

2011-2012

SCHOOL IMPROVEMENT ACTION PLAN



Olive Elementary School #7349

2011-2012

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Olive School Vision Statement

Olive Elementary School, in partnership with our community, provides a caring and secure environment. A professional and dedicated instructional team organizes student-centered classrooms using current technology and differentiated strategies. The students are engaged in learning while individual interests and abilities are met.

Olive School Mission Statement

The mission of Olive Elementary School is to create a learning community that provides each child academic success, as evidenced by achievement of state and national standards and learning goals. While fostering a passion for learning, our school cultivates positive character traits that are vital for becoming productive citizens in an ever-changing world. Teachers, administrators, parents, and the community share a continuous commitment to school improvement and are responsible for advancing Olive's school mission.

Guiding Principles

In pursuit of excellence in education, we embrace the following:

Community

Education is a lifelong learning process involving committed individuals, families, school, and community.

Achievement

It is important to understand that high expectations yield high results.

Opportunities

It is important that best efforts be employed to provide students with curriculum and strategies that provide opportunity for educational growth appropriate to different learning styles and academic needs.

Character

It is important to model and teach positive character traits, expecting students to project responsible and respectful citizenship.

Technology

It is important to appropriately employ technology in a way that enhances the presentation, reception, and creation of educational content and competencies.

Commitment It is important to evaluate outcomes and take corrective actions to improve the quality of learning.



SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Goal #1: All students will increase mathematical & problem solving understanding across the curriculum and be able to apply it within school and throughout their daily lives.

Support Data

1. ISTEP Data (3-5)
2. M-class Math Data (K-2) Acuity (3-5)
3. Study Island Data (K-5)

Standardized Assessments

1. ISTEP (3-5)

Local Assessments

1. Acuity
2. M-Class
3. Quarterly math prompts
4. Study Island

Intervention:

Students in grades K-5 will learn and use problem solving process and strategies within a Problem-Based Learning environment across all content areas, as evidenced by ISTEP passing rates of 80% or above.

Research/Best Practice for Intervention

1. Problem Based Learning: An instructional model and its constructivist framework (J. Savery & T. Duffy)
2. Best Practice (S. Zemelman, H. Daniels, A. Hyde)
3. enVision Math Text book (Pearson)
4. Drowning in Data (Shea, Murray, Harlin)

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Staff Development
1. After being trained, teachers will utilize the components of the enVision Math textbook series.	Textbook company Classroom teachers	Aug. 2011	Aug. 2014	In-service time, textbook company presenter, teacher textbook	Teachers will be trained by representatives of the math series – Pearson Envision
2. Teachers will learn about Problem Based Learning through article and presentation at staff meetings.	Math Committee	Aug. 2011	Aug. 2013	Staff meeting time, copies of PBL article by Savery and Duffy, outline of article	Staff meeting time will be reserved for using Problem Based Learning in the classroom by using resources such as the article on PBL by Savery and Duffy
3. Implement a building-wide math coach.	Math Committee Mrs. Bailey	May 2011	Aug. 2014	<u>Math Coach Field Guide: Charting Your Course</u> M. Burns, C. Felux, P. Snowdy	Training for the math coach

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Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Staff Development
4. Develop quarterly problem solving prompts assessments for each grade.	Math Committee Classroom Teachers Specials Teachers	Dec. 2011	2014	EnVision math series IDOE Coach books	Common plan time, math committee release time
5. All teachers will have a problem-solving strategies poster visible in their classroom.	All Teachers	Aug. 2011	2014	enVision math series, poster maker	Continued discussion about the effective use of journals in the classroom
6. Students will have a math folder/journal for daily use that will contain vocabulary, notes, and activities. Journals can travel to future grade levels with student.	Classroom teachers, students	Aug. 2011	2014	folders, paper	
7. Flexible grouping and differentiation according to skill level will be utilized for math classes to meet the needs of high ability and struggling learners.	Classroom teachers	Aug. 2011	2014	assessments	Math Coach begin training with groups of teachers
8. Study Island and the Home/School connection from the textbook will be used to reinforce skills learned in the classroom and can be utilized by students at home to meet the needs of all learners, including high ability and struggling learners.	Teachers, Parents	Aug. 2011	2014	Textbook, computer, Study Island website	Technology Mentor Teacher assist teachers in effective use of Study Island for Math

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Activities to Implement the Intervention

**Person(s)
Accountable**

**Timeline
Begin**

End

Resources

**Staff
Development**

9. ALEKS Math web-based program will be utilized for the high ability learners.

C. Gumm,
teachers,
students

Aug. 2011

2014

Computers, ALEKS
subscriptions

Tech. Coordinator /Mentor will work with teachers to learn how best to use ALEKS software to enrich learning opportunities for High Ability Students.

10. Students will work in collaborative groups to solve multi-step math problems in the classroom.

Teachers,
students

Dec. 2011

2014

11. Students will investigate a daily math problem solving activity.

All teachers

Aug. 2012

2014

12. The Math Committee will investigate various math intervention programs.

Math Committee

Jan. 2012

2014

Computers, research,
math series

Training for and utilization of a Math Coach to lead and train teachers in the development of problem solving and mathematics instructional techniques as per best practices.

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OLIVE TOWNSHIP ELEMENTARY

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Support Data: ISTEP, Acuity, M-Class, Study Island, Lexile Data, Reading Counts Data		Standardized Assessments: ISTEP (3-5 vocabulary, comprehension, literacy analysis)		Local Assessments: -M-Class (K-2 initial sound, letter naming, phoneme segmentation, oral reading, word use, test reading & comprehension) -Acuity (3-5 Word recognition, fluency, vocabulary, comprehension, literary analysis) -Reading Counts Quizzes (1-5) -Study Island (K-5) - Running Records (K-2)	
Intervention #1: All students will learn and use the reading strategies from Transactional Strategy Instruction (TSI) in all content areas to improve reading comprehension as evidenced on ISTEP and Reading 3-D assessments.				Research/Best Practice Sources: Presesley & Brown (TSI) Reading First National Institute for Literacy Palincsar & Brown (Reciprocal Teaching) Harvey & Gondvis (Strategies That Work) Fontas & Pinnell (Guided Reading) Lyons & Pinnell (Systems for Change in Literacy) Judith Langer (Getting to Excellent) Shea, Murray, Harlin (Drowning in Data)	
Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
		Beg	End		
<ol style="list-style-type: none"> Teachers will learn and review the TSI reading strategies: connect, predict, question, visualize, clarify, summarize. Teachers will inform parents about TSI and provide a handout provided by SILC (Schl. Improvement Leadership Council) about the strategies during Back to School Night. Teachers will teach students in reading class the six TSI strategies during the first quarter of school by using the basal text, trade books, and/or leveled books by instructing, modeling, providing for collaborative and independent practice, and independent application of strategy. 	Smekens Education Solutions, Inc All teachers SILC, Admin. Asst. All classroom teachers All classroom teachers & reading specialist All teachers SILC	May 2009 Aug/Sept 2010 August 2010	Aug 2011 Aug.2013 Oct..2013	In-service time, Smekens guest presenter, PowerPoint, Ol-Share, instructional samples, professional books on strategies Handout provided by SILC- Basal-Back to School week unit, texts, graphic organizers, <i>Reading Powers</i> book, and/or lesson materials Posters (see posters from basal as start),	Teacher Implementation: Administrative and/or SILC Walk-Throughs for evidence of posters, charts, bookmarks present in library, and TSI lessons/discussions/language in use in all content areas One peer observation reflections on TSI in use Book Buddy record of classrooms partnered up and schedule of buddy time

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<p>4. Teachers will hang up posters and/or anchor charts in their classrooms for the TSI strategies and refer to the posters at appropriate times during instruction in all content areas throughout the year-anchor charts may be student created.</p> <p>5. Teachers and librarian will provide students with bookmarks with the TSI strategies referenced to keep in instructional texts and/or silent reading texts.-bookmarks may be student created.</p> <p>6. Teachers and librarian will use think alouds to reference and model at least one TSI strategy per week during teacher read alouds in any content area after the first quarter.</p>	<p>All classroom teachers</p> <p>SILC(Schl. Improvement Leadership Council) teachers Librarian Students</p>	<p>August 2010</p> <p>Sept 10</p> <p>Nov 2009</p>	<p>August 2013</p> <p>May 13</p> <p>May 13</p>	<p>chart paper</p> <p>Bookmarks provided/copied by SILC/Librarian, oak tag, lamination</p> <p>Texts to read aloud</p>	<p>Copies of TSI handouts for parents and website</p> <p>Collection of 1/grading period TSI student application sample (class chart, photo, overhead, student work) to be shared by grade level and handed in to NCA chair for documentation.</p>

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Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
		Beg	End		
7. Special teachers will use the language/vocabulary to support TSI strategies as appropriate during their lessons. 8. Upper grade students will use think alouds to practice and model at least one TSI strategy for their lower grade counterpart during at least two Book Buddy meetings per month during the 2 nd , 3 rd , and 4 th quarters of school. 9. Students will practice the TSI strategies as appropriate (but a minimum of once a week) throughout all content areas by use of one or more of the following: literature circle jobs, prediction charts, graphic organizers, post-it notes, text coding, journals, written responses, retellings, and turn-to-your-partner talk.	Special teachers All teachers Librarian SILC Students Classroom teachers Students Classroom teachers	Nov. 09 August 2009 Nov 2009 October 2009	May 13 May 2013 May 2013 May 2013	Posters TSI strategy prompt cards on rings Post-it's, graphic organizers, journals, chart paper, retelling rubrics, lesson materials Graphic organizers, journals, retelling rubrics, self-assessments, lit circle responses	Use of Student Data to Drive Instruction <u>Student Performance data:</u> On-going analysis of Reading 3D, Acuity, classroom discussions/assignments to determine student progress –low performance is one criteria for consideration for extra support 1 per grading period assignment/assessment for evidence of TSI application

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		Beg	End		
10. Teachers will collect a sample copy of one assignment from 2 nd , 3 rd , and 4th grading periods in which students demonstrate the application of TSI strategies.	SILC Classroom teachers	October 2009	May 2013	Time for continual testing, Data analysis time, Inst. Assistants, SOAR reading intervention program instructional materials, trade books for HA, leveled readers SILC handout for Parents @ Back to School Night and on web-site	Use of student data and assignments to drive instructional planning and grouping On-going analysis of Reading 3D, Acuity, classroom discussions/assignments to determine student progress –low performance is one criteria for consideration for extra support 1 per grading period assignment for evidence of TSI application
11. Low performing students in grades 1 & 2 will receive small group, pull-out remediation with reading specialist that will be open to movement as needed. Students in grades 2-5 will be placed in flexible reading groups that are open to movement as needed. Low performing students will have more supported opportunities in smaller classes with assistants for TSI practice. Grades 3-5 will use the SOAR reading intervention program which provides extensive instruction with Reciprocal Teaching. High ability students will have opportunities for TSI practice within their above grade level	teachers, reading specialist, teaching assistants, Administrative assistant	August 2009	May 2013		

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		Beg	End		
literature studies.					
12. SILC (School Improvement Leadership Council) & Principal will include information about the TSI strategies on the school web site.	SILC S. Bailey Tech Dept	Sept 2009	Sept 2013	<u>SILC provided handout-copies for all</u>	Sharing of ideas, lessons, strategies, etc. for teaching and reinforcing the TSI Reading Strategies at monthly faculty meetings and grade level team meetings
13. Teachers will provide ongoing information to parents about the TSI strategies via their classroom newsletter one time third quarter-information for newsletter will be provided by SILC . Also include this information in Parents in the Classroom Nights.	SILC Admin. Asst. Classroom Teachers	January 2009	May 2013	Training, professional texts, coaching materials, substitutes, provided by LASS Grant Professional texts, articles, assignments, materials, substitutes provided by LASS Grant	

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Intervention #2 – Students in grades K-5 will meet in small guided reading groups based on similar needs to read books at their instructional level and engage in activities for the development of reading strategies, comprehension, and word solving to improve reading comprehension levels.				Research/Best Practice Sources: Presesley & Brown (TSI) Reading First National Institute for Literacy Palincsar & Brown (Reciprocal Teaching) Harvey & Gondvis (Strategies That Work) Fontas & Pinnell (Guided Reading) Lyons & Pinnell (Systems for Change in Literacy) Judith Langer (Getting to Excellent) Shea, Murray, Harlin (Drowning in Data)	
Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
		Beg	End		
1. Literacy Coach will learn the principles of guided reading and balanced literacy framework during 25 days of training provided by LASS (Lakeshore Alliance for Student Success-Balanced Literacy Initiative). 2. Olive Literacy Team will attend LASS team planning & training days, read professional resources, meet monthly for book talks, and develop a balanced literacy plan K-2 first followed by 3-5. 3. Literacy Coach will implement and model balanced literacy practices in own classroom.	Literacy Coach, R. Ralston principal, NCA chair, reading specialist, spec ed teachers K-5, and one teacher each from grades K-5	Aug 2009 Nov 2009 Nov 2009	May 2010 May 2013 May 2013	Literacy Coach Literacy Leadership Team Leveled reading books for students, organizational materials, chart paper/class made procedure posters Lit. Coach	Teacher Implementation: Principal walk-throughs Literacy Coach walk-throughs Literacy Coach follow-up meetings Literacy Coach training & modeling Literacy Coach Observations and coaching sessions LASS site visits Grade Level Team reading, learning, sharing sessions

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Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
		Beg	End		
4. Literacy Coach and Team will develop and organize a book room of leveled books for guided reading groups and hold Open House for all staff. 5. Literacy Coach will receive 3-10 days of training, Literacy Team will attend 1 LASS training, and will continue to meet regularly to monitor plan development and effectiveness. 6. Lit. Coach will begin 5 days of training in Gr. 3-5 Bal. Lit. Implementation and instruction. 7. Literacy Coach and Reading Specialist will conduct a training in balanced literacy framework for K-2 teachers one day in the summer and on in-service day before the start of school year and K-5 for the start of 2011 school year.	R. Ralston (LC) & L. Walker (BLT). Literacy Team Literacy Coach, principal, NCA chair, reading specialist, spec ed teacher K-2, and one teacher each from grades K-5& C. Gumm (RS)	Jan 2010 Aug 2010 Sept. 20 11 Summer 2010 -2013	May 2013 May 2011 May 2012 Aug. , 2013	Leveled books in packs of 6, A-Z Reading,subscription, labels, bags, containers, check-out System Training & materials provided by LASS Handouts & materials developed and provided by Ralston & Gumm	Teacher Implementation: Principal walk-throughs Literacy Coach walk-throughs Literacy Coach follow-up meetings Literacy Coach training & modeling Literacy Coach Observations and coaching sessions LASS site visits Grade Level Team reading, learning, sharing sessions

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Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
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8. Literacy Coach will have release time to coach individual K-2 teachers and lead professional development sessions at Olive.	Literacy Coach (R. Ralston)	Sept 2010	May 2013	Release Time, Substitutes, LASS Training	LASS Grant Training Sessions for Literacy Coach
9. K-5 teachers will assess student reading levels using Reading 3D, Acuity, DRA, and/or Fontas & Pinnel Guided Reading assessment resources a minimum of once per quarter in order to identify instructional reading level, instructional needs, and to form guided reading groups.	K-5 Teachers	Aug. 2010	May 2013	Reading 3D, DRA, Guided Reading, Acuity Assessment materials and data	MClass, Acuity, DRA, Running Records Data
10. K-5 teachers will teach and model student procedures for guided reading groups.	K-5 Teachers	Sept. 2010	May 2013	Leveled Books & Leveled Book Room	Training by Lit. Coach for Teachers in use of Leveled Books for Guided Reading Group instruction

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11. K-5 students will engage in leveled guided reading groups at instructional reading level and will demonstrate text understanding, use of reading strategies, and word knowledge (phonics & vocabulary).	All Teachers Lit. Coach Principal	Aug. 2011	May 2013	90 min. reading blocks, Leveled Books, Reading Series Materials, Fontas & Pinnell Materials, Assessment Data, web site, newsletters	Lit. Coach & Lit. Team Trainings for teachers in parental involvement methods in literacy education
12. Literacy Team & teachers will provide on-going literacy information to parents via newsletters, parent open house nights, parent conferences, website, etc.	Literacy Leadership Team Teachers	Aug. 2010	May 2013		
13. K-5 teachers will include parents as partners in their child’s literacy education by Parent Nights Training, Class Newsletters, PT Conferences, etc.	Teachers Parents Principal	Aug. 2011	May 2013		

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Intervention #2 – Students in grades K-5 will meet in small guided reading groups based on similar needs to read books at their instructional level and engage in activities for the development of reading strategies, comprehension, and word solving to improve reading comprehension levels as evidenced by improvement rates on ISTEP and Reading 3-D as well as Reading Counts Scores.			Research/Best Practice Sources: Presesley & Brown (TSI) Reading First National Institute for Literacy Palincsar & Brown (Reciprocal Teaching) Harvey & Gondvis (Strategies That Work) Fontas & Pinnell (Guided Reading) Lyons & Pinnell (Systems for Change in Literacy) Judith Langer (Getting to Excellent) Shea, Murray, Harlin (Drowning in Data)		
Activities to implement the intervention:	Person(s) Accountable	Timeline		Resources	Staff Development & Monitoring Activities
14. Low performing students will have more supported opportunities with reading specialist, SOAR teacher, or special education teacher with lower leveled, shorter books and Wilson Reading phonics program. High ability students will have opportunities to expand their reading with higher level, longer books in a variety of genres with HA Coordinator & or Trained Teachers.	Reading specialist, SOAR Intervention Teachers, HA Teachers, Sp. Ed. Teachers, HA Coordinator	Aug. 2010	May 2013	SOAR Reading materials / staff, HA Coordinator, Lit. Coach, leveled books, reading basal texts & materials, Gen. Ed. Intervention Team and student intervention learning plans. 90 min. reading blocks w/ addtl. 30 min. for struggling readers	Jr. Great Books Training and Lit. circle Training Aug. 2011 Sp. Ed. Teachers provide training for Reg. Ed. Teachers in Wilson Reading Phonics Interventions

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Olive School # 7349
New Prairie United School Corp. #4805

Results Based Staff Development Plan

Staff Development Outcomes

What do teachers need to know and be able to do?

All teachers will learn and effectively implement TSI reading strategies on a regular basis in all content areas.
K-5 Teachers will learn and effectively implement guided reading groups and differentiate reading instruction for all students.
K-5 Teachers will learn and effectively implement Math Problem-Based Learning strategies in all content areas.

Teacher Indicators and Documentation

What teacher accountability evidence will we accept to verify staff development was effective?

- *Attendance at workshops, in-services, working with Literacy Coach, working with Math Coach
- *Evaluation Feedback Forms for in-services, coaching sessions, video training information
- *Video Training in “Daily Five”, Literacy Best Practices, Guided Reading Instruction, Math Problem Solving, Mathematics Instructional Best Practices, training to work with Purdue Math Instructional Methods w/ Dr. Fikes Purdue North Central
- *Self Assessment Checklist
- *Peer-Observations
- *Classroom Walk-Throughs
- *Principal Observations
- *Lesson Plans

Intervention Target Area Goal from SIP

What do we want students to know, learn, and demonstrate?

- *All students K-5 will meet and learn in guided reading groups based on similar needs to read books at their instructional level and engage in activities for the development of reading strategies, comprehension, and word solving to improve comprehension.
- *All students through effective utilization of TSI reading strategies will read and understand a variety of texts in all content areas.
- *All students in K-5 will learn and use problem solving process and strategies within a problem-based learning environment.

NOTE: See School Improvement Plan for specific Professional Development Activities

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Olive Elementary PL 221 Information Addendum

Description of Olive Elementary School and the Surrounding Community

Olive Elementary is a public school in New Carlisle, Indiana that serves 450 students from kindergarten through fifth grade. Olive School is one of three elementary schools, one Middle School, and one Senior High School in the New Prairie United School Corporation. The present Olive School Building was constructed in 1995-96 and opened in February of 1996. The school rests on an aesthetically attractive twenty acre site. Residential areas and subdivisions are dense near the town and a new subdivision has been constructed immediately behind the school. A new town library sits immediately across the street from the school and works as a close partner with the school. Olive School is physically located in the town limits of the town of New Carlisle. The school is serviced by city/town water and sewage systems. The area surrounding the town is rural with subdivisions dotted through out. The New Carlisle area is growing as population from South Bend to the east and Michigan City, LaPorte from the west begin to spread into the area.

The school enjoys an excellent reputation in the community and surrounding communities and thus has a considerable number of out of corporation transfer students apply to attend each school year. The school corporation encompasses approximately 180 square miles, located in both LaPorte and St. Joseph Counties and spreading across two time zones. The northern boundary of the school corporation and Olive School's district borders the state of Michigan. The population of New Carlisle is approximately 2100 residents. Large cash crop farms and dairy/beef farming are representative of the agricultural business in the area. Many small businesses and stores are also located in the district as well as the I/N Tek cold rolled steel plant and I/N Kote Plant two miles to the east of the town. These plants are technologically advanced and have several smaller support industries in the I/N Tek Industrial area.

The average class size in the regular education grades (K-5) is 23.6 students. Two multi-categorical resource rooms and teachers are service Olive School as well as a community based program for students with more severe needs, speech and language services, counseling services, remedial reading classes, enrichment classes, and character education training.

32% of the students are low socio-economic status and qualify for the Federal Free / Reduced Lunch Program. This is an increase of 21% over the past 10 years. There has been a significant increase in the percent of students not from two parent households in the past five years; the number has risen from 20% in 2001 to 45% in 2011. The family structure is characterized by 55% of the students in homes with two parents. Both parents and or for single parent families the single parent works outside the home in over 80% of the households. There is little ethnic diversity in the school population.

The New Prairie United School Corporation and Olive Elementary School provide a quality educational program that allows students the opportunity for learning experiences designed to meet their individual needs. Most of Olive Students' families put a priority on education and take a vital interest in their child's learning. Although this support is significantly dropping as societal changes hit our community. The significantly rising rates of divorce and the number of children with special needs as well as the increasing numbers of families in the lower socio-economic status are increasing the load on the active and supportive parents as well as faculty and staff. The numbers of parents available and willing to volunteer and

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

be active in support of school events is dropping each year. The majority of Olive School parents are still in support of the school's academic priorities, character education, and discipline.

Curriculum

Olive Elementary School utilizes the elementary education curriculum of New Prairie United School Corporation as well as the state standards for grades kindergarten through fifth grade. This school year 2011-12, Kindergarten has begun the use of the newly developed Common Core State Standards. Each classroom teacher has a copy of the curriculum, state standards booklets, PAARC Common Core Standards, as well as internet access to the state standards information. Pacing charts are used by each grade level to align instruction with assessment. Each instructional faculty member and para-professional have copies of the state standards books and web site information published by the Indiana DOE as well as our own school's State Standards Checklist and instructional time lines / standards pacing charts to help teachers keep track of standards coverage and student mastery in the classroom.

Assessment Instruments

Assessment instruments to be utilized in addition to the ISTEP+ and I-READ are as follow: The M-Class assessment system from Wireless Generation is used to assess basic reading and math skills of all students 3 times per year and to monitor at risk students weekly or bi-weekly. The Acuity Assessment Program from CTBS is used as a quarterly assessment to monitor students' skill levels in grades 3-5. The Acuity Assessment (Lang. Arts, Science, Math, Social Studies) is used to assess state standards mastery as per a quarterly instructional pacing chart. Scholastic Reading Counts Computerized Assessments and Reading Inventory Assessments are also administered to students in grades 3-5 to test reading comprehension. Six +1 Traits Writing Scoring Rubrics are used as assessments for students' writing performance. School-wide writing prompts are given each Fall and Spring as a pre-post writing assessment. Study Island software is also utilized to give weekly results on student progress and learning levels.

Additional Achievement Objectives

Olive Township Elementary School Students, Staff, Parents, and Administration have as one of our main goals to: **Maintain a high level of student attendance that is equal to or surpasses 95.8% overall attendance for all students grades K-5.** It is also a goal of Olive Township Elementary School to **increase the percentage of students who obtain Pass + levels on ISTEP to 18% or above** average in both LA and Math for all students tested. The School Improvement Plan specifically addresses the goals of increasing reading comprehension across the curriculum as well as mathematical concepts and problem solving.

Parental Participation

As related in the School Improvement Document, Olive School Parents are very involved in and supportive of their school. Parents are involved through classroom volunteer programs, lunchtime volunteer programs, teachers for enrichment classes, mentors program, teachers for Junior Achievement Program, academic coaching, text book adoption, school improvement efforts, charity drives, PTO, and Parent Advisory Council/School Improvement Leadership Council. The Parent Council is an integral part of the larger School Improvement Leadership Council. The Parent Council is a parent advisory board to the principal and teachers, as well as a communication liaison for parents. The School Improvement Leadership Council is made up of faculty, support staff, parents, community, and business people. It is a broad based leadership council that helps to monitor and guide our school improvement and professional development activities, as written in our school improvement plan. Parents are kept apprised of news, events, and curricular information via newsletters, email alerts, phone alerts, and the school website as well as through parent conferences, Parents in the Classroom Nights, and PTO activities.

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Technology as a Learning Tool

Olive School is fortunate to have a computer lab with 32 i-Mac computer stations, two mobile lap top labs, two i-Pod labs, and two i-Pad labs as well as one lap top per student in our High Ability Self-Contained 3rd Grade Classroom. Each classroom is outfitted with an interactive Promethean Board to aid in teachers' abilities to provide engaging instruction for all students. Our School has an IT Technician at our building 5 days per week as well as a Technology Mentor / Trainer at our building for 1 ½ days per week to aid teachers in the effective use of technology in daily instruction and assessment. All New Prairie United School Corporation Schools are connected directly to one another via an optic fiber network. Each building is networked within itself as well as with the other buildings. Internet access is fast and direct via an optic fiber line. Each classroom has 1-3 networked computer stations in addition to our labs. E-mail systems are available to all staff. Internet and e-mail service is available to students, which supports their writing, journaling, learning, and communication skills. The school's audio-visual media is networked and connected via an effective media retrieval system based in our Media Center and run by a trained Library Assistant. Each room in the building has a monitor connected to the media retrieval system with direct video, titling, VCR, Cable TV, and DVD capabilities. All of this technology is utilized by classroom teachers, social services, health services, administrative services, etc. to aid in instruction of students. Study Island and Reading Eggs Computer Software is utilized in our computer labs with the assistance of a remedial para-professional and classroom teachers to help remediate students who scored poorly on the ISTEP+, M-Class or Acuity Testing. The Scholastic Reading Counts Computer Software is utilized to monitor student comprehension. The Reading Inventory software is used to monitor progress in student reading Lexiles. The internet is utilized by students and staff as an effective research tool. Computers, i-pods, i-pads, and interactive boards are utilized as an important part of the writing process for students, especially in the editing process. Computer time is utilized to instruct and guide students in the mastery of basic computer skills, word processing skills, research skills, keyboarding skills, and to reinforce academic skills across the curriculum. Students utilize computer software such as word processing, excel and power point to develop powerful presentations and reports to share a myriad of topics and information learned, as well as to teach their peers. Students utilize desktop publishing capabilities to publish the books and short stories they create in writing class, enrichment classes, and Writer's Club. Acuity tests are given to students via the computer in order to provide more timely and creative reporting of student achievement data. The above uses are only a representative sampling of all the ways technology is utilized as a tool to aid in student and staff learning.

Safe and Disciplined Learning Environment

Olive School has developed a very effective character education and life skills program as well as an anti-bullying "Bully Busters" program, Cyber Bullying awareness program. a positive behavior referral / award system was established, through the School Improvement Leadership Council with full faculty, parental, and school board support. Discipline referrals have dropped by 50% after only three years of program implementation. All faculty members have basic and uniform expectations of student behavior, especially in the areas of respect and safety. The overall "school culture" and community are supportive of student responsibility, safety, and respect. The school mission, found at the beginning of this document, specifically addresses a safe learning environment. A specific code of conduct and student behavioral expectations are reviewed, printed, and shared with students and parents at the beginning of each school year. The administration consistently follows the basic guidelines of the code of conduct which helps maintain a safe, orderly, consistent, and disciplined environment. Students know what is expected of them. Students and staff can recite the school mission from memory and they live the mission and belief statements daily. All school doors are locked throughout the school day and all visitors must be buzzed in once reporting on the speaker and video camera monitor. All visitors and staff wear ID badges at all times. Classroom doors are always left in the locked position so they can be sealed for security in a moment's notice for a lockdown emergency. A very specific and detailed safety crisis plan has been developed and is reviewed and practiced regularly as are lock down drills, evacuation drills, etc...

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

OLIVE TOWNSHIP ELEMENTARY SCHOOL CULTURAL COMPETENCY PLAN

In an effort to include all groups of children in the academic learning process Olive Elementary will implement a variety of strategies focused on supporting students and families.

Student Population at Olive Elementary:

- 94.5% Caucasian, 2.3% Multiracial, 2.3% Hispanic, 0.7% Asian and 0.2% African American.
- 68.4% paid lunch, 9.6% reduced lunch and 22% free lunch
- 0.7% English Language Learners and 99.3% Non-English Language Learner
- 14.2% Special Education, 85.8% General Education.
- 20.7% High Ability, 79.3% General Education

Goals to Promote Cultural Competency:

- Addressing the needs of all children across all socioeconomic, ethnic, gender, religious and cultural lines with differentiated instruction.
- Identifying the racial, ethnic, religious beliefs, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population.
- Planning professional development opportunities necessary to increase cultural competency in the educational environment of Olive Elementary.

Intervention Strategies to Promote Cultural Competency:

- Multiculturalism will be addressed in the classroom through the use of resources such as *Junior Great Books*
- Translators available for conferences

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

- Bilingual communication is sent home to parents as needed
- Differentiated instruction to meet the needs of all children across all socioeconomic, ethnic, gender, and cultural lines
- Individual and small group instruction for ELL and ESL learners
- School counselor and mediation services to help students with coping skills
- School-wide enrichment day with help from parents and community
- School counselor will prepare and teach various character education lessons to each grade level
- Monthly character education lesson on tolerance and diversity
- Small group counseling for cultural awareness as needed
- Meetings with parents to effectively assess and evaluate needs of students
- Orientation services to provide help for students and families with the transition to middle school
- Targeted student placement (flexible grouping) in fundamental math and language arts courses in order to provide basic skills necessary for success on the ISTEP
- Continual assessment and evaluation of the demographics of our school community
- Scaffolding instruction based upon student knowledge
- Community mentors are available to ensure student success

In Music class they study songs from different religions, cultures and languages. They also study composers from different cultures and eras.

In Art class students have lessons in art history and art appreciation from a variety of cultures including but not limited to the ancient past to present day.

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

In P.E. students will have fine motor activities that teach students what children with disabilities face during p.e. time (ex: tying shoes with socks on their hands, etc)

Professional Development Opportunities:

- Trainings during professional development days – Balanced literacy and differentiation
- Classroom adaptations for special needs students
- Data Analysis by the group
- RTI

SCHOOL IMPROVEMENT ACTION PLAN

Sample Data Reports

OLIVE TOWNSHIP ELEMENTARY

MATH ISTEP 2011

Key	
X	Grade Level Strength
X	Grade Level Weakness
++	Overall Strength
***	Overall Weakness
---	Weakness which relates to another weak area

Skill Areas	Weakness	Strength
++ Number Sense 3rd Grade (88%) <i>(1 pt below NPUSC Avg. – 1 pt or more below other areas)</i> 4th Grade (95%) 5th Grade (94%)	X	X X
Algebra & Functions 3rd Grade (85%) 5th Grade (95%)	X	X
*** Measurement 3rd Grade (89%) 4th Grade (93%) 5th Grade (93%)	X X	X
++ Problem Solving 3rd Grade (89%) <i>(slightly lower than other 2 buildings)</i> 4th Grade (95%) 5th Grade (90%)	X	X X
*** Data Analysis & Problem Solv. <i>(not in 3rd skills)</i> 4th Grade (93%) 5th Grade (93%)	X X	
*** Geometry 3rd Grade (85%) 4th Grade (93%) 5th Grade (93%)	X X X	
++ Computation 3rd Grade (89%) 4th Grade (95%)		X X

Lowest Areas by Grade Level

<u>3rd Grade</u>	*** Geometry (85% Student Mastery) Number Sense (88% Mastery) Algebra Functions (85% Mastery)
<u>4th Grade</u> Mastery)	*** Measurement (93% Student Mastery) *** Data Analysis / Prob. Solv. (93% Mastery) *** Geometry (93% Mastery)
<u>5th Grade</u>	--- Problem Solving (90% Student Mastery) <i>(Corresponds with Data Analysis / Prob. Solv.)</i> *** Data Analysis / Problem Solving (93% Mastery) *** Geometry (93% Mastery) Computation (93% Mastery – <i>(3 pts lower than NPUSC Average)</i>)

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

ENGLISH / LANGUAGE ARTS ISTEP 2011

Skill Areas	Weakness	Strength
Vocabulary 3 rd Grade (89%) 4 th Grade (98%) 5 th Grade (84%)	X	X X
*** Writing Applications 3 rd Grade (89%) 4 th Grade (95%) 5 th Grade (82%) (3 pts below NPUSC Avg.)	X X	X-
++ Writing Process 3 rd Grade (90%) 4 th Grade (97%) 5 th Grade (84%)		X X X
*** Language Conventions 3 rd Grade (89%) 4 th Grade (92%) 5 th Grade (80%)	X X X	
Nonfiction Info. Text 3 rd Grade (92%) 4 th Grade (100%) 5 th Grade (80%)	X	X X
++ Literary Text 3 rd Grade (90%) 4 th Grade (97%) 5 th Grade (84%)		X X X

Lowest Areas by Grade Level

3rd Grade

Vocabulary (89% Student Mastery)

***** Writing Applications (89% Mastery)**

***** Language Conventions (89% Mastery)**

4th Grade

***** Writing Applications (95% Student Mastery)**

***** Language Conventions (92% Mastery)**

5th Grade

***** Language Conventions (80% Student Mastery)**

Non-fiction Text (80% Mastery)

Literary Text (81% Mastery)

***** Writing Applications (82% Mastery)**

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Acuity LA 2010-2011

Grade 3

Diagnostic Form 1	65%
Diagnostic Form 2	69%
Diagnostic Form 3	68%
Diagnostic Form 4	70%

Grade 4

Diagnostic Form 1	68%
Diagnostic Form 2	74%
Diagnostic Form 3	75%
Diagnostic Form 4	76%

Grade 5

Diagnostic Form 1	68%
Diagnostic Form 2	75%
Diagnostic Form 3	77%
Diagnostic Form 4	72%

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

Acuity MATH 2010-2011

Grade 3

Diagnostic Form 1	79%
Diagnostic Form 2	74%
Diagnostic Form 3	72%
Diagnostic Form 4	83%

Grade 4

Diagnostic Form 1	77%
Diagnostic Form 2	78%
Diagnostic Form 3	85%
Diagnostic Form 4	80%

Grade 5

Diagnostic Form 1	82%
Diagnostic Form 2	61%
Diagnostic Form 3	69%
Diagnostic Form 4	70%

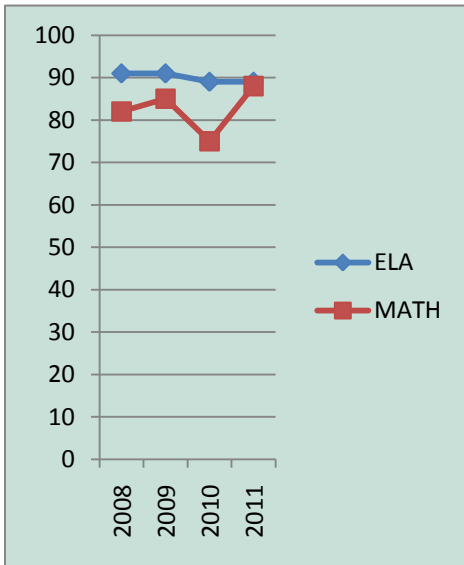
SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

ISTEP DATA 2008-2011 --- Olive School

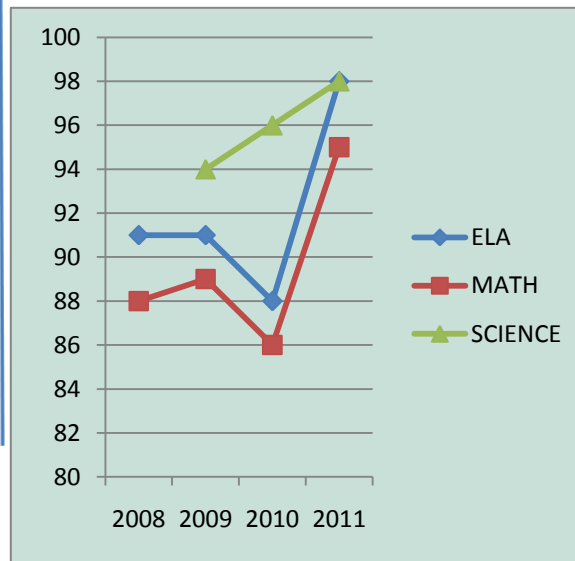
3rd Grade

	ELA	MATH
2008	91	82
2009	91	85
2010	89	75
2011	89	88



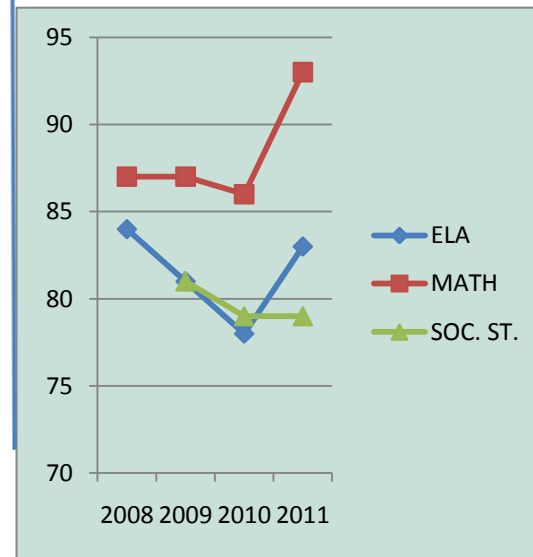
4th Grade

	ELA	MATH	SCIENCE
2008	91	88	
2009	91	89	94
2010	88	86	96
2011	98	95	98



5th Grade

	ELA	MAT H	SOC. ST.	SCIENCE
2008	84	87		75
2009	81	87	81	
2010	78	86	79	
2011	83	93	79	



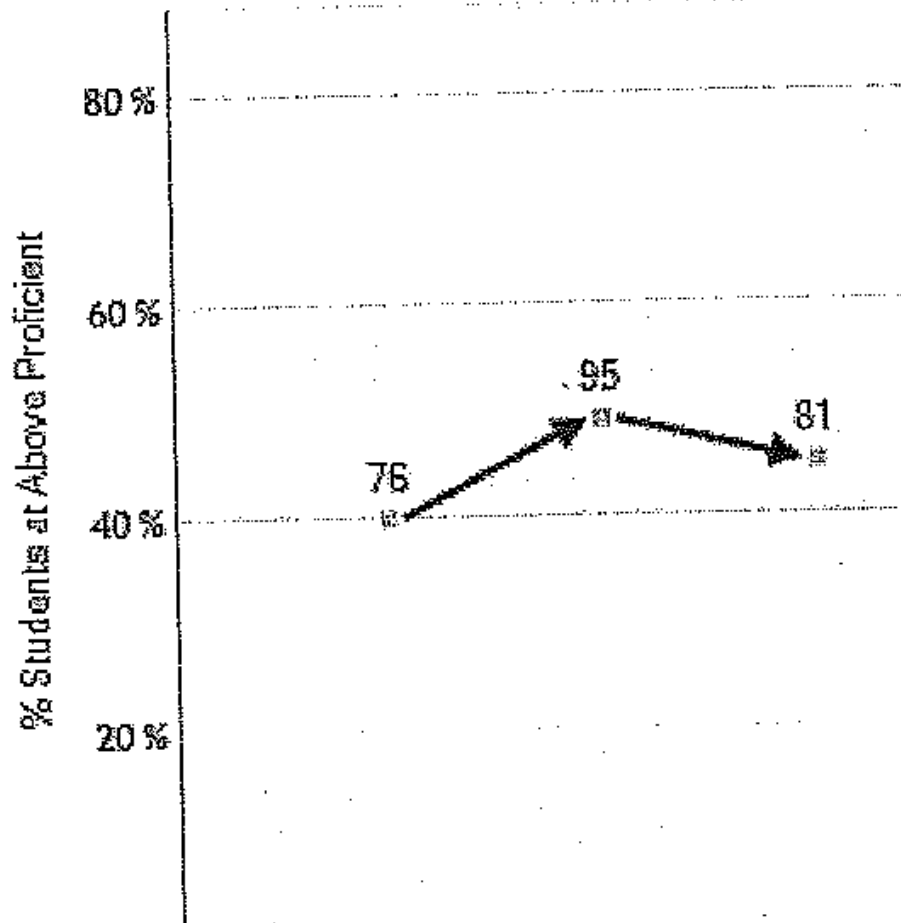
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Reading 3-D Data Grades K-2 2009-2011

Grade: All Grades
Subject: Official Class

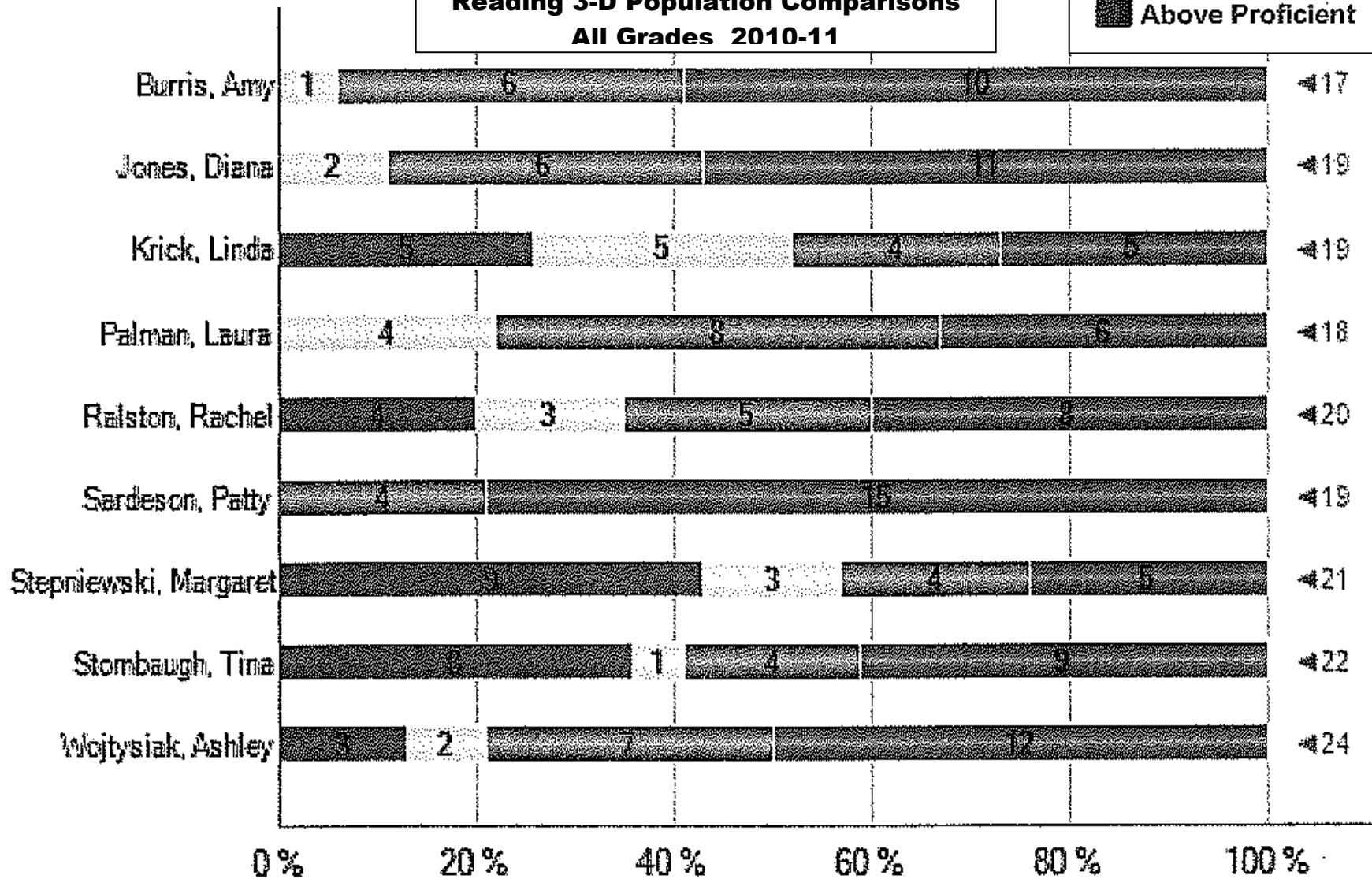
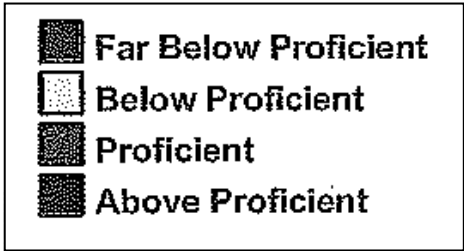
▲ To Districts



SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

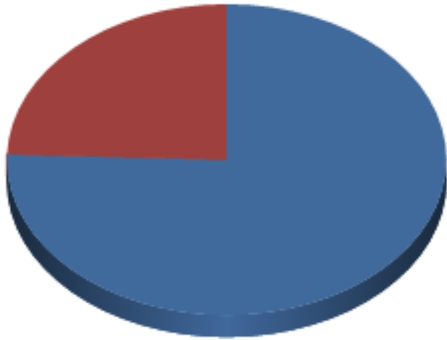
Reading 3-D Population Comparisons All Grades 2010-11



SCHOOL IMPROVEMENT ACTION PLAN

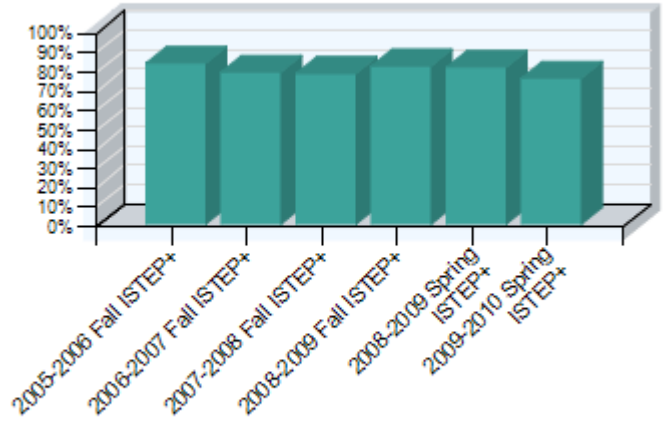
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ISTEP+ 2010



■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend

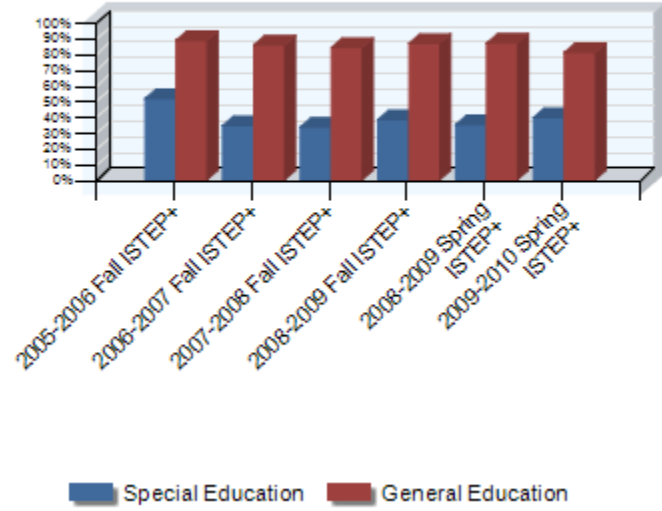


Goal Meter

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ISTEP+ Percent Passing Trend by Special Education



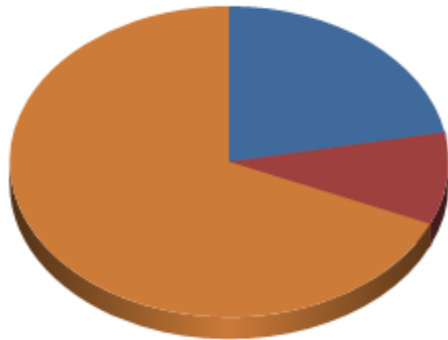
ISTEP+ Percent Passing Trend by Free/Reduced Price Meals



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OLIVE TOWNSHIP ELEMENTARY

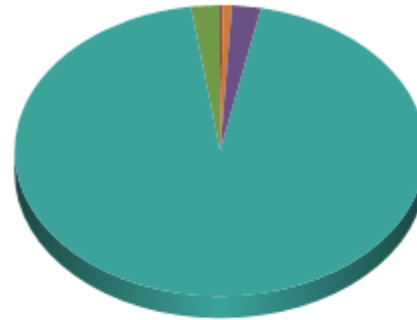
Free/Reduced Price Meals



Free meals Reduced price meals Paid meals

Free meals	96
Reduced price meals	42
Paid meals	299

Ethnicity



Black Asian or Pacific Islander Hispanic White Multiracial

	Students
Black	1
Asian or Pacific Islander	3
Hispanic	10
White	413
Multiracial	10

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY

OliveTownshipElemSchI-PL221

Olive Township Elem Sch PL221 status = Exemplary Progress during the 2011 school year.

Improvement = 6.1%

Performance = 90.8%

Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%	<1%			
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	<0%
>=50%	>=5%	>=4%	>=3%	<3%	<1%
<50%		>=5%	>=4%	>=3%	<3%

SCHOOL IMPROVEMENT ACTION PLAN

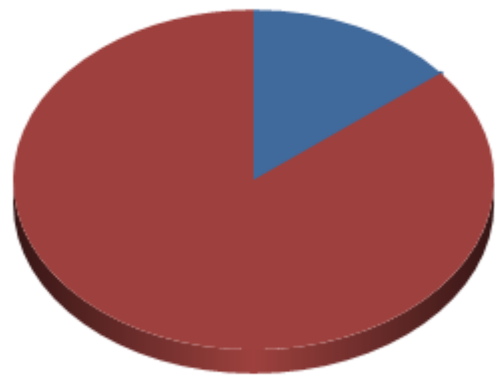
OLIVE TOWNSHIP ELEMENTARY

ATTENDANCE RATES

Corp ID	Corp Name	Schl ID	Schl Name	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
4805	New Prairie United School Corp	7349	Olive Township Elem	97.1	96.42	97.07	96.76	96.97	96.73

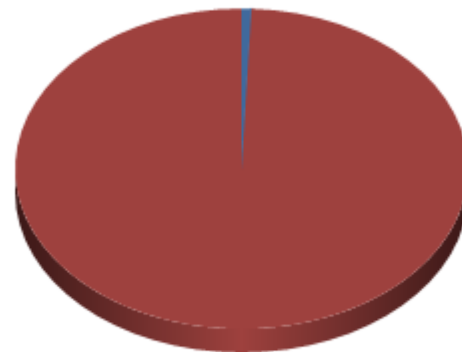
Demographics for Special Education and ELL Students

Special Education



Special Education General Education

English Language Learners



English Language Learner
Non-English Language Learner

SCHOOL IMPROVEMENT ACTION PLAN

OLIVE TOWNSHIP ELEMENTARY