

School Improvement Plan | 2017-18

Part I: School Information

School Information

School Name: Olson Middle
School Number: 318
Grades Served: 6th Grade - 8th Grade
Principal: Dr. Steve Emerson
Phone: 612.668.1640
Fax: 612.668.1650
Street Address: 1607 - 51st Ave. N., Minneapolis, 55430

Instructional Leadership Team Members

Team Member Name	Position
Rachel Shaheen	6th Grade Teacher
Zac Snabes	7th Grade Teacher
Roxanne Terry	8th Grade Teacher
Robin Weber	Media Specialist
Jeff Wendelberger	TOSA-- Literacy, Data, Assessment and PD
Kate Andrews-Van Horne	IB Coordinator
Kate Teeter	Special Education
Staci Marshall	Instructional Specialist
Domonique Gilmer	Assistant Principal
Steve Emerson	Principal
Grace Mobosi-Enwesi	After School Coordinator

Other Staff, Families, or Community Members involved in SIP planning

Team Member Name	Role
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Part II: Comprehensive Needs Assessment

Data Review

Types of data reviewed: Perceptions and Engagement and Student Learning and School Processes and Perceptions	Improvement or success found: Reviewing 5E data, we see high teacher-teacher trust and strong collaboration. We reduced one day removals We did not see a decrease in overall proficiency in math and reading according to MCA data. Our students who attended school 90% or more increased from 68% to 75%.	Challenge or area for improvement: 5E data-- We have areas of improvement in creating rigorous, relevant lessons for students. We increased suspensions and total number of behavior incidents. African American students make up 70% of our population; however, they accounted for 90% of our behavior incidents. We saw a decline in growth in both math and reading on our MCAs. We will have to utilize our associate educators and school success program assistants to ensure we continue this upward trend.
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Root-Cause Analysis

Improvements and Successes

Key Finding

What factors contributed to this success or improvement?

Reviewing 5E data, we see high teacher-teacher trust and strong collaboration.	Focus on building relationships with our interdisciplinary teams
We reduced one day removals	Focus on culturally responsive pedagogy
We did not see a decrease in overall proficiency in math and reading according to MCA data.	focus on Core instruction
Our students who attended school 90% or more increased from 68% to 75%.	Check and Connect; attendance clerk; student support team

Challenges and Areas for Improvement

Key Finding

What factors contributed to this success or improvement?

5E data-- We have areas of improvement in creating rigorous, relevant lessons for students.	Teachers have limited training and experience in differentiating to meet student needs at all levels
We increased suspensions and total number of behavior incidents. African American students make up 70% of our population; however, they accounted for 90% of our behavior incidents.	we did not have a restorative practice system in place
We saw a decline in growth in both math and reading on our MCAs.	We lacked a robust multi-tiered system of support
We will have to utilize our associate educators and school success program assistants to ensure we continue this upward trend.	we have to be more proactive on the front end of POSITIVE school-wide behavior strategies

Part III: Action Plan

Goals

SMART Goal:

Alignment to Acceleration 2020:

Target student groups:

<p>Goal 1: Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program based on the research of Michael Presley and Richard Allington.</p>	<p>Improved Student Outcomes Equity Effective Teachers, School Leaders and staff</p>	<p>All Students</p>
<p>Goal 2: Math Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in math will increase from 17% in 2016 - 2017 to 22% in 2017 - 2018 All students in telescoped math will receive a z score of 0 or higher on the math MCA. Students will receive weekly checkins from district support - Seth Levette to ensure progress toward accelerated instruction is on track. Olson will implement Dreambox online learning math program as an intervention and extension for all students. Teachers will receive PD necessary to monitor student progress toward increased proficiency of grade level standards.</p>	<p>Improved Student Outcomes Equity Effective Teachers, School Leaders and staff</p>	<p>All Students</p>
<p>Goal 3: Climate goal: Decrease suspensions and removals by 25% (or more) PSWE team will develop a PSWE plan based on Sharroky Hollie CLR - Culturally Linguistic Response coaching strategies beginning with VABB - Validate, Affirm, Build, Bridge strategy during morning meeting. This plan will be communicated with teachers and teachers will receive coaching and PD throughout the year. Olson will also begin its second year implementing MYB and and increase student and family understanding of the Learner Profile - Thinker, Risk Taker, Reflective, Principled, Open Minded, Knowledgeable, Inquirer, Communicator, Caring, Balanced by celebrating student success with postcards home to families. Olson will increase support for students who come experiencing trauma through weekly SST meetings to support students with culturally relevant social emotional interventions.</p>	<p>Effective Teachers, School Leaders and staff Improved Student Outcomes Equity</p>	<p>All Students African American/Black</p>

Activities and Strategies

Activity/Strategy 1: Implement the IB MYP Programme, year two

Description: The International Baccalaureate Middle Years Programme will provide a rigorous, relevant academic framework. Teachers will receive PD in the IB Learner Profile and highlight students exemplifying these profiles throughout the day. Students will be celebrated and recognized in an effort to increase learner profile traits within each student. Teachers will write postcards home to parents highlighting students exemplary example of profile. PD and student strategies will be developed and supported to begin implementation of IB policies and Unit Planning. The MYP goal is, "to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. Empowering students to inquire into a wide range of issues and ideas of significance locally, nationally and globally."

Goal(s) Addressed:

1. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018. 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program based on the research of Michael Presley and Richard Arlington.
2. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018. 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program based on the research of Michael Presley and Richard Arlington.
3. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018. 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program based on the research of Michael Presley and Richard Arlington.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Rigor and Relevance

Quarterly Objectives:

- Q1 Objective: IB Learner Profile 100% of teachers and students will know and understand the IB Learner profile - PSWE will develop and implement plan to recognize and celebrate students exemplifying learner profile traits.
- Q2 Objective: Admin/TOSA team will develop and provide PD and implementation strategies on the IB Policies
- Q3 Objective: Admin/TOSA team will develop and provide PD on the writing of IB Unit Planning. Teachers will begin writing units.
- Q4 Objective: Continue PD on unit writing and implementation of units of study.

Activity/Strategy 2: Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive Practices

Description: PSWE rooted in culturally and linguistically responsive practices. See activity Strategy 2

Goal(s) Addressed:

1. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program.
2. Math Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in math will increase from 17% in 2016 - 2017 to 22% in 2017 - 2018 All students in telescoped math will receive a z score of 0 or higher on the math MCA. Students will receive weekly checkins from district support - name? to ensure progress toward accelerated instruction is on track. Olson will implement Dreambox online learning math program as an intervention and extension for all students. Teachers will receive PD necessary to monitor student progress toward increased proficiency of grade level standards.
3. Climate goal: Decrease suspensions and removals by 25% (or more) PSWE team will develop a PSWE plan based on Sharroky Hollie CLR - Culturally Linguistic Response coaching strategies beginning with VABB - Validate, Affirm, Build, Bridge strategy during morning meeting. This plan will be communicated with teachers and teachers will receive coaching and PD as necessary. Olson will also begin its second year implementing MYB and and increase student and family understanding of the Learner Profile - Thinker, Risk Taker, Reflective, Principled, Open Minded, Knowledgeable, Inquirer, Communicator, Caring, Balanced by celebrating student success with postcards home to families. Olson will increase support for students who come experiencing trauma through weekly SST meetings to support students with culturally relevant social emotional interventions.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Engaging students who are marginalized/disengaged

Quarterly Objectives:

- Q1 Objective: Positive incentive system
- Q2 Objective: SEL through advisory and classroom community building
- Q3 Objective: Student recognition ceremonies
- Q4 Objective: Student celebrations

Activity/Strategy 3: PLC Strategy: Teachers will participate in Professional Learning Communities

Description: Teachers meet weekly to study student data and student work to collaboratively create action plans to improve student outcomes. Teachers will use the data team cycle process to review data, hypothesize about root causes, test instructional strategies and monitor and adjust instruction accordingly.

Goal(s) Addressed:

1. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program.
2. Math Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in math will increase from 17% in 2016 - 2017 to 22% in 2017 - 2018 All students in telescoped math will receive a z score of 0 or higher on the math MCA. Students will receive weekly checkins from district support - name? to ensure progress toward accelerated

instruction is on track. Olson will implement Dreambox online learning math program as an intervention and extension for all students. Teachers will receive PD necessary to monitor student progress toward increased proficiency of grade level standards.

3. Climate goal: Decrease suspensions and removals by 25% (or more) PSWE team will develop a PSWE plan based on Sharroky Hollie CLR - Culturally Linguistic Response coaching strategies beginning with VABB - Validate, Affirm, Build, Bridge strategy during morning meeting. This plan will be communicated with teachers and teachers will receive coaching and PD as necessary. Olson will also begin its second year implementing MYB and and increase student and family understanding of the Learner Profile - Thinker, Risk Taker, Reflective, Principled, Open Minded, Knowledgeable, Inquirer, Communicator, Caring, Balanced by celebrating student success with postcards home to families. Olson will increase support for students who come experiencing trauma through weekly SST meetings to support students with culturally relevant social emotional interventions.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: This will depend on each team's review of student data.

Quarterly Objectives:

- Q1 Objective: Ensure teachers understand and implement data team process.
- Q2 Objective: PLCs share out Q1 results and begin Q2 cycle.
- Q3 Objective: PLCs share out Q2 results and begin Q3 cycle.
- Q4 Objective: PLCs share out Q3 and Q4 results and celebrate successes.

Activity/Strategy 4: Multi-Tiered System of Support to ensure students receive rigorous, relevant Math

Description: Student data shows that we must take a multi-tiered systems approach to improve math outcomes for our students.

Goal(s) Addressed:

3. Math Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in math will increase from 17% in 2016 - 2017 to 22% in 2017 - 2018 All students in telescoped math will receive a z score of 0 or higher on the math MCA. Students will receive weekly checkins from district support - name? to ensure progress toward accelerated instruction is on track. Olson will implement Dreambox online learning math program as an intervention and extension for all students. Teachers will receive PD necessary to monitor student progress toward increased proficiency of grade level standards.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Low proficiency results on MCA

Quarterly Objectives:

- Q1 Objective: Research and define MTSS for math
- Q2 Objective: Implement tiered instruction
- Q3 Objective: Implement tiered instruction
- Q4 Objective: Implement tiered instruction

Activity/Strategy 5: Comprehension Instruction Critical Reading Strategies

Description: Teachers will implement a program of direct, explicit critical reading comprehension strategy instruction across content areas and throughout the school day. All teachers use advisory time as well as time throughout the student day to increase positive relationships among students and create rituals and routines conducive to independent reading. All teachers receive PD on IMGREATT comprehension and conferring strategies.

Goal(s) Addressed:

6. Literacy Goal(s): The percentage of students in grades 6, 7 and 8 who meet or exceed the standard in reading will increase from 28% in 2016 - 2017 to 33% in 2017 - 2018. 100% teachers will receive PD on increasing students ability to read and comprehend text. 100% of teachers will teach and monitor understanding of these strategies during advisory. All students will have access to books of interest. 100% of students will participate in IMGREATT comprehension and independent reading program based on the research of Michael Presley and Richard Allington.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Low growth and proficiency on MCA

Quarterly Objectives:

- Q1 Objective: All teachers use advisory time as well as time throughout the student day to increase positive relationships among students and create rituals and routines conducive to independent reading. All teachers receive PD on IMGREATT comprehension and conferring strategies.
- Q2 Objective: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas
- Q3 Objective: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas
- Q4 Objective: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas

Aligning Efforts

Activity/Strategy and

Quarterly Objectives

ILT Focus

PD Focus

PLC Focus

<p>Q1</p>	<p>Implement the IB MYP Programme, year two: IB Learner Profile 100% of teachers and students will know and understand the IB Learner profile - PSWE will develop and implement plan to recognize and celebrate students exemplifying learner profile traits.</p> <p>Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices: Positive incentive system</p> <p>PLC Strategy: Teachers will participate in Professional Learning Communities: Ensure teachers understand and implement data team process.</p> <p>Multi-tiered System of Support to ensure students receive rigorous, relevant Math instruction: Research and define MTSS for math</p> <p>Comprehension Instruction Critical Reading Strategies: All teachers use advisory time as well as time throughout the student day to increase positive relationships among students and create rituals and routines conducive to independent reading. All teachers receive PD on IMGREATT comprehension and conferring strategies.</p>	<p>Key Instructional Priorities-- 1. Well-Planned, Rigorous, Relevant Instruction (IB MYP, SOEI Domain 1, 3) 2. Classroom Environment that optimizes learning for all students through cultural responsiveness (SOEI Domain 2, SEL) 3. Academic Feedback and Student Self-Assessment(SOEI Domain 3, VABB)</p>	<p>IB Learner Profile; CLR; Academic Feedback;Independent reading and comprehension strategies</p>	<p>Teams choose area of focus; Q1 is building a positive student culture</p>
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<p>Q2</p>	<p>Implement the IB MYP Programme, year two: Admin/TOSA team will develop and provide PD and implementation strategies on the IB Policies</p> <p>Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices: SEL through advisory and classroom community building</p> <p>PLC Strategy: Teachers will participate in Professional Learning Communities: PLCs share out Q1 results and begin Q2 cycle.</p> <p>Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction: Implement tiered instruction</p> <p>Comprehension Instruction Critical Reading Strategies: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas</p>	<p>Key Instructional Priorities: 1. Well-Planned, Rigorous, Relevant Instruction (IB MYP, SOEI Domain 1, 3) 2. Classroom Environment that optimizes learning for all students through cultural responsiveness (SOEI Domain 2, SEL) 3. Academic Feedback and Student Self-Assessment (SOEI Domain 3, IB, VABB)</p>	<p>IB Learner Profile; IB Unit planning; CLR; Academic Feedback; Independent reading and comprehension strategies</p>	<p>Q2 teams focus on math or literacy based on student data</p>
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<p>Q3</p>	<p>Implement the IB MYP Programme, year two: Admin/TOSA team will develop and provide PD on the writing of IB Unit Planning. Teachers will begin writing units.</p> <p>Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices: Student recognition ceremonies</p> <p>PLC Strategy: Teachers will participate in Professional Learning Communities: PLCs share out Q2 results and begin Q3 cycle.</p> <p>Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction: Implement tiered instruction</p> <p>Comprehension Instruction Critical Reading Strategies: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas</p>	<p>Key Instructional Priorities--1. Well-Planned, Rigorous, Relevant Instruction (IB MYP, SOEI Domain 1, 3) 2. Classroom Environment that optimizes learning for all students through cultural responsiveness (SOEI Domain 2, SEL) 3. Academic Feedback and Student Self-Assessment (SOEI Domain 3, IB, VABB)</p>	<p>IB Learner Profile; IB Unit Planning; CLR; Academic Feedback</p>	<p>Q3 teams will focus on math or literacy depending on the outcome of Q2</p>
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<p>Q4</p>	<p>Implement the IB MYP Programme, year two: Continue PD on unit writing and implementation of units of study.</p> <p>Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices: Student celebrations</p> <p>PLC Strategy: Teachers will participate in Professional Learning Communities: PLCs share out Q3 and Q4 results and celebrate successes.</p> <p>Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction: Implement tiered instruction</p> <p>Comprehension Instruction Critical Reading Strategies: All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas</p>	<p>Key Instructional Priorities-- 1. Well-Planned, Rigorous, Relevant Instruction (IB MYP, SOEI Domain 1, 3) 2. Classroom Environment that optimizes learning for all students through cultural responsiveness (SOEI Domain 2, SEL) 3. Academic Feedback and Student Self-Assessment (SOEI Domain 3, IB, VABB)</p>	<p>IB Learner Profile: IB Unit Planning; CLR and Academic Feedback;Independent reading and comprehension strategies</p>	<p>Q4 teams will focus on math or literacy depending on results of Q3</p>
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Part IV: Progress Monitoring

Quarter 1

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
<p>Implement the IB MYP Programme, year two</p>	<p>IB Learner Profile 100% of teachers and students will know and understand the IB Learner profile - PSWE will develop and implement plan to recognize and celebrate students exemplifying learner profile traits.</p>	<p>(AvH will add LW data) 2 of 4 MYP Policies completed and ILT/ Site Council approved</p>	<p>Time for teachers to understand and implement - 100%</p>	<p>Continue Advisory lessons on IB LP traits and Learning Walks PD on standards-based and authentic assessment in Jan. Completion of IB Units and 8th grade project</p>

Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices	Positive incentive system	% of classes using Door Control visuals and non-verbals % of classes using positive language PSWE videos and lessons	Time for 100% implementation Welcoming new students to Olson	Continue Advisory lessons on positive language Continue PSWE videos and lessons in Social Studies classes Continue PD and PLC work
PLC Strategy: Teachers will participate in Professional Learning Communities	Ensure teachers understand and implement data team process.	Teams meeting short term SMART goals	Not all teams met goals;time is a challenge	Quarter Two Inquiry-Action cycle with focus on student needs based on data
Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction	Research and define MTSS for math	Students are seeking spaces to get extra math support. Students like the choices provided in our online programs. Focus Math and Ms. SMith!! Telescope Math and Mr. Leavitt!	Implementing more student led discussion in class. Overcome student math-phobia and make lessons/units more culturally responsive and rigorous. Not enough technology resources for all teachers limits what supports we can provide.	Continue to use FAST and classroom data to recommend students for Focus Math class. Continue to increase writing and discussions in classes [exit tickets, essential questions, reflections, etc.]
Comprehension Instruction Critical Reading Strategies	All teachers use advisory time as well as time throughout the student day to increase positive relationships among students and create rituals and routines conducive to independent reading. All teachers receive PD on IMGREATT comprehension and conferring strategies.	79% of teachers implementing strategy instruction according to expected use practice profile based on learning walk data.	Time for ongoing embedded professional development. 100% teacher implementation.	Refine practice through continued PD. Support 100% by surveying teachers to uncover barriers to successful implementation. Begin to implement across time and content areas.

Quarter 2/Mid-Year

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Implement the IB MYP Programme, year two	Admin/TOSA team will develop and provide PD and implementation strategies on the IB Policies			

Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices	SEL through advisory and classroom community building			
PLC Strategy: Teachers will participate in Professional Learning Communities	PLCs share out Q1 results and begin Q2 cycle.			
Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction	Implement tiered instruction			
Comprehension Instruction Critical Reading Strategies	All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas			

Quarter 3

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Implement the IB MYP Programme, year two	Admin/TOSA team will develop and provide PD on the writing of IB Unit Planning. Teachers will begin writing units.			
Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices	Student recognition ceremonies			

PLC Strategy: Teachers will participate in Professional Learning Communities	PLCs share out Q2 results and begin Q3 cycle.			
Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction	Implement tiered instruction			
Comprehension Instruction Critical Reading Strategies	All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas			

Quarter 4/End-of-Year

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Implement the IB MYP Programme, year two	Continue PD on unit writing and implementation of units of study.			
Implement a School-wide Positive Engagement plan grounded in Culturally and Linguistically Responsive teaching and learning practices	Student celebrations			
PLC Strategy: Teachers will participate in Professional Learning Communities	PLCs share out Q3 and Q4 results and celebrate successes.			

Multi-Tiered System of Support to ensure students receive rigorous, relevant Math instruction	Implement tiered instruction			
Comprehension Instruction Critical Reading Strategies	All advisories continue to build positive relationships and use time to increase student comprehension during independent reading. All teachers continue to work on these strategies throughout the day in content areas			