



St. Vincent de Paul School STRATEGIC PLAN FOR IMPROVEMENT

OBJECTIVE 1
St. Vincent de Paul will continue to seek out ways to consistently and effectively communicate with all stakeholders, providing a solid foundation for academic excellence among all learners.

STRATEGY 1
 In addition to our mission statement, recognize the school philosophy as a specific shared vision and commitment to education.

	ACTION STEP 1	TIMELINE	RESPONSIBILITY	PROGRESS REPORT
	Ensure philosophy statement is displayed in all classrooms and included in the school handbook.	2010-2017	Administration and teachers	²⁰¹⁰ School has ensured that all classrooms display the philosophy statement, mission statement, and Code of Conduct. The philosophy statement is also published in the school handbook.
	Post the philosophy statement on the school website.	²⁰¹² Summer ²⁰¹² Spring ²⁰¹² Spring	²⁰¹² School communications contact Network Administrator	²⁰¹² School plans to post philosophy statement on the website over the summer in order to be prepared for Fall 2012 when staff meetings will begin with reciting the philosophy.
	Faculty meetings will begin with all staff members reciting the school's philosophy statement.	Fall 2012	All faculty members	
	Teachers will incorporate a class-wide reading of the school philosophy into their Monday morning "beginning of week" routines.	Fall 2013	Teachers	

STRATEGY 2

Continue to develop and formalize a St. Vincent de Paul Alumni Association in effort to foster a spirit of loyalty and connection, promote alumni and school accomplishments, and strengthen partnership opportunities.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Continue to collect and update alumni information (using webpage and annual Harvest Fest school booth) in the current database.	2010-2017	Network administrator	<p>Fall 2009 The Harvest Festival school booth gathered 62 alumni addresses, phone numbers, and email information and added it to the alumni database.</p> <p>2011 The Harvest Festival continues to gather alumni addresses, phone numbers and email information. School also uses the alumni webpage to gather this information. In the church bulletin, the school requested that parents of former St. Vincent students update the school with the current address of their child(ren).</p>
<p>ACTION STEP 2</p> <p>During Catholic School's week, honor and spotlight outstanding SVDP graduates in newsletter and other school communications.</p>	January 2013	Administrator and school office	
<p>ACTION STEP 3</p> <p>Establish an alumni committee consisting of school administration, a school staff member, and at least 2 SVDP alumni willing to help promote the alumni association.</p>	Summer 2014	Administration, teacher, 2 SVDP alumni	
<p>ACTION STEP 4</p> <p>Collaborate, brainstorm, and research</p>			<p>2012 As social networking continues to connect people from all areas, the School Advisory Board was</p>

ST. VINCENT DE PAUL CATHOLIC SCHOOL

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<p>other potential strategies/ideas to strengthen the alumni association (newsletters? Create scholarships? Classrooms work with alumni in some sort of educational partnership? Social networking?)</p>	<p>Winter 2014</p>	<p>Alumni committee</p>	<p>instrumental in creating a St. Vincent de Paul Facebook page and Twitter account. With these activities in place, St. Vincent's plans to establish an alumni scholarship fund. A letter will be sent to former St. Vincent students requesting donations.</p>
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STRATEGY 3

Develop and distribute written guidelines for school publications to all stakeholders to ensure consistency, accuracy, and clarity in all school-related communications

ACTION STEP 1	Timeline	Responsibility	Progress Report
<p>Purchase and implement use of Cornerstone, as school-wide database which will be used for a variety of communications.</p>	<p>Fall 2011</p>	<p>Administration and network administrator</p>	<p>2011 In September of 2011, St. Vincent's began using the new Cornerstone management database for a variety of uses.</p> <p>2011 School implemented use of a new, school-wide, internet-based management database. All staff members were trained in the basic functions of Cornerstone: lunch count, attendance, schedules, recording assignments, inputting grades and the new format of report cards.</p>
<p>A school communication committee (administration, network administrator, parish communications committee member & school staff member) will identify and review the various publications the school uses throughout the year to assess consistency and clarity.</p> <p>(handbooks, newsletters, notices/flyers,</p>	<p>Spring 2014</p>	<p>Administration, network administrator, School Advisory Committee, Communications Contact parish communications</p>	<p>2012 Together with the school, the School Advisory Committee designated a communications contact position to be responsible for all school-wide emails, the school newsletter, all web pages, and the St. Vincent de Paul Facebook and Twitter accounts. Emails, other school correspondence and classroom web pages are now maintained through one person, ensuring consistency among school-wide</p>

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	announcements, web pages, report cards, emails, permission slips, family directory, marketing/school orientation materials)		committee member & staff member	communications.
	ACTION STEP 3 School communication committee will establish and document a set of guidelines, specifying standards in all communications.	Summer 2014	Communication committee	²⁰¹² This action step has been addressed by the creation of the Communications Contact position described above.
	ACTION STEP 4 Make changes and revisions to the school handbook and other identified publications to ensure consistency in content, style, and format.	Summer 2014	Communication committee	

STRATEGY 4

Formalize the orientation and mentoring process for new staff members.

	ACTION STEP 1	Timeline	Responsibility	Progress Report
	A new employee's mentor will continue to be the teacher of the same grade level; this mentor will familiarize the new faculty member with the various procedures that may be unique to SVDP.	As needed	Teachers	²⁰¹¹ 2011 brought new 1st grade teacher and 7th grade teachers. Teachers of the same grades mentored the new staff members.
	ACTION STEP 2 The mentor will also prepare a written file or document outlining the procedures, tips, and practices relevant to teaching that particular grade level. A sample of such a document is available for review.	As needed	Teachers	²⁰¹¹ Mentors to new teachers shared various documents relevant to teaching their particular grades.

STRATEGY 5				
Continue to reflect upon the needs of the school, and on a yearly basis, update the School Strategic Plan to identify strategies and action steps that will demonstrate commitment to academic excellence and spiritual growth.				
	ACTION STEP 1 Create a SSP that addresses the challenges identified in the 2010-201 self-study.	TIMELINE Fall 2010	RESPONSIBILITY Administration and teachers	PROGRESS REPORT ²⁰¹⁰ This SSP has been created to serve as a guide for the school's strategic growth.
	ACTION STEP 2 Reflect upon the year's goals and update the SSP. Identify improvement needs and set next year's goals accordingly.	Spring 2012	Administration and teachers	²⁰¹¹ In September the school revised this SSP, making the changes suggested by the MNSAA team members. Goals for the 2011-2012 school year were created. Both the 2011-2012 goals and this revised SIP have been posted on the saintvdp.org website.
	ACTION STEP 3 Develop a strategic plan for Catholic Identity, identifying 1-3 goals that will help the school strengthen its commitment to spiritual growth.	Winter 2012	Administration and teachers	
	ACTION STEP 4 Include this Catholic Identity Strategic Plan in the school's annual report to ensure it is communicated to all stakeholders.	Spring 2013	Administration and teachers	

STRATEGY 6				
Ensure that assigned midterm/trimester grades are definite reflections of student progress in mastering the subject content.				
	ACTION STEP 1	Timeline	Responsibility	Progress Report

ST. VINCENT DE PAUL CATHOLIC SCHOOL

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	Appoint a cross-grade level committee that will review the current school wide grading scale, practices, and guidelines.	Winter 2013	Administration, teachers	
	ACTION STEP 2 Communicate to both parents and students the grading scale, practices, and guidelines. Reinforce that a “B” or “C” letter grade is considered very good or average and both are acceptable grades.	Fall 2014	Administration, teachers	

STRATEGY 7

Further develop and improve the school’s marketing plan to increase public visibility, foster community relations, and maintain necessary revenue and enrollment.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Together with the School Advisory Committee, revisit the school’s marketing plan to update and improve its marketing strategies.	Spring 2012	Administration, SAC	<p>²⁰¹² The School Advisory Committee is in the process of redesigning the school brochure. As noted above, the School Advisory Committee initiated Facebook and Twitter accounts to increase visibility of the school and its numerous activities.</p> <p>Additional marketing efforts and achievements include advertising in the Maple Grove magazine and school mentions in the Maple Grove/Osseo Press local newspaper, most recently noted for St. Vincent’s winning “Best Principal”, “Best Private School”, and “Best Place to Worship”.</p>

STRATEGY 8

Formally communicate to faculty members all information regarding performance evaluation processes and compensation structure improvements.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Make an addition to the faculty handbook	Fall 2012	Administration	

ST. VINCENT DE PAUL

CATHOLIC SCHOOL

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<p>detailing the performance evaluation process described in action step 2.</p>			
<p>ACTION STEP 2</p> <p>Yearly performance evaluation procedures will be as follows:</p> <ul style="list-style-type: none"> • Member will complete a professional development form indicating goals for the coming year. • Informal observations will be ongoing, with at least one formal in-class observation by the principal/assistant principal a year. • Administrator and staff member will have both pre- and post-observation meetings to discuss any specific issues about which the staff member would like feedback. • Upon end of the school year, staff members will briefly meet with with the principal to discuss the goals set forth at the beginning of the year. • All evaluation forms will be added to staff's personnel files. 	<p>Fall 2012</p>	<p>Administration and teachers</p>	
<p>ACTION STEP 3</p> <p>Reevaluate the current salary discrepancies between local public school faculty and St. Vincent's teacher earnings.</p>	<p>2012/2013</p>	<p>Administration and finance committees</p>	

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ACTION STEP 4			
Establish an incremental increase for faculty salaries to eventually match (by 2017) at least 75% of what their public school counterparts are earning.	Spring 2013	Administration and finance committees	
ACTION STEP 5			
Communicate new salary compensation structure to staff members during faculty meetings and via a formal letter from the school.	Spring 2013	Administration and finance committees	

STRATEGY 9

Continue to help families prioritize attendance at Sunday Mass.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Youth-giving envelopes have been distributed to grades 1-2, accompanied by a letter to parents encouraging stewardship and weekly mass attendance.	Fall 2011	Parish, Administration & Teachers	September 2011 Envelopes sent home September 2011.
ACTION STEP 2			
Both parish pastor and teachers routinely encourage mass attendance for students and their families.	2011-2017	Parish, Administration & Teachers	September 2011 Mass attendance continues to be an expectation for all families.

STRATEGY 10

Enable the Cornerstone function of allowing parents to access their children's academic progress online.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Identify several families to have access to their children's grades in effort to address any problems or changes related to the	Spring 2012	Network Administrator	

ST. VINCENT DE PAUL

CATHOLIC SCHOOL

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	Cornerstone database before it is accessible to all school families.			
	ACTION STEP 2 Once this trial period has been approved, communicate to parents how to access their children's grades.	2012/2013		

OBJECTIVE 2
To provide a safe and functional environment that is conducive to learning, St. Vincent de Paul will modify the current preventative maintenance plan to further improve facilities.

STRATEGY 1
 Explore possibility of constructing a school addition consisting of a multipurpose room(s), additional classrooms, and/or building an outdoor storage facility.

ACTION STEP 1	TIMELINE	RESPONSIBILITY	PROGRESS REPORT
Create a school improvement committee to assess current classroom needs and storage limitations.	Summer 2015	Administration, teachers, SAC member	
ACTION STEP 2 Conduct a feasibility study, determining the viability of a school addition and/or outdoor storage facility.	Winter 2015	Improvement committee	
ACTION STEP 3 Analyze next steps, costs, and potential funding sources needed to proceed with construction; investigate alternative ideas, if necessary.	Fall 2016	Improvement committee	
ACTION STEP 4 Continue to inventory supplies currently in storage and discard unneeded materials on a yearly basis.	2010- 2017	Teachers	²⁰¹² At the end of the year, teachers will inventory both their classrooms and general storage spaces, discarding unneeded materials.

STRATEGY 2
 Locate and schedule a playground safety inspector to examine the school's playground equipment on a regular basis, ensure that it is in safe and working order.

ACTION STEP 1	Timeline	Responsibility	Progress Report
Determine contacts for locating playground	Summer	Building	²⁰¹¹ School contacted the company of our playground

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	safety inspectors (call businesses that sell playground equipment or ask park and recreation associations how they inspect their parks)	2012	engineer and administration	equipment—Minnesota Playground--and asked for a regular inspection of playground equipment.
	ACTION STEP 2 Schedule annual standardized safety playground inspections to ensure safety for our students.	Fall 2012	Building engineer	²⁰¹¹ Minnesota Playground inspected playground equipment in October 2011. Regular inspections will continue by this company.
STRATEGY 3 Continue to communicate with the building engineer in effort to keep a consistent, comfortable room temperature throughout the entire building.				
	ACTION STEP 1 When a portion of the school or certain rooms are abnormally hot or cold, ascertain the location's exact temperature, and document it. The building's heating/cooling systems are automatically regulated; however documenting a room's actual temperature may illustrate a discrepancy in the automatic regulation.	Timeline 2011	Responsibility Staff, Assistant Principal	Progress Report ²⁰¹¹ Temperatures recorded in various rooms throughout the school are not accurately reflected on the building's heating/cooling system.
	ACTION STEP 2 Room temperature will be adjusted. If documentation shows the heating/cooling system to be malfunctioning, the building engineer, principal, and business manager will further investigate the problem, potentially investing in an additional air-condition system.	Spring 2016	Building engineer, principal, business manager	²⁰¹¹ Room temperatures are adjusted when requested.

OBJECTIVE 3
The school will continue to provide professional development opportunities for faculty members to develop and implement various instructional practices that will enhance both teacher and student learning.

STRATEGY 1
Continue to engage staff members in their own personal faith formation.

ACTION STEP 1	TIMELINE	RESPONSIBILITY	PROGRESS REPORT
Maintain the annual practice of motivational speakers/presenters sharing their faith and spiritual journey with SVDP staff members.	Yearly	Administration and teachers	2010 A variety of speakers (pastor, peers, invited guests and professional speakers) have offered spiritual insight to the school staff during August workshop meetings. 2011 In August, Pastor Fr. Jack Long spoke to teachers in a presentation style, emphasizing the special qualities of—and encouraging reflection on—teaching at a Catholic school.
ACTION STEP 2 Utilize the Information for Growth tool from NCEA to assist in planning ongoing faith formation of faculty and staff. Utilize the Information for Growth tool from NCEA to assist in planning ongoing			2011 All SVDP faculty and staff members completed this evaluation.
ACTION STEP 3 Based on the results and articulated needs of SVDP members, faculty and staff will plan ongoing faith formation opportunities, including collecting and researching information about specific speakers or motivational presentations that they would like to have at SVDP for future	Spring 2015	Administration and teachers	

	retreats/spiritual seminars. If needed, administrators will explore options for funding a process of ongoing formation.			
	<p>ACTION STEP 4</p> <p>All staff members seek out personal quiet time, in the chapel or elsewhere, to reflect upon their role at SVDP, their relationship with Jesus Christ and how each influences the other.</p>	2010-2017	All staff members	<p>²⁰¹⁰All staff members are encouraged to seek out personal time for reflection and spiritual development.</p> <p>²⁰¹¹All staff members are encouraged to seek out personal time for reflection and spiritual development.</p>
<p>STRATEGY 2 Each teacher will observe their partner teacher during at least one class instruction, noting different teaching strategies and any creative ideas/materials.</p>				
	<p>ACTION STEP 1</p> <p>Partner teachers will arrange a time to observe each other.</p>	<p>Timeline</p> <p>Fall 2012 – Winter 2013</p>	<p>Responsibility</p> <p>Teachers</p>	<p>Progress Report</p>
	<p>ACTION STEP 2</p> <p>During a Tuesday small-group faculty meeting, teachers will discuss what they gained/learned from observing each other. Meeting notes will document any new ideas/strategies to “try out.”</p>	Spring 2013	Teachers	
	<p>ACTION STEP 3</p> <p>If desired, teachers should contact principal/assistant principal to shadow a teacher from another school. During that day, faculty member will identify different teaching approaches and methods, reflecting upon his/her professional growth.</p>	As needed	Teachers	

STRATEGY 3 Create a method of tracking students' abilities and achievement levels throughout their years at St. Vincent's.				
	ACTION STEP 1 The Cornerstone database program will enable teachers to create learning profiles for each student and record individual academic growth year to year.	Timeline Fall 2011	Responsibility Network administrator and teachers	Progress Report ²⁰¹¹ Cornerstone was implemented for the 2011/12 school year. Training has been provided and teachers are using it to record individual student academic growth. ²⁰¹² Since this is the first year using the system, only preliminary student data has been entered. However as the school continues to use this Cornerstone, each student will eventually have several years' worth of their academic data available to teachers and administration. ²⁰¹³ Additionally, the database provides space to note any modifications, parent correspondence, standardized testing scores, interventions or other pertinent information for each individual student.
	ACTION STEP 2 At the start of each school year, teachers will meet with next grade-level teachers about individual student achievement needs and together review the individual academic growth needs of incoming students.	Timeline Fall 2012	Responsibility Teachers	
STRATEGY 4 Develop and maintain a better balance of summative and formative assessments.				
	ACTION STEP 1 Schedule and attend several workshops where qualified educational experts will further define	Timeline Fall 2010 and	Responsibility Administration and teachers	Progress Report ²⁰¹⁰ April Schneider, and graduate students/SVDP faculty members Diane Morri and Becky Weber led

ST. VINCENT DE PAUL CATHOLIC SCHOOL

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	and demonstrate how to effectively use appropriate assessments in the classrooms.	onward		“Assessment Use” workshops for all teachers.
	ACTION STEP 2 Create a resource binder containing many different assessments and suggestions for when it is appropriate to utilize each assessment.	Fall 2010	Graduate Students/Faculty members Becky Weber and Diane Morri	²⁰¹⁰ Becky Weber and Diane Morri gathered and organized various assessments into a resource binder; it is available for all SVDP teachers to use as needed.
	ACTION STEP 3 Administer to K-8 classes a spelling inventory.	Fall 2010	Teachers	²⁰¹⁰ All K-8 teachers administered a spelling inventory to their classes.
	ACTION STEP 4 Explore the possibility of using the ACRE test from NCEA to enhance the assessment of students’ progress in religious education and	Fall 2013		
	ACTION STEP 5 Develop a procedure for summative assessment data analysis.	Fall 2011	Assistant principal and Teachers	²⁰¹¹ In September 2011, the school established a method to use DIBELS (for grades K-6) and Curriculum Based Measurements (CBMs for grades 7-8) to consistently evaluate all students’ literacy levels. All students were assessed and their results categorized and recorded. Teachers were notified of students who were identified “in need of additional intervention/some risk” or “in need of substantial intervention/at risk” students. Teachers will determine what methods they must adopt to help at risk students improve their literacy skills. Teachers will also document their adjusted instructional practices to monitor which practices

ST. VINCENT DE PAUL

CATHOLIC SCHOOL

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				prove most beneficial to student learning.
ACTION STEP 6	Students will be retested with DIBELS/CBMs again in January and May of 2012, recording any improvement. Teachers will again adjust instruction as necessary for students identified “at risk”.	Winter and Spring 2012	Teachers	<p>²⁰¹² Students were again tested in January and May. Instruction was adjusted as necessary.</p> <p>These DIBLES/CBM scores will be documented in the Cornerstone database, enabling tracking over the coming years.</p>
ACTION STEP 7	<p>Similar testing will be repeated year after year and documented for summative assessment.</p> <p>Administrators and teachers will continually communicate efforts and progress made regarding students in the “at risk” category.</p> <p>DIBLES/CBMs will be documented in Cornerstone.</p>	2012-2017	Teachers	
ACTION STEP 8	Investigate potential resources throughout the Archdiocese and other school districts that will aid the school in its analysis of summative assessment data.	2011/2012	Administration	<p>²⁰¹¹ In August 2011, faculty members participated in a workshop designed to inform teachers about a variety of assessments, how to most effectively use them, and how instruction can be differentiated depending on the analysis of summative assessment data. The workshop was led by University of St. Thomas faculty member Dr. Karen Westerberg.</p>
STRATEGY 5				

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Increase use of and develop additional differentiated instructional practices to meet the needs of all students.				
	ACTION STEP 1	Timeline	Responsibility	Progress Report
	Observe other teachers' best teaching practices in differentiated learning. (see Objective 3, Strategy 2: "Each teacher will observe their partner teacher during at least one class instruction, noting different teaching strategies and any creative ideas/materials.")	Winter 2013	Teachers	
	ACTION STEP 2 Provide at least one differentiated instructional practices workshop a year for all faculty members.	Spring 2014	Administration and teachers	²⁰¹¹ Teachers attended a differentiated instruction workshop on August 29 th , 2011.
	ACTION STEP 3 Establish and train a committee of teachers (administrator, a K-2 teacher, a 3 rd -5 th teacher, a 6 th -8 th teacher) who will become professional leaders at SVDP in differentiated instructional practices and provide mentoring when needed.	Fall 2014	Administration, teachers	
	ACTION STEP 4 Analyze various testing/assessment results and adjust instructional methods to address the indicated needs. Share with teachers during Tuesday's small group faculty meetings to collaborate on best differentiated instructional practices.	Fall 2014	Teachers	
	ACTION STEP 5 Using both formal and informal evaluation observations, administrators will review teachers' use of differentiated instruction.	Winter 2015	Administration	

STRATEGY 6				
Ensure consistent use of curriculum handbook at each grade level to enhance learner outcomes.				
	ACTION STEP 1	Timeline	Responsibility	Progress Report
	Continue to communicate the expectation that all teachers must use the curriculum handbook to enhance learner outcomes. Teachers with questions regarding this should meet with administration.	2011-2017	Administration and Teachers	2011 In August, Administrators reinforced the expectation that all teachers must use the curriculum handbook to enhance learner outcomes.
	ACTION STEP 2			
	In their weekly small group meetings, teachers should highlight at least 1-2 standards from the curriculum handbook (any subject) and discuss how those standards/content/skills specifically correlated with their classroom instruction during the previous week. Minute meetings should be recorded and submitted to administrators.	Fall 2012	Teachers	2011/12 Partner teachers met every week, discussing curriculum and lesson plans/activities. Meeting minutes were recorded and turned into the assistant principal.
STRATEGY 7				
Continue to observe the teaching of religion as recommended by the National Directory for Catechesis 54.9a.				
	ACTION STEP 1	Timeline	Responsibility	Progress Report
	Continue to hone the intentional use of the inductive and deductive teaching methods, in both religious instruction and other subject areas.	2011-2017	Teachers	2011/12 Teachers continue to use both inductive and deductive teaching methods throughout the year.
STRATEGY 8				
Ensure that the newly purchased iPads for staff and 7-8 th grade students are fully utilized to further enrich student learning.				

ST. VINCENT DE PAUL CATHOLIC SCHOOL

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	ACTION STEP 1	Timeline	Responsibility	Progress Report
	Provide iPad training for all teachers receiving new iPads	June 2012	Teachers	
	ACTION STEP 2 Teachers will incorporate this new technology into their classrooms.	Fall 2012	Teachers	
	ACTION STEP 3 Partner teachers will meet weekly with each other, discussing how the iPads have been used in their classrooms. Minutes will be submitted to Administration.			

OBJECTIVE 4
St. Vincent de Paul will continue to meet the individual needs of the whole learner.

STRATEGY 1
 To ensure instructional practices will address students' individual learning needs, create a method of tracking students' abilities and achievement levels throughout their years at St. Vincent's

	ACTION STEP 1	Timeline	Responsibility	Progress Report
	The Cornerstone database program will enable teachers to create learning profiles for each student and record individual academic growth year to year.	Fall 2012	Network administrator and teachers	September 2011 Cornerstone has been implemented and teachers are creating individual student profiles that track academic growth.
	ACTION STEP 2 Provide training for Cornerstone database use. (Data entry, viewing profiles/reports, etc.)	Fall 2012	Network administrator and teachers	September 2011 Faculty members have been trained and instructed on how to use Cornerstone.
	ACTION STEP 3 At the start of each school year, teachers will meet with next grade-level teachers about individual student achievement needs and together review the individual academic growth need of incoming students.	Fall 2012	Teachers	
	ACTION STEP 4 Teachers will adjust their instructional practices as needed, to meet students' learning needs.	Ongoing	Teachers	September 2011 Teachers continually adjust their instructional practices as needed, and specifically in regards to DIBLES/CBM scores.

STRATEGY 2
 Develop and maintain a better balance of summative and formative assessments to best determine each learner's needs and abilities.

	ACTION STEP 1	Timeline	Responsibility	Progress Report
	Schedule and attend several workshops where qualified educational experts will further define and demonstrate	Fall 2010 and	Administration and teachers	2010 April Schneider, and graduate students/SVDP faculty members Diane Morri

ST. VINCENT DE PAUL CATHOLIC SCHOOL

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how to effectively use appropriate assessments in the classrooms.	onward		and Becky Weber led “Assessment Use” workshops for all teachers.
ACTION STEP 2 Create a resource binder containing many different assessments and suggestions for when it is appropriate to utilize each assessment.	Fall 2010	Graduate Students/Faculty members Becky Weber and Diane Morri	²⁰¹⁰ Becky Weber and Diane Morri gathered and organized various assessments into a resource binder; it is available for all SVDP teachers to use as needed.
ACTION STEP 3 Administer to K-8 classes a spelling inventory.	Fall 2010	Teachers	²⁰¹⁰ All K-8 teachers administered a spelling inventory to their classes.
ACTION STEP 4 Develop a procedure for summative assessment data analysis.	Fall 2011		²⁰¹¹ In September 2011, the school established a method to use DIBELS (for grades K-6) and Curriculum Based Measurements (CBMs for grades 7-8) to consistently evaluate all students’ literacy levels. All students were assessed and their results categorized and recorded. Teachers were notified of students who were identified “in need of additional intervention/some risk” or “in need of substantial intervention/at risk” students. Teachers will determine what methods they must adopt to help at risk students improve their literacy skills. Teachers will also document their adjusted instructional practices to monitor which practices prove most beneficial to student learning.
ACTION STEP 5 Students will be retested with DIBELS/CBMs again in January and May of 2012, recording any improvement. Teachers will again adjust instruction as necessary for	Winter and Spring 2012	Teachers	²⁰¹² Students were again tested in January and May. Instruction was adjusted as necessary. These DIBLES/CBM scores will be documented

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	students identified “at risk”.			in the Cornerstone database, enabling tracking over the coming years.
	ACTION STEP 6 Similar testing will be repeated year after year and documented for summative assessment. Administrators and teachers will continually communicate efforts and progress made regarding students in the “at risk” category.	2012-2017	Teachers	
STRATEGY 3 Investigate the feasibility of hiring a teachers’ aide for grades 5-8, creating additional time and support to address middle school and jr. high students’ individualized needs.				
	ACTION STEP 1 Analyze school budget to determine if and when SVDP could hire an additional teachers’ aide for grades 5-8.	Timeline Spring 2016	Responsibility Administration	Progress Report
	ACTION STEP 2 Based on determined needs, compose a job description for a grade 5-8 teachers’ aide.	Spring 2016	Administration	
	ACTION STEP 3 If possible, hire a teachers’ aide for grades 5-8.	Spring 2016	Administration	
STRATEGY 4 Continue investigatigating and researching the possibility of a preschool program.				
	ACTION STEP 1 Create a timeline outlining the action steps needed to add a preschool curriculum. Items to consider: physical space, curriculum and materials, furnishing the space, potential enrollment, etc.	Timeline 2012/2013	Responsibility Administration	Progress Report