



# Indiana School Improvement Plan

## Saint Charles Borromeo School

### Diocese of Fort Wayne-South Bend

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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

St. Charles Borromeo School is a kindergarten through eighth grade Catholic school located on Fort Wayne's northeast side and is part of the Fort Wayne-South Bend Diocese. Enrollment, as of November 2016, stood at 712 students, 350 boys and 362 girls. Class size is held to thirty-one students with three classrooms per grade level. Our school is a service ministry of our larger St. Charles Borromeo Parish Community. Our students come from a wide range of socioeconomic backgrounds and represent a steadily growing cultural diversity. In July of 2011, our school began to participate in the School Choice Scholarship Program. In this current school year, 2016-2017, we have 389 students assisted through this initiative, which is 17 less from the previous year.

St. Charles Borromeo School is situated in Northeast Fort Wayne. The school campus is bordered by Trier Road on the north and Reed Road on the west. A residential area consisting of single family homes and condominiums border the school property to the east and south. Our Church and our Priests' Rectory are independent dwellings located to the south of the school building. Our Franciscan Sisters of the Order of the Sacred Heart have a Convent located on the west side of Reed Road, directly across from the Rectory. Snider High School, Lane Middle School, and Glenwood Elementary School are located three hundred yards down Reed Road toward the south. A Fort Wayne Fire Department Station is located between our school and Lane Middle School.

The Fort Wayne, IN Metropolitan Statistical Area is a federally designated metropolitan area consisting of three counties in northeastern Indiana (Allen, Wells, and Whitley counties), anchored by the city of Fort Wayne. As of 2011, the MSA had a population of 419,453. The Fort Wayne metropolitan area is part of the Northern Indiana region, containing about 2.2 million people, and is considered part of the Great Lakes Megalopolis, which contains an estimated 54 million people.

The City of Fort Wayne, as of 2014, had a population of 258,522 residents. Our school is located within a heavily populated and well-developed area of northeastern Fort Wayne. Within a three mile radius residents can access four grocery stores, several shopping centers, Churches, restaurants, the Allen County War Memorial Coliseum, and Glenbrook Mall, which has over 15 million visitors per year.

Additionally, St. Charles School is easily accessible from all areas of the city of Fort Wayne. The school is 3-4 miles from access points to of the Interstate 469 Bypass to the east and north or Interstate 69 to the west. We are also 3-4 miles from direct connections to the City of New Haven with a population of 15,000 residents.

St. Charles Borromeo is a Parish School. Ninety-two percent of our students are St. Charles Borromeo parishioners. Four percent of our students are members of other parishes in the area, and 4% of our students are non-Catholic. Most students arrive by car, and some walk or ride bikes. Most students live close to the school. Records show that most of the students live in north-northeast Fort Wayne.



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teaching staff is 15 years. St. Charles School is annually accredited by AdvancEd and the Indiana Department of Education. We have received the Four-Star and "A" rating from the IDOE. St. Charles follows State, National, and Diocesan standards as appropriate and applicable.

St. Charles Borromeo School is staffed by three state certified administrators and 40 state certified teachers. This includes full-time teachers in music, art, computers, physical education, special education, resource, and a media specialist as well. There are also four part-time tutors, three resource paraprofessionals, a part-time Title I teacher, full time resource teachers, and a gifted and talented resource teacher. Additional staff members include a Spanish teacher, a Director of Special Education, a school counselor, a band director, a choir director, a strings teacher, an administrative secretary, school secretary, a religious education consultant, a youth minister, part-time teacher assistants for all grades, a part-time nurse, a cafeteria manager; and a seven- person maintenance staff. Fort Wayne Community Schools provide testing by licensed doctors and consultants.

Currently St. Charles Borromeo school is served by a School Board, Home and School Association, Music and Fine Arts Booster Committee, an Athletic Board, and a Student Council. Each of these organizations is active and contributes in a variety of ways to the excellence of School Community. St. Charles has an extensive parent volunteer program and a modest, active senior citizen volunteer program. The school also has a before and after school care program to accommodate families.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

St. Charles' Vision: Share Faith. Serve Others. Seek Knowledge.

St. Charles' Mission: To teach, love, live, and learn as Jesus did.

Beliefs - St. Charles Borromeo School believes that:

1. Each child is created in God's image and that opportunities are provided to enable all students to reach their potential.
2. Parents are the primary educators of their children and we will assist parents in educating their children in the teachings and practices of their faith.
3. All children deserve a safe, loving, and respectful environment where children and faculty can grow spiritually and academically.
4. Each member of the school community is called to a personal relationship with Jesus Christ.
5. We are members of a larger church community whose role is to proclaim the Gospel message and celebrate through prayer, worship, and service.

An integral part of St. Charles is the personal, religious, and spiritual growth of the students. Our atmosphere has always fostered learning the traditional truths and teachings of the Catholic Faith. Catholic values are further reinforced as students prepare for and take part in weekly grade level and all school liturgies. The sacramental program is coordinated with the whole parish through the Religious Education Department. Service to others in the community is evidenced by our students' participation in visits to nursing homes, Women's Care Center, the Franciscan Center, and Turnstone Center, among other organizations. School-wide collections gather clothing, food, money, and toys for various organizations. Weekly student collections benefit special hospitals, community outreach organizations, and others in need.

Additionally, to better witness to our community as Catholic Christians, we have established adopting eight families through Catholic Charities to collect Christmas gifts for each year. We take a weekly collection that is donated to area charities. We have also established an annual 1.6 mile Cross Walk of over 200 students and adults to the clinic to bring witness to the community that we disagree with the workings of the same clinic. Our students pray a decade of the Rosary Monday through Thursday in their homerooms and as a school after the All-School Mass on Friday to equal a Rosary a week. We schedule Eucharistic Adoration, Living Rosary, Reconciliation, and Stations of the Cross for our students and staff throughout the school year.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### Notable Achievements

Overall St. Charles has been a strong performing school academically as indicated by the ISTEP results. St. Charles has scored above the state average in every subject over the past six years, although we were much closer to the mathematics state average in 2015, with our school only being 5.1 points above the state average. The 2016 ISTEP+ results revealed that we widened that gap positively to 12.4 performance points above the state average.

A comparison of diocesan average 2016 ISTEP+ scores to our school scores gave us a better analysis of our strengths and weaknesses. St. Charles Borromeo School ranked 13 out of 40 schools in the diocese in overall percentage passing of all students in both math and English language arts. We will work to analyze and improve our scores moving forward.

We see fairly consistent performance in many areas and subjects so it is difficult to find areas, which are above expectations. However, in the area of English/language, across most all grade levels, the categories of writing process, writing applications, and writing conventions are a bit above expected levels of performance, and the faculty is seeing consistent performances in daily writing assignments.

In the area of English/language, across most all grade levels, the categories of writing process, writing applications, and writing conventions have been high. In the area of math, the category of number sense is trending positively and the category of measurement is moving in a positive direction in grades 3-7. We will continue to monitor the growth of the new mathematics standards of: number sense, computation, algebra and data analysis, geometry and measurement, and the math process standards.

Our students have done well on IREAD 3. There has only been one student in the past five years that has not passed and this was only by a few points.

### Areas of Improvement

In the area of math, our computation, problem solving, and data analysis & probability scores have been below expected performance overall. As we use a supplemental math program, Otter Creek, we would expect the computation scores to show sustained high performance. Our fluctuation in problem solving scores also indicates a need for strengthening our students' overall understanding and attack strategies for multi-step problems. The fluctuations in data analysis & probability reflect a greater need for analyzing data across curricular areas, not just math (graphs, charts, tables, narrative, etc.). We did see a dramatic drop in the percent passing mathematics in 2015, especially in grades 6-8. Our 2016 results showed small gains in these grade levels, but the gains still represent an overall underperformance of expected levels.

Our grade 6 science test scores are very consistent, but just a bit below overall expected levels of performance. We have not scored below 82% in any of the six categories, but we have not scored above 89% in any of the six categories either.

Our grade 5 social studies scores are inconsistent. In four categories we have achieved only two scores above 90% in four years. Our scores have not fallen below 81%, but overall we would like to see consistently higher scores across all categories. We did not participate in the social studies test in 2015 as the state gave the option to cut this to lower the time of testing, but our 2016 scores continued the trend of mediocrity at 82.2% passing.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

St. Charles School offers a well-rounded education. The creative arts program includes a developmental music program, music appreciation course, band, string instruction, choir chime classes, choir, instrumental concerts, song flute program for grade four, I.S.S.M.A. Solo and Ensemble Contests, art classes for grades kindergarten through eight, two yearly musicals, and a Fine Arts Fair.

Students at St. Charles received a wide variety of enrichment experiences. For the 2015-2016 school year, some of these experiences included Junior Achievement, Yearbook Staff, Choices and Challenges Program for grade five, Catholic Skills for Adolescence in grade six, the Journal Gazette Spelling Bee, the National Geography Bee, the St. Charles Science Fair, Learning Fair, the Northeast Indiana Regional Science Fair, and the Indiana Hoosier State Science Fair, Lego Robotics League, Bricks4Kids (kindergarten to grade four), participation in various curricular area competitions, the National Catholic Schools Mathematics Competition, performances and workshops by the Fort Wayne Philharmonic, the Civic Theatre, the Bishop Dwenger Jazz Band and Choirs, historian Kevin Stonerock, mime Reed Steele and participation in the St. Charles School Plant and Flower Show and the Fort Wayne Plant Show (grades one through six), Special Friends Day (grades one and two), Indiana Colonial History Day (grade four) and the Read-A-Thon (grade four).

Many field trip experiences are encouraged including the Fort Wayne Children's Zoo, University of Notre Dame, Banks of the Wabash, Biz Town, Safety Village, Hanson Aggregates, Indiana State House, and local farms. Athletics for girls and boys start in grade five and include football, volleyball, cross-country, basketball, soccer, softball, track, tennis, wrestling, and cheerleading. We also established a now thriving chapter of Girls on the Run program in winter of 2013. St. Charles also supports the Cub Scout, Boy Scout, and Girl Scout programs for all grade levels. St. Charles is proud of its fine history and continues to be an academic, athletic, and spiritual leader in the Diocese.

# Improvement Plan Stakeholder Involvement

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

At the Diocesan level, all schools principals met with the Superintendent to discuss the process of how to disseminate AdvancEd surveys to all stakeholder groups within each Diocesan school. The Superintendent's Office wrote a letter to be given to all stakeholder groups in each school. A two week window was given to administer the two stakeholder surveys, AdvancEd Standards Survey and the Catholic Criteria Survey. The online link to the survey was shared with St. Charles stakeholders via text alerts, emails, Parent Newsletters, Staff/Faculty Newsletters, and on the school's website. School computers were also available for stakeholders during the two week windows for stakeholders to complete the surveys. This helped to ensure all groups had the opportunity to complete the surveys and participate in the process. The survey groups included parents, staff, students, parishioners, and community benefactors. Once the window closed, administrators and the Core team analyzed the survey results. These results were shared with all faculty members during faculty meetings.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

1. Pastor and Associate Pastors
2. St. Charles School Board
3. St. Charles AdvancEd Core Team
4. Parishioners
5. Parents
6. Teachers and Administrators
7. Staff
8. Students

Stakeholder survey data was used to complete our school's AdvancEd Self-Assessment by the St. Charles AdvancEd Core Team. The results of the survey were then analyzed to compile strengths, weaknesses, and areas of improvement to populate the AdvancEd reporting process. Ongoing communication was provided among the Core Team and shared with the faculty.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan will be communicated throughout the school community through the newsletter and will be posted on the St. Charles Borromeo school website under the School Improvement Plan tab. Administrators and Core Team meet with all faculty, staff, and school board members to share the final plan. The plan will be updated annually and relayed to stakeholders as updates are made.

# **Self Assessment**



## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Strengths: Our school provides challenging, equitable educational programs and learning experiences for all students.

We are committed to planning and improving as a school community. This commitment is reflected in School Improvement Plan and 5 Yr. Strategic Plan, both of which are living documents updated and adapted annually.

We have developed concise, Christ-centered Mission and Vision Statements and communicated both to our stakeholders.

Areas In Need of Improvement: Although a solid foundation has been established, and our Mission and Vision are visible all around us, we can do a better job of working with all in our community to memorize and understand the strength of the words we have chosen. Consistently reciting and reflecting upon these statements, and incorporating their Gospel power to drive our personal and collective decision making, will only strengthen our community in faith and academics.

Actions we are implementing to sustain our areas of strength: As a Diocese, through Notre Dame's Ace Collaborative for Academic Excellence in conjunction with the Alliance for Catholic Education, our school, along with all 40+ schools in our Fort Wayne-South Bend Diocese, have been part of a six-year curriculum development project <http://www.acecollaborative.org/Fort+Wayne+%26+South+Bend>. We are creating our own curriculum in alignment with the Indiana Academic Standards and the Diocesan Catechetical Guidelines. Our School Board, along with our Principal and Pastor, completed a new 5 yr. Strategic Plan in May of 2016. This comprehensive planning process, of which the school improvement plan is a piece, sets forth a measurable vision and address the needs and hopes of our community as we move forward. This plan is published and shared with the school community through our school website. We are participants and members of the AdvancEd accreditation process, and we are currently, as this document is an example, in the process of reviewing all facets of our school, and working to recognize and maintain strengths while also recognizing and improving areas of need.

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Plans to improve the areas of need: Oral recitation of our Mission and Vision at the beginning of daily school announcements, and at the beginning of all formal stakeholder meetings to be added to the expected opening prayer (School Board, Faculty, & Parish Staff & Finance meetings, Home & School, Fine Arts, and Athletic Association meetings, et al.).

Planned reflection at each stakeholder gathering of how each can personally practice our Mission and Vision through word and deed.

At decision-making member meetings (boards, faculties, associations) establish an expectation of reflection, alignment, and application of both Mission and Vision to all important decisions. This would ensure that the majority of stakeholders are involved in decisions and most importantly, that the expectations of Christ and our Catholic Identity would serve as a filter through which our decisions consistently passed.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Governing body training plan</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Survey responses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

**Strengths:** Our governing body ensures that school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Additionally, our administration, faculty, and staff successfully work to foster a culture consistent with the school's purpose and direction.

**Areas In Need of Improvement:** There is a need on behalf of leadership to engage stakeholders more effectively in the support of the school's mission and direction.

**Actions we are implementing to sustain our areas of strength:** The governing bodies (Pastor, School Board, Parish Finance Boards) and school leadership will work closely to foster the trust and cooperation that all will work towards do what is best for students' academic and spiritual development.

Additionally, we will continue to work to develop a positive school culture that follows the school's purpose and direction by keeping our school's vision and mission at the forefront of all decisions that we make.

**Plans to improve the areas of need:** As a school community, participating in this AdvancEd process of improvement has allowed us to formally reach out to our stakeholders and review our school's mission and direction. We will use the school's vision and mission statements in more communication with stakeholders and expand the use of stakeholder surveys to review the statements.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Representative samples of student work across courses</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 3



# Indiana School Improvement Plan

Saint Charles Borromeo School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•New Student Club, Weekly Classroom Meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•ACE Initiative, Ministry for Education Classes, Catholic School Mission Day</li> </ul>	Level 3

## Indiana School Improvement Plan

Saint Charles Borromeo School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Strengths: The school provides effective learning support services to meet the unique learning needs of all students. Additionally, our teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Areas In Need of Improvement: We need to provide increased opportunities of professional growth for our faculty and staff through planned collaboration time.

Actions we are implementing to sustain our areas of strength: Teachers will be encouraged to collaborate with their peers in researching, sharing, and implementing effective instructional strategies.

We will continue to commit sufficient resources (financial, personnel, materials, etc.) to sustain our current levels of support to meet the learning needs of all students.

Plans to improve the areas of need: Teachers will have monthly collaboration time built into the school day to provide the necessary time to research, share, plan, shape, and implement curricular best practices.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•School calendar</li> <li>•Diocesan Policies, School Budget</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Indiana School Improvement Plan

Saint Charles Borromeo School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Strengths: Our school has qualified professional and support staff who support the school's purpose, direction, and educational programs.

We provide the instructional time, material resources, and fiscal resources sufficient to support the purpose and direction of the school.

We have a well-built technological infrastructure that supports our teaching, learning, and operational needs. Additionally, we maintain updated hardware, software, and applications, and we provide our faculty and staff technology-related training and inservice as needed.

Areas In Need of Improvement: We need to expand our programs and services that support the career planning needs of all students.

Actions we are implementing to sustain our areas of strength: We are steadily expanding our teacher and student use of technology in the classroom. We now have Chromebooks for our 6th, 7th, and 8th grade students, and we have supplied iPads for our 4th and 5th grades students. We are have also sprinkled 3-4 iPads into K-3 classrooms.

Plans to improve the areas of need: To improve meeting the career planning needs of all students, we will increase our career planning activities throughout the school year. Students will be given the opportunity to research careers in which they are interested, and we will work to provide more opportunities for students to speak with someone in their field of interest.

### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

# Indiana School Improvement Plan

Saint Charles Borromeo School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

**Strengths:** Over the past five years we have made progress in the use of data to drive instruction. We have worked to establish consistent, researched-based assessments in the area of reading. We have always had a fairly strong reading program, however, now our assessments are helping to drive instruction, intervention, and enrichment more effectively, and to increase and improve parents' understanding of their children's progress. We are now also effectively progress monitoring our students and clearly identifying and assisting those who are in need of additional support.

**Areas In Need of Improvement:** Our administration, faculty, and support staff need further training in the effective evaluation, interpretation, and the use of data. We have established some consistent and effective best practices with our use of data to drive instruction and learning, however, we still need to improve in this use of data in grades 4-8 reading. Additionally, we also need to improve the use of data to drive instruction and student learning in the areas of math, and throughout our other core subjects.

We also need to establish consistent methods of sharing school-wide, disaggregated student data with all of our stakeholders. The purpose of this sharing is to better inform and engage our parents as the goals of our academic programs and to provide opportunities for our parents to partner with school leaders, faculty, and other parents to enhance the educational experience for the school community.

**Actions we are implementing to sustain our areas of strength:**We will continue to use data to drive assessment and instruction across the curriculum. We are committed to DIBELs use and the NWEA program, as well as MobyMax, and we will provide our teachers with continued training in these programs to best utilize all that the programs offer to assist interventions and align to State and Diocesan standards.

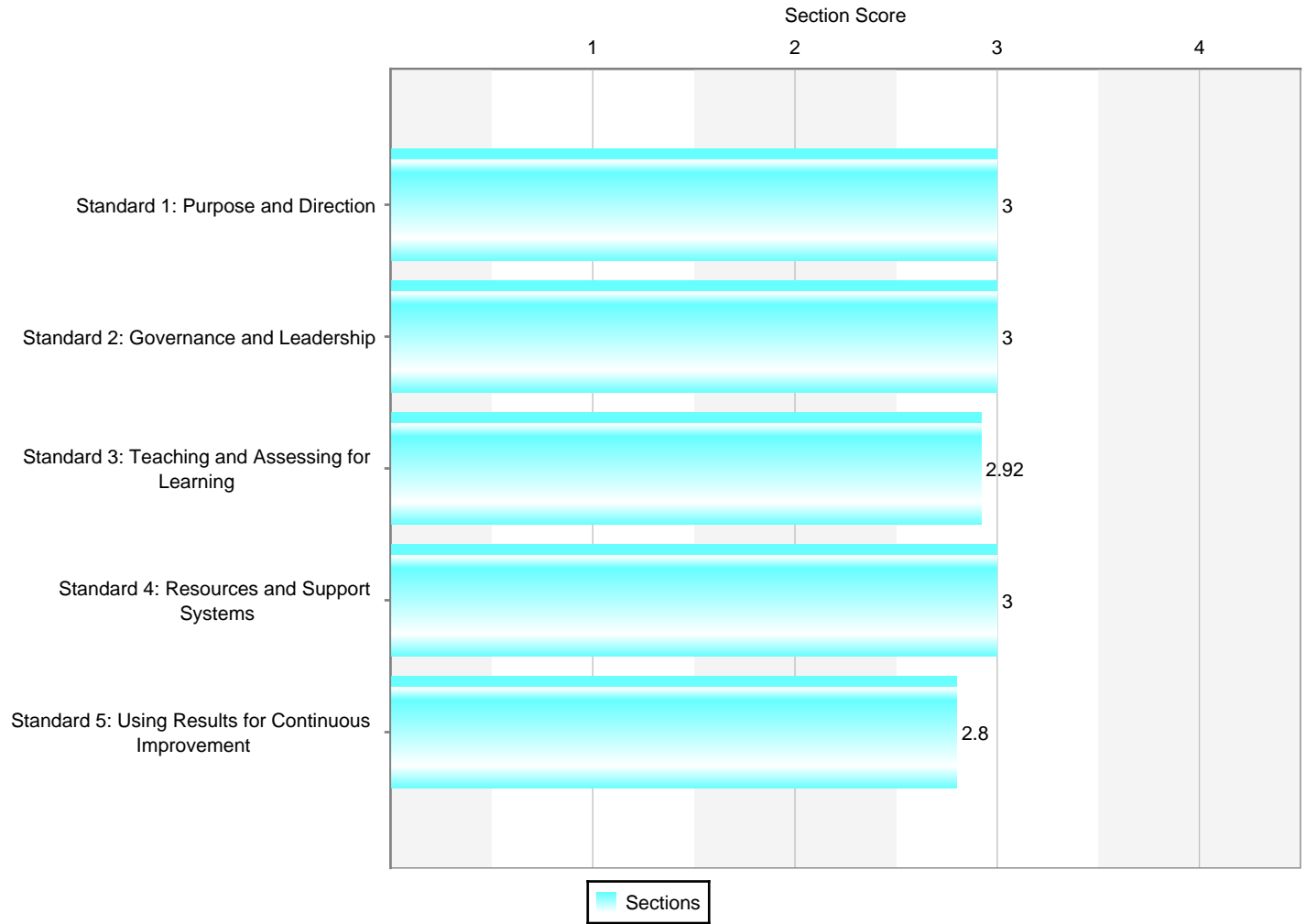
**Plans to improve the areas of need:** We will review standardized assessment software programs, and current research-based programs, with the purpose of providing/purchasing resources to help our teachers more easily and effectively assess reading and math levels for students in grades K-8, and provide subsequent needed student interventions and enrichment offerings.





## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		St. Charles ISTEP Data 2016

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Overall St. Charles is a strong performing school academically as indicated by the ISTEP results. St. Charles has scored above the state average in every subject over the past four years. A comparison of diocesan average scores to our school scores gave us a better analysis of our strengths and weaknesses. The desegregation of scores helped us to target any particular group that could use help.

We see fairly consistent performance in many areas and subjects so it is difficult to find areas, which are above expectations. However, in the area of English/language, across most all grade levels, the categories of writing process, writing applications, and writing conventions are a bit above expected levels of performance, as the faculty is not seeing such consistent performances in daily writing assignments. Although not visible from our graphs 80%+ our special education students passed the ISTEP+ the 2013 and 2014 spring exam. Our data, however, for the 2016 ISTEP+ results pertaining to our special education student performance shows a decline consistent with school scores with about 50% of our special education students passing the 2016 ISTEP+.

### Describe the area(s) that show a positive trend in performance.

A significant decline in grade 3 math performance in 2011 has rebounded with very strong, sustained scores in grade 3 results overall.

In the area of English/language, across most all grade levels, the categories of writing process, writing applications, and writing conventions. In the area of math, the category of number sense is trending positively and the category of measurement is moving in a positive direction in grades 3-7.

### Which area(s) indicate the overall highest performance?

Our English/language arts writing process, writing applications, and writing conventions are our most consistent areas of overall highest performance.

### Which subgroup(s) show a trend toward increasing performance?

Our subgroups sample sizes are too small in many years to determine viable data in the disaggregated categories. Gender and SES are our most consistent disaggregated categories. The overall sustained trend of high scores and high passing rates, but no patterns of sustained trend of increase are seen.

### Between which subgroups is the achievement gap closing?

As there are few areas of low performance, and minimal disaggregated categories for comparison (SES and Gender), and the data shows no consistent pattern of a gain where one subgroup may be stronger overall, we can see no data to support closing of achievement gaps at this time.

**Which of the above reported findings are consistent with findings from other data sources?**

In the area of English/language arts we are seeing consistent trends with the use of DIBELS/DAZE test as well as weekly tests with the new Journeys reading series being consistent through the elementary grade levels.

Consistent findings for math through NWEA and the MOBY benchmark tests as well. Increasing trend with the use of daily OTTER and daily review homework sheets. Facts of the week as well when it comes to multiplication and division as well.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

In the area of math, our computation, problem solving, and data analysis & probability scores have been below expected performance overall. As we use a supplemental math program, Otter Creek, we would expect the computation scores to show sustained high performance. Our fluctuation in problem solving scores also indicates a need for strengthening our students' overall understanding and attack strategies for multi-step problems. The fluctuations in data analysis & probability reflect a greater need for analyzing data across curricular areas, not just math (graphs, charts, tables, narrative, etc.). We did see a dramatic drop in the percent passing mathematics in 2015, especially in grades 6-8. Our 2016 results showed small gains in these grade levels, but the gains still represent an overall underperformance of expected levels.

Our grade 6 science test scores are very consistent, but just a bit below overall expected levels of performance. We have not scored below 82% in any of the six categories, but we have not scored above 88% in any of the six categories either.

Our grade 5 social studies scores are inconsistent. In four categories we have achieved only two scores above 90% in four years. Our scores have not fallen below 81%, but overall we would like to see consistently higher scores across all categories. We did not participate in the social studies test in 2015 as the state gave the option to cut this to lower the time of testing, but our 2016 scores continued the trend of mediocrity at 82.2% passing.

### Describe the area(s) that show a negative trend in performance.

It is difficult to pinpoint any negative trends in performance for the 2015 ISTEP+ and the 2016 ISTEP+. With the new test introduced in 2015, we scored lower in almost all areas. We saw some improvements in many areas in 2016. We will watch to see if we notice any trends that carry over to the 2017 ISTEP.

### Which area(s) indicate the overall lowest performance?

Our mathematics in 2015 were low for all grade levels with grade 5 having the highest passing percentage of 82.8%. Grade 6-8 mathematics were all low, with grade 8 being the lowest at 51.9% passing. One of the lowest areas was grade 8 algebra and data analysis with only 38% mastering the standard.

On the 2016 ISTEP+ test, our scores were inconsistent. Our math overall is still underperforming targets of 90% passing at all grade levels. The test results showed gains for one group or area, and then falling numbers for another group or area. The two years of data provided by the new test is unreliable at this time, and we are unable to pinpoint areas of concentrated focus. Instead, we are taking a broad approach to our math program and analyzing curriculum and systems K - 8.

### Which subgroup(s) show a trend toward decreasing performance?

The data is inconsistent in showing sustained trends in decreasing performance among subgroups. There are ups and downs in various  
SY 2016-2017



years, but there is not a reliable pattern of decreasing performance that is significant.

**Between which subgroups is the achievement gap becoming greater?**

There is need to increase the number of students who score in the pass+ range from year to year. The girls tend to outscore the boys overall in the areas of pass+ designation in math and English/Language Arts. However, there is not consistent year-to-year

Analysis of free and reduced lunch data shows a slight, but steady percentage trend of paid lunch students in most grades achieving pass+ designation at higher rate than free and/or reduced lunch students in comparison.

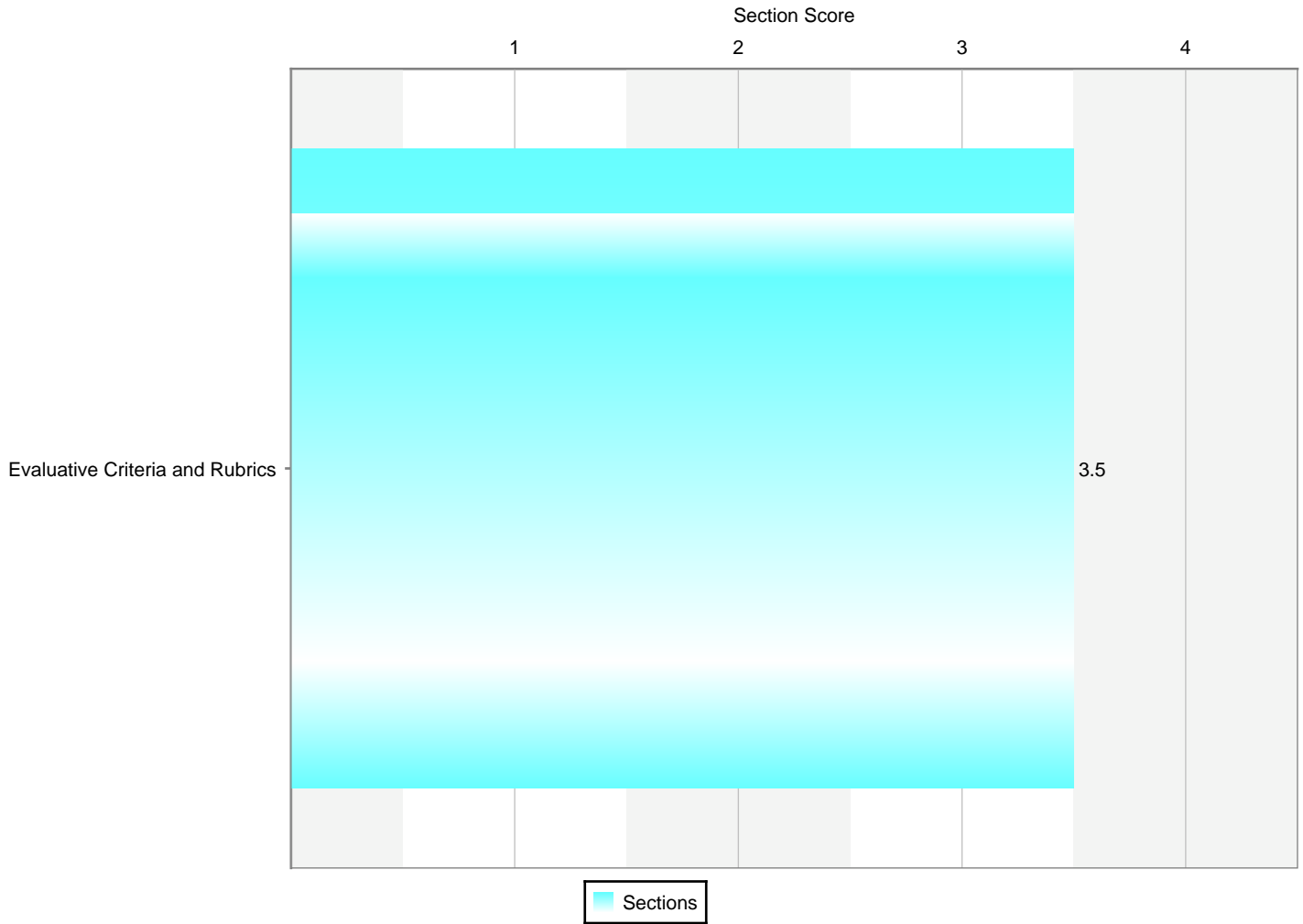
**Which of the above reported findings are consistent with findings from other data sources?**

Our students are struggling with consistency and mastery of math facts as seen in our daily Otter Creek assessments. Additionally, our NWEA results are showing difficulties with multi-step problem solving at all grade levels.

Teachers are seeing a need through local cross-curricular, short answer assessments from students, for students to better be able to pull data from nonfictional text and answer in strong, complete sentences with supporting detail.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

St. Charles Borromeo School administered the Catholic Identity Defining Characteristics Survey and the AdvancEd Survey for Schools. Three groups of stakeholders were surveyed: Parents, students, and staff. The stakeholders were given both surveys. The survey questions varied, at times, depending on the stakeholders involved. Most standards/categories within the surveys used a 1-5 scoring scale with a 5 representing the highest possible score. The AdvancEd surveys for students in grades k- 5 mainly used a 1-3 scoring scale, and only in a few cases used a 5 point scale.

After reviewing the data from the surveys, there were several areas that showed high levels of satisfaction or approval. We saw high overall ratings on the Catholic Identity Defining Characteristics Survey. All stakeholders rated our St. Charles Borromeo School highly on the following standards:

1. Symbols of the Catholic faith are displayed throughout the school (4.79)
2. Our school is a community that prays together (4.68)
3. Our school makes Jesus and the teachings of the Catholic Church known to all students (4.68)

On the AdvancEd Survey for Schools, all stakeholders rated St. Charles Borromeo School most highly in the following standards:

1. Purpose and Direction (4.28)
2. Resources and Support Systems (4.20)

School Staff's most highly rated question was:

1. Our school's leaders expect staff members to hold all students to high academic standards (4.54)

School Parents' most highly rated question was:

1. Our school provides a safe learning environment (4.46)

School Students' (Grades 6-8) most highly rated question was:

1. A high-quality education is offered (4.24)

School Students' (Grades 3-5) most highly rated questions were:

1. In my school, my teachers want me to do my best work (2.98 out of 3)
2. In my school, my principal and teachers want every student to learn (2.97 out of 3)

School Students' (Grades K-2) most highly rated question was:

1. My teacher wants me to learn (2.92 out of 3)

School Students K-5 are the most highly satisfied stakeholders with an overall average score of 4.59.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

St. Charles Borromeo School had numerous areas which showed stakeholder satisfaction or approval. Stakeholders were highly satisfied that Symbols of the Catholic faith are displayed throughout the school. School staff has conscientiously been adding visible symbols of our faith throughout our building and stakeholders have taken notice.

Additionally, all stakeholders were highly satisfied that Technology is up-to-date and being used in the classroom. In 2013-2014, we equipped all teachers with personal iPads and provided our grade 6 students with personal iPads as a kick-off of our 1:1 technology initiative. We followed this up in 2014-2015 by expanding individual iPads for all students in grades 6-8. Each classroom in our building is equipped with an interactive projector (smart board) and teachers and students have access to a fixed computer lab and two mobile laptop labs. Then, for the 2015-2016, we implemented Chromebooks for each student in 6th grade and created two 32 iPad mobile labs for use in grades k-5.

More, stakeholders were highly satisfied that Our school has high expectations for students in all classes. Even though stakeholders expressed that they would like to be more involved in revising and reviewing the purpose statement, they are highly satisfied with the school's current purpose statement being clearly focused on student success.

Finally, we found that stakeholders were satisfied, to highly satisfied, overall with our St. Charles Borromeo School as evidenced by respondents' overall average scores of 4.49 on the Catholic Identity Defining Characteristics Survey, and 4.23 on the AdvancEd Survey for Schools.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

St. Charles faculty, staff, and parents completed the AdvancEd Catholic Identity Survey back in the 2012-2013 school year. This survey was very similar to the current Catholic Identity Defining Characteristics Survey. The findings from the 2012-2013 survey were consistent with the findings from this newer Catholic identity survey showing that our Catholic Identity continues to remain a strength for our stakeholders.

Additionally, the current findings are consistent with other stakeholder feedback sources the school has used. Freshman students at Bishop Dwenger who graduated from St. Charles Borromeo School are asked to complete a 9th Grade Follow-Up Survey each fall. The freshman survey shows that our graduates feel positive that they have received the following:

1. A high-quality education
2. Solid preparation in understanding the teachings of the Faith
3. A personal relationship with Jesus Christ
4. A love of God and of their neighbors

Finally, St. Charles Borromeo School's students have performed well annually on State of Indiana standardized tests - IRead3, ISTEP+, and Algebra I ECA testing. We have been designated an "A" school by the Indiana Department of Education 9 of the last 10 years, and we had been rated a "Four Star School" from 2013-2015.



## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

St. Charles Borromeo School administered the Catholic Identity Defining Characteristics Survey and the AdvancEd Survey for Schools. Three groups of stakeholders were surveyed: Parents, students, and staff. The stakeholders were given both surveys. The survey questions varied, at times, depending on the stakeholders involved. Most standards/categories within the surveys used a 1-5 scoring scale with a 5 representing the highest possible score. The AdvancEd surveys for students in grades k- 5 mainly used a 1-3 scoring scale, and only in a few cases used a 5 point scale.

On the Catholic Identity Defining Characteristics Survey, we saw a few areas of low rating. All stakeholders rated St. Charles Borromeo School lowest on:

1. Everyone connected with our school works together, respecting each other's gifts, for the sake of building a strong, faith-filled learning community (4.18).

School Parents and Staff rated the school lowest on the following standards:

1. The learning environment in our school fosters self-discipline so that students can become more independent learners (4.25).
2. Our school helps parents/guardians fulfill their role as the primary teachers of the faith to their children (4.26).

School Students (grades 5-8) lowest rated question was:

1. Our school instills in students the responsibility to promote Gospel values and social justice in the world (4.22).

On a positive note, these ratings were still high overall, and we had a small range from our highest to lowest rating.

On the AdvancEd School Survey, St. Charles Borromeo School had the lowest averages for All stakeholders on the following standards:

1. Using Results for Continuous Improvement (4.01)
2. Teaching and Assessing for Learning (4.07)

After analyzing the results, school staff's lowest rated standard was:

1. On in our school, a professional learning program is designed to build capacity among all professional and support staff members (3.52).

School Parents' lowest rated standard was:

1. All of my child's teachers meet his/her learning needs by individualizing instruction (3.73)

School Students' (Grades 6 to 8) lowest rated standard was:

1. In my school, students respect the property of others (3.11)

School Students' (Grades 3 to 5) lowest rated standard was:

1. My principal and teachers ask me what I think about my school (2.03 out of 3)

School Students' (Grades K to 2) lowest rated standard was:

1. My family likes to come to my school (2.49 out of 3)

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

After reviewing the data from the surveys, we saw a few areas that showed trends of decreasing stakeholder satisfaction/approval. One area that showed decreasing stakeholder satisfaction on the Catholic Identity Defining Characteristics Survey was:

1. Having everyone connected with our school working together, respecting each other's gifts, for the sake of building a strong, faith-filled community (Parents-4.16, staff-4.14, and students 4.24).

Another trend across all stakeholders that demonstrated decreasing satisfaction was:

1. The Teachers use of data and using it to individualize instruction (Staff-3.77 and parents-3.76).

The AdvancEd Survey also touched on instruction concerns resulting in a lower rating for the standard:

1. Using Results for Continuous Improvement (4.01).

An area that may have showed decreasing stakeholder satisfaction was stakeholders being involved in reviewing and revising the school's purpose statement (Parents-3.78 and staff 3.84). Stakeholders do feel the school has an effective purpose but have not had much say in the purpose statement.

Students showed a trend in decreasing satisfaction on questions dealing with respect. They rated the following standards the lowest:

1. In my school, students respect the property of others (3.11)

2. In my school, all students are treated with respect (3.37)

3. In my school, students treat adults with respect (3.59)

Overall, stakeholders have shown few trends toward decreasing stakeholder satisfaction or approval.

### **What are the implications for these stakeholder perceptions?**

The implications of these stakeholder perceptions are that stakeholders are satisfied with St. Charles Borromeo School overall, and they feel that there is a very strong Catholic presence. Even with these strengths, however, stakeholders do feel there are areas in which our school community could improve.

In particular the following areas should be studied:

1. Improved communication among stakeholder groups

2. Getting all stakeholder groups to work better together

3. Being more inviting to new families in the community

This year the school implemented the use of SchoolReach to quickly and easily send out communication via voice, email, and text to all parents and staff, which has been a positive step in improving communication. Additionally, the School Board has begun a welcoming committee for new families. The mentoring potential of this program will be a further focus of this committee.

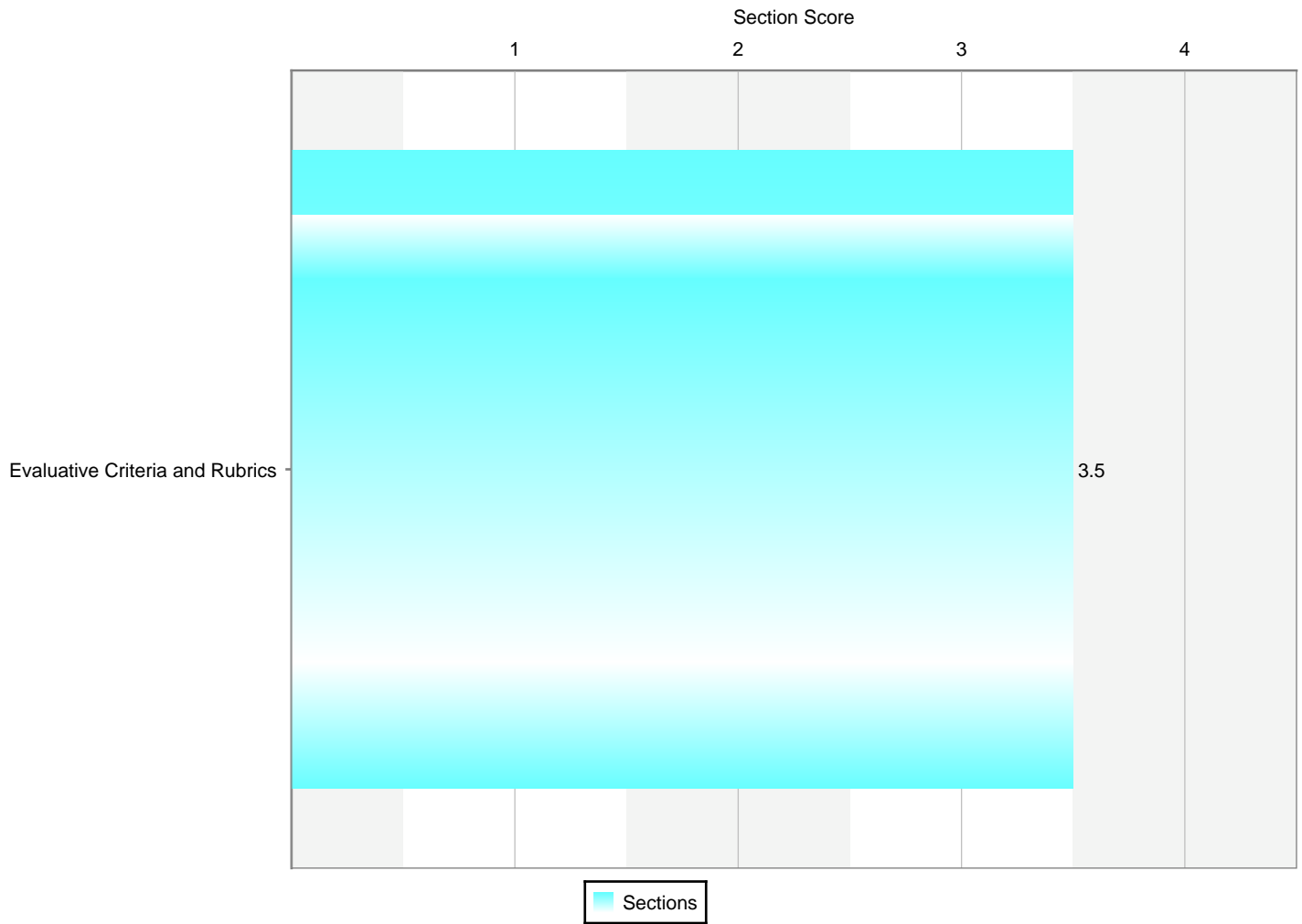
Regarding school instruction and data usage, there is a need, according to our stakeholders, to more effectively use data to drive instruction and assessment. The faculty and administration is aware of the need for improvement in these area and has been actively working to strengthen this area. During the 2015-2016 school year, a data wall was added for teachers and staff to display and analyze

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

There were few findings from above that have been consistent with findings from other stakeholder feedback sources. However, the need to improve how we use data to drive instructions and increase student learning, especially as this plays into the RTI process (student instructional interventions), has been an area of focus since our last accreditation visit by AdvancEd five years ago. We are not where we would like to be, but the faculty and administration has made steady progress in this area over the past five years. We will continue to provide professional development in the area of effective data usage to our teachers, and we will continue to adapt instruction and assessment to best achieve student success.

## Report Summary

### Scores By Section



# **St. Charles Borromeo Indiana School Improvement Plan 2016-17**

## **Overview**

### **Plan Name**

St. Charles Borromeo Indiana School Improvement Plan 2016-17

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve reading comprehension across the curriculum.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$6600
2	All students will demonstrate typical to high growth in Math.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$5300

## Goal 1: All students will improve reading comprehension across the curriculum.

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in comprehension in Reading by 06/02/2017 as measured by NWEA School-Wide Results of growth at or above projected growth.

### Strategy 1:

All students will improve their reading levels in the area of comprehension - Teachers school-wide will introduce and implement six research-based comprehension strategies (Marzano, Smekens) with students across the curriculum:

1. Retell and summarize
2. Determine main idea
3. Visualize ideas
4. Ask questions
5. Make connections
6. Synthesize ideas

Research Cited: Smekens Education

Evidence of success: Student formative assessment results

Activity - PD: Smekens Introducing Comprehensions Strategies to Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to Introduce Comprehension Strategies to Students (Smekens Education Webinar). These comprehension strategies will be printed in all student planners in grades 2-8 and posted on the school website.	Professional Learning	04/11/2016	06/02/2017	\$2000	Title II Part A	Principal, Asst. Principals, Classroom Teachers, Reading Core Team

### Strategy 2:

Build Vocabulary Knowledge and Skills - Teachers will instruct students to follow the six steps of vocabulary instruction: 1. Explain, 2. Restate, 3. Show, 4. Develop, 5. Refine and reflect, and 6. Play

Research Cited: Smekens Education Solutions, Inc., [www.SmekenswebPD.com](http://www.SmekenswebPD.com), adapted from Building Background Knowledge for Academic Achievement, Robert Marzano

Evidence of success: NWEA K-8, Sadlier Vocabulary Workshop 6-8



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Activity - PD: Smekens Strategies for Teaching Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement Strategies for Teaching Vocabulary (Smekens Education Webinar). The strategies for teaching vocabulary will be printed in the student planner and posted on the school website.	Academic Support Program, Professional Learning	09/15/2015	06/02/2017	\$0	No Funding Required	Principal, Asst. Principals, Reading Core Team

### Strategy 3:

All students will learn to become life-long readers by building reading habits of independence and pleasure. - All students will learn to become life-long readers by building reading habits of independence and pleasure.

Research Cited: Independent Reading: Creating Lifelong Readers Barbara Moss and Terrell A. Young: Scholastic, INC. 2010

Evidence of success: Accelerated Reader assessment results, data from classroom observations

Activity - A school-wide Sustained Silent Reading time will be provided weekly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The entire school (students, teachers, staff, and administration) will participate in D.E.A.R. (Drop Everything And Read) program weekly for a minimum of 15 minutes. Grade level teams will decide on the day and time.	Academic Support Program	08/01/2013	06/02/2017	\$0	No Funding Required	All teachers in every subject.

Activity - Reading for Pleasure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will encourage reading with students at all grade levels by participating in school sponsored reading programs: Book It, 4th Grade Read-a-Thon, Accelerated Reader, Dr. Seuss Day, Junior Great Books, Young Authors Club, and the Scholastic Book Fair. Community programs include Hoosier Readers by myOn books and summer reading through IPFW and the Allen County Public Library.	Academic Support Program, Parent Involvement, Extra Curricular, Technology, Community Engagement	08/12/2015	06/01/2017	\$4500	General Fund	Librarian, Enrichment Coordinator, Parent Volunteers, Core Reading Committee, Classroom teachers

### Strategy 4:

Student Data Analysis - Student data from formative and summative assessments will be stored in the data warehouse, recorded in student data folders, and displayed on the data wall. Students and teachers will use the data warehouse, student data folders, and the data wall to record and analyze data, monitor achievement growth, and set personal learning goals.

Evidence of success: Analysis of data

Activity - Teachers assist in creating data folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will assist students in creating individual data folders. The contents of the folder will travel with the student from year to year. Beginning in fourth grade, this folder will be electronic in format, as part of our 1:1 initiative, and will be stored in the individual students' Google accounts.	Academic Support Program, Technology	08/01/2016	06/04/2021	\$100	General Fund	Principal, Asst. Principal, Tech Coordinator, Classroom teachers
<b>Activity - Data Warehouse</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Using the provided template, teachers will create and update a data wall three times a year to coincide with NWEA results.	Professional Learning, Technology	05/20/2016	06/02/2017	\$0	No Funding Required	Principal, Asst. Principal, Tech Coordinator, Classroom Teachers

## Goal 2: All students will demonstrate typical to high growth in Math.

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth to meet their expected growth level in Mathematics by 06/02/2017 as measured by assessment results in ISTEP and NWEA.

### Strategy 1:

Student Data Analysis - Student data from formative and summative assessments will be stored in the data warehouse, recorded in student data folders, and displayed on the data wall. Students and teachers will use the data warehouse, student data folders, and the data wall to record and analyze data, monitor achievement growth, and set personal learning goals.

Evidence of success: Analysis of data

<b>Activity - Teachers assist in creating data folders</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will assist students in creating individual data folders. The contents of the folder will travel with the student from year to year. Beginning in fourth grade, this folder will be electronic in format, as part of our 1:1 initiative, and will be stored in the individual students' Google account.	Academic Support Program, Professional Learning	08/01/2016	06/04/2021	\$3000	State Funds	Principal, Assistant Principal, Technology Coordinator, Classroom Teachers

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Activity - Data Warehouse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access the warehouse and create their own data wall. Using the provided template, teachers will create and update a data wall three times a year to coincide with NWEA	Professional Learning, Technology	05/20/2016	06/02/2017	\$0	No Funding Required	Principal, Asst. Principal, Technology Coordinator, Classroom Teachers

### Strategy 2:

Teacher Growth Mind Set - Teachers will implement best practice strategies to assist in collaboration and data analysis to drive teacher instruction and student learning.

Evidence of success: Team meeting notes, Data wall, Individual student data folders

Activity - Teacher Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze best practices and professional learning while collaborating over data. Teachers will hold vertical alignment meetings each trimester to coincide with NWEA results. Teachers will be trained in the understanding and use of NWEA to guide teacher instruction and student learning Teachers will study textbook offerings, looking for best practices, and state standard alignment in preparation for math series adoption in 2016-2017 or 2017-2018. All math teacher will be required to visit a neighboring school to observe and analyze math practices.	Professional Learning	05/30/2016	06/01/2018	\$300	Title II Part A	Math Core Team, Technology Coordinator, Principal, Asst. Principals

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize a progress monitoring tool(s) to evaluate students' growth and response to intervention. Teachers at grade level will use atleast one monthly collaboration meeting to review student data as a team.	Academic Support Program, Professional Learning	08/01/2016	06/02/2017	\$0	No Funding Required	Math Core Team

### Measurable Objective 2:

93% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of addition, subtraction, multiplication, and division facts in Mathematics by 06/02/2017 as measured by 97% passing rate on a local monthly assessment.

### Strategy 1:

Teachers will use best practices to introduce, instruct, and assess students in the understanding in the concepts of addition, subtraction, multiplication, and division -

Teachers will use best practices to introduce, instruct, and assess students in the understanding in the concepts of addition, subtraction, multiplication, and division.

Math fact fluency is the quick and effortless (automatic) recall of basic math facts. When students achieve automaticity with these facts, they have attained a level of mastery that enables them to retrieve these facts from long-term memory without conscious effort or attention.

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Research Cited: NCTM Curriculum Focal Points (2006), National Mathematics Advisory Panel's Core Principles of Math Instruction (2008)

Evidence of success: Local monthly assessments

Activity - To realize strong math fluency, students will have limited use of calculators before grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have strong math fluency without the use of a calculator.	Academic Support Program	08/01/2016	06/02/2017	\$0	No Funding Required	Core Math Team

Activity - Daily Math Fact Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use flashcards, MobyMax, and Otter Creek to practice and memorize addition, subtraction, multiplication, and division.	Academic Support Program, Technology	08/03/2015	06/02/2017	\$2000	General Fund	Principal, Asst. Principals, Core Math Team, Classroom Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Math Fact Practice	Students will use flashcards, MobyMax, and Otter Creek to practice and memorize addition, subtraction, multiplication, and division.	Academic Support Program, Technology	08/03/2015	06/02/2017	\$2000	Principal, Asst. Principals, Core Math Team, Classroom Teachers
Reading for Pleasure	Families will encourage reading with students at all grade levels by participating in school sponsored reading programs: Book It, 4th Grade Read-a-Thon, Accelerated Reader, Dr. Seuss Day, Junior Great Books, Young Authors Club, and the Scholastic Book Fair. Community programs include Hoosier Readers by myOn books and summer reading through IPFW and the Allen County Public Library.	Academic Support Program, Parent Involvement, Extra Curricular, Technology, Community Engagement	08/12/2015	06/01/2017	\$4500	Librarian, Enrichment Coordinator, Parent Volunteers, Core Reading Committee, Classroom teachers
Teachers assist in creating data folders	Teachers will assist students in creating individual data folders. The contents of the folder will travel with the student from year to year. Beginning in fourth grade, this folder will be electronic in format, as part of our 1:1 initiative, and will be stored in the individual students' Google accounts.	Academic Support Program, Technology	08/01/2016	06/04/2021	\$100	Principal, Asst. Principal, Tech Coordinator, Classroom teachers
<b>Total</b>					<b>\$6600</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
To realize strong math fluency, students will have limited use of calculators before grade 6	Students will have strong math fluency without the use of a calculator.	Academic Support Program	08/01/2016	06/02/2017	\$0	Core Math Team

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Data Warehouse	Teachers will access the warehouse and create their own data wall. Using the provided template, teachers will create and update a data wall three times a year to coincide with NWEA	Professional Learning, Technology	05/20/2016	06/02/2017	\$0	Principal, Asst. Principal, Technology Coordinator, Classroom Teachers
PD: Smekens Strategies for Teaching Vocabulary	Teachers will be trained to implement Strategies for Teaching Vocabulary (Smekens Education Webinar). The strategies for teaching vocabulary will be printed in the student planner and posted on the school website.	Academic Support Program, Professional Learning	09/15/2015	06/02/2017	\$0	Principal, Asst. Principals, Reading Core Team
Data Warehouse	Using the provided template, teachers will create and update a data wall three times a year to coincide with NWEA results.	Professional Learning, Technology	05/20/2016	06/02/2017	\$0	Principal, Asst. Principal, Tech Coordinator, Classroom Teachers
Progress Monitoring	Teachers utilize a progress monitoring tool(s) to evaluate students' growth and response to intervention. Teachers at grade level will use atleast one monthly collaboration meeting to review student data as a team.	Academic Support Program, Professional Learning	08/01/2016	06/02/2017	\$0	Math Core Team
A school-wide Sustained Silent Reading time will be provided weekly	The entire school (students, teachers, staff, and administration) will participate in D.E.A.R. (Drop Everything And Read) program weekly for a minimum of 15 minutes. Grade level teams will decide on the day and time.	Academic Support Program	08/01/2013	06/02/2017	\$0	All teachers in every subject.
<b>Total</b>					<b>\$0</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers assist in creating data folders	Teachers will assist students in creating individual data folders. The contents of the folder will travel with the student from year to year. Beginning in fourth grade, this folder will be electronic in format, as part of our 1:1 initiative, and will be stored in the individual students' Google account.	Academic Support Program, Professional Learning	08/01/2016	06/04/2021	\$3000	Principal, Assistant Principal, Technology Coordinator, Classroom Teachers
<b>Total</b>					<b>\$3000</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>PD: Smekens Introducing Comprehensions Strategies to Students</p>	<p>Teachers will be trained to Introduce Comprehension Strategies to Students (Smekens Education Webinar). These comprehension strategies will be printed in all student planners in grades 2-8 and posted on the school website.</p>	<p>Professional Learning</p>	<p>04/11/2016</p>	<p>06/02/2017</p>	<p>\$2000</p>	<p>Principal, Asst. Principals, Classroom Teachers, Reading Core Team</p>
<p>Teacher Professional Learning</p>	<p>Teachers will analyze best practices and professional learning while collaborating over data. Teachers will hold vertical alignment meetings each trimester to coincide with NWEA results. Teachers will be trained in the understanding and use of NWEA to guide teacher instruction and student learning Teachers will study textbook offerings, looking for best practices, and state standard alignment in preparation for math series adoption in 2016-2017 or 2017-2018. All math teacher will be required to visit a neighboring school to observe and analyze math practices.</p>	<p>Professional Learning</p>	<p>05/30/2016</p>	<p>06/01/2018</p>	<p>\$300</p>	<p>Math Core Team, Technology Coordinator, Principal, Asst. Principals</p>
<b>Total</b>					<p>\$2300</p>	

## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.