

SAINT PATRICK SCHOOL IMPROVEMENT PLAN INTRODUCTION

1. a. NARRATIVE DESCRIPTION OF THE SCHOOL, THE COMMUNITY, AND THE EDUCATIONAL PROGRAMS

Saint Patrick School is a Catholic school, serving students in preschool through grade eight. The student population in 2011-2012 for grades K-8 is 271 and for preschool 71 making a total of 342. The school is located at 640 N. Calumet Road, Chesterton, Indiana. Chesterton is a small town close to interstate 94 and Indiana highway 49. Chesterton, the heart of the Indiana Dunes of Northwest Indiana, is a rapidly growing community made up predominantly of middle to upper-middle class socio-economic groups.

The campus of the school is presently comprised of five buildings located on eighty acres in a wooded setting on the same property as the parish church. An expansion of the school took place in 1993 with the addition of a preschool and in 1996-1997 with the reestablishment of a middle school. A further expansion began in the 2002-2003 school year, with the opening of two kindergartens and two first grades. Each year since then, a second room of the next grade has been opened. The school currently has two classrooms of each grade K through 2 and one of 3-8. A building project completed in 2007 added buildings four and five. Building four includes six new middle school classrooms, a library/media center, a staff lounge, and parish spaces. Building five is a field house.

1. b. DESCRIPTION AND LOCATION OF CURRICULUM

St. Patrick School is fully accredited by the State of Indiana and has received the rating of *exemplary* from the State of Indiana. The curriculum followed by the school adheres to both the state standards of Indiana and standards set forth by the Diocese of Gary. The incorporation of the Common Core Standards is occurring as recommended by the state Department of Education. St. Patrick offers educational programs in computers, physical education, music, art, and library for grades PK-8. The school has a choir for grades 4-8 that meets one day after school each week and participates in school and parish liturgies. The band is offered to students in grades 4-8; lessons are given during the school day and evening rehearsals for the band are held at the school. A Science Olympiad Team is chosen each year and works with science teachers on Saturdays and after school to prepare for competition at Purdue University Calumet or Indiana University Northwest. Each summer a science camp is offered in addition to enrichment classes and regular math/language arts remedial summer school.

Parents act as art docents for an art appreciation program, which is an addition to the art curriculum for each class. Parents also serve as scout leaders for St. Patrick Boy and Girl Scout troops and as athletic directors and coaches in the after school programs: basketball, soccer, volleyball, track, football and cross country. All students participate each year in the American Heart Association "Jump/Hoops for the Heart" as an addition to their physical education classes.

Religion is taught daily, and the pastor helps teach those classes in addition to saying Mass for the school each Friday morning. The religion curriculum is coordinated with the parish program in order to strengthen the parish community. Parents act as religion docents to improve the children's understanding of the role of Mary in the church. Curriculum guides are located in each classroom, so that teachers have them readily available; copies are also in the school office. The Indiana Academic Standards of the state are readily available and used by teachers in planning lessons as well as incorporating the Common Core Standards as recommended by the state. Because the school adopts textbooks that are approved by the State of Indiana and are kept up to date, they are also a source for establishing a strong curriculum.

The Porter County Education Interlocal assesses students for possible learning disabilities after teachers in the school have completed their own assessments and the Response to Instruction processes. The local public school provides money for Title 1, which is taught by a St. Patrick School middle-school teacher. A speech teacher provides services at the school once a week. Each year any students at St. Patrick who have an Individual Education Plan written by the Interlocal are reviewed by staff and parents; progress and interventions are assessed and adjusted as necessary.

1. c. TITLE AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS IN ADDITION TO ISTEP+

CTB/McGraw Hill Terra Nova

The Diocese of Gary requires all schools to administer the CTB/ McGraw Hill Terra Nova achievement test to grade 2. Terra Nova combines selected items with constructed response items to allow students to produce short and extended responses. Both item formats are presented in contexts related to situations in and out of the classroom.

CTB McGraw-Hill InView Test of Cognitive Skills

Grade 2 also will take the InView Test of Cognitive Skills in 2011-2012. Results in the areas of Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context are given in national percentile by grade, national percentiles by age, national stanines by grade, national stanines by age, and a scale score.

Indiana CORE 40 End-of-Course Algebra I Test

Algebra students in grade 8 take the End-of-Course Algebra I test provided online by Questar Assessment, Inc. As part of Indiana's school accountability system, Core 40 End-of-Course Assessments are designed to ensure the quality, consistency, and rigor of courses across the state. Core 40 assessments are aligned with Indiana Standards.

CLASSROOM ASSESSMENTS

- Oral assessments
- Portfolio assessments
- PowerPoint presentations
- Informal reading assessments
- Weekly science lab reports
- Individual skills assessments
- Journal writing
- Written performance assessments
- Daily assignments

2. STATEMENT OF MISSION AND BELIEFS

Mission Statement:

St. Patrick School serves students in preschool through grade eight. We are dedicated to providing quality education within a caring, Christian, family atmosphere.

We are committed to:

- *Instilling Catholic values*
- *Creating an environment of academic excellence*
- *Fostering parent/community involvement in meeting educational goals*
- *Providing an experience and opportunity to serve each other and our community.*

Philosophy:

Saint Patrick School seeks to develop the whole child, spiritually, morally, intellectually, emotionally, and physically. Through the cooperative effort of our priests, faculty, parents, and students, we strive to promote an atmosphere in which our students may grow as responsible, compassionate Christians. Through our curriculum we endeavor to help each student develop his or her intellectual potential as well as form personal values and improve physical health. We encourage an attitude of respect in students for themselves and others.

3 a. DATA FROM ANNUAL PERFORMANCE REPORT

ISTEP+ TESTS

Year ISTEP Average Pct Pass – All Tested Grades

2010-2011	99.0%
2009-2010	97.9%
2008-2009	97.3%
2007-2008	97.7%
2006-2007	94.7%
2005-2006	97.5%
2004-2005	96.9%
2003-2004	96.7%
2002-2003	99.3%
2001-2002	92.5%
2000-2001	94.7%
1999-2000	96.0%
1998-1999	94.3%
1997-1998	93.5%

When the information above is examined on the Indiana Department of Education website, (<http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?sch.=D050>) it is explained that Saint Patrick School was

ranked in the 95th percentile, the top 5%, of high performing schools in the state of Indiana for the average percent passing in all tested grades from 1997-1998 through 2008-2009.

3 b. DATA FROM INDICATORS OTHER THAN ISTEP+

**CTB InView Test of Cognitive Ability
 Norm-Referenced Scores: GRADE 6**

	MNSG	MSS	MDNPG
Sequences			
Year			
2004	6.3	507.1	78.0
2006	6.6	517.4	78.0
Analogies			
Year			
2004	6.5	514.9	78.5
2006	6.3	502.1	78.0
Quantitative Reasoning			
Year			
2004	6.8	522.1	79.5
2006	7.0	534.2	81.0
<u>TOTAL NONVERBAL SCORE</u>			
Year			
2004	6.8	514.7	83.7
2006	6.8	517.8	85.5
Verbal Reasoning-Words			
Year			
2004	6.5	514.5	76.0
2006	6.6	516.5	80.0
Verbal Reasoning-Context			
Year			
2004	7.2	536.2	86.7
2006	6.9	526.3	83.0
<u>TOTAL VERBAL SCORE</u>			
Year			
2004	7.0	525.5	81.5
2006	6.8	521.7	81.0
<u>TOTAL SCORE</u>			
Year			
2004	6.9	518.9	83.5
2006	6.7	519.3	82.7
MNSG=mean nat'l stanine by grd. MSS=mean scale score MDNPG=median nat'l percentile by grd.			
The stanine scale divides the scores of the norm population into nine groups – 1-9. A <u>scale score</u> is the basis for other norm-referenced scores. The scale score describes achievement on a continuum that in most cases spans the range of kindergarten through grade 12 and range in value from approximately 100 to 900. A <u>median national percentile</u> divides the distribution in half.			

The score above show that students have average or above average verbal and math abilities.

TERRA NOVA CAT Complete Battery – GRADE 2

MEDIAN NATIONAL PERCENTILE (MDNP)
 Median National Percentile divides the distribution in half;
 The MDNP for the nation is 50.

Year	2007	2008	2009	2011
Reading	85.6	86	69	79
Vocabulary	82.0	83.3		
Reading composite	82.3	87.0		
Language	83.0	83.5		
Mathematics	82.0	84.7	72	85.3
Math computation	59.0	77.0		
Math composite	80.0	88.3		
Total score	83.3	84.9	70.5	79.0
Science	61.0	56.0	74	76.3
Social studies	77.9	76.3	71	69.3

4. INFORMATION ABOUT HOW SCHOOL INSTRUCTIONAL STRATEGIES SUPPORT THE ACHIEVEMENT OF INDIANA ACADEMIC STANDARDS

Indiana academic standards are circulated to teachers, parents, and students at St. Patrick School. Teachers are also given access to the Department of Education website where they can locate the Indiana as well as the Common Core Standards, at any time. Textbooks are examined before purchase to discern the extent to which they incorporate Indiana academic and Core standards. All textbooks are approved by the State of Indiana and the Diocese of Gary. Teachers identify standards in their lesson plans, so that it becomes clear which areas are being covered fully and which areas need further instructional strategies for grades kindergarten through eight to meet the requirements of that standard.

PARENTAL PARTICIPATION IN THE SCHOOL

Parents participate in St. Patrick School in the following ways:

1. Art docents give monthly presentations to students using prints of important artwork to deepen students' appreciation of art.
2. Lunchroom and playground supervisors are paid to work with the principal from 11:15 a.m. to 12:15 p.m. to help provide sufficient personnel to carry out school policies and support the safety plans of the school.
3. Scout leaders direct boy and Girl Scout troops from St. Patrick School.
4. Coaches and athletic directors work with students on basketball, soccer, volleyball, track, football and cross country teams. These parents incorporate the mission and philosophy of the school in their interaction with students.
5. Field trip chaperones help teachers on class trips, so that school policies and safety procedures are supported.
6. The Home and School Association actively works to support the school with fundraising and social events to provide financial assistance, improve communication, and develop community spirit.
7. Many parents attend weekly Mass and other liturgies with the school members to strengthen the spiritual bond at St. Patrick School.

8. Parents join in activities at school, attend performances, and help with many of the tasks that go into special functions like the school Jump for the Heart, Grandparents' Day, Catholic Schools Week, All Saints Day and the Christmas Program.
9. About 10% of the staff of the school has children in the school, so the connection between parents and school is very strong. Staff members are able to look at issues and policies from the standpoint of both a parent and a teacher.

TECHNOLOGY AS A LEARNING TOOL

Below is a list of steps that show the history of the St. Patrick School technology planning:

1. St. Patrick School has established a mission statement and technology based on assessments by staff and parents in addition to professional research.
2. The computer teachers and technical consultant work together to assess projects that will be addressed.
3. St. Patrick School used the agreement with the local school district, Duneland Schools, to further the school's technology development by having a fiber optics system installed for St. Patrick School.
4. In January of 2001 a presentation was given to the Home and School Association of parent for information and feedback regarding the school's use of technology.
5. A technology plan was outlined for St. Patrick School by first assessing what the school had in use and projecting needed hardware and software with approximate costs.
6. The school and parish offices were connected and all staff members were trained in email use.
7. The StaR chart from CEO Forum was used in September of 2000 to assess the school plan for better integration of technology into the educational process.
8. Integration of technology into the library is in place, with an inventory of materials, purchasing of a new computer for the library, and purchasing *Surpass* library software and licensing agreement.
9. All students in the school attend a computer class in the computer lab once a week and additionally as needed for projects; the Diocesan Curriculum Guide, state standards, and national standards are used as a basis so that curriculum is appropriate to age levels.
10. Students in the middle school use computers to prepare PowerPoint and other applications for presentations, spreadsheets, and database programs for class. The science teacher teaches a Lego Robotics program to middle school. Students use the Internet for research projects.
11. Classrooms are supplied with one or two computers for classroom use for word processing, Internet search, and *Book Adventure*.
12. A projector is used for teaching in the computer lab and in classrooms. The new library is set up as a media center for video presentations.
13. Students in the middle school participate in *The Stock Market Game* using computers.
14. Math students use calculators and upper level students use graphing calculators.
15. Science students use microscopes and other technology in the science lab, especially in preparation for Science Olympiad.
16. Middle school students and grade three students prepare for and attend the Challenger Space Mission at Purdue University Calumet.
17. Students and staff use a digital camera to put together presentations for classes and large events.
18. Students use laptops for Response to Instruction.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Because St. Patrick School places the highest priority on a safe and disciplined learning environment, a school handbook and classroom rules are carefully prepared by the teachers and revised each year with the benefit of experience and feedback from the school community. A school safety plan has been prepared and is located in each classroom, and fire, tornado, and red code drills are conducted each year. In 2000-2001 Sheriff Nelson of Porter County Response Agency presented a professional development workshop for the staff on school safety and toured the site to give suggestions regarding both building safety and disaster precaution and preparation for the school. During the summer of 2009 a staff member attended the SCHOOL SAFETY class offered by the State of Indiana. After drills, discussion for improvement is discussed with the SCHOOL SAFETY specialist. Discussion has been ongoing regarding addition to the three present buildings and connecting links to those buildings for added security. All staff

members are CPR trained and also trained on the AED. Two AEDs are on site: one by the school office, the other in the fieldhouse. Both secretaries in the main office are also first aid trained.

All staff members and parents who work with students complete the VIRTUS training class and computer training bulletins for awareness of sexual abuse as mandated by the U.S. Conference of Catholic Bishops and the Diocese of Gary. St. Patrick School passed the audit which took place in April, 2011 by the diocese.

Doors are locked all day wherever possible. Staff members wear identifying badges and sign in and out in the office. All other adults are asked to check in at the office for a visitors' pass when they arrive at school and wear a visitors badge when on the premises. Telephones are available in each room of the school, and a public address system is used for communication. Walkie talkies and bull horns are used during recess and other times when large groups of students are present. The principal, secretary and maintenance person are available by cell phone.

PROFESSIONAL DEVELOPMENT

During the school year, time has been arranged for teachers to attend professional development classes by hiring substitute teachers during school days. Additional professional development has been done at evening and summer classes and workshops on the teachers' own time. Topics that have been studied in the last six years have been:

1. Brain Research was a workshop about how students learn. The has been followed up with coursework on brain research into learning styles done by the fifth grade teacher in conjunction with a parent, who is also an education professor at Purdue University Calumet.
2. Student Physical Growth and Development was a workshop by physical therapist Mary Ruth Kazmerek, in which students' physical abilities to hold pens and pencils correctly and to sit upright in a chair or desk were discussed in the light of young peoples' bone and muscle development.
3. The principal and most of the staff have completed a course in Lay Ministry training, which is a series of theology classes designed to further prepare adults to be teachers of religion.
4. Four teachers attended Summer Institute of Technology at IUPUI in the summer of 2001. This was a three day workshop to provide hands on experience to support technology as a tool for development; engage teachers in collaborative activities using the Internet, multi-media, presentation tools and data organizers to create in-depth student projects; enable teachers to create standards-based lessons and assessments using technology activities; and to equip teachers with techniques for implementing successful classroom management, collaborative learning, and multiple learning styles.
5. The teaching staff has used the MY TARGET technology assessment tool in 2004 with the goal of updating awareness of technology skills.
6. Every other year the staff attends the Indiana Private Education Association Convention in Indianapolis for two days. This is a very well planned teacher development convention with a variety of educational topics. On the off year the Diocese of Gary provides and one day teacher development meeting.
7. The principal and other staff members have attended the IDOE workshops for training in the scoring and interpreting of ISTEP+ tests in the meaning of Public Law 221.
8. TRAVELING THROUGH CONFLICT WITH CREATIVITY was a workshop presented to staff members by Angie Keaveney of Duneland Schools using the materials and video of Eric Allenbaugh.
9. The members of the staff of Westchester Public Library conducted a workshop for faculty to increase their knowledge of media services available at the public library and to analyze the media services that St. Patrick School has and how they could be improved.
10. In 2003, 2004, and 2005 Sharon Klahn of the Duneland Schools Technology Department has conducted in-services for the staff in various computer applications, such as the software INSPIRATION and web quests.
11. At the request of the Diocese of Gary development plan directed by Catholic School Management was written in 2005 for the school by teachers and parents; one component is the analysis and goal setting for technology for the school in the next five years.
12. Two to three staff members have attended the Indiana Computer Education Conference (ICE) each year.
13. Several middle school teachers have attended the Valparaiso University Middle School fall conference.
14. Two teachers attended the 6 Traits of Writing training in 2008.
15. The teachers attended a workshop provided by the Diocese in 2009 by Alfie Kohn on "Overhauling the Transmission Method."
16. In October of 2010, the teachers attended a workshop on Reading comprehension by Dr. Schnacter.
17. Teachers attended an inservice on using Excel worksheets within the classroom provided by Mr. Jeffrey Herr, consultant.
18. All staff members attended the workshop by Alfie Kohn on teaching styles.

5 a. ATTENDANCE RATES

St. Patrick School has an acceptable attendance rate as seen in the statistics from the DOE. The school has moved from a three star to a four star rating. Student vacations have been one cause of the slightly lower attendance rates. Attempts to educate and remind parents and students of the importance of attendance will continue. The stated goal in 2002 of raising the attendance rate by .1 point each year has been accomplished for the most part. The school has acquired Exemplary status for AYP (Adequate Yearly Progress) for the 2010-2011 school year.

ATTENDANCE RATES:

YEAR	PERCENTAGE RATE
1993	96.4
1994	96.3
1995	96.2
1996	96.6
1997	96.5
1998	96.4
1999	96.3
2000	96.5
2001	96.5
2002	96.8
2003	96.7
2004	96.9
2005	97.9
2006	97.5
2007	96.7
2008	97.0

5 b. PERCENTAGE OF STUDENTS MEETING ACADEMIC STANDARDS UNDER THE ISTEP+ PROGRAM

Saint Patrick School would like to examine PASS PLUS percentages as a marker for the rate at which it hopes for students to meet academic standards. The chart below show the rate of passing per class in the language art, math, and science ISTEP+ tests; it also show the rate of PASS PLUS percentages for those classes.

LANGUAGE ARTS

YEAR GRADE %PASS %PASS PLUS

2010-2011

	3	100	29
	4	97	37
	5	95	26
	6	100	73
	7	100	60
	8	100	58

2009-2010

	3	98	43
	4	100	41
	5	100	58
	6	98	49
	7	100	63
	8	100	68

2008-2009

	3	98	30
	4	97	24

SAINT PATRICK SCHOOL
 CHESTERTON, IN D050
 September 2011

	5	96	27
	6	97	24
	7	97	30
	8	100	30

2007-2008

	3	100	43
	4	93	16
	5	95	23
	6	98	25
	7	100	37
	8	100	50

2006-2007

	3	92	20
	4	96	30
	5	98	42
	6	100	33
	7	100	57
	8	96	36

2005-2006

	3	98	34
	4	94	31
	5	100	23
	6	100	52
	7	85	41
	8	100	61

2004-2005

	3	96	37
	6	86	28
	8	95	42

MATHEMATICS
YEAR GRADE %PASS % PASS PLUS
 2010-2011

	3	100	53
	4	100	67
	5	100	74
	6	100	83
	7	100	66
	8	100	77

2009-2010 (spring)

	3	100	43
	4	98	70
	5	98	82
	6	98	58
	7	97	87
	8	100	86

2008-2009

	3	94	10
	4	97	27
	5	96	50
	6	97	66
	7	100	79

8	100	74
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2007-2008

3	100	28
4	95	16
5	97	62
6	100	69
7	100	67
8	100	64

2006-2007

3	80	18
4	98	26
5	96	60
6	100	63
7	100	81
8	100	64

2005-2006

3	95	23
4	94	41
5	100	60
6	100	59
7	96	48
8	100	57

2004-2005

3	89	20
6	90	28
8	100	63

SCIENCE

YEAR GRADE %PASS %PASS PLUS

2010-2011

4	100	60
6	98	71

2009-2010 (spring)

4	98	84
6	89	61

2008-2009

5	93	18
7	100	24

2007-2008

5	95	34
7	100	30

2006-2007

5	96	35
7	100	38

2005-2006

5	100	20
7	89	

The scores reported above display a strong ability in the students with their passing rates for the ISTEP+. The school should add to their analysis and focus the number of students who are achieving the PASS PLUS scores and strive to increase those numbers in each class. The data shown above show a range from 26%-60% PASS PLUS in **language arts**; and a range from 53%-83% in PASS PLUS scores in **math**. PASS PLUS scores in **science** range from 60%-71%.

6.SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED

St. Patrick School will focus on the following areas for improvement in the next three years:

1. maintaining the Catholic identity of St. Patrick School

2. increasing critical thinking and problem solving
3. developing a strong writing program
4. improving problem solving skills in math
5. addressing issues of a safe and disciplined learning environment
6. expanding the science discovery and hands on learning activities
7. increasing differentiation within the classroom

7. BENCHMARKS

In accordance with the goals set by the school plan the following benchmarks will be set:

1. Maintain the Catholic identity of St. Patrick School.
 - The physical environment will have symbols of faith in each room.
 - Provide opportunities for service to others during the seasons of Advent and Lent.
 - Partake in “Catholic” celebrations: Catholic Schools Week, All Saints Day, etc. to increase Catholic identity.
2. Increase critical thinking and problem solving portions of ISTEP+.
 - All students will increase their percentiles in the literary response analysis, scientific thinking, and problem solving portions of the ISTEP+.
3. Increase writing process skills
 - All students will pass the writing process portion of the ISTEP+ at the 90th percentile.
 - An aim for close to 50% at the PASS PLUS scores in language arts will be established.
4. Improve problem solving skills in math.
 - The problem solving scores will increase by 15%.
 - Teachers will strive to prepare about 50% of students to achieve at the PASS+ rate on the math ISTEP+ tests.
5. Address issues involving a safe and disciplined learning environment.
 - Locked buildings and communications systems will be studied.
 - Christian treatment of others will continue to be stressed.
 - Staff members will sign in and out each day.
6. Expand the science program.
 - Teachers will plan for additional science activities to increase mastery of science principles.
 - Teachers will use manipulatives and kinesthetic learning to master science skills.
7. Increase the use of differentiation within the classroom
 - Students with IEPs will pass the Istep test
 - Students going through the RTI process will pass the Istep test

9. PROPOSED INTERVENTIONS

Religious identity:

- Support church ministries through physical donations and spiritual support.
- Build community externally through service projects.

Critical thinking and problem solving:

- All teachers will provide opportunities for students to support their answers.
- Specials classes will support critical thinking and problem solving wherever possible.
- Listening comprehension will periodically be assessed.

Writing process skills

- All grade levels will write daily for a given amount of time with time increasing as the grade level increases.
- Writing will be integrated into the specials’ classes where applicable.
- Teachers will meet monthly to build upon the writing curriculum and identify techniques and skills in which they build upon at each level.
- Teachers at grade levels will meet to discuss writing curriculum.

Math problem solving skills

- Grade levels will move into next year's text book beginning with kindergarten. This was completed during the 2009-2010 school year.
- Problem solving activities/techniques will increase in every classroom.
- Classroom teachers will focus on using different mathematical terms/vocabulary to increase higher level thinking.

Safe and disciplined learning environment

- School wide assemblies will be considered.
- Professional development avenues will be considered.
- Staff members will study and follow all procedures established by the school for a safe environment as discussed with the school safety specialist.

Improved science curriculum

- Staff members will study the science curriculum to determine areas of overlap or deficiency.
- Teachers will begin Science in the different disciplines to cover all areas of science.

Increase the use of Differentiation instruction

- Teachers will be provided with professional development on differentiation.
- Teachers will receive support from the principal on differentiation.
- Grade levels will meet regularly to discuss student work and differentiation.

10. PROFESSIONAL DEVELOPMENT THAT SUPPORTS SUSTAINABLE SCHOOL IMPROVEMENT EFFORTS: CULTURAL COMPETENCY OF THE SCHOOL'S TEACHERS, ADMINISTRATORS, STAFF, PARENTS, AND STUDENTS

(new component – 2004-2005)

“Cultural competence is a set of academic and personal skills that allow us to increase our understanding and appreciation of cultural differences between groups.” (Indiana State Department of Health)

A. Strategies used for increasing educational opportunities and educational performance:

CLASSROOM ACTIVITIES

1. Each student was given a colored piece of construction paper. Only the students with blue paper were allowed to read, answer questions, etc. After the activity the “blue” students were rewarded with stickers. The other students got nothing. We continued our class activities. Only the “blue” students could participate. They were rewarded with suckers. To follow up, the class discussed how the “non-blue” students felt. Then this was tied to prejudice in society.
2. Classes discussed Martin Luther King, Jr. in the historical context with slavery, prejudice, and injustice in the United States.
3. The school learned and used music from Caribbean, African, and other cultures for use in music classes and liturgies.
4. Students use technology to create a timeline that identifies the Civil Rights Movement and the advancement of the African American culture in America.
5. Students used technology to create brochures that describe the beliefs and practices of cultures throughout the world.
6. Students used technology via the Internet to research cultures, i.e. virtual tours. Students used collected data to create a variety of projects that include PowerPoint presentations.

STAFF/PARENT ACTIVITIES

1. “Diversity and Racism” six-hour staff development workshop by Father Clarence Williams at Our Lady of Consolation Hall in Merrillville, Indiana, 2-28-03.
2. Celebration of Mass for feast days of saints that highlight diversity of the saint's culture.
3. Outreach to ministries that cross socio-economic lines such as Café Manna at Valparaiso University, Valparaiso, Indiana, and St. Patrick Parish Committee for supporting migrant workers.
4. Joining in the diocesan/parish effort to address problems of racism with discussions of “Created in God's Image-a Pastoral Letter on the Sin of Racism and a Call to Conversion.”
5. Workshop presentation for school principals by Ms Paulette Springer, diocesan office of African-American Ministry- 2003.
6. Father Ravi Selvaraj presented a slide show and talk to students and teachers about education and life in India.
7. Professional development workshop presented by Sharon Klahn, Duneland Schools Technology Department; staff will use technology to complete webquests in cultural diversity areas for the purpose of their own education and to plan for classroom activities- April 12, 2005.
8. In 2007, the librarian received a grant from the Duneland Foundation of Chesterton to purchase library books about other countries to add to student access to knowledge. This effort is in conjunction with the school's service project of raising funds for children in countries suffering from poverty.

9. Classroom teachers will take opportunities to discuss and identify diversity within their Religion and Reading programs.
 10. Students will study and present a program on cultural diversity after having studied different cultures within their classrooms.
- B. Recommendations for areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.
1. Staff will continue to seek out workshops, seminars, and educational television programs that will deepen their knowledge and appreciation of other cultures.
 2. Staff members will use the Indiana Private Education Conference in Indianapolis to utilize presentations provided in the areas of cultural, socio-economic, and disability awareness.
 3. Staff members will schedule Duneland Schools Technology personnel for in-service presentations that meet both the technology training and the cultural awareness training that are part of the school's plan.
 4. The school will continue with technology training through Mr. Jeffrey Herr, consultant.

12. THREE-YEAR TIME LINE

2006-2007 SCHOOL YEAR:

1. Each student's *attendance* will be looked at to determine whether illness or vacations has been the source of missed school days. The goal will be to increase attendance from 97% to 97.1%.
2. Staff will either write a school plan for a writing program or purchase a plan so that the mean IPI for *writing applications* in the ISTEP+ is raised an additional 2 points.
3. Other materials for problem solving will be chosen if necessary so that an additional 2 points can be achieved in the mean IPI for *problem solving* on the ISTEP+ tests.

2007-2008 SCHOOL YEAR:

1. The school will send home information about its goal to increase the *attendance rate* to 97.2% and how many students that means need to be in school.
2. With further discussion of writing skills, the school will aim to add an additional to point to the mean IPI for *writing applications* on the ISTEP+ tests.
3. With additional materials for math problem solving the school will aim to add an additional two points to the mean IPI for *problem solving* on ISTEP+.

SAINT PATRICK SCHOOL TIMELINE - 2008

Religious identity

- 2007-2008 Place religious symbols in all new rooms.
- 2008-2011 Pursue staff development in teacher theology training.
- 2011-2012 Partake in conjunction with the Parish, in community activities.
- 2012-2013 Incorporate the changes in the mass into liturgy.
- 2013-2014 Incorporate the catechism into the learning experience.

Critical thinking and problem solving

- 2007-2008 increase ISTEP+ scores .10
- 2008-2009 increase ISTEP+ scores .10
- 2009-2010 increase ISTEP+ scores .10
- 2010-2011 strive for a 1% increase in PASS+ scores in all grades
- 2011-2012 strive to raise Pass + scores in all grades by another percent.
- 2012-2013 increase the Pass + rate in all istep scores to 60%
- 2013-2014 increase the Pass + rate in all istep scores to 63%

Writing process skills

- 2007-2008 attain ISTEP+ scores in 88th percentile
- 2008-2009 attain ISTEP+ scores in 89th percentile
- 2009-2010 attain ISTEP+ scores in 90th percentile
- 2010-2011 strive for PASS+ scores that are at the 50th percentile
- 2011-2012 strive to have all classes raise Pass + scores in all grades by a percent.

2012-2013 strive to raise Pass + scores to 40% in all grades

2013-2012 strive to raise Pass + scores to 43% in all grades

Problem solving skills in math

2007-2008 grade level increase in ISTEP+ problem solving by 5%

2008-2009 grade level increase in ISTEP+ problem solving by 5%

2009-2010 grade level increase in ISTEP+ problem solving by 5%

2010-2011 all grade level increase in PASS+ scores by 5%.

2011-2012 all grade level increase in Pass + another 3 %.

2012-2013 all grade level increase in Pass + to 60%

2013-2014 all grade level increase in Pass + to 63%

Safe and disciplined learning environment

2007-2008 Establish new communications and security procedures.

2008-2009 Review each new procedure in new and older buildings.

2009-2010 Revisit funding for a system of locked doors with a camera or card system for entering
and rethink school community atmosphere as it grows larger

2010-2011 Pursue grants for security systems and establish policies needed for safety and security in a larger
school.

2011-2012 Set policies and guidelines for safety at extra-curricular as well as school day activities.

2012-2013 All staff to acquire first aid and AED training

2013-2014 Educate all staff members on food allergies and safety measures

Science curriculum

2007-2008 Discuss value of activities in science.

2008-2009 Study the chart of activities made by staff of activities PK-8.

2009-2010 Add one activity per quarter to science curriculum.

2010-2011 Pursue staff development in science knowledge.

2011-2012 Make lab materials readily available for the lower classes in addition to the already established
science lab.

2012-2013 Write grants for hands-on materials for students.

2013-2014 Maintain curriculum mapping of science for all grades K through 8