

# Rapid City Catholic School System Continuous Improvement Plan 2017-2018

Developing personal and academic excellence entails reviewing student achievement results and setting school improvement goals based on those results. Following data meetings conducted in August 2017, the elementary, middle school, and high school staff set goals for the academic year. ACT Aspire, OLSAT, PSAT, and in-house assessments were analyzed in the areas of English, Mathematics, Reading, Science, Social Studies, and Writing to guide instructional methods, staff professional development, and assessment practices in line with the RCCSS Strategic Design Plan 2014.

Category	School	Goals	Strategies/Action Steps	Assessment/Achievement	Correlation to RCCSS Strategic Design Plan 2014	Professional Development
<b>Spiritual &amp; Religious</b>	SES	Integrate the Saint of the Day Book into daily classroom teachings	Research and discuss strategies for adapting the Saint of the Day book to grade level	Share updates at staff meetings	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> <li>Relationship/Family Sphere of Living</li> <li>Spiritual Sphere of Living</li> </ul>	
		Update Religion Curriculum Maps	Incorporate Family Life into our Religion Curriculum Maps	Check Religion Curriculum Maps		
		Focus on personal prayer	<ul style="list-style-type: none"> <li>Provide opportunities for personal prayer</li> <li>Implement prayer journals</li> </ul>			Consult adopted Priest/Deacon to teach about Saints and personal prayer
	STM MS	Students will deepen a personal relationship with Christ through the study of the lives of the saints	<ul style="list-style-type: none"> <li>Each classroom and office will select a patron saint</li> <li>Each homeroom teacher will share with students about a saint during Mantle time</li> </ul>	<ul style="list-style-type: none"> <li>Saint information will be displayed in the classroom or office</li> <li>Report from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> <li>Relationship/Family Sphere of Living</li> <li>Spiritual Sphere of Living</li> </ul>	Invite Susan Safford, or other speakers, to present about the saints at a monthly staff meeting.
	STM HS	Incorporate prayer in the beginning or the end of the class every day, every period	<ul style="list-style-type: none"> <li>Religion courses</li> <li>Daily journal</li> <li>Utilize and incorporate the book Blessed Among Us</li> </ul>	Put the information up on the screens in the school	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> <li>Relationship/Family Sphere of Living</li> <li>Spiritual Sphere of Living</li> </ul>	
		Encourage intentional discipleship	<ul style="list-style-type: none"> <li>Theology department will modify the FOCUS Discipleship Map to create an age-level appropriate exam</li> <li>Theology department will develop questions that prompt reflection and written response to "Where is God at work within you; where is the movement within you?"</li> <li>Teachers are encouraged, through prayer, to journey with each student</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly reflections</li> <li>Reflections compiled throughout HS career and gifted to students at end of senior year</li> </ul>		

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<b>Continuous Improvement</b>	SES	Initiate a new process to evaluate and analyze data and turn it into action	<ul style="list-style-type: none"> <li>The staff will be utilizing the book <i>How Teachers Can Turn Data Into Action</i> by Daniel R. VENABLES.</li> <li>Assign staff to lead these endeavors</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting times devoted to the continuous improvement process</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	
		Create and implement a new “blue card” for tracking student assessments	CIP team will lead: assign leader, solicit input, present project	<ul style="list-style-type: none"> <li>New “blue cards” in use by May</li> </ul>		
		Create and implement a system for maintaining student artifacts		<ul style="list-style-type: none"> <li>Student artifacts saved</li> </ul>		

<b>Personal</b>	SES	Reinforce that kindness matters	Daily reminder at the end of morning announcements and prayer		<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> </ul>	
		Implement the OLWEUS curriculum with fidelity	<ul style="list-style-type: none"> <li>Inventory resources for classroom use</li> <li>Update classroom resources as needed</li> <li>Conduct monthly OLWEUS classroom meetings</li> <li>Add OLWEUS standards to our Health Curriculum Maps</li> </ul>	<ul style="list-style-type: none"> <li>Share updates at staff meeting</li> <li>Classroom teachers will have appropriate materials</li> <li>Check Health Curriculum Maps</li> </ul>		<ul style="list-style-type: none"> <li>Provide OLWEUS training to all staff members</li> </ul>
	STM HS	Students will exhibit manners and respect at all times – Yes please, no thank you, opening doors, picking up trash, common courtesy	<ul style="list-style-type: none"> <li>Discuss ways to encourage student ownership of concept</li> <li>Build students of character</li> </ul>	<ul style="list-style-type: none"> <li>Discuss topic/specific examples at monthly staff meetings – highlight students, what teachers are seeing in the school, experiencing, role modeling</li> <li>Consult Student Council Leadership—Class Officers</li> <li>Incidents of cheating will decrease</li> </ul>	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> </ul>	

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<b>ELA/Literacy: Reading and Writing</b>	SES	Research Text Complexity: What is it? How is it taught and assessed?	Contact TIE and other experts on Test Complexity for resources	Share updates at staff meetings	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	Request for TIE or other trainers to come in to provide strategies to teach about text complexity.
		Research best teaching strategies to teach and implement	<ul style="list-style-type: none"> <li>Use websites such as Readworks.org</li> <li>Use resources such as the Comprehension Toolkit in classrooms for non-fiction text</li> </ul>			
	STM MS	85% of students will be in the "Ready" or "Exceeding" category for text complexity, within two years, on the ACT Aspire	Create a common language for teachers to use when giving instructions to students both verbally and visually	<ul style="list-style-type: none"> <li>Weekly team review</li> <li>Walk through</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	Request for TIE or other trainers to come in to provide strategies to teach about text complexity.
			Provide all content areas with beginning and midyear Reading Plus data for review	<ul style="list-style-type: none"> <li>Data reports</li> <li>Meeting minutes</li> <li>Revised plans if needed</li> </ul>		
			At least once a month, each teacher will provide students with an opportunity to complete an activity that requires reading in the content area	<ul style="list-style-type: none"> <li>Team review and feedback</li> <li>Lesson plans</li> </ul>		
		85% of students will be in the "Ready" or "Exceeding" category for writing, within two years, on the ACT Aspire	Provide students focused, explicit writing instructions using the 6+1 Writing Traits© model	<ul style="list-style-type: none"> <li>Review with PLC team and Curriculum Coach</li> <li>Walk through</li> <li>Observations</li> </ul>		Request for TIE or other trainers to come in to teach/re-teach the 6+1 Writing Traits to the staff.
			Increase writing opportunities in each content area	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>observation</li> <li>Review with PLC</li> </ul>		
			Train teachers on the use of district rubric	<ul style="list-style-type: none"> <li>PD schedule</li> <li>Observations</li> <li>Walk through</li> </ul>		

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<b>ELA/Literacy</b>	STM HS	Students will practice close reading of current and historical informational text and video to enhance and deepen understanding of literature and to connect to real world applications	<ul style="list-style-type: none"> <li>Teachers will include a minimum of one nonfiction piece per unit of study</li> <li>English department will meet once a semester to share nonfiction resources and lessons that have succeeded</li> <li>English department will create an ongoing binder of shared nonfiction resources and lessons</li> </ul>	<ul style="list-style-type: none"> <li>ACT-Aspire</li> <li>Formative and Summative Assessments</li> <li>Observations / Participation</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	<ul style="list-style-type: none"> <li>Actively share beneficial nonfiction resources with other instructors as requested</li> <li>Attend conferences, seminars and workshops to learn and implement new teaching strategies</li> </ul>

<b>World Languages</b>	STM HS	<p>Students will reach the following levels on the ACTFL proficiency guidelines:</p> <p>Level I: novice mid  Level II: novice high  Level III: intermediate low  Level IV: intermediate mid</p>	<ul style="list-style-type: none"> <li>Teachers will use Comprehensible Input (CI) strategies to enable students to acquire language</li> <li>Teachers will use technology to expose students to target cultures</li> </ul>	<ul style="list-style-type: none"> <li>Instructor designed tests</li> <li>Observations</li> <li>Possibly the ACTFL AAPPL test or ACTFL proficiency tests</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	<ul style="list-style-type: none"> <li>Annual or bi-annual attendance at a world language conference or CI workshop.</li> <li>Individual reading and investigating (webinars, books, blogs, social networking groups)</li> </ul>
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<b>Mathematics</b>	SES	Use the process in the book How Teachers Can Turn Data Into Action by Daniel R. Venables to evaluate our math curriculum	<ul style="list-style-type: none"> <li>Mine the math data to determine individual skills where our students struggle</li> <li>Compare this data with our current Math Curriculum Maps</li> <li>Adjust and/or create benchmarks and assessments aligned to these skills to strengthen our district standards</li> </ul>	Share updates at staff meetings	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	
	STM MS	85% of students will be in the "Ready" or "Exceeding" categories in the "Evaluation and Justification" categories of math, on the ACT Aspire, within two years	Students will conduct and complete an annual pre-test and post-test pertaining to the students' current school year's math standards.	<ul style="list-style-type: none"> <li>Pre-test and Post-test data</li> <li>Test artifact</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	TIE, or other trainers, to explain how to use prompts and vocabulary within non-math curricula.
			Within each curriculum, students will be evaluated by their teacher based on prompts and vocabulary provided.	<ul style="list-style-type: none"> <li>Review with grade level team</li> <li>Observations</li> <li>Student working artifacts from across the curriculum</li> </ul>		
	STM HS	Ensure that students know how to work with formulas and know how to work through the multi-step process	<ul style="list-style-type: none"> <li>Students from 8<sup>th</sup> grade on will learn how to read formulas and reaffirm how to work through formulas</li> <li>Continuation of vertical mapping within our department</li> <li>Students will maintain binders to keep all information learned</li> </ul>	<ul style="list-style-type: none"> <li>ACT-Aspire</li> <li>Instructor designed tests</li> <li>Observations</li> <li>Participation</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>	<ul style="list-style-type: none"> <li>Instructors will actively share beneficial technology teaching tools with other instructors during grade level meetings, faculty meetings, and/or in-services.</li> <li>Chrome books/ BYOD's (bring your own device) will be utilized more in classroom instruction. We will help teachers learn how to utilize these tools to help with mathematics</li> </ul>