

# St. Charles Borromeo School

## A145

Diocese of Fort Wayne-South Bend



2020-2021

Mr. Robert R. Sordelet, Administrator  
4910 Trier Road  
Fort Wayne, IN 46815

## St. Charles Borromeo School Narrative

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

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

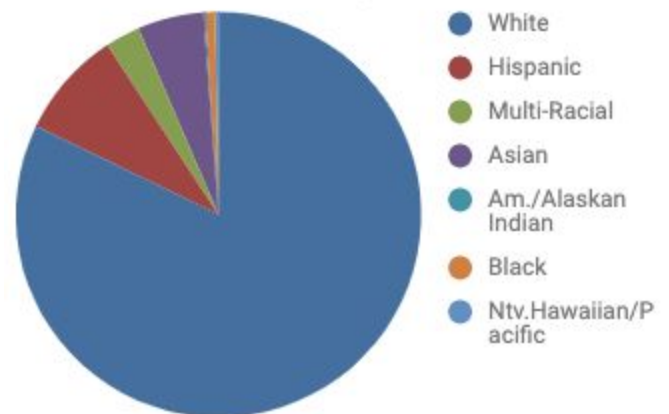
Beliefs - St. Charles Borromeo School believes that:

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.

St. Charles Borromeo School is a Pre-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 September 2020, stood at 758 students, 366 boys and 392 girls. This year marks our third for a Pre-K 4-yr.-old offering. We have 56 students in this program which is capacity. Class size K-8 is held to thirty-one students with three classrooms per grade level. The school serves the parish community, which is primarily middle to upper middle class Caucasian, but is welcoming to non-parishioners as space allows. In July of 2011, our school began to participate in the School Choice Scholarship Program. In this current school year 2020-2021, we have 413 students assisted through this initiative, which is 9 fewer students than the previous year.

Ethnicity of Students (758)		
2020-2021		
White	623	82.2
Hispanic	65	8.6
Multi-Racial	21	2.8
Asian	40	5.3
Am./Alaskan Indian	1	0.1
Black	6	0.8
Ntv.Hawaiian/Pacific	2	0.3
	758	

2020-2021 Ethnicity of Students...



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 directly to the south of 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 2016, the Fort Wayne Metro Area had a population of 431,802. A median age of 36.6. A median household income of \$51,519. A poverty rate of 14.5%. Number of employees of 208,547. A median property value \$121,100. The Fort Wayne metropolitan area is part of the Northern Indiana Region, which contains about 2.3 million people, and is considered part of the Great Lakes Megalopolis, which contains an estimated 59 million people.

The City of Fort Wayne, as of 2020, has a population of 270,989 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 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 15,929 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.

Many of the students complete all nine years of their elementary education at St. Charles, and the average years of experience for the 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 & B” 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 three 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 clinical social worker, a band director, a choir director, an orchestra director, an administrative secretary, a school secretary, a religious education consultant, a youth minister, part-time teacher assistants for all grades, a full-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, a Student Council, and a National Junior Honor Society. 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.

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. Our school has a deep devotion to the Blessed Mary. All students were enrolled in the Brown Scapular movement last year, and all students pray a decade of the Rosary daily in their homerooms, and then pray together as a school following the All-School Mass on Friday to equal a Rosary a week. We schedule and celebrate Eucharistic Adoration, Living Rosary, Reconciliation, and the Stations of the Cross for our students and staff throughout the school year.

**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 previous ISTEP results and now ILEARN results. St. Charles has scored above the state average in every subject over the past ten years. We ranked in the top 275 at all grade levels for the percentage of students being proficient in both Math and English Language Arts. We ranked in the top 100 schools in grades 3, 4, and 6 with 6th grade being our highest ranked grade at 45th in the state.

A comparison of diocesan average 2019 ILEARN scores to our school scores gave us a better analysis of our strengths and weaknesses. St. Charles Borromeo School ranked 10 out of 39 schools in the diocese in overall percentage passing of all students in both math and English language arts. Although in the top 10 of the Diocese, our goal is to be in the top five. We will work to analyze and improve our scores moving forward. We see fairly consistent performance across subjects so it is difficult to find areas, which are above expectations. However, in the area of English/language arts, 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.

Traditionally, our students have performed proficiently on IREAD 3 assessment. In the history of the assessment, only two students, out of just over 700, have not passed. We continue to analyze our results, remediate as needed, and look for areas to improve.

### **Areas of Improvement**

Although we are guardedly pleased in many areas with our 2019 Spring ILEARN performance, this inaugural year of the test is not a reliable source for a deeper data dig. Our areas of concern continue to be based on our previous findings, and have not changed dramatically with an analysis of our ILearn data.

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. We are still underperforming in these grades 6-8. Our 2017 and 2018 results showed small gains in these grade levels, but the gains still represent an overall

underperformance of expected levels. In particular, we are showing underperformance in grades 6,7, & 8. We have adopted a new math program, Ready Math, in grades K-8 in hopes of strengthening our math performance.

Our grade 4 & 6 science test scores traditionally above average annually, have shown a downward drop in 2017 to 2018. We began using a new science curriculum this past year 2017-2018, and we will review standard alignment and prioritization in these grade levels as scores trended downward.

Our grade 5 social studies scores are inconsistent. In four categories we have achieved only two scores above 90% in six years. Additionally, for the first time, our scores have fallen below 79% in all four categories: History, Civics & Government, Geography, & Economics. 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, 2017, and 2018 scores continue the trend of mediocrity. We must utilize the IDOE ILEARN blueprints, examples, and other various resources they provide, as well as analyze our standard alignment and prioritization in this area.

### **Areas of Notable Achievement**

#### **Area(s) are above expected levels of performance?**

Overall St. Charles is a strong performing school academically as indicated by the ISTEP+ results and as reinforced in our previous brief summary of our 2019 ILEARN results. St. Charles has scored above the state average in every subject over the past five 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+. In 2017 and 2018, our IEP students are passing at a rate of less than 40% on the exams. The passing rate is higher in the younger grades and lower in the upper grades as the test traditionally seems more difficult, especially in the area of math. This trend seems to be continuing in our analysis of the new ILearn test results.

#### **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. Our 2018 grade 3 math results were a strength with 89.2% of our students passing ISTEP+ and 84% passing the 2019 ILEARN test.

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.

#### **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.

### **Subgroup(s) that 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 subgroup 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 the 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 (K-3) and NWEA testing (K-8) as well as weekly tests with the new Journeys reading series being consistent through the elementary grade levels.

In the area of math, we are charting trends through NWEA and the MOBY benchmark tests as well as using ISTEP+ data. In the 2018-2019 school year, we implemented a new math program school wide K-8 called Ready Math. Our NWEA math scores reveal difficulties in grades 5-8, which similarly compare to our ISTEP+ results. We established baseline 2019 ILearn results, and emerging NWEA results, but COVID cancelled the testing in spring of 2020. For comparison purposes, we look forward to spring 2021 test results to provide a better alignment picture moving forward.

## **Areas in Need of Improvement**

### **Area(s) are below 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, 2017, & 2018 results showed small gains in these grade levels, but the gains still represent an overall underperformance of expected levels. Our 2019 ILearn results reinforce that grades 7-8 are still areas in which we need to improve.

Our grade 6 science test scores, usually very consistent, dropped an average of 4% in all six categories on our 2018 results. This is below overall expected levels of performance of 85% plus. For the first time, we dropped below 80% in all categories: Physical Science, Earth Science, Life Science, Sci. Eng. & Tech, The Nature of Science, & The Design Process. We will have to review instructional standard alignment first and utilize the new iLearn blueprints and exemplars and prioritize instructional sequence and standard implementation.

Our grade 5 social studies scores are inconsistent. In four categories we have achieved only two scores above 90% in five years. Our 2018 scores have now fallen below 79%, and overall we would like to see consistently higher scores across all categories. We will use the 2019 ILearn results as a new baseline and continue to monitor this area.

### **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. In 2017 we saw slight improvements in most areas, but still underperforming program wide. In 2018 we are beginning to see a pattern of score decline in grade 5 Social Studies, Grade 6 Science, with fluctuations downward in grade 4 Science, and grade 7 Social Studies. Again, we will use the 2019 ILearn results as a new baseline and continue to monitor this area.

**Area(s) that 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. 2017 and 2018 results showed that we are making slight improvements in most areas. This progress is not satisfactory in grades 4-8 (the exception being grade 3 scoring well in 2018). We continued our study of curriculum and concluded that a new math program was in order, along with an increase in math instructional time. After a year of research by our math faculty, and our Assistant Principals, Sr. Genevieve and Mr. Hoersten, we agreed to adopt Ready Math for the 2018-2019 school year in grades K-8, and increase math instructional time by 15-25% in all grades.

Year one of the new Ready Math program has been successful. We credit our faculty, staff, and students for adopting the program with fidelity. The beginning of this second year of the program has been smooth. Additionally, increasing our math instructional time was inconsistent over the course of 2018-2019, but over the course of the 2019-2020 school year, we met our target time increases in all grades.

**Subgroup(s) that 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 years, but there is not a reliable pattern of decreasing performance that is significant.

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

There is a 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 a 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 non-fictional text and answer in strong, complete sentences with supporting details. This weakness is also carrying over into multi-step math story problems. We are hopeful our new math series will address this area of weakness.

## ILEARN Percent Proficient

	<b>2019</b>
All GRADES ELA & Math	55.7%
All Grades ELA	69.6%
All Grades Math	63.9%
Gr. 3 ELA & Math	71.0%
Gr. 3 ELA	60.9%
Gr. 3 Math	84.1%
Gr. 4 ELA & Math	69.4%
Gr. 4 ELA	69.4%
Gr. 4 Math	86.1%
Gr. 5 ELA & Math	50.6%
Gr. 5 ELA	63.3%
Gr. 5 Math	59.5%
Gr. 6 ELA & Math	68.3%
Gr. 6 ELA	86.6%
Gr. 6 Math	69.5%
Gr. 7 ELA & Math	39.5%
Gr. 7 ELA	64.0%
Gr. 7 Math	47.7%
Gr. 8 ELA & Math	40.7%
Gr. 8 ELA	61.6%
Gr. 8 Math	44.2%



### NWEA RTI Spring Scores and Percentiles

	2016		2017		2018		2019	
K Reading	163.9	NA	164.5	86	165.1	88	168	95
Gr. 1 Reading	187.1	NA	186.9	92	186.6	92	186	90
Gr. 2 Reading	198.4	NA	198.9	93	199.2	94	196.3	87
Gr. 3 Reading	205.1	NA	208.2	93	211	97	209.5	95
Gr. 4 Reading	211.4	NA	214.3	90	212.3	84	217.1	96
Gr. 5 Reading	217.4	NA	217.9	83	218.3	85	218.7	86
Gr. 6 Reading	223.3	NA	220.4	76	222	83	223.8	89
Gr. 7 Reading	224	NA	225.2	85	223.5	79	221.6	70
Gr. 8 Reading	N/A	NA	225.6	77	226.8	82	227.3	83
K Math	165.1	NA	167.6	91	166.9	89	169.9	95
Gr. 1 Math	191.7	NA	193.6	98	196.3	99	196.1	99
Gr. 2 Math	206.4	NA	199	86	202.1	94	200.1	90
Gr. 3 Math	209.4	NA	210.9	88	212.5	92	210	85
Gr. 4 Math	215	NA	218.4	76	219.2	79	222.5	90
Gr. 5 Math	224.2	NA	230.9	88	232.2	91	230	86
Gr. 6 Math	230.3	NA	230.3	73	229.9	72	231.5	78
Gr. 7 Math	230.6	NA	235	78	235.2	78	233.3	71
Gr. 8 Math	N/A	NA	237.5	75	240.9	85	239.5	81

### NWEA- Percent of Students Met Growth Projection

	2016-17	2017-18	2018-19
K Reading	55%	74%	77%
Gr. 1 Reading	61%	61%	73%
Gr. 2 Reading*	29%	63%	68%
Gr. 3 Reading	56%	73%	72%
Gr. 4 Reading	49%	45%	63%
Gr. 5 Reading	55%	64%	71%
Gr. 6 Reading	44%	58%	62%
Gr. 7 Reading	55%	52%	38%
Gr. 8 Reading	70%	36%	52%
K Math	56%	74%	77%
Gr. 1 Math	73%	92%	86%
Gr. 2 Math*	12%	42%	58%
Gr. 3 Math	44%	64%	48%
Gr. 4 Math	35%	48%	58%
Gr. 5 Math	74%	84%	65%
Gr. 6 Math	60%	43%	57%
Gr. 7 Math	49%	59%	57%
Gr. 8 Math	76%	61%	41%

\*Shift from K-2 to 2-5 assessment

### **I-Ready- Overall Grade-Level Placement % Spring 2019**

	On or Above	One Below	Two or More Below
Gr. 6 Reading	74%	16%	10%
Gr. 7 Reading	39%	23%	38%
Gr. 8 Reading	60%	18%	22%
<b>K Math</b>	<b>91%</b>	<b>9%</b>	<b>0%</b>
<b>Gr. 1 Math</b>	<b>94%</b>	<b>6%</b>	<b>0%</b>
<b>Gr. 2 Math</b>	<b>88%</b>	<b>12%</b>	<b>0%</b>
<b>Gr. 3 Math</b>	<b>86%</b>	<b>13%</b>	<b>1%</b>
<b>Gr. 4 Math</b>	<b>88%</b>	<b>11%</b>	<b>1%</b>
<b>Gr. 5 Math</b>	<b>80%</b>	<b>18%</b>	<b>3%</b>
<b>Gr. 6 Math</b>	<b>80%</b>	<b>12%</b>	<b>7%</b>
<b>Gr. 7 Math</b>	<b>39%</b>	<b>26%</b>	<b>34%</b>
<b>Gr. 8 Math</b>	<b>54%</b>	<b>23%</b>	<b>23%</b>

### **Attendance Data**

<b>St. Charles Attendance Rate</b>					
2014	2015	2016	2017	2018	2019
96.8%	95.9%	96.0%	96.3%	96.4%	96.5%

**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, and two yearly musicals.

Students at St. Charles receive a wide variety of enrichment experiences. For the 2019-2020 school year, some of these experiences included National Junior Honor Society, 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, the Northeast Indiana Regional Science Fair, and the Indiana Hoosier State Science Fair, Vex Robotics League, 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, authors J. Scott Savage, Lola Shaefer and Ben Hatke, and participation in the St. Charles School Plant and Flower Show and the Fort Wayne Plant Show (grades one through six), Special Persons 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, BizTown, 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 the 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.

**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.

Additionally, in the fall of 2017, our St. Charles Borromeo School, as part of the Diocesan Systems Accreditation Process, received a local, one-day, Diocesan Internal Review to assess our School Improvement Plan progress. We were the second school in the Diocese to undergo this review format, and the review team affirmed the direction and progress of our goals, systems, and programs.

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. School 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.

The Diocesan Internal Review Team (DIRT) along with review of data and progress, they met with representative groups of our stakeholders (see # 1-8 above), who were invited in for interviews throughout the day. Again, this was an affirming process. We were compelled to thoroughly review our goals and make any needed adjustments moving forward.

**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.

After our fall of 2017 Diocesan Internal Review, we communicated DIRT successes and recommendations through face-to-face meetings (Faculty, School Board, Students, Parish Staff) and communicated at large through our school website and weekly newsletter.

St. Charles Borromeo Catholic School administered two AdvancEd surveys to our students, staff, and parents over the course of the 2014-2015 school year. We administered the *Catholic Identity Defining Characteristics Survey* and the *AdvancEd Survey for Schools*. We attempted to reach as many parents, students, and staff members as possible.

The window to take the *Catholic Identity Defining Characteristics Survey* was open from Wednesday, October 22, 2014, to Wednesday, November 5, 2014. Parents were informed of the survey in a letter sent home as well as the school newsletter that is sent home every Friday and posted to our school website. Parents had the opportunity to take this survey while they were in the school building for Parent-Teacher Conferences, and they were sent the link to the survey in a text message and an email message via SchoolReach. The link was also posted on the school website. Students in grades 6-8 took the survey during school hours through their iPads and students in grade 5 took turns in the computer lab completing the survey. Staff members were informed of the survey at a faculty meeting and in the weekly Faculty-Staff News. Staff members were also sent the survey as a text message and email message via SchoolReach.

The second survey administered was the *AdvancEd Survey for Schools* which was also intended for parents, staff, and students. This survey window was open from March 6th through the 26th, 2015. The survey explanation and link was posted in the staff and parent newsletters and posted on the school website. It was also sent as a text message and an email message via SchoolReach twice during the open survey window. Students in grades 6-8 were asked to take the survey on their iPad during time in school. Students in k-5 completed the survey using the school's computer lab during their computer time during the week of March 16.

Additionally, in the fall of 2017, our St. Charles Borromeo School, as part of the Diocesan Systems Accreditation Process, received a local, one-day, Diocesan Internal Review to assess our School Improvement Plan progress. We were the second school in the Diocese to undergo this review format, and the review team affirmed the direction and progress of our goals, systems, and programs.

The Diocesan Internal Review Team (DIRT) along with review of data and progress, they met with representative groups of our stakeholders (see # 1-8 above), who were invited in for interviews throughout the day. Again, this was an affirming process. We were compelled to thoroughly review our goals and make any needed adjustments moving forward.

After our fall of 2017 Diocesan Internal Review, we communicated DIRT successes and recommendations through face-to-face meetings (Faculty, School Board, Students, Parish Staff) and communicated at large through our school website and weekly newsletter.

We anticipate that a new survey will be sent out by all Diocesan Schools in the late fall of 2019 as AdvancEd is currently moving to a new systems software, which will provide new survey questions and formats. At this time, training for the new software system from AdvancEd is still in the incubation stage.

Below are the number of respondents and the percent of the stakeholder group that completed the survey. To ensure all groups had adequate time to respond, surveys were open for a two week time period and were sent a reminder to complete the survey a couple days before the window closed.

**Catholic Identity Defining Characteristics Surveys**

<b>Stakeholder Group</b>	<b>Number of Responses</b>	<b>Percent of Stakeholders</b>
Parent	342	43%
Staff	67	88%
Student	338	97%

**AdvancEd Surveys**

<b>Stakeholder Group</b>	<b>Number of Responses</b>	<b>Percent of Stakeholders</b>
Parent	280	35%
Staff	56	74%
K-2 Students	235	98%
3-5 Students	263	97%
6-8 Students	244	93%

The tables below summarize the data that was collected after the surveys closed. This data was shared with and analyzed by administration and the SIP Team.

**Catholic Identity Defining Characteristics Survey Response Averages Breakdown (numbers represent scores of 17 categories/questions)**

<b>Survey</b>	<b>Average</b>	<b>Above 4.3</b>	<b>Between 3.2-4.3</b>	<b>Below 3.2</b>
Parent	4.47	16	1	0
Staff	4.49	14	3	0
Student	4.5	15	2	0
All	4.49	45	6	0

**AdvancEd Survey Averages by Standard**

<b>Survey</b>	<b>Ave.</b>	<b>Purpose and Direction Ave.</b>	<b>Gov. and Leadership Ave.</b>	<b>Teaching and Assessing for Learning Ave.</b>	<b>Resources and Support Systems Ave.</b>	<b>Using Results for Continuous Improvement Ave.</b>
Parent	4.12	4.13	4.13	4.04	4.23	4.11
Staff	4.06	4.18	4.19	3.85	3.98	3.95
K-2 Students	4.55	N/A	N/A	N/A	N/A	N/A
3-5 Students	4.62	4.90	4.53	4.60	4.82	4.30
6-8 Students	3.79	3.92	3.82	3.79	3.76	3.68
Overall	4.23	4.28	4.17	4.07	4.20	4.01

**AdvancEd Survey Response Averages Breakdown - Numbers representative of total categories/questions**  
**For example: Thirty-five total questions were posed to parents, 53 total questions posed to staff, etc.**

<b>Survey</b>	<b>Above 4.3</b>	<b>Between 3.2-4.3</b>	<b>Below 3.2</b>
Parent	7	28	0
Staff	12	41	0
K-2 Students	11	3	0
3-5 Students	17	3	0
6-8 Students	0	32	0
All	45	107	0

Areas of notable achievement and areas in need of improvement were identified and shared with faculty members at the April faculty meeting and with the school board at their April meeting as well.

### **Areas of 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. Currently, all students in grades 1-8 have 1:1 device access daily.

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 - IREAD-3, ISTEP+, and Algebra I ECA testing. We have been designated an "A" school by the Indiana Department of Education 8 of the last 11 years, and we have been rated a "Four Star School" for the past three years.

### **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 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. *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 shown 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.

**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 instruction 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 six 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 six 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.

## ISTEP Data Document 2018

Percent Passing							Test change			
	2010	2011	2012	2013	2014	2015	2016	2017	2018	
All GRADES ELA & Math	86.4	89.5	90.8	90.9	90.1	62.3	66.7	68	66.5	
All Grades ELA	92.6	94.9	95.3	93.6	93.2	84.1	83	85.5	84.3	
All Grades Math	90.1	92	93.2	94.9	93.8	66.1	71.3	72.3	70.4	
Gr. 3 ELA & Math	88.5	83.5	92	92.8	92.3	71.7	82.7	73.3	83.8	
Gr. 3 ELA	96.2	90.1	98.7	95.2	94.5	92.4	87.7	90.7	87.8	
Gr. 3 Math	88.5	87.9	93.3	94	94.5	72.8	86.4	78.7	89.2	
Gr. 4 ELA & Math	90.1	88.5	89.3	97.3	96.5	70.3	73.1	83.1	68	
Gr. 4 ELA	95.8	98.7	97.6	100	97.6	85.9	86	86.1	77.3	
Gr. 4 Math	93	88.5	90.5	97.3	97.7	73.6	78.5	88.7	78.7	
Gr. 5 ELA & Math	85.7	95.9	94.9	88.8	92.6	76.7	63	79.3	79.2	
Gr. 5 ELA	90	98.7	96.2	90	95.1	88.4	76.1	86.6	85.7	
Gr. 5 Math	92.9	97.3	98.7	94.4	96.3	82.8	69.9	87.8	83.1	
Gr. 6 ELA & Math	86.4	89.5	90.8	90.9	90.1	62.3	76.4	58.8	62.7	
Gr. 6 ELA	92.6	94.9	95.3	93.6	93.2	84.1	86.5	78.8	85.5	
Gr. 6 Math	90.1	92	93.2	94.9	93.8	66.1	82	61.2	65.1	
Gr. 7 ELA & Math	87.5	94.1	81.9	94.7	84.3	50	55.2	62.7	50.6	
Gr. 7 ELA	93.2	97.6	87.5	97.5	89.2	75	83.9	91.6	75.9	
Gr. 7 Math	89.8	95.4	86.5	94.9	90.4	54.3	58.6	63.9	52.9	
Gr. 8 ELA & Math	80.2	89.8	91.8	87.8	90.5	50.6	51.6	53.2	58	
Gr. 8 ELA	86.8	93.2	96.5	93.3	95.2	88.9	78.5	79.7	93.8	
Gr. 8 Math	85.7	94.3	93.1	92.1	91.8	51.9	53.8	56.3	58	

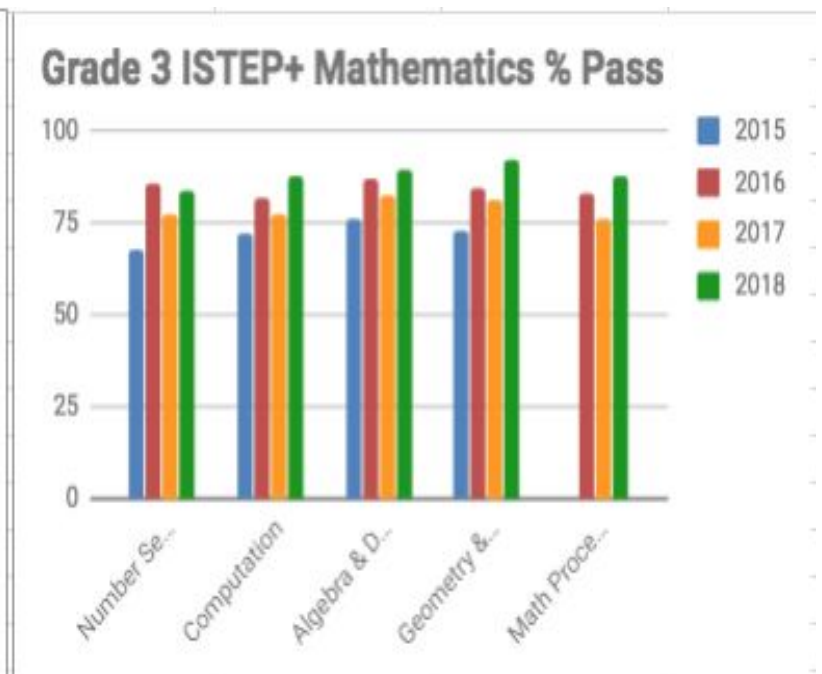
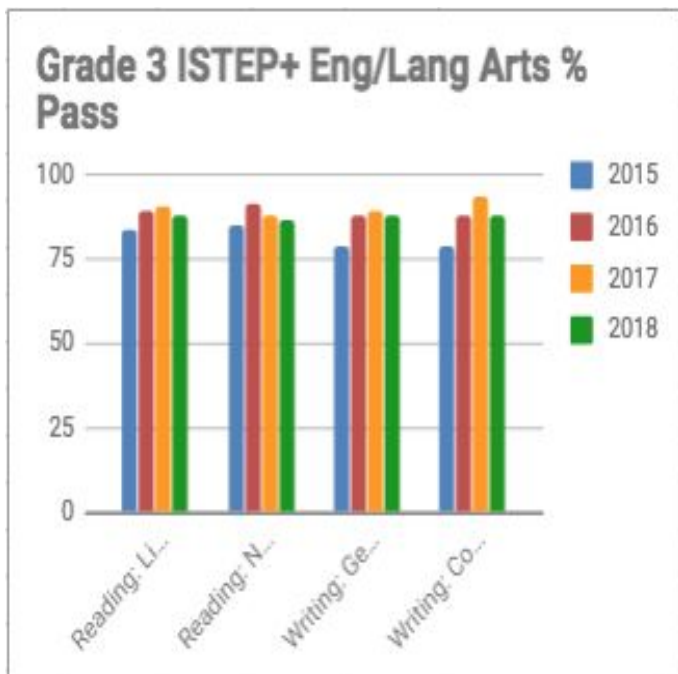
St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics				
Spring 2015, 2016, 2017, 2018				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 3 ELA & Math	71.7	71.3	73.3	83.3
Gr. 3 ELA	92.4	82.7	90.7	87.8
Gr. 3 Math	72.8	87.7	78.7	89.2
<b>Grade 3 - All</b>	<b>English/Language Arts</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature	84	89.02	90.67	87.84
Reading: Nonfiction	85	91.46	88	86.49
Writing: Genres, Writing, & Research Process	79	87.8	89.33	87.84
Writing: Conventions of Standard English	79	87.8	93.33	87.84
<b>Grade 3 - All</b>	<b>Mathematics</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense	68	85.37	77.33	83.78
Computation	72	81.71	77.33	87.84
Algebra & Data Analysis	76	86.59	82.67	89.19
Geometry & Measurement	73	84.15	81.33	91.89
Math Process Standards		82.93	76	87.84
St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics				
Science Spring 2015, 2016, 2017, 2018				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 4 ELA & Math	70.3	73.1	83.1	68
Gr. 4 ELA	85.9	86	86.1	77.3
Gr. 4 Math	73.6	78.5	88.7	78.7
<b>Grade 4 - All</b>	<b>English/Language Arts</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature	84	86.02	85.92	74.67
Reading: Nonfiction	85	82.8	87.32	78.67
Writing: Genres, Writing, & Research Process	79	82.8	85.92	78.67
Writing: Conventions of Standard English	79	83.87	84.51	77.33

<b>Grade 4 - All</b>	<b>Mathematics</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense	76	81.72	90.28	80
Computation	72	75.27	81.94	76
Algebra & Data Analysis	79	75.27	88.89	77.33
Geometry & Measurement	79	76.34	86.11	78.67
Math Process Standards		80.65	76.39	77.33
<b>Grade 4 - All</b>	<b>Science</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Physical Science	89	86.02	87.5	81.33
Earth Science	89	86.02	90.28	81.33
Life Science	87	87.1	84.72	81.33
Sci. Eng. & Tech	89	83.87	88.89	82.67
The Nature of Science	88	87.1	88.89	84
The Design Process	86	84.95	87.5	78.67
St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics Social Studies Spring 2015, 2016, 2017, 2018				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 5 ELA & Math	76.7	63	79.3	79.2
Gr. 5 ELA	88.4	76.1	86.6	85.7
Gr. 5 Math	82.8	69.9	87.8	83.1
<b>Grade 5</b>	<b>English/Language Arts</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature	86	75.53	81.71	84.42
Reading: Nonfiction	86	76.6	81.71	88.31
Writing: Genres, Writing, & Research Process	91	78.82	85.37	85.71
Writing: Conventions of Standard English	92	79.79	84.15	85.71
<b>Grade 5</b>	<b>Mathematics</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense	77	70.21	76.83	79.22
Computation	84	72.34	89.02	85.71
Algebra & Data Analysis	79	65.96	81.71	85.71
Geometry & Measurement	77	71.28	85.37	75.32
Math Process Standards		72.34	89.02	76.62

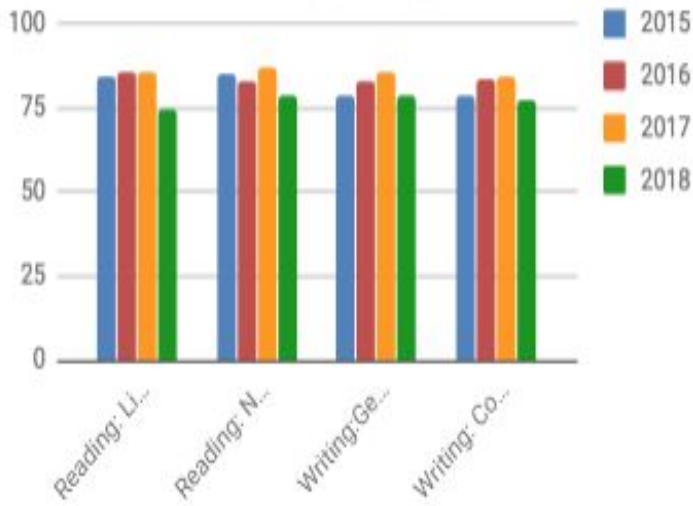
<b>Grade 5</b>	<b>Social Studies</b>				
	Percent Mastery				
		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
History			81.91	81.71	77.92
Civics & Government			79.79	79.27	72.73
Geography			82.98	80.49	77.92
Economics			84.04	85.37	75.32
St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics Science 2015, 2016, 2017, 2018					
		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 6 ELA & Math		62.3	76.4	58.8	62.7
Gr. 6 ELA		84.1	86.5	78.8	85.5
Gr. 6 Math		66.1	82	61.2	65.1
<b>Grade 6</b>	<b>English/Language Arts</b>				
	Percent Mastery				
		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature		74	87.64	78.82	83.13
Reading: Nonfiction		76	85.39	77.65	79.52
Writing: Genres, Writing, & Research Process		76	86.52	80	86.75
Writing: Conventions of Standard English		74	88.76	81.18	84.34
<b>Grade 6</b>	<b>Mathematics</b>				
	Percent Mastery				
		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense		61	79.78	57.65	65.06
Computation		60	80.9	61.18	66.27
Algebra & Data Analysis		57	83.15	60	66.27
Geometry & Measurement		60	82.02	58.82	68.67
Math Process Standards			83.15	62.35	67.47
<b>Grade 6</b>	<b>Science</b>				
	Percent Mastery				
		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Physical Science		64	86.52	71.76	66.27
Earth Science		71	88.76	75.29	72.29
Life Science		63	86.52	74.12	73.49
Sci. Eng. & Tech		68	86.52	74.12	67.47
The Nature of Science		70	86.52	77.65	71.08
The Design Process		68	87.64	0	72.29

St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics				
Social Studies Spring 2015, 2016, 2017, 2018				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 7 ELA & Math	50	55.2	62.7	50.6
Gr. 7 ELA	75	83.9	91.6	75.9
Gr. 7 Math	54.3	58.6	63.9	52.9
<b>Grade 7</b>	<b>English/Language Arts</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature	73	82.76	90.12	75.86
Reading: Nonfiction	80	82.76	91.36	72.41
Writing: Genres, Writing, & Research Process	76	82.76	91.36	74.71
Writing: Conventions of Standard English	76	82.76	91.36	75.86
<b>Grade 7</b>	<b>Mathematics</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense	54	54.02	62.96	50.57
Computation	51	56.32	67.9	55.17
Algebra & Data Analysis	49	57.47	60.49	52.87
Geometry & Measurement	46	58.62	61.73	51.72
Math Process Standards		56.32	62.96	54.02
<b>Grade 7</b>	<b>Social Studies</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
History		78.16	86.42	73.56
Civics & Government		77.01	83.95	72.41
Geography		77.01	86.42	77.01
Economics		78.16	79.01	74.71
St. Charles Borromeo School A145 ISTEP+ English Language/Arts - Mathematics				
Spring 2015, 2016, 2017, 2018				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Gr. 8 ELA & Math	50.6	51.6	62.7	58
Gr. 8 ELA	88.9	78.5	91.6	93.8
Gr. 8 Math	51.9	53.8	63.9	58
<b>Grade 8</b>	<b>English/Language Arts</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading: Literature	89	79.57	79.75	93.83

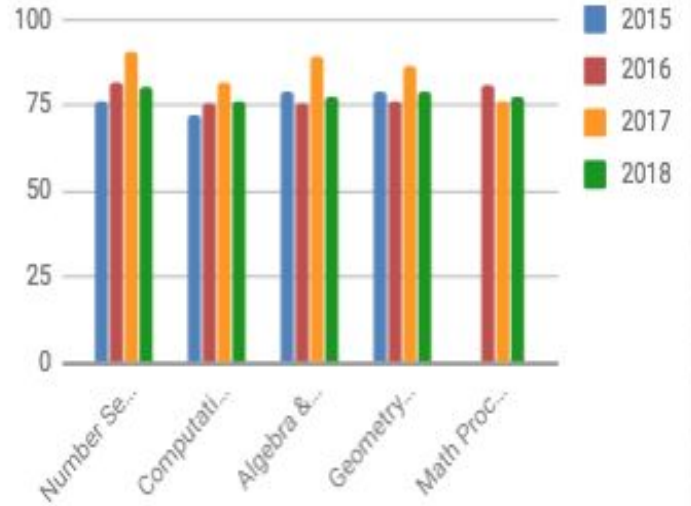
Reading: Nonfiction	89	78.49	81.01	93.83
Writing: Genres, Writing, & Research Process	89	80.65	82.28	93.83
Writing: Conventions of Standard English	89	80.65	79.75	95.06
<b>Grade 8</b>	<b>Mathematics</b>			
	Percent Mastery			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number Sense	59	50.54	54.43	60.49
Computation	58	58.06	58.23	66.67
Algebra & Data Analysis	38	52.69	45.57	51.85
Geometry & Measurement	59	52.69	55.7	58.02
Math Process Standards		53.76	44.3	54.32



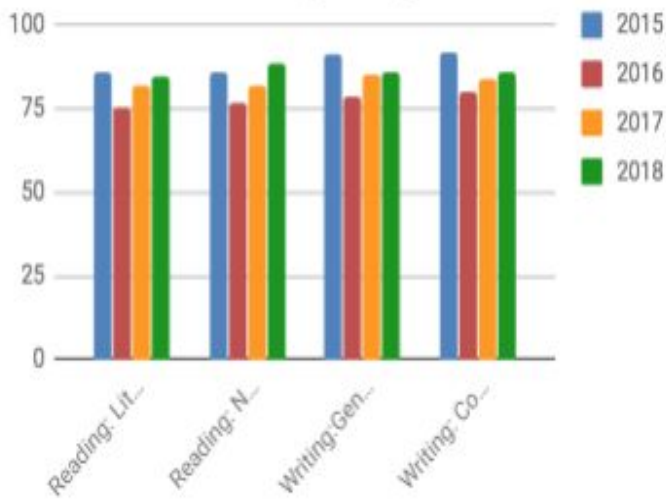
**Grade 4 ISTEP+ Eng/Lang Arts % Pass**



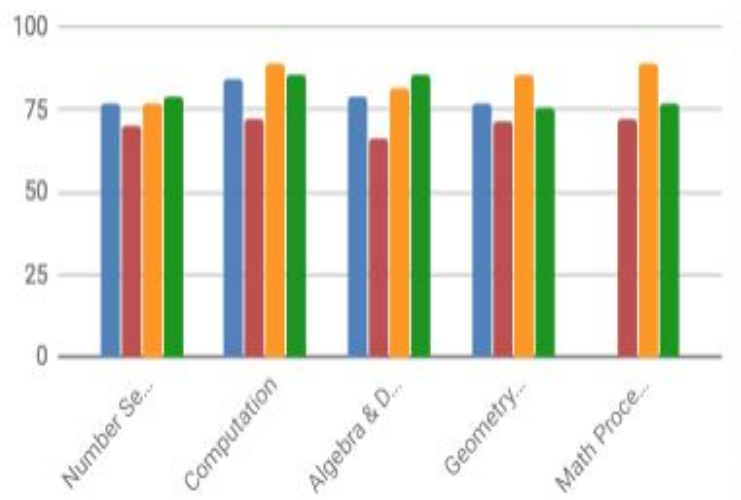
**Grade 4 ISTEP+ Mathematics % Pass**



**Grade 5 ISTEP+ Eng/Lang Arts % Pass**

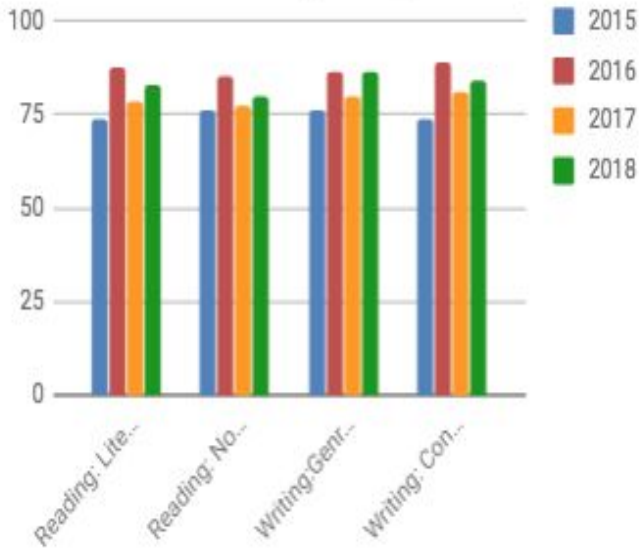


**Grade 5 ISTEP+ Mathematics % Pass**

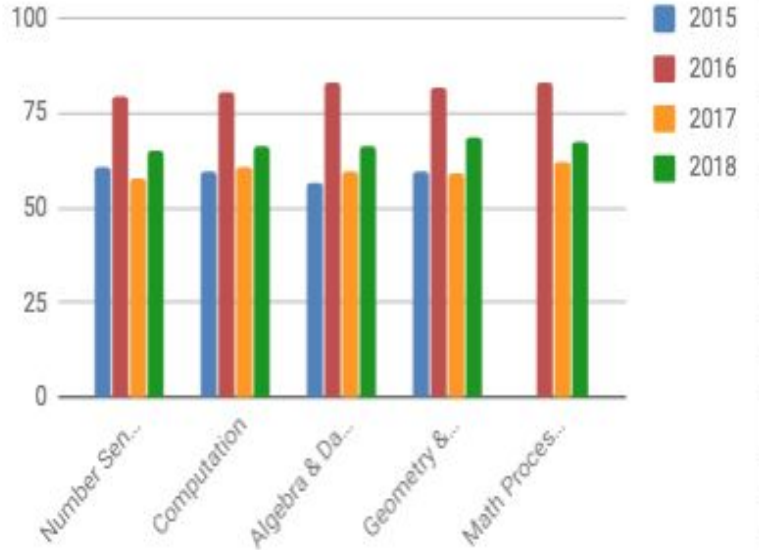




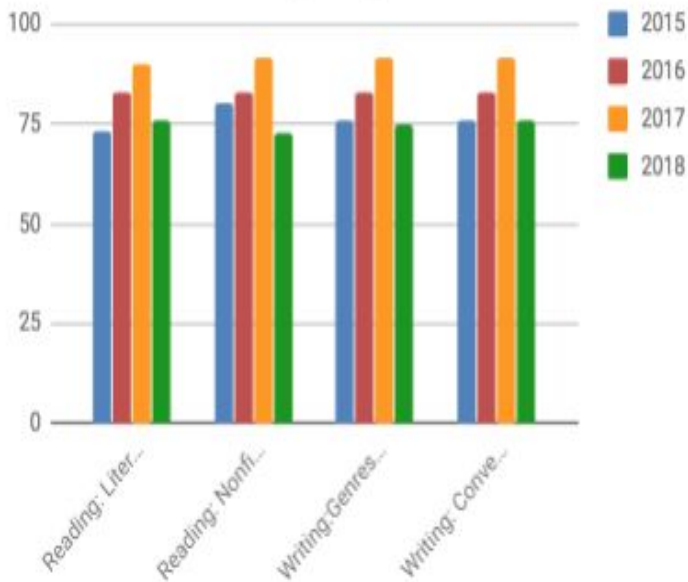
### Grade 6 ISTEP+ Eng/Lang Arts % Pass



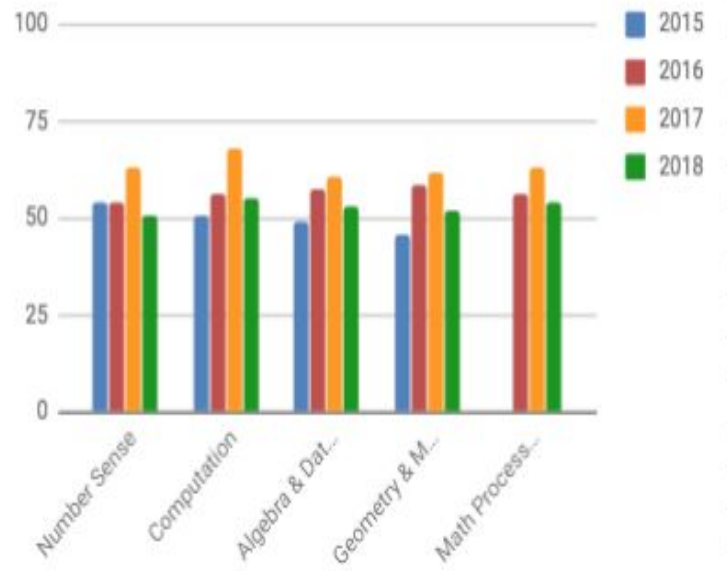
### Grade 6 ISTEP+ Mathematics % Pass

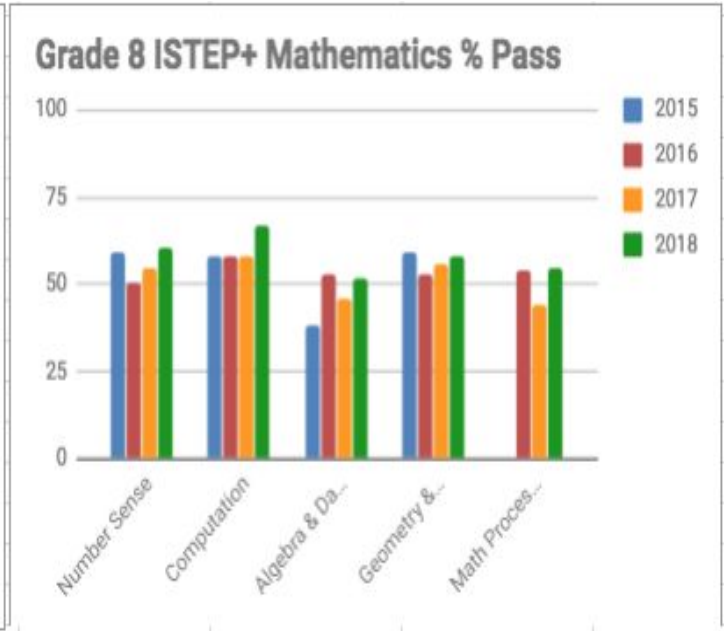
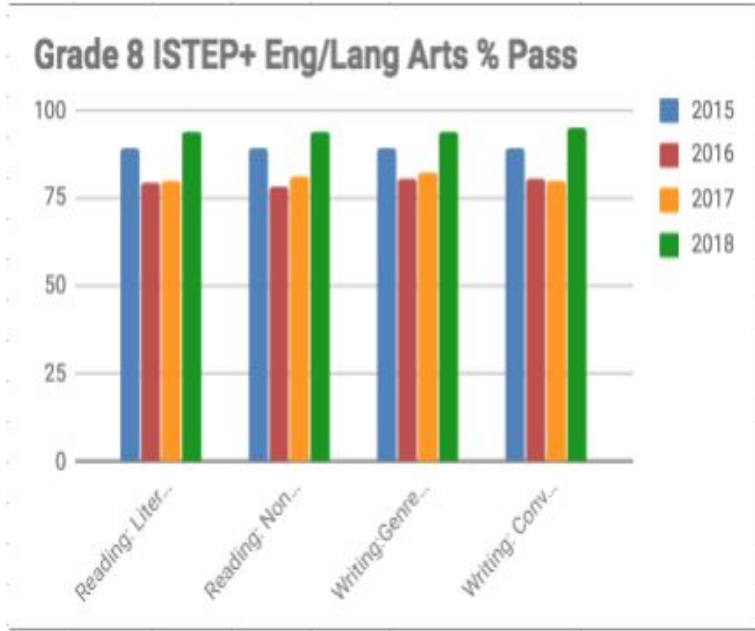


### Grade 7 ISTEP+ Eng/Lang Arts % Pass



### Grade 7 ISTEP+ Mathematics % Pass





## 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 06/03/2021 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	04/11/2020	06/02/2021	\$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

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	09/15/2019	06/02/2020	\$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	06/03/2021	\$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.	Extra Curricular,  Academic  Support  Program,  Technology, Parent Involvement, Community Engagement	08/12/2015	06/03/2021	\$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 and maintaining Google data folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in creating and maintaining individual data folders. The contents of the folder will travel with the student from year to year. Beginning in first 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

Activity - Data Warehouse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the provided template, teachers will create and update a virtual data wall three times a year to coincide with NWEA results.	Technology, Professional Learning	05/20/2016	06/03/2021	\$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 06/03/2021 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

Activity - Teachers assist in creating data folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 kindergarten, 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

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	Technology, Professional Learning	05/20/16	06/03/20	\$0	No Funding Required	Principal, Asst. Principal, Technology Coordinator Classroom Teachers

**Strategy 2:**

Teacher Growth MindSet - 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 [Status: Complete. Adopted Ready Math program K-8 in May of 2018. Implemented in 8/2018.]

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	06/03/2019	\$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 at least one monthly collaboration meeting to review student data as a team.	Academic Support Program, Professional Learning	08/01/2016	06/02/2021	\$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 06/03/2019 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.

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	06/03/2021	\$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	06/03/2021	\$2000	General Fund	Principal, Asst. Principals,  Core Math Team, Classroom Teachers

## Activity Summary by Funding Source

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>	