

Indian Trail Elementary School
School Improvement Plan
2020-2021

I. Introduction:

A. Description of school

Indian Trail Elementary School is completing its twenty-eighth school year since its dedication in the Fall of 1989. It is located in the southern portion of La Porte County, approximately 13 miles from the city of La Porte and is part of the La Porte Community School Corporation. Prior to 1989, the Indian Trail attendance area was comprised of two former township high schools that had been converted to elementary school use following the 1964 consolidation efforts within La Porte Community Schools. The buildings replaced were originally constructed in the 1940s and had served their communities since that time. Indian Trail's physical facilities meet and exceed all state mandated/recommended requirements in effect as of the 1989 building dedication. The single level facility is completely handicapped accessible, air conditioned, and includes 20 regular education classrooms. Two sections of grade 4 and grade 1, along with three sections of kindergarten, grades 2, 3, 4 and a multi categorical classroom presently occupy these classrooms. This year we added two autistic classes of approximately 18 students. In addition, classrooms dedicated to the instruction of art, PLTW, (Project Lead The Way), music, and physical education, and one computer lab is available and utilized daily and 12 chrome book carts with 20 to 30 chrome books in each cart. A learning center is utilized for a fully equipped preschool addressing children of ages four and five.

B. Description and location of the curriculum

The curriculum in use at Indian Trail Elementary School is in alignment with courses of study adopted by the La Porte Community School Corporation. Copies of the curriculum are available in the office, teacher's workstations, and classrooms. Indiana State standards are incorporated in La Porte Community School Corporations Curriculum Map, copies of which are located in all classrooms including Special Education. In addition, grades K – 4 have implemented the Indiana State Standards. Indian Trail Elementary School follows a strict and rigorous alignment with the standards.

C. Titles and descriptions of assessment instruments to be used in addition to ILEARN (local assessments in content areas, LPHS-end of semester tests, writing assessments, daily assessments, etc.)

Indian Trail Elementary School uses many forms of assessment. The most formal is the ILEARN test given in the spring to Grades 3 and 4, and the IREAD test given to 3rd grade students only. Reading and Math assessments are given to students in Grades K- 4. Writing prompts thru the Smekens writing system are under the corporation approved program. Teachers use the Pearson Reading program per the adoption. Students at Indian Trail are also given the Star Reading test in Grades K, 1, 2, as a part of Dyslexia screening. This year, Indian Trail will give the online ILEARN test in 3rd and 4th grade. All 3rd graders will be administered the IREAD test. Several students were identified as high ability and utilized the ALEK Math.

II. Statement of mission, vision or beliefs:

The La Porte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

The La Porte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.

- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

Indian Trail School, in partnership with parents and community, provides knowledge and skills that enable students to become life long learners prepared to be good citizens of tomorrow.

Indian Trail School believes in the CLASS philosophy. It has been a CLASS school since 2004. We believe in two life goals: 1) Treat people right and 2) Do the right thing. We believe in the Power of You Pledge and recite it every day as a whole school.

III. Summary of data:

A. See below

B. Data related to other performance indicators (ones not included in annual report)

Data other than those included in the annual performance report include students being tested through Ready Math, cumulative tests, and all adopted curriculum. Teachers use these indicators to select students for immediate remediation as well as enrichment. Students are expected to score at the 87% level or higher in order to indicate mastery. In the fall all students were given the reading placement test that accompanies our reading series as a pretest thru STAR and Study Island and Exact Path. This test will again be given at the end of the year to offer us information on growth. Improving and developing the writing skills of Indian Trail students is a school district goal. The LPCSC state rubric was used in scoring quarterly writing samples from each student in grades Kindergarten through Four. Students are required to take end of unit I Ready tests in Math.

C. Other information about educational programming and the learning environment

All students are required to take the ISTEP+ with special education students being mainstreamed into the general education population per IEP's. These students are elementary aged and located throughout the Indian Trail Elementary School District and are a part of South La Porte County Cooperative.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana academic standards.

The district curriculum under which Indian Trail Elementary School operates is based on Indiana's academic standards. Indiana State Standards are being used in grades K – 4. With the recent revision of the standards, realignment has become a major focus for teachers. The following actions have been taken:

The Leadership Team continues to monitor educational activities.

Focus will be directed to organizing an integrated plan that includes topics of study connected to state standards and demonstrate how various subject areas can be connected into meaningful curriculum.

Throughout the 2014-2015 school year, a curriculum map was developed and will revised in the 2015-2016 school year. Additional work will be done during the 2018-2019-2020 school year.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.

The alignment of standards to the curriculum is the first step in providing instruction that is tailored to those standards. Teachers use data gathered in assessments such as ILEARN and IREAD, STAR, Study Island Math and Reading, writing samples, NWEA and I READY, benchmarks to drive their instruction, to identify students for remediation, and to identify students for enrichment in those skill areas.

C. Conclusions about student achievement based on information from ISTEP+/ILEARN and other assessment strategies:

Indian Trail School uses the ISTEP+ assessment data from grades 3-4, IREAD from 3rd grade, Study Island, and Pearson testing to drive the improvement of student academic performance in the areas of Reading, Writing, and Language Arts. This year, we will use the addition of the I LEARN scores. The Ready Math program which is a step by step process enables educators to monitor progress on previously learned materials as well as newly introduced information. The data gathered from these resources is used to guide our staff in diagnosing areas in need of attention. The RTI-Building Base Team uses this valuable information to access the needs of students. We use this information to identify student strengths and weaknesses in order to provide appropriate instruction, including remediation or enrichment for students. Teachers meet as grade level teams on a weekly basis to create instructional goals to increase student achievement and to assess test scores and create both individual instructional goals as well as school wide goals for the purpose of increasing student achievement.

Analysis of student achievement based on ISTEP+ and other assessment strategies

ISTEP Data Language Arts & Math with the disaggregated. scores

The addition of the ILEARN scores from 2018-2019 are included

ISTEP SCORES

	Language Arts	Disagg. Data	Math	Disagg. Data
2005/2006				
3	87%	93%	88%	95%
4	79%	79%	81%	81%
5	70%	71%	86%	89%
2006/2007				
3	76%	83%	86%	89%
4	82%	87%	87%	90%
5	89%	88%	93%	95%
2007/2008				
3	74%	82%	74%	80%
4	75%	81%	88%	92%
5	79%	85%	85%	90%
2008/2009				
3	77%	83%	69%	75%
4	86%	88%	76%	77%
5	79%	86%	89%	96%
2009/2010 Fall				
3	62%	75%	67%	76%
4	75%	81%	87%	89%
5	65%	74%	78%	87%
2009/2010 Spring				
3	77%	83%	69%	75%
4	86%	88%	76%	77%
5	73%	76%	95%	94%
2010/2011				

3	85%	90%	76%	78%
4	84%	86%	93%	95%
5	71%	75%	96%	98%
2011/2012				
3	96%	100%	100%	100%
4	88%	94%	85%	87%
5	72%	82%	91%	98%
2012/2013				
3	98%	100%	98%	100%
4	95.7%	97.7%	100%	100%
5	84.9%	88%	94.3%	97%
2013/2014				
3	96%	96%	86%	90%
4	94%	98%	89%	94%
5	96%	98%	98%	98%
2014/2015				
3	91.5%		89.4%	
4	82.9%		92.7	
5	95.6%		93.3%	
2015/2016				
3	81.4%		81.4%	
4	89.7%		86%	
5	73.1%		92.6%	
2016/2017				
3	81.8%		76.3%	
4	84.5%		79.3%	
5	90.2%		97.6%	
2017/2018				
3	82%	combined		
4	67%	combined		
5	82.5%	combined		

ILEARN Scores

No results for 2019/2020 due to Covid-19

2018-2019	49%	57%
	47%	53%

IREAD SCORES—3rd grade

Year	2012	2013	2014	2015	2016	2017	2018	2019
% passed	100%	100%	100%	100%	100%	100%	100%	99%
No results for 2019-2020 due to Covid 19								

D. Parental participation in the school. Indian Trail Elementary School encourages a strong parental involvement. The school is always seeking to increase the number of parent volunteers. As Indian Trail's parent base is mostly working parents, it is difficult to get parents to come in during the day. However, an effort is being made to create opportunities for parents to be involved in school activities as their schedules permit, such as Parent Teacher conferences, Open House, Spelling Bee, Field Day, Teacher Appreciation Week, Family Fun Fair, Title I Trivia Night, Kindergarten Parent Night, Blazer Buddies,

Grandparents and Special Guest Day, Muffins with Moms and Fruits with Fathers, Title I parent night.
etc.

E. Technology as a learning tool.

Indian Trail has a technology committee that has been established since 1989. This committee has developed a plan for staff development and student grade level expectations. Technology allows adaptations that provide individual students with the tools necessary for hearing, writing, and perceptual motor development. The Internet is used for purposes of research, practicing basic skills through educational websites, remediation, and enrichment. Students also use the internet to access important testing and data gathering sites such as the online ISTEP+, STAR, AR, Study Island-Reading and Math, and Pearson Success Net, NWEA, and iReady. Student authors and illustrators utilize a variety of age appropriate word processing and graphics programs. Presentations are improved with the aid of video, digital cameras, Power Point, Smart Board, I pads and slide show programs. Simulation programs allow our children additional experiences. Interactive books make reading come alive for our primary students. Intermediate grade level students gather and organize information with the assistance of data base and spread sheets. Practice of basic skills becomes more enjoyable and less tedious when presented in a game format on the computer. In addition, the school purchased 63 iPads for the staff and the PTA purchases iTunes cards for the teachers to use as a teaching tool for their students. A Technology and Data Coach is assigned to Indian Trail as needed to instruct staff on new methods of teaching with technology. A technology club has recently been added for grade 3 which met twice a week for 4 weeks as an after school program.

During the 2016-2017 school year, 150 Chrome books were purchased as well as staff development opportunities, and in 2017-2018 an additional 120 chrome books were brought over from La Porte High School. To present, each child at Indian Trail has a chrome books for their use during the school day and they are able to check out a chrome book with parent permission during planned e-learning days.

Our faculty and staff are connected through e-mail as well as a chrome book. Teachers use a data base, Skyward, to record and organize information and test results based on the Indiana State Standards. This same data base is used to record mid-term and progress reports which are sent home four times a school year. This is done in grades K – 4, and the Indiana State Standards are included. Individual Educational Programs (IEPs) are prepared with the assistance of the computers through a web-based program. Student data is gathered through a data card which includes Study Island, Math assessments through iReady Math, STAR, ILEARN, writing samples, and IREAD.

F. Safe and disciplined learning environment.

The Indian Trail Elementary School staff believes that a safe and caring environment facilitates learning to the utmost. We realize this belief through three major programs. The first is a school wide discipline plan called Stepping High. In this system, a paper object such as a shoe, bee, ball, etc. is displayed on the bulletin board. All students begin the day in the same position, but may have to move the object if there are behavior issues. The location of a students' object determines his/her privileges for that day. This program is used from preschool through 4th grade to teach discipline and responsibility. Each grade level has established its own set of age appropriate consequences and rewards. A consistent vocabulary is used so that students understand the discipline plan from the beginning of their educational experience at Indian Trail School.

A second facet of our safe school plan is the CLASS program. Indian Trail Elementary School has been a CLASS school since 1995. The Connected Learning Assures Student Success program emphasizes beliefs in life skills and the lifelong guidelines. Life skills include such qualities as caring, honesty, responsibility, etc. Special t-shirts are awarded each month to students who display life skills for

the entire month. Staff members are trained and updated on the CLASS philosophy. A major effort to show respect to all students and staff members is encouraged and modeled by the entire faculty and staff. The social emotional learning program has been added to our counselor's curriculum which she needs weekly for 20 minutes with each class including preschoolers once a month.

The third important facet of a safe and caring environment is the establishment of a safe school team. This team meets monthly as well as a corporation team. A representative from Indian Trail attends all corporation meetings and reports back to the team. Drills such as fire, storm, lockdown, evacuation, etc. are practiced with staff members as well as students on a monthly basis. The review and revision of these drills are a main focus of the safe and caring school committee. Indian Trail Elementary School has restricted entrance to one door in the building. Guests must sign in and wear a badge while visiting the school. Staff members are urged to address all guests with a greeting and check for this badge. The school has two-way radios for the office, custodian staff, and principal. Two alarms were installed for use if a hostage situation occurs. This sound would alert all staff members to take immediate action. All school doors are locked at all times with one door has a buzz in system where all staff, parents, and students enter and exit. The Raptor program has been installed for further security and background checks.

A safe school plan has been in place for the last thirteen school years. This plan is regularly reviewed and revised by the staff. A complete index of events requiring immediate action has been compiled.

G. Professional development.

Professional development is enhanced by coordinating proposed interventions for school improvement. Staff development training will be directed to focus on areas of technology and curriculum development through instructional delivery.

Staff development included the training of acuity through our Technology and Instructional Coach. This year a Social Studies and Math in service was present to all certified staff. Teachers were able to utilize her talents once a week during the school day and once a month before school hours to learn how to utilize the latest technological trends. Sixty-three iPads were also purchased for teacher and student use. The T and I coach works closely with teachers on Study Island and AR. Teachers were given high ability training and attended an in-service on The Daily 5, The Café Book, SRA and ALEK math. Also a half day in service was given to all teachers on iReady Math in August 2016. Teachers have begun to implement the Daily 5 into their reading block. Smekens training was developed in 2014 and will be ongoing for the 2016-2017 school year. Teachers attended Smekens training at Indian Trail School, Valparaiso, Indiana and Chicago, Illinois. An in service on the Pearson Reading Program was conducted August 2019.

V . Student achievement objectives, derived from an assessment of the current status of educational programming, including the following: (see School Improvement Action Plan)

A. Attendance rate.

School Year	Attendance Percentage
2005-2006	99.0%
2006-2007	97.0%

2007-2008	97.0%
2008-2009	97.1%
2009-2010	96.9%
2010-2011	98.9%
2011-2012	97.2%
2012-2013	96.4%
2013-2014	97%
2014-2015	97%
2016-2017	97%
2017-2018	98%
2018-2019	96.2%

Indian Trail School keeps a very close eye on attendance. The principal checks absences daily. She reports all frequent problems to the attendance officer. Classroom that have perfect attendance are announced daily. In addition, a health snack party is used as a reward for students with perfect attendance. Students as well as staff are given Perfect Attendance certificates quarterly. Efforts to increase attendance seem to be successful. The 2010-2011 school year saw a 2% increase in attendance from the previous year. No results for attendance for 2019-2020 due to the fact we were dismissed on March 13, 2020 due to Covid 19 and did not return to school based on the order from the Governor.

B. Students passing ISTEP percentages. -see above chart-Section C.

C. For a secondary school, graduation rate. (LPHS only)

VI. Specific areas where improvement is needed immediately.

Indian Trail Elementary students achieved many successes in the 2014-2015 school year with ISTEP+ scores. In Language Arts the 5th grade students went up from an average 84% to 96%. In Math students averaged an increase also from 94% to 98%. The biggest accomplishment was that 100% of the third grade students passed IREAD three years in a row, and 99% in 2015 and 2016. In the 2015-2016 school year it was announced that Indian Trail received the distinguished award of 4 STAR SCHOOL. This is the first time ever for Indian Trail for their overwhelming efforts in assessment and attendance.

Again Indian Trail was named a 4 STAR School for a third year in a row based on academic achievement and growth.

Areas of concern are problem solving and comprehension.

Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system. (See School Improvement Action Plan).

The percentage of students scoring at or above grade level in Reading/Language Arts will increase by 1%.

The percentage of students scoring at or above grade level in Math will increase by 1%.

Percentage of students scoring at or above grade level in Science will increase 1% each year for the next three years.

High standards, assessments, and accountability, as well as effective use of resources will be used to accomplish these goals.

VII/VIII. Academic Honors Diploma and Core 40, including the following:

A. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

B. Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

IX. Proposed interventions based on school improvement goals. (See School Improvement Action Plan)

Differentiated instruction will continue to be developed and applied in units of instruction for the areas of Reading, Language Arts, and Math. Students will learn and use various comprehension strategies and develop their vocabulary. By using the Simple Six, Smekens and other strategies students will become more proficient in writing across the content areas. Finally, students will learn and use phonetic skills to develop reading fluency. Textbooks, varied professional resources, and technology will be used in instruction for comprehension, vocabulary development, writing activities, and phonetic skills. In mathematics, multiple step problem solving, application of skills, geometry and computation will be addressed.

X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts (See School Improvement Action Plan)

Professional Development is coordinated with the school action plan. Book studies as well as data incorporated with technology will be a main focus for the 2019-20 school year. The Technology and Instructional Coach will provide training on data gathering using Study Island, Daily 5, STAR, high ability testing, WIDA, IREAD, and ILEARN, NWEA, SMEKENS Skyward and chrome books. Data teams will be formed vertically and horizontally across grade levels to analyze the gathered data. Training began in May 2012 and is ongoing. Smekens training was initiated for 2013-2014 school year. Teachers attended onsite trainings at Indian Trail as well as trainings in Valparaiso, Indiana and Chicago, Illinois. Smekens webinars began in November 2014 and will continue until November 2015.

A focus of social emotional learning will also be a part of the 2019-2020 school year. An in service on October 2, 2019, with Dr. Lori Desautel with the entire faculty and staff. In addition, all administrators attended an in service with Jennifer Hasser of Alpharetta, GA from the Kendore Learning Center of Dyslexia strategies and educational resources.

XI. Statutes and rules to be waived. None

XII. Three (3) year time line for implementation, review, and revision.

A time line has been established. Annually the leadership team and the sub committees will review and revise the improvement plan for each goal. Data will be a key component to the improvement plan. The achievement of students will be reviewed annually by the principal, data teams, leadership team, teachers, and other stakeholders at Indian Trail School. The achievement review will include data from the DOE, ILEARN, IREAD, Study Island Reading and Math, Pearson Reading, writing samples, iReady Math, and results of locally created assessments. Other secondary indicators will be information taken from observations from parents, teachers, and students.

**School Improvement Action Plan
Indian Trail Elementary School**

SMART GOAL: Students become more proficient in Math by the end of the 2020-2021 school year through a focus on algebra and its functions and geometry.

Support Data: ISTEP+ results Daily oral math Locally created assessments	Standardized Assessments: ILEARN Ready Math Tests NWEA	Local Assessments: End of Chapter Test – Pre +Post in Ready Math adopted Math program and Study Island iReady Mid terms Report Cards		
Intervention: Students will increase computation skills			Research/Best Practice: iReady Math	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Timed test Wrap-up flashcards Math centers Math problem of the day packets Brain boosters iPads	Students Teachers Teachers Teachers Teachers Parents Teachers	2-3x week 1x week Daily Biweekly Monthly	iReady math Teacher made journals Differential lesson plans iPad apps	Teacher workshop to prepare student packets Grade level meetings Cross grade level meetings iPad apps <u>Using Data to Focus Instructional Improvement</u> by James-Ward, Fisher, Frey, Lapp
Intervention: Students will become more proficient in geometry			Research/Best Practice: Ready Math, Care Math, and Purdue Math	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
	Teacher	Daily	Student journals Ready math	
Intervention: Students will be proficient in math vocabulary found on the ILEARN test and Indiana standards manual			Research/Best Practice: <u>Better Answers Written Performance That Looks Good and Sounds Smart</u> by Cole ILEARN website	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Students will be provided a vocabulary list of math terms Word wall Math voc. Quiz Explanation of logic by writing out answers	Teacher Teacher Teacher Teacher	Daily Daily Weekly Daily	ILEARN Website Student journals	ILEARN prep work sessions Grade level meetings Cross grade level meetings Team meetings
Intervention: Students will become more proficient in problem solving skills.			Research/Best Practice: Purdue Math Evan Moor daily review	

Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
All teachers will instruct Purdue Math lessons to support adopted materials Each student will work with partner on daily review in problem solving Math Care Math Technology Club	Classroom teacher Teacher/student Mrs. Powley teacher	1 hr./week 15 min. daily 4 week session 6 week session	Purdue Math lessons Evan Moor Math daily review Test Computer lab	Teacher trained at PNC Problem solving workshop “Introduction to Problem Solving” Technology training in Math websites

Smart Goal: Students achievement in reading increases in the following areas by the end of the 2020--2021 school year: comprehension, vocabulary, Phonemic Awareness/Phonics and reading fluency				
Support Data: Writing process Comprehension data Writing assessments	Standardized Assessments: ILEARN NWEA Study Island STAR-Grades K-2 IREAD	Local Assessments: Quarterly writing samples (4) Text book assessment Mid terms Report cards		
Intervention: Students will become more proficient in the writing process		Research/Best Practice: Bloom’s Taxonomy Smekens webinars		
Strategies/Activities to Implement the Intervention	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Quarterly writing samples Scores will be documented Word wall usage You’re the teacher Kidspiration Writing conferences Self evaluation Brain Pop Daily 5 and Cafe	Teachers Principal Teacher Teachers Students Teachers Teachers	4x per year 4x per year 90 -120 min. week Weekly Weekly Weekly 4x per week	<u>Simple Six</u> Kay Davidson Rubrics from ISTEP Computer Computer programs Smekens	Grade level meetings Cross grade level meetings Book study building voc. Web based learning in service Simple Six with Kay Davidson Corporation In-service on Daily 5
Intervention: Students will increase their vocabulary per grade level		Research/Best Practice: <u>Using Data to Focus Instructional Improvement</u> by Cheryl James-Ward, Douglas Fisher, Nancy Frey, and Diane Lapp		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Using a grade level developed vocabulary list Word of the day Journal writing Word centers STAR Enterprise 220 Club in Kindergarten	Teacher Teacher Teacher Teacher	Daily Daily Weekly Weekly	Dolch list ILEARN voc. List 4 block Indiana standards Daily 5 Café Sight word list Smekens	Book study on: <u>Using Data to Focus Instructional Improvement And Building Academic Vocabulary</u> by Marzano and Pickering

Intervention: Students will increase reading comprehension in grades K-3			Research/Best Practice: <u>Bringing words to life Robust Vocabulary Instruction</u> by Beck, McKeown, Kucan <u>Building Academic Vocabulary</u> by Marzano and Pickering <u>Integrating & Differential Instruction</u> Tomlinson	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Literacy groups Learning centers Accelerated Reader Use of Basal Reader Answering questions in sentence form Study Island STAR Daily 5 Cafe	Title 1 Literacy center Highly qualified paraprofessional Library assistant and students Teacher Teacher and student	Daily Bi weekly Daily Daily	Blooms Taxonomy AR software Computer Program Basal Reader <u>Better Answers Written</u> <u>Performance That Looks Good and Sounds Smart</u> Cole	4 Title 1 meetings per year Parent meetings Technology and Instructional Coach Pearson workshop Book supplied in each grade level Grade level meetings Cross grade level meetings
Intervention: Students will increase reading comprehension in grade 4			Research/Best Practice: <u>Bringing words to life Robust Vocabulary Instruction</u> by Beck, McKeown, Kucan And <u>Building Academic Vocabulary</u> by Marzano and Pickering <u>Integrating & Differential Instruction</u> Tomlinson	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
SSR Partner read Shared reading Highlight main ideas & supporting details Restating of questions	Teacher Student Parents Student Library assistant and students	Weekly Weekly Daily Bi weekly Daily	Literacy books Familiar read Basal reading Novel studies Basal AR Software	Data Teams Acuity STAR Enterprise NWEA data
Accelerated Reader Use of Basal Reader Answering questions in sentence form	Teacher Teacher and student	Daily	Basal Reader <u>Better Answers Written</u> <u>Performance That Looks Good and Sounds Smart</u> Cole Smekens	Book supplied in each grade level