

Archdiocese of Indianapolis

St. Michael-St. Gabriel Indianapolis, Indiana

Corporation #9200
School #C650

School Improvement Plan 2020-2023



Mission Statement

The West Deanery Unified Catholic Schools are Roman Catholic schools that provide an academically rigorous education for our diverse student population. Students are challenged to grow in Mind, Body, & Soul and to engage in charitable stewardship of their unique talents and abilities.

Vision Statement

Cardinal Ritter High School and St. Michael-St. Gabriel Archangels Elementary, working within their Catholic identity and values, will provide an educational opportunity for their students to be life-long learners, discerning believers and responsible leaders in a globally diverse society. Providing a superior learning environment, students will utilize technology, problem solving and critical thinking skills to maximize their learning potential.

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St. Michael-St. Gabriel, C650, Indianapolis, IN

School Improvement Plan - Archdiocese of Indianapolis

School Name: St. Michael-St. Gabriel
Address: 3352 West 30th Street
City/State/Zip: Indianapolis, IN 46222
Phone: 317-926-0516
Corporation: #9200
School: #C650
Grades: PreK3 - Grade 8
Enrollment: 341

School Improvement Plan 2020-2023 Approval

Not Applicable

Pastor	Date
President, School Commission/Board	Date
Principal	Date
Gina Kuntz Fleming, Superintendent of Catholic Schools	Date

(After obtaining all required signatures (minus Gina's), scan and send the entire School Improvement Plan with original signatures to the Office of Catholic Schools by September 15, 2020, Attention: Robin Hartkorn at rhartkorn@archindy.org. The OCS will review, sign, and return signature page in order to upload in School Google Folder and the IDOE Assurance #1.)

School Improvement Team

(OCS recommends the following be considered when forming your School Improvement Team: diversity among members, all grade levels represented, special area teachers represented, and resource teachers represented)

Name of Team Member	Role of Team Member
E. Jo Hoy	President
Elizabeth Ramos	Principal
Kimberly Tekippe	Assistant Principal, ELL Coordinator, Composition Teacher (Junior High Representative), Policy and Planning, and NJHS Moderator
Natalie Godsil	Fourth Grade Teacher (Grades 3-5 Representative), Catholic Identity Committee, and Student Council Moderator
Rebecca Nelson	Second Grade Teacher (Grades PK-2 Representative) and Former Member of the Catholic Identity Committee
Elizabeth Barkley Ajetunombi	Special Education Teacher

**School Improvement Plan
Mission and Catholic Identity
Goal Planning**

Goal:

The West Deanery Unified Catholic Schools will ensure that the faculty is familiar with Sacred Scripture and Tradition so that every subject can challenge students to view and evaluate the world in light of God's Will.

*The West Deanery Unified Catholic Schools include Cardinal Ritter High School, St. Michael-St. Gabriel, and St. Anthony.

Data:

Data Sources: we

1. ACRE (Assessment of Child/Youth Religious Education):
Grade 5: Knowledge of Faith score was 56.3% and Communal Life score was 55.4%
Grade 8: Knowledge of Faith score was 44.4% and Communal Life score was 42.9%
2. Self-Assessment of NSBECS
3. Student Catholic Identity Effectiveness Survey (Fall 2019 – received a 3.7 out of 5)
4. Staff Catholic Identity Effectiveness Survey (Fall 2019 – received a 4.19 out of 5)

Analysis:

As we reviewed the National Standards and Benchmarks of Effective Catholic (NSBECS), we saw that we were doing an inadequate job of integrating the faith into all curricular areas, and so students were unable to see how our faith was being taught and lived throughout all we do. In fact, in our student survey, only 36% of them believed teachers helped students think about how Gospel values and Catholic beliefs can help to make the world a better place. Much of this had to do with some teachers not feeling comfortable or knowing how to best incorporate the Catholic teachings or Sacred Scripture into the curriculum, outside of religion class. When surveying the teachers, they stated that they needed more resources made available to them in order to better meet this need.

Benchmark:

We will use our ACRE scores and also review student surveys and written responses whereby students are able to explain how the Catholic faith is embedded in what they learn. When we first surveyed whether or not students were able to make connections between what is taught in the classroom to their everyday life, only 55% of those surveyed felt that students could do this. Students should be able to cite Sacred Scripture more frequently in their responses than in their previously submitted work. Our ultimate goal would be to have students cite Scripture references without being told to do so.

Effective Interventions:

Religion teachers will focus on reviewing the Catholic Social Teachings so that students better understand the teachings and how they are seen in all of our actions. Teachers will use Sacred Scripture as a reference for our beliefs and to show the lens by which all things should be viewed. Teachers will also help students to make connections to their daily lives.

Activities or strategies:

We will create a library of resources to house reference materials for both teachers and students.

Accountability:

The Theology Department and religion teachers, as well as the Catholic Identity and Mission task force will be held accountable for providing professional development. All teachers will then be held accountable for illustrating how they integrate Sacred Scripture into their lessons, and, in turn, show how students are able to integrate and cite Scripture in their own work.

Research:

Upon review of the National Standards and Benchmarks of Effective Catholic Schools, we saw the need to integrate our faith into more than just religion class. Students learn and retain information best when they are able to make connections across the curriculum. When they are able to make these connections, they no longer learn concepts in isolation; they see how concepts are linked together. Students need to see that their faith can and is intertwined in all that they do.

Professional Development:

The Mission and Catholic Identity Task Force will gather resources and provide the professional development for integration across the curriculum. Teachers will collaborate with other educators at Cardinal Ritter High School, St. Michael-St. Gabriel, and St. Anthony to build a reference library and identify where and how scripture is incorporated into the curriculum.

Resources:

The Sophia Institute for Teachers provides lessons and guidance on how to incorporate the faith into a study of current events and other curricular areas. We also are using elements from the Catholic Curriculum Corporation and the National Catholic Education Association (NCEA).

Parent Communication:

Parents will receive information about our goal and updates will appear in our newsletters and also in communication from the religion teachers through Google Classroom and Seesaw.

Timeline:

We will begin in Fall of 2020 and continue until Spring of 2023. We will review our progress annually and make any changes at that time.

School Improvement Plan Academic Excellence Goal Planning

Goal:

At least 80% of the students in Grades 3-8 will be able to increase their usage and understanding of measurement and data analysis skills on the NWEA[®] assessment. By the third NWEA[®] growth exam given in February of each academic year, students will score minimally at average for their grade level on these exams.

Analysis of Data: *(What data sources did we utilize to determine our goal areas? Each school must identify data sources that were used to identify its goals and must provide a short analysis on the process.)*

Data Sources:

1. NWEA[®] Results
2. IXL[®] Results
3. ILEARN Results

Analysis: Since students did not take ILEARN in the spring of 2020, we were only able to review data from the August 2020 NWEA[®] assessment as well as previous IXL[®] data for students in Grades 3-8. Analysis of these results showed that while some classes continued to struggle with Number Sense, the two areas in which students showed the least measurable growth were Measurement (& Geometry), as well as Data Analysis.

Benchmark:

Rather than relying on one exam, such as ILEARN, which only measures student achievement once a year, students will be given the NWEA[®] exam three times a year to measure their growth in all areas, but specifically in the areas of Measurement and Data Analysis. Since this information will be shared with all teachers, those teachers of grades PreKindergarten through Grade 2 will also use the following assessments and programs to help address these areas in earlier years, as best as they can. We understand that not all of these standards will be taught in the younger grades. For example, students will need to understand number sense before measuring objects, but there are ways in which the content vocabulary and academic language can be taught to them in earlier years.

Other means of assessments: Unit Tests for Grades 1 and 2

Math Shelf[®] Data for Grades PreKindergarten and Kindergarten

IXL[®] Results for Grades K-8

Evidence-Based Interventions:

Interventions:

Teachers will use the *Math Shelf*® Curriculum for Pre-Kindergarten and Kindergarten. Students in Kindergarten through Grade 8 will use IXL® to review certain skill sets throughout the year, beginning in August 2020. Additionally, students in Grades 3-8 will use the NWEA MAP Skills/ Skills Navigator® beginning in September 2020.

Activities or strategies: *(What activities or strategies will be implemented? These may vary by grade level and student need. Please accurately record what new things teachers will be doing to improve student achievement.)*

Teachers will use Professional Learning Community (PLC) time to review student data, identifying those who are below average. PLC time will be used to align suggested scope and sequence of the math units to each grade level's pacing guides and curriculum maps for better vertical alignment. There will be continued grade level emphasis on providing regular problem solving activities for students. Teachers will also use PLC time to plan recommended student contact time with math interventions and implement NWEA® professional development.

Accountability:

The administration, teachers, Title I teachers, and students will be held accountable for ensuring that these goals are met.

Research: *(How did we determine that the intervention is one that will work? Where is the research to support this as an effective intervention?)*

NWEA Skills Navigator® provides activities for both remediation and enrichment.

Remediation:

1. Quickly identify the essential, building-block skills a student is missing.
2. Monitor student mastery of skills as often as needed.
3. Assign supplemental activities aligned to the skills a student is working on.
4. Support progress monitoring and intervention programs, such as Tiers II and III of RtI Enrichment.

Enrichment:

1. Identify skill areas where high-performing students could be further challenged.
2. Provide growth opportunities with supplemental activities aligned to skills students are ready to learn.
3. Track progress of high-performing students as they master additional skills.
4. Empower students to track their own progress toward their learning goals.

Professional Development:

Teachers will be trained in reviewing data from NWEA® and data analysis strategies. Professional Learning Community (PLC) time will be used to review student data (NWEA, ILEARN, etc.). Additionally, Math teachers will meet throughout the year to review vertical alignment within the Math Curriculum.

Resources:

Teachers will need a clear understanding of how to assign both IXL[®] exercises and also NWEA MAP Skills[®] to best address individual student needs to increase their ability to on how to measure items and how to interpret data that is given to them.

Parent Communication:

Parents will be given copies of student assessment data and will be given strategies or ideas to help students at home. Updates on NWEA[®] progress will be provided to families in a timely manner, generally at Parent-Teacher Conferences.

Timeline:

We will begin in Fall of 2020 and continue until Spring of 2023. We will review our progress annually and make any changes at that time.

School Improvement Plan Academic Excellence Goal Planning

Goal:

At least 85% of the students in Grades 3-8 will be able to read and comprehend fictional literature and its components at their grade level. By the third NWEA® growth exam given in February of each academic year, students will score minimally at average for their grade level on these exams.

Analysis of Data:

Data Sources:

1. NWEA® Results (Grades 3-8)
2. WIDA Scores (Grades 1-8)

Analysis: Since students did not take ILEARN or IREAD in the spring of 2020, we were only able to review data from the August 2020 NWEA® assessment for students in Grades 3-8, as well as WIDA data for our ELL students who took the exam in January/February of 2020. Analysis of the NWEA® results showed that while some showed growth in Nonfiction, an area where many students had struggled the previous year, students struggled the most with Literature, which is Fictional text. Additionally, our ELL Coordinator noted that students struggled with Literacy and Reading Comprehension on the WIDA exam taken the previous school year. Those were the two areas where students showed the least growth when we reviewed these in April 2020.

Benchmark: *(How will we measure progress? How will we know if our students are improving? Numerical progress should be shown here.)*

We will review the following assessment results over the next three years to measure student progress:

NWEA® Results
Achieve3000® Results
ILEARN Results
IREAD Results
WIDA (Literacy and Comprehension scores)

Evidence-Based Interventions:

Activities or strategies: *(What activities or strategies will be implemented? These may vary by grade level and student need. Please accurately record what new things teachers will be doing to improve student achievement.)*

The SIOP® (Sheltered Instruction Observation Protocol) Method: Teachers of all grade levels will be asked to incorporate language objectives into their curriculum, which means that students will be asked to write or explain components that are learned in their classes. By explaining the content into their own words, students will be able to break down larger pieces into its various components.

Achieve3000®: Students must realize and understand that reading comprehension is essential in all areas. When students begin reading smaller articles across the curriculum, in which they must break down its parts to better understand the content, they will be able to transfer these skills across all curricular areas.

ELL Small Groups: Weekly small groups of 4-6 students in Grades 2-5 will meet in 40 minute blocks with a concentration on literacy, comprehension, and speaking skills, which allows students to explain what happened in the story. These same skills can be transferred over to writing.

Catapult Learning: We will use a third party vendor, Catapult Learning, for our Title I services. This will provide additional learning in small groups to better address individual needs of students who struggle with comprehension and identifying elements within a story.

NWEA® MAP Skills: Teachers will also assign specific MAP Skill exercises found embedded within NWEA® to better address areas of weakness that students may have with reading comprehension.

Accountability:

The administration, teachers, ELL Coordinator, Title I teachers, and students will be held accountable for ensuring that these goals are met.

Research:

The SIOP® Model: In an age of high accountability, The SIOP® (Sheltered Instruction Observation Protocol) Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners—to become college and career ready. As a framework for organizing instruction, The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students and has been tested across multiple subject areas and grade levels. The research shows that by developing vocabulary and language skills, especially in our growing ENL learners, that they will work towards improving their comprehension skills as well. While analyzing texts is a concept that, in the past, has been reserved for advanced students or high school students, this has become the domain of the primary elementary school classroom as well. Common Core Reading Standards 5, 6, 7, and 8 demand a close analysis of text and understanding of its components. Students will be given guided strategies on how to answer questions requiring supporting evidence and how to incorporate texts into their writing at each grade level K-8 while working on their comprehension skills.

There are eight interrelated components to The SIOP® Model. These components are:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interactions
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

When implemented to a high degree, SIOP® is proven to increase student achievement, improve academic content skills and language skills, deliver results aligned to district objectives, and prepare students to become college and career ready. By building background knowledge, students will be able to better understand what is read, by having a reference with which to begin.

Achieve3000®: Achieve3000® is a proven and patented method of online differentiated instruction which engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills. Successful RtI implementations are dependent on effective rotation models, which allow for small-group, teacher-led instruction that hone in on specific skill deficits. The Achieve3000® Classroom is designed for Tier II small group instruction or Tier III intensive one-to-one intervention

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and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. Given Achieve3000[®]'s focus on nonfiction content and vocabulary and comprehension, intervention students will not miss out on the essential grade-level, standards-aligned instruction in Science and Social Studies classes.

Professional Development:

Each year we will continue to review the SIOP[®] Model with all teachers and ensure that they are incorporating these objectives and assessing these objectives in each lesson. Achieve3000[®] Professional Development will be provided to all Reading teachers. Teachers will also receive training on how to use the NWEA[®] Skills Navigator and MAP Skills. Additionally, Reading teachers will meet throughout the year to review vertical alignment within the English/ Language Arts Curriculum.

Resources:

SIOP[®] books for teachers
Skills Navigator through NWEA[®]
Achieve3000[®]
Best practices for ELL students

Parent Communication:

Parents will receive Achieve3000[®] reports every quarter and NWEA[®] results three times a year. Our goals will also be communicated in our newsletters.

Timeline:

We will begin in Fall of 2020 and continue until Spring of 2023. We will review our progress annually and make any changes at that time.

School Improvement Plan Operational Vitality Goal Planning

Goal:

St. Michael-St. Gabriel will work on creating and updating a comprehensive technology plan that meets the current needs for students and teachers working in a multi-platform environment.

Data Sources:

Data Sources:

1. Self-Assessment of National Standards and Benchmarks of Effective Catholic (NSBECS)
2. Catholic Identity Effectiveness Student Survey – Fall 2019
3. Home Technology Survey – Fall 2019
(90% of our families have a computer or tablet and 97% have internet access)

Analysis:

While students may have access to the internet and electronic devices, not all students understand how to best use these devices nor do they know how to use the internet for proper research. We assume that because our students are digital learners that they know how to use the tools given to them, and not all students do. Students need guidance on how to use the various digital platforms to maximize how they obtain and use the information they find, while also showing them how to correctly submit information between them and their teachers. Additionally, within our Catholic Identity Effectiveness Survey, we found only 42% of those surveyed believed that our school prepares students on how to use and judge media and technology that they find.

Benchmark:

Teacher lessons will document an increase in integration of more technology used within their lessons, beyond merely recording themselves for virtual learning. Teachers will also see an increase in homework assignments submitted properly and on time, rather than “blank” assignments being submitted to their teachers.

Effective Interventions:

During Technology class, the teacher will review the components of the two platforms used by our students (Google Classroom for Grades 3-8 and Seesaw for Grades K-2) and how to retrieve and submit assignments. Students will also be given instruction on how to log into their Google meets, as well as instruction on proper etiquette to be used during virtual learning. Additional professional development will be provided to teachers on how to best optimize the platforms they have for instruction.

Activities:

1. The School Technology Plan will be reviewed and revised each year.
2. We will provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.

3. We will provide opportunities for all staff to enhance their educational technology knowledge and skills.
4. We will provide educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards.
5. We will create a range of lesson plans that teachers can use to increase instruction, by documenting lesson plans using technology and curriculum standards for enhanced student learning.
6. We will also develop and implement school plans that integrate technology and curriculum and define measures for documenting success in raising student achievement levels.
7. We will provide training and learning opportunities for teachers to implement technology across the curriculum.

Accountability:

The Administration and IT coordinators will ensure that these activities are provided and implemented by teachers in all grade levels. Additionally, all classroom teachers need to make a commitment to work toward becoming better users of technology so that they can model best practices for their students.

Research:

According to Renaissance Learning (2019), we must educate our students in digital literacy. Students must have specific skills when reading online text that may contain embedded resources such as hyperlinks, audio clips, graphs, or charts that require students to make choices. Students are also being asked to create, collaborate, and share digital content and to do so responsibly. For these reasons, educators must understand the importance of digital literacy skills for students and teaching digital literacy in the classroom, especially as they turn to the internet first for most of their information. Students must have a better understanding of how to use digital platforms for communication with their teachers and their peers.

Resources: *(What resources will be necessary to implement this plan?)*

Google Classroom
Seesaw

Spicer, B. (2017). *Digital Literacy: The New Pillar of a Child's Education?*

American Library Association (ALA) Digital Literacy Task Force (2013). *ALA Task Force releases digital literacy recommendations.*

Parent Communication:

Communication will take place through school newsletters and our school website.

Timeline:

We will begin in Fall of 2020 and continue until Spring of 2023. We will review our progress annually and make any changes at that time.

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