pass - 81% On Track-14%	Pass - 68% On Track - 7%	Pass - 13% On Track - 7%
3	Pass -97.6%	Pass -84%	Pass -89.7%	Pass -87.1%	Pass -94.1%	Pass -94.3%	Pass - .2%

NWEA Test: Reading (Percentile rank of 61 or above is considered proficient at the end of the 2025-2026 school year.)

5th Grade: 65% at Proficiency in Reading

4th Grade: 81% at Proficiency in Reading

3rd Grade: 73% at Proficiency in Reading

2nd Grade: 69% at Proficiency in Reading

1st Grade: 78% at Proficiency in Reading

Kindergarten: 80% at Proficiency in Reading

NWEA Test: Math (Percentile rank of 61 or above is considered proficient at the end of the 2025-2026 school year.)

5th Grade: 76% at Proficiency in Math

4th Grade: 87% at Proficiency in Math

3rd Grade: 78% at Proficiency in Math

2nd Grade: 67% at Proficiency in Math

1st Grade: 74% at Proficiency in Math

Kindergarten: 85% at Proficiency in Math

Attendance By Grade

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	96.53%	94.9%	93.9%	95.6%	94.72%	95.02%
Grade 1	96.98%	94.5%	95.9%	95.4%	95%	95.5%
Grade 2	96.56%	95.1%	94.2%	96.4%	95.18%	95.64%
Grade 3	97.02%	95.7%	93.4%	95.0%	95.67%	95.53%
Grade 4	96.28%	96.1%	95.8%	95.9%	95.48%	96.62%
Grade 5	96.36%	96.4%	95.2%	95.9%	96.23%	95.93%
All Grades	96.60%	95.5%	95.5%	95.7%	95.36%	95.73%

B. Curriculum and Instruction

Van Buren Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers use content area and differentiated instruction to accomplish the best possible student outcome through the use of curriculum maps with foundations in the Indiana College and Career Ready Standards which are available online at www.doe.in.gov. Teachers participate in ongoing alignment school curriculum maps with Indiana State standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.

The master schedule at Van Buren Elementary provides an uninterrupted block of time for literacy and math instruction at each grade level as well as adequate time for Science and Social Studies. Van Buren's educational programming is summarized as follows:

Reading: Classroom teachers are required to provide 90 minutes of reading each day. All teachers use research based best instructional practices to provide students with the strategies necessary to ensure educational success. General education instruction is anchored in a reading textbook and classroom sets of engaging books from the Wonders (McGraw Hill) program and Fundations (Wilson) K-2 program. Novels, picture books, and Heggerty are also utilized for foundational skills. Van Buren's library provides students with an ample selection of authentic literature. The Accelerated Reading program used by most Van Buren students, promotes daily reading and comprehension checks. The program enables teachers to track and steer student progress. Finally, the One Book One District reading initiative promotes reading school-wide as the entire school and district read the same book together at the same time.

Writing: Written expression is a focus at Van Buren Elementary. Teachers have used a variety of programs that include 6 Traits, Smekens, and RACE to help their students become better writers. Teachers in grades 2-5 will also have access to Top Score writing manuals that focus on the four main types of writing and developing the skills to synthesize multiple sources into one piece of writing. Teachers focus not only on writing stamina, but on utilizing technology as a writing tool.

Math: Van Buren's math program uses many hands-on, drill, and practice activities to facilitate strong math application and computation skills. The EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers. Students will focus on understanding the "why" in math concepts. Many teachers utilize math stations and small group work to differentiate instruction based on students' needs and skill development. During math RtI teachers will have access to Bridges Math Intervention as a new tool to support developing students' math understanding.

Science/Social Studies (K-5): Science is a stand-alone subject at Van Buren. It is also taught throughout all subject areas in a multidisciplinary approach utilizing the STEM concept. Teachers have access to Project Lead the Way curriculum as the staple instructional resource for science education. This program is engaging and provides hands-on learning and problem solving opportunities.

Computer science curriculum is also taught to all grade levels. The focus of this program is to engage students with the computer science standards and develop digital citizenship and literacy skills. Students will utilize these skills in all areas of their educational experience. Students also attend the imagination lab monthly. Students embark on Odysseys, which expand their knowledge in an immersive, hands-on learning environment. The Imagination Lab allows students to utilize the foundational science and STEM concepts taught in the classroom.

Social Studies education consists of learning about their community, rules, laws, homes, school, and neighborhood in grades K-3. In fourth and fifth grade, students utilize the Pearson/Savvas curriculum resources. Fourth graders study the history of Plainfield and the state of Indiana. Fifth grade students study Native Americans to the pre-Revolutionary War period. They also engage in a study of economics and geography. This year students will be participating in BizTown to better understand the economy and careers within the economy.

Special Education and English Language Learner Programs: Differentiated instruction is based on individual student needs with specific teaching to assist struggling students. Instruction is based on best practices, push-in and pull-out programming, supported by a variety of literacy and math materials. Fountas and Pinnell Level Reading program, Wonders, and Fundations are the major reading programs used to deliver reading instruction to Special Education students. All instruction through Special Education and English Language Learner services are in addition to core-classroom instruction in the general education classroom.

Exceptional Learners: The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in classrooms with other exceptional learners and receive advanced skill instruction.

The QuEST Tract consists of a high ability curriculum map for ELA and Math identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher levels of Bloom's Taxonomy, and advanced vocabulary curriculum through Caesar's English program.

In math, third grade students identified for the math QuEST program access enrichment during the 3rd grade math RTI time. Students are expected to master and excel in critical thinking and advanced problem solving. Identified 4th and 5th grade students are clustered into accelerated math classes. Accelerated 4th grade students complete both the 4th and 5th grade math curriculum. Identified accelerated 5th grade math students complete 6th grade and part of 7th grade math curriculum. Students are taught advanced problem solving exercises and participate in flexible learning groups.

Fine Arts Programs: Instruction is provided in physical education, art, music, and computer science throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas.

Response to Intervention: Students in kindergarten through fifth grade participate in the Response to Intervention that provides daily support beyond core instruction. to improve student learning is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for intervention is based on student achievement data gathered throughout the school year. This data comes from NWEA, i-Ready Math, IXL Level Up, ILEARN Checkpoints, classroom performance on unit assessments, and daily observations of teachers. Students that are below identified benchmarks for reading, math follow remedial plans designed to assist students in closing the achievement gap.

At Van Buren, we have data meetings with the principal and grade level teachers to identify any student that is performing below grade level academically. Based on this data we place the students in Tier 1, Tier 2, or tier 3 groupings. Teachers progress monitor students in Tier 2 and Tier 3 to gauge the effectiveness of the selected interventions. Students are rotated in and out of groups as needed to help close achievement gaps. In addition to the intervention, students in grades 2-5 who are in Tiers 2 and 3 also have 30 minutes daily of pre-teaching of the instructional lessons in Math and Language Arts.

C. Professional Development

Van Buren Elementary School will focus weekly professional development time on improving student achievement by developing a stronger core ELA curriculum through the implementation of our newly adopted reading and phonics program. The weekly

sessions follow the Professional Learning Community model consisting of reflection on past practices and experiences, a study of current student performance data, and a plan for trying new strategies to address focused areas of deficiencies. Throughout the 2026-2027 school year, we will refine our focus on the PLC model to make it as meaningful as possible. We will utilize a PLC documentation form to document our weekly PLCs with a focus on the instructional strategies that worked and those that did not for students.

The use of differentiated reading and math instruction will continue to be implemented in all grade levels. New staff members will be trained in this instructional framework and all staff will set yearly improvement goals in the area if effective differentiated instruction. The principal will provide teachers with relevant training opportunities to facilitate their goal achievement.

Design Thinking is a current school improvement goal. Teacher leaders on each grade level team have attended professional development on Design Thinking in a STEM rich learning environment. Project Lead The Way and Mystery Science provide extensive resources to train our teachers.

Teachers will continue to have access to training from McGraw Hill reading coaches as part of adopting a new reading series. Van Buren teachers will focus on differentiating reading and writing at the grades 2-5 level and early literacy intervention and enrichment at the K-1 grade level. Teachers will be utilizing TopScore Writing resources for the 2026-2027 school year.

Van Buren will work to provide training to teachers to help motivate students to read. All elementary schools as well as the public library have partnered together as a community to foster a love for reading for Plainfield families.

D. Family and Community Involvement

Van Buren families are part of a very active Parent Teacher Organization (PTO). They provide financial support to Van Buren staff and students through fundraising activities. The Van Buren PTO publishes a newsletter linked to the school website, provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers, and helps pay for student field trips. PTO further supports the schools mission of “Bringing Joy to Learning” by partnering with the principal and teachers to sponsor hands-on, experiential based learning opportunities.

E. School Context and Organization

Van Buren Elementary continues working on a comprehensive improvement plan. The principal continues to expand building-level leadership by cultivating new teacher leaders and support staff. Van Buren’s focus on improving reading, writing, and math dovetails nicely with school wide integration of STEM into all curriculums. Teachers use

Design Thinking as the model of choice for teaching problem solving and develops college and career ready students by intentionally teaching effective communication, critical thinking, creativity, and collaborative skills.

F. Discipline Data

Behavior is supported in various ways at Van Buren Elementary. Classroom teachers develop their own classroom behavior plans. Common behavior management plans used at Van Buren include Clip Up Clip Down, Classroom DOJO, and individualized student behavior charts. Classroom teachers submit their behavior management plan to the principal at the beginning of the year.

We have a Registered Behavior Technician on staff. This individual will assist students and teachers with behavior related concerns. They will meet with students, provide specific behavior interventions, develop behavior plans and tracking systems alongside teachers, and build capacity of staff in reshaping behaviors.

If a major classroom interruption occurs, the principal, assistant principal, or guidance counselor provide support to the student and teacher. Each year the principal, assistant principal, and guidance counselor meet with each grade level to review school behavior expectations at behavior expectations convocations during the first full week of school.

2025-2026 School Year		
Incidents by Grade Level	**Total Incidents: 245**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	8	3.3%
First Grade	7	2.9%
Second Grade	75	30.6%
Third Grade	72	29.4%
Fourth Grade	29	11.8%
Fifth Grade	54	22.0%

2024-2025 School Year

Incidents by Grade Level	Total Incidents: 94	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	5	5.3%
First Grade	12	12.8%
Second Grade	20	21.3%
Third Grade	25	26.6%
Fourth Grade	20	21.3%
Fifth Grade	12	12.8%

2023-2024 School Year		
Incidents by Grade Level	**Total Incidents: 90**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	11	10.5%
First Grade	19	18.1%
Second Grade	8	7.6%
Third Grade	13	12.4%
Fourth Grade	5	4.8%
Fifth Grade	49	46.7%

2022-2023 School Year		
Incidents by Grade Level	**Total Incidents: 90**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	19	21%
First Grade	9	10%
Second Grade	13	14%
Third Grade	4	4%

Fourth Grade	11	12%
Fifth Grade	34	38%

2021-2022 School Year		
Incidents by Grade Level	**Total Incidents: 193**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	20	10%
First Grade	12	6%
Second Grade	21	11%
Third Grade	107	55%
Fourth Grade	15	8%
Fifth Grade	18	9%

Component 2: Implementation of Reform Strategies

Van Buren staff members use effective instructional strategies that are based on solid research. The core academic program is supported by professional development in reading, writing, and math. Students that are not meeting state standards for their grade levels have supplemental strategies utilized to meet their identified deficiencies.

During the 2026-2027 school year, the following goals will be refined and expanded to improve instruction for all Van Buren students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

The teachers and staff at Van Buren Elementary School worked collaboratively to review and revise our school improvement plan. The School Improvement Committee members are in agreement with the target area goals established by the revision process. The target goals are Van Buren Elementary School's benchmarks for progress.

Target Goals

Goal 1: Build relationships with students and families.

Goal 2: Continued implementation of the Wonders and Fundations curriculum while incorporating the 4 C's across all subject areas

Goal 3: Grow academic proficiency by 5% in ELA and Math standardized assessments.

Goal 4: Celebrate student and staff successes.

Component 3: Instruction by Highly Qualified Teachers

At Van Buren Elementary teachers and support staff are highly qualified. The central office ensures all new hires are appropriately and highly-qualified prior to any employment offers.

Teacher's Name	Teaching Assignment	Highly Qualified	Location of Verification Form and Supporting Documentation
Lindsey Allen-Conley	Art K-5	x	Central Office--HR
Sierra Armour	Music K-5	x	Central Office--HR
Angela Ash	Assistant Principal	x	Central Office--HR
Melissa Bennett	First grade	x	Central Office--HR
Nichole Blackwell	Assistant	x	Central Office--HR
Kelly Bohanon	Assistant	x	Central Office--HR
Breanna Bowling	School Counselor	x	Central Office--HR
Macailyn Brossman	Registered Behavior Tech	x	Central Office- HR
Megan Brouillard	Third grade	x	Central Office--HR
Devin Carter	Principal	x	Central Office--HR
Grace Chimenti	Special Education K-5	x	Central Office--HR
Tanya Cox	Kindergarten	x	Central Office--HR
Molly Craney	First grade	x	Central Office--HR
Andrea Eckler	Second grade	x	Central Office--HR
Erin Elsey	Physical Education	x	Central Office--HR
Shelby Haltom	Assistant	x	Central Office--HR
Casey Harvey	Kindergarten	x	Central Office--HR
Karyn Hutcheson	Fifth grade	x	Central Office--HR
Elena Groeschen	Third Grade	x	Central Office- HR
Amanda Johnson	Fourth grade	x	Central Office--HR
Colbey Jones	Special Education Asst.	x	Central Office--HR

Michelle Kidd	5th Grade	x	Central Office--HR
Diana Lautenschlager	Second grade	x	Central Office--HR
Jamie Lautenschlager	Third Grade	x	Central Office--HR
Jill Love	Fifth grade	x	Central Office--HR
Kimberlyn Madison	Assistant	x	Central Office- HR
Bailie McGee	Third grade	x	Central Office- HR
Amber Miller	Assistant	x	Central Office- HR
Sarah Minor	First Grade	x	Central Office- HR
Alejandra Ortega	Clerical Asst./Receptionist	x	Central Office--HR
Shelby Pineda	Fifth grade	x	Central Office--HR
Bailey Ramseyer	Kindergarten	x	Central Office-HR
Pamela Reever	Special Education K-5	x	Central Office--HR
Kimbery Robinson	Special Education Asst.	x	Central Office--HR
Casey Sadler	Speech/Language Pathologist	x	Central Office--HR
Emma Schabel	Second grade	x	Central Office--HR
Pamela Speck	Fourth grade	x	Central Office- HR
Kristen Steed	Fourth grade	x	Central Office--HR
Amy Thompson	Assistant	x	Central Office--HR
Emily Thompson	Fourth Grade	x	Central Office--HR
Elizabeth Tomaszewski	Second grade	x	Central Office--HR
Heather Weber	Assistant	x	Central Office- HR
Jennifer Weinert	Assistant	x	Central Office- HR
Jessica Wheetley	Assistant	x	Central Office- HR

Component 4: Professional Development

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in science of reading, professional learning communities (PLC), Response to Instruction (RtI), and student behavior support/PBIS.

Science of Reading: We will spend time exploring and better understanding the science of reading and how we can use it to strengthen our reading instruction and student growth and achievement in the area of reading. We will have a reading

committee to dive into a better understanding of our strengths with ELA instruction and how to improve as a school. This will coincide with the new reading curriculum adoption.

Professional Learning Communities: In regards to PLCs, our focus this year will be on having a consistent approach to weekly PLC meetings with grade level teams. We will examine what data sources we can utilize to help us gauge the effectiveness of the instructional strategies used during a unit of instruction. Furthermore, we will launch a standard PLC documentation form to capture team discussions about student learning and teaching practices.

Response to Instruction: RtI professional development will center around utilizing best practices for tiered instruction. We will develop norms building wide for what RtI will look like in both reading and math. We will have data meetings to discuss placement of students into tier 2 and tier 3 groups. Also, at Van Buren we will use PD to provide resources to teachers and staff that they can use with their RtI groups. We will explore new programs and materials available to teachers to help close learning gaps during RtI.

Student Behavior Support/PBIS: We will be utilizing our Registered Behavior Technician during these times to share with teachers ways that this role can support both their work and their students in the classroom. Our PBIS system is centered around showing geat VIBES. We will provide continual PD to staff and reminders to students about the meaning of the and exemplification of these terms in our school. Finally, staff has received training in Trust-Based Relational Interventions (TBRI). We will provide a PD lesson each month on TBRI to staff and reinforce this with two student lessons in the classroom.

Each professional development activity is carefully aligned with the schools short and long term goals. Most professional development is based on individual and grade level needs as identified through data. Professional development is job embedded and prioritized as one of the most effective ways to improve student learning. To keep consistent communication, enhance teaching and learning and to continue to build on our positive climate and culture the teachers have a dedicated meeting schedule.

Month	Staff Meetings	Committee Meetings	Data Meetings (During School Day)
August	3 and 4	-----	—-
September	8 - In-Service Day	22	2
October	6	-----	28
November	10	17	-----
December	1	-----	-----

Month	Staff Meetings	Committee Meetings	Data Meetings (During School Day)
January	5	26	13
February	2	-----	-----
March	2	23	10
April	6	-----	-----
May	7 - In-Service Day	-----	Individually Completed

Component 5: Highly Qualified Teachers to High Needs Schools

Van Buren teachers and support staff are highly qualified. There is a clear expectation that the "most trained and experienced" person works with students in the greatest need. Staff members are appreciated for the unique gifts and talents each brings to share with Van Buren children and families.

Collaboration and input into school programming from staff is a must at Van Buren. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Van Buren work very hard to provide a quality education with high expectations for themselves and students.

Lastly, school administrators work hard to create a warm, supportive, kind and friendly working environment for all staff. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and the social committee continues to look for ways to brighten the day for staff.

Component 6: Parental Involvement

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Parent partnerships in the education process are valued. In order to maximize parent participation, the following strategies will be utilized:

- Parents volunteer in the classroom for general administrative tasks.
- Parents volunteer in the classroom to support student learning, for example, by serving as reading buddies or Mystery Readers.
- Parents volunteer in the classroom providing station help.
- Parents utilize our Van Buren Website, PowerSchool Parent Portal, allowing 24/7 access to student grades, and ParentSquare.

- Parents participate in specific activities such as:
    - Field Trips
    - Field Day
    - Music Programs
    - Book Fair
    - Robotics League
    - Math Bowl
    - Walk-A-thon
- Parents have opportunities to contribute to the curriculum through presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including Santa Shop, chaperones for field trips, and assisting with various classroom parties throughout the year.
- Parents and grandparents are involved in Book Fair and Grandparents Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards, showcase displays, and classroom assistance.

Current 2026 areas of strengths and opportunities according to parents and community members through our committee:

- Committed staff with child-centered focus.
- Attractive school
- Teachers strive to bring joy to learning
- Clubs and experiences for students
- Bucket Filling and VIBES PBIS education program aligns with Plainfield community values.

Current 2026 areas of improvement or threats according to parent and community members:

- Student chronic absenteeism
- Increase physical activity for students
- Teach computer science and build capacity for typing

Component 7: Preschool Transition

Van Buren Elementary School hosts a Kindergarten roundup experience during the month of April. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to every home in the community. In addition, flyers are shared with daycares and preschools. Plainfield School has a community preschool program with 202 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with

our Preschool Director. The director informs the Head Start Coordinator when kindergarten registration will occur.

Component 8: Teacher Decision Making Using Academic Assessment Results

To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing, and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet the principal, Title one staff, special education teacher to "staff" each child during the year at team data meetings. Team data meetings have the following purpose: review data and student growth, intervention programming, identify next steps for instructional improvement in the classroom, and feedback on goals. We maintain spreadsheets during those data meetings that track all common data and intervention decisions for students.

Component 9: Effective, Timely Additional Assistance

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Van Buren. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Additional support is provided to students that are below identified benchmarks for reading and/or math and have an individual plan created to assist in closing the achievement gap. Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

Students that continue to perform below grade level after receiving a second-dose of instruction begin the Intervention Process. The Intervention Process at Van Buren Elementary is designed to gather information about struggling students and then organize a specific plan to address areas of weakness. This is a comprehensive system that involves parents, teachers, students, support staff, and administrators throughout the process. Students are progress monitored bi-weekly to check for improvement. A lack of improvement would necessitate a change in interventions and follow up communication with parents. This process continues until a child is on "grade level."

Component 10: Coordination and Integration of Funds

Van Buren Elementary has chosen to coordinate the program efforts, it will not consolidate program funds at this time. Funding sources include: Title 111 A: Title IV-Part A; Title 111; IDEA; and PL221.

Component 11: Cultural Competency

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Van Buren Elementary School makes educational decisions based on the best interest of all students. The continued integration of knowledge from a representative cross-section of individuals and groups has increased the quality of education and services for our entire population.

Component 12: Career Awareness/Development and Employability Standards

All teachers base instruction on Indiana College and Career Readiness Standards. Following the state's guidelines with emphasis on STEM education, students are given the opportunity to use and develop skill sets daily that introduce them to work values and basic employment concepts. Each lesson is intentionally designed to include at least one of the Four C's as applicable: communication, critical thinking, collaboration, creative thinking.

Part 2: Additional Narrative for PL221 Compliance

Attendance

It is very difficult to help children learn to read, write, and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Van Buren. The Van Buren staff understands the importance of reviewing attendance patterns and procedures. The goal is not to be punitive but to be supportive in solving problems when attendance issues arise at the school.

Policies are written in our handbook, which is given to each family at the beginning of the year and on the website. Van Buren's assistant principal oversees attendance and will work to address concerns in relation to frequent/chronic absenteeism. Prior to punitive actions, the staff attempts to work with each family to improve attendance on an individual basis.

Technology as a Learning Tool

The instructional staff of Van Buren Elementary School provide teaching and learning support to students through the use of technology. The following is a description of how our school uses technology to support student learning.

Students and staff have access to a wide variety of hardware options throughout our school. Due to a grant given by the town of Plainfield, every student at Van Buren Elementary will have access to a chromebook for individualized instruction. In addition, one will find:

- Desktop computers in each classroom
- Chromebooks available for all students

- Promethean Boards
- Interactive Display Screens

Students and staff also have access to numerous software options. Our software list includes, but is not limited to the following:

- Mathseeds
- Reading Eggs
- IXL
- Mystery Science
- Accelerated Reader
- G-Suite
- Envision Math
- Learning A-Z (Reading A-Z, RAZ Kids, etc)
- Moby Max
- Pebble Go
- McGraw Hill Wonders
- Wilson Fundations
- 4th and 5th grade email

The majority of these programs are web-based allowing access from any device that has internet connectivity. Many of these programs allow students to access them from home. These programs focus on a wide variety of topics including productivity, coding, information access, communication, computer science skills, remediation, and enrichment in either language, literacy, science, social studies and math. These programs may be used by individuals, in small groups, or by an entire class.

Students in grades kindergarten through fifth develop specific technology oriented skills that help them to manipulate the hardware and software tools listed above. Starting in kindergarten, students begin exploring how to use the mouse, a keyboard, how to log in to a computer using a username and password, how to access software, and how to use software to accomplish an educational task.

In order to use technology as a learning accelerator, teachers must be provided with professional development in the hardware and software that our students use. The following description provides a basic overview of the resources and professional development opportunities available to all instructional staff members.

Van Buren Elementary has a Technology Instructional Assistant on staff. This assistant, along with teacher experts, provides training on all of the hardware and software used for instruction and assessment.. The technology instructional assistant is available to troubleshoot and fix problems when they arise.

Safe and Disciplined Learning Environment

Van Buren Elementary School is continually striving to provide a safe and disciplined environment for its students. All visitors enter through one entrance that utilizes a buzzer system on the doors. Visitors are checked in using the SafeVisitor background

check program and receive a guest tag before they are allowed to enter the school. Once visitors have been screened, a second buzzer system allows people into our hallways. We have cameras located throughout the building and outside. An additional camera at the registration desk monitors everyone entering the school. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies. In addition, we practice two safety drills a month. Parents have access to an anonymous bullying or concern reporting link on our website called STOPit, which is available at any time. Messages are received by an administrator.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail and email are available to parents 24 hours a day. The Van Buren website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups and communicate with parents through a weekly email or newsletter.

PowerSchool software allows parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. ParentSquare, is a communication tool that allows teachers and families to correspond and disseminate important information. Additionally, the administrator sends out a bi-monthly newsletter filled with important school information.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff.

A full-time nurse is employed to assist with sick and injured children. She maintains communication with parents of children who are absent and supports attendance efforts.

At Van Buren we are fortunate to have a full time Plainfield Police Officer to serve as our School Resource Office (SRO). The SRO spends time building relationships with teachers, students, and parents throughout the school. He maintains visibility, provides support with door and perimeter checks, maintains a presence in the cafeteria and on the playground, and he parks his vehicle in front of the school to show he is at the building daily.

Parent and Guardian Communication Regarding Behavior

The staff at Van Buren Elementary are committed to keeping parents and guardians informed on both the exemplary behavior of their students as well as when their students fall short of behavior expectations. It is our goal to work in partnership with parents and guardians to praise students for positive behavior and to problem-solve when their behavior needs improvement.

Graduation Rate

To support our secondary graduation rate, Van Buren Elementary strives to build a strong literacy and math foundation for all students.

Statutes and Rules to be Waived

Plainfield Community School Corporation and Van Buren Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

Three-year Timeline for Implementation, Review, and Revision

The strategies employed by Van Buren Elementary staff reflect a comprehensive understanding of data-collection, analysis, and interventions to close the achievement gap. Van Buren Elementary School is a diverse learning community with many quality programs, dedicated staff members, and caring families. The literacy and math focus in the school provides a positive direction for improved student achievement.

A three-year timeline is used for implementation, review, and revision of this Public Law 221 School Improvement Plan. The School Improvement Committee has been consolidated with the Title I Schoolwide Planning Committee. It is through planned programming that Van Buren Elementary School attempts to address the needs of all students. This plan encompasses a three-year timeline for the school years 2026-2027, 2027-2028, and 2028-2029.