



St. John the Baptist Catholic School School Improvement Plan

2018-2019

St. John the Baptist Catholic School – A150
4500 Fairfield Ave
Fort Wayne, IN 46807

St. John the Baptist Catholic School - A150
Executive Summary

Mission

Mission Statement:

Saint John the Baptist Catholic School will provide a solid Catholic education that prepares students to lead holy and honorable lives for Christ, to become faithful leaders in the community, and thus attain eternal happiness with God.

Goals

- To develop a strong sense religion, family, and community – both Church and civil – and the tools needed to build leadership in all of these areas.
- To involve parents, teachers, and students in academics, athletics, and social development with a strong sense of Catholic values.
- To stress all aspects of a child's development – spiritual, intellectual, physical, emotional, moral, and social – while preparing for future educational accomplishments; and
- To create a positive, respectful, and caring atmosphere for all students, teachers, parents and all members of our faith community.

School Narrative

St. John the Baptist School is a unique neighborhood school located on the south side of downtown Fort Wayne, IN in the 46807-zip code. The school was founded in 1930 during the great depression by Fr. Joachim Ryder with a mission to bring families together to start a parish. The families of St. John the Baptist mainly live in the surrounding neighborhoods giving this close to downtown school, the feel of a neighborhood school. Many students have the ability to walk to school.

The campus of Saint John the Baptist consists of five buildings; our church, our school, the rectory, Providence House (houses the chapel), and a house on Fairfield Avenue. The school uses three of the five buildings, on a regular basis. The buildings sit back to back on two city blocks. The campus is surrounded by Fairfield Avenue on the east, Arlington Avenue on the west, Sherwood Terrace on the south, and Pasadena Avenue on the north. Middle to upper class single-family dwellings comprises the majority of the neighborhood homes which surround the school. Home pricing ranges from \$40,000 on the east side to \$400,000 several blocks west of the school. The neighborhood is mature with strong civic organizations. Two blocks to the east is Harrison Hill Elementary School. Located north on Fairfield Avenue is Fairfield Elementary School. South Side, a public high school is located about 6 blocks northeast. The majority of our students feed into Bishop Luers High School, located to the southeast approximately 3 miles.

Academics:

Guided by our mission statement, St. John the Baptist Catholic School leaders and teachers have worked diligently to ensure that we meet the primary component of that statement: a solid Catholic education. In addition to the essential curriculum elements based on the Indiana academic standards as well as the diocesan standards, we are uniquely able to incorporate Catholic beliefs, teachings, and customs and integrate them into our school day.

Our St. John the Baptist School students are encouraged to seek holiness in their daily work well done. We provide direct instruction from grades K-8 regarding study methods, homework preparation, and curriculum elements. All students are encouraged to do their individual best with teachers accommodating differences according to the law as well as considering classroom data, parental input and student ability. This is a cooperative effort in an area such as Accelerated Reader where input from teachers, parents, librarian and students alike are considered when making individual goals for student reading practice and achievement.

Traditional report cards, parent conferences, and student-led conferences provide families with feedback on student achievement. Additionally, students are publicly recognized for accomplishments in the areas of academic, athletic and behavioral achievement. When an area of struggle--academic, social, emotional or spiritual—is noticed by a teacher, the St. John staff is quick to reach out to families with email or a phone call to seek input and offer opportunities for growth. St. Johns provides support to struggling students through after school tutoring for grades 6-8 or Title One pull out for grades K-5.

Our students read a variety of literature, both secular and spiritual, with a wide variety of fiction and nonfiction texts available in our school library and teachers' classrooms. The lives of the saints are used to explore history and biography.

Accountability scores from the IDOE have remained an A for the last 5 years.

Curriculum Tools:

In 2015/2016, the school incorporated the SuperKids Reading Curriculum for grades K-2 to establish a systematic reading instruction in the primary grades which would build on reading skills from years to year.

In 2016/2017, the school incorporated a new Math series for grades K-6. Teachers reviewed multiple series using a rubric to compare strengths and weaknesses of the possible choices.

In 2017/2018, the school incorporated a new Language Arts curriculum for grades 3-6. The series came highly recommended by diocesan schools and was on the diocesan approved textbook list.

Also, in 2017/2018 *Virtues in Faith* was implemented as our anti-bullying curriculum. An update in 2018/2019 included a Christ centered Bullying redirect program, *Peace be with You*.

Junior High vocabulary writing and grammar program by Sadlier was added to the Language Arts Curriculum.

Professional Development:

In 2015/2016, onsite professional development occurred for the implementation of the new Reading program. Teachers engaged in a PLC to problem solve issues with implementing the program to each grade level simultaneously.

At the end of 2017 and the beginning of 2018, Notre Dame ELL professional development provided an onsite workshop in ELL cultural and instructional methods.

In 2017/2018, Notre Dame ACE professor offered onsite curriculum development in teaching through unit structure as required by the diocesan curriculum.

In the summer after 2017/2018, 8 teachers attended the SDE national conference focusing on differentiated instruction, mathematics, and specific grade level programming. Several primary teachers attended a workshop at the conference focusing on Superkids.

For 2018/2019, the professional development plan will support the School Improvement goals of growth in Reading and Math through professional learning offered by the programming resources already in use. We are researching the use of professional learning opportunities with NWEA (and formative assessments) along with training for our newer mathematics and language arts series. Additionally, opportunities to engage in the new state testing "ILEARN" to achieve student success within the college and career standards in Indiana.

Programming:

St. John the Baptist has increased student support through the hiring of a full-time teacher licensed in special education within the last 5 years. With additional support and the relationship with our local LEA, St. John the Baptist is continuously improving in identification and meeting the needs of ISP students. The program receives additional funding for a part time assistant from federal/state funding when available. Students from every grade level presenting with academic deficiencies are serviced through the resource program either through small group instruction and/or adaptations in the regular classroom.

St. John the Baptist utilizes the resource room and the full-time teacher as a system of support for RTI levels two and three. Students who have demonstrated areas of concern in Language Arts in the younger grades and Reading/Math in Junior High, received additional pullout time to focus on skills in their deficient areas. Grades 7 and 8 have implemented a RTI scheduled time daily allowing not only remediation but targeted instruction for each student at their current level. The purpose of this endeavor is not only to assist struggling students, but to provide opportunities for growth for all. This scheduled time supports the differentiated instruction inside the classrooms.

In the 2016/2017 school year, schedules have been adjusted for movement towards implementation of PLCs. Additionally, Junior High students in small classes are combined for the non-core subjects such as PE to allow an additional class period each day for junior high teachers to support the school in various aspects such as technology, mentoring new teachers, and activities facilitator.

Assessment:

In previous years, St. John the Baptist utilized Aimsweb as formative/summative assessment in both reading and math. An area of concern demonstrated by Aimsweb was high percentages of students scoring below grade level in reading comprehension and fluency in the primary grades. If allowed to continue, this trend would have resulted in lower ISTEP scores in the intermediate grades. In 2015-2016, St. John the Baptist include in its improvement plan goals and objectives to improve instruction in this area by implementing a Superkids Reading as a systematic reading instructional program. Also, PLC meetings were used to analyze results and program implementation. Successfully, St. John the Baptist finished the year with an average of 92% of students falling into Tier 1 within grade level in reading comprehension and fluency in the primary grades. Previous to the 2015-2016 school year, Aimsweb data was not utilized as a means to drive instruction and was not shared with parents.

In 2016-2017 St. Johns replaced Aimsweb with NWEA as a formative assessment to drive instruction as well as a summative assessment to analyze programs through student growth. NWEA is a required assessment by the diocese as a result of recommendations of AdvancEd and our diocesan accreditation. St. John's is in the initial stages of using the data from NWEA as a means to triangulate data with ISTEP and local sources to drive school improvement. Beginning in the 2016-2017 school year, results were shared with parents and students in Junior High participated in goal setting using their NWEA results. Teachers also realized adequate growth of our students as a whole. Teachers began using data increasingly in the 2017/2018 school year and rely on the use of NWEA data to determine student need and placement.

Technology:

A primary focus in meeting our goals is the ability to use technology to improve practice and meet individual student needs when able. St. John the Baptist is striving to improve its technology resources and impact on instruction. The technology committee has been active in raising funds and seeking grants for this endeavor to improve the infrastructure and update technology across the board. In the Fall of 2016, the school benefitted from the installation of an updated computer lab and wireless infrastructure. Improvements in the use of technology will result in increased student engagement and learning. Moving forward, St. John's will focus resources towards technology use in the classroom for teaching and learning. Programs such as Moby Max and ALEKS can be better utilized when each classroom has technology resources for independent students.

Formation/Service:

St. Johns uses the diocesan approved catechesis of our students. All students participate in these daily lessons as well as the events of the liturgical year. Students in grades K-8 attend Mass twice each week. Students have also had the benefit of class adoration/reconciliation (one class each week). When additional pastoral assistance is available to the pastor, classes also experience intimate class Masses on Wednesdays in the Chapel. Our 8th graders lead the student body in a Living Rosary in October and Living Stations early in Lent. The Catholic Faith is infused throughout the day and present in all subject matter. In 2017/2018 the 8th graders presented the first Living Stations to the parish on the first Friday night in Lent.

Service to others is part of the core teachings and expectations at St John the Baptist. Through service, students experience and learn more about the world around them.

As our 8th graders prepare to leave the elementary atmosphere for the larger world and high school, it has been our tradition at St. John the Baptist for them to lead the way in community participation and leadership. The neighborhood surrounding St. John the Baptist is likely to see our students helping the community for example raking leaves. The 8th graders themselves lead a school-wide food collection in the late fall. The 8th graders will lead service projects involving the parish community. Beginning in 2017/2018, the Junior High students engage in a weekly service time where activities include the leading of a school wide service project or writing letters and visiting the elderly at a nearby retirement home.

In our school community, our kindergartners are paired with an 8th grade "buddy" who spends time on a regular basis reading with the younger student. Our 7th and 8th graders are expected to serve as role models for the younger children by sitting with kindergartners and first graders during Mass. Having an older buddy helps both parties, one modeling reverence and one absorbing reverence. The 6th graders are responsible in the building for recycling all the paper throughout the building and learn to politely interact with the teachers at all grade levels. Throughout the building, students of all ages are taught to move calmly and quietly throughout the building so as to not disturb the others who are occupied in class. The emphasis throughout the school is one of respect for all people.

The whole Child:

The programs offered at St. John the Baptist beyond the classroom include Before and After School Care, piano lessons, band, athletics, yearbook, school play, and the various community competitions: plant show, science fair, geography bee, spelling bee. Parents and parishioners are involved in supporting our students' learning outside the classroom by judging for the plant show, volunteering with the school play, and transporting students to special events such as the Nutcracker. The band students are led by the Bishop Luers High School band director who is helping us build our program in the immediate term with the anticipation of strengthening the high school program in the long term. Our desire is for our students to see the connection between being a vibrant Catholic Christian living in the world, interacting with what is good in the world appropriately, and sharing the joy of learning academic and life skills with those in our parish and local community.

Local Data

Enrollment:

Enrollment has experienced slight decline for the past 5 years with approximately 255 students in grades preschool through eighth grades. Expectations for reporting of preschool students to the state was realized in the year 2017-18.

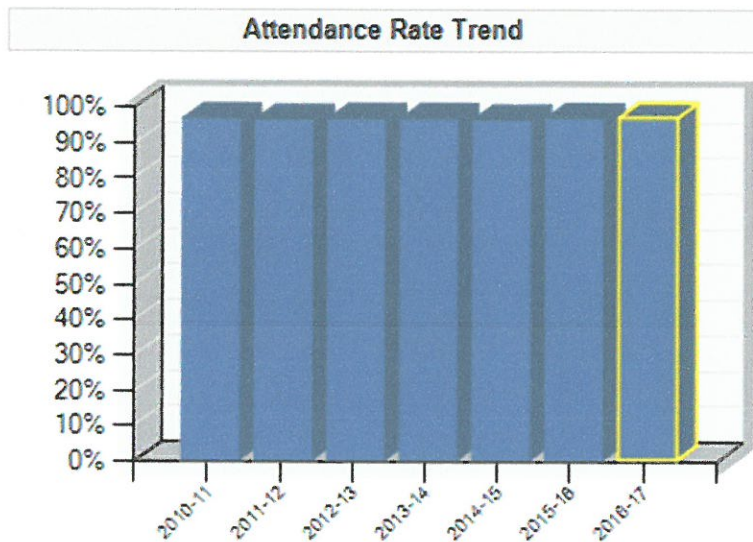
Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Preschool						37
Kindergarten	20	25	26	26	35	20
Grade 1	20	19	24	28	20	36
Grade 2	21	25	16	25	27	21
Grade 3	28	25	31	18	25	24
Grade 4	26	28	21	25	15	23
Grade 5	32	31	24	24	25	15
Grade 6	37	37	31	27	26	26
Grade 7	40	39	35	30	28	27
Grade 8	19	41	33	35	28	28
Total Enrollment	243	270	241	238	229	220/257

With 220 students in grades K through 8, the school currently maintains one class for each grade level with the exceptions of 1st grade and junior high. First grade (2017-2018) is contained in two classrooms with smaller class sizes under 20 students. Grades K and 2 through 6 have enrollments between 15 and 26 students each. The Junior High is departmentalized serving 14-17 students in each of the 4 homerooms. The faculty consists of 13 licensed teachers and 1 licensed special education teacher, and

part time or shared licensed teachers for Art, Music, and library. Several part-time teaching assistants are also employed to work with students in small groups.

St. John the Baptist has a resource program employing one full time resource teacher and a part time assistant when funding through special education is approved by the LEA. The resource teacher works closely with Fort Wayne Community School representatives for academic services.

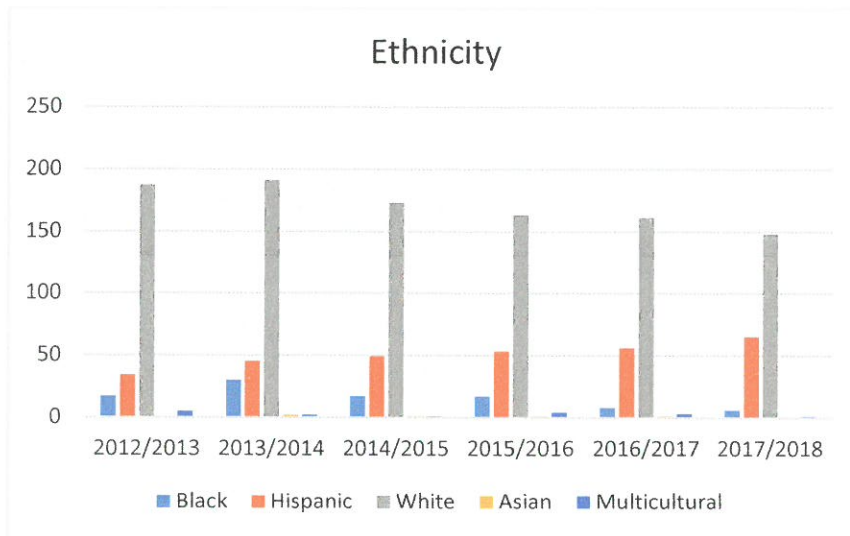
Attendance:



Attendance is not a concern as each year has results of greater than 95% attendance.

Student Body:

While the school's enrollment numbers remain steady, the demographics of the student body is experiencing some changes as represented in the following graphs.



Decrease in white/black students while increase in Hispanic students.

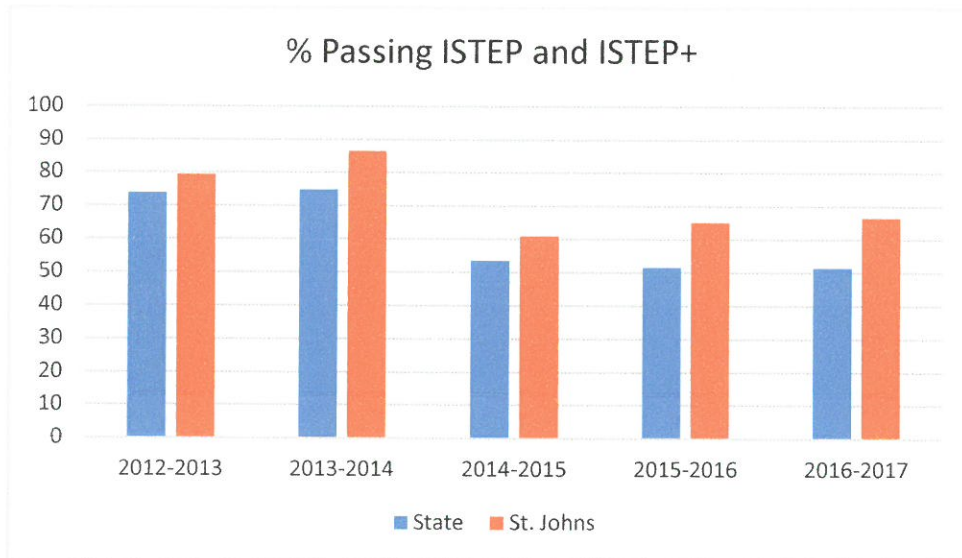
The changing demographics of the student body coupled with consistent standardized test scores, represents the staff's commitment to supporting students academically. St. Johns incorporates these facts into school improvement and professional development initiatives.



Paid lunches decreasing as Free/Reduced increases. Not all families who may qualify take the initiative to apply.

Academics:

ISTEP: Overall



ISTEP+ new standards testing began in 2014-2015.

Strengths

1. St. John's performs 10% points higher than the state.
2. With the more rigorous standards, 2016-2017 gap was the largest.

Areas for Improvement

1. Beginning with the more rigorous standards, overall passing percentages decreased.

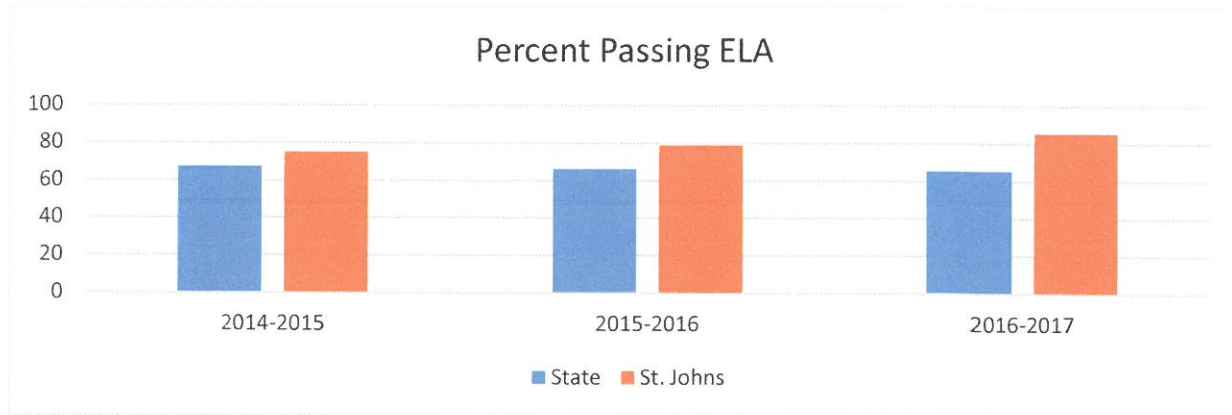
Analysis of data

St. Johns consistently scores higher than the state for the last 5 years. The introduction of the new standards and the ISTEP+ test in 2014-2015 school year demonstrated an increasing gap between St. Johns and the state. Each of the past 3 years, St. John's overall passing scores have increased. However, improvement in overall percentages should be the focus. In the 2018-2019 school year, yet another state assessment will be replaced. ILEARN will replace ISTEP+.

Implications

With the implementation of the new state standards and increased rigor, St. John's will need to review curriculum and teaching methods to ensure that these standards are being covered in the manner intended by the state. Professional development efforts should be aligned with improving teacher/learning outcomes aligned to the standards.

ISTEP: English Language Arts



Strengths

1. St. Johns is increasing the gap each year between the state and school average percent passing.

Areas for Improvement

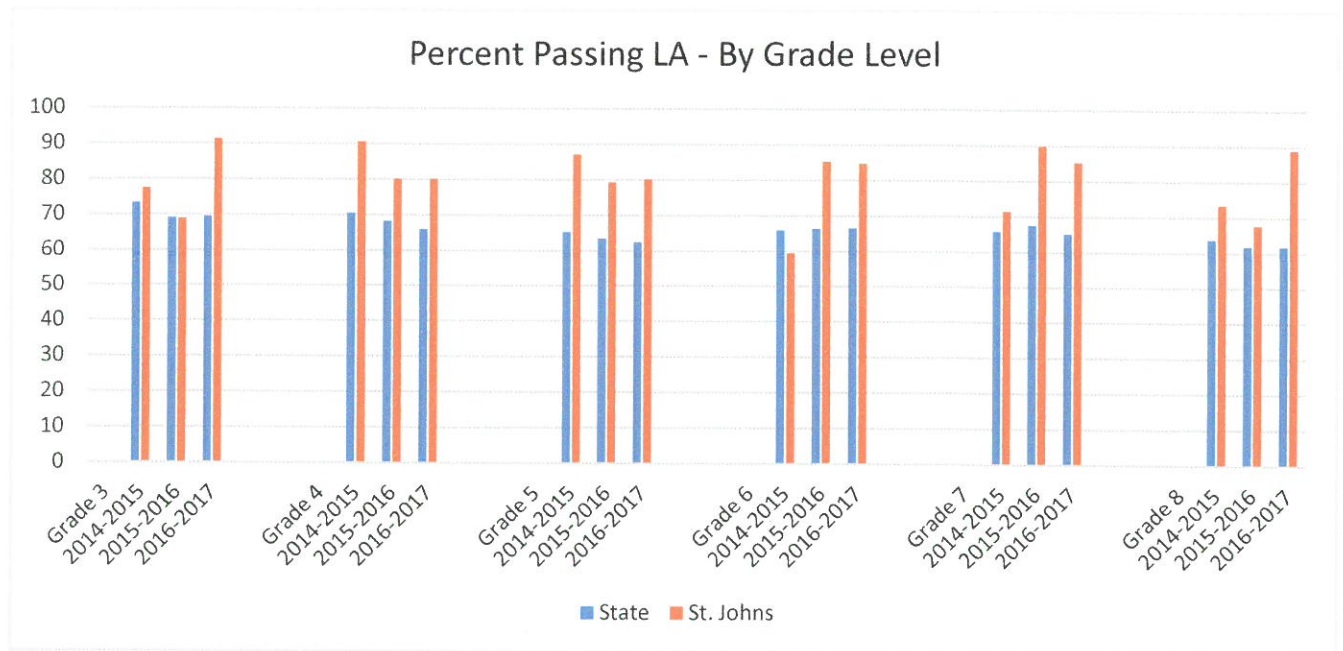
1. There is room for growth in the percentage of students passing the ELA testing.

Analysis of data

Percentages for total passing students for both St. Johns as well as the state demonstrate room for improvement and growth. St. Johns is consistently scoring higher than the state average.

Implications

Curricular decisions in all areas will need to be reviewed as we strive for a higher percentage of students passing the state mandated tests. Professional development focus should be directed to core subjects and how to implement and adjust teaching to accomplish the more rigorous standards adopted by the state.



Strengths

1. On average, ten percent more students in each grade level pass ISTEP+ compared to students in these same grades statewide.
2. Most classes increased in percent passing as students moved through the grades.

Areas for Improvement

1. Higher percentages of students passing the state standardized test.
2. Grade 5 (2015-2016) had a lower percentage of students passing than the class's previous results. Grade 8 (2015-2016) had a lower percent passing than the class's previous results.

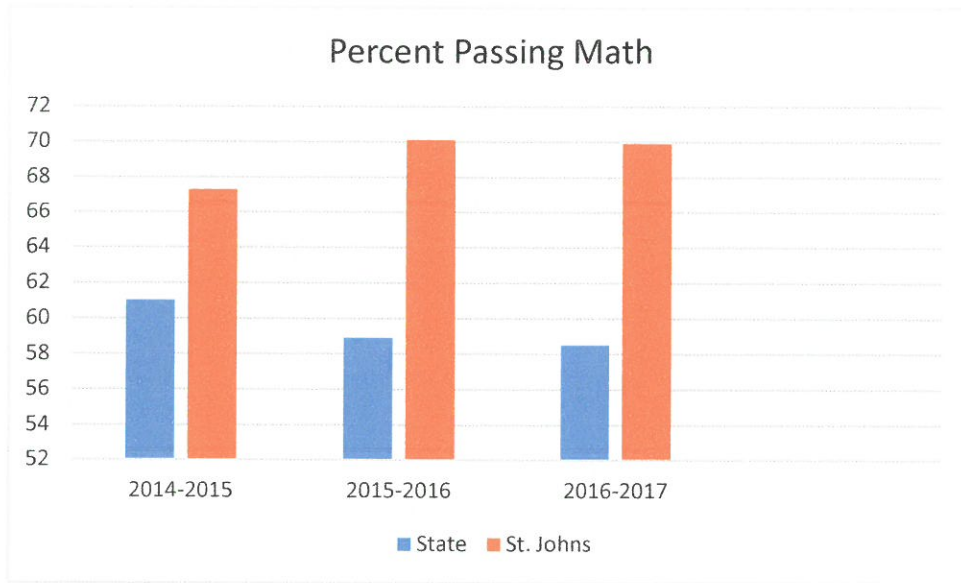
Analysis of data

Continuing the trend of scoring higher than the state average, the students performed consistently when broken down by grade level. Most classes experienced an increase of students passing from year to year. Instances of higher percentages passing occurred as demonstrated by Grade 6 (2014-2015) to Grade 7 (2015-2017). Instances of a decline in percent passing occurred in Grade 5 (2015-2016) and in Grade 8 (2015-2016). The highest score for percent of the grade passing reached 90% with the lowest under 60%.

Implications

Review and analysis of the new standards must continue as the school strives for higher percentages of students passing. Professional development should focus on higher level of achievement of the more rigorous state standards. Grade level and individual student growth will also need to be a focus as the state transitions into measuring growth along with achievement for each student.

ISTEP: Math



Strengths

1. As state scores decline in the percent of students passing, St. John's scores increase in the overall percent of students passing.

Areas for Improvement

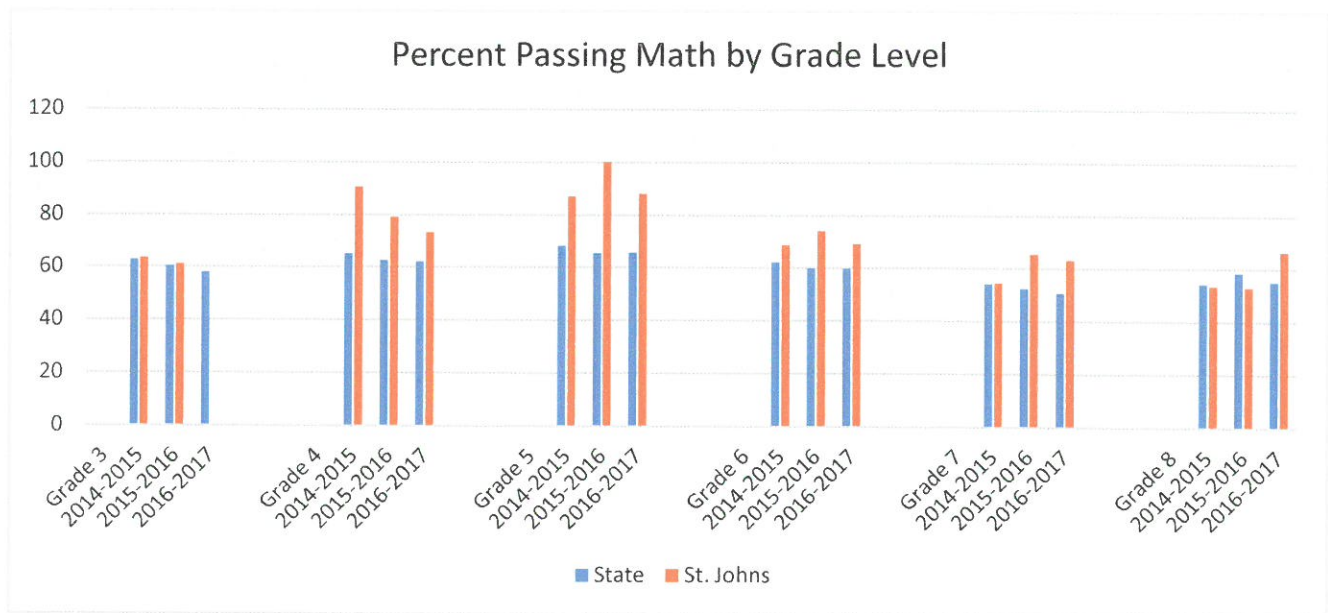
1. Increase the percentage of overall students passing past 70%.

Analysis of data

Percentages for total passing students for both St. Johns as well as the state demonstrate room for improvement and growth. St. Johns is consistently scoring higher than the state average.

Implications

Curricular decisions in mathematics will need to be reviewed as we strive for a higher percentage of students passing the state mandated tests. Professional development focus should be directed towards how to implement and adjust teaching to accomplish the more rigorous standards adopted by the state.



<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1. Grade 5 with approaching desired percentages of students passing. 2. Grades 7 and 8 increasing percentages of students passing each year. 	<p><u>Areas for Improvement</u></p> <ol style="list-style-type: none"> 1. Grade 3 – slight decline for the school. 2. Grade 4 – greater decline for the school than the state. 3. Grades 3, 6, 7, and 8 have lowest percentages of students passing. 4. Significant drop in percent passing from Grade 5 (2015-2016) to Grade 6 (2016-2017)
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Analysis of data

Overall scores in percentage of students passing Mathematics in the 60% range for the last three years. Grades 7 and 8 demonstrate growth in percent passing. There are inconsistent data patterns in each grade level or in following each class of students. Most noticeable is the consistent drop in percent passing in Grade 4 and the trend towards improving outcomes in Grade 7 and 8. Grade 3 has only two data points as the 2016-2017 grade scores are not released by the state.

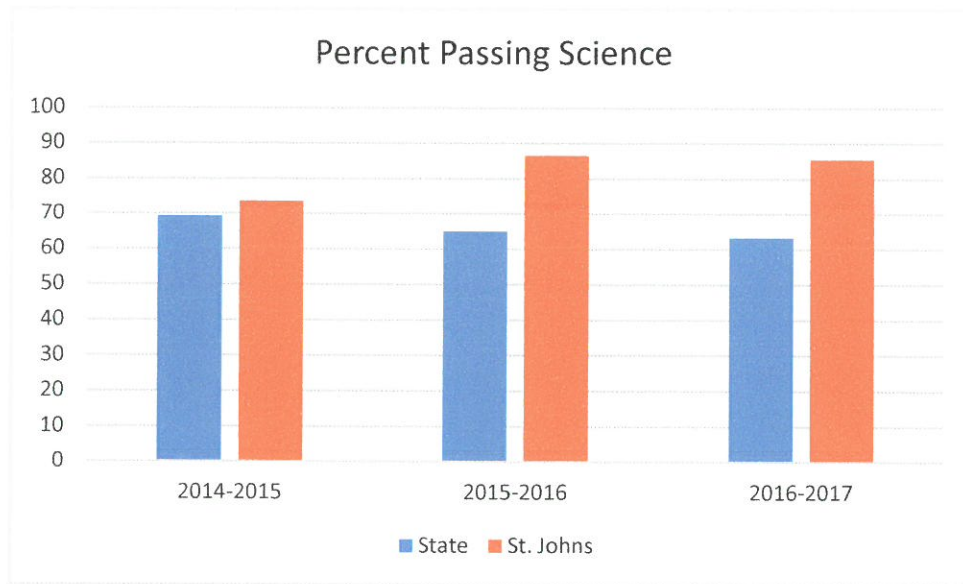
Implications

Overall analysis of each grade level standards will need to be reviewed and compared with teaching materials and strategies. Higher level thinking skills in problem solving and application are a focus on the newer state standards.

Professional development in teaching the more rigorous standards should be a focus of both Title 1 and Title IIA funding.

Unpacking and vertical alignment of the standards in conjunction with reviewing the Diocesan Curriculum should receive priority in teacher meetings.

ISTEP: Science



Strengths

1. As state scores decline in the percent of students passing, St. John's scores increase in the overall percent of students passing.

Areas for Improvement

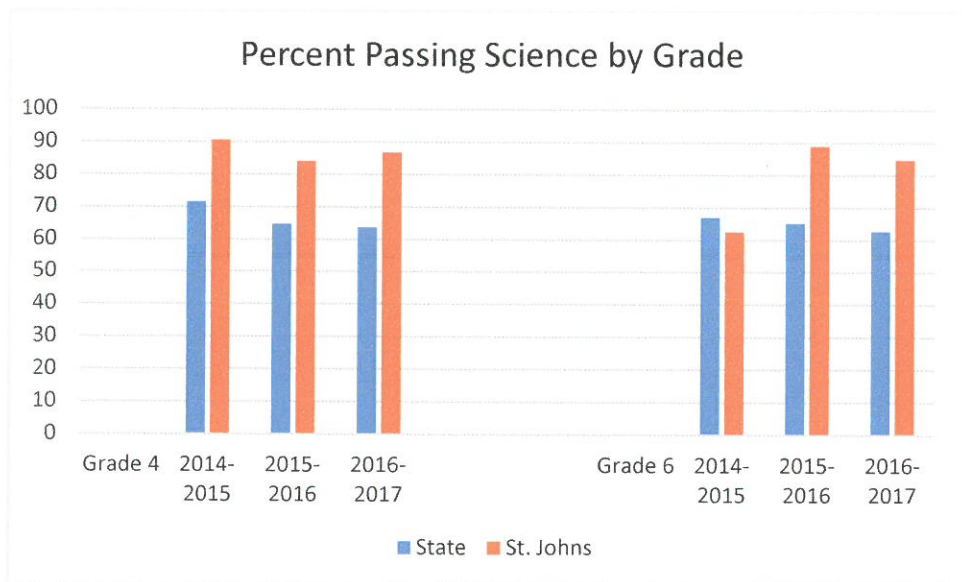
1. Room for growth in increasing the percent of student passing to reach in the 90% range.

Analysis of data

St. John's percentage of students passing increases in each of the years as the state decreases. The school data demonstrates continuous improvement in the past three years.

Implications

Continue the trend of using the STEM science in middle school and analyzing the effect and consideration for more grade levels.



Strengths

1. Grade 4 Science scores remain significantly higher than the state percentages.
2. Grade 6 Science scores demonstrated an increase of over 20 percent more students passing ISTEP+ Science.

Areas for Improvement

1. Scores all below the desired above 90% passing range.

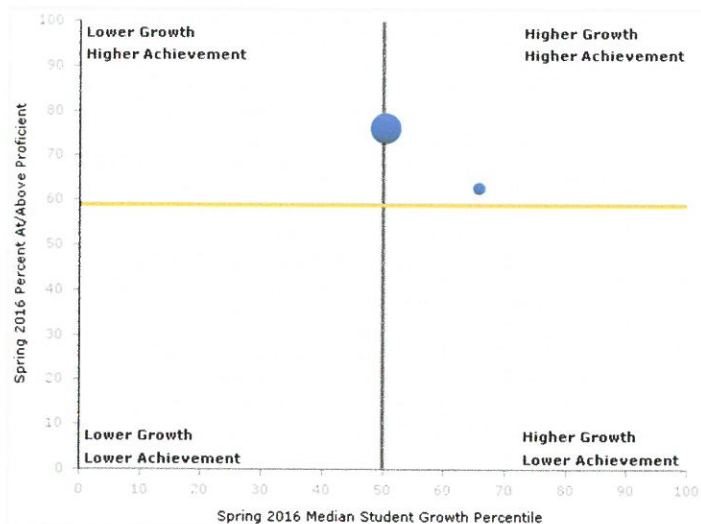
Analysis of data

Grade 4 consistently scores higher than the state percent of students passing. Grade 6 increased from a lower percentage passing in 2014-2015 than the state percentage to a percentage over 20 points higher than the state in 2015-2016.

Implications

Beginning the year 2015-2016, the school employed a middle school science teacher who incorporated STEM science kits into the curriculum. The “hands on” science kits were supplemented with leveled texts (articles) from sources such as *Digital Read Works*. It is important that the school continue the use of this programming curriculum which is at this time realigning also with the Indiana Science Standards.

NWEA- Student Growth



The smaller circle in the chart represents the Hispanic students in our school.

Strengths

1. All students averaged fall into the Higher Achievement.
2. Student average of all students (not Hispanic) fall in the 75%ile average achievement and at 50% growth.
3. Hispanic students experienced nearly 70% growth.

Areas for Improvement

1. Hispanic students fall at the 62%ile in achievement.
2. Non-Hispanic students fell right at the average of 50% growth.

Analysis of data

Student body average falls in the 75%ile (non-Hispanic) and 62%ile (Hispanic) students. This indicates that our Hispanic students on average are behind the school average in achievement. However, when comparing growth, Hispanic students met their growth target at an average of 62% while non-Hispanic students met their targeted growth at an average of 50%.

Implications

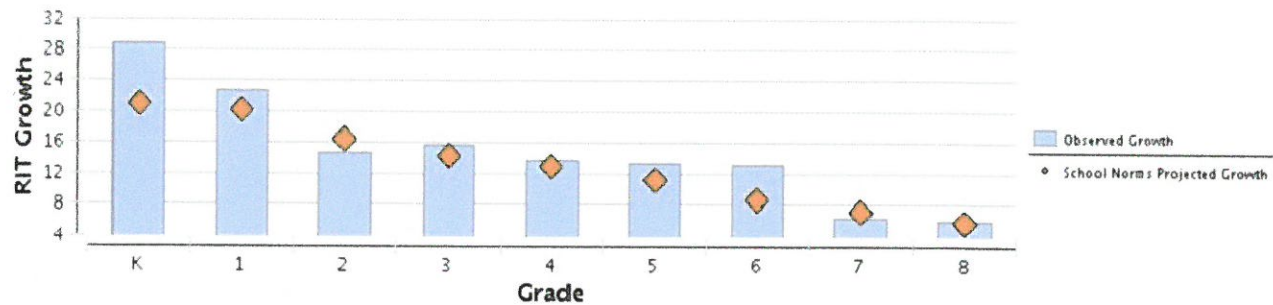
Both groups would benefit from strengthening achievement and growth. However, the growth average in Hispanic group demonstrates that attention to this group with initiatives have proven worthwhile. We will need to review our current pull out of ELL students for targeted instruction and determine qualifying criteria to receive the extra support. Data from NWEA should be used in conjunction with WIDA for possible additional support. Continuing professional development from our in-service with Notre Dame to additional programming may be an opportunity to leverage even higher growth and the narrowing of the achievement gap between the two groups.

Another consideration for non-Hispanic students is the implementation of more differentiated instruction to ensure students meet their growth target. Implementing differentiated instruction through teaching and programs of instruction will result in higher growth percentages.

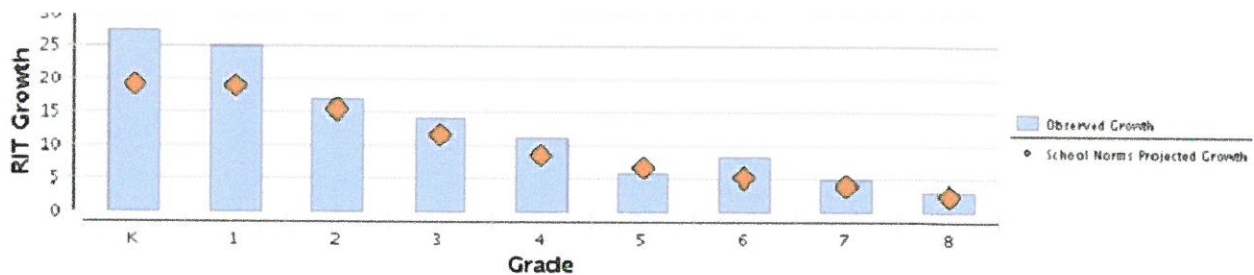
St. John the Baptist will continue to adapt to the needs of our students as presented in multiple data points and information available concerning our student population. Our reputation of high expectations will continue into the future.

NWEA: Growth Results by Grade Level

Mathematics 2017/2018



Reading 2017/2018



Strengths

1. In most instances, results demonstrated student growth met projected growth in both reading and math.

Areas for Improvement

1. Grades 2,4, 7&8 math may need further review after more years of data.
2. Grades 5&8 may need further review after more years of data.

Analysis of data

Most grade levels experienced expected growth of students overall. An area of concern would be 2nd grade math and 5th grade reading as well as 7&8 grade math. In grades 7 &8 math, curriculum gears more towards the study of Algebra in preparation for High School placement which may be affecting student growth in the other areas of the assessment.

Implications

Further study into the curriculum for 7&8 grade math will be necessary moving forward. Program analysis may determine which NWEA assessment should be taken. For example, should NWEA Algebra assessment be used for our 8th grade students. Dialogue has been ongoing with the high school and elementary feeder schools within the diocese.

Additionally, the 2nd grade math and 5th grade reading curriculum/pacing may need further review to ensure that students are meeting growth goals.

NWEA historical report of strand reports within the subject areas.

Growth: Math 2-5 IN 2014

IN Academic Standards Mathematics: 2014

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Computation		Algebraic Thinking		Geometry		Measurement		Data Analysis and Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	3	24	200.5	12.9	201	197.7	12.5	198.3	14.6	203.4	13.4	197.4	13.9	202.9	16.0	202.5	17.8
Winter 2017-2018	3	24	193.7	12.0	195	194.5	17.9	194.5	11.6	197.1	15.4	191.0	11.3	191.8	15.1	192.5	15.3
Fall 2017-2018	3	24	184.8	16.4	186	184.1	19.1	180.4	17.1	184.0	20.3	187.4	18.6	187.9	16.3	185.4	19.2
Spring 2016-2017	3	23	205.8	5.7	204	205.0	10.0	202.0	7.9	207.3	8.4	207.3	8.7	204.1	11.9	208.8	9.2
Fall 2016-2017	3	25	190.7	8.7	190	197.0	11.3	181.9	11.4	190.8	10.5	191.7	10.9	192.0	12.5	190.7	10.9
Spring 2017-2018	4	22	216.4	5.7	216	214.4	8.8	214.6	6.9	216.8	9.9	223.4	7.2	218.2	10.5	210.8	10.3
Winter 2017-2018	4	22	208.2	5.5	208	208.8	9.0	208.9	7.3	211.9	8.4	203.8	12.6	209.2	10.8	207.1	9.2
Fall 2017-2018	4	23	202.4	6.3	203	205.5	9.5	196.0	11.7	205.2	10.0	202.0	9.3	204.4	11.4	203.3	8.4
Spring 2016-2017	4	15	217.9	10.8	218	218.5	10.4	210.7	7.5	214.2	14.9	227.1	14.7	222.1	16.4	214.9	12.8
Fall 2016-2017	4	15	205.3	8.5	206	207.1	10.6	205.6	8.8	205.7	13.9	203.1	11.1	205.4	11.1	204.6	13.8
Spring 2017-2018	5	15	225.9	12.9	225	221.7	10.8	226.2	14.1	223.2	17.0	228.7	12.8	224.4	12.3	231.0	16.9
Winter 2017-2018	5	15	218.1	9.5	218	220.7	10.0	217.7	10.8	216.3	13.5	222.9	10.9	218.3	14.0	212.7	13.2
Fall 2017-2018	5	15	212.6	9.9	215	210.2	12.4	211.4	8.3	212.5	13.0	214.3	14.5	216.5	14.5	208.9	11.6
Spring 2016-2017	5	25	226.4	12.1	223	226.8	11.6	227.6	17.7	220.1	14.2	230.0	13.9	223.3	15.3	230.0	13.6
Fall 2016-2017	5	25	215.8	7.3	216	215.2	9.5	215.4	6.5	216.5	10.6	216.4	12.7	214.2	10.3	217.0	10.8

Growth: Math K-2 IN 2014

IN Academic Standards Mathematics: 2014

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Computation		Algebraic Thinking		Geometry		Measurement and Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	K	20	168.9	10.4	171	170.9	14.7	169.3	12.4	165.3	12.1	170.1	13.2	167.6	12.7
Winter 2017-2018	K	20	149.6	13.6	150	148.7	14.5	147.5	17.1	154.0	17.4	147.1	19.6	148.8	12.3
Fall 2017-2018	K	20	140.1	13.3	137	139.5	11.0	137.9	19.6	140.0	17.2	141.8	14.2	143.8	14.8
Spring 2016-2017	K	36	163.1	11.3	165	166.3	10.5	159.0	17.7	163.5	12.1	165.2	15.5	162.3	11.7
Winter 2016-2017	K	34	154.6	12.4	156	155.7	15.1	156.6	13.7	154.4	13.6	152.6	16.8	153.6	13.5
Spring 2017-2018	1	36	189.5	10.0	187	186.1	12.1	187.2	11.7	187.2	13.8	193.9	15.6	192.8	12.1
Winter 2017-2018	1	36	179.8	9.9	180	179.6	12.5	180.6	13.6	181.8	13.6	176.5	10.2	179.9	11.0
Fall 2017-2018	1	36	166.6	10.7	165	166.7	12.0	165.4	12.7	167.0	12.9	167.1	13.2	167.2	13.6
Spring 2016-2017	1	20	190.1	9.8	190	191.1	10.9	190.0	15.7	187.7	11.9	191.1	12.9	189.4	10.6
Fall 2016-2017	1	20	171.1	9.7	171	171.5	12.5	171.4	14.4	171.2	10.9	169.8	13.0	171.2	9.4
Spring 2017-2018	2	21	204.3	8.7	203	201.8	12.4	203.8	13.4	199.4	11.4	206.2	16.4	209.6	8.3
Winter 2017-2018	2	21	194.0	9.7	193	193.3	11.2	197.9	11.8	195.0	14.8	188.7	11.8	195.5	15.9
Fall 2017-2018	2	21	189.6	11.4	191	191.7	14.7	188.2	13.3	187.4	13.5	189.3	15.9	191.1	13.0
Spring 2016-2017	2	25	197.6	12.8	198	198.1	12.6	198.8	14.6	197.6	13.8	193.5	15.2	200.1	17.4
Fall 2016-2017	2	26	186.9	11.3	187	189.5	16.2	188.4	13.5	184.3	14.9	187.3	12.7	185.0	11.3

Bold and italicized indicate areas of concern.

Analysis of data

Although improvements have been made, computation has been a strand within mathematics that demonstrated a need for improvement and continual monitoring. (K,3,4 – 2015-2016 testing).

Implications

Computation strategies and the implementation of a “math fact” program for grades K-3 is a component of the SIP plan that will remain for another year of monitoring.

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Students will demonstrate typical to high growth in Mathematics.

Objective: 65% of all students will achieve or exceed targeted growth in Mathematics as measured by NWEA testing.

Support Data:
 NWEA Growth Data
 NWEA Strand Data

Standardized Assessment:
 NWEA

Local Assessments:
 Math Fact Fluency Program Assessments
 ALEKS Data – 6-8

Intervention # 1 :
 90% of students in grades K-4 will demonstrate 93% proficiency in math fact fluency as measured by local assessments.

Research/Best Practice Sources:
 NCTM Curriculum Focal Points (2006)
 National Advisory Panel's Core Principles in Math Instruction (2008)

Activities to Implement the Intervention

Person(s) Accountable

Timeline

Beginning

End

Resources

Monitoring Activities

Review and research best practices in math fact fluency.

Math teachers K-4

8/2018

5/2019

Faculty meeting notes.
 PLC notes.

Notes: Teachers sharing programs from PD from SDE (Aug 2018)

Implement fluency program

Math teachers K-4

Asap

5/2020

\$500

School budget
 Observations
 Tracking data

Notes:
 Questioning implementation practices as team driven or individual classroom driven

Review/revisit fluency program

Math teachers K-4

08/2019

05/2020

Faculty meeting notes.
 PLC notes.

Notes:

Revised

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Students will demonstrate typical to high growth in Mathematics.

Objective: 65% of all students will achieve or exceed targeted growth in Mathematics as measured by NWEA testing.

Support Data:

ISTEP
NWEA

Standardized Assessment:

ISTEP
NWEA

Local Assessments:

My Math Assessments
ALEKS Assessments

Intervention # 2 :

Data analysis – Student data from formative and summative assessments will be analyzed to monitor growth and set student and class goals.

Research/Best Practice Sources:

Keuning, T., van Geel, M., Visscher, A., Fox, J., & Society for Research on Educational Effectiveness, (. (2016). The Effects of a Schoolwide Data-Based Decision Making Intervention on Elementary Schools' Student Achievement Growth for Mathematics and Spelling.

Activities to Implement the Intervention

Faculty meeting each semester to analyze NWEA results to create class goal.

Faculty meeting in October to analyze NWEA student results to create student goal setting. Student meetings in Jan and May to review progress towards NWEA goal.

Person(s) Accountable

Principal
Classroom math teachers (K-8)

Principal
Classroom math teachers (6-8)

Timeline

Beginning

End

9/2018

1/2019

9/2018

5/2019

Resources

None

NWEA goal setting form

Monitoring Activities

Revised/Notes

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Students will demonstrate typical to high growth in Mathematics.

Objective: 65% of all students will achieve or exceed targeted growth in Mathematics as measured by NWEA testing.

Support Data:
NWEA Testing

Standardized Assessment:
ISTEP
NWEA

Local Assessments:
My Math Assessments
ALEKS Assessments

Intervention # 3 :

Growth Mindset – teachers and students will implement best practices in focusing on data to drive instruction along with teaching/learning strategies to achieve growth.

Research/Best Practice Sources:

Keuning, T., van Geel, M., Visscher, A., Fox, J., & Society for Research on Educational Effectiveness, (. (2016). The Effects of a Schoolwide Data-Based Decision Making Intervention on Elementary Schools' Student Achievement Growth for Mathematics and Spelling.

<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		Beginning	End		
Teachers will participate in PD to better <u>analyze data</u> . Teachers will review practices 3x/year when analyzing NWEA. Teachers will be trained in the understanding and use of <u>NWEA</u> to guide teacher instruction and student learning.	Principal All Math teachers	9/2018	1/2019	Title IIA NWEA training	Team notes
Teachers will participate in PD in <u>formative assessments</u> to determine student learning.	Principal All Math Teachers	10/2018	7/2019	Title IIA Title 1	
Teachers will participate in <u>textbook PD</u> to utilize the new math resources in order to achieve student growth.	Math Teachers (K-6)	10/2018	7/2019	Title IIA or Title 1 My Math PD	
Teachers will participate in PD to develop best practice techniques in teaching/learning math with the Indiana college/career standards in mind.	All Math Teachers	9/2018	7/2019	Title IIA or Title 1 Region 8 offerings	

Revised/Notes

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Students will demonstrate typical to high growth in Reading.

Objective: 65% of all students will achieve or exceed targeted growth in Reading as measured by NWEA testing.

Support Data:

NWEA Growth Data
NWEA Strand Data

Standardized Assessment:

NWEA

Local Assessments:

Superkids Unit Assessments
Journeys Assessments

Intervention # 1 :

Data Analysis – Teachers will analyze student data from formative and summative assessments to facilitate growth through growth goals.

Research/Best Practice Sources:

Cordray, D. S., Pion, G. M., Brandt, C., Molefe, A., & Society for Research on Educational Effectiveness, (. (2013). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement.

Activities to Implement the Intervention

Faculty meeting each semester to analyze NWEA results to create class goal.

Faculty meeting in October to analyze NWEA student results to create student goal setting. Student meetings in Jan and May to review progress

Person(s) Accountable

Principal
Classroom reading teachers (K-8)

Principal
Classroom reading teachers (6-8)

Timeline

Beginning

End

9/2018

5/2019

9/2018

5/2019

Resources

NWEA
Goal-setting

Monitoring Activities

Faculty Agenda

Notes

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Students will demonstrate typical to high growth in Reading.
Objective: 65% of all students will achieve or exceed targeted growth in Reading as measured by NWEA testing.

Support Data:
 NWEA Growth Data
 NWEA Strand Data

Standardized Assessment:
 NWEA
 ISTEP

Local Assessments:
 Superkids Unit Assessments
 Journeys Assessments

Intervention # 2 :

Growth Mindset – teachers and students will implement best practices in focusing on data to drive instruction along with teaching/learning strategies to achieve growth.

Research/Best Practice Sources:

Cordray, D. S., Pion, G. M., Brandt, C., Molefe, A., & Society for Research on Educational Effectiveness, (. (2013). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement.

<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		<u>Beginning</u>	<u>End</u>		
Teachers will participate in PD to better <u>analyze data</u> . Teachers will review practices 3x/year when analyzing NWEA. Teachers will be trained in the understanding and use of <u>NWEA</u> to guide teacher instruction and student learning.	Principal Reading teachers K-8	9/2018	5/2019	NWEA training thru the CSO Title 1	Team notes
Teachers will participate in PD in <u>formative assessments</u> to determine student learning.	Principal Reading Teachers K-8	10/2018	7/2019	Title 1/IIA Various programs	
Teachers will participate in <u>textbook PD</u> to utilize the new reading resources in order to achieve student growth.	Reading Teachers (K-6)	10/2018	7/2019	Jouneys PD Title 1	PGP Points/teacher notes
Teachers will participate in PD to develop best practice techniques in teaching/learning reading with the Indiana college/career standards in mind.	Principal Reading Teachers (K-8)	10/2018	7/2019	Title1/IIA Region 8 Various programs and PD	PGP Points

Revised/Notes

School Improvement Action Plan/Goal Sheet
St. John the Baptist – A150

Goal: Decrease the achievement gap to benefit minority students.
Objective: 70% of minority students will meet or exceed expected growth in NWEA.

Support Data:
 NWEA Growth Data
 NWEA Strand Data
 WIDA

Standardized Assessment:
 NWEA

Local Assessments:

Intervention # 1 :
 Teachers will utilize best practices to benefit Hispanic and EL learners.

Research/Best Practice Sources:
 Goldenberg, C., & Quach, S. R. (2010). Instructing English Language Learners: Assessing the State of Our Knowledge. *ERS Spectrum*, 28(1), 1-15.

<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		Beginning	End		
Teachers will participate in PD focused on best practices for EL learners.	Principal All teachers	8/2018	7/2019	Title 1/III WIDA	PGP
Teachers will include Language objectives in lesson plans when EL Learners are in class.	All teachers	8/2018	5/2019	Planbook	Lesson Plans
Students scoring with the range for support on WIDA will receive frequent pull out instruction and monitoring.	Principal Resource Teacher	8/2018	5/2019	Title III Resource room notes	Schedule
Students scoring within the range for support on WIDA will have an ILP written and include accommodations on testing.	Principal Resource teacher Classroom teachers	8/2018	5/2019	Files	Student Files

Revised