

**OLIVE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Comprehension Strategies**

**GOAL:** All students will read and understand a variety of texts in all content areas.

<p><b>SUPPORT DATA</b> (used to select goal) ISTEP, NWEA Indiana Reading Assessment Information from former students</p>	<p><b>STANDARDIZED ASSESSMENTS</b> (include grade/subtests) ISTEP (grades 3-5, Vocabulary, Comprehension, Literary Analysis)  <b>LOCAL ASSESSMENTS</b> (include grade/subtests) Reading 3D (K-2) Initial Sound, Letter Naming, Phoneme Segmentation, Nonsense Word, Oral Reading, Word Use, Text Reading &amp; Comprehension Acuity (3-5) Word Recognition/Fluency/Vocabulary/Comprehension, Literary Analysis</p>
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**INTERVENTION:**  
All students will learn and use the reading strategies from Transactional Strategy Instruction (TSI) in all content areas to improve comprehension.

**Research/Best Practices Sources**  
Pressley & Brown (TSI)  
The Reading First National Institute for Literacy  
Palincsar & Brown (Reciprocal Teaching)  
Baker & Gander (Strategies That Work)

Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
<p>1. Teachers will learn the TSI reading strategies: connect, predict, question, visualize, clarify, summarize.</p>	<p>Snakers Education Solutions, Inc B. Papal All teachers</p>	<p>May 2009</p>	<p>May 2010</p>	<p>In-service time, Snakers guest presenter, PowerPoint, OI-Share, Instructional samples, professional books on strategies</p>	<p>Teacher Implementation: Administrative and/or SILC Walk-Thoughts for evidence of posters, charts, bookmarks present in library, and TSI lessons/discussions/language in use in all content areas</p>
<p>2. Teachers will inform parents about TSI and provide a handout provided by SILC about the strategies during Back to School Night.</p>	<p>SILC, Admin. Asst. All classroom teachers</p>	<p>Aug/Sept</p>	<p>Aug/Sept</p>	<p>Handout provided by SILC-copies for all</p>	<p>One peer observation reflections on TSI in use Book Buddy record of classrooms partnered up and schedule of buddy time</p>
<p>3. 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.</p>	<p>All classroom teachers &amp; reading specialist</p>	<p>August</p>	<p>October</p>	<p>Basal-Back to School week unit, texts, graphic organizers, Reading Powers book, and/or lesson materials</p>	<p>Copies of TSI handouts for parents and website</p>
<p>4. Teachers will hang up posters and/or anchor charts in their classrooms for the TSI strategies and refer to the the posters at appropriate times during instruction in all content areas throughout the year-anchor charts may be student created.</p>	<p>All teachers</p>	<p>September</p>	<p>August</p>	<p>Posters (see posters from basal as start), chart paper</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>
<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>SILC All classroom teachers Librarian Students</p>	<p>November</p>	<p>May</p>	<p>Bookmarks provided/copied by SILC/Librarian, oaktag, lamination</p>	<p>Copies of TSI handouts for parents and website</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 teachers Librarian</p>	<p>May</p>	<p>May</p>	<p>Texts to read aloud</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>

SUPPORTING EXPECTING PRACTICING MODELING TEACHING

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<b>LOCAL ASSESSMENTS</b> (include grade/subtests) Reading 3D (K-3) Initial Sound Letter Fluency, Phoneme Segmentation, Nonsense Word, Oral Reading, Word Use, Text Reading & Comprehension Acuity (e-5) Word Recognition/Fluency/Vocabulary/Comprehension, Literary Analysis	

**INTERVENTION:**  
All students will learn and use the reading strategies from Transactional Strategy Instruction (TSI) in all content areas to improve comprehension.

SUPPORTING	EXPECTING	PRACTICING	MODELING	TEACHING	Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
							Begin	End		
					7. Special teachers will use the language to support TSI strategies as appropriate during their lessons.	Special teachers	August	May	Posters	<u>Student Performance:</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
					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 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> quarters of school.	SILC Students Classroom teachers	Nov	May	TSI strategy prompt cards on rings	1 per grading period assignment for evidence of TSI application
					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.	Students Classroom teachers	October	May	Post-its, graphic organizers, journals, chart paper, retelling rubrics, lesson materials	
					10. Teachers will collect a sample copy of one assignment from 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grading periods in which students demonstrate the application of TSI strategies.	SILC Classroom teachers	October	May	Graphic organizers, journals, retelling rubrics, self-assessments, lit circle responses	
					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 literature studies.	Grade 1-2 teachers, reading specialist, teaching assistants, Administrative assistant	August	May	Time for continual testing, Data analysis time, Assistants, SOAR reading intervention instructional materials, trade books for HA, leveled readers	

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<p><b>Activities to implement the intervention</b></p>		<p><b>Person(s) Responsible</b></p>	<p><b>Timeline</b></p>		<p><b>Resources</b></p>	<p><b>Classroom Level Monitoring</b></p>
<p>12. Principal will include information about the TSI strategies on the school web site.</p>		<p>S. Bailey, Tech Dept</p>	<p>Sept</p>	<p>Sept</p>	<p>SILC handout from Back to School Night, web-site</p>	
<p>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.</p>		<p>SILC Admn. Asst. Classroom Teachers</p>	<p>January</p>	<p>March</p>	<p>SILC provided handout-copies for all</p>	
<p>SUPPORTING EXPECTING PRACTICIN G MODELING TEACHING</p>						

## OLIVE ELEMENTARY SCHOOL Results-Based Staff Development Plan

**Staff Development Outcome**  
(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.

**Teacher Indicators**  
(What teacher accountability evidence will we accept to verify staff development was effective?)

Attendance at workshops & in-services  
Self-assessment checklist  
Peer observations  
Classroom Walk-Thoughts

**Target Area Goal from SIP**  
(What do we want students to know, learn, demonstrate?)

All students will read and understand a variety of texts in all content areas.

	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person Responsible</i>	<i>Timeline</i> Begin      End	
<b>Effective Staff Development Steps</b>					
<b>Knowledge</b>	Teachers will be trained in the use of TSI-reading comprehension strategies.	Attendance at workshops (copy of certificate of attendance) In-services agendas Peer observation forms-at least one of the two observations will be of TSI use List of what staff wants to observe or share in assist in scheduling observation times.	B. Papai Smekens Education Solutions (pending approval) All Teachers	May 2009	Aug 2009
<b>Model/ Demonstration</b>	Teachers will model for teachers the use of TSI in all content areas, and teachers will model for assistants the use of TSI.		S. Bailey SILC All Teachers	Aug 2009	Oct 2009
<b>Low Risk Practice with Reflection</b>	Teachers will collaborate and share resources in team meetings once a month on ways they have used/can use the TSI model. Teachers will provide feedback to assistants on use of TSI.	Minutes from grade level meetings	All teachers	Sept 2009	May 2012
<b>On-the-Job Implementation with Reflection</b>	Teachers will use TSI at least once per week in all content areas and share experiences/student samples/resources once a quarter at staff meetings. Teachers will perform one TSI peer observation per year and share reflections from lesson with staff observed.	Student samples Staff meeting agendas Peer observation forms	S. Bailey All Teachers	Jan 2010	May 2012
<b>Follow-up Support for Current Staff</b>	Teachers will annually evaluate reading comprehension data, self-assess their TSI skills, and be provided follow-up training and/or mentor modeling/support as needed.	Self-assessments After-school reviews of TSI/sharing of new workshop info (sign-in sheets)	B. Papai SILC All Teachers	May 2010	May 2012
<b>Long-Term Maintenance Plan for Current and New Staff</b>	Teacher will be provided on-going training, review, and support as needed based on classroom monitoring system and self-assessments. New staff members will be targeted for in-services and mentor will make TSI part of the mentor-mentee meetings and modeling experiences.	Self-assessments Walk-thoughts In-service/staff meetings agendas	B. Papai SILC S. Bailey All Teachers	Aug 2010	May 2012

## SCHOOL IMPROVEMENT ACTION PLAN

### Olive Elementary Plan

Olive Township Elementary  
School #7349  
NPUSC #4805

**Goal: #2 All students will improve the quality of their written expression across the curriculum and apply these skills with in school and their daily lives.**

<p><b>Support Data:</b> ISTEP Essential Skills Report NW/EA Information from former students Teacher Survey Six Trait Prompts</p>	<p>Standardized Assessments: ISTEP</p>	<p><b>Local Assessments:</b> NWEA Grade Level Writing Prompts Grade Level E/LA Common Assessments</p>
<p><b>Intervention:</b> The Six Trait Writing Model will be implemented through consistent planning and lessons in grades K-5.</p>	<p><b>Research/Best Practice Sources:</b> Best Practices for Teaching and Learning in America's Schools, Portsmouth, NH, Heineman. The Six Trait Writing Model, Heskett 6+1 Traits of Writing, R. Cullham Creating Writers, Vicki Spandel Four-Block Literacy Guide Book, Cunningham Modifying the Four Blocks for Upper Grades, Sigmon Seeing With New Eyes (6 Traits for Primary Grades) Using The 6 Trait Writing Model, TCM</p>	
<p><b>Activities to implement the intervention:</b></p>	<p><b>Person(s) Accountable</b></p>	<p><b>Resources</b></p>
<p>All grades will model, teach, and practice a variety of graphic organizers to enhance writing with a more concrete, visual, and non-linguistic approach across the curriculum. (Examples listed in reading activities.)</p>	<p>K-5 teachers Sp. Ed. Special teachers</p>	<p>Internet Sites Marzano Books on <u>Instruction That Works</u> Foldables Inspiration Kidspiration Supplementary materials that support graphic organizers</p>
	<p><b>Timeline</b></p>	<p><b>Staff Development Activities</b></p>
	<p>Beg</p>	<p>Discussion and sharing during staff or team meetings Peer mentoring and observations Training in the best techniques to use Kidspiration and Inspiration software as an organizer and launch for writing</p>
	<p>End</p>	

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<p><b>Activities to implement the intervention:</b>  Teachers will engage in at least one writing conference with students each grading period. The classroom teacher will be given time to do such activity through scheduling a substitute or other person to cover the homeroom class if needed.</p>	<p><b>Person(s) Accountable</b>  K-5 teachers Sp. Ed. Teachers Principal</p>	<p><b>Timeline</b> Beg April 2007 End April 2012</p>	<p><b>Resources</b>  6-Trait scoring guide Scheduling Student writing</p>	<p><b>Staff Development Activities</b>  Shadow Successful Teachers Peer Observation &amp; Coaching Combined scoring practice and sharing in teams and across teams at least once a year Writing Conferencing Practices</p>

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<p>Beg</p>	<p>End</p>				
<p>Picture Books will be used as a springboard for teaching the Six-Traits</p>	<p>K-5 Teachers Sp. Ed. Teachers</p>	<p>April 2007</p>	<p>April 2012</p>	<p>Resources</p> <p><u>Creative Writers</u> <u>Vicki Spandel</u> <u>Seeing with New Eyes (K-1) NREL</u> <u>Picture Books Annotated</u> <u>Bibliography with Activities for Teaching Writing</u> <u>Picture Tradebooks</u> <u>Newsletters from Ursula White</u> <u>Picture Book by Ruth Culham</u></p>	<p>Staff Development Activities</p> <p>Teacher sharing lessons, good new books for lessons, etc. via staff meetings, team meetings, and e-mail</p> <p>Attend workshops on the topic when available</p>

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<p><b>Activities to implement the intervention:</b>  Teachers will model and teach effective writing using the Six Traits Writing Method. With the use of transparencies or other media, students will evaluate samples of weak and strong writing.</p>	<p>Person(s) Accountable  K-5 Teachers Sp. Ed. Teachers Specials Teachers Principal</p>	<p>Timeline Beg End  April 2007 April 2012</p>	<p>Resources  <u>Think Alouds Book</u>  mini-lessons in writing Language Text TFK 6-Traits lesson book</p>	<p>Staff Development Activities  Training during staff meetings in 6+1 Traits instructional methods and sharing ideas, lessons, and techniques during staff and team meetings Peer Observations &amp; Coaching Teachers will practice scoring writing together using the 6 traits rubric to assure consistent scoring across grades and individuals</p>

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<b>Activities to implement the intervention:</b>	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Beg	End		

## Olive Elementary PL 221 Information Addendum

### Curriculum

Olive Elementary School utilizes the fully developed and articulated elementary education curriculum of New Prairie United School Corporation as well as the state standards for grades kindergarten through fifth grade. Each classroom teacher has a copy of the curriculum, state standards booklets, and internet access to the state standards information. Each instructional faculty member and para-professional have copies of the state standards books 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+ are as follow: The M-Class DIBELS assessment system from Wireless Generation is used to assess basic reading and math skills of all students (grades K-2) 3 times per year and to progress monitor at risk students weekly or bi-weekly. The Acuity Assessment Program is used as a quarterly assessment to monitor students' skill levels in grades 3-5. The Acuity Diagnostic 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 be used as assessments for students' writing performance. School-wide writing prompts are given each quarter and growth from Fall to Spring is used as a pre-post writing assessment in each grade level K-5.

### Additional Achievement Objectives

Olive Township Elementary School Students, Staff, Parents, and Administration have as one of our main goals to decrease the achievement gap between Free Lunch Students and Paid Lunch Students to no larger than a 5-10 point differential as well as to increase the levels of Special Education Students passing the ISTEP by 5% pts. or more each year. Another goal area is to Maintain a high level of student attendance that is equal to or surpasses 95.5% 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 are Pass + levels on ISTEP to 18% or above average in both LA and Math for all students tested.

### Parental Participation

As related in the School Improvement Document, Olive School Parents and community members are very involved in and supportive of the school. Community Members and Parents are involved in our Tiger Time Mentorship Program which targets at risk students and provides them the assistance of a mentor. Community members and parents volunteer to work as Jr. Achievement instructors and also as enrichment class teachers. Parents are involved through classroom volunteer programs, lunchtime volunteer programs, teachers for enrichment classes, athletic and 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.

### **Technology as a Learning Tool**

Olive School is fortunate to have a computer lab with 32 i-Mac computer stations as well as two mobile lap top labs and four mobile Promethean Interactive White Boards as well as a mini-laptop lab and one or more computers per classroom. 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 T-1 line. Each classroom has 1-3 networked computer stations in addition to our labs. Both inside building e-mail and internet e-mail systems are available to staff. Internet e-mail service is available to students which supports their writing, journaling, 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, DVD and video streaming capabilities. All of this technology is utilized by classroom teachers, social services, health services, administrative services, etc. to aid in instruction of students. Skills Tutor Computer Software along with assigned Acuity activities are utilized in our classrooms as well as in the computer lab with a Remedial Para-Professional to help remediate students who scored poorly on the ISTEP+ 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 M-Class Wireless Generation 3-D Reading and Math progress monitoring is used by teachers to aid in the design of each student's instruction and flexible grouping. The internet is utilized by students and staff as an effective research tool. Computers are utilized as an important part of the writing process for students, especially in the editing process. Computer lab time, as well as mobile computer lab computers, and a mini lab of lap tops are 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. The media retrieval system is utilized to convey our morning student newscast and announcements to all classrooms via video and or audio feed. Students develop leadership, technology, and presentation/speaking skills through this instructional program. 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 Diagnostic quarterly tests are given to students via the computer in order to provide more timely and creative reporting of student achievement data. This data is monitored by the teachers to tailor instruction and monitored by the students to see their own growth and learning needs. 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 and a positive behavior referral / award system, through the School Improvement Leadership Council with full faculty, parental, and school board support. Discipline referrals dropped by 50% after only two 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 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. 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 must sign in and wear ID badges at all times. A very specific and detailed safety crisis plan has been developed and is reviewed and practiced regularly by students and staff.

**OLIVE SCHOOL MISSION STATEMENT:**

The Olive School Faculty and Staff will provide a safe and healthy school environment, which offers a setting conducive to successful learning.

The Olive School Faculty and Staff will model respect and acceptance to students through their actions and instruction to develop confident and acceptable student behaviors.

The Olive School Faculty, Staff, and Community will foster character development and positive values for students in preparation for life's transitions through active involvement.

The Olive School Staff, Parents, Community and Students will implement accountability for learning so that all students will reach their maximum potential.