

St. Augustine School Improvement Plan

Saint Augustine School
Diocese of Lafayette

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Overview

Plan Name

St. Augustine School Improvement Plan

Plan Description

School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at St. Augustine School will improve in mathematics.	Objectives: 2 Strategies: 6 Activities: 18	Academic	\$17775

Goal 1: All students at St. Augustine School will improve in mathematics.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency to meet or exceed grade level norm score in Mathematics by 06/01/2018 as measured by NWEA Measures for Academic Progress Math assessment.

Strategy 1:

Problem Solving Skills - Teachers and Title I tutor will model and teach best practice problem solving skills for students to use across the curriculum.

Research Cited: --Cawelti, Gordon, ed. (2004). Handbook of Research on Improving Student Achievement, Third Edition. Arlington, VA: Educational Research Service.

--Marzano, R., Pickering, D., Pollock, J., (2005) Classroom Instruction That Works. Upper Saddle River, NJ: Pearson Education.

--National Council of Teachers of Mathematics. Principles and Standards for School Mathematics.

--National Research Council. (2001) Adding it Up: Helping Children Learn Mathematics. Washington, DC: National Academy Press.

--Stone, Randi. (2007). Best Practices for Teaching Mathematics. Thousand Oaks, CA: Corwin Press.

--Willingham, D.T. (Spring, 2004). Practice Makes Perfect. American Educator.

-Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice, Third Edition. Portsmouth, NH: Heineman

Evidence of success: Data from NWEA Measures for Academic Progress Math assessments, ISTEP Math assessment and classroom summative and formative assessments, IXL Math and Accelerated Math student achieved levels.

Activity - Word Problems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will solve math word problems daily using the four step process: understand the question, choose plan to solve, work the problem, and check the answer	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	All classroom teachers and Title I tutor.
Activity - Computer software and iPad apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly students will use IXL Math and Accelerated Math and other iPad apps for math problem solving exercises.	Technology	08/11/2015	06/01/2018	\$1300	General Fund	Classroom and computer lab teachers.
Activity - Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show all work and steps to solve word problems using appropriate strategy; draw a picture, make a table or graph, make notes, use simpler numbers, or work backwards.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.

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Activity - Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through teacher assigned problems and math games, students will practice to make permanent the processes and strategies to solve math word problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of math manipulatives to solve and understand word problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.

Strategy 2:

Numbers/Operations/Computation - Teacher instruction will enable all students to have understanding, knowledge, and skills to understand numbers, ways of representing numbers, relationships among numbers, and number systems, understand meanings of operations and how they relate to one another and compute fluently and make reasonable estimates.

Research Cited: Burns, M., (Nov. 2007). Nine Ways to Catch Kids Up. Educational Leadership.

Cawelti, Gordon, ed. (2004). Handbook of Research on Improving Student Achievement, Third Edition. Arlington, VA: Educational Research Service.

Marzano, R., Pickering, D., Pollock, J., (2005) Classroom Instruction That Works. Upper Saddle River, NJ: Pearson Education.

National Council of Teachers of Mathematics. Principles and Standards for School Mathematics.

National Research Council. (2001) Adding it Up: Helping Children Learn Mathematics. Washington, DC: National Academy Press.

Stone, Randi. (2007). Best Practices for Teaching Mathematics. Thousand Oaks, CA: Corwin Press

Willingham, D.T. (Spring, 2004). Practice Makes Perfect. American Educator ----

Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice, Third Edition. Portsmouth, NH: Heineman

Evidence of success: Data from formal and informal summative and formative classroom assessments ISTEP Math, NWEA Math Measures of Academic Progress, IXL Math and Accelerated Math and Math Facts in a Flash levels.

Activity - Math Facts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn math facts to compute fluently and make reasonable estimates.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers, Title I tutor,

Activity - Computer Software and iPad Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use IXL Math, Accelerated Math and Math Facts in a Flash and other iPad apps regularly for solving math problems.	Technology	08/11/2015	06/01/2018	\$3800	General Fund	Classroom teachers, computer teacher,

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Activity - Numbers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to understand numbers, ways of representing numbers, relationships among numbers and number systems.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.
Activity - Operations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to understand meanings of operations and how they relate to one another.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.
Activity - Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice to make perfect number understanding, representations, relationships, systems, operations, and math facts.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.
Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of math manipulatives to solve and understand math problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Title I tutor.

Strategy 3:

Supplemental instruction - Based on data from summative and formative assessments and teacher recommendation, students performing below grade level will have supplemental math instruction from the classroom teacher and Title I tutor.

Research Cited: Burns, M., (Nov. 2007). Nine Ways to Catch Kids Up. Educational Leadership.

National Research Council. (2001) Adding it Up: Helping Children Learn Mathematics. Washington , DC: National Academy Press.

Stone, Randi. (2007). Best Practices for Teaching Mathematics. Thousand Oaks, CA: Corwin Press

Willingham, D.T. (Spring, 2004). Practice Makes Perfect. American Educator

Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice, Third Edition. Portsmouth, NH: Heineman

Evidence of success: NWEA Measures of Academic Progress Math Assessments, ISTEP Math Assessments, and classroom assessments

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized and small group instruction in the classroom by classroom teacher for students who need extra help to improve math proficiency.	Academic Support Program	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers

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Activity - Title I tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized math instruction by Title I Tutor outside the classroom 1-2 times a week based on student need to improve math proficiency.	Academic Support Program	08/11/2015	06/01/2018	\$12000	Title I Part A	Title I Tutor

Strategy 4:

Vocabulary - Teachers will teach the meanings of words used in math to help students in all grades develop a firm understanding of mathematical concepts.

Research Cited: Burns, M., (Nov. 2007). Nine Ways to Catch Kids Up. Educational Leadership.

Marzano, R., Pickering, D., Pollock, J., (2005) Classroom Instruction That Works. Upper Saddle River, NJ: Pearson Education.

National Council of Teachers of Mathematics. Principles and Standards for School Mathematics.

Stone, Randi. (2007). Best Practices for Teaching Mathematics. Thousand Oaks, CA: Corwin Press.

Evidence of success: NWEA Measures of Academic Progress Math Assessments, ISTEP Math Assessments, summative and formative classroom assessments

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the meanings of words used in math to build the students mathematical vocabularies and develop a firm understanding of mathematical concepts. Math vocabulary charts will be used.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teacher, Title I tutor

Strategy 5:

Professional Development - All teachers will have opportunities for staff development, access to professional Mathematics publications and websites and participate in webinars and workshops to enhance their mathematics instruction for all students.

Research Cited: Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice, Third Edition. Portsmouth, NH: Heineman

Evidence of success: NWEA MAP Math assessments, ISTEP math assessments, classroom formative and summative assessments,

Activity - Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will attend NWEA workshops to learn how to use the data to improve classroom instruction and other workshops that become available.	Professional Learning	08/11/2015	06/01/2018	\$500	Title II Part A	Principal and classroom teachers

Activity - Webinar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will participate in webinars associated with mathematics instruction.	Professional Learning	08/11/2015	06/01/2018	\$0	No Funding Required	Classroom teachers and Principal.

Activity - Websites and Publications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have access to the National Council of Teachers of Mathematics website and publications	Professional Learning	08/11/2015	06/01/2018	\$175	General Fund	Principal and classroom teachers
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Measurable Objective 2:

90% of Pre-K grade students will demonstrate a proficiency in Kindergarten readiness in Mathematics by 06/01/2018 as measured by teacher observations and informal assessments.

Strategy 1:

Integrated instruction - Preschool teacher will use manipulatives, calendar, Weekly Reader, and Happily Ever After to teach developmentally appropriate math skills.

Research Cited: National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics

Evidence of success: classroom observations, activity pages, learning games, teacher notes, student progress reports

Activity - Math activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make patterns with manipulatives. Daily calendar will be used for learning days of the week, months of the year and number order. Students will play number games. Students will recognize numbers, colors and shapes. Students will count, graph and group objects, identify sizes and categories and make sets larger or smaller. Students will understand parts of a whole and more and less.	Direct Instruction	08/11/2015	06/01/2018	\$0	No Funding Required	Preschool teacher and classroom aides

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I tutoring	Individualized math instruction by Title I Tutor outside the classroom 1-2 times a week based on student need to improve math proficiency.	Academic Support Program	08/11/2015	06/01/2018	\$12000	Title I Tutor
Total					\$12000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Websites and Publications	Teachers will have access to the National Council of Teachers of Mathematics website and publications	Professional Learning	08/11/2015	06/01/2018	\$175	Principal and classroom teachers
Computer software and iPad apps	Regularly students will use IXL Math and Accelerated Math and other iPad apps for math problem solving exercises.	Technology	08/11/2015	06/01/2018	\$1300	Classroom and computer lab teachers.
Computer Software and iPad Apps	Students will use IXL Math, Accelerated Math and Math Facts in a Flash and other iPad apps regularly for solving math problems.	Technology	08/11/2015	06/01/2018	\$3800	Classroom teachers, computer teacher,
Total					\$5275	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Workshops	Classroom teachers will attend NWEA workshops to learn how to use the data to improve classroom instruction and other workshops that become available.	Professional Learning	08/11/2015	06/01/2018	\$500	Principal and classroom teachers
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Facts	Students will learn math facts to compute fluently and make reasonable estimates.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers, Title I tutor,
Numbers	Students will learn to understand numbers, ways of representing numbers, relationships among numbers and number systems.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Practice	Students will practice to make perfect number understanding, representations, relationships, systems, operations, and math facts.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Math activities	Students will make patterns with manipulatives. Daily calendar will be used for learning days of the week, months of the year and number order. Students will play number games. Students will recognize numbers, colors and shapes. Students will count, graph and group objects, identify sizes and categories and make sets larger or smaller. Students will understand parts of a whole and more and less.	Direct Instruction	08/11/2015	06/01/2018	\$0	Preschool teacher and classroom aides
Academic Support	Individualized and small group instruction in the classroom by classroom teacher for students who need extra help to improve math proficiency.	Academic Support Program	08/11/2015	06/01/2018	\$0	Classroom teachers
Word Problems	Students will solve math word problems daily using the four step process: understand the question, choose plan to solve, work the problem, and check the answer	Direct Instruction	08/11/2015	06/01/2018	\$0	All classroom teachers and Title I tutor.
Manipulatives	Students will use a variety of math manipulatives to solve and understand word problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Webinar	Classroom teachers will participate in webinars associated with mathematics instruction.	Professional Learning	08/11/2015	06/01/2018	\$0	Classroom teachers and Principal.
Math Vocabulary	Teachers will teach the meanings of words used in math to build the students mathematical vocabularies and develop a firm understanding of mathematical concepts. Math vocabulary charts will be used.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teacher, Title I tutor
Practice	Through teacher assigned problems and math games, students will practice to make permanent the processes and strategies to solve math word problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Strategies	Students will show all work and steps to solve word problems using appropriate strategy; draw a picture, make a table or graph, make notes, use simpler numbers, or work backwards.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Operations	Students will learn to understand meanings of operations and how they relate to one another.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Manipulatives	Students will use a variety of math manipulatives to solve and understand math problems.	Direct Instruction	08/11/2015	06/01/2018	\$0	Classroom teachers and Title I tutor.
Total					\$0	