

Action Plan for St. Philomena School:

Improving Student Learning for Catholic Schools

Appendix G-1

Action Plan Template: Used for Every Action Plan

Action Plan for St. Philomena School

Goal #1:

The further implementation of the Next Generation Science Standards and the further development of STEM learning in the subject area of science.

Rationale for this Goal: The further implementation of the Next Generation Science Standards and the further development of STEM learning is essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

Alignment with mission, philosophy, SLEs: Implementing the Next Generation Science Standards and furthering developing STEM learning will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To further implement the Next Generation Science Standards.
Activity #1	Map out the subject of science using the standards and current curriculum information.
Cost or Resources & Sources	Needed resources include: Next Generation science standards, books on curriculum mapping from Heidi Hayes Jacob, and binders for the completion of the curriculum document.
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the continuum is completed through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current curriculum document will give St. Philomena School a starting point that will be built upon until completion of the document.
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.

Timeline Start/Stop	The initial stages have already been started with the new science textbooks. . Additions and changes will be made to reflect revisions accomplished in correlation with the curriculum cycle.
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created science curriculum continuum beginning fall of 2017. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To strengthen the science curriculum.
Activity #1	To provide additional training for the implementation of the Pearson science kits to infuse more STEM into the curriculum
Cost or Resources & Sources	Needed resources include: Pearson kits, additional science teacher resources.
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be responsible for making sure the training is provided and that the teachers are effectively using the kits in their classrooms.
Baseline Assessment	The use of the Pearson kits will give St. Philomena School additional information to help infuse more STEM into the overall curriculum
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete implementation to be finished by June 2017.
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full implementation of the newly created science Pearson kits beginning fall of 2016. The St. Philomena School website will also be used as a communication tool.

Strategy # 3	To strengthen the science curriculum.
Activity #1	To create a schoolwide development of summative and formative science assessment tools.

Cost or Resources & Sources	Needed resources include: Next Generation Science standards, resources of formative and summative assessment, additional teacher science resources
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be responsible for making sure that formative and summative assessment tools are being used intentionally and effectively through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current formative and summative assessments will give St. Philomena School a starting point that will be built upon until completion of the document and help with the new standards and additional STEM activities
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete document to be completed by June 2017.
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created summative and formative science assessment tools beginning fall of 2016.

Goal #2:

The implementation, data tracking and data analysis of the MAP testing.

Rationale for this Goal: The implementing, tracking and analyzing data from the MAP testing will allow the St. Philomena School administration and faculty to have a clear picture of student's abilities. The school will disaggregate and analyze student performance data and uses the analysis as a basis for instructional/curricular improvement. The use of the data will also help with the differentiation of instruction to help students on an individual level.

Alignment with mission, philosophy, SLEs: Implementing, tracking data and analyzing data from the MAP test will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To implement the MAP testing in reading, ELA and math.
Activity #1	Administer the MAP testing three times a year (Sept., January and April).

Cost or Resources & Sources	Needed resources include the MAP tests
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 th grade
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To track and analyze data from the MAP tests.
Activity #1	To review and desegregate the testing results from the MAP results.
Cost or Resources & Sources	Needed resources include MAP testing results for students in K-8 th grade based on the three testing periods.
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be setting time aside at faculty meetings and in PLC's to insure that the teachers have the time to desegregate the data from the MAP tests.
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.

Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.
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Strategy # 3	To take the desegregated data from the MAP tests and make instructional and curricular improvements.
Activity #1	The faculty will take the desegregated data and first look at individual student performance to help create differentiated learning opportunities for the students. Additionally the faculty will take the MAP desegregated data and begin making curricular changes.
Cost or Resources & Sources	Data from the MAP testing
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be setting time aside at faculty meetings and in PLC's to insure that the teachers have the time to desegregate the data from the MAP tests.
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Goal #3:

To further expand the use of the Student Accommodation Plans for individual students and further enhance the various tiers of the school's RTI model.

Rationale for this Goal: The further expansion for the use of Student Accommodation Plans will further enhance the differentiated instruction provided for St. Philomena School students.

Alignment with mission, philosophy, SLEs: Implementing, tracking data and analyzing data from the MAP test will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic

Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To further expand the use of the Student Accommodation Plans for individual students and further enhance the various tiers of the school's RTI model.
Activity #1	Data will be used from the MAP testing to further expand the use of the Student Accommodation Plans and help create better instruction for struggling students.
Cost or Resources & Sources	Needed resources include the MAP test data, Student Accommodation Plans and additional professional development on serving students with special learning difficulties
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 th grade, reviewing and analyzing the data and oversee the use of the Student Accommodation Plans
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Student Accommodation Plans
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Student Accommodation Plans after each testing period
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To take the Student Accommodation Plans and help create additional differentiated learning opportunities for students.
Activity #1	To review and desegregate the Student Accommodation Plans and then as a faculty create different opportunities in the classroom and within the school for struggling students to learn.
Cost or Resources & Sources	Needed resources include the MAP test data, Student Accommodation Plans and additional professional development on serving students with special learning difficulties
Person(s) Responsible For	Administration and faculty

Implementation	
Process for Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 th grade, reviewing and analyzing the data and oversee the use of the Student Accommodation Plans and then monitor the implementation of differentiated learning opportunities
Baseline Assessment	The use of the results will help the St. Philomena School faculty a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Student Accommodation Plans
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Student Accommodation Plans after each testing period
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 3	To take the desegregated data from the MAP tests, the Student Accommodation Plans, the differentiated instruction opportunities and create new specialized programs that meet the needs of struggling students
Activity #1	To review and desegregate the Student Accommodation Plans and then as a faculty create different opportunities in the classroom and within the school for struggling students to learn by creating specialized learning programs.
Cost or Resources & Sources	Needed resources include the MAP test data, Student Accommodation Plans and additional professional development on serving students with special learning difficulties
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be setting time aside at faculty meetings and in PLC's to insure that the teachers have the time to work on the creation of specialized learning programs.
Baseline Assessment	The use of the results will help the St. Philomena School faculty a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Student Accommodation Plans
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Student Accommodation Plans after each testing period
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St.

	Philomena School website will also be used as a communication tool.
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Goal #4:

To create a viable SLE rubric that contains a student and teacher reflection component.

Rationale for this Goal: The creation of a viable SLE rubric that contains a student and teacher reflection component will allow for a deeper understand and comprehension of the effectiveness of the SLEs.

Alignment with mission, philosophy, SLEs: The creation of a viable SLE rubric that contains a student and teacher reflection component will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To create a viable SLE rubric that contains a student and teacher reflection component
Activity #1	Creating the SLE rubric.
Cost or Resources & Sources	Needed resources include the St. Philomena SLEs
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for helping create the rubric to effectively assess the viability of the SLEs
Baseline Assessment	The use of the rubric will help assess the viability of the SLEs
Ongoing Assessment	Periodic assessment will include faculty discussion and reviewing the results from the rubric
Timeline Start/Stop	The rubric will be created in the next few years
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	Once the SLE rubric has been created, data from the rubrics will need to be reviewed and desegregated
Activity #1	The data from the rubrics will be used to assess the viability of the SLEs and the student and faculty reflection piece will reviewed and tweaked if needed
Cost or Resources & Sources	The data from the rubrics
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be responsible for helping create the rubric to effectively assess the viability of the SLEs and then help with the desegregation of the rubric data
Baseline Assessment	The use of the rubric will help assess the viability of the SLEs
Ongoing Assessment	Periodic assessment will include faculty discussion and reviewing the results from the rubric
Timeline Start/Stop	The rubric will be created in the next few years
Process for Communicating to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.