

**Saint Michael School
B775
School Improvement Plan**

September 2010

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saintmichaelscher.org

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St. Michael Improvement Plan Participants

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(1A) INTRODUCTION

St. Michael School, located in Schererville, Indiana, of the Diocese of Gary is under the direction of the local Ordinary, the Diocesan Superintendent of Schools, and the Pastor of St. Michael School. It is accredited by the State of Indiana and administered by the principal.

St. Michael School is a parochial school supported by tuition, parish subsidy and fundraising by the Home and School Association. There are 336 students in grades preschool through grade eight.

The student population is increasing. Most students enter preschool and remain at St. Michael's until they graduate from eighth grade.

The classroom size range is 18-27 students. Several teachers have special certifications or endorsements in reading. All teachers are highly qualified, teaching in their area of expertise; along with the appropriate state approved license.

The students consistently score higher than 88% of the students in the National Norm Group on standardized achievement tests.

Special services are provided by Westlake Special Education Coop and Catholic Family Services. Speech therapy and educational evaluations are services performed for our students by Westlake Coop.

There is an After and Before School Care Program (ABC) for parents requiring these services. Bus service and a breakfast program is provided for our students by the Lake Central School Corporation.

A variety of learning experiences are offered at St. Michael School to enrich our students. Special Programs include: Spelling Bee, Optimist Club Oratorical Contest, Creative Communications "Poetry/Essay Contest, Rube Goldberg, Spanish, Veteran's day Program, Art, Multimedia, Science Lab, Student Council, School Television Broadcast (SMS Vision), School Newspaper (St. Michael Star), Weather bug, and Academic Team. We identify each child's ability and strive to develop the whole child. Our Mission Statement reflects these thoughts.

(1B) DESCRIPTION AND LOCATION OF CURRICULUM

- * **Location of Curriculum.** The Diocesan Curriculum Guides and the Indiana State Standards can be found in the classrooms and in the school office.
- * **Description of Curriculum.** St. Michael teachers are expected to address the Indiana State Standards. The ISTEP+ statewide assessment of these standards that measure high expectations in Math, English, Language Arts, Social Studies and Science are being taught. Teachers are required to submit lesson plans that identify the standards that they are working on. In addition, a checklist has been developed to make sure that all the standards have been addressed. Teachers are using the Indiana Academic Standards teacher editions, as a guide in the instruction of the standards. While the standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the individual needs of their students.

PRIMARY

Preschool 3 &4 Curriculum

Students are introduced to letters, shapes, colors and numbers. Language Art activities, math activities, cooking activities which incorporate hands on learning. Develop fine motor skills, large motor skills and social skills.

Preschool 4 & 5 Curriculum

This program incorporates pre kindergarten skills in all activities. A new alphabet letter is introduced every week. The children learn to write the letter in upper, lower case and sign the letter with the sound. Students work on reinforcement in colors, shapes, numbers and nursery rhymes. Language art activities, math activities are a part of the curriculum. Cooking activities as well as educational field trips incorporated during the school year.

Most activities are hands on and correlate with the themes of the week. We develop fine motor skills which include the use of scissors, using glue, coloring and writing.

Full Day Kindergarten Curriculum

Reading: Students daily reading activities focus on phonological awareness relating to sounds, word/letter sound relationships, reading text, learning/understanding meanings of words and understanding the text that was read. Additional writing and language arts activities are incorporated.

Mathematics: Daily math meetings are held daily which engage students in a variety of activities such as identifying parts of the calendar, counting orally and counting objects, recognizing patterns, etc. Students explore math manipulatives such as linking cubes, pattern blocks, geoboards, shape pieces, and coins. Others skills practiced are graphing, grouping, estimating and acting out. Other curriculum includes religion, art, music, computers, physical education class, reading lab and daily prayers.

First Grade, Second Grade, Third Grade

Reading: Word recognition, fluency, vocabulary development, reading comprehension, literary response and analysis, writing process, writing applications, written English language conventions, listening and speaking skills, strategies, and applications.

Math: Number sense, computation, Algebra and functions, Geometry, measurement, data analysis and probability, problem solving.

Science: Nature of science and technology, scientific thinking, physical setting, living environment, mathematical world, common themes.

Social Studies: History, civics and government, geography, economics, individuals, society and culture.

Religion: God, creation Jesus Christ, the Church, Christian morality, and the Sacraments.

Fourth Grade

Language Arts: In addition to reinforcing the skills learned and practiced in previous grades, 4th grade Language Arts curriculum includes the following skills: decoding, fluency, vocabulary development, reading comprehension, literary response & analysis, writing process, writing applications, written English language conventions, and listening and speaking skills, strategies and applications.

Math: In addition to reinforcing the skills learned and practiced in the previous grades, 4th Grade math curriculum includes the following skills: number/place value through millions, computation, decimals/place value through thousandths, square roots, exponents, radius and diameter, similar and congruent figures, range, median, mode, mean, mathematical properties of addition and multiplication, converting decimals, fractions, and percents, reducing fractions, least common denominator multi-step equations and graphing coordinates.

Science: In addition to reinforcing the skills learned and practiced in previous grades, 4th Grade science curriculum includes the following skills: Life Science-cells, classifying organisms, ecosystems, and organ systems, Earth Science-erosion, layers of earth, soil, atmosphere, and climate factors, Physical Science-measuring matter, physical and chemical changes, electricity (static & current), and magnetism.

Social Studies: In addition to reinforcing the skills learned and practiced in previous grades, 4th Grade social studies curriculum includes: Indiana in the Nation and the World, History of Indiana, Regions of the United State, and states and capitals of the United States.

Religion: The 4th Grade religion curriculum is based on Christian Morality through the following sub-topics: creation, God, Jesus Christ, and the Church.

Fifth Grade

Reading: Word recognition, fluency, vocabulary development, reading comprehension, literary response and analysis, writing process, writing applications, written English language conventions, listening and speaking skills, strategies and applications.

Math: Number sense, computation, Algebra and functions, Geometry, measurement, problem solving, data analysis and probability.

Science: Nature of science and technology, scientific thinking, physical settings, living environment, mathematical world, common themes.

Social Studies: Active citizenship, geographic literacy, history.

Religion: God, creation Jesus Christ, The Church, Christian morality, the Sacraments, salvation history.

Middle School

Literature Overview

Grade 6: Students will review skills previously taught and learned in Grades 1 through 5. They will cover vocabulary skills; increase their use of the thesaurus and dictionary. Students will be introduced to prose and poetry terms and apply terms to different literature pieces. They will learn about the plot line, drawing conclusion, foreshadowing, setting characters, main idea, internecine, point of view, author's purpose and style, context clues, and imagery. They will read and complete several book reports based on genre categories for that quarter. Students will learn basic skills of writing a research paper.

Grade 7: Students will review skills that were taught in sixth grade. They will review and refine their vocabulary skills, and use of thesaurus and dictionary. They will be introduced to the mood and tone of a piece of literature and how to interpret it. They will explore deeper into the author's style and purpose. Assignments will involve student's written form of self-expression and communication along with quizzes and oral presentations.

Grade 8: Students will refine and continue to use the skills previously taught and learned. The students will continue to make use of the literature terms and skills taught in sixth and seventh grade and expand on their interpretations of literary works. Students will be assessed through written assignments, participation, quizzes, tests, essays and oral presentations.

Math Overview

Grade 6: Students will study the relationship between fractions, decimals and percents, ratio, LCM, GCF and their applications. By the end of the year, negative integers are introduced. Under the heading of computations, these students learn the basic operations with fractions, decimals, percents and negative integers. They are introduced to the simple equations and proportions. Formulas are used to solve equations. Graphing equations in the coordinate plane are introduced. Under the heading of geometry, students identify parallel lines, complementary and supplementary angles and polygons. In measurement we expand to the use of PI for circumference and area. Metric units and conversions are covered. Under analysis, different ways of plotting data are studied and interpreted. Problem solving involves deciding on a strategy to solve work problems.

Grade 7: This curriculum expands the 6th grade lessons to include irrational numbers exponents and scientific notation. Computation of real numbers continues in 7th grade building on 6th grade skills. These students use variables to write and solve linear equations and then graph them on a coordinate plane. They study the properties of real numbers and apply them to problem solving. In geometry, they study area and perimeter of complex figures and volume of a cylinder. Under the heading of analysis, they interpret data and determine if it is misleading. Problem solving involves deciding on a strategy to solve word problems. The use of estimation and common sense is encouraged to check the solution.

Grade 7 Pre Algebra: These students follow the eighth grade curriculum with supplemental material provided to expand on concepts missed by skipping the grade 7 book. As a result, it is a combination of seventh and eighth grade.

Grade 8: This curriculum expands to include negative exponents, squares and square roots. Fluency in computation is essential. They solve and graph linear equations and inequalities, solve systems of equations by graphing and substitution, and graph simple quadratic functions. In geometry, they perform basic constructions. The Pythagorean Theorem and its converse are used to solve problems. Surface area and volume of prisms, cylinders, pyramids and cones are studied. They apply strategies for simple problems to more complex problems. Estimation is encouraged to check a problem for accuracy.

Algebra: Students deepen their understanding of real numbers by using the properties of real numbers to simplify algebraic expressions. They solve linear equations, inequalities and are able to graph the solution using the slope and y-intercept. The concept of a function with a domain and range is explored. Pairs of linear equations are solved by graphing and algebraic methods. Various methods of factoring trinomials are studied leading to solving polynomial equations and addition, subtraction, multiplication and division of polynomials. Students solve quadratic equations by factoring and completing the square. They use the quadratic formula to solve equations and word problems. Problem solving now includes a variety of problems that use the methods introduced in Algebra I. **Currently 99% of the students in this class pass the ECA test.**

Science Overview

Grade 6: Students design investigations. They explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students use computers and other tools to collect information, calculate, and analyze data. They use this data to identify relationships between physical objects, events, and processes. Students recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organisms related to this function. They use mental and physical models to conceptualize processes. Students gain understanding of how the scientific enterprise operates through examples of historical events.

Grade 7: Students further their scientific understanding of the natural world through investigations, experiences, and readings. They design solutions to practical problems using a variety of scientific methodologies. Students use instruments and tools to measure, calculate, and organize data to identify relationships between physical objects, events, and processes. They begin to trace the flow of matter and energy through ecosystems. They recognize the fundamental difference between plants and animals and different species, including at the cellular level. Students analyze the relationships within systems. They gain an understanding of how the scientific enterprise operates through examples of historical events.

Grade 8: Students design and carry out increasingly sophisticated investigations. They use computers to collect and organize data to identify relationships between physical objects, events, and processes. They examine issues in the design and use of technology, including constraints, safeguards, and trade-offs. Students trace the flow of matter and energy through ecosystems. Students analyze the parts and interactions of systems to understand internal and external relationships. They gain an understanding of how the scientific enterprise operates through examples of historical events.

English Overview

Grade 6: Students will cover sentence structure, nouns, verbs, modifiers, capitalization and punctuation, pronouns, prepositional phrases, diagramming of sentences, and expository writing.

Grade 7: Students will cover writing process, organization and focus, evaluation and revision. Writing applications, writing narrative and persuasive essays and summaries of articles along with sentence structure, proper grammatical usage will be covered. Listening and speaking skills, strategies and applications, which include preparing and delivering different oral presentation.

Grade 8: Students will cover writing process, writing organization, evaluation and revision. Writing applications of biographies, autobiographies, short stories, persuasive essays and technical essays along with sentence structure and proper grammatical usage will be part of this grade level's yearly assignments. Students will learn to deliver oral presentations and analyze and evaluate oral and media communications.

Social Studies Overview

Grade 6: Students will examine the key historic movements, events, and figures that contributed to the development of modern European and American nations from early civilizations to early modern times. Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems. Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries, and cities of Europe and the Western Hemisphere. Students will examine the role of individuals and groups in societies of Europe and Americas, identify connections among cultures and trace the influence of cultures of the past on present societies.

Grade 7: Students will examine the major movements, events, and figures and will trace the history that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to early modern times. Students will trace the historic development of different forms of government and various contemporary societies in Africa, Asia, and the Southwest Pacific.

Grade 8: Students will briefly review the early history of the nation and then focus on national and state development through the Civil War and Reconstruction periods. Emphasis is placed upon principles of the United States and Indiana Constitutions and influence of political, geographic, economic, and cultural factors on the development of Indiana and the United States.

Religion Overview

Grade 6: Students will study God, creation, Jesus Christ, the Church, Christian morality, the Sacraments, salvation history.

Grade 7 & 8: Students will use a new series which contains units of Revelation, the Trinity, Jesus, Church, with an extended period devoted to morality for Grade 7. The Sacrament of Confirmation preparation makes up approximately 50% of the curriculum for eighth grade.

Music Overview for Grades 1 through 8

Students will listen to various styles of music and composers. They will develop vocal technique and sing songs. They will learn music basics including rhythm, melody, harmony, tone and form and notation. They will learn about a variety of instruments and the orchestra. They will develop keyboarding skills in the piano lab. Students in grades six through eight can volunteer to become liturgy leaders and assist in singing and playing instruments for school masses and services.

Science Lab Overview for Grades K through 8

Science lab is an enrichment program that provides students in K through 8 the opportunity to conduct scientific investigations in a lab setting. The lab utilizes a hands-on, inquiry based approach to explore a variety of scientific theories. Aspects of life, physical and earth science are examined through thematic units. Special activities include Rube Goldberg, marble maze, star lab, and Invention Convention construction. Students participate in a school wide recycling program.

Art Overview for Grades K through 8

The art program provides a visual experience that enriches ideas and content presented in other subject areas. Experimentation with various art materials is encouraged. Students do two dimensional and three dimensional projects that explore the elements of art and master artists.

Spanish Overview for Grades 5 through 8

The Spanish curriculum consists of learning the target language through differentiated instruction. The students learn to read, speak and write in Spanish by guided practice. The intermediate grade level is supported by the “Hola Ninos” and “Muzzy” programs. The junior high level is structured by the high school text book called “En Espanol”. Cultural units included are Mexico, Central America, South America, and Spain.

Multimedia Overview for Grades K-8

Multimedia combines library and internet skills. The children will learn how to use the library for finding reading materials and as a research tool. This includes using nonfiction and fiction books, reference resources, magazines and the card catalog as well as the library program on the computer. Internet safety and how to search the internet for appropriate material are included. Research topics are assigned at age appropriate levels to integrate with the curriculum.

Students have the opportunity to participate in a six hour reading incentive program. Student in grades kindergarten through 3 can read 12 of 20 books nominated in Picture Book category for the Young Hoosier Book Award Program. Students in grade 4 through 6 can read 5 of the 20 books nominated in the Intermediate category of the Young Hoosier Book Award Program. Students in grades 6 through 8 can read 5 of the 20 books nominated in the Middle Grades category. Ballots for each student are made available. Tallies of votes are reported to the Indiana Library Federation.

Computer Overview

Grades K through 2: The primary focus for kindergarten through second grade is working with programs that focus on reading and comprehension skills. Kindergarten students work on the letters of the alphabet, basic science facts and also basic math facts. First graders work with many programs using reading and comprehension skills. Second graders also work on programs that use reading and comprehension skills. Second graders also use the internet to practice very day math computational and word problems.

Grades 3 through 5: The primary focus for these students is developing typing skills. Third graders learn how to use Microsoft Word and type a few reports which require research on the Internet. They also use programs that practice math skills. Fourth graders will write a few reports using Microsoft Word and also create a power-point presentation. Fourth graders also use the Internet to study various health and fitness related projects. Fifth graders follow the same routine as fourth grade, only they are required to use more reading, writing and comprehension skills in their work.

Grade 6: Will continue to improve their keyboarding skills, using Type to Learn. They will learn Power-point and they are introduced to Excel spreadsheets. They also have international pen pals, using EPALS. All students will build upon previously learned skills.

Grade 7: Will continue to improve their keyboarding skills, complete 2 Power-point presentations, type reports for other classes, continue to use Excel spreadsheets, and learn database using Access. They have international pen pals using EPALS. They use Goggle Sketch Up (CAD) to create a project. Grade 7 competes in The Stock Market Competition with 100 other schools in Indiana. All students will build upon previously learned skills.

Grade 8: Will continue to improve their keyboarding skills, complete 2 Power-point presentations, type reports for other classes, continue to do Excel spreadsheet projects and database projects using Access. They use Goggle Sketch Up (CAD) to create a project. Grade 8 competes in the Stock Market Competition with 100 other schools in Indiana. All students will build upon previously learned skills.

Students in Grades 6, 7, 8 utilize the computer lab to produce the school newspaper. It is distributed 4 times during the school year. Students in grades 7 and 8 utilize the computer lab for Academic Competitions and practices. They compete in four competitions during the school year. Area public and non public schools participate in these academic competitions.

Students in Grade 8 produce the news using the school television station located in the computer lab. Broadcast are made once a week. Video cameras and audio equipment are used in these broadcasts. Students type up their news reports using Microsoft Word program.

Technology

With the beginning of the school year 2010-2011 we will have in place 6 Smart Boards at various grade levels. Teachers will share time with these boards to engage students in visual skills for math, science, health, social studies, and Spanish.

Teachers will shadow at area schools both non public and public. This will expose teachers to a variety of learning skills. Sharing their experience with teachers within our school will help advance the studies for students at all grade levels.

One Smart Board is located in the school library to further expose students in a variety of educations areas.

(1C) Titles and Descriptions of Assessment Instruments to be used in Addition to ISTEP+

In addition to the administration of ISTEP, St. Michael uses the Terra Nova Test given every other year in grades 1 through 8. With the increase time involved with administering the ISTEP next year, St. Michael School will test grades 1 and 2 with Terra Nova. The Terra Nova tests will aid our school in identifying potential strengths and areas of need.

Grade 1: Students will be tested in reading, language and mathematics.

Grade 2: Students will be tested in reading, vocabulary, reading comprehension, language, mathematics, math computation, math composite, science, social studies and word analysis.

Grades 3 through 8: Students will be tested in reading vocabulary, reading composite, language, language mechanics, language composite, mathematics, math computation, math composite, science, social studies, spelling and word analysis.

Grades 3 & 6: In addition students in grade 3 and 6 will be tested using the Terra Nova INVIEW test. INVIEW consists of five subtests that measure cognitive ability. The five subtests are sequences, analogies, quantitative, reasoning, verbal reasoning-words, and verbal reasoning context.

Besides the above Terra Nova assessments, St. Michael utilizes teacher made tests and West Lake referrals (West Lake is the Special Education Co-op that services the Schererville area).

(2) Mission Statement

St. Michael School, a Catholic Faith Community, is committed to meeting the spiritual, educational, emotional and social needs of every student by:

- * Providing opportunities for maximum academic performance
- * Developing self-esteem, leadership and personal responsibility
- * Promoting positive Christian attitudes that lead to active participants in the church and society.
- * Encourage social responsibility in an effort to promote peace and justice
- * Share with parents in the educational mission of the Church

(3) Growth Plan

In an effort to aid teachers with tracking student's growth, our staff has attended training to use the tracking system set up by the publisher of our Math textbooks. Each student will take assessment tests on the site set up by this publisher. Teachers will be able to monitor students growth and apply the school's RTI program were needed.

(4) Conclusions

Parent Participation in the School

St. Michael School recognizes that a child's education is the shared responsibility of the school and family. We are committed to the effective engagement of parents, staff, students and the community, providing a high quality education in a safe and orderly environment.

Our school in collaboration with parents will provide opportunities for students to acquire real life skills that are necessary to succeed in a diverse society. We share common goals and expectations for educational excellence. This requires the responsible participation of committed parents, teachers, and students. We engage in practices that enhance parental involvement and reflect the needs of our students and families

Parents are actively involved in their child's academic success. Parents participate in yearly conferences with their child's teacher(s) to discuss student progress. Parents are also advised of student progress through an electronic grading system which teachers update grades twice a month, report cards, notes and phone calls home.

We are proud of our Home and School Association. They support the school mission financially through fundraisers. Some examples of these fundraisers are a Spaghetti Dinner, Fun Fair, and Passport to Our Heritage. These activities not only aid in raising money but help promote a sense of community as well.

Parents volunteer for lunch duty. Parents volunteer as a field trip chaperones. We have "room parents" which are in charge of Halloween, Christmas and Valentine parties. Parents help in the classroom with art projects and reading stories. The parents sponsor a year-end picnic for all the students to enjoy.

All parents that work or volunteer at our school must complete the Diocesan "Safe Environment" Program – VIRTUS.

(4) Conclusions

Technology as a Learning Tool

Computer Lab Overview

Kindergarten through grade 2

The primary focus for kindergarten through second grade is working with programs that focus on reading and comprehension skills. Kindergarten works on the letters of the alphabet, basic science facts and basic math facts. First grade works with many programs using reading and comprehension skills. Second grade works on programs that use reading and comprehension skills. Second grade will use the Internet to practice every day computational and word problems.

Grade 3 through Grade 5

The primary focus for grades three through five is developing typing skills. Third grade learns how to use Microsoft Word and will type a few reports which require research on the Internet. They will use programs that practice math skills. Fourth grade will write a few reports using Microsoft Word and will do a Power-point presentation. Fourth grade will use the Internet to study various health and fitness related projects. Fifth grade continue the progressive process with technology. They will be required to use more reading, writing, and comprehension skills in their work.

Grade 6

Work on keyboarding skills using Type to Learn. They will do a Power-point presentation and will be introduced to Excel spreadsheets. They have international pen pals, using EPAL.

Grade 7

Work on keyboarding skills using Type to Learn. They will create two Power-point presentations, type reports; continue to work with Excel spreadsheets, database and Access. They have international pen pals using EPALS. They use Google Sketch Up (CAD) to create a project. They compete in The Stock Market Competition with 100 other schools in Indiana.

Grade 8

They will complete two Power-point presentations, type reports; continue to work with Excel spreadsheet projects, database projects using Access. They use Google Sketch Up (CAD) to create a project. Grade 8 competes in the Stock Market Competition with other 100 schools in Indiana.

Using technology available in the computer lab, students will produce the news using the school television station. World news, school news, weather, sports, Pledge Allegiance to the Flag, and morning prayer are broadcast on Friday mornings to all the classrooms in the building. Video cameras and audio equipment are available for use. Students record different events for viewing by the whole student body.

Guest speakers from the public library use this media to speak to the students about their reading programs.

Students use the computer lab to create a school newspaper which is created and distributed four times as year.

Students use the computers to compete in academic competitions with other schools in Indiana.

Parents and students must sign a Computer Lab Policy before using computers in the school.

(4) Conclusions

Safe and Disciplined Learning Environment

Our goal is to provide a clean, safe, orderly, and healthy learning environment that fosters respect among staff, parents and students. Visitors, volunteers, and parents are required to sign a visitors log in /out form and wear a Visitors Badge. Staff ID badges are required. Our school has a Code Red plan of action in the event of an emergency and this drill is practiced each month. We have security cameras at 9 locations in the school. All doors are kept locked. All persons entering the school must be “buzzed” in by office personnel. Students are trained not to open the outside doors for any person.

Our school has a Student/Parent Handbook which outlines rules, responsibilities, regulations, procedures and consequences. It is posted on the school’s website (saintmichaelscher.org) and a printed version is available in the school office. Students from St. Michael School are expected to actively participate in the learning process and be knowledgeable of school rules. The student must respect individual rights of others, behave in accordance to school policies, and accept responsibility for their behavior.

At our school several initiatives address issues related to a safe and disciplined environment:

- * Student Council addresses concerns in a democratic manner.
- * DARE program run by local police department.
- * Bullying Assemblies
- * VIRTUS training of all adults in the school who deal with students.
- * Local hospital guest speaker presentation on “self respect”.
- * Child Lures Program
- * Guest Speaker on Internet safety – presented to parents and students

St. Michael School Newly Instituted Policy

Positives of school's instituted "Bullying Policy":

- * Children learn bullying isn't just mean, it is wrong.
- * Children will feel safe in school and have the confidence to stand up for themselves.
- * Children learn by seeing the policy enforced by teachers, and administration.
- * Children will know someone is on their side when bullying is not being tolerated.

Positives of school's instituted "Wellness Policy":

- * Enforcement in school teaches students healthy ways to eat and have healthy treats.
- * Enforcement educates students at a young age the benefits of healthy eating and creates an awareness for a healthy lifestyle.
- * Students bring healthy birthday treats, seasonal classroom parties have healthy treats.

Positives of school's instituted "Tutoring Policy":

- * Students experiencing difficulty in curriculum areas are tutored in this specific area.
- * Students are tutored during school hours.
- * Students are helped to empower success rather than a constant struggle.
- * Classroom teacher's input, standardized testing, and unit tests are a determining nomination for tutoring.
- * Parents are consulted before a student participates in the program.

(4) Conclusion Professional Development

St. Michael School recognizes that the professional development of teachers, support personal, and administrators is vital to school improvement and increased student learning. It is further recognized that professional development must be a continuous process and that all members of the educational community must view professional development as a priority.

Professional development is defined as those processes that improve the job related knowledge, skills or attitudes of school stakeholders.

The goals of the St. Michael School professional development plan include the following:

- * Improve learning for all students.
- * Supports current research in education.
- * Addresses goals for school improvement plan.
- * Addresses areas of improvement as determined through testing.

St. Michael's professional development program insures that all staff members are involved in continuous learning through the following:

- * Diocesan in-services and religious training.
- * In-services by guest speakers related to curriculum, discipline, cultural diversity and technology
- * State requirements for renewal of teaching licenses.
- * Required professional development offered through the Northwest Indiana Educational Service Center
- * Workshops offered at local colleges

The professional development program at St. Michael's ensures that all staff acquires new knowledge, skills and attitudes toward learning by:

- * Attendance at workshops offered through the Northwest Indiana Educational Service Center.
- * Team teaching and faculty meetings
- * Teachers visiting another school to observe and experience other teaching professionals.
- * Teachers making reports to the staff at meetings and small group sessions on the workshops attended.
- * Attendance at workshops as a result of ISTEP+ and Terra Nova results.

Continuous learning is embedded in everyday practices of the St. Michael professional development program through:

- * Survey of faculty and staff.
- * Hands on technology use.
- * Following of state standards.
- * Grade level meetings.
- * Middle school meetings.
- * Concerns of parents and staff.
- * Principal meetings with teachers regarding student's progress at grade level.
- * Use of data to make improvements where needed.
- * Administration reviews teacher input and data to check if improvement is continuous.
- * Administration will evaluate the impact of workshops by student progress and outcomes.

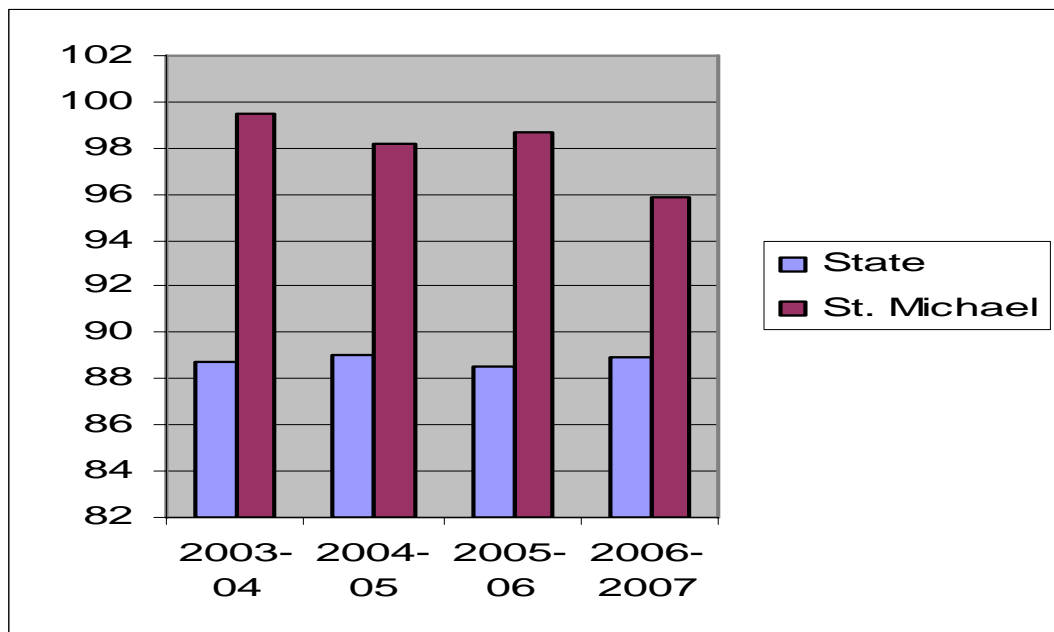
(5) Student Achievement Objectives/Goals

The professional staff conducted a formal assessment of the status of educational programming and identified various strengths and weaknesses. After analyzing the strengths and weaknesses several student goals were identified.

The goals identified by the staff include:

- * Students consistently achieve grade level progress in core subject areas.
- * Students take responsibility.
- * Abled learner students are challenged.
- * Students demonstrate improvement in Math concepts and applications.

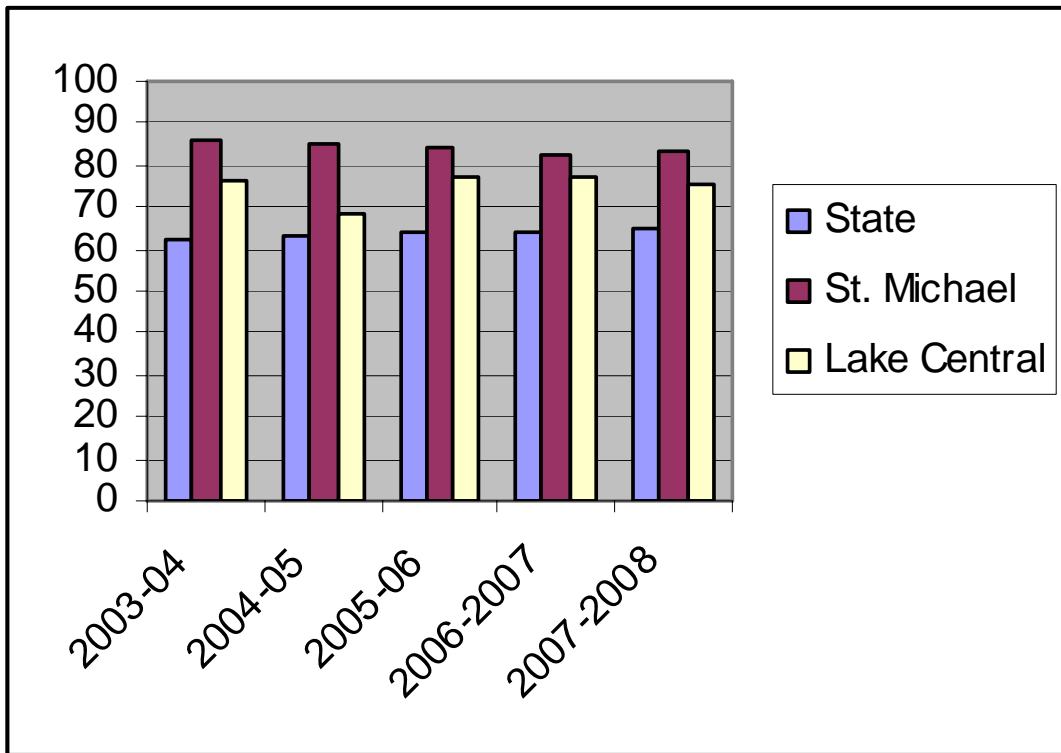
Attendance Rate



Our school attendance rate needs improvement. Policies have been implemented to discourage students missing school for vacations. Administration closely monitors

students with frequent absences. Parents are required to meet with administration when student's absences become chronic.

Percentage of students meeting academic standards under the ISTEP+ program



**ISTEP+ Pct Pass both English and Math
All tested grades**

Saint Michael students have consistently scored above state percentages. We will continue to strive to achieve above average percentages.

(6) Specific Areas Where Improvement Is Needed Immediately and (7) Benchmarks for Progress

After the staff identified student goals and student strategies to attain the goals, the professional team then developed specific **action plans** to identify areas where improvement is needed immediately along with specific benchmarks for progress.

Early Childhood Action Plan

Goal: Abled learners are challenged.

Strategies: Abled learners (students) in the upper grades can assist Kindergarten and Preschool students in various learning center activities that include: reading, math, listening, writing, science, art and phonics.

People Responsible for implementing strategies: Classroom teachers.

Timelines for beginning and completing strategies: Starting in September of 2008 and continuation throughout the year.

Resources: Pre-K and Kindergarten level reading materials and math manipulatives.

Barriers to success: Few Abled learners to assist the students. Possible scheduling conflicts.

Evaluation procedures: Teacher monitoring, oral assessment and written assessments.

Grades 1-3 Action Plan

Goal: Students will continue to improve their mathematical problem solving skills.

Strategies:

- * Utilize the “math meeting” feature of the Saxon Math series.
- * Encourage the use of different problem solving techniques (Drawing a picture, making a model, acting it out, guess and check, estimation, using a table, etc.)
- * Implement a range of techniques to foster confidence and skill development by: working together as a class, assigning independent practice problems, small group work, and technology based practice.
- * use the problem solving strategy of “What do I know?” “What do I need to find out?” “What strategy will I use and why?” “What is my solution?”
- * Summer package of work required for students. This is returned in

August for evaluation and grade.

People Responsible for Implementing Strategies: Classroom teachers and principal.

Timeline: Begin in the fall of 2008 and continue throughout the year and the summer of 2009.

Potential Barriers to Success: Limited use of technology and lack of parental cooperation and support.

Evaluation Procedures: Fact assessments, written assignments, oral assessments, and computer based assessment by tracing student progress.

Activities to Celebrate Success: Certificates, stickers, positive comments both written and verbal, letters to parents.

Grades 4 and 5 Action Plan

Goal: Students consistently achieve grade level progress in core subject areas.

Strategies:

- * Utilizing teachers and parent volunteers, tutoring remains available for ESL students and who are not maintaining grade level progress.
- * During school, as well as before and after school (ABC Care), ESL students are involved in a newly established peer tutoring program with Abled middle school students take roles as tutors.
- * In lieu of Spanish class, ESL students are offered language arts remediation through tutoring programs.
- * Obtain appropriate software (through Title V funds, candy sales, etc) specifically for ESL students to use for English development.
- * Incoming ESL students take required placement exams, upon registering for St. Michael School.
- * Summer package sent home for students to continue work through summer. Package will be returned in August for grade and evaluation.

People Responsible for implementing strategies:

- * Principal & administration
- * Classroom teachers
- * Parent volunteers
- * Peer tutors

Timelines for beginning and completing strategies:

- * Beginning in June of 2008 (Forms requesting volunteers and interpreters)
- * Implementation of strategies in August 2008
- * Continual review of development throughout 2008-2009
- * Completion and final review of strategies by June 2009

Resources needed:

- * Designated classroom/area within the school
- * Software
- * Placement Testing Materials
- * Supplemental Materials (ESL textbook)
- * Parent Volunteers

Potential Barriers to success:

- * Lack of space within the school
- * Lack of volunteers
- * Lack of funding
- * Lack of coordination among staff
- * Unavailable software and textbooks

Evaluation Procedures:

- * Repeat placement testing
- * ISTEP scores throughout school year
- * Classroom performance in language arts (primary)
- * Cultural presentation by parents of ESL students

Math Teachers Action Plan

Group: Math teachers

Goal: Students demonstrate improvement in math concepts and applications.

Strategies:

- * Students will be exposed to specialized skill development activities
- * Students will use word problem materials
- * Student progress will be assessed and re-taught when necessary
- * Enrichment activities will be utilized

People responsible for implementing strategies: Math teachers and principal

Timeline for beginning and completing strategies: Beginning of the school year and throughout the year.

Resources Needed:

- * Glencoe supplementary materials
- * Math reference books

Potential barriers to success:

- * Limited classroom time
- * Inability to address the needs of all students

Evaluation procedures:

- * Student tests and quizzes
- * ISTEP results
- * Application of skills

“Special” Subject (Art, Music, Physical Education) Action Plan

Goal: Students take responsibility.

Strategies:

- * Conferences include parents, students and all appropriate teachers.
- * In order to participate in extracurricular activities, students must maintain a “C” average in core subjects and “3” in conduct and effort.
- * Students will communicate in age appropriate words and write legibly.
- * Student will develop note taking skills.
- * Students will exhibit respectful behavior.
- * Students take ownership for the condition of their desks, lockers, and textbooks.
- * Students practice what is learned in Religion class by attending Mass on Sunday.
- * Responsibility grade listed on report card.

People responsible for implementing strategies:

- * Teachers, principal and parents

Timelines for beginning and completing strategies:

- * Introduction at the beginning of the year and follow throughout the year.

Resources needed:

- * Classroom management materials
- * Textbooks
- * Classroom posters
- * Progress reports/report cards

Potential barriers:

- * Lack of materials
- * Inadequate teacher training
- * Inconsistent enforcement
- * Ineffective time management
- * Uncooperative parents

Evaluation procedures

- * Technology performance
- * Quizzes and tests
- * Progress Report
- * Actual Performance
- * Student feedback

Activities to celebrate success:

- * Student accomplishment
- * Good grades
- * Participation in extracurricular activities
- * Orderly environment
- * Community building

(8) Academic Honors Diploma and Core 40

Students in grades 7 & 8 have the chance to qualify for placement in the Algebra I class. Students qualify for placement through evaluation of ISTEP test scores, 6th grade report card grades, attendance and responsible effort. A placement test is given in 6th grade math class to help with evaluation. Students in the Algebra I class will take the CORE40 Algebra I test during Session 3 time frame. Results will be used to evaluate student's progress. Public schools will honor the results of the CORE40 test and students passing will not be required to take Algebra I class.

(9) Proposed Interventions (Strategies)

Goal: Students consistently achieve grade level progress in core subject areas.

- * Utilizing teachers, and other parent volunteers, tutoring remains available for ESL students and those other students who are not maintaining grade level progress.
- * During school, as well as before and after school (ABC Care), ESL students, and others who are not performing well, are involved in a newly established peer tutoring program with Abled middle school students taking roles as tutors.
- * In lieu of Spanish class, ESL students are offered language arts remediation through one of the above tutoring programs.
- * Supplemental teaching materials are available so that all students are able to participate in learning centers, or some variation of differentiated learning, in all subject areas.
- * Technology is used to assess and track the progress of all students in language arts and math in order to ensure student mastery of grade level skills, which would lead to ISTEP proficiency.
- * Obtain appropriate software (through Title V money, candy sale, etc.) specifically for ESL students to use for English development.
- * Incoming ESL and home-schooled students take a required placement exam.
- * IEP students are aware of and independently follow their adjusted curriculum plan.
- * Use of Government Stimulus money by hiring a part time teacher through West Lake. This person will work with IEP students on accommodations.

Goal: Students take responsibility.

Strategies:

- * Students must maintain a C average in CORE subjects and a “3” in effort and conduct in all subjects in order to participate in extracurricular activities.
- * Students effectively communicate concepts taught in writing (answer in complete sentences, write proper paragraphs, spell age-appropriate words correctly, write legibly).
- * Students develop note taking skills to review what is taught and prepare for tests.
- * Students sign homework contracts to accept responsibility for all homework assignments.
- * Students exhibit respectful behavior consistently in each class.
- * Students track their own behavior utilizing behavior charts.
- * Students take ownership for the condition of their desks, lockers, and textbooks.
- * Student practice what is learned in religion class by attending Mass every weekend with their families
- * Conferences include parents, students, and all appropriate teachers.
- * Responsibility grade added to the report card.

Goal: Abled learners are challenged.

Strategies:

- * Abled learners are chosen for enrichment activities based on teacher recommendations, in-class test performance, ISTEP+ performance, and overall academic grades.
- * Abled learners are given opportunities outside the classroom for enrichment activities.
- * Enrichment activities, such as learning centers and advanced level reading materials, are available in each classroom.
- * Abled learners take roles as peer tutors.
- * Utilizing technology to enhance differentiated instruction.
- * Students are given appropriate math instruction for their ability level.
- * Abled students take advantage of opportunities to be involved in extra-curricular

activities or academic contests: Safety Village, academic competition, and various essay contests (Optimist Club, VFW Fire Prevention, Creative Communications).

(10) Professional Development

St. Michael School now utilizes NWIESC (Northwest Indiana Educational Service Center)

- A. To emphasize improvement of student learning and performance.** Hands on materials, manipulatives are available to our teachers at no cost.
- B. Support research based school improvement efforts.** All faculty members are required to attend workshop two to three times a school year, to aid in the effort to maintain and improve our academic standards. An example of workshops attended:

Tucker Signing – strategies for struggling readers
Indiana Reading Academy – use of data and reading
CRISS – teachers can make classroom stimulating, dynamic,
not lecture and test
Managing, Analyzing and Weeding Library – keeps library current
Bullying & Beyond Zero Tolerance – Issues related to bullying,
drug use
Curriculum Roundtable – principals network for public and private
schools to share ideas
Todd Wtaker workshop on positive thinking and applications.
6 Traits of Quality Writing – maximize writing achievement
Lake County Public Library – workshop on usage of their
database accessible for students and teachers

- C.** All of the above mentioned workshops also align with the core principles of professional development for the betterment of our professional staff.

- D. Methods to improve the cultural competency**
Activities Include:

Mardi Gras: students make crowns and mask. They learn the meaning of the colors associated with this celebration. Festivities and history are explained.

Cinco de Mayo: students make Pinata, dress in Mexican clothing, bring items to food items related to this event. History and festivities are researched.

Passport to Our Heritage: students, teachers, parents and community work on a fund raiser that includes ethnic foods, crafts, displays, and history of our strong European backgrounds.

Dr. Martin Luther King and Black History Month – students at various grade levels will make posters, read books and watch videos of related materials.

Native American Week – students in grade 4 experience food, crafts, and guest speakers to teach the language and customs of our Native Americans. Second graders have a guest speaker to relate to the story in their readers. Displays of crafts, pictures of PowWows, and legends are part of these events.

Passover – Jewish traditions are explained and some grade levels will have a Passover dinner.

Chinese New Year – students will make crafts and learn the history, customs, meaning of the simple used for each year, and learn about the Chinese people.

(11) Statutes and rules to be waved

Saint Michael School has no statutes or rules to be waived.

(12) Three Year Time Line for Implementation, Review and Revision

<u>ACTIVITY</u>	<u>DATES</u>
Review Strategies	August 2008
Implement All Strategies	Start of school 2008
Revise, Review Strategies	October 2008 January 2009 March 2009 June 2009
Reading/Math skills, standards will be electronically tabulated	On a continuing basis through the school year
Review remaining strategies	August 2009
Implement strategies	Start of school 2009
Revise, Review remaining strategies	October 2009 January 2010 March 2010 June 2010
Continue reading/math skills/standards electronically tabulated	On a continuing basis through the school year
Review remaining strategies	Start of School 2010
Implement strategies	October 2010

Revise, Review remaining strategies

October 2010
January 2011
March 2011
June 2011