

SECTION 3

Olive Township Elementary Artifacts

PLC Artifact Table of Contents
With descriptions
Olive Elementary School

Narrative of Our Journey

Leadership Team Norms

One of the first things we did was create a leadership team and define it's purpose. As a team, we read articles about why norms are important and how to create them. We then collaboratively came up with norms for our team.

PLC Team Chart

Olive Professional Meetings and Teams Chart

Effective Practices Charts

We created these over time as a way to document our non-negotiable. These help drive and communicate what we commit to everyday, sometimes and never in reading, math and general practices. These were created as a team and are analyzed and revised each year.

Essential Behaviors

These were created to help guide our work in the area of behavior intervention supports. As a team, we first needed to identify the academic behaviors that were essential.

Leadership Team Meeting Agenda- Essential Standards Charts

Grade Level PLCs agreed upon essential standards. This agenda is an example of our Leadership Team agenda used each meeting.

Essential Standards Lists

These lists are revised each year and are ever evolving. This is an example of the tracking sheets used for each student to document data on mastery of essential standards at each grade level. These sheets are used by current teachers as well as interventionists to ensure mastery, even after the students have left the grade level in which it is an essential standard.

Leadership Team Meeting Agenda- CFAs

As a leadership team, we worked together to keep all teams on track and creating CFAs for essentials. The teams would create the CFAs and then representatives would share them at Leadership Team meetings so we could all learn together.

Grade Level SMART Goals

These are examples of the first SMART goals we created. The teams created them and then Leadership representatives shared them at a leadership team meeting.

Parent Survey

Discipline Referral Form

After creating our essential behaviors, we decided our referral form needed to match these essentials. This form is the result of that alignment.

Behavior Intervention Checklist

This was created to help identify the process of students in need of behavioral supports.

Olive Master Schedule

This was created in collaboration of all grade level teams to ensure there is time built in each day for tier 2 and 3 interventions in both math and ELA.

Olive RtI Process

This was created to help articulate how Olive identifies and supports students in need of academic support. This also is a current document of where we are in the process and what we still need to accomplish/improve.

2021-22 BOY Data Packet

This is a compilation of data used to guide goals for the upcoming year. It is used at our Leadership Team retreat in the summer and is shared with the entire staff at the beginning of the year. Teams use this data to help drive goals, revisions to essential standards, changes needed to Tier 1 instruction, etc.

Leadership Team Agenda- Leadership Summer Retreat

At this retreat, we analyze data, develop our school goals and create an action plan.

2021-22 SMART Goal Worksheet

Document created at our leadership team summer retreat.

Olive's PLC Journey

We began the beginnings of our PLC journey several years ago. As a Principal in the Indiana Principal Leadership Institute, I was able to participate in many professional learning opportunities that were led by Solution Tree presenters. This development triggered me to put some things in place that were the seeds of a growing PLC culture. A few years later, our Superintendent led our entire corporation to learn and grow as a PLC. Since then, many more improvements have been made possible increasing the success of all students.

In looking at our state ILEARN data, you won't see much obvious improvement over the course of the last several years. We believe this is because of several factors in changes to the assessment program. In 2019, we took ILEARN for the very first time. It was a completely different test and proved to be much more rigorous than years past. Therefore our scores, like the rest of the state, show a steep decline. The following year, we didn't take the test, due to schools being shut down during COVID. Upon our return, we had an unconventional year of hybrid instruction, with periodic shut downs, but felt good about the scores received when taking ILEARN in 2021. Although, our scores in most areas increased, the data we are most proud of is the increase in the percent above state average.

In addition to ILEARN data, we put a large focus on other summative and formative assessment data. We use this data to guide our instruction at all levels and in all tiers. As a PLC, we have learned to grow together in analyzing data and making decisions based on this data to ensure all students learn at high levels. We seek to ensure we create readers by the time students leave our elementary school for sixth grade. Last year, for the first time in over ten years, according to both NWEA and the Scholastic Reading Inventory, zero students were in the far below proficient range in reading at the end of fifth grade. As a PLC, we take great pride in the efforts put forth to ensure all students could read on level prior to leaving us for middle school. This accomplishment was a direct result of our work as a PLC and the changes we made to overcome the barriers to ensure high levels of learning for all students.



Leadership Team Norms

Start and end on time.

Everyone talks, everyone listens.

Commit to the decisions made as a team.

Majority rules after discussion.

Attendance is mandatory. Replacements are necessary.

Communicate decisions to your teams.

Bring results to Leadership Meetings.

*When norms are not met: Darn-it doll.
Revisit norms for consistent norms broken.

Tools For Schools

Developing norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
TIME <ul style="list-style-type: none"> When do we meet? Will we set a beginning and ending time? Will we start and end on time? 	• 2pm - Start on time End Time on 2-3 - at times in adv.
LISTENING <ul style="list-style-type: none"> How will we encourage listening? How will we discourage interrupting? 	• Everyone talks. Everyone's heard.
CONFIDENTIALITY <ul style="list-style-type: none"> Will the meetings be open? Will what we say in the meeting be held in confidence? What can be said after the meeting? 	• Comment to decisions of the team.
DECISION MAKING <ul style="list-style-type: none"> How will we make decisions? Are we an advisory or a decision-making body? Will we reach decisions by consensus? How will we deal with conflicts? 	• After discussion, majority rules.
PARTICIPATION <ul style="list-style-type: none"> How will we encourage everyone's participation? Will we have an attendance policy? 	• Mandatory attendance. Replacement necessary.
EXPECTATIONS <ul style="list-style-type: none"> What do we expect from members? Are there requirements for participation? 	• Communicate decisions to teams. Bring results to leadership.

When norms are not met: darn, it do! re-visit norms.

Olive PLC Teams 2021-22

Team	Members	Meeting Location
Kdg	Chelminiak*, Gillen, Stepp	Chelminiak's Rm.
1st	Ralston*, Hembree, Schmitt	Ralston's Rm.
2nd	Mischak*, Schreiber, Stombaugh	Stombaugh's Rm.
3rd	McBride*, Saylor, Golden	Saylor's Rm.
4th	Gumm*, Moore, Younggreen	Gumm's Rm.
5th	Wojtysiak*, DeShone, Behm	Wojtysiak's Rm.
Intervention	Papai*, McClintock, Kreighbaum, Smith, Mohrbach, Lee	Smith's Rm.
Social Services	Middlebrook* and NP Team	See schedule
Specials	O'Connell*, Reffo, Blake, Doniello, Truster, Robin	O'Connell's Rm. (when all together)

***Leadership Team Members**



Effective Practices
Olive Elementary School



What we should see EVERYDAY...

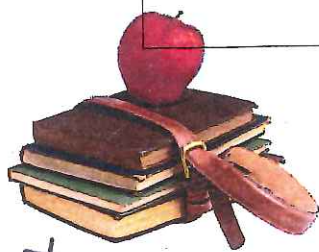
Movement
Well-planned lessons
Happy Teacher
Happy Students
Smiles and Laughter
Engaged Students
Varied mode of lesson delivery
Consistent Expectations
Flexibility
Safe place for students to learn
and make mistakes
Positive Talk and Praise

What we should see SOME days...

Celebration Days
Going "off the plan"
Family Correspondence
Teacher Collaboration
Organized Chaos

What we should NEVER see...

Yelling
Giving up on students/Failure as an option
Arguing/Power struggles
Public discipline/embarrassment
Bullying
Extreme negative emotion
Disrespect
Blaming others for student failures
Grouchy/Negative Teachers
Disengaged/off task lessons

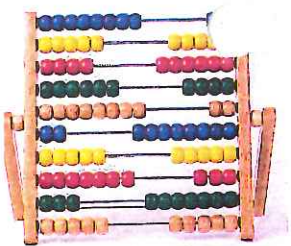




Effective Instructional Practices – READING BLOCK Olive Elementary School

What we should see EVERYDAY...	What we should see SOME days...	What we should NEVER see...
Discussion	Progress Monitoring	Daily Worksheets
Modeling	Formal Assessments	Kids only allowed to read at Lexile Level
Leveled groups	CLOSE Reading	Rushing through lessons
Leveled texts (including decodables)	Enrichment (with tech, media etc.)	Kids not allowed to read picture books in upper grades
Guided Reading	WAR Writing about reading (text evidence)	Only textbook lessons used
Mini lessons for reading skills/strategies	Variety of texts/reading (exposure to different genres)	
Vocabulary	Independent Skill work	
Whole group read alouds	Textbooks	
Phonics Instruction (K-2)	Independent Reading	
Comprehension activities	Fluency Practice &/or assessment	
Informal Assessments		
Higher Level Questioning		
Phonemic Awareness Instruction (k-2)		





Effective Instructional Practices – Math Olive Elementary School

What we should see EVERYDAY ...	What we should see SOME days...	What we should NEVER see...
Higher level questioning	Manipulatives	Meaningless busy work
Discourse	Individual work	Negative remarks/attitude (math specific)
Modeling	Technology	Students rushing through work
Multiple strategies	Formal assessment	Only teaching memorized procedures
Math vocabulary	Games	
Reteaching / Enrichment	Written Response	
Problem solving skills	Spiraling of skills	
Leveled groups		
Informal assessments		



$$5 - 3 = 2$$

Olive Tiger PAWS



Personal Best

- Try my best on all tasks asked of me
- Work cooperatively with others
- Use good manners in all settings
- Take ownership



Act Responsibly

- Treat others as I would like to be treated
- Report bullying and unsafe behavior to an adult
- Work hard to meet my academic goals



Work and Play Safely

- Walk quietly and keep hands and feet to myself
- Follow adult directions quickly



Show Respect

- Be kind
- Choose appropriate words
- Act and speak in a positive manner

Olive Leadership Team

9/27/18

High Levels of Learning for ALL Students

Meeting Outcomes:

1. Essential Standards Column 1 Discussion
2. Set next timeline goal for progress

Questions:

1. What do we want our students to learn?
2. How do we know they have learned it?
3. What do we do when they don't?
4. What do we do when they do?

Attendees: Heather, Tara, Casey, Ashley, Rachel R, Barb, Tina, Mark, Allison, Rachel C, Melissa

1. Review Team Norms

2. Learning and Teaching (45 min)

- Share Essential Standards Column 1 (35 min)

Minutes: 4th grade: I can statements, put standards in there, looked at prerequisite and are now working on rigor. Focus: syllable patterns and check plus standards

3rd grade: We took priority standards from ILEARN and priority standards-cut essentials in half from last meeting

5th grade: Looked at ISTEP questions/examples and developed I can statements breaking each into individual folders. Liked the naming of the standard at the top.

2nd Grade: Have a lot of bullet points. We are working hard and like to have things laid out. Starting out with rigor which might make the prerec skills easier. Very much fluency, expression and comprehension.

Kindergarten: We have identified our essential standards and prerecs first. Very much letters and sounds.

1st Grade: right now it is all in one but we might separate. Same as 5th grade-listed standard at the top. We looked at the standards as a group and the bulk are out of reading foundations. We have come a long way. Very much words, phonics, etc.

Tara: new ISTEP (ILEARN) priority standards. When talking about pre-requisite skills are you expecting the prior grade to work on those? Work

Essential Charts
Math Remediation

Progress Goals

5. Celebrations

Wall clings made and please hang them up.

6. Review Norms (1 min)

TO DO/BRING NEXT TIME:

End Time 3:00 PM

CFA Checklist Reading - Kdg

Name:

Teacher:

K.RF.2.4 Uppercase Letters														
Lowercase Letters														
K.RF.4.1 Letter Sounds														
K.RF.3.1 Rhyme Identification														
Rhyme Production														
K.RF.3.4 Beginning Sounds														
Middle Sounds														
Ending Sounds														
K.RF.4.2 CVC Words														
K.RF.4.4 Sight Words														
K.RL.2.2 Retell Fiction														
K.RN.3.2 Nonfiction Text														
K.W.1 Write for a Specific Purpose														
K.W.2.1 Writing Uppercase Letters														
Writing Lowercase Letters														

ELA CFA Checklist- 1st

Name:

Teacher:

1.RF.4.1 Decode...													
Hard consonants and short vowels in words													
Digraph in words													
Blends in words													
Vowel teams in words													
1.RF.4.3 Decode final -e words													
1.RF.4.4 Read sight words quickly													
1.RL.2.1 Main idea/key details (Lit)													
1.RN.2.1 Main idea/key details (Nonfic)													
1.W.3.2 Write topic sentence													
1.W.6.1a Include nouns in sentences													
Sort nouns													
Identify nouns													
1.W.6.1b Include verbs in sentences													
Sort verbs													
Identify verbs													
1.W.6.1a and b Include a noun and verb in a sentence													

ELA CFA Checklist- 2nd

Name:

Teacher:

2.RF.4.2 CVC decode 2 syllable words												
2.RF.4.2 Open decode 2 syllable words												
2.RF.4.2 VCE decode 2 syllable words												
2.RF.4.2 r-controlled												
2.RF.4.2 Vowel Teams												
2.RF.4.4 read sight words												
2.RF.5 read fluently												
2.RL.2.1 Ask/Answer questions												
2.RN.2.1 main idea/supporting details												
2.RN.3.1 text features												
2.W.6.2 writing complete sentences												
2.W.3.2 topic sentence/paragraph with details												

CFA Checklist- 3rd

Name:

Teacher:

3.RL.2.1 ask and answer questions about text													
3.RL.2.2 theme													
3.RL.2.3 characters' contributions to plot													
3.RN.2.2 main idea and supporting details													
3.RN.4.1 fact/opinion													
3.RV.2.1 context clues													
3.RV.3.1 fig language													
3.RV.3.2 academic vocabulary													
3.W.3.1 Persuasive composition													
3.W.3.2 Informative composition													
3.W.3.3 Narrative composition													

CFA Checklist ELA- 4th

Name:

Teacher:

4.RL.2.1 I can use details and examples to explain events stated in a fictional text to make inferences.		
4.RL.2.2 I can identify theme and provide evidence		
4.RN. 2.2 I can identify the main idea and supporting details in informational text		
4.RN.2.2 I can summarize a piece of nonfiction text		
4.RN.3.2 I can identify different organizational structures: cause and effect, and compare and contrast.		
4.W.6.2 A: Capitalization B: Punctuation (quotation marks)		

CFA Checklist- 5th ELA

Name:

Teacher:

5.RV.3.2 determine the meaning of academic vocabulary within a text												
5.RL.2.2 determine the theme of a text												
5.RL.2.2 support the theme with details from the text												
5.RL.2.2 summarize the text												
5.RL.2.3 use details from the text to describe characters												
5.RL.2.3 use details from the text to describe the characters' impact on the plot												
5.RN.2.1 quote sentences to explain the meaning of the text.												
5.RN.2.2 identify and support the main idea with details from the text												
5.RN.2.2 summarize the text												
5.W.3 informative composition												

CFA Checklist Math - Kdg

Name:

Teacher: Chelminiak

K.NS.1 Count to 100 by ones Count to 100 by tens														
K.NS.2 Write #'s from 0-20														
K.NS.5 Count up to 20 objects														
K.NS.7 Compare #'s using greater than, less than or equal to														
K.NS.10 Separate sets of 10 or fewer objects into equal groups.														
K.CA.1 Addition with manipulatives Subtraction with manipulatives														
K.G.1 Use positional words to describe the position of objects and shapes														
K.M.2 Understand the concepts of time														
K.DA.1 Identify, sort and classify objects														

Math CFA Checklist- 1st

Name:

Teacher:

1.CA.1 Fluency												
Sums to 6												
Sums to 10												
Differences to 6												
Differences to 10												
1.NS.2 Understand teen numbers/tens												
1.CA.5 Add tens												
1.NS.1 Count to 120 by 1s, 5s, and 10s												
1.CA.5 Add tens to any 2 digit number												
1.M.1 Tell/write time, hour/half hour												
1.M.3 Money: penny, nickel, dime												

Math CFA Checklist- 2nd

Name:

Teacher:

2.NS.6 pt 1 place value-tell digits												
2.NS.6 pt 2 place value-create 3-digit number given amount of tens/ones												
2.NS.7 greater than/less than												
2.CA.4.4 pt 1 add three digits with regrouping												
2.CA.4.4 pt 2 subtract 3 digits with regrouping												
2.M.5 tell time 5 min												
2.G.5 fractions												
2.DA.1 pt 1 bar graphs												
2.DA.1 pt 2 pictographs												
2.M.7 count coins												
2.M.2 estimate measurement												

CFA Checklist- 3rd

Name:

Teacher:

3.NS.2 Compare two whole numbers					
3.NS.5 Represent a fraction on a number line					
3.NS.9 Use place value to round numbers to the nearest 10 or 100.					
3.C.1 Add and subtract whole numbers					
3.C.5 Multiply and divide within 100					
3.AT.3 Solve two-step real-world problems using the four operations					
3.G.2 Understand that shapes and that the shared attributes can define a larger category					
3.G.4 Partition shapes into parts with equal areas.					
3.M.3 Tell and write time to the nearest minute					
3.M.4 Find the value of any collection of coins and bills.					
3.M.6 Multiply side lengths to find areas of rectangles					
3.M.7 Find perimeters of polygons given the side lengths					
3.DA.1 Create scaled picture graphs, scaled bar graphs, and frequency tables					

CFA Checklist Math- 4th

Name:

Teacher:

4.C.1 I can add multi-digit numbers		
4.C.1 I can subtract multi-digit numbers		
4.C.2 I can multiply one-digit, by two-digit, three-digit, and four-digit numbers		
4.C.2 I can multiply two-digit numbers by two-digit numbers		
4.C.3 I can divide two, three, and four-digit numbers by a one-digit number		
4.C.6 I can add and subtract mixed numbers with common denominators		
4.NS.5 I can compare two fractions with different numerators and different denominators		
4.NS.6 I can write tenths and hundredths in decimal and fraction notations.		

CFA Checklist- 5th Math

Name:

Teacher:

5.C.1 Multiply multi-digit whole numbers													
5.C.2 Divide multi-digit whole numbers													
5.C.4 Add fractions with unlike denominators													
5.C.4 Subtract fractions with unlike denominators													
5.C.4 Add mixed numbers with unlike denominators													
5.C.4 Subtract mixed numbers with unlike denominators													
5.NS.4 Multiply Powers of 10													
5.NS.4 Divide Powers of 10													
5.AT.5 Real World - add decimals													
5.AT.5 Real World - subtract decimals													

Olive Leadership Team

12/12/18

High Levels of Learning for ALL Students

Meeting Outcomes:

1. Common Assessments
2. Set next goal

Questions:

1. What do we want our students to learn?
2. How do we know they have learned it?
3. What do we do when they don't?
4. What do we do when they do?

Attendees: Barb Papai; Allison Middlebrook; Tara Bush; Tina Stombaugh; Paul Kil; Melissa Smith; Rachel Chelminiak; Rachel Ralston; Casey Gumm; Monica Flagg; Mark McBride

1. Review Team Norms

Reviewed by Mrs. Bush

2. Learning and Teaching (35 min)

- Share Common Assessment Examples and Progress (15 min)

4th went back to essential standards and are creating a timeline.

K-made some new assessments that were shared with a grading scale. Mastery is having it ALL. 90-70 is developing; 60 and below is needs improvement.

1-worked on sight words and how we would do that. Using the regular checklist. Concern is how to keep it standardized. By using Powerpoint, one person will do all the students and it will be timed. Currently recheck kids who were 80% or below. Words will change every three seconds. 100% will be mastery. KUDOS for reaching out to parents to keep kids in second recess to learn their sight words.

5-have a couple new assessments that are tiered from easier to harder to know what the students have and what they need to work on

3-created fact or opinion, same concept as 5th grade-tiered starting with easier questions and ending with actually writing a fact or opinion

2-worked on capitalization and punctuation. All do weekend news and will look at simple sentences, capitalizing I and using correct punctuation and grammar (she and I). Uses what they already have and enhancing/evaluating it.

Art-using the end assessment for 2D and 3D art.

CFAS

Smart Goal	
School: Olive Department: Kindergarten	Team Members: Amy Burris Rachel Chelminiak Sara Gillen Kim Stepp
<p align="center">Team SMART Goal:</p> <p>Currently, 65% of Kindergarten students have met the goal in Writing of 41% and above on NWEA. By the EOY NWEA assessment, 72% of our students will meet or exceed this goal of 41%.</p>	
Strategies and Action Steps	<input type="checkbox"/> Common assessments followed by remediation <input type="checkbox"/> Determine writing standards/skills being assessed on NWEA <input type="checkbox"/> Use of ExactPath Language <input type="checkbox"/> Incorporate writing into Reading block
Who is Responsible	All members of our team
Target Date or Timeline	May 2019
Evidence of Effectiveness	Increased results on NWEA assessment in the area of Writing

Smart Goal	
School: Olive Township Elementary School Department: First Grade	Team Members: Rachel Ralston, Maggie Stepniewski, Janelle Taylor
<p>Team SMART Goal:</p> <p>Current reality: At MOY 67% of the First Grade students scored at the 40th percentile or above on the NWEA Reading Foundations test.</p> <p>Goal: By the end of this school year, at least 74% of the First Grade students will score at the 40th percentile on the EOY NWEA REading Foundations test.</p>	
Strategies and Action Steps	<ol style="list-style-type: none"> 1. Use of ELA Essential Standards Chart to pinpoint the standards that are covered 2. Reading Rtl grouped by guided reading levels 3. Common Assessments followed by remediation 4. RED Folder parent involvement (at home reading practice)
Who is Responsible	All team members, support staff, parents
Target Date or Timeline	May 2019
Evidence of Effectiveness	Increased results for all students on the EOY NWEA Reading Foundations test and Common Assessments.

Smart Goal	
School: Olive Elementary Department: 2nd grade	Team Members: Laura Schreiber, Tina Stombaugh, Renee Mischak
Current Reality: 80% of students met or exceeded the target score of 41st% in Vocabulary on NWEA MOY.	Team SMART Goal: This year 85% of students will meet or exceed the target score of 41st percentile in Vocabulary on NWEA EOY.
Strategies and Action Steps	Using CFA to guide and pace instruction, and data
Who is Responsible	all
Target Date or Timeline	May 2019 EOY
Evidence of Effectiveness	Increased results for all students on team, state, and national indicators.

Smart Goal	
School: Olive Elementary Department: 2nd grade	Team Members: Laura Schreiber, Tina Stombaugh, Renee Mischak
Current Reality: 78% of students met or exceeded the target score of 41st percentile in computation on NWEA MoY.	Team SMART Goal: This year 85% of students will meet or exceed the target score of 41st percentile in computation on NWEA EOY.
Strategies and Action Steps	Using standards, data, and curriculum pacing to guide instruction.
Who is Responsible	all
Target Date or Timeline	May 2019 EOY
Evidence of Effectiveness	Increased results for all students on team, state, and national indicators.

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SMART Goal Worksheet

School: Olive

Team Name:

Team Leader:

Team Members:

District Goal(s): Ensure high levels of learning for ALL students.

School Goal(s): Math: 84% At or Above Proficient
Reading/ELA: 80% At or Above Proficient

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
By the end of the year, at least 85% of 3rd graders will be proficient in Geometry (40 percentile or higher)	1. Ready Lessons 2. RTI 3. Exact Path 4. Edulastic	3rd Grade Teachers	End of the year. May 25th	NWEA Scores

SMART Goal Worksheet

School: Olive

Team Name: 4th

Team Leader:

Team Members: Pfeil, Moore, Gumm, Smith

District Goal(s): Ensure high levels of learning for ALL students.

School Goal(s): Math: 84% At or Above Proficient
Reading/ELA: 80% At or Above Proficient

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
During 2018-2019 School Year, on Number Sense on EOY NWEA, Students Scored 85%. On MOY NWEA, Students Scored 76%.	<ul style="list-style-type: none"> 60 min. math block 30 min RTI using RIT bands Spiral math daily 	<ul style="list-style-type: none"> Pfeil Moore Gumm Smith 	EOY NWEA	Students will score 80% on EOY NWEA for Number Sense.
By EOY, students will score 80% on Number Sense.				

* We chose Number Sense because it is so important and we have already spent much time on it. It concerns us that there

Smart Goal	
School: Olive Department: 5th Grade	Team Members: Linda Behm, Monica Flagg, Barb Papai, Ashley Wojtysiak
<p style="text-align: center;">Team SMART Goal:</p> <p>Our Current Reality: Based on NWEA, Literature and Vocabulary increased from BOY to MOY but Nonfiction decreased. In addition, nonfiction was our lowest achievement percentage at 75%.</p> <p>Our SMART Goal: By end of year our students will meet or exceed their BOY score in nonfiction text of 81%.</p>	
Strategies and Action Steps	<p>Rtl - 30 minutes 3-4 times per week based on data from test scores.</p> <p>Small Group with Mrs. Papai and Mrs. Henning 5x per week</p> <p>Small Group help for SPED students with Mrs. Smith 90 minute reading block with instruction</p>
Who is Responsible	All members of our team
Target Date or Timeline	May 28, 2019
Evidence of Effectiveness	NWEA

SMART Goal Worksheet

School: Olive

Team Name:

Team Leader:

Team Members:

District Goal(s): Ensure high levels of learning for ALL students.

School Goal(s): Math: 84% At or Above Proficient
Reading/ELA: 80% At or Above Proficient

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
<u>Current reality</u> 25% of our students have divorced/not together separated parents	① Devise list w/ teachers ② Look @ NWEA and/or ILEARN scores	Teachers Counselor	October 31	List of students identified as having div/separated parents Look @ NWEA/ ILEARN scores
<u>Our SMART goal:</u> Look at baseline data of div./sep parents and math/read proficiency to see if this is a factor				to compare w/ read & math scores Determine baseline and/or see if div/separated parents

are contributing to test scores

Parent Survey

1. Teachers and staff at my child's school consider it a safe place.
2. Teachers and staff at my child's school consider it an orderly place.
3. My child's school has clear and specific rules and procedures in place.
4. Teachers, staff and my child know the emergency management procedures for the school.
5. Teachers, staff and my child know how to implement the emergency management procedures for the school.
6. Teachers, staff and my child have practiced implementing emergency management procedures for specific incidents (for example: tornado, fire and lockdown drills.)
7. My child's school is a safe place.
8. My child's school is an orderly place.
9. I am aware of the rules and procedures in place at my child's school.
10. My child's school uses social media and/or messaging to reporting bullying or other incidents anonymously.
11. My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example a call system.)
12. The leaders at my child's school coordinate with local law enforcement agencies regarding school safety issues.
13. The leaders at my child's school engage the community and me regarding school safety issues.
14. Teachers help make important decisions at my child's school.
15. Specific groups of teachers provide input regarding specific decisions at my child's school.
16. At my child's school, teachers who teach the same subject use the same exams, quizzes and tests.
17. Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.
18. The leaders of my child's school ask teachers for their opinions about how the school should function.
19. The leaders of my child's school ask for my opinion about how the school should function.
20. My child's school has an interactive website.
21. I visit my child's school website often.
22. The leaders and teachers at my child's school use social networking technologies (facebook, twitter, schoology) to involve students, parents and community.

OLIVE ELEMENTARY STUDENT BEHAVIOR REFERRAL

- ☐ Principal Referral
☐ Teacher Referral
☐ Recorded

STUDENT: _____ GRADE: _____ HOMEROOM: _____ REFERRED BY: _____

INFRACTION: (choose one) <input type="checkbox"/> P-Personal Best <input type="checkbox"/> Try my best on all tasks asked of me <input type="checkbox"/> Work cooperatively with others <input type="checkbox"/> Use good manners in all settings <input type="checkbox"/> Take ownership <input type="checkbox"/> A-Act Responsibly <input type="checkbox"/> Treat others as I would like to be treated <input type="checkbox"/> Report bullying and unsafe behavior to an adult <input type="checkbox"/> Work hard to meet my academic goals <input type="checkbox"/> W-Work and Play Safely <input type="checkbox"/> Walk quietly and keep hands and feet to myself <input type="checkbox"/> Follow adult directions quickly <input type="checkbox"/> S-Show Respect <input type="checkbox"/> Be kind <input type="checkbox"/> Choose appropriate words <input type="checkbox"/> Act and speak in a positive manner	LOCATION: (choose one) <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Bus <input type="checkbox"/> Arrival or Dismissal <input type="checkbox"/> Other _____ Please put Post-It here with students involved (if applicable.)	PREVIOUS INTERVENTIONS: <input type="checkbox"/> Warning <input type="checkbox"/> Separation of Students <input type="checkbox"/> Time out in Teacher Buddy Room <input type="checkbox"/> Loss of recess/activity <input type="checkbox"/> Loss of access to items/rewards <input type="checkbox"/> Parent contact (email/phone call) <input type="checkbox"/> Parent Conference <input type="checkbox"/> Counselor Contact <input type="checkbox"/> Behavior Consultant <input type="checkbox"/> Behavior Chart (teacher) <input type="checkbox"/> Other _____
---	--	---

Please provide a detailed description of the incident: _____

Investigation: _____

ACTION: <input type="checkbox"/> Warning <input type="checkbox"/> Loss of Recess/Privilege <input type="checkbox"/> Student Threat/Suicide Assessment <input type="checkbox"/> Behavior Plan (CICO) <input type="checkbox"/> In School Suspension <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Parent Conference <input type="checkbox"/> Time Out in Office <input type="checkbox"/> Apology Letter <input type="checkbox"/> Lunch in Office <input type="checkbox"/> Other	DATE(S): _____	OFFICE STAFF ONLY: Assault Bus Rule Violation Bully Class Disruption HabitualCD Disrespect Dangerous Situation Electronic Violation False Inform Fighting Language Harassment Horseplay Intimidation Teacher Discipline Theft Vandalism Verbal Confrontation Weapon Physical Aggression Unkind Behavior
--	------------------------------	---

STAFF MEMBER SIGNATURE: _____ Date: _____
 ADMINISTRATOR SIGNATURE: _____ Date: _____
 PARENT SIGNATURE: _____ Date: _____

- ☐ Parent Provided Copy
☐ Parent Sign and Return



Olive Elementary School

Tara Bush, Principal

Our mission is to ENSURE high levels of learning for ALL students.

Behavior Intervention Checklist

Student Name: _____ Grade/Teacher: _____

Date Behavior Checklist Initiated: _____

	<u>Date</u>	<u>Task</u>	<u>Comments</u>
		Grade level meeting will identify behavior students initially or 2-3 office referrals.	
		Tracking packet provided (workroom) with data collection period.	
		Teacher will implement their own T2 behavior interventions.	List here:
		Monday prior to behavior meeting, baseline data and one to two goals (based on the data collected) need to be submitted to counselor.	Goals here:
		Determination if T2 or T3 will be made at monthly behavior meeting.	
		If T3, Counselor in collaboration with teacher will create a CICO sheet.	
		Dates for a meeting with parents, teacher, principal and counselor will be determined and Secretary will schedule meeting.	
		Parent Meeting	
		CICO Implementation Date	
		Monthly Behavior Meetings	
		Move back to T2 or Referral to SPED	

*If a student DOES NOT meet their goal, they are to go to Counselor office for recess for time out. Purpose: to discuss the lack of progress with the student. If Counselor has a class, student will sit at back table. If Counselor is not present, student reports to teacher buddy room. Chart MUST accompany student. Counselor/teacher buddy will initial recess line indicating time out location. Teacher must accompany student to the location.

Counselor will finalize weekly data and documentation for monthly T3 Behavior Meeting.

Time	K	1	2	3	4	5
7:20 AM	Reading T3					
7:30 AM	7:20-7:50	Writing	Special	Reading T1	Math T1	Math T1
7:40 AM		7:30-8	7:30-8:10	7:30-8:15	7:30-8	7:30-8
7:50 AM	Reading T1					
8:00 AM	7:50-8:50	Reading T1				
8:10 AM		8-8:45	Math T1		Math T3	
8:20 AM			8:15-8:45	Reading T3	8-8:30	
8:30 AM				8:15-9		Reading T2
8:40 AM					Math T2	8:30-9
8:50 AM	Reading T2	Reading T3	Math T3		8:30-9	
9:00 AM	8:50-9:20	8:45-9:30	8:45-9:15	Special	Reading T2	
9:10 AM				9-9:40	9-9:30	Math T2
9:20 AM			Recess			9-9:30
9:30 AM	Recess		Reading T3			Reading T1
9:40 AM		Reading T2	9:30-10:15	Reading T2		9:30-10:15
9:50 AM		9:30-10		9:45-10:15		
10:00 AM	Special				Recess	
10:10 AM	10-10:40	Lunch	Reading T1		10-10:20	
10:20 AM		10-10:20	10:15-11	Math T1	Lunch	
10:30 AM		Recess		10:15-10:45	10:20-10:40	Reading T3
10:40 AM		10:20-10:40			Reading T1	10:15-11
10:50 AM	Lunch	Special		Recess	10:45-11:30	
11:00 AM	10:50-11:10	10:50-11:30	Reading T2	10:50-11:10		
11:10 AM	Recess		11-11:30	Lunch		Math T3
11:20 AM	11:10-11:30			11:10-11:30		11-11:30
11:30 AM	Math T3	Math T1				
11:40 AM	11:30-12	11:35-12:05	Lunch	Writing	Reading T3	Recess
11:50 AM			11:40-12:00	11:45-12:15	11:30-12:15	11:40-12:00
12:00 PM			Recess			Lunch
12:10 PM	Math T2		12:00-12:20			12-12:20
12:20 PM	12-12:30			Math T3		
12:30 PM	Math T1	Math T2	Writing	12:15-12:45	Special	Writing
12:40 PM	12:30-1	12:35-1:05	12:30-1		12:15-12:55	12:30-1
12:50 PM						
1:00 PM	Writing	Math T3				
1:10 PM	1-1:30	1:05-1:35	Math T2	Math T2	Writing	Special
1:20 PM			1-1:30	1-1:30	12:55-1:45	1-1:40
1:30 PM						
1:40 PM						
1:50 PM						

Olive RtI Process- Academic

Identification:

- Students identified from NWEA data (<20 %ile)

Staff

- Barb Papai- ELA only
- Ashley McClintock (almost full time)- Math only
- SpEd Teachers

Focus areas

- NWEA identified focus areas (lowest RIT scores) found in student profile report
- Previous years' essentials not yet mastered

Meetings

- Once a month we meet (grade level, principal, interventionists, SpEd) to discuss groups, goals, progress monitoring data, and any scheduling issues

Schedule:

- T3 time scheduled into day
 - 30 min math
 - up to 45 min ELA
- Outlier Students (REALLY low not fitting into groups) will get 30 min with group and additional time found in schedule that is NOT T1 or T2 time. More intensive

Special Ed and Interventionist Services:

- If students in Special ed are also identified for T3, the intervention team discusses who will cover what services. For example, if a student doesn't qualify for math in SpEd, but is identified for T3, Ashley will see them during T3 math time. If a student qualifies for reading in SpEd and is <20%ile, the SpEd teacher addresses T3 goals during SpEd service time (which is also T3 time) and therefore they will not see Barb.
- The intervention time works together as a PLC to meet and discuss interventions to ensure all students are receiving appropriate services and interventionists are using appropriate materials. (Kendore, dyslexia, decodables, etc.)

Other Things I can think of:

- Teachers have the previous years' essential standards checklists. If Ss don't qualify for T3 services, these are areas they will work on during T3 time with teachers and/or IAs. Sometimes Students are pulled by someone other than the interventionists during this time to address these skills.

- Teachers group students during T2 time according to CFA data to address re-teaching and enrichment of on-grade level essentials. No students are pulled during this block time.

Problems with our Process:

Plans/Documentation

- This is still a mess for us. We don't have it figured out: Who does it? What do we document? Where does it go? ARGH...we've worked on this and changed it every year since we've started.
- We currently have found a need for parent communication, but without a good documentation system, we don't feel comfortable with solid parent communication. So, right now it's on the teachers to communicate with parents that students receive T3 support. This is inconsistent and an area that needs attention.

Identification

- We constantly struggle with the kids who get right above that "red" range but we know they still need support.

Group Sizes

- Still a problem...don't know how to fix it.

The kids who need it all- Time

- We have all agreed that kids can be pulled for T3 support at any time that isn't T1, T2, lunch/recess, or the core specials. All other times are fair game.

Teacher Plan Time

- The better we have gotten at this, the more we have found the teachers need more time to plan. The increased focus on data collection and analysis has taken up the time to plan for everyday lessons. This is struggle we don't have the answer to.

Olive
ILEARN Data
Comparisons (Spring 2019 2021)

Grade	ELA		MA		Sci		SCI		SS		SS	
	Corp/2021	2021	2019	Corp/2021	2021	2019	Corp/2021	2021	2019	Corp/2021	2021	2019
3	47%	43%	64%	62%	68%	89%						
4	61%	69%	60%	73%	73%	83%	55%	61%	78%			
5	48%	55%	56%	58%	72%	58%				39%	49%	51%
	52%	56%	60%	64%	71%	77%						

RPE
 ILEARN DATA
 Comparisons (SPR 2019 2021)

Grade	ELA		MA		SCI		SS	
	Corp/2021	2021	Corp/2021	2021	Corp/2021	2021	Corp/2021	2021
3	47%	45%	49%	67%	62%	63%		
4	61%	53%	58%	73%	72%	71%	55%	55%
5	48%	43%	47%	58%	44%	58%	39%	47%
	52%	41%	51%	64%	59%	64%		45%

Writing Prompts Not Scored
ILEARN 2021

	Narrative	Informative	Persuasive	Total
3 rd Grade	10	8	NA	16 (24%)
4 th Grade	5	4	2	9 (12%)
5 th Grade	3	0	*none due to issue with assessment	3 (4%)

28 Total = 13%

Writing Prompts Not Scored
ILEARN 2019

	Narrative	Informative	Persuasive	Total
3 rd Grade	12	6	6	24 (30%)
4 th Grade	14	4		19 (22%)
5 th Grade	2	1		3 (4%)

4th Total = 19%

NWEA Comparison 2020-2021
At and Above Proficiency

At or Above Proficient

	BOY Rdg	MOY Rdg	EOY Rdg
Kdg	52%	45%	78%
1 st	73%	39%	51%
2 nd	51%	49%	56%
3 rd	47%	52%	58%
4 th	66%	66%	78%
5 th	75%	72%	76%
	61%	54%	66%

	BOY Math	MOY Math	EOY Math
Kdg	67%	57%	67%
1 st	69%	40%	52%
2 nd	66%	65%	73%
3 rd	62%	63%	65%
4 th	65%	66%	70%
5 th	60%	33%	73%
	65%	54%	67%

Projected Growth Met

	BOY- EOY Rdg		BOY- EOY Math
Kdg	83%	Kdg	72%
1 st	31%	1 st	31%
2 nd	67%	2 nd	45%
3 rd	72%	3 rd	73%
4 th	62%	4 th	65%
5 th	48%	5 th	67%
	61%		59%

Number of Red Students (<20% ile)

	BOY Rdg	MOY Rdg	EOY Rdg
Kdg	0	4	1
1 st	2	13	7
2 nd	15	11	6
3 rd	5	3	3
4 th	2	1	1
5 th	1	0	0
Total	25	32	18

	BOY Math	MOY Math	EOY Math
Kdg	0	5	2
1 st	2	6	5
2 nd	9	6	2
3 rd	6	3	3
4 th	1	1	1
5 th	3	3	2
Total	21	24	15

Olive NWEA Standards Data
2020-2021

MATH	Kdg			1st			2nd			3rd			4th			5th			Avg
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	EOY
Number Sense	67%	52%	74%	63%	29%	42%	53%	53%	54%	45%	59%	62%	59%	60%	75%	76%	75%	75%	64%
Computation	45%	63%	62%	66%	49%	57%	43%	40%	48%	48%	64%	57%	57%	61%	71%	64%	61%	75%	62%
Algebraic Thinking	60%	55%	60%	67%	52%	55%	55%	57%	56%	49%	57%	57%	60%	56%	68%	58%	57%	61%	60%
Geometry	74%	49%	74%	68%	48%	39%	63%	63%	61%	52%	47%	60%	57%	43%	43%	69%	52%	62%	57%
Measurement and Data Analysis (K/1)	76%	53%	60%	60%	33%	55%													58%
Measurement (2-5)							40%	50%	56%	53%	43%	56%	68%	44%	53%	62%	50%	70%	59%
Data Analysis and Statistics (2-5)							51%	47%	59%	54%	45%	55%	65%	45%	70%	53%	44%	72%	64%

READING	Kdg			1st			2nd			3rd			4th			5th			Avg
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	EOY
Reading: Foundations (K/1)	43%	54%	70%	49%	32%	41%													56%
Reading: Literature/Nonfiction (K/1)	77%	49%	71%	72%	45%	49%													60%
Literature (2-5)							61%	53%	67%	50%	61%	67%	68%	61%	72%	63%	72%	67%	68%
Nonfiction (2-5)							52%	58%	61%	50%	60%	57%	69%	66%	75%	71%	69%	71%	66%
Reading: Vocabulary	66%	50%	71%	75%	50%	52%	57%	62%	63%	51%	60%	55%	48%	65%	72%	75%	69%	72%	64%
Writing (K/1)	23%	30%	62%	51%	39%	47%													55%

Olive IREAD Data

	% Passing (spring)	DNP Breakdown	Average Score	% Perfect Scores
2012	93.9%	4 Student		
2013	98.7%	1 Student		
2014	88.1%	7 SpEd (Summer DNPs 3 SpEd)	470.3	10.7%
2015	96.3%	2 SpEd 1 GenEd (Summer DNPs 2 SpEd)	523.7	3.7%
2016	92.2%	1 SpEd 7 GenEd (Summer DNPs 1 SpEd 4 GenEd)	548	16.6%
2017	96.2%	3 SpEd (Summer DNPs 2 SpEd)	547.5	13.7%
2018	93.1% (95.4%)	2 SpEd (1 new) 4 GenEd (1 new) (Summer DNPs 1 SpEd Mild)	529.5	6.8%
2019	98.8%	1 SpEd (mild) (1 GenEd came one day after our testing)	555.4	13.8%
2020	No testing-COVID			
2021	93.2%	1 SpEd (ASD) 4 GenEd (1 new) *1 no test VA	533	12.1%

	Foundations/Vocab	Nonfiction	Literature
2014	82%	75.9%	80.1%
2015	92%	87.1%	85.4%
2016	94%	89%	89.6%
2017	95%	83.8%	90.1%
2018	92%	85.5%	86.3%
2019	96%	83.3%	94.4%
2020	COVID		
2021	94%	81%	87%

Things we did differently 2017:

1. Leveled small group reading instruction in 3rd grade
2. Self-Contained classrooms
3. Implemented IREAD E/R time (30 min) for 2nd semester

Olive IREAD Data

4. Small group testing for non-IEP recommended students with focus and learning concerns with a special Principal group.
5. IREAD pretest data collected and used to guide instruction and E/R time.
6. Provided more support to 3rd grade during Rdg and RtI block.
7. Rdg Remediation services at BOY for lower students, until Kdg could be seen.

Things we did differently 2018:

1. Reading Remediation full year.

Things we did differently 2019:

1. Only started seeing a RR group MOY as indicated on NWEA and SRI.
2. PLC Work- Essential standards and CFAs

*2020 COVID Year

Things we did differently 2021:

1. Hybrid Schedule and many intermittent eLearning days/weeks.
2. Started Ready Reading.



Student Performance at Each Proficiency Level

How did my school perform overall in Mathematics?

Test: ILEARN Mathematics Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN Mathematics Grade 3 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	79319	6419	49		
New Prairie United School Corp (4805)	193	6454	67		
Olive Township Elementary School (4805_7349)	75	6456	68		
READ-3 Summer	7	6387	14		
Students with no group (Roster)	68	6464	74		

Based on data from the ILEARN, Spring 2021 administration.

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Indiana Assessment Help Desk

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in Mathematics?

Test: ILEARN Mathematics Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN Mathematics Grade 3 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	193	6454	67	Mathematics	
				Algebraic Thinking and Data Analysis	18 44 38
				Computation	19 30 51
				Geometry and Measurement	16 40 44
				Number Sense	10 48 42
Olive Township Elementary School (4805_7349)	75	6456	68	Mathematics	
				Algebraic Thinking and Data Analysis	16 45 39
				Computation	22 30 48
				Geometry and Measurement	15 45 40
				Number Sense	7 51 42
Students with no group (Teacher)	75	6456	68	Mathematics	
				Algebraic Thinking and Data Analysis	16 45 39
				Computation	22 30 48
				Geometry and Measurement	15 45 40
				Number Sense	7 51 42

84%
78%
86%
93%

Based on data from the ILEARN, Spring 2021 administration.

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School Performance on Each Standard for the Mathematics Test

What are my school's strengths and weaknesses in the Mathematics Standards?

Test: ILEARN Mathematics Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN Mathematics

Grade 3 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	6454
Olive Township Elementary School (4805_7349)	6456

Performance on the ILEARN Mathematics Grade 3 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where Performance Indicates Proficiency

Algebraic Thinking and Data Analysis

- 3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.AT.2 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.AT.3 Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.AT.4 Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
- 3.AT.5 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.AT.6 Create, extend, and give an appropriate rule for number patterns using multiplication within 100.
- 3.DA.1 Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
- 3.DA.2 Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.

Computation

- 3.C.1 Add and subtract whole numbers fluently within 1000.
- 3.C.2 Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
- 3.C.3 Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
- 3.C.4 Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).
- 3.C.5 Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.
- 3.C.6 Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

Geometry and Measurement

- 3.G.1 Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.
- 3.G.2 Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.3 Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.

Standards	Areas Where Performance Indicates Proficiency
3.G.4 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).	✓
3.M.1 Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).	●
3.M.2 Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	●
3.M.3 Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	✓
3.M.4 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	✓
3.M.5 Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	✓
3.M.6 Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	✓
3.M.7 Find perimeters of polygons given the side lengths or by finding an unknown side length.	*
Number Sense	
3.NS.1 Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	✓
3.NS.2 Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.	✓
3.NS.3 Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	✓
3.NS.4 Represent a fraction, $\frac{1}{b}$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.	✓
3.NS.5 Represent a fraction, $\frac{a}{b}$, on a number line by marking off lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$, and that its endpoint locates the number $\frac{a}{b}$ on the number line.	✓
3.NS.6 Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	✓
3.NS.7 Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	✓
3.NS.8 Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).	✓
3.NS.9 Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	●
Others	
PS.1: Make sense of problems and persevere in solving them.	●
PS.2: Reason abstractly and quantitatively.	✓
PS.3: Construct viable arguments and critique the reasoning of others.	✓
PS.4: Model with mathematics.	△
PS.5: Use appropriate tools strategically.	●
PS.6: Attend to precision.	✓
PS.7: Look for and make use of structure.	●
PS.8: Look for and express regularity in repeated reasoning.	✓

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Student Performance at Each Proficiency Level

How did my school perform overall in Mathematics?

Test: ILEARN Mathematics Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN Mathematics Grade 4 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	78905	6457	44	35 28 16	28371 12222 21751 12761
New Prairie United School Corp (4805)	215	6508	73	12 29 33	26 13 84 72
Olive Township Elementary School (4805_7349)	83	6514	73	7 41 33	6 13 34 27
Students with no group (Teacher)	83	6514	73	7 41 33	6 13 34 27

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in Mathematics?

Test: ILEARN Mathematics Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN Mathematics Grade 4 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	215	6508	73	Mathematics	
				Algebraic Thinking and Data Analysis	9 55 36
				Computation	8 28 54
				Geometry and Measurement	11 48 41
Olive Township Elementary School (4805_7349)	83	6514	73	Number Sense	13 48 39
				Mathematics	
				Algebraic Thinking and Data Analysis	7 57 36 93
				Computation	5 42 53 95
Students with no group (Teacher)	83	6514	73	Geometry and Measurement	7 52 41 93
				Number Sense	10 47 43 90
				Mathematics	
				Algebraic Thinking and Data Analysis	7 57 36
				Computation	5 42 53
				Geometry and Measurement	7 52 41
				Number Sense	10 47 43

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School Performance on Each Standard for the Mathematics Test

What are my school's strengths and weaknesses in the Mathematics Standards?

Test: ILEARN Mathematics Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN Mathematics

Grade 4 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	6508
Olive Township Elementary School (4805_7349)	6514

Performance on the ILEARN Mathematics Grade 4 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where Performance Indicates Proficiency

Algebraic Thinking and Data Analysis

- 4.AT.1 Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 4.AT.2 Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.
- 4.AT.3 Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.AT.4 Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]
- 4.AT.5 Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).
- 4.AT.6 Understand that an equation, such as $y = 3x + 5$, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.
- 4.DA.1 Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.
- 4.DA.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.
- 4.DA.3 Interpret data displayed in a circle graph.

Computation

- 4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
- 4.C.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.
- 4.C.3 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.
- 4.C.4 Multiply fluently within 100.
- 4.C.5 Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.
- 4.C.6 Add and subtract mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).
- 4.C.7 Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.

Geometry and Measurement

- 4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).

Standards

Areas Where
Performance
Indicates
Proficiency

- 4.G.2 Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry. ✓
- 4.G.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. ☆
- 4.G.4 Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures. ✓
- 4.G.5 Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse). ✓
- 4.M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter. ✓
- 4.M.2 Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table. ⚠
- 4.M.3 Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit. ✓
- 4.M.4 Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems. ✓
- 4.M.5 Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees. ✓
- 4.M.6 Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure. ✓

Number Sense

- 4.NS.1 Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000. ✓
- 4.NS.2 Compare two whole numbers up to 1,000,000 using $>$, $=$, and $<$ symbols. ✓
- 4.NS.3 Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures. ✓
- 4.NS.4 Explain why a fraction, a/b , is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] ✓
- 4.NS.5 Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0 , $1/2$, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model). ✓
- 4.NS.6 Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$, $7/4 = 1 \frac{3}{4} = 1.75$). ✓
- 4.NS.7 Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model). ✓
- 4.NS.8 Find all factor pairs for a whole number in the range $1-100$. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range $1-100$ is a multiple of a given one-digit number. ⚠
- 4.NS.9 Use place value understanding to round multi-digit whole numbers to any given place value. ✓

Others

- PS.1: Make sense of problems and persevere in solving them. ✓
- PS.2: Reason abstractly and quantitatively. ✓
- PS.3: Construct viable arguments and critique the reasoning of others. ✓
- PS.4: Model with mathematics. ⚠
- PS.5: Use appropriate tools strategically. ✓
- PS.6: Attend to precision. ✓
- PS.7: Look for and make use of structure. ✓
- PS.8: Look for and express regularity in repeated reasoning. ☆

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Student Performance at Each Proficiency Level

How did my school perform overall in Mathematics?

Test: ILEARN Mathematics Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN Mathematics Grade 5 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	80221	6479	39		
New Prairie United School Corp (4805)	198	6518	59		
Olive Township Elementary School (4805_7349)	82	6541	72		
Students with no group (Teacher)	82	6541	72		

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in Mathematics?

Test: ILEARN Mathematics Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN Mathematics Grade 5 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	198	6518	59	Mathematics	
				Algebraic Thinking	20 49 31
				Computation	17 52 31
				Geometry and Measurement, Data Analysis, and Statistics	16 57 27
				Number Sense	18 55 27
Olive Township Elementary School (4805_7349)	82	6541	72	Mathematics	
				Algebraic Thinking	9 50 41 91%
				Computation	6 52 42 93%
				Geometry and Measurement, Data Analysis, and Statistics	6 52 42 93%
				Number Sense	17 48 35 83%
Students with no group (Teacher)	82	6541	72	Mathematics	
				Algebraic Thinking	9 50 41
				Computation	6 52 42
				Geometry and Measurement, Data Analysis, and Statistics	6 52 42
				Number Sense	17 45 38

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School Performance on Each Standard for the Mathematics Test

What are my school's strengths and weaknesses in the Mathematics Standards?

Test: ILEARN Mathematics Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN Mathematics

Grade 5 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	6518
Olive Township Elementary School (4805_7349)	6541

Performance on the ILEARN Mathematics Grade 5 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where Performance Indicates Proficiency

Algebraic Thinking

- 5.AT.1 Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.
- 5.AT.2 Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.
- 5.AT.3 Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).
- 5.AT.4 Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).
- 5.AT.5 Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
- 5.AT.6 Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.AT.7 Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
- 5.AT.8 Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

Computation

- 5.C.1 Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
- 5.C.2 Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.
- 5.C.4 Add and subtract fractions with unlike denominators, including mixed numbers.
- 5.C.5 Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
- 5.C.6 Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.
- 5.C.7 Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
- 5.C.8 Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
- 5.C.9 Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

Geometry and Measurement, Data Analysis, and Statistics

- 5.DS.1 Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
- 5.DS.2 Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

Standards

- 5.G.1 Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.
- 5.G.2 Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.
- 5.M.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.
- 5.M.2 Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.M.3 Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.
- 5.M.4 Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.
- 5.M.5 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.
- 5.M.6 Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

Number Sense

- 5.C.3 Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- 5.NS.1 Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.
- 5.NS.2 Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers
- 5.NS.3 Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.
- 5.NS.4 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NS.5 Use place value understanding to round decimal numbers up to thousandths to any given place value.
- 5.NS.6 Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

Others

- PS.1: Make sense of problems and persevere in solving them.
- PS.2: Reason abstractly and quantitatively.
- PS.3: Construct viable arguments and critique the reasoning of others.
- PS.4: Model with mathematics.
- PS.5: Use appropriate tools strategically.
- PS.6: Attend to precision.
- PS.7: Look for and make use of structure.
- PS.8: Look for and express regularity in repeated reasoning.

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Student Performance at Each Proficiency Level

How did my school perform overall in English/Language Arts?

Test: ILEARN English/Language Arts Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN English/Language Arts Grade 3 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	79376	5436	39	40 21 23 15	31848 15715 16333 12162
New Prairie United School Corp (4805)	194	5459	47	25 21 25 22	57 40 49 42
Olive Township Elementary School (4805_7349)	75	5461	43	28 20 19 21	21 22 14 18
READ-3 Summer	7	5399	0	71 29	5 2 0 0
Students with no group (Roster)	68	5467	47	24 21 21 26	16 15 14 18

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in English/Language Arts?

Test: ILEARN English/Language Arts Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN English/Language Arts Grade 3 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	194	5459	47	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	18 58 24
				Structural Elements and Organization/Connection of Ideas/Media Literacy	17 61 22
				Writing	25 57 18
Olive Township Elementary School (4805_7349)	75	5461	43	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	16 58 26 84%
				Structural Elements and Organization/Connection of Ideas/Media Literacy	17 60 23 83%
				Writing	24 53 23 76%
Students with no group (Teacher)	75	5461	43	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	16 58 26
				Structural Elements and Organization/Connection of Ideas/Media Literacy	17 60 23
				Writing	24 53 23

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School Performance on Each Standard for the English/Language Arts Test

What are my school's strengths and weaknesses in the English/Language Arts Standards?

Test: ILEARN English/Language Arts Grade 3

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN

English/Language Arts Grade 3 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	5459
Olive Township Elementary School (4805_7349)	5461

Performance on the ILEARN English/Language Arts Grade 3 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where Performance Indicates Proficiency

Key Ideas and Textual Support/Vocabulary

- 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- 3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- 3.RV.3.3 Recognize the meanings of idioms in context.

Structural Elements and Organization/Connection of Ideas/Media Literacy

- 3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
- 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.
- 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.RN.3.3 Distinguish one's own perspective from that of the author of the text.
- 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

Standards

Areas Where
Performance
Indicates
Proficiency

3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.



Writing

3.W.3.1 Write persuasive compositions in a variety of forms that: state the opinion in an introductory statement or section, support the opinion with reasons in an organized way, connect opinion and reasons using words and phrases, provide a concluding statement or section.



3.W.3.2 Write informative compositions on a variety of topics that: state the topic, develop a main idea for the introductory paragraph, and group related information together, develop the topic with facts and details, connect ideas within categories of information using words and phrases, use text features (e.g., pictures, graphics) when useful to aid comprehension, provide a concluding statement or section.



3.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction (e.g., situation, narrator, characters); include specific descriptive details and clear event sequences, include dialogue, connect ideas and events using introduction and transition words, provide an ending.



3.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.



3.W.5 Conduct short research on a topic; identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?), locate information in reference texts, electronic resources, or through interviews, recognize that some sources may be more reliable than others, record relevant information in their own words, present the information, choosing from a variety of formats.



3.W.6.1a Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns: Writing sentences using abstract nouns (e.g., hope, thought).



3.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.



3.W.6.1c Demonstrate command of English grammar and usage, focusing on: Adjectives/Adverbs: Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.



3.W.6.1e Demonstrate command of English grammar and usage, focusing on: Usage: Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).



3.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization: Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.



3.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: correctly using apostrophes to form contractions and singular and plural possessives, using quotation marks to mark direct speech, using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).



3.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling: using conventional spelling for high-frequency and other studied words and for adding affixes to base words, using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.



Others

3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cie) to aid in decoding unknown words.



3.RF.4.4 Read grade-appropriate words that have blends (e.g. walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).



3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).



3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).



3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.



3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.



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Student Performance at Each Proficiency Level

How did my school perform overall in English/Language Arts?

Test: ILEARN English/Language Arts Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN English/Language Arts Grade 4 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	78963	5469	40	39 22 18	3090 1734 1723 14016
New Prairie United School Corp (4805)	215	5512	61	15 23 31 31	33 50 66 66
Olive Township Elementary School (4805_7349)	84	5520	69	11 20 38 31	9 17 32 26
Students with no group (Teacher)	84	5520	69	11 20 38 31	9 17 32 26

Based on data from the ILEARN, Spring 2021 administration.

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in English/Language Arts?

Test: ILEARN English/Language Arts Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN English/Language Arts Grade 4 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	215	5512	61	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	16 55 29
				Structural Elements and Organization/Connection of Ideas/Media Literacy	10 58 32
				Writing	19 57 24
Olive Township Elementary School (4805_7349)	84	5520	69	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	8 65 27
				Structural Elements and Organization/Connection of Ideas/Media Literacy	4 60 36
				Writing	18 60 22
Students with no group (Teacher)	84	5520	69	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	8 65 27
				Structural Elements and Organization/Connection of Ideas/Media Literacy	4 60 36
				Writing	18 60 22

91
97
83

Based on data from the ILEARN, Spring 2021 administration.

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School Performance on Each Standard for the English/Language Arts Test

What are my school's strengths and weaknesses in the English/Language Arts Standards?

Test: ILEARN English/Language Arts Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN

English/Language Arts Grade 4 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	5512
Olive Township Elementary School (4805_7349)	5520

Performance on the ILEARN English/Language Arts Grade 4 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards	Areas Where Performance Indicates Proficiency
Key Ideas and Textual Support/Vocabulary	
4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	
4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	
4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	
4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	
4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	
4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	
4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	
4.RV.2.4 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	
4.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	
4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	
4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	
4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context.	
Structural Elements and Organization/Connection of Ideas/Media Literacy	
4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims	
4.RL.3.1 Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	
4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	
4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	
4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	
4.RN.3.2 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	
4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	
4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	

Standards

4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Writing

4.W.3.1 Write persuasive compositions in a variety of forms that: in an introductory statement, clearly state an opinion to a particular audience, support the opinion with facts and details from various sources, including texts, use an organizational structure to group related ideas that support the purpose, connect opinion and reasons using words and phrases, provide a concluding statement or section related to the position presented.

4.W.3.2 Write informative compositions on a variety of topics that: provide an introductory paragraph with a clear main idea, provide supporting paragraphs with topic and summary sentences, provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations, connect ideas using words and phrases, include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension, use language and vocabulary appropriate for audience and topic, provide a concluding statement or section.

4.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction, with a context to allow the reader to imagine the world of the event or experience, organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases, use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations, employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events, provide an ending that follows the narrated experiences or events.

4.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.

4.W.5 Conduct short research on a topic: identify a specific question to address (e.g., What is the history of the Indy 500?), use organizational features of print and digital sources to efficiently locate further information, determine the reliability of the sources, summarize and organize information in their own words, giving credit to the source, present the research information, choosing from a variety of formats.

4.W.6.1a Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns: Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: writing sentences that use the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense, using modal auxiliaries (e.g., can, may, must).

4.W.6.1c Demonstrate command of English grammar and usage, focusing on: Adjectives/Adverbs: Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

4.W.6.1d Demonstrate command of English grammar and usage, focusing on: Prepositions: Writing sentences that include prepositions, explaining their functions in the sentence.

4.W.6.1e Demonstrate command of English grammar and usage, focusing on: Usage: Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

4.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: correctly using apostrophes to form possessives and contractions, correctly using quotation marks and commas to mark direct speech, using a comma before a coordinating conjunction in a compound sentence.

4.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling: Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

Others

4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3.2 Identify and use evidence a speaker provides to support particular points.

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Student Performance at Each Proficiency Level

How did my school perform overall in English/Language Arts?

Test: ILEARN English/Language Arts Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN English/Language Arts Grade 5 Test: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
New Prairie United School Corp (4805)	201	5524	48	28 39 14	40 57 29
Olive Township Elementary School (4805_7349)	83	5538	55	12 41 14	10 34 12
Students with no group (Teacher)	83	5538	55	12 41 14	10 34 12

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in English/Language Arts?

Test: ILEARN English/Language Arts Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN English/Language Arts Grade 5 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	201	5524	48	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	23 59 18 78
				Structural Elements and Organization/Connection of Ideas/Media Literacy	14 70 16 81
				Writing	22 61 17 79
Olive Township Elementary School (4805_7349)	83	5538	55	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	16 60 24 84
				Structural Elements and Organization/Connection of Ideas/Media Literacy	10 67 23 90
				Writing	17 66 16 83
Students with no group (Teacher)	83	5538	55	English/Language Arts	
				Key Ideas and Textual Support/Vocabulary	16 60 24 84
				Structural Elements and Organization/Connection of Ideas/Media Literacy	10 67 23 90
				Writing	17 66 16 83

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School Performance on Each Standard for the English/Language Arts Test

What are my school's strengths and weaknesses in the English/Language Arts Standards?

Test: ILEARN English/Language Arts Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency	
	Above the Proficiency Standard
	Borderline
	Below the Proficiency Standard
	Insufficient Information

Average Scale Scores on the ILEARN

English/Language Arts Grade 5 Test: Olive Township Elementary School and Comparison Groups, Spring 2021

Name	Average Scale Score
Indiana	5498
New Prairie United School Corp (4805)	5524
Olive Township Elementary School (4805_7349)	5538

Performance on the ILEARN English/Language Arts Grade 5 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where Performance Indicates Proficiency

Key Ideas and Textual Support/Vocabulary

- 5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- 5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- 5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- 5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- 5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- 5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- 5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- 5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.

Structural Elements and Organization/Connection of Ideas/Media Literacy

- 5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims
- 5.ML.2.2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
- 5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- 5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.
- 5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- 5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- 5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.



Standards	Areas Where Performance Indicates Proficiency
5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts	
5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	
5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	
Writing	
5.W.3.1 Write persuasive compositions in a variety of forms that: clearly present a position in an introductory statement to an identified audience, support the position with qualitative and quantitative facts and details from various sources, including texts, use an organizational structure to group related ideas that support the purpose, use language appropriate for the identified audience, connect reasons to the position using words, phrases, and clauses, provide a concluding statement or section related to the position presented.	
5.W.3.2 Write informative compositions on a variety of topics that: introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic, employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics, connect ideas within and across categories using transition words (e.g., therefore, in addition), include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension, use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience, provide a concluding statement or section related to the information or explanation presented.	
5.W.3.3 Write narrative compositions in a variety of forms that: develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters), develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions, use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations, use precise and expressive vocabulary and figurative language for effect, provide an ending that follows from the narrated experiences or events.	
5.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions, use technology to interact and collaborate with others to publish legible documents.	
5.W.5 Conduct short research assignments and tasks on a topic: with support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?), identify and acquire information through reliable primary and secondary sources, summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information, avoid plagiarism and follow copyright guidelines for use of images, pictures, etc., present the research information, choosing from a variety of sources.	
5.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses, correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise)	
5.W.6.1d Demonstrate command of English grammar and usage, focusing on: Prepositions: Writing sentences that include prepositional phrases and explaining their functions in the sentence.	
5.W.6.1e Demonstrate command of English grammar and usage, focusing on: Usage: Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	
5.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization: Applying correct usage of capitalization in writing.	
5.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: applying correct usage of apostrophes and quotation marks in writing, using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	
5.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling: Applying correct spelling patterns and generalizations in writing.	
Others	
5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in Science?

Test: ILEARN Science Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN Science Grade 4 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	213	7508	55	Science	
				Questioning and Modeling	20 64 15
				Investigating	15 67 18
				Analyzing, Interpreting, and Computational Thinking	18 64 17
				Explaining Solutions, Reasoning, and Communicating	17 62 21
Olive Township Elementary School (4805_7349)	83	7516	61	Science	
				Questioning and Modeling	11 68 20 89
				Investigating	8 68 23 92
				Analyzing, Interpreting, and Computational Thinking	18 59 23 82
				Explaining Solutions, Reasoning, and Communicating	12 67 20 87
Students with no group (Teacher)	83	7516	61	Science	
				Questioning and Modeling	11 68 20
				Investigating	8 68 23
				Analyzing, Interpreting, and Computational Thinking	18 59 23
				Explaining Solutions, Reasoning, and Communicating	12 67 20

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School Performance on Each Standard for the Science Test

What are my school's strengths and weaknesses in the Science Standards?

Test: ILEARN Science Grade 4

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Areas Where Performance Indicates Proficiency

- Above the Proficiency Standard
- Borderline
- Below the Proficiency Standard
- Insufficient Information

Average Scale Scores on the ILEARN Science Grade 4

Test: Olive Township Elementary School and
Comparison Groups, Spring 2021

Name	Average Scale Score
New Prairie United School Corp (4805)	7508
Olive Township Elementary School (4805_7349)	7516

Performance on the ILEARN Science Grade 4 Test, by Standard: Olive Township Elementary School, Spring 2021

Standards

Areas Where
Performance
Indicates
Proficiency

Questioning and Modeling

- 3-5.CD.1 Demonstrate proficiency with keyboards and other input and output devices.
- 3-5.CD.4 Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).
- 3-5.DI.1 Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).
- 3-5.DI.2 Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.
- 3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.
- 3-5.IC.1 Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.
- 3-5.NC.2 Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.
- 3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.
- 4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.
- 4.PS.1 Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.
- SEPS.1 Posing questions (for science) and defining problems (for engineering)
- SEPS.2 Developing and using models and tools

Investigating

- 3-5.DI.3 Demonstrate how a string of bits can be used to represent alphanumeric information and how 1's and 0's represent information.
- 3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- 3-5.PA.2 Use digital tools to gather, manipulate, and modify data for use by a program.
- 4.ESS.3 Describe how geological forces change the shape of the land suddenly and over time.
- 4.LS.1 Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 4.PS.2 Investigate the relationship of the speed of an object to the energy of that object.
- 4.PS.3 Investigate how multiple simple machines work together to perform everyday tasks.
- SEPS.3 Constructing and performing investigations

Analyzing, Interpreting, and Computational Thinking



Standards

Areas Where
Performance
Indicates
Proficiency

- 3-5.CD.3 Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.
- 3-5.DI.4 Describe how a simulation can be used to solve a problem.
- 3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5.IC.2 Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
- 3-5.PA.3 Implement problem solutions using a block-based visual programming language.
- 4.ESS.2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.
- 4.PS.5 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- SEPS.4 Analyzing and Interpreting data
- SEPS.5 Using mathematics and computational thinking
- Explaining Solutions, Reasoning, and Communicating**
- 3-5.CD.2 Understand the pervasiveness of computers and computing in daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).
- 3-5.DI.5 Understand the connections between computer science and other fields.
- 3-5.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
- 3-5.IC.4 Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).
- 3-5.NC.1 Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products.
- 4.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.
- 4.LS.2 Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.
- 4.PS.4 Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.
- SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)
- SEPS.7 Engaging in argument from evidence
- SEPS.8 Obtaining, evaluating, and communicating information



Based on data from the ILEARN, Spring 2021 administration.

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Student Performance for Each Reporting Category

What are my school's strengths and weaknesses in Social Studies?

Test: ILEARN Social Studies Grade 5

Year: Spring 2021

Name: Olive Township Elementary School

Legend: Reporting Category Achievement Category
 %Below %At/Near %Above

Performance on the ILEARN Social Studies Grade 5 Test, by Reporting Category: Olive Township Elementary School, Spring 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Achievement Category
New Prairie United School Corp (4805)	198	8494	39	Social Studies	
				Civics and Government	19 88 14
				Geography and Economics	14 81 5
				History	29 61 10
Olive Township Elementary School (4805_7349)	82	8502	49	Social Studies	
				Civics and Government	11 78 11
				Geography and Economics	11 87 2
				History	18 70 12
Students with no group (Teacher)	82	8502	49	Social Studies	
				Civics and Government	11 78 11
				Geography and Economics	11 87 2
				History	18 70 12

Based on data from the ILEARN, Spring 2021 administration.

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Olive Leadership Team

7/7/21

High Levels of Learning for ALL Students

Meeting Outcomes:

1. 21-22 Schoolwide Goals
2. Action Plan

Questions:

1. What do we want our students to learn?
2. How do we know they have learned it?
3. What do we do when they don't?
4. What do we do when they do?

Attendees: Heather O'Connell, Ashley Wojtysiak, Allison Middlebrook, Mark McBride, Casey Gumm, Rachel Chelminiak, Ashley McClintock, Rachel Ralston, Tara Bush, Jen Mohrbach, Laura Schreiber

1. Review Team Norms

2. Learning and Teaching (50 min)

- Data Review:
 - Biggest Strengths: **We did better with writing "no scores" from 2019 to 2021. Math**
 - Biggest Concerns: **Conventions (overcome the era of technology-write then type, spelling, texting vs writing, prefix/suffix, etc); applying the writing process; how do we build the stamina?; what are we going to do K-2 to better prepare them for writing? Maybe have an RTI group?; Follow smekens scope and sequence? 3rd grade computation; process standards in math**
- School Improvement Goal Development:
- Ideas: **stamina for reading and writing K-5 and do things that look like iLearn**
- RTI in math and ELA
- Math boxes?
- Pretest at the beginning of the year and see what RTI can use at the beginning of the year
- Common Core Sheets
- What do the process standards look like

3. Housekeeping

- Team Input- Anything we need to address, think about, discuss, etc.

4. Create Next Agenda

- Ideas and Goals for 21-22:
 - Identify SIP Goals
 - Smekens/Writing Plan
 - Math Remediation Plan
 - Tier 3 Reading Plan/Document
 - Focus on Phonics K-5
 - Plan building reading stamina

- **Monthly fun things!**

- **Social committee starts with KINDERGARTEN**

- **JA in a Day--November 11 8:30-1:30**

- **ELA and Math Checklists can be adjusted every year**

- **CFA grades in grade book? DO NOT average them. Give them the best score they obtained. What is the process? Nothing is set in stone right now. Do we only grade CFA or can we record other things? NO, you can record other things.**

- **What do you use for math CFA's? We make our own.**

- **Allison asked for a calendar of CFA's.**

- **Lamination-move it to the workroom, have someone laminate for you (Angie) Other lamination will be on your own. Rachel C will make the cards**

- **Silverware in lounge social committee will purchase**

- **Teacher letters are due July 30, 2021**

- **Summer Stroll is the August 10 _____**

- **Dismissal Tara shared.**

- **Tara will use students to say the pledge**

5. Celebrations

6. Review Norms

Future:

TO DO/BRING NEXT TIME:

End Time 6 pm

New Prairie United School District PLC SMART GOAL WORKSHEET

Date			7/7/2021
School			Olive Township Elementary
Principal			Tara Bush
Leadership Team			Heather O'Connell, Ashley Wojtysiak, Allison Middlebrook, Mark McBride, Casey Gumm, Rachel Chelminiak, Ashley McClintock, Rachel Ralston, Tara Bush, Jen Mohrbach, Laura Schreiber
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	<p>ELA: Entire writing process including conventions and stamina should be an area of focus.</p> <p>Math: Math is more of a strength for us and there is no common weakness across the grade levels.</p>
DO	<i>Implementation Strategies</i>	What are we going to do about it?	<p>ELA: Built in writing blocks K-5, Follow/Create a calendar from Smekens Book Launching the Writing Block. Tier 3 Interventions for students who did not receive a score in ILEARN. Create a calendar (more digital writing) for writing stamina.</p> <p>Math: Explore the math boxes, look for assessment examples for process standards, Tier 3 interventionist</p>
CHECK	<i>Assessing, Maintaining And Monitoring</i>	When will we check our progress? What is our overall goal?	<p>Check in during leadership meetings bimonthly. One towards ELA and one towards math.</p> <p>Keep tracking sheets to measure progress</p> <p>Less than 5 student no scores on ILEARN for writing</p> <p>Math students will score at least 80%</p>

ACT	Response	Have we taken the right course of action for improvement?	7/7/2021: We looked at our data from 2019 and 2021 to determine our goals and action plan.
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Olive Elementary
Professional Meetings- Required
2021-2022

Meeting	Date	Time	Purpose	Location
Grade Level Mtg with Principal (Grades 1, 4, 5)	Sept. 8	Gr. 1- 10:55-11:25	Grade level teachers, Math and ELA Interventionists and SpEd teachers meet to discuss current T3 intervention groups, goals and progress monitoring data	Office Conference Room
	Oct. 6 *+Kdg	Gr. 4- 12:20-12:50		
	Nov. 3	Gr. 5- 1:05-1:35		
	Dec. 1			
	Jan. 12			
	Feb. 2			
	Mar. 2			
Grade Level Mtg with Principal (Grades K,2,3)	April 13		Grade level teachers, Math and ELA Interventionists and SpEd teachers meet to discuss current T3 intervention groups, goals and progress monitoring data	Office Conference Room
	May 4			
	Sept. 9	Gr. 2- 7:35-8:05		
	Oct. 7 *-Kdg	Gr. 3- 9:05-9:35		
	Nov. 4	Kdg- 10:00-10:30		
	Dec. 2			
	Jan. 13			
	Feb. 3			
	Mar. 3			
	April 14			
	May 5			

Olive Elementary
Professional Meetings- Required
2021-2022

Faculty Meetings	Aug. 26 Sept. 23 Oct. 28 Dec. 2 Jan. 27 Feb. 24 Mar. 24 Apr. 28 May 19	2:15-3:15 pm	Necessary PD and Trainings as well as procedural reviews of plans, policies, etc.	Room 117
PLC Team Mtgs	Every Friday	7-7:45 am	Grade Levels meet to answer and plan for the 4 PLC Questions: 1. What do we want them to learn? 2. How do we know when they've learned it? 3. What do we do if they don't? 4. What do we do if they do?	Classrooms
Grade Lvl Mtgs w/o Principal	TBD by each team 1 time per week in addition to late start Friday 7-7:45	Special time/ common plan	Continuation of PLC team mtgs and grade level choice.	Classrooms

Olive Elementary
Professional Meetings- Required
2021-2022

Behavior Mtgs	Sept. 29 Oct. 27 Nov. 23 Dec. 20 Jan. 19 Feb. 16 Mar. 23 Apr. 27 May 18	Schedule will be provided prior to monthly mtg on an as needed basis	Principial, Counselor (behavior interventionist) and gen ed teacher meet to develop and review T3 Intervention plans for students not successful in T1 and T2. (see process document) Teachers are to schedule times for students not showing success in T2 after compiling data and T2 packet.	Office Conference
Leadership Team Mts	2 times per month	google invites sent	One member from each PLC team has a representative on the Leadership team. This team meets to discuss goals and progress of the school as a whole. We determine the steps for goals and schedule the steps for the teams to follow to accomplish the goals. This team organizes, collects input, and makes and develops decisions made for the whole school.	

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Olive PLC Teams 2021-22

Team	Members	Meeting Location
Kdg	Chelminiak*, Gillen, Stepp	Chelminiak's Rm.
1st	Ralston*, Hembree, Schmitt	Ralston's Rm.
2nd	Mischak*, Schreiber, Stombaugh	Stombaugh's Rm.
3rd	McBride*, Saylor, Golden	Saylor's Rm.
4th	Gumm*, Moore, Younggreen	Gumm's Rm.
5th	Wojtysiak*, DeShone, Behm	Wojtysiak's Rm.
Intervention	Papai*, McClintock, Kreighbaum, Smith, Mohrbach, Lee	Smith's Rm.
Social Services	Middlebrook* and NP Team	See schedule
Specials	O'Connell*, Reffo, Blake, Doniello, Truster, Robin	O'Connell's Rm. (when all together)

***Leadership Team Members**