

**ST. JOSEPH CATHOLIC SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve mathematical critical thinking skills across the curriculum.

<p><b>Support Data (used to select the goal)</b> Current scores from the Kansas Math Assessment are not at the Standard of Excellence. Data from the Kansas math Assessment and observations by teachers and parents indicated a need for improvement in the area of mathematical problem solving.</p>	<p><b>Standardized Assessments</b> (include grade/subtest) ITBS Test Results grade 3-6 Kansas Math Assessment at grades 3-6</p>	<p><b>Local Assessments</b> (include grade/subtest) District CRT's in Math Local performance assessments</p>
--	---	--

<p><b>Intervention:</b> All students ...will use models to enhance mathematical critical thinking skills.</p>	<p style="text-align: center;"><b>The research base describing this intervention and how it applies to our students is included on an attached page.</b></p>
---	--

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
		Beg	End		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUPPORTING EXPECTING PRACTICING MODELING TEACHING</p> <p>1) Teachers will continue expanding on their knowledge of math models.</p>	Principal Peggy Bahr	Fall 2004	Spring 2009	Math models Workshops and in-services	<p><u>Teacher Implementation:</u> Lesson Plans Peer observation Principal observation</p>
<p>2) Teachers will demonstrate to their peers math models ideas and lessons.</p>	Principal All Classroom teachers	Spring 2006	Spring 2009	Math models Collaboration time	
<p>3) Students in grades K-6 will use math models for mathematical critical thinking.</p>	Classroom teachers gr. K-6	Fall 2005	Spring 2009	Math models Additional training	<p><u>Student Performance:</u> Teacher observation Daily assignments Unit assessments</p>
<p>4) Students in grade 4,5, &amp;6 will engage Use Hands On Equations to solve algebraic concepts.</p>	Peggy Bahr	Winter 2005	Spring 2009	Hands O Equations materials	
<p>5) Teachers will review and select a new math curriculum to better match State and National Standards.</p>	Principal Classroom teachers gr. K-3, Peggy Bahr	Spring 2006	Fall 2006	<i>Everyday Mathematics</i> Curriculum implementation Curriculum research State and National Standards	
<p>6) Teachers will implement new math curriculum <i>Everyday Mathematics</i>.</p>	School Council				



St. Joseph Catholic School  
“Formation of the Total Person in the Image of Christ”  
School Improvement Plan

**Math**

**Intervention:** All Students... will use models to enhance number sense across the curriculum.

**Research Base:**

In an analysis of 60 studies, Sowell (1989) concluded that “mathematics achievement is increased through the long-term use of concrete instructional materials and that students’ attitudes toward mathematics are improved when they have instructions with concrete materials provided by teachers knowledgeable about their use”. Manipulative materials can (1) help students understand mathematical concepts and processes, (2) increase students’ flexibility of thinking, (3) be used creatively as tools to solve new mathematical problems, and (4) reduce students’ anxiety while doing mathematics.

Students should use informal representations, such as drawing, to highlight various features of problems; they should use physical models to represent and understand ideas such as multiplication and place value. They should also learn to use equations, charts, and graphs to model and solve problems. Students who represent the problem in some way are more likely to see important relationships than those who consider the problem without a representation.

**References:**

Bergeson, Dr. Terry (2000). Teaching and Learning Mathematics: Using Research to Shift From the “Yesterday mind to the Tomorrow Mind.

Baker, Ann & Baker, Johnny (1991) Math in the mind: a process approach to mental strategies.

Clements, Douglas (1999). Contemporary Issues in Early Childhood, Vol. 1, No. 1: “Concrete” Manipulatives, Concrete Ideas.

# ST. JOSEPH CATHOLIC SCHOOL SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve mathematical critical thinking skills across the curriculum.

<p><b>Support Data (used to select the goal)</b> Current scores from the Kansas Math Assessment are not at the Standard of Excellence. Data from the Kansas math Assessment and observations by teachers and parents indicated a need for improvement in the area of mathematical problem solving.</p>	<p><b>Standardized Assessments</b> (include grade/subtest) ITBS Test Results grade 3, 5 Kansas Math Assessment at grades 3-6</p>	<p><b>Local Assessments</b> (include grade/subtest) District CRT's in Math Local performance assessments</p>
--	--	--

<p><b>Intervention:</b> Students in grades K-3... will use cognitively guided instruction to improve mathematical thinking.</p>	<p style="text-align: center;"><b>The research base describing this intervention and how it applies to our students is included on an attached page.</b></p>
---	--

Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1.) Read research on CGI to gain knowledge of intervention.	All classroom teachers	May 2006	May 2007	Resource books and materials in the area of CGI	<p><u>Teacher Implementation</u> Principal Observation Peer Observation Lesson Plans</p> <p><u>Student Performance</u> Teacher Observation Daily Assignments Unit Assessments</p>
	2.) A team of teachers will attend CGI workshops through ESSDACK to gain knowledge of the intervention.	Roberta Burghart Kari Kresky Diane Martinez Principal	Fall 2006	Summer 2008	ESSDACK	
	3.) Teachers will implement CGI strategies in teaching mathematical critical thinking skills.	All classroom teachers, principal	Fall 2006	Spring 2009	Workshops Inservice Michelle Flaming	
	4.) Students will develop mathematical thinking by solving word problems using CGI strategies.	All classroom teachers	Fall 2006	Spring 2009	<i>Everyday Mathematics</i>	
	5.) Flagged students will practice critical thinking skills using CGI strategies with one-on-one assistance and with peer tutoring.	All classroom teachers Principal Teacher aides	Fall 2006	Spring 2009	<i>Everyday Mathematics</i>	



St. Joseph Catholic School  
“Formation of the Total Person in the Image of Christ”  
School Improvement Plan

**Math**

**Intervention:** Students in grades K-3... will use cognitively guided instruction to improve mathematical thinking.

**Research Base:**

The thesis of Cognitive Guided Instruction (CGI) is that children enter school with a great deal of informal or intuitive knowledge of mathematics that can serve as the basis for developing understanding of the mathematics of the primary school curriculum. Without formal or direct instruction on specific number facts, algorithms, or procedures, children can construct viable solutions to a variety of problems.

In an experimental study (Carpenter et al. 1989). It was found that CGI classes had significantly higher levels of achievement in problem solving than control classes had. A longitudinal study (Fennema et al. 1996) extended the finding of the initial study. By the third year of the study, the concepts and the problem-solving performances of the classes of every teacher were substantially higher than they had been at the beginning of the study. Improved performance in concepts and problem solving appeared to be cumulative, with student having longer participation in CGI classes showing greater gains in the upper grades during the second and third years of study.

Studies have consistently demonstrated that CGI students show significant gains in critical thinking.

**References:**

Fennema, Elizabeth (2000). Research Report—National Center for Improving Student Learning and Achievement in Mathematics and Science: Cognitively Guided Instruction.

Carpenter, Thomas (1999). Children’s Mathematics.

**St. Joseph Catholic School**  
**Results-Based Staff Development Plan**

**Staff Development Outcome**

(What do teachers need to know & be able to do?)

All teachers ...will develop skills in the areas of math models and vocabulary.

(What teacher accountability evidence will we accept to verify staff development was effective.)

IDP forms and notebooks  
 Principal records of workshops attended  
 Principal & peer observations

**Target Area Goal from SIP**

(What do we want students to know, learn, demonstrate?)

All students will show improvement in the area of mathematical critical thinking skills across the curriculum.

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person Responsible</i>	<i>Timeline</i>	
				Begin Date	End Date
<b>Knowledge</b>	Staff development in the area of math models and math vocabulary.	IDP forms Staff development plans	P. Stoss, Principal	Fall 2004	May 2006
<b>Model/ Demonstration</b>	Sharing of information at staff meetings.	Staff meeting agendas Documentation of collaboration time.	Classroom Teachers Math committee	January 2006	May 2007
<b>Low Risk Practice with Feedback</b>	Staff development presentations Cross grade level discussions Grade level discussions Peer coaching	Faculty meeting agendas Collaboration minutes/documentation Collaboration minutes/documentation Teacher lesson plans and notes	P. Stoss, Principal P. Stoss, Principal Classroom teachers Math committee	Fall 2004	May 2007
<b>On-the-Job Practice with Feedback</b>	Feedback and coaching during cross grade level meetings Staff meeting discussions Principal observations	Minutes/agendas from cross grade level meetings. Staff meeting agendas Observation feedback forms	Teachers  P. Bahr, principal P. Bahr, principal	Fall 2006	May 2009
<b>Follow-up for Current Staff</b>	Review student achievement Analyze and refine strategies in order to meet the lowest and the highest students	Faculty meeting agendas Faculty meeting agendas	P. Bahr, principal P. Bahr, principal	Fall 2004	May 2009
<b>Long-Term May Maintenance Plan for New Staff</b>	New Teacher mentoring program Peer coaching Principal observation	Principal's notes Lesson plans & notes Observation feedback forms	P. Bahr, Principal Entire staff P. Bahr, Principal	Fall 2006	May 2009

# ST. JOSEPH CATHOLIC SCHOOL SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve reading comprehension skills across the curriculum.

<b>Support Data (used to select the goal)</b> 1) ITBS Test Results grades 3-6 2) Kansas State Reading Assessment grades 3-6 3) District CRT's in Reading 4) Teacher observation and assessments	<b>Standardized Assessments</b> (include grade/subtest) 1) ITBS Test Results grades 3-6 2) Kansas State Reading Assessment grades 3-6 3) District CRT's in Reading 4) Flynt Cooter IRA at grade 2 & D.I.B.E.L.S	<b>Local Assessments</b> (include grade/subtest) 1) Local Performance Assessments gr. 3-6 2) Accelerated Reader Quizzes gr. 2-6 3) Reading Series Holistic assessments gr 1-6 4) Phonics assessments gr. k-2
---	---	--

<b>Intervention:</b> All students....will engage in reading renaissance classroom practices.	<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>
---	---

Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. Teacher will review and update training and reading resources.	Principal	Fall 2005	Winter 2005	Reading Renaissance video series and training materials.	<u>Teacher Implementation:</u> Lesson Plans Principal observation
	2. Students in grades K-6 will engage in daily sustained silent reading.	Classroom teachers gr. K-6	Fall 2005	2009	Classroom books with AR Lexile levels Library books with AR Lexile levels	
	3. Students in grades 1-6 will participate in think-alouds and questioning strategies.	Classroom teachers gr. 1-6	Fall 2005	2009	Folders and charts for logs.	<u>Student Performance:</u> Student Logs AR reports
	4. Students in grade 1-6 will participate in reading goal setting, guided practice and conferencing.	Classroom teachers gr. 1-6	Fall 2005	2009	Advanced teacher training.	Student goal setting Teacher observation Principal observation
	5. Students will engage in independent reading practice	Classroom teachers gr. 1-6	Fall 2004	2009	Accelerated Reader Quizzes Books with AR lexiles. Classroom Computers	Principal observation  Students will engage in accelerated reading quizzes and log results.
	6. Parents will be informed of reading renaissance practices. Family reading night. Reading Goals met will be rewarded with class parties, prize stores & public/private recognition.  Students not meeting goals will participate in frequent teacher/student conferences and additional help with a paraprofessional. Students may be referred to Summer School.	Classroom teachers gr. 1-6 Principal monitoring Library Paraprofessionals  Principal Classroom teachers K-6 Tammy Gipson	Fall 2005	2009	Video (parent meeting) Student logs AR reports	



St. Joseph Catholic School  
"Formation of the Total Person in the Image of Christ"  
School Improvement Plan

**Reading**

**Strategy:** Students will develop strong comprehension awareness across the curriculum

**Research Base:**

Strategies that build skills such as sequencing and making predictions develop literacy skills which can be cultivated at the students level of language proficiency. Strategies such as retelling can also provide opportunity for reflection on learning and comprehension

**Text Comprehension Instruction**

Teaching comprehension strategies that guide students as they read and write allow for students to be more actively engaged with the text. Assessing students' prior knowledge, predicting, question generating and answering, summarization, retelling, modeling meta-cognitive strategies are all essential in building students' text comprehension

Many students continue to struggle with acquiring the necessary skills to become successful readers. The most commonly used software for teaching reading is Accelerated Reader. This study investigated the effect of Accelerated Reader (AR) on the reading achievement and vocabulary development of 755 third-, fourth-, and fifth-graders from a low socioeconomic, urban environment. Students categorized as "high AR users" gained significantly more on reading comprehension than those students categorized as "average and/or low users." Results indicate that the AR program can be quite effective if the participating students are willing to do supplemental reading.

References:

The "In the Classroom" Toolkit is designed to bring research and practice together for those involved in the education of culturally and linguistically diverse learners. Initiated by National Clearinghouse Staff.

Johnson, R.A., & Howard, C.A. (2003). The Reading Matrix

# ST. JOSEPH CATHOLIC SCHOOL SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve reading comprehension skills across the curriculum.

<b>Support Data (used to select the goal)</b> 1) ITBS Test Results grades 3-6 2) Kansas State Reading Assessment grades 3-6 3) District CRT's in Reading 4) Teacher observation and assessments	<b>Standardized Assessments</b> (include grade/subtest) 1) ITBS Test Results grades 3-6 2) Kansas State Reading Assessment grades 3-6 3) District CRT's in Reading 4) Flynt Cooter IRA at grade 2/ D.I.B.E.L.S K-2	<b>Local Assessments</b> (include grade/subtest) 1) Local Performance Assessments gr. 3-6 2) Accelerated Reader Quizzes gr. 2-6 3) Reading Series Holistic assessments gr 1-6 4) Phonics assessments gr. k-2
---	--	--

<b>Intervention:</b> Students in grade K-2 will develop a strong phonological awareness.	<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>
---	---

	<b>Activities to Implement the Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Classroom Level Monitoring System</b>
			<b>Beg</b>	<b>End</b>		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. Teacher will review and update training of phonics. Training will include peer observations.	Principal	Fall 2004	Winter 2005	Available workshops.	<u>Teacher Implementation:</u> Lesson Plans Principal observation
	2. Students in grades K-2 will engage in daily instruction of Phonics.	Classroom teachers gr. K-2	Fall 2004	2009	Saxon materials; letter tiles, flashcards, texts	
	3. Students will perform daily exercises in the phonics program: Daily letter and sound & spelling review.	Classroom teachers gr. K-2	Fall 2004	2009	Advanced training	<u>Student Performance:</u> Weekly Saxon assessments Teacher observation
	4. Students will use hands on activities such as letter tiles, and games to reinforce their phonic skills.	Classroom teachers gr. K-2	Fall 2004	2009		
	5. Students will daily phonics homework and decodable readers to practice what they have learned.	Classroom teachers gr. K-2	Fall 2004	2009		Students in grades K-2 will have a running record of phonic performance.
	6. Students will perform at grade level on weekly phonics assessments.	Roberta Burghart Kari Kresky Diane Martinez	Fall 2004	2009		
	7. Students not performing at grade level, or not completing homework assignments will have additional time with a paraprofessional.	Principal	Fall 2004	2009		
	8. Students who are unable to read decodable readers at grade level will have additional time reading orally with the paraprofessional.	Principal				



St. Joseph Catholic School  
“Formation of the Total Person in the Image of Christ”  
School Improvement Plan

**Reading**

**Strategy:** Students in grades K-2 will develop a strong phonological awareness.

---

**Research Base:**

*Preventing Reading Difficulties in Young Children* concludes that immersion in language and literature (whole language) and instruction in sound-letter relationships (phonics) are both critical in the early years. A 17-member, multidisciplinary committee, headed by Catherine Snow of Harvard University, spent two years sifting through the findings of several decades of research to make its case. Comprehension, the council concludes, is the reason for reading. But unlocking the meaning encoded in the mysterious lines, dots, and squiggles that form our written language requires mastery of a number of complex skills. Phonics instruction is critical, the council says, in creating readers who can grasp and grapple with tests of increasing complexity. “Reading should be defined as getting meaning from print, using knowledge about the written alphabet and about the sound structure of oral language for the purposes of achieving understanding,” the council writes. “Early reading instruction should include direct teaching of information about sound symbol relationships to children who do not know them, and it should maintain a focus on the communicative purposes and personal value of reading.”

“Most of the time the work phonics is used to mean “knowledge about sound-symbol relationships in language,” Heidi Mills, Timothy O’Keefe, and Diane Stephens say in *Looking Closely Exploring the Role of Phonics in One Whole-Language Classroom*, published by the National Council of Teachers of English in 1992. “When phonics is defined this way, phonics and whole language are quite compatible.”

“*Put Reading First: The Research Building Blocks for Teaching Children to Read*” It concludes that children who have phonemic awareness skills are likely to have an easier time learning to read and spell than children who have fewer or none of these skills.

Key Finding from scientific research on phonemic awareness instruction provides the following conclusion that phonemic awareness can be taught and learned effectively. Effective phonemic awareness instruction teaches children to notice, think and work with sounds in the spoken language.

**References:**

Seeking Common Ground. Sherman Lee, 1998

Research Building Blocks for Teaching Children to Read. This publication was developed by the **Center for the Improvement of Early Reading Achievement (CIERA)** and was funded by the **National Institute for Literacy (NIFL)** through the Educational Research and Development Centers Program, PR/Award Number R305R70004, as administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. However, the comments or conclusions do not necessarily represent the positions or policies of NIFL, OERI, or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Bonnie B. Armbruster, Ph.D., University of Illinois at Urbana-Champaign

Fran Lehr

Jean Osborn, M. Ed., University of Illinois at Urbana-Champaign, 2001

**St. Joseph Catholic School, McPherson**  
**Results-Based Staff Development Plan**

**Staff Development Outcome**

(What do teachers need to know and be able to do?)

All teachers ...All teachers will develop an understanding and use Reading Renaissance practices. Grades K-2 will develop phonological awareness in reading.

**Teacher Indicators**

(What teacher accountability evidence will we accept to verify staff development was effective.)

Running/collective student records  
 Lesson plans  
 Principal and peer observation  
 Student Assessments

**Target Area Goal from SIP**

(What do we want students to know, learn, demonstrate?)

All Students will improve reading comprehension across the curriculum.

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person Responsible</i>	<i>Timeline</i>	
				Begin Date	End Date
<b>Knowledge</b>	Staff development in the areas of reading renaissance, comprehension strategies, & phonological awareness.	IDP forms Staff development plans Principal records of in-services attended.	P. Stoss Teachers	Fall 2004	May 2007
<b>Model/ Demonstration</b>	Sharing of information at staff meetings.  Cross grade discussions	Staff meeting agendas  Minutes/notes from collaboration	Classroom teachers P. Stoss, principal	Fall 2005	May 2007
<b>Low Risk Practice with Feedback</b>	Staff development presentations Cross grade level discussions Peer coaching	Faculty meeting agendas Collaboration minutes/notes Teacher lesson plans	Reading team P. Stoss, principal Classroom teachers	Fall 2004	May 2007
<b>On-the-Job Practice with Feedback</b>	Staff development presentations Staff meeting discussions Peer coaching	Faculty agenda Lesson plans	P. Stoss, principal Classroom teachers	Fall 2006	May 2007
<b>Follow-up for Current Staff</b>	Feedback and coaching during cross grade meetings Staff meeting discussions Principal observations	Faculty agenda Observation feedback forms	P. Bahr, principal	Fall 2004	May 2009
<b>Long-Term Maintenance Plan for New Staff</b>	New teacher mentoring program Peer coaching	Observation feedback forms Lesson plans	P. Bahr, principal Reading team	Fall 2006	May 2009