

# Most Precious Blood Catholic School



## School Improvement Plan 2017-2018

# General School Description



Most Precious Blood School opened September 12, 1898, with 160 students enrolled in grades one through eight. By 1928 the student body comprised 450 students, so the decision was made to build a new school. Our present school building was dedicated December 8, 1929. The Sisters of the Most Precious Blood served as teachers from the school's founding until 1982.

In 1947 the first Kindergarten program was started with an initial enrollment of 70 students. In the early 1990s the current preschool program was established. We also began the before- and afterschool latchkey program to provide a safe environment for students of working parents.

Most Precious Blood School currently has an elected advisory school board that meets monthly. Additionally, there are three active parent associations: the Home and School Association (HASA); the Athletic Association, which operates under the guidance of the diocesan Catholic Youth Organization; and the Development Committee.

Our school has many support services/programs in place. We have both Title I and speech services through Fort Wayne Community Schools. A licensed social worker and a licensed resource teacher are both on staff, as are several teacher's aides (Pre-K through fourth grade).

Taylor University provided grant funds for the Summer Clubhouse program, through which we have created an exciting learning environment for students, regardless of income, that includes lessons in math, language arts, science, character development, music, art, and physical education. Finally, the Cable Fund Access Board (CFAB) has awarded us grants to replace and improve the school's TV/recording equipment.

## **Classroom Environment and Curriculum**

The Most Precious Blood School building comprises one classroom each for Kindergarten through eighth grade, with two additional classrooms for preschool and classrooms for music, art/Spanish, and technology. There is a gymnasium located off the main hallway and a library located on the second floor. Additionally, the school houses a TV studio, a bowling alley, a latchkey classroom, a resource room, a Title I room, and an atrium used for the Catechesis of the Good Shepherd. Mohr Hall provides space for student activities and church functions.

Christ is present in all school programs, and His example inspires every student, teacher, and staff member to live his or her best life every day. This is reaffirmed through the Discipline with Purpose (DWP) program. In 2015 the school was recertified in the DWP program and was recognized for having utilized it longer than any other school in the country.

Most Precious Blood School adheres to the Indiana academic standards and diocesan ACE curriculum, with an emphasis on Christian values and Catholic beliefs. Most Precious Blood School is closely aligned with Bishop Luers High School, and the academic foundation to succeed there is developed and nurtured here. In keeping with the standard of excellence established early in students' lives, upon entering high school, they are encouraged to pursue the Academic Honors Diploma.

### **Mission Statement**

Most Precious Blood School is a Catholic community dedicated to promoting education in Christian values, academic standards, and character development.

### **Vision Statement**

With Christ as our center, Most Precious Blood Catholic School and Church work together to empower the mind and enrich the spirit.

We, the academic community of Most Precious Blood, empower the mind as we:

- Seek knowledge
- Embrace new learning experiences
- Commit to high academic standards
- Diversify learning approaches
- Create opportunities for self-expression in fine arts, writing, class discussion
- Expect success and celebrate achievement

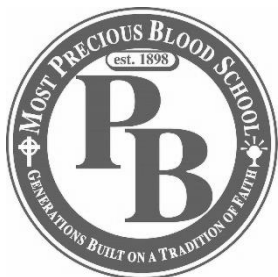
We, the faith community of Most Precious Blood, enrich the spirit as we:

- Live the Gospel
- Walk with Christ
- Embrace the Sacraments
- Share the Eucharist
- Internalize self-discipline
- Love one another

### **Motto**

Empower the Mind...Enrich the Spirit!

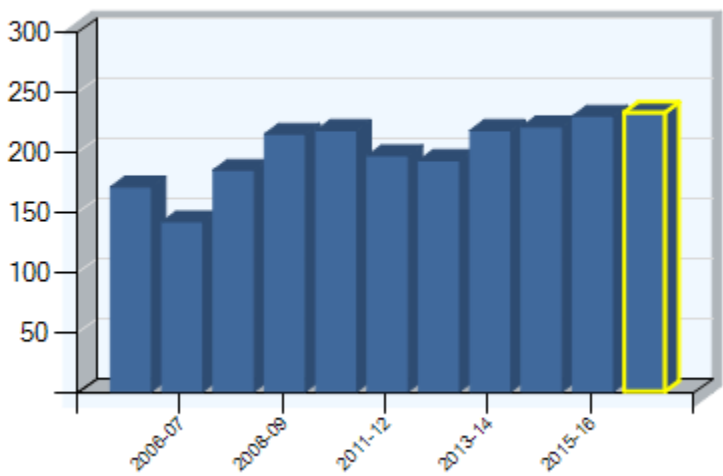
### **Logo**



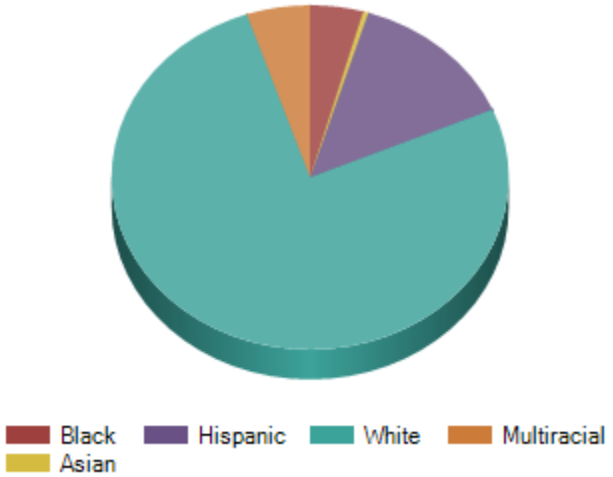
# Enrollment

|              |            |            |            |            |            |
|--------------|------------|------------|------------|------------|------------|
| Kindergarten | 24         | 19         | 24         | 26         | 17         |
| Grade 1      | 20         | 26         | 15         | 28         | 27         |
| Grade 2      | 24         | 23         | 26         | 16         | 28         |
| Grade 3      | 19         | 25         | 23         | 29         | 22         |
| Grade 4      | 27         | 24         | 27         | 22         | 29         |
| Grade 5      | 19         | 30         | 26         | 29         | 23         |
| Grade 6      | 23         | 22         | 30         | 28         | 29         |
| Grade 7      | 20         | 26         | 23         | 29         | 28         |
| Grade 8      | 16         | 22         | 26         | 22         | 29         |
| <b>Total</b> | <b>192</b> | <b>217</b> | <b>220</b> | <b>229</b> | <b>232</b> |

Enrollment Trend

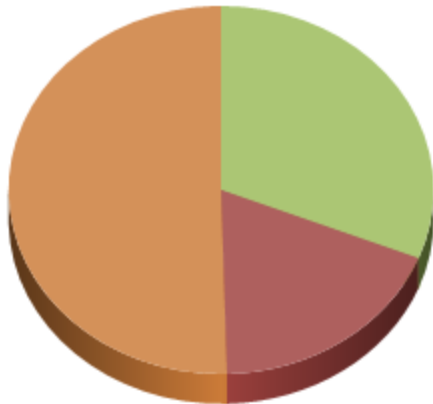


Enrollment 2016-17 by Ethnicity



76.3% White / 13.8%Hispanic / Multiracial 5.2% / Black 4.3% / 0.4% Asian

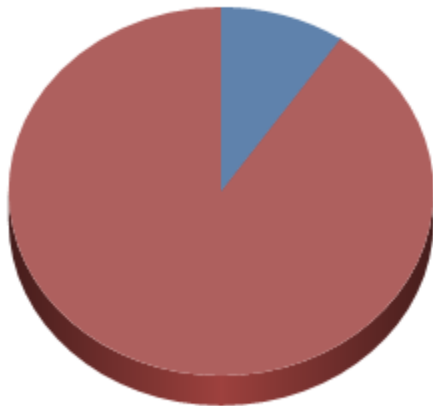
**Enrollment 2016-17 by Free/Reduced Price Meals**



Free meals   Reduced price meals   Paid meals

50.4% paid Meals / 49.6 Percent Free or reduced

**Enrollment 2016-17 by Special Education**



Special Education   General Education

9.5% Special Education

### Enrollment 2016-17 by English Language Learners



■ English Language Learner
 ■ Non-English Language Learner

3.9% English Language Learners

| Grade            | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|---------|---------|
| Kindergarten     | 24      | 19      | 24      | 26      | 17      |
| Grade 1          | 20      | 26      | 15      | 28      | 27      |
| Grade 2          | 24      | 23      | 26      | 16      | 28      |
| Grade 3          | 19      | 25      | 23      | 29      | 22      |
| Grade 4          | 27      | 24      | 27      | 22      | 29      |
| Grade 5          | 19      | 30      | 26      | 29      | 23      |
| Grade 6          | 23      | 22      | 30      | 28      | 29      |
| Grade 7          | 20      | 26      | 23      | 29      | 28      |
| Grade 8          | 16      | 22      | 26      | 22      | 29      |
| Total Enrollment | 192     | 217     | 220     | 229     | 232     |

For the 2016-2017 school year, the student body had of 272 students, of which 40 students were enrolled in Preschool and 232 students in grades K-8. Enrollment has been increasing for students in K-8 steadily since 2004.

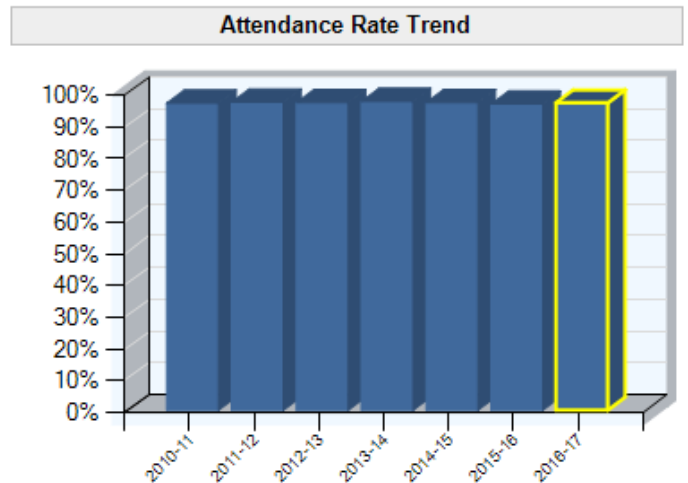
|           |                   |                       |
|-----------|-------------------|-----------------------|
| 2008-2009 | 179 students K-8; | 53 students Preschool |
| 2009-2010 | 181 students K-8; | 38 students Preschool |
| 2010-2011 | 185 students K-8; | 47 students Preschool |
| 2011-2012 | 193 students K-8; | 42 students Preschool |
| 2012-2013 | 219 students K-8; | 28 students Preschool |
| 2013-2014 | 219 students K-8; | 42 students Preschool |
| 2014-2015 | 220 students K-8  | 37 students Preschool |
| 2015-2016 | 230 students K-8  | 42 students Preschool |
| 2016-2017 | 232 students K-8  | 40 students Preschool |

### Attendance Data

#### Catholic Population

The Catholic population of the student body remains rather steady with most families belonging to Most Precious Blood Church. There has been a slight increase in Non-Catholic students due to the state implementation of school choice scholarships.

| Grade        | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------|---------|---------|---------|---------|---------|---------|---------|
| Kindergarten | 96.4%   | 96.3%   | 97.2%   | 97.0%   | 97.2%   | 95.7%   | 96.8%   |
| Grade 1      | 97.3%   | 97.1%   | 96.8%   | 97.6%   | 97.4%   | 96.4%   | 96.9%   |
| Grade 2      | 96.3%   | 96.9%   | 96.6%   | 97.3%   | 97.4%   | 96.3%   | 97.0%   |
| Grade 3      | 96.7%   | 97.1%   | 96.9%   | 97.6%   | 96.8%   | 97.4%   | 97.1%   |
| Grade 4      | 97.3%   | 97.0%   | 97.5%   | 97.4%   | 97.3%   | 96.9%   | 97.9%   |
| Grade 5      | 97.0%   | 98.0%   | 96.4%   | 97.2%   | 95.9%   | 96.1%   | 96.6%   |
| Grade 6      | 96.7%   | 97.6%   | 97.0%   | 96.0%   | 97.4%   | 96.3%   | 96.6%   |
| Grade 7      | 97.2%   | 96.6%   | 96.8%   | 98.2%   | 96.1%   | 97.1%   | 95.7%   |
| Grade 8      | 96.3%   | 97.0%   | 97.1%   | 96.8%   | 96.9%   | 95.2%   | 96.7%   |
| All Grades   | 96.7%   | 97.1%   | 96.9%   | 97.3%   | 96.9%   | 96.4%   | 96.8%   |



## **Instructional Methods**

We have worked on differentiation and meeting every child's needs. Response to Instruction (RTI) is continually improving in the classroom and resource department. Teachers will attend six professional development workshops over the course of the school year to improve knowledge and implementation of differentiated instruction.

## **Summary**

We have collaborated and worked on goals to improve our ISTEP+ math and English Language Arts (ELA) scores. The goals have been identified and gathered from the data. We know the results of this process are to meet the needs of each student. The process by which a school receives accreditation will always be changing. We will continually be working on school improvement. We are to meet the needs of the entire child: mind, body, and soul.

## **Additional Components**

### **Technology as a Learning Tool**

Most Precious Blood will use technology as a tool in order to assist with student growth in all goal areas. We will begin to use more technology for research and teacher / student collaboration.

### **Benchmarks for Progress**

Mentioning benchmarks in goals will be taken from NWEA reading and Math. Each year the school will assess student achievement. The data analysis will provide the means for a school to determine if the student growth is significant. If it is not significant, statistically, adjustments will be made in the interventions in order to strengthen the plan and continue to work towards student growth with the goal areas. The 2017-2018 school year will be transitioning into the use of the Northwest Evaluation Assessment (NWEA).

### **Parental Involvement**

The number one item shared each year by the principal at Back to School Night is parents as partners:

“Parents are the primary educator, which makes us secondary. It is essential for the success of our children to have collaboration and communication with teachers and parents. Never hesitate to contact a teacher - by phone, email, or by setting up a time to meet. We all want the very best academic and spiritual education for our children.” Every parent is a member of the Most Precious Blood Home and School Association (HASA). Teachers encourage each parent to be involved with their children's education. This year parents are asked to make a 2-hour Power Pledge to volunteer for at least 2-hours during the school year.



# Existing School Data: Student Data

## Data Collection Instruments

We selected the following instruments to collect data regarding Student Data:

ISTEP+ Overall      ISTEP+ English/Language Arts      ISTEP+ Mathematics Local Assessments in Writing      Local Assessments in Math Problem Solving      Attendance Data      Enrollment Attendance      Discipline Records      Ethnic Breakdown      Socioeconomic Representation  
Special Education

## Analysis of Data

ISTEP+ Overall

The ISTEP+ growth percentages from Spring of 2006 and Spring 2017 were compared. ISTEP+ pass / did not pass scores from the Spring of 2016 were used to identify at risk students by finding the standard deviation. Students identified at risk receive remedial additional instructional support.

## ISTEP+ Reports

ISTEP+ reports are listed in this report. ISTEP+ had been given to grades 3-8 in Mathematics and Language Arts. More recently, Science and Social Studies tests have been given to Grades 4-7 as indicated by the Department of Education. The following subjects, grades and years were compared:

| <b>Subject</b> | <b>Grades</b> | <b>Years Compared</b>   |
|----------------|---------------|---|
| Language Arts  | 3-5-8         | 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017 |
| Math           | 3-5-8         | 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017 |

Most Precious Blood School also compared the Average Percentage Passing for all grades tested. This report compared the following year.

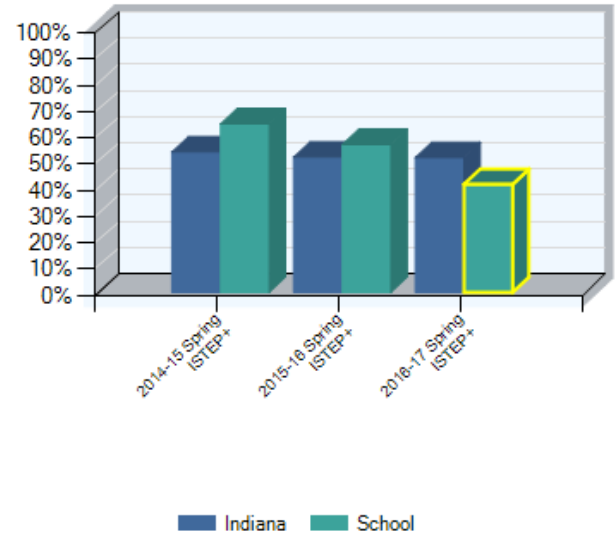
The school has been focusing on Reading Comprehension and Non-informational Text. Our goals were based on ISTEP+ and local assessment scores. We believe by focusing on these goals our ISTEP+ and local assessment scores will improve.

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**ISTEP Test Performance**

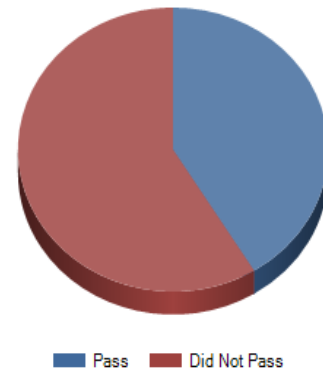
| <b>Year</b> | <b>Grade</b> | <b>Pupils Tested</b> | <b>Percent Passing Both</b> |
|-------------|--------------|----------------------|-----------------------------|
| 2008-2009   | 3            | 16                   | 81%                         |
| 2008-2009   | 5            | 17                   | 76%                         |
| 2008-2009   | 8            | 16                   | 75%                         |
| 2009-2010   | 3            | 18                   | 72%                         |
| 2009-2010   | 5            | 17                   | 59%                         |
| 2009-2010   | 8            | 16                   | 56%                         |
| 2010-2011   | 3            | 25                   | 84%                         |
| 2010-2011   | 5            | 14                   | 86%                         |
| 2010-2011   | 8            | 23                   | 74%                         |
| 2011-2012   | 3            | 30                   | 93%                         |
| 2011-2012   | 5            | 22                   | 82%                         |
| 2011-2012   | 8            | 14                   | 79%                         |
| 2012-2013   | 3            | 19                   | 79%                         |
| 2012-2013   | 5            | 16                   | 94%                         |
| 2012-2013   | 8            | 15                   | 53%                         |
| 2013-2014   | 3            | 25                   | 92%                         |
| 2013-2014   | 5            | 29                   | 86%                         |
| 2013-2014   | 8            | 20                   | 75%                         |
| 2014-2015   | 3            | 23                   | 78%                         |
| 2014-2015   | 5            | 26                   | 62%                         |
| 2014-2015   | 8            | 26                   | 50%                         |
| 2015-2016   | 3            | 28                   | 54.1%                       |
| 2015-2016   | 5            | 29                   | 53.7%                       |
| 2015-2016   | 8            | 21                   | 47.6%                       |
| 2016-2017   | 3            | 22                   | 50.0%                       |
| 2016-2017   | 5            | 26                   | 39.1%                       |
| 2016-2017   | 8            | 29                   | 41.4%                       |

**ISTEP+ Percent Passing Trend**



41.3% Passing both ELA and Math

**ISTEP+ 2016-17**

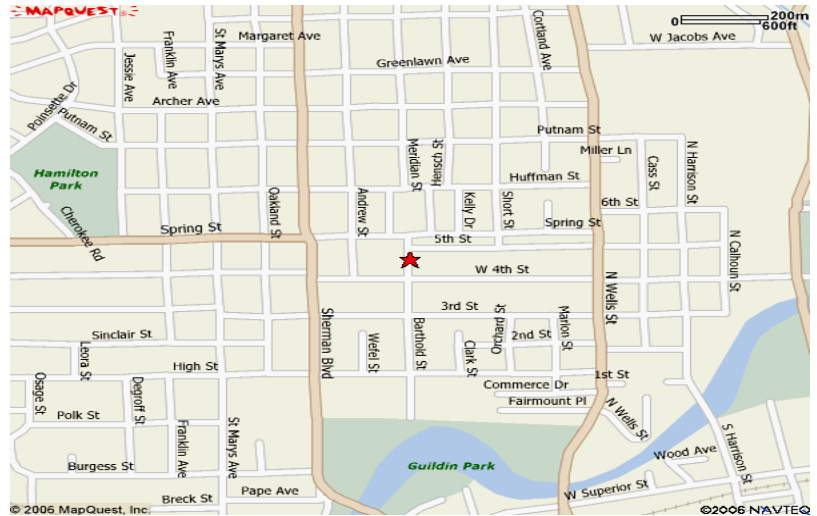


## Textbook Adoption Cycle:

2016-2017- Science  
2017-2018- Social Studies  
2018-2019- Reading ELA

## Presentation of Data: Community Data

This map represents the location of Most Precious Blood School and the surrounding area. Most Precious Blood is located in the west central part of the city of Fort Wayne. It is bordered by Spring Street on the north, Barthold Street to the east, Fourth Street to the south, and Andrews Street to the west. Immediately south of the school, in the same block, is the parish church, Most Precious Blood Church. The school is situated in a residential neighborhood consisting of single-family homes and rentals. Located within walking distance of the school is a variety of small locally owned businesses. St. Mary's River is situated 4 blocks south of the school. The main downtown business district is approximately 1 mile southeast of the school. The star in this map represents the location of Most Precious Blood School.



## Implications for Action: Community Data

### Non-Student Data

Analysis of the map of the residences of the students and the enrollment data may indicate a need to investigate the necessity of school bus transportation to increase the potential pool of student candidates. Most of the current student population comes from a mile radius of the school.

### Other Data Needed

Information pertaining to current enrollment of students residing within the community and interest in attending Most Precious Blood School along with issues or concerns regarding their potential enrollment at Most Precious Blood School.

### Interventions

Staff, Church, and Parents are needed to work together to increase the publicity and image of Most Precious Blood School to lead to an increase in enrollment.

## Summary

We took a close look at our ISTEP+ scores data and found the task concerning. We have a sense of urgency with the most current ISTEP + results. Compiling this profile has helped us see how well our students are performing and how they feel. We have formulated our school goals from the triangulation of data and are now in the process of working on our new goals and interventions. Our goals and intervention are a working document.

# School Improvement Goals 2017-2018

The immediate goals are to improve student success in English Language Arts and Mathematics. We have a secondary goal of improving student’s science knowledge. Current ISTEP+ results show a dramatic decrease in our student’s level of achievement compared to the last 10 years of data.

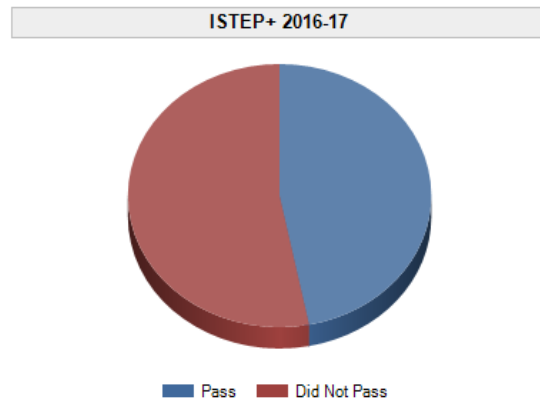
In order to identify the largest area of need we analyzed a sub group of students. We named the sub group the bubble students. The bubble students consist of all students who passed ISTEP by less than 10 points above the cut score or did not pass and were within 20 points of passing. This group we have defined as the bubble group. 29 students in our current 4<sup>th</sup> -8<sup>th</sup> grade are in the bubble group for ELA. 31 students in our current 4<sup>th</sup> -8<sup>th</sup> grade are in the bubble group for math. We analyzed these two group to find common areas of weakness. In math, the bubble group showed the weakest scores in Geometry/Measurement. In ELA, the bubble group showed the weakest scores in writing skills. The bubble group is going to be on a list for RTI in the classroom and with pull out and plug in by resource and title.

## Student Performance Goal #1 Geometry / Measurement

We chose the following as Student Performance Goal #1:

**To increase students growth measured by ISTEP+ mathematics**

Geometry / Measurement (and math facts)



Most Precious Blood school has not seen high growth in mathematics since the Spring of 2012 – 58.5. During the Spring 2016 ISTEP + assessment we showed low growth 41.0%.

|  | Students Tested | Pass% | Growth %          |
|--|-----------------|-------|-------------------|
| Most Precious Blood School 2006 - Fall   | 92              | 90.2  | 52.0              |
| Most Precious Blood School 2007 - Fall   | 86              | 87.2  | 59.0              |
| Most Precious Blood School 2008 - Fall   | 92              | 83.7  | 45.5              |
| Most Precious Blood School 2009 - Spring | 96              | 77.1  | 50.0              |
| Most Precious Blood School 2010 - Spring | 101             | 81.2  | 40.0              |
| Most Precious Blood School 2011 - Spring | 115             | 79.1  | 46.0              |
| Most Precious Blood School 2012 - Spring | 126             | 86.5  | 58.5              |
| Most Precious Blood School 2013 - Spring | 116             | 87.1  | 47.5              |
| Most Precious Blood School 2014 - Spring | 144             | 89.6  | 44.0              |
| Most Precious Blood School 2015 - Spring | 154             | 74.7  | 36.0              |
| Most Precious Blood School 2016 - Spring | 156             | 66.7  | 41.0              |
| Most Precious Blood School 2017 -Spring  | 160             | 46.9  | Not yet available |

**GOAL:**

**For all students will improve math achievement level on standardized test.**

**Clarifying Goals**

All students will demonstrate improved Math computation skills across the curriculum. All teachers will use the College and Career Readiness State Standard books along with ACE for clarification of standards to be taught. All students will master the math computation facts of addition, subtraction, multiplication, and division.

**PROFESSIONAL DEVELOPMENT:**

Teachers will use NWEA data to customize each child’s education plan to his/her needs. Simple Solutions math PD.

**DATA:**

Formative:

- ISTEP+ Scores (3-8)
- NWEA Math

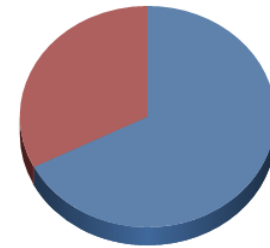
**INTERVENTION:**

Students will improve math facts and problem solving

| ACTIVITIES  | MONITORING/<br>PERSON ACCOUNTABLE  |
|---|--|
| <p>1 Students in K-8 will be progress monitored using “Study Island”. Using NWEA RIT scores to customize learning continuum.</p> <p>2 Students in grades 1- 8 will develop Mastery of Math Facts</p> <p>3 Students will receive support through an after school ISTEP tutoring program using a variety of resources with assigned teachers.</p> <p>4 Website and resource links for parents will be available from our website.</p> | <p>1-8 Classroom Teachers, and Mike Flohr</p> <ul style="list-style-type: none"><li>- Study Island Reports</li><li>- Xtra Math</li></ul> <p>Cheryl Sedelmeyer,</p> <ul style="list-style-type: none"><li>- Parent Communication</li><li>- Enrollment Forms</li></ul> <p>Stan Liponoga</p> <ul style="list-style-type: none"><li>- Website “links” page</li></ul> |

**Student Performance Goal #2**  
**Improve student-writing skills**

ISTEP+ 2016-17



Pass Did Not Pass

We chose the following as Student Performance Goal #2:

**To increase students growth measured by ISTEP+ English language arts**

Improve student-writing skills

|  | Students Tested | Pass% | Growth % |
|--|-----------------|-------|----------|
| Most Precious Blood School 2006 - Fall   | 92              | 87.0  | 48.0     |
| Most Precious Blood School 2007 - Fall   | 85              | 83.5  | 55.5     |
| Most Precious Blood School 2008 - Fall   | 92              | 77.2  | 50.5     |
| Most Precious Blood School 2009 - Spring | 96              | 75.0  | 59.5     |
| Most Precious Blood School 2010 - Spring | 102             | 80.4  | 52.0     |
| Most Precious Blood School 2011 - Spring | 114             | 83.3  | 41.0     |
| Most Precious Blood School 2012 - Spring | 127             | 88.2  | 65.0     |
| Most Precious Blood School 2013 - Spring | 116             | 86.2  | 46.0     |
| Most Precious Blood School 2014 - Spring | 143             | 87.4  | 44.0     |
| Most Precious Blood School 2015 - Spring | 154             | 74.7  | 41.5     |
| Most Precious Blood School 2016 - Spring | 156             | 73.7  | 47.0     |
| Most Precious Blood School 2017 – Spring | 160             | 67.5  |          |

ELA Data:

Dibels (K-2)  
 iRead-3 (3)  
 ISTEP+ Scores (3-8)

Dibels (K-2, 3-6 as needed)  
 NWEA Reading (1-8)

**Intervention 1:**

Teachers will increase the intensity, time and focus of writing in the classroom.

**Intervention 2**

Teachers will monitor for improvement in comprehension, literacy, and nonfictional text.

**Intervention 3 – Communication Parent Involvement**

**Communication and Parent Involvement**

- IREAD 3 and ISTEP + reports
- Weekly newsletters explaining what is be learned in each classroom.
- Wonders Reading Program Newsletter.
- 2 Book Fairs
- Tincaps reading Program
- Allen County Library Summer Reading Program
- Monthly awards for top AR students
- Year-end party for top AR readers.
- Ice Cream parties for students who meet their AR goal
- NWEA Reading reports 3 times per year.

### **Student Performance Goal #3**

#### **Increase knowledge and engagement in Science with new FOSS science kits**

#### PROFESSIONAL DEVELOPMENT:

Teachers will attend Professional Development activities in the areas of differentiated instruction, math simple solutions, Study Island, Accelerated Reader, FOSS science, applying NWEA data reports and using ACE curriculum.

The 3 student performance goals will be driven by RTI and education on differentiated instruction.

#### **Instructional Methods**

We have worked on differentiation and meeting every child's needs. Response to Instruction (RTI) is continually improving in the classroom and resource department.

#### **Monthly RTI at Early Dismissal**

The expectation for this time is for each unit to come together and discuss students who are in need of an academic or behavioral intervention. We normally focus RTI on academic intervention, while it should be, we must also include behavior intervention as students exhibiting behavior problems are a distraction to their own learning as well as the entire class. Each teacher should have specific students, which you want to collaborate and as team, put in place tier one support (in the classroom). We know there is no silver bullets or anyone program or intervention that will always work. Through the monthly communication and collaboration, we will be supporting each other to support our students. Vicky and Cheryl will be joining each unit for 25 minutes of the monthly RTI time. This will be a scheduled time that student need can be evaluated for whom is in need of more intense or less intense intervention. It will be a monthly review of the rank order and whom is most at need. This will also be time for the classroom teacher to give specific needs of students. Although we make modifications for students in real time daily. This is our set time to evaluate a little deeper monthly. Each teacher is to bring to RTI meetings specific students and concerns to collaborate with their unit and/or Cheryl and Vicky.

#### Vicky and Cheryl Early Dismissal RTI schedule

2:05-2:30 - 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup>

2:30-2:55 – 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup>

2:55-3:20 – K 1<sup>st</sup> 2<sup>nd</sup>

## Specific School Improvement Unit Goals

### Preschool 3 and Preschool 4 Unit

#### **Math**

3's-Count to 25

4's-Count and identify up to 25

#### **ELA**

3's-Writing and recognizing name

4's-Letter/Sound recognition

#### **Science**

3's & 4's- Will be investigating the seasons

### Kindergarten, First, and Second Grade Unit

#### **Math:**

Teach students how to verbalize applied math. We will do this by drawing pictures, using our talking buddies (think, pair, share), and our math notebooks/journals to get our students to talk through math problems and solutions.

#### **English/Language Arts:**

Incorporate more nonfiction text in our lessons and books that students take home. We also want our students to be able to recognize nonfiction text features and understand why we need them and what they tell us.

#### **Science:**

Use our new science kits to have students investigating and experimenting (on their own or with a partner/small group) using hands on inquiry science.

### Third, Fourth, and Fifth Grade Unit

#### **Math-**

We will be in year two of the new math program, will correlate Simple Solutions, and will use the data from NWEA to drive instruction.

#### **English/Language Arts:**

The students will be reading more non-fiction texts where they will be completing comprehension questions and will use NWEA to drive instructions.

**Science-** We will be implementing the FOSS science to improve the scores.



## **Sixth, Seventh, and Eighth Grade Unit**

### **English/Language Arts:**

NEWSELA (an on-line news-as-literacy-platform and Chrome app) will continue to be used in class once a week as a general literacy strategy for grades 6 - 8. Use of the this program has proven to support students' nonfiction literacy while allowing differentiate Lexile levels as needed for greater student success. In addition to reading the articles, the students' skills in nonfiction will be tested through comprehension quizzes, writing prompts, and annotation exercises. While NEWSELA is offered as an app in Chrome, it is imperative that students' writing skills are practiced, so we will also incorporate a printed version of NEWSELA as a reinforcement in their developing writing capabilities.

### **Science:**

Implement the use of science notebook to help increase student ISTEP passing percentage to 70%.

### **Summary**

We have collaborated and worked on goals to improve our ISTEP+ math and English Language Arts (ELA) scores. The goals have been identified and gathered from the data. We know the results of this process are to meet the needs of each student. The process by which a school receives accreditation will always be changing. We will continually be working on school improvement. We are to meet the needs of the entire child: mind, body, and soul.

### **Description and Location of Curriculum**

Most Precious Blood follows the State of Indiana Standards and its College and Career Readiness Standards. Our school is comprised of grades preschool – 8<sup>th</sup> grade. The school day begins at 7:55 AM and concludes at 2:50 PM.

The curriculum for kindergarten – 8<sup>th</sup> grade is comprised of: reading, literature, phonics, writing, grammar, spelling, math, social studies, science, physical education, art, spanish, music, band, library, technology, health, and religion.

The standards as prescribed by the State of Indiana are implemented into the curriculum. The teachers have the standards from the State built into the Diocese of Fort Wayne- South Bend curriculum. The Diocese in collaboration with the University of Notre Dame and ACE (Alliance for Catholic Education) have developed the evolving curriculum. The curriculum is found on our diocese wiki site.

The formative assessment tools used by our Diocese and our School is NWEA. It is given three times per year. ISTEP+ given in the Spring to grades 3, 4, 5, 6, 7 & 8. Grade 3 takes IREAD in the Spring.

Professional development is achieved during the school year and the summer. The principal, along with the staff, identifies what areas need improving. The principal, along with the staff, identifies what areas need improving. Workshops are then sought that help individual and staff to improve. Workshops can be planned on site or in conjunction with other schools or the Diocese. Professional development is aligned with Most Precious Blood core academic and foundational mission.

## **Additional 2017-2018 SY Goals**

### **Technology Enhancements**

Installed wireless access points in each classroom. New access point have the latest AC technology to help the wireless infrastructure from aging quickly.

#### **Objective 1 – Mobile Lab**

- a. Google PD and understanding of the chromebooks
- b. Chromebook Lab- Use for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade study island
- c. Use in classrooms for NWEA testing 3 times per year
- d. Use for ISTEP+ testing

#### **Objective 2 – CANVAS**

Continue to develop our learning management system We have a continued drive for improved parent involvement in the students' educational process and electronic communication. We are developing electronic-based learning to prepare our students with 21<sup>st</sup> century learning skills and improvement in electronic communication. Grades 2-8 have begun using CANVAS (educational management system). Teachers will be continually developing and using CANVAS in new ways throughout the school year. Traditional paper newsletters and classroom communications will become electronic posts to CANVAS teacher pages.

#### **Objective 3 - NWEA testing**

- a. Teacher training on giving the assessment
- b. Teacher training on using the DATA to drive instruction
- c. Teacher instruction on how to put RITE score into Study Island

#### **Objective 4 – ACE Curriculum**

Improved use of <http://www.acecollaborative.org/>

#### **Objective 5– FOSS Science PD and Simple Solutions Math**

- a. Science PD on August 10 from FOSS – Onsite All day by grade level
- b. Math Simple Solutions – Webinar August 14 2:00-3:30

#### **Objective 6 – Ongoing PD for Differentiated Instruction and RTI**

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## **Unique Local Insights**

### **Safe and Disciplined Environment**

The following are means and methods of providing anyone entering the grounds or buildings of Most Precious Blood School a safe and disciplined environment:

- Following Diocesan policies
- Providing a school social worker
- Training teachers/staff in Discipline with Purpose
- Establishing a discipline plan
- Providing families with School and Athletic Handbook
- Providing updated Crisis Manual and Faculty Handbooks
- Providing updated Health and Safety Manual
- Providing a crisis evacuation box
- Providing a secure, locked facility that can be exited from any inside door

The materials are located in the main office with teachers having crisis manuals in their classrooms.

# DISCIPLINE WITH PURPOSE

Most Precious Blood School promotes a POSITIVE APPROACH to discipline with the intent to teach self-discipline skills appropriate to the student's developmental stages. Discipline is defined in this approach as a system of rules and regulations that govern the conduct of the student and teacher so that learning can take place.

Discipline With Purpose all school rules are:

1. Respect yourself and others as a child of God.
2. Contribute to the learning environment.
3. Follow classroom procedures.

The fifteen SELF-DISCIPLINE SKILLS taught are:

## BASIC SKILLS (Grades K-3)

1. Can LISTEN
2. Can FOLLOW INSTRUCTIONS
3. Can ASK QUESTIONS when does not understand
4. Can SHARE
5. Can DEMONSTRATE BASIC SOCIAL SKILLS

## CONSTRUCTIVE SKILLS (Grades 3-7)

6. Can UNDERSTAND AND EXPLAIN REASONS FOR RULES
7. Can SELECT/DEVELOP PROCEDURES FOR ACCOMPLISHING A TASK
8. Can WORK COOPERATIVELY with others
9. Can learn essentials of GOOD COMMUNICATION
10. Can DEMONSTRATE LEADERSHIP SKILLS

## GENERATIVE SKILLS (Grades 7-Onward)

11. Can SET OWN SCHEDULE/TIME LIMITS
12. Can WORK TOGETHER TO RESOLVE PROBLEMS
13. Can DISTINGUISH FACT FROM FEELING
14. Can TAKE INITIATIVE TO RESOLVE PROBLEMS OF MUTUAL CONCERN
15. Can SACRIFICE FROM A MOTIVE OF LOVE

The students, teachers, parents and principal share the responsibility for the development and practice of these self-discipline skills.

# REFERRALS FOR MAJOR OR MINOR VIOLATION OF SCHOOL RULES

REFERRALS FOR MAJOR OR MINOR VIOLATIONS OF SCHOOL RULES:

A REFERRAL FORM for major or minor violations is signed by the student, the teacher, and the parents, with a request that parents cooperate with the school in promoting appropriate behavior.

## A. MAJOR VIOLATIONS OF SCHOOL RULES:

Referral forms will be given to students for the following MAJOR violations:

1. Deliberate disobedience or defiance to any person in authority (teachers, aides, secretaries, custodians, parents, etc.)
2. Serious disruptive behavior, such as excessive talking in class, ridiculing another person, habitual misbehavior in school, church, or the playground.
3. Fighting, intimidating, harassing and threatening other students and staff.
4. Bringing unauthorized dangerous items to school, such as knives, weapons, firecrackers, matches, lighters, cigarettes, controlled substances, etc.
5. Being truant or leaving the school premises without permission.

6. Vandalism to school, parish or property.
7. Skipping classes.
8. Cheating.
9. Using cell phones at school.

**B. MINOR VIOLATIONS:**

Students will receive referrals for MINOR VIOLATIONS of school rules, such as:

1. Excessive unexcused absence or tardiness (see attendance)
2. Violation of school dress code
3. Misbehavior in class, lunchroom, halls, restrooms, playground, Church, etc.
4. Eating candy or chewing gum, etc. on school property (fined also)
5. Coming to class without proper materials.
6. Using foul or obscene language.
7. Having three or more missing or incomplete assignments.

Upon receiving FIVE MINOR referrals, a MAJOR referral will be given to the student by the principal and a detention will be served. When a student has received TWO MAJOR referrals, parents will be asked to meet with the appropriate staff to discuss the student's behavior and possible corrective action and another detention will be served. If a student receives a THIRD MAJOR referral, he/she may come to school on Saturday mornings from 9 a.m. until noon, or be suspended from attending classes for THREE school days. This may be in-school suspension or at home. Counseling will be recommended at this time. Upon receiving a FOURTH MAJOR referral, parents will be asked to meet with the principal and pastor to discuss the future of the student's attendance at Most Precious Blood School. The administration reserves the right to discipline students for off campus conduct.

### **Disciplinary Records**

Disciplinary Records are completed in quadruplicate. The forms give record to the parent, teacher, student, and school office. Full records are saved in the school office. The majority of referrals are caused from coming to class unprepared and having three or more missing assignments.