

Archdiocese of Indianapolis

St. Matthew School

Indianapolis, Indiana
Corporation #9200
School #C440

School Improvement Plan 2008 – 2011



Mission Statement

The community of St. Matthew Catholic School is dedicated to provide a faith-filled Catholic education that fosters the growth of the whole child. We will guide children to achieve their Personal Best through developmentally appropriate academics, social skills, and intervention, if needed. In this safe environment, we will instill in them respect, reverence, responsibility, lifelong productivity and a concern for others in the world.

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St. Matthew School, C440, Indianapolis

School Improvement Plan - Archdiocese of Indianapolis

School Name: St. Matthew School
Address: 4100 East 56th Street
City/State/Zip: Indianapolis, Indiana 46220
Phone: 317-251-3997
Corporation: # 9200
School: # C440
Grades: K-8
Enrollment: 450

School Improvement Plan 2008-2011 Approval

Ronald W. Costello

Ronald Costello, Ed.D., Superintendent of Schools 6-2-2008
Date

Pastor Date

President, School Commission/Board Date

Principal Date
(Type names on electronic copy and mail this page with original signatures to the Office of Catholic Education)

School Improvement Committee

Legend: A = Administrator T = Teacher S = Student
 P = Parent PM = Parish Member Pw/D = Parent of Child w/Disability
 B = Business Community

Names of Committee Members	A	T	S	P	PM	B	Pw/D
Beth Brogan		X			X		X
Carla Buhler				X	X	X	
P. Martin Erlenbaugh	X				X		
Pixie Hildebrand		X			X		
Brian Murphy				X	X	X	
Dolly Naddy		X		X	X		
Anne Pappas		X					
Michelle Smith				X	X		
Susan Sobieski		X			X		
Kristen Waite		X					
Nancy Watt		X		X			X

**School Improvement Plan
Catholic Identity Goal Planning**

<p>Goal 1: <i>(Goals should be written for all students and should not include numerical increases.)</i> All Students will improve their knowledge of the Catholic faith and demonstrate respect for themselves, each other, and God.</p>
<p>Essence of the Goal: <i>(What is it that we want our students to know, understand, or be able to do? How will we know that they know, understand or are able to do it?)</i> St. Matthew school would like the students to be able to show respect and knowledge of themselves, others, and God through age appropriate words and actions.</p>
<p>Triangulation of Data: <i>(What data sources did we utilize to determine our goal areas? Each school must identify at least three data sources that were used to identify its goals and must provide a short analysis on the process.)</i> Data Sources: 1. Faith 2000 2. Religion series (Blest Are We) year end assessment 3. Survey Analysis: We would like to submit another survey to solicit where we are with bullying, and solicit input from parent/teacher observation.</p>
<p>Benchmark: <i>(How will we measure progress? How will we know if our students are improving?)</i> Faith 2000 Scores: Results maintained by the Archdiocese of Indianapolis. We will know students are making progress by analyzing scores from one year to another. Other assessments: Blest Are We end of the year assessment score. We will know students are making progress by analyzing scores from one year to another.</p>
<p>Effective Interventions: <i>(What will we do to help students improve in this area?)</i> Teachers will use the C.L.A.S.S. model of classroom management to continue teaching procedures as a way to reinforce respect at all level. Teachers will work towards achieving consistency at all grade levels, and invite continued discussion of inappropriate behavior and how it affects others. Teachers and students will use the new music books to show their knowledge of song to demonstrate respect in church through proper singing. Teachers will instruct the 8th graders to mentor the kindergarteners each fall. Activities or strategies: <i>(What activities or strategies will be implemented? These may vary by grade level and student need. Please accurately record what <u>new</u> things teachers will be doing to improve student achievement.)</i> Character development discussions in middle school health class. New music books have been purchased to encourage participation with contemporary music during mass. Grades 3-8 serve as mass choir “hosts” during weekly mass. Grades 6-8 help when mass is conducted by grades 1-2. Grade 8 students present St. Matthew medals in the fall to grade K students during mass. Accountability: <i>(Who will be accountable for the implementation of the interventions and activities or strategies?)</i> The teaching staff and principal, as determined by the Religion Committee.</p>

Research: *(How did we determine that the intervention is one that will work? Where is the research to support this as an effective intervention?)* St. Matthew determined that the purchasing of new music books would put current and proper books in the hands of students during mass. Books, along with the instruction during weekly music class would help to improve the number of students participating by singing during mass. Additional resources are found on www.blestarewe.com website. The website provides assistance in lesson planning and activities for the series.

Professional Development: *(What skills and knowledge will teachers need to implement the intervention? How will they acquire these skills and knowledge? Professional development should be planned to meet the needs of individual teachers. If a school wishes, a separate professional development plan that answers these questions may be attached to the appendix. Please reference those pages here.)*

Invited Mrs. Andrea Cotton, a social worker in the public school district within St. Matthew boundaries, to speak at staff meeting regarding bullying.
C.L.A.S.S. character education training provided during summer at C.L.A.S.S. site and at St. Matthew two times during the school year. The teachers will directly teach the students proper character education skills based on training received during C.L.A.S.S.
Mrs. Elizabeth Baratz, school social worker, to instruct students and staff on basic friendship lessons and school social skills. Mrs. Baratz will instruct some groups of students directly in class. Some groups or individual students will be instructed in Mrs. Baratz's office. She will instruct staff through teacher's meetings and literature in mailboxes.
Mrs. Michele Epple, St. Matthew music teacher, to instruct students and staff on new music selections. The students and staff will acquire this knowledge during weekly music class and before and during weekly mass.

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

The following individuals are necessary to implement this plan: Mrs. Andrea Cotton, Mrs. Elizabeth Baratz, Mrs. Michele Epple, Mr. Martin Erlenbaugh, Rev. Paul Shikany. Additionally, new Voices music books, and St. Matthew medals will be needed. Professional development will occur during and after school hours, along with teacher collaboration time.

Parent Involvement: *(How will parents be informed of the plan for this goal? In what way will parents be involved in the implementation of this plan?)*

Inserts in the weekly Principal Hotline that will include a bullying chart asking for their help in teaching appropriate behavior based on respect, A Parent's 10 Commandments For Passing on the Faith, and seasonal activities and ideas of religious things to be done at home.

Timeline: *(When does the plan for this goal begin and end?)*

The goal has started during the 2007-08 school year and will go through school year 2010-2011.

**School Improvement Plan
Academic Goal Planning**

<p>Goal 1: <i>(Goals should be written for all students and should not include numerical increases.)</i> All students will improve their comprehension skills across the curriculum.</p>
<p>Essence of the Goal: <i>(What is it that we want our students to know, understand, or be able to do? How will we know that they know, understand or are able to do it?)</i> We want our students to know, understand and be able to comprehend written work at grade appropriate levels. We will know that they know, understand and are able to do it by analyzing data from benchmark assessments.</p>
<p>Triangulation of Data: <i>(What data sources did we utilize to determine our goal areas? Each school must identify at least three data sources that were used to identify its goals and must provide a short analysis on the process.)</i></p> <p>Data Sources:</p> <ol style="list-style-type: none">1. ISTEP+2. MacGraw Hill Reading inventory3. DOE Indiana state reading standard assessment <p>Analysis:</p>
<p>Benchmark: <i>(How will we measure progress? How will we know if our students are improving? Numerical progress should be shown here.)</i></p> <p>ISTEP+ Scores:</p> <p>Other assessments: MacGraw Hill Reading inventory scores, DOE Indiana state reading standard assessment scores</p>
<p>Effective Interventions: <i>(What will we do to help students improve in this area?)</i></p> <p>Teachers will teach comprehension strategies each day at school. Teachers will informally evaluate students' comprehension of knowledge on a day to day basis. Teachers will keep informal independent records for their homeroom on student progress.</p> <p>Activities or strategies: <i>(What activities or strategies will be implemented? These may vary by grade level and student need. Please accurately record what <u>new</u> things teachers will be doing to improve student achievement.)</i></p> <p>Grade 6-8 Language Arts and Social Studies will read cross curriculum novels. Grade 6-8 Language Arts will use a Latin workbook. Grade K-2 implemented a new reading series. Grade 3-5 will mix novels into their reading series.</p> <p>Accountability: <i>(Who will be accountable for the implementation of the interventions and activities or strategies?)</i></p> <p>All K-5 classroom teachers, grade 6-8 Language Arts teacher, and resource staff.</p>
<p>Research: <i>(How did we determine that the intervention is one that will work? Where is the research to support this as an effective intervention?)</i></p> <p>National Reading Panel report 2000, Orton-Gillingham method of reading instruction, SRA/McGraw-Hill Open Court reading series, Indiana Department of Education reading standards</p>

Professional Development: *(What skills and knowledge will teachers need to implement the intervention? How will they acquire these skills and knowledge? Professional development should be planned to meet the needs of individual teachers. If a school wishes, a separate professional development plan that answers these questions may be attached to the appendix. Please reference those pages here.)*

Teachers will need the skills and knowledge to effectively teach and assess reading comprehension skills. The teachers will acquire these skills by attending sessions directed by two educators from the C.L.A.S.S. team. These educators will teach our staff lessons on using picture books and novels in the classroom to promote reading comprehension. Teachers in grades K-2 and resource will attend SRA/Open Court educator training sessions. Teachers in grades K-8 and special areas will attend a reading comprehension session led by Mrs. Mary McNelis, reading specialist in Washington Township.

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

SRA/McGraw-Hill Open Court reading series, K-2

Grade level chosen novels, 3-8

Latin workbook, 6-8

Parent Communication: *(How will parents be informed of the plan for this goal?)*

Information will be reported in the weekly Principal Hotline and the weekly classroom teacher newsletter.

Timeline: *(When does the plan for this goal begin and end?)*

The goal has started during the 2007-08 school year and will go through school year 2010-2011.

**School Improvement Plan
Institutional Goal Planning**

<p>Goal 1: Sustain optimal enrollment.</p>
<p>Data Sources: <i>(What data sources did we utilize to determine our goal areas? Each school must identify at least three data sources that were used to identify its goals and must provide a short analysis on the process.)</i></p> <p>Data Sources:</p> <ol style="list-style-type: none">1. Actual enrollment data2. Church baptismal and membership records3. Attendance at recruitment open houses <p>Analysis: By analyzing the data, strategies for better recruitment may be made.</p>
<p>Benchmark: <i>(How will we measure progress? How will we know if we are successful?)</i></p> <p>Success of this goal will be determined as enrollment statistics show increased enrollment.</p>
<p>Effective Interventions: <i>(What will we do to improve in this area?)</i></p> <p>St. Matthew School has created a marketing committee to oversee recruitment of students from various preschools and surrounding kindergarten programs.</p> <p>Activities or strategies: <i>(What activities or strategies will be implemented? Please accurately record what <u>new</u> things the school will implement to attain the goal.)</i></p> <p>With the creation of a Marketing Committee, St. Matthew has a formal public relations coordinator and a formal Marketing Director.</p> <p>Accountability: <i>(Who will be accountable for the implementation of the interventions and activities or strategies?)</i></p> <p>The School Commission and its Marketing Director will be held accountable for increasing the enrollment.</p>
<p>Research: <i>(How did we determine that the intervention is one that will work? Where is the research to support this as an effective intervention?)</i></p> <p>St. Matthew School Commission has had marketing strategies in place since 2005. The Commission continues to see that connecting with local pre-schools and kindergartens has slightly increased the enrollment.</p>
<p>Resources: <i>(What resources will be necessary to implement this plan?)</i></p> <p>The Finance Committee through the school's annual budget will need to allot dollars to the various projects, signage, and recruitment publications.</p>
<p>Parent Involvement: <i>(How will parents be informed of the plan for this goal? In what way will parents be involved in the implementation of the plan for this goal?)</i></p> <p>Parents will be asked to seek neighbors, friends, acquaintances, etc. in order to share our publications, announcements, and recruitment days.</p>
<p>Timeline: <i>(When does this plan begin and end?)</i></p> <p>This will be a continual process. It began in early 2007 and will continue through the designation and direction of the School Commission.</p>