

# Lafayette Central Catholic Junior – Senior High School

## School Profile 2008-2009



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[A Belief Statement of the Lafayette Catholic School System](#)

*We believe that the issue of providing a quality Catholic education to all of our children is of the utmost importance to the future well-being and salvation of our Church, our nation and our community.*

***We Believe:***

- ◆ All persons have an inalienable right to a quality education “in virtue of their dignity as human persons” and that all have a right to an education that develop{s} harmoniously their physical, moral, spiritual and intellectual qualities.”
- ◆ A quality education can be attained only in an orderly, just, and non-violent environment.
- ◆ Administrators have the responsibility to ensure the overall Catholic Christian environment in which all participants in the system are respected.
- ◆ While recognizing the primary role of parents in the education of children that there are educational duties and responsibilities vested in civil and religious authority in order to better provide for the common good of all people.
- ◆ Parents are responsible to enter into cooperative relationships with those delegated with educating their children.
- ◆ Teachers, administrators, the Board of Education and the Board of Trustees are responsible to collaborate with parents in all decisions relating to the education of their students.
- ◆ The goal of all education is to foster the development of the total person. This formation needs to provide students with opportunities for moral and spiritual growth to complement their intellectual and physical development.
- ◆ Students need to have a desire and willingness to grow in their overall formation in their academic and personal life.
- ◆ Each student is provided with and expected to maintain an environment that is conducive to learning and that is orderly and respectful of each individual, regardless of the student’s social, cultural or personal status.
- ◆ All members of the Lafayette Catholic School System, employees, students and parents are expected to fully embrace the mission and the policies of the Lafayette Catholic Schools.

We believe that the challenges we face in this endeavor can only be met and overcome if we join together with Jesus Christ, put aside all that might potentially divide us, and seek to serve our common goal of providing all of our young people with a quality education that will provide them with the knowledge and skills to live happy, productive and rewarding lives.

Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

Vision Statement

Central Catholic Junior-Senior High School believes that all students should be challenged to pursue spiritual, moral, academic, physical, and social excellence. We believe all students deserve:

- An opportunity to live up to the example set by Jesus Christ as teacher and servant,
- highly qualified caring, compassionate, and supportive administrators, faculty, and staff,
- a safe, caring, supportive and disciplined environment that is conducive to learning,
- to be valued as unique individuals,
- exposure to different cultures and a world bigger than their own,
- to become responsible adults,
- the skills to succeed in a global community,
- a challenging and diversified curriculum,
- access to educational and career guidance, and
- up to date technology in every classroom.

All adults in our community are committed to creating an environment to help students discern God’s will for them. Our adults: 1) are good Christian role models and servant leaders, 2) listen to students and are sensitive to their needs 3) demonstrate patience, kindness, respect, and understanding, 4) have moral integrity, 5) value life-long learning, 6) encourage academic excellence, 7) are comprised of supportive parents, teachers, guidance counselors, administrators, and community leaders capable of helping students to meet their career goals and personal needs. In addition to the above adult characteristics, Central Catholic’s teachers: 1) have high expectations for students, love for learning, and fun in the classroom, 2) align the curriculum with rigorous standards and provide ample opportunities for students to demonstrate mastery, 3) model life-long learning to prepare students to make a positive impact in the world, 4) treat others respectfully and value their ideals, 5) keep current on new trends in instructional methodologies to meet the needs of students with differing learning styles, 6) engage students in relevant, real world, learning experiences motivating them to become creative problem solvers, 7) are caring and compassionate teachers who value the uniqueness and individuality of their students, and 8) go the extra mile to meet student needs. We are centered on the needs of all learners in an effort to instill the following student traits: 1) Christ-like behavior with an emphasis on serving others, 2) respect for the uniqueness and individuality of every person, 3) high expectations with the courage to live the life they have envisioned, 4) strong work ethic and a positive attitude about life, school, and play, 5) life-long learners who are capable of succeeding in an ever changing world, 6) creative, critical thinkers, and problem solvers, and 7) well adjusted with high self-esteem and the ability to work well with others. When every member of our community strives to be Christ-like and open to God’s will, everything else falls into place.

Jesus Christ is the reason for our school. Our vision is embedded in the concept that “He shepherds, We Shape, and They shine.” Our school’s mission is to serve God by providing a challenging academic education integrated with Catholic values and morals developing the whole person spiritually, intellectually, physically and socially. In order to SHAPE a student our community must provide an environment where students are exposed to: “Strong Catholic formation, High Academic standards, Accessibility, Positive Christian environment, and Excellent teachers and facilities.” By developing and nurturing the whole student they are more receptive to God’s will for them and capable of making post secondary plans, career selections, and life decisions.

Because of our efforts, the school’s vision for student achievement data is as follows:

Indicators of Educational Achievement	Vision Data	Indicators of Educational Achievement	Vision Data
% Passing ISTEP GQE in 10 <sup>th</sup> grade	100 %	% Passing Algebra I “End-of-Course Test”	100%
% Passing all classes	100 %	% Passing Geometry	100 %
% Scoring at or above 1200 on the SAT	50 %	% Passing Algebra II	100 %
% Earning a 4.0 GPA on a 4.0 scale	25 %	% Passing math beyond Algebra II	100 %
% Meeting 1 of 3 graduation qualifying criteria	100 %	% Passing English 11	100 %
% Earning Core 40 Diploma	100 %	% Earning postsecondary credit in high school	100 %
% Earning Academic Honors Diploma	75%	% Passing a 6 credit career-academic sequence	100 %
% Passing Algebra I in 9th grade	100%		

Mission Statement

Central Catholic Junior – Senior High School develops mature, responsible Christians through fostering spiritual, intellectual and social balance in the lives of members of the entire school community by:

**N**urturing growth in faith on a personal communal level;

**P**roviding a challenging education, integrating academic and social opportunities;

**S**upporting parents in partnership with the formation and development of their child through the teaching of Christian values in the Catholic tradition;

**P**romoting responsible citizenship and active service within the community

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Acknowledgements

#### NCA-Steering Committee:

- Steve Eddy (Co-Chair), High School Social Studies;
- Vicki Slinker (Co-Chair), High School Mathematics;
- Kathy Korty (Teacher Representative), High School English;
- Dennis Musial, Principal; Joe Brettnacher (Facilitator), President of LCSS
- Chris Bentley (Teacher Representative); &
- Melissa Young-Spillers (Parent Representative)

#### Committee Membership:

- **School Profile Committee:** Candy Reed (Chair), Patrick O’Keefe, Marilyn Renner, Vicki Slinker, Erin Novotny, Amy Brockman, Mary Ellen Crose, Melinda O’Neil, Jim Croussore, & Alice Smith
- **School Performance Goal Committee:** Steve Eddy (Chair), Mary Anthrop, Jennifer Bierck, Sheri Schap, Kati Canarecci, Julie Dennison, & Kathy Korty
- **Data Analysis Committee:** Joe Brettnacher (Chair), Denise Dunbar, Traci Haan, Nicole Maxwell, Kristi Schlosser, Diane Pinckney, Melissa Young-Spillers, Robert Butz, & Dr. Christiaan Meadows
- **Implementation Committee:** Dennis Musial (Chair), Eric Lecher, Dr. Ruben Peterson, Velma Fonderoli, Michelle Hruskovich, Jonathan Johnson, & Mary Lee Gruse

Our school improvement plan (SIP) is updated annually with input from the faculty, staff, and parents.

#### Governance Structure of the Lafayette Catholic School System

- Father Dan Gartland, Pastor, St. Lawrence & St. Mary’s Cathedral, Member of the Board of Trustees
- Father Tim Alkire, Pastor, Chair of the Board of Trustees and serves on the Mission Committee
- Monsignor Fred Potthoff, Secretary, Board of Trustees
- Joe Brettnacher, President of the Lafayette Catholic School System
- Dennis Musial, Principal, Central Catholic Junior-Senior High School
- Jody Williams, Principal, St. Lawrence Elementary School
- Sister Lenore Swartz, Principal, St. Boniface School
- Kimberly Overmyer, Principal, St. Mary’s Elementary School
- Joanne Willis, Development Director, Lafayette Catholic Schools
- Karla Pitner, Controller, Lafayette Catholic Schools
- Lou Fenoglio, Governance Board Chair
- Jim Schrader, Finance Committee Chair
- Roger Hruskovich, Board of Education Representative
- Joyce Weintraut, Development Committee Chair

The Trustees, Governance Board, Board of Education, Finance Committee, and Development Committee, to some degree, share in the development of different aspects of the annual updates for all four schools within the Lafayette Catholic School System.

#### **Central Catholic Faculty**

The faculty at Central Catholic served as team members for the various areas of inquiry. They collected data from teachers, students, and parents through surveys. They helped create the interventions and the activities. The faculty also participated in the creation of the Central Catholic Mission Statement.

#### **Central Catholic Students, Parents and Alumni**

Students, parents and alumni provided survey information about the schools performance in such areas as technology, student safety, and co-curricular activities, among others. Much of this information is incorporated in the strengths and concerns sections on pages 24 –25.

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### **Catholic Identity Series Team:**

- Father Dan Gartland, Pastor, St. Lawrence & St. Boniface
- Father Tim Alkire, Pastor, St. Boniface, Member of the Board of Trustees
- Father Bob Klemme, Pastor, St. Mary's, Member of the Board of Trustees
- Dennis Musial, Principal, Central Catholic Junior-Senior High School
- Jody Williams, Principal, St. Lawrence Elementary School
- Sister Lenore Swartz, Principal, St. Boniface School
- Kimberly Overmyer, Principal, St. Mary's Elementary School

The Catholic Identity team created the belief statement, which must be adhered to by all parents, students, and staff members of the Lafayette Catholic Schools system.

### **Current Principal**

- Dennis Musial

### **Revised Data, Goal & Interventions**

- Steven Eddy – Co-chair of Steering Committee
- Vicki Slinker—Co-chair of Steering Committee
- Joseph A. Brettnacher – President of the LCSS & Facilitator of Steering Committee
- Dennis Musial – Principal

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Community Profile

Central Catholic Junior-Senior High School is located on the south side of Lafayette, Indiana, which lies 65 miles northwest of Indianapolis. Lafayette has historically been blessed with a strong economy. Its unemployment rate is always among the lowest in the state. This is due to the presence of Purdue University, the largest employer in Tippecanoe County, as well as several large manufacturers, including Caterpillar, Wabash National, Subaru-Isuzu, Eli Lilly, Fairfield, and Alcoa. Because of the large university population, there is a high concentration of restaurants providing employment to high school and college students. About 25% of county residents are employed in manufacturing, 20% in retail, and 22% in the service sector.

Purdue University is located across the Wabash River in West Lafayette. Its presence not only lends stability to the local economy, but also provides a large base of well-educated residents. It is best known for its engineering, agriculture, and management schools. Purdue has, in cooperation with the city of West Lafayette, created an industrial research park that serves as an incubator for high technology firms. This helps to attract and retain highly educated workers in the community. Purdue has also recently announced plans to build a nanotechnology center, one of the few in the nation that will explore this emerging field of study. Lafayette is also home to Ivy Tech, a member of the newly formed Indiana community college system. The local school systems are of high quality. The West Lafayette Community School Corporation, rated a four star school by the Indiana Department of Education, is one of the wealthiest in the state (based on spending per student) and its students typically score among the top 5% on standardized testing. Lafayette Jefferson High School has twice been named a Blue Ribbon school, and has been designated a School of Excellence. There are two county high schools, Harrison and McCutcheon. Harrison holds a Special First Class Commission from the Indiana State Department of Education. In addition to the public schools, the county is also home to the First Assembly Christian Academy, Highland Christian School, St. James Lutheran School, Lafayette Christian School, and Faith Christian School.

Tippecanoe County experienced rapid growth during the 1990s, according to the latest census figures. Lafayette's population grew 29% to 56,397; West Lafayette's grew 26% to 28,778; and the county population grew 14% to 148,955. Whites made up 88.9% of the population, Asian/Pacific Islanders 4.5%, and 2.5% were African-American. The most notable trend is the growth in the Hispanic population, which tripled during the 1990s to 7,834, or 5.3% of the population. Physically, the community is growing to the south and east, including both new construction and annexation of existing suburbs. New county elementary schools were recently opened on the south and north sides, and a new middle school is also planned.

Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

School Profile

Community Make-Up

Central Catholic Junior-Senior High School is located on the south side of Lafayette, Indiana. The current enrollment is 364 students—138 in the junior high and 226 in the high school. Grades seven and eight occupy their own wing of the building and typically do not mingle with the high school students. Central Catholic is one of two Catholic high schools in the diocese and draws most of its students from the six local parishes, although some students come from parishes outside of the county. The vast majority of Central Catholic students come from the three Catholic elementary schools, St Mary, St. Boniface, and St. Lawrence. For the 2007-2008 school years, 96% of the student body is Catholic (see the table below).

Percent of Students that are Non-Catholic 2007-2008		
	Number of Students	Percent of Students
Catholic	329	96%
Non-Catholic	12	4%
Total Students	341	100%

In May 1990, it was announced that the high school would be closed at the end of the school year due to falling enrollment. The Catholic community rallied to support the continued existence of the school and the decision to close was reversed. From that low point, the attendance level and financial support for the school has increased markedly. Today, it is in the best financial position in recent memory. Due to improved finances a new wing was added to the building. The wing contains a chapel, four classrooms, a computer lab, and a mini-gym. In November of 2007, CC embarked upon the Building Faith & Futures, a capital Campaign for Central Catholic to make improvements to an aging building and grounds. As of June, 2008, CC raised in excess of \$4.2 million of the 5.7 million dollar goal. In the summer of 2009 the following improvements will be made to the grounds: Chapel in front of the school; two new chemistry labs; new front entrance; new heating ventilating and air conditioning plus the infrastructure necessary to support it; McHale gym renovations; etc. Ground’s improvements will occur during the summer of 2010 and will include: new all weather track & field; new visitor and home bleachers; new press box; new building under the press box (e.g. 2 locker rooms, rest rooms, storage and concession area...), new ticket booth, landscape improvements (e.g. new parking spaces, circular drive, statue, trees...), replace existing fencing, etc.

Since the inception of the Public Law, 221 Statutes, during the 2004-2005 school years, CC has achieved the highest rating given to a school by the Indiana Department of Education; Exemplary Progress (i.e. other categories include: Commendable Progress, Academic Progress, Academic Watch, and Academic Probation). The school’s performance rating is at or above 96 percent since the ratings began. CC is fully accredited by the North Central Association in association with the world’s largest accrediting association, AdvancED. The school consistently rates at or above the 95<sup>th</sup> percentile of schools based on ISTEPs Percent Passing English/LA, Math, and Combined.

**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

**Parental Support**

Strong parental support has been a hallmark of the school. Our parents volunteer in numerous ways: Governance Board, Finance Board, Mission Committee, Facility Committee, Board of Education, Academic Booster Club, Athletic Booster Club, cafeteria, academic events, athletic events, Blue Knight Auction, One-Spirit Fund Drive, Annual Golf Outing, School Improvement Committees, special events, etc. If it were not for the generosity of our parents, the school would not be in existence. Financial support from the parents comes from tuition and special fundraisers or capital projects. Listed below is a table detailing support in the form of special projects for teachers at the junior-senior high school and elementary schools. Our teachers have the opportunity to put items they need for their classroom on a wish list during our annual Blue Knight Auction (BKA). Parents have financially supported computer labs, file servers, guest speakers, special classroom programs, laptop computers, dry erase boards, software, televisions, compact discs players, etc.

CC’s goal is to increase support each year.

<b>Years</b>	<b>CC-Special Projects</b>	<b>E.S's Special Projects</b>	<b>Teacher Wish List</b>	<b>Total Support</b>
<b>1995</b>	\$9,000	\$9,000		<b>\$18,000</b>
<b>1996</b>	\$5,760	\$17,280		<b>\$23,040</b>
<b>1997</b>	\$9,258	\$27,772		<b>\$37,030</b>
<b>1998</b>	\$8,835	\$26,090		<b>\$34,925</b>
<b>1999</b>	\$31,100	\$16,540	\$8,060	<b>\$55,700</b>
<b>2000</b>	\$39,945	\$10,885	\$12,597	<b>\$63,427</b>
<b>2001</b>	\$19,670	\$22,975	\$12,210	<b>\$54,855</b>
<b>2002</b>	\$20,800	\$9,775	\$10,765	<b>\$41,340</b>
<b>2003</b>	\$15,921	\$17,200	\$16,767	<b>\$49,888</b>
<b>2004</b>	\$36,810	\$16,200	\$20,060	<b>\$73,070</b>
<b>2005</b>	\$16,575	\$18,923	\$15,053	<b>\$50,551</b>
<b>2006</b>	\$69,800	\$16,400	\$11,482	<b>\$97,682</b>
<b>2007</b>	\$13,600	\$24,700	\$23,184	<b>\$61,484</b>
<b>2008</b>	\$26,737	\$38,080	\$19,779	<b>\$84,596</b>
<b>Total</b>	<b>\$323,811</b>	<b>\$271,820</b>	<b>149957</b>	<b>\$745,588</b>

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Financial Support

The Lafayette Catholic School System (LCSS) raises funds to help families with tuition assistance and to offset what it costs to educate a student and the tuition charged. The chart below depicts money raised for tuition assistance (BKA, Annual Golf Outing) and our major fundraiser, One-In-Spirit Fund Drive. Both internal and external human resources expend a lot of time and effort to make sure we can assist as many families as possible with tuition assistance and to support the operating budget.

CC's goal is to increase support each year.

#### *Tuition Assistance History*

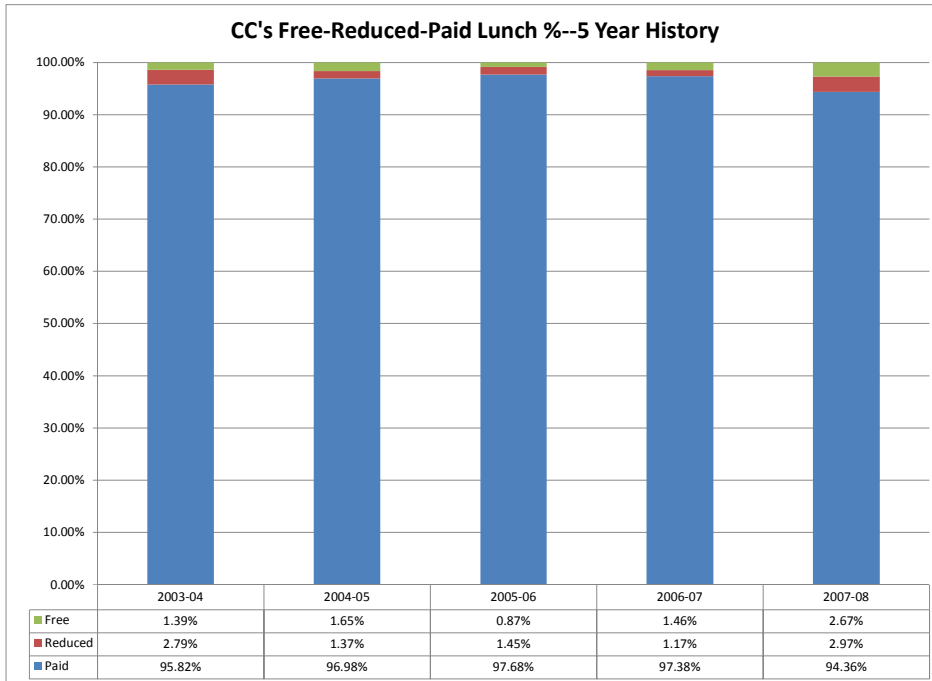
Description	Annual Golf Outing	Blue Knight Auction	Total Tuition Assistance	One-In- Spirit Fund Drive
<b>1995</b>	\$13,757	\$91,000	\$104,757	\$1,269,892.72
<b>1996</b>	\$15,521	\$101,960	\$117,481	
<b>1997</b>	\$12,360	\$102,970	\$115,330	\$1,082,569.51
<b>1998</b>	\$12,692	\$120,848	\$133,540	
<b>1999</b>	\$7,919	\$120,300	\$128,219	\$808,667.17
<b>2000</b>	\$11,769	\$111,179	\$122,948	
<b>2001</b>	\$6,683	\$130,241	\$136,924	\$951,797.49
<b>2002</b>	\$6,769	\$103,030	\$109,799	
<b>2003</b>	\$10,002	\$110,112	\$120,114	\$937,295.38
<b>2004</b>	\$10,883	\$112,166	\$123,049	
<b>2005</b>	\$9,015	\$116,504	\$125,519	\$950,782.00
<b>2006</b>	\$11,523	\$160,190	\$171,713	
<b>2007</b>	\$17,113	\$16,806	\$33,919	\$1,044,802.31
<b>2008</b>		\$166,941	\$166,941	
<b>Total</b>	\$146,006	\$1,564,247	\$1,710,253	\$7,045,806.58

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Free & Reduced Lunch

The socioeconomic status for a large majority of our families is classified as middle to upper middle class as reflected by our low percentage of families qualifying for free or reduced lunch. The number of students receiving free or reduced lunches per year over the past five years has ranged from a low of 9 to a high of 19. This resulted in a low of 0.87% (2006-06) to a high of 2.67% (2007-08) for “Free” lunches and a low of 1.17% (2006-07) and a high of 2.97% for “Reduced” lunches. The administration, faculty, and staff feel that these statistics are lower than they should be since some parents who would qualify do not apply. We speculate that there may be a stigma associated with applying.

CC’s goal is to encourage more families who qualify for free or reduced lunch to apply.

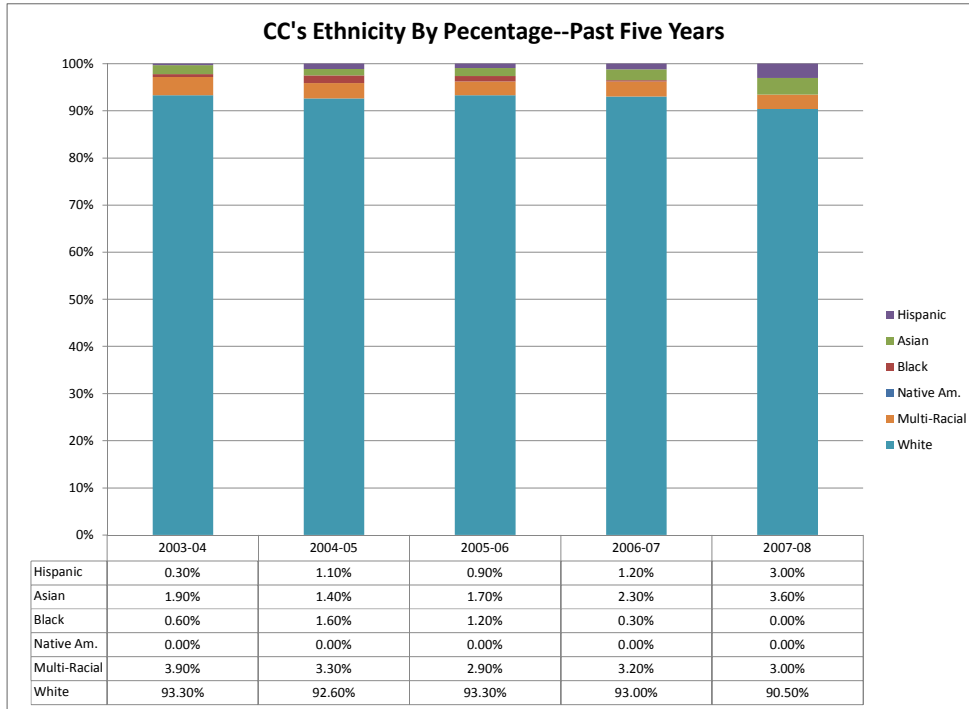


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Ethnicity

Ethnically, Central Catholic has little diversity. For the past five years, in excess of 10% of our students are classified as minority students. However, over the same period the school’s diversity has increased slightly (see graph and data table below).

CC’s goal is to reach out to minority students and to increase overall enrollment by ensuring Jesus Christ is the reason for our school, enhancing the rigor and relevance of our curriculum, and to tend to the needs of an aging building and grounds. We feel that by tending to all three of these items enrollment in all categories will rise.

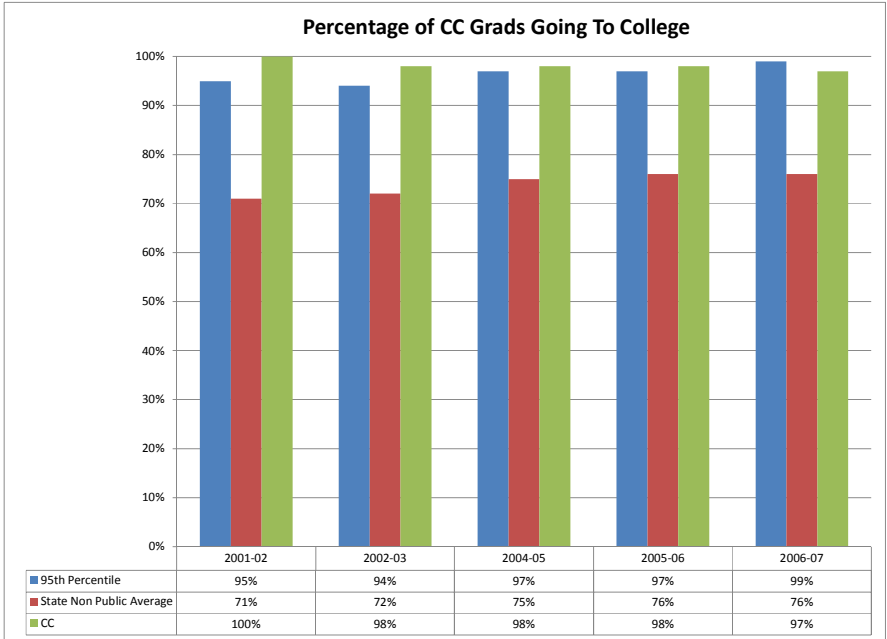


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Graduates Going to College

Central Catholic has a very high college attendance rate. Our percentages of graduates who are college bound are consistently higher than the Non-Public School average at or above the 95<sup>th</sup> percentile of schools in the State (see the graph and table below).

CC’s goal is to consistently be at or above the 95<sup>th</sup> percentile of schools with graduates going on to college.

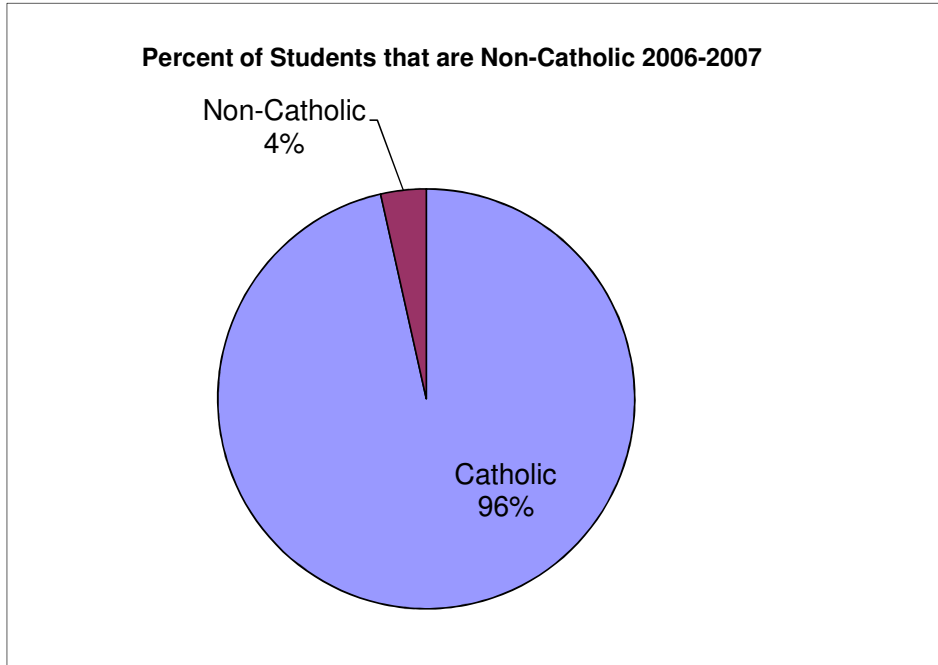


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Catholic Population

Central Catholic has a small population of non-Catholic students. For the 2001-2002 school years the percentage of non-Catholics was 5% as compared to 4% for the 2006-2007 school years (see pie chart below). Tuition is higher for Non-Catholics and this may be one reason for the low percentage. An enrollment plan has been developed to identify and implement strategies to increase our overall enrollment.

CC's goal is to increase overall enrollment and the percentage of Non-Catholic students.

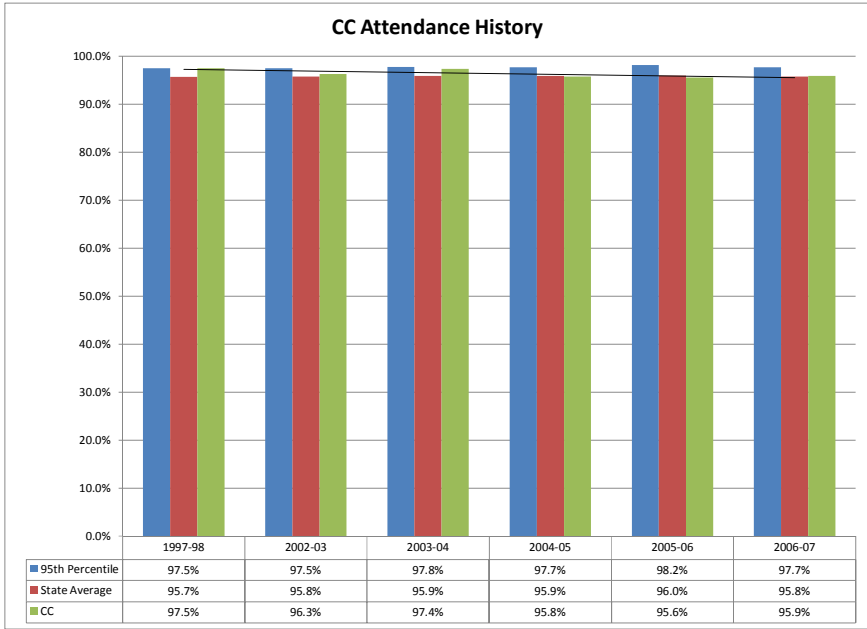


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Attendance History

CC’s attendance has declined slightly over the years. Back during the first continuous improvement cycle, 2001-2002, our attendance rates had not dropped below 96%. During the past ten years, CC’s highest attendance rate was 97.5% (2002-03) but for the past four years it has dropped below that 96% mark. The administration, faculty and staff are concerned about this slight trend downward and at have identified some interventions to improve attendance.

CC’s goal is to be at or above the 97.7 percentile.

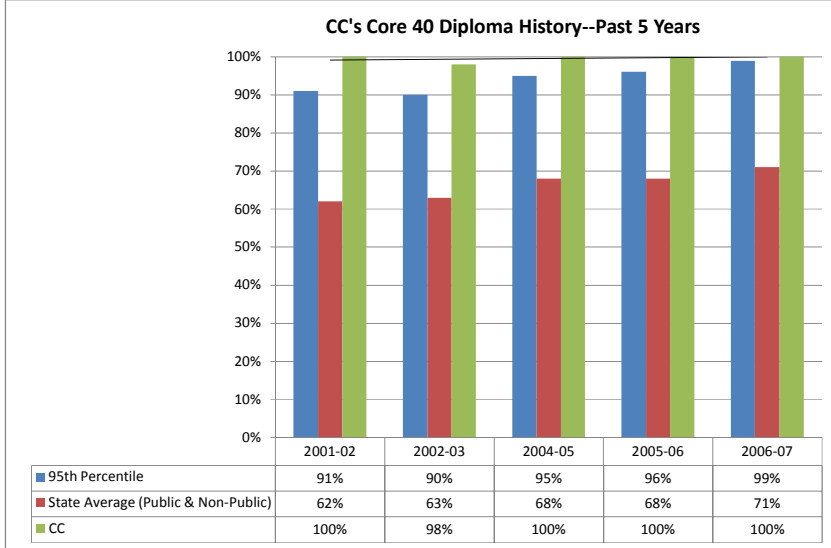


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Core 40 Diplomas

For the past five years, 100% of Central Catholic students have earned Core 40 Diplomas which places the school well above the State Average (Public & Private Schools) and at or above the 95<sup>th</sup> percentile.

CC's goal is to be at or above the 95<sup>th</sup> percentile of schools with students earning Core 40 diplomas.

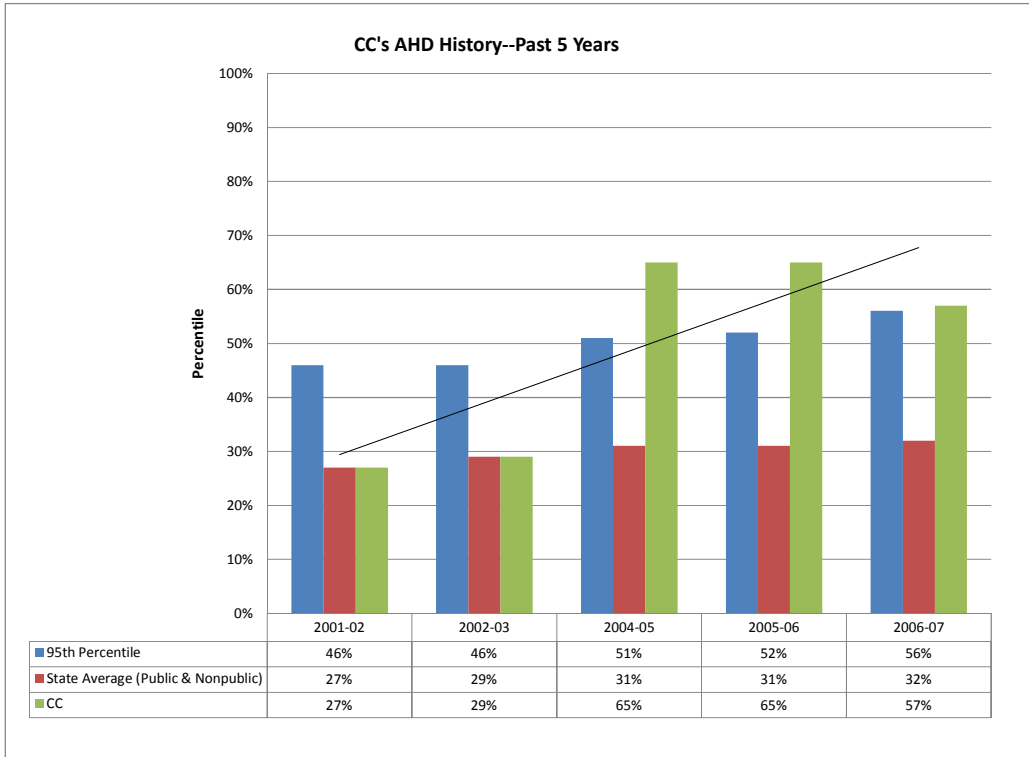


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Academic Honors Diplomas

The percentage of CC students earning an AHD has steadily increased over the past five years with the 2006-2007 school years being the exception. The trend is upward but the AHD criteria are becoming increasingly stringent. The percentage of students earning an AHD diploma places them well above the State average (Public & Private Schools) and at or above the 95<sup>th</sup> percentile. Our Guidance Counselor and assistant will monitor the percentage of students earning an AHD.

CC’s goal is to be at or above the 95<sup>th</sup> percentile of schools in the State with students earning AHDs.



**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

Student Behavior

Two behavioral comparisons are made below: 1) Discipline Consequences and 2) Discipline Categories.

Discipline Consequences: Our base comparison school year is 2000-2001. The total number of severe Discipline Consequences this past school year (2007-2008) was very similar to our base year. The main difference between the two years is in the number and percentage of consequences in each of the three categories.

Discipline Categories: Fewer detentions were given during the 2007-2008 school years as compared to the base year (2000-2001). The main difference between the two years is in the number and percentage of consequences for Dress Code violations (2000-2001, 60, 23%; 2007-2008, 13, 6%). Tardiness and behavioral problems are very similar

The administration, faculty, and staff felt it was worth everybody’s time to look into behavioral issues such as: causes; promoting self respect; positive adult role modeling; relationship between absenteeism, grades and discipline; consistent enforcement of school rules; rewards for attendance; etc. CC’s goal is to positively impact the behavior of the entire school community by identifying best practices in the area of behavior.

<b>Discipline Consequences</b>	<b>2000-2001</b>		<b>2007-2008</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
In School Suspension	13	52%	16	64%
Out of School Suspension	11	44%	7	28%
Ask to Withdrawal	1	4%	2	8%
<b>Total</b>	<b>25</b>		<b>25</b>	<b>100%</b>

<b>Detention Categories</b>	<b>2000-2001</b>		<b>2007-2008</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Dress Code	60	23%	13	6%
Tardiness	50	19%	49	23%
Behavioral	152	58%	147	70%
<b>Total</b>	<b>262</b>		<b>209</b>	<b>100%</b>

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### 7th Grade ISTEP Writing

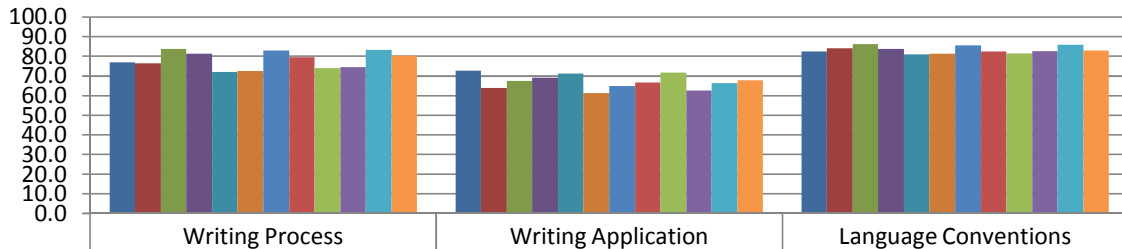
Indicator One--ISTEP (Indiana Statewide Testing for Education Progress) tests: Since the beginning of the first continuous improvement plan (2001-2002), improving writing across the curriculum (WAC) has been the school’s main goal since our scores fell short of where the school wants to be based on the make-up of the student body. This is still the case.

Comments pertaining to all ISTEP tests: Original writing benchmarks (initial scores) have been or will need to be changed due to changes in the Indiana Academic Standards, ISTEP tests, and with the future replacement of the ISTEP GQE (Graduation Qualification Exam) with 10<sup>th</sup> grade end of the course Core 40 tests. Due to the low number of minority students disaggregation by ethnicity is not possible (un-reliable). Scores have been disaggregated by gender, all students, and grade level.

7<sup>th</sup> Grade writing scores: Upon review of the 7<sup>th</sup> Grade Writing scores, we see no significant differences in scores by gender. Our strongest area is Language Conventions, followed by Writing Process, and Writing Application. No significant improvement has been made with our WAC goal over the course of the past five years. The administration, faculty, and staff feel this is due to changes in rubrics, inter-rater reliability for locally developed writing prompts, faculty turnover, initial high scores in some grades and areas, and inconsistent implementation of the plan across all subjects and grade levels.

CC’s goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the Criterion writing software (initial implementation during the 2007-2008 school years) as a best practice will significantly improve future writing scores.

### 7th Grade Writing--Female, Male, & Average



	Writing Process	Writing Application	Language Conventions
2004-05 Female	77.0	72.6	82.5
2005-06 Female	76.5	63.8	84.1
2006-07 Female	83.8	67.5	86.3
2007-08 Female	81.3	69.1	83.7
2004-05 Male	72.0	71.2	80.9
2005-06 Male	72.5	61.4	81.2
2006-07 Male	82.9	64.8	85.5
2007-08 Male	79.4	66.6	82.4
2004-05 Avg	73.9	71.7	81.5
2005-06 Avg	74.5	62.6	82.6
2006-07 Avg	83.3	66.3	85.9
2007-08 Avg	80.3	67.8	83.0

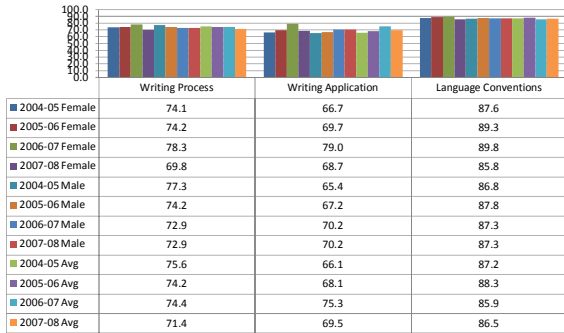
## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### 8<sup>th</sup> Grade ISTEP Writing

8<sup>th</sup> Grade writing scores: Upon review of the 8<sup>th</sup> Grade Writing scores, we see no significant differences in scores by gender. Our strongest area is Language Conventions, followed by Writing Process, and Writing Application. No significant improvement has been made with our WAC goal over the course of the past five years. The administration, faculty, and staff feel this is due to changes in rubrics, inter-rater reliability for locally developed writing prompts, faculty turnover, initial high scores in some grades and areas, and inconsistent implementation of the plan across all subjects and grade levels.

CC’s goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the (initial implementation during the 2007-2008 school years) writing software as a best practice will significantly improve future writing scores.

**8th Grade Writing--Female, Male, & Average**

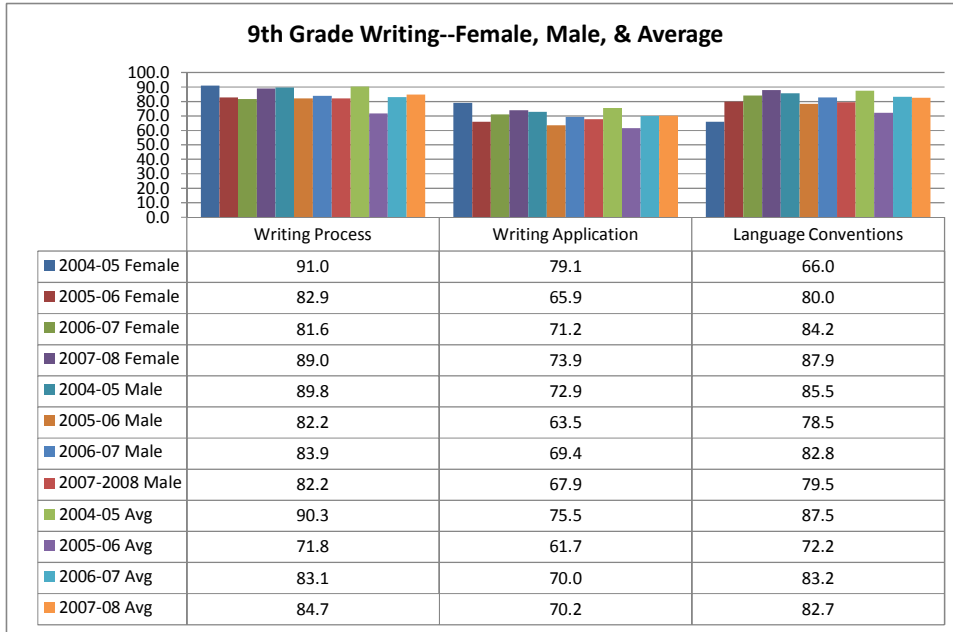


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### 9<sup>th</sup> Grade ISTEP Writing

9<sup>th</sup> Grade writing scores: Upon review of the 9<sup>th</sup> Grade Writing scores, we see no significant differences in scores by gender. Our strongest area is Writing Process, followed by Language Conventions, then Writing Application (i.e. different for 7<sup>th</sup> and 8<sup>th</sup> grades). No significant improvement has been made with our WAC goal over the course of the past five years. The administration, faculty, and staff feel this is due to changes in rubrics, inter-rater reliability for locally developed writing prompts, faculty turnover, initial high scores in some grades and areas, and inconsistent implementation of the plan across all subjects and grade levels.

CC's goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the (initial implementation during the 2007-2008 school years) writing software as a best practice will significantly improve future writing scores.



## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### 10<sup>th</sup> Grade ISTEP Writing

**10<sup>th</sup> Grade writing scores:** Upon review of the 10<sup>th</sup> Grade Writing scores, we see no significant differences in scores by gender. Our strongest area is Language Conventions, followed by Writing Process, and Writing Application. No significant improvement has been made with our WAC goal over the course of the past five years. The administration, faculty, and staff feel this is due to changes in rubrics, inter-rater reliability for locally developed writing prompts, faculty turnover, initial high scores in some grades and areas, and inconsistent implementation of the plan across all subjects and grade levels.

CC's goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the Criterion writing software (initial implementation during the 2007-2008 school years) as a best practice will significantly improve future writing scores.



## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### PSAT Writing

Indicator Two—PSAT Writing Skills Test: The goal for the PSAT Writing Skills test was to reduce the percentage of juniors scoring below the national average of 45-49. Our scores still fall short of where we want to be based on the make-up of our student body. More of an emphasis on the preparation of juniors taking the PSAT Writing Skills test needs investigating.

CC’s goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the Criterion writing software (initial implementation during the 2007-2008 school years) as a best practice will significantly improve future writing scores.

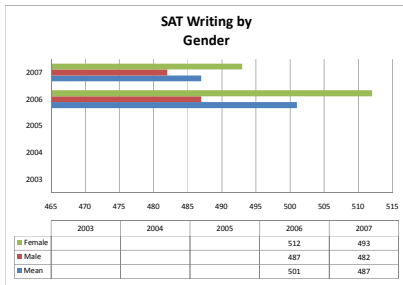


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### SAT Writing by Gender

**Indicator Three—SAT Writing Test:** The SAT Writing portion of the test started in 2006. Between 2006 and 2007 our writing scores dropped. Females have scored higher than males. This data needs to be monitored closely over the next few years to see if the trend continues. Teachers in the English Department along with the School Improvement Plan Steering Committee (SIP-SC) need to look into reasons why female students are scoring higher than male students.

CC’s goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the (initial implementation during the 2007-2008 school years) writing software as a best practice will significantly improve future writing scores. Furthermore, the school hopes to improve writing scores by implementing an SAT preparation website in partnership with Rose-Hulman University’s Prism Program using an online course management system to provide additional web-based instruction and practice that can be utilized in multiple classes. In addition, beginning each English class with an SAT question and working to articulate the English curriculum are planned as well.

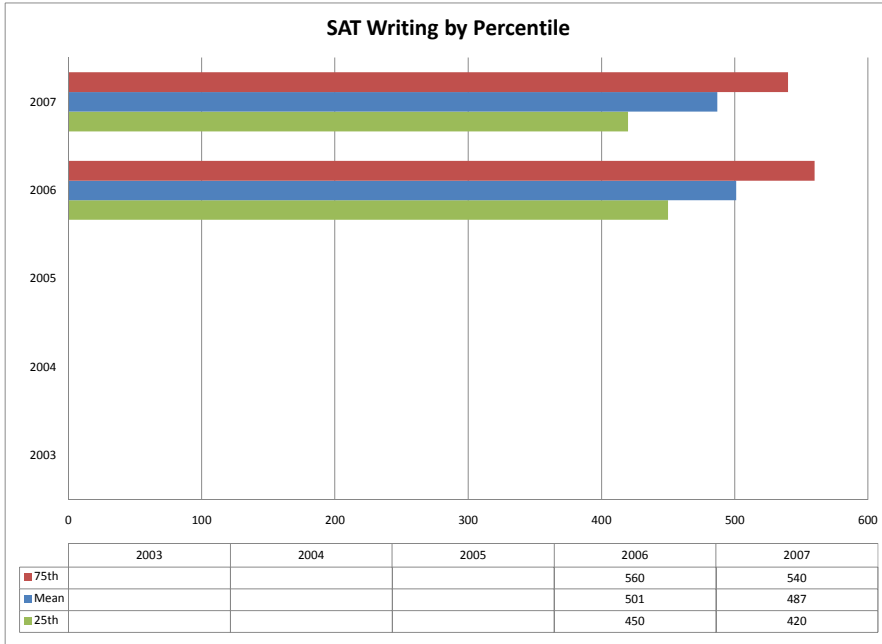


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### SAT Writing Percentiles

SAT writing scores were disaggregated for the 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentile. Scores were slightly lower in 2007 as compared to 2006.

CC’s goal is to continue on with its WAC goal since significant gains have yet to be made. It is hoped that continued implementation of the (initial implementation during the 2007-2008 school years) writing software as a best practice will significantly improve future writing scores. Furthermore, the school hopes to improve writing scores by implementing an SAT preparation website in partnership with Rose-Hulman University’s Prism Program using an online course management system to provide additional web-based instruction and practice that can be utilized in multiple classes. In addition, beginning each English class with an SAT question and working to articulate the English curriculum are planned as well.

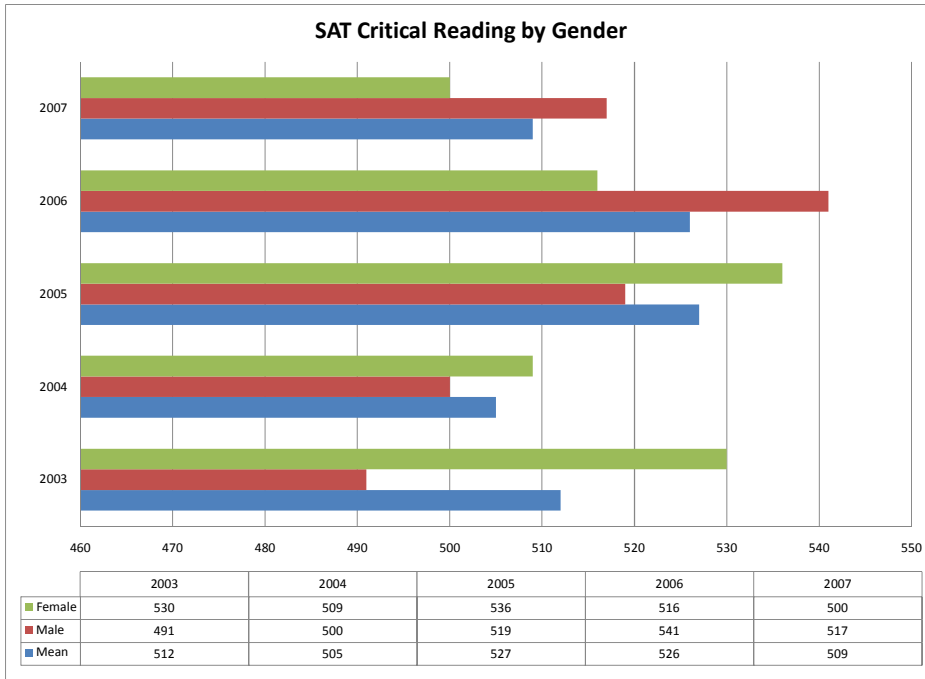


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### SAT Critical Reading by Gender

SAT critical reading scores over the past five years rose until the 2007 school year. Critical reading has an impact on writing. This is an area that the administration, faculty, and staff will watch closely. Scores have fluctuated by gender. This area needs monitoring to see if a trend develops over the next few years. Small class sizes (i.e. around 50 students) may have something to do with the fluctuation. Summer reading lists have been reinstated at each grade level to encourage reading.

CC’s goal is increase the frequency of reading by our students and to teach them how to read critically across the curriculum and at all grade levels. Furthermore, the school hopes to improve Critical Reading scores by implementing an SAT preparation website in partnership with Rose-Hulman University’s Prism Program using an online course management system to provide additional web-based instruction and practice that can be utilized in multiple classes. In addition, beginning each English class with an SAT question and working to articulate the English curriculum are planned as well.

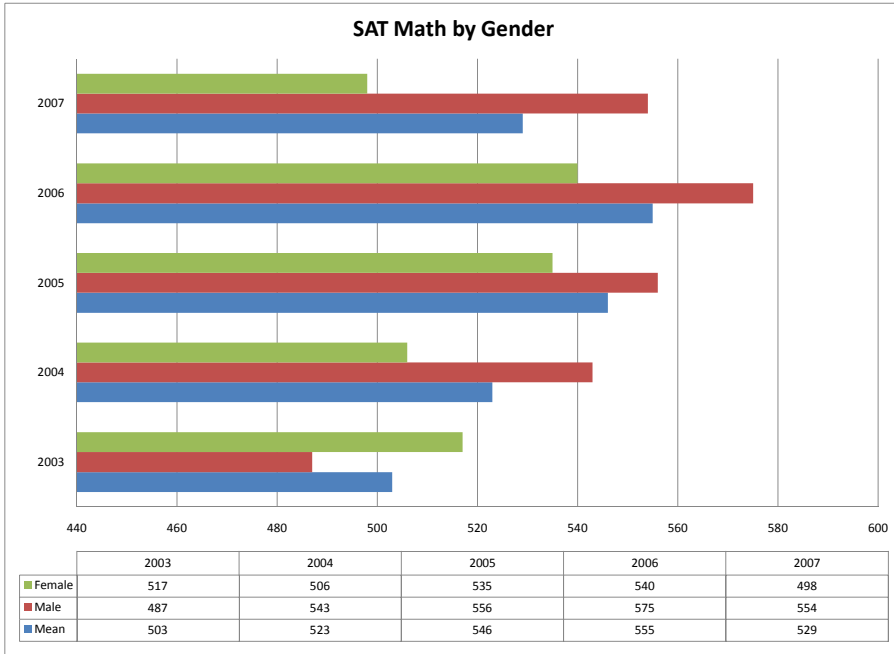


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### SAT Math by Gender

SAT math scores over the past five years rose until the 2007 school year. This is an area that the administration, faculty, and staff will watch closely. Scores have fluctuated by gender. This area needs monitoring to see if a trend develops over the next few years. Small class sizes (i.e. around 50 students) may have something to do with the fluctuation.

CC's goal is to improve math scores by implementing an SAT preparation website in partnership with Rose-Hulman University's Prism Program using an online course management system to provide additional web-based instruction and practice that can be utilized in multiple classes. In addition, beginning each math class with an SAT question and working to articulate the math curriculum are planned as well.

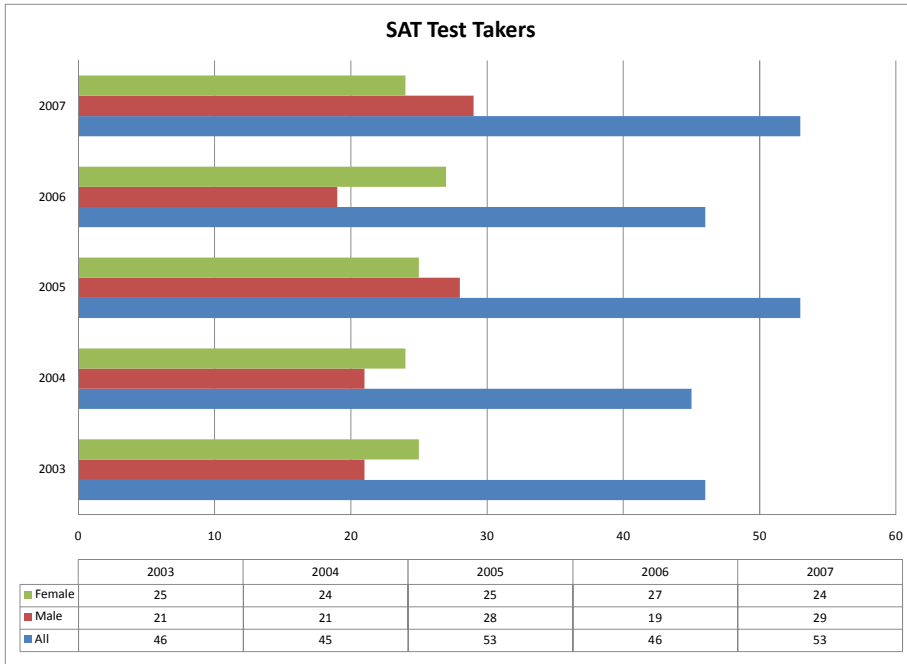


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### SAT Test Takers

Almost all of our students take the SAT test. Numbers fluctuate by gender due to the make-up of each class.

CC's goal is to have all students take the SAT test.

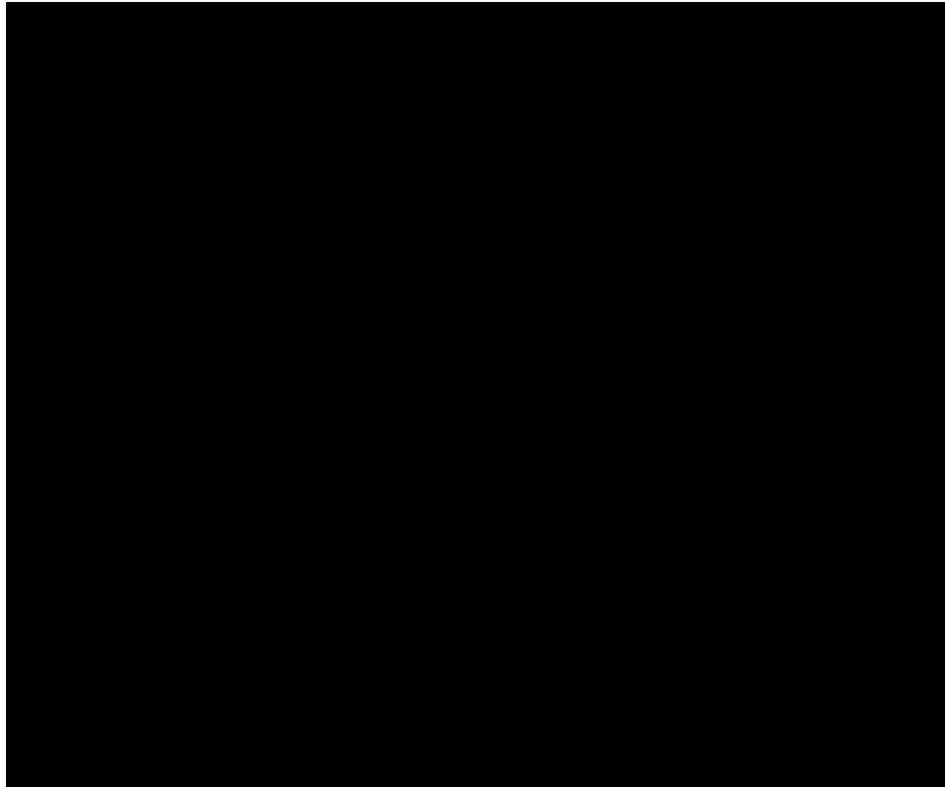


## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Teacher Student Writing Survey

Indicator Four—Teacher Survey: The **third** indicator of writing deficiencies was a teacher survey administered in 2002. Almost one-third of teachers rated student-writing skills as below average or poor. No teachers rated them excellent and only 25% rated them good. Since the original survey, the administration, faculty, and staff have achieved consensus that WAC should remain the school's main goal until writing scores improve.

### Teacher Survey Results – Student Writing Skills 2001-2002



Central Catholic teachers rated student-writing skills using the following criteria:

- writing in complete sentences
- spelling
- knowing when to start a new paragraph
- punctuation
- putting their thoughts on paper
- verb tense agreement

The rating scale was 1-5 with 1 being poor, 2 being below average, 3 being average, 4 being above average and 5 being excellent. The overall average was 2.8 and no teachers rated any students as "excellent" in any subcategory.

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

### Analysis

The characteristics of our school community and the city of Lafayette create a demand for excellence in education:

- The presence of Purdue University and Ivy Tech not only populate the county with highly educated citizens, but also keeps the community focused on the value of education.
- The education level of our Catholic school parents far exceeds that of the state, whose rate of college graduates is next to the lowest in the country. Our students aspire to emulate the role models in their own homes and know that a great education is the key to success.
- The local economy, dominated by Purdue and a growing high-tech sector, needs a highly educated workforce, especially in light of the influx of Hispanic immigrants and college students who typically fill the service sector and non-skilled labor jobs.
- The competition from local schools also demands high academic standards. For Central Catholic to survive and flourish, families must be willing to give up a free education to send their children here.
- Partnerships with Indiana University—Advanced College Project has developed as students have the opportunity to take dual credit (high school and college) courses. Due to a new partnership with IVY-Technical College, our students can take dual credit courses on their campus, schedules permitting. Our math and science departments utilize the Purdue Outreach Program in science and math to gain access to equipment, labs, and professional development. An agreement with Lafayette Jefferson High School gives our students an opportunity to take courses that are not offered at CC, schedules permitting.

Our students take their education seriously, reflected in the 100% Core 40 Diplomas for the past three years; high percentage of students with Core 40 Diplomas with Academic Honors that is at or above the 95<sup>th</sup> State percentile; high college attendance rate—at or above 97% for the past five graduating classes. Past and current parents/alums and friends of the school have a special bond with the school since many of them participated in the campaign to reopen the school in 1990, contributing their time, talent, and treasure. They will not settle for a second-class educational institution.

In this context, academic excellence is not an option; the key constituencies of the school demand it. Therefore, when evaluating performance, we must set our goals higher than our surrounding schools. Meeting the state average on standardized tests or performing “as predicted” based on socioeconomic factors is not good enough. Our goal is to exceed the ISTEP predicted performance and to perform at the level of schools in the 95<sup>th</sup> percentile as measured by the ISTEP passage rate. In addition, we must set high expectations for other standardized tests (e.g. PSAT, SAT) as well as locally developed tests.

The following conclusions are drawn from a variety of data sources.

#### Strengths:

1. Jesus Christ remains the reason for the school,
2. CC has earned the highest status given by the Indiana Department of Education since its inception in 2004-2005,
3. Our students are above the 95<sup>th</sup> percentile of schools in the following areas: Graduation Rate, Core 40 Diplomas, Core 40 with Academic Honors Diplomas, Percentage of graduates going on to college, and Percent of students passing the English/LA, math and combined ISTEP test,
4. Parental participation at the school is exemplary,
5. Parents and friends of the school provide financial support for: tuition assistance, operating budget, special projects, capital campaigns, and teacher wish lists,
6. An increase of the technology fee has allowed the school to replace computers every five years in addition to being able to add a third computer lab to the school,

#### Areas for Growth:

1. ISTEP, PSAT, SAT, and locally developed writing scores,
2. PSAT & SAT mathematics scores,
3. SAT critical reading scores,
4. Teacher turnover rate
5. Attendance, and
6. Percentage of Non-Catholics

Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

Writing Across the Curriculum Goal Action Plan

**Goal (What):** All Students at Lafayette Central Catholic Junior – Senior High School will improve writing skills (i.e., writing process, content-ideas, organization, sentence fluency, word choice, voice, and conventions) across the curriculum (WAC) in a variety of contexts in all subject areas.

**Essence of Goal (What does it look like when achieved?)** Good writing: 1) shows organization scheme/plan, 2) demonstrates a clear purpose, 3) uses correct convention, 4) provides specific supporting details, 5) tone or voice is appropriate for topic, 6) is neatly presented and properly formatted, 7) uses correct sentence structure/uses a variety of sentence patterns, 8) paragraphs are structured/organized, 9) uses effective topic sentence/thesis statement, and 10) the conclusion summarizes the main points or purpose for writing paper.

<p><b>Support Data (from School Profile)</b> Data Source:</p> <ul style="list-style-type: none"> <li>ISTEP Essential Skills Writing,</li> <li>PSAT,</li> <li>SAT, and</li> <li>Teacher Input</li> </ul> <p><b>Note:</b> Scores are lower than expected because we are not teaching writing skills/process across the curriculum.</p>	<p><b>Standardized Assessments (Why):</b> <b>ISTEP+ Essential Skills Writing</b></p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>Writing Process 73.9 M</li> <li>Writing Application 71.7 M</li> <li>Language Conventions 81.5 M</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>Writing Process 75.5 M</li> <li>Writing Application 66.1 M</li> <li>Language Conventions 87.2 M</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>Writing Process 90.3 M</li> <li>Writing Application 75.5 M</li> <li>Language Conventions 87.5 M</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Writing Process 80.0 M</li> <li>Writing Application 77.1 M</li> <li>Language Conventions 86.3 M</li> </ul> <p><b>PSAT</b></p> <ul style="list-style-type: none"> <li>Writing 46% Below N. Average</li> </ul> <p><b>SAT</b></p> <ul style="list-style-type: none"> <li>Writing 501</li> </ul>	<p><b>Local Assessments (Why):</b> Portfolio</p> <p><b>WAC Baseline Data Test:</b></p> <ul style="list-style-type: none"> <li>The English Department will establish baseline data for the 2007-2008 school years based on a six point rubric as graded by Criterion writing software during September of 2007.</li> </ul> <p><b>Grades</b></p> <ul style="list-style-type: none"> <li>Grade 7 3.86 M</li> <li>Grade 8 4.07 M</li> <li>Grade 9 4.77 M</li> <li>Grade 10 4.68 M</li> <li>Grade 11 4.77 M</li> <li>Grade 12 4.39 M</li> <li>Overall 4.39 M</li> </ul> <p><b>WAC Post Test</b></p> <ul style="list-style-type: none"> <li>All departments will administer an “essay” by the first week in May but the English Department’s essays will be used for the first posttest during the last month of the second semester.</li> <li>The following year, the Social Studies Department’s “essay” will be used to establish the second posttest data during the last month of the second semester.</li> <li>Succeeding years, other department’s essays will be used to establish posttest data during the last month of the second semester for that school year.</li> </ul>
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**Interventions (How):**

- Students will improve their knowledge of the writing process (e.g. pre-writing, drafting, revising, editing, and publishing), language-in-use, conventions, punctuation-capitalization, and spelling as it applies to writing inside and outside of the classroom.

**Resources (Best Practices):**

- Articles in Research Magazine,
- ISTEP+ Materials,
- Indiana Academic Standards,
- Criterion software,
- Criterion manual,
- Elements of Language*,
- Criterion support articles,
- Curriculum Mapper software,
- Curriculum Mapping books by Heidi Hayes Jacobs,
- AdvancedED website,
- IDOE website,
- Purdue University writing website,
- Etc.

**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

**Intervention One:** Students will improve their knowledge of the writing process (e.g., pre-writing, drafting, revising, editing, and publishing) content-ideas, organization, sentence fluency, word choice, voice, and conventions as it applies to writing inside and outside of the classroom.

Note: Teaching Method: (T = Teach, M = Model, P = Practice, E = Expect, S = Support, R = Reflect, &C = Cultural)

Teaching Method	Activities to implement the intervention (Details): knowledge, ability to apply knowledge, skills, habits, or patterns of behavior and/or attitudes.	Person(s) Accountable	Timeline		Resources	Staff Development Activities
			Begin	End		
T & S	Orient new teachers and reorient established teacher on the school's WAC goal.	Admin., S7-CtoCI Committee	9/2008	2010-2011	Three WAC Goal Interventions	Power Point Presentation covering WAC Goal Interventions
T, S, & E	Identify what we know, need to know, and ideas for finding out information about the WAC goal.	S7-CtoCI Committee	9/2008	2010-2011	Problem Based Learning	Staff development activity for first NCA day.
E	Prior to instruction each new school year, all students in each subject area will complete a writing prompt in Criterion to establish baseline data.	Faculty	8/2008	2010-2011	Criterion Software & test administrator	Establish writing prompt & test administration instructions,
E	Criterion software will grade the writing prompt.	Faculty, S4-D&UR Committee	8/2008	2010-2011	English Department	Criterion software training
T, M, P, E, S	The Data Analysis committee analyze the data	S4-D&UR Committee	9/2008	2010-2011	SPSS & Excel	Train the committee how to import/export/analyze data
T, M, P, E, & S	Teacher will be trained in how to instruct students to write	S7-CtoCI, S1-V&P Committees	9/2008	2010-2011	WAC Materials	Peer Coaching
T, M, P, E, S, R, C	Students will be taught the process of writing process in English classes and reinforced in all classes.	Teachers, S3-T&L, & S5-R&SS	8/2008	2010-2011	WAC & Criterion Materials	Modeling by English Department Teachers
S	The English/LA will participate in more in-depth writing and critical reading workshops	English/LA Teachers, S5-R&SS	8/2008	2010-2011	Resources collected	Train the trainer
T, S	Parents will be kept informed about the school's WAC goal	Administration, S2-G&L, & S6-SC&R	8/2008	2010-2011	Various Media	Parent orientation & back to school "knight"
T, M, S, R, & C	Students will have the opportunity to hear writers speak.	English Department, & S5-R&SS	10/2008	2010-2011	Funding	All school or class presentations
T, S, R, & C	Writing scores will be shared with and analyzed by the administration faculty & staff	S4—D&UR Committee	10/2008	2010-2011	Effect Sizes & Microsoft Excel	The principal will teach the Data Analysis Committee how to communicate results.

**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

**Intervention Two:** Students will develop self-regulated writing skills by using rubrics to assess writing process, language-in-use, conventions, punctuation-capitalization, and spelling in and outside of the classroom.

Note: Teaching Method: (T = Teach, M = Model, P = Practice, E = Expect, S = Support, R = Reflect, &C = Cultural)

Teaching Method	Activities to implement the intervention (Details): knowledge, ability to apply knowledge, skills, habits, or patterns of behavior and/or attitudes. Contains teaching, modeling, expecting, practicing, and supporting.	Person(s) Accountable	Timeline		Resources	Staff Development Activities or Artifact(s)
			Begin	End		
E, S, & C	Every classroom and computer lab will have access to Criterion web based software.	Criterion Admin., S5-R&SS	8/2008	2010-2011	Student's charged a \$7.50 fee for access	Criterion training manuals
T, M, P, E, S,	Teachers will be taught how to use the Criterion software	S3-T&L & S5-SC&R Committees	8/2008	2010-2011	Financial support	Presentation and hands on training in computer lab for teachers.
T, M, P, E, & S	English Department will set up student accounts to begin each school year	Criterion Administrator	8/2008	2010-2011	Class lists, password, ID's, etc.	Hands on training
T, M, P, E, & S	Teacher will be instructed on how to use Criterion software and the 6+ 1 Traits rubric to grade the writing process.	Teachers, S3-T&L	8/2008	2010-2011	Criterion software	Presentation and hands on training in computer lab for students.
T, M, P, E, & S	Students will be instructed on how to use Criterion software and the 6+ 1 Traits rubric to evaluate their own work.	Teacher, & S3-T&L Committee	9/2008	2010-2011	Criterion software	Hands on student learning
E	The 6+ 1 Traits rubric will be posted in all classrooms	Admin, S1-V&P, S2-G&L	8/2008	2010-2011	Posters	Display of posters
T, M, P, E, S, R, & C	Students in writing prompts in all classes will be graded by the Criterion software's 6+1 Trait rubric. Students will get at least on chance to improve their scores and grade.	Teachers, S3-T&L Committee	9/2008	2010-2011	Criterion software	Writing activity
T	Parents will be told about the Criterion's web based writing lab and the use of the 6+ 1 Traits rubric to assess process, language-in-use, conventions, punctuation-capitalization, and spelling but not content.	Admin, S2-G&L, & S6-SC&R Committees	9/2008	2010-2011	Newsletter, website, and presentation material.	School: newsletter, website, and back to school "Knight"
S, & R	Selected student works will be published/posted on different media	S5-R&SS Committee	9/2008	2010-2011	Website space, newspaper, bulletin boards, etc.	Instruction on how to select appropriate work to be put on display.
Expect	Criterion software will keep students portfolios on-line throughout their years at CC.	Criterion Admin., S4-D&UR Committee	9/2008	2010-2011	Criterion software	Teachers and students will be instructed on how to access portfolios.

**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

**Intervention Three:** All students will improve their writing skills by increasing the frequency of writing they do inside and outside of the classroom.

Note: Teaching Method: (T = Teach, M = Model, P = Practice, E = Expect, S = Support, R = Reflect, &C = Cultural)

Teaching Method	Activities to implement the intervention (Details): knowledge, ability to apply knowledge, skills, habits, or patterns of behavior and/or attitudes.	Person(s) Accountable	Timeline		Resources	Staff Development Activities or Artifacts
			Begin	End		
T, M, P, E, & S	All students will have the opportunity to complete writing prompts five times each semester. Each semester in every class students are to complete one five-paragraph writing prompt. Criterion software is to be used to write and store the essays with teachers grading for content.	Teachers & S3-T&L Committee	8/2008	2010-2011	Criterion writing software	Hands on Criterion writing software training.
E, S, & R	Teachers will research creative ways to include writing in daily instruction through research and faculty interaction.	S7-CCI Committee	8/2008	2010-2011	Internet, Criterion, Books, Magazines, etc.	Actual writing prompts
S & R	Parents and students will be encouraged to share their ideas on writing activities to increase student motivation to write.	S6-SC&R Committee	8/2008	2010-2011	Class time	Actual ideas and use of class time.
E & R	Teachers will share their ideas on creative ways to include writing in daily instruction in formal and informal settings and reflect on how well various ideas worked as well as ways to improve the assignments.	Teachers & S3-T&L Committee	8/2008	2010-2011	Time	Actual ideas and use of PD time
T, E, P, S, R, & C	Students will be encouraged to participate in out-of-classroom writing activities, including contests, student publications, online writing groups, and writing workshops.	Teachers & S3-T&L Committee	8/2008	2010-2011	Writing activities	Actual student work
T	Parents will be told about the Criterion's web based writing lab and the use of the 6+ 1 Traits rubric to assess process, language-in-use, conventions, punctuation-capitalization, and spelling but not content.	Administration, & S6-SC&R Committee	9/2008	2010-2011	Newsletter, website, and presentation material.	Knight Line, Edline, Websites, Newsletters, etc.
Expect	Parents and students will be informed of opportunities to participate in out-of-classroom writing activities.	Administration & Teachers	10/2008	2010-2011	Edline, school's website, newsletters	Provide students and parents with needed information

**Lafayette Central Catholic Junior/Senior High School – School Improvement Plan**

**Intervention Four:** Teachers will learn how to do curriculum mapping and curriculum articulation to ensure the curriculum is aligned to support our school improvement goal as well as other school goals to enhance student writing scores.

Note: Teaching Method: (T = Teach, M = Model, P = Practice, E = Expect, S = Support, R = Reflect, &C = Cultural)

Teaching Method	Activities to implement the intervention (Details): knowledge, ability to apply knowledge, skills, habits, or patterns of behavior and/or attitudes.	Person(s) Accountable	Timeline		Resources	Staff Development Activities/Artifacts
			Begin	End		
T, M, P, S, R, & C	Get an advanced team to learn how to do curriculum mapping and determine whether it is advantageous for our school.	Admin., Advanced Team, & S1-V&P	11/2005	4/2006	Curriculum Mapper	Curriculum Mapper training
R	Determine whether to purchase Curriculum Mapper to articulate the curriculum	Advance Team, S2-G&L Committee	5/2006	5/2006	Financial Resources	Purchase Curriculum Mapper
E	Train the faculty on how to use Curriculum Mapper (new & established teachers each year)	Advanced Team, & S3-T&L	8/2006	2010-2011	Curriculum Mapper & Trainers	Actual training using train the trainer method
E, S, & R	The faculty will curriculum map one subject each year and update previous maps each year until all courses are mapped	Faculty, S7-CtoCI Committee	8/2006	2010-2011	Curriculum Mapper	Curriculum Maps
T, M, P, S, E, R, & C	Conduct vertical and horizontal articulation training	Admin, S3-T&L	2/2008	2010-2011	Curriculum Maps & other materials	Actual Training
T, M, P, S, E, R, & C	On a yearly basis, make curriculum changes by utilizing all pertinent human & material resources.	Faculty, S7-CtoCI, S1-V&P Committees	2/2008	2010-2011	Curriculum Guide, Maps & other materials	Changes to the curriculum
S	Provide teachers with the time and support needed to conduct curriculum articulation	S1-V&P, & S5-R&SS	8/2008	2010-2011	PD Days	PD agendas with posted times
T, M, P, S, E, R, & C	Continue the training and implementation each year	S7-CtoCI Committee	8/2008	2010-2011	Financial & Human Resources	All of the above

Appendix

Curriculum Location – Appendix A

Central Catholic Junior Senior High School has a local Core Curriculum Guide as outlined by the Diocese-of-Lafayette-in North Central Indiana. The Core curriculum guide contains the K-12 curriculum. Every faculty and administrator has a copy of the Core Curriculum Guide.

In addition, a course-offering booklet for the high school is published and copies are given to each family at the time of registration. Additional copies are available in the guidance office. All Academic Honors Diploma courses have been approved by the Indiana State Board of Education.

**Faculty Survey – Appendix B**  
**Writing Skills**  
**NCA Study 2001-2002**

Directions:

If you have students write as part of their class work please take time to answer these questions. Please provide each topic with a rating of 1,2,3,4,or 5. One is considered poor and five is excellent.

- 1) Students write in complete sentences                      1 2 3 4 5
- 2) Student quality of spelling                                      1 2 3 4 5
- 3) Students know when to start a new paragraph      1 2 3 4 5
- 4) Student ability to put thoughts down on paper      1 2 3 4 5
- 5) Student ability to punctuate correctly                      1 2 3 4 5
- 6) Students use correct verb tense                              1 2 3 4 5
- 7) Student writing deficiencies not noted above, please list below:

**Safe & Disciplined Learning Environment – Appendix C**

- Comprehensive Crisis Plan
- Student/Parent Handbook
- Security System in Building
- All Doors Numbered
- Fire Department School Access Box
- Facilities Committee: Safety & Building & Grounds
- Fire Alarm System, Smoke Detectors, etc
- Fire extinguishers
- Diocesan School Policies
- School Safety Reviews
- Medicine Locked/Dispensed by Nurse/School
- Crisis, Severe Weather, Fire Drills/Procedures
- Boiler Inspection
- Fire Inspection
- Crisis Team
- Crisis Communication (e-mail, P.A. system, notes, phones)
- Building Floor Plan
- Maintenance Department
- Assertive Discipline: Rules & Consequences
- Mutual respect & clear expectations
- Visitor Sign In
- Fire extinguishers
- Tornado/Fire drill/Lockdown inst. Posted
- Designated seating charts
- Use of school discipline plan
- Teach safety
- Blood Born Pathogens Training
- Teachers outside classroom during passing
- Safety glasses
- First aid kits
- Safety Inspection by Diocesan Insurance Company
- Blood spill kits
- Student with Medical Needs Communicated
- Chemicals stored properly
- Eyewash, shower and ventilation
- Parents Informed via Newsletter, Letters, & EPIC List-serve
- Teachers kept informed via weekly newsletter and daily e-mail

**Parent Community Involvement – Appendix D**

At Lafayette Central Catholic Junior/Senior High School, parents are involved in numerous ways at the school. Listed below is a list of their involvement. This list is not a comprehensive list.

**Parental Involvement**

- Prayer Group
- Service Opportunities for Student
- Catholic Identity
- Governance Board
- School Board
- Athletic Booster Club
- Academic Booster Club
- Fundraising Activities
- Bi-Annual Fund Drives
- Parent Teacher Conferences
- Informal Parent Visits to the School & Classroom
- Classroom Assistants
- Clerical Assistants
- Academic Co-Curricular Activities
- Athletic Co-Curricular Activities
- Maintenance of the Building & Grounds
- School Improvement Committees & Activities
- Spectators of Academic & Sporting Events
- Ad Hoc Committees
- Surveys
- Etc.

**Professional Development Grant Information – Appendix E**

- 1. What are the goals of the professional development program?**
  - Central Catholic’s professional development program is directly tied to our School Improvement Plan (SIP.) Currently, the school is working on a “Writing Across the Curriculum Goal” (WAC) that has three Action Plans with one intervention per plan.
  - Our WAC Action Plan has a column that lists all the professional development plans for the activities listed under all three of our interventions. Professional Development is designated for faculty, staff, students, parents, and Board members. Professional development is and has been centered on the writing process, language-in-use, conventions, punctuation-capitalization, spelling, rubrics, technology and more. Refer to SIP, pages 26-38.
- 2. In what ways does the professional development program ensure that ALL staff members are involved in continuous learning?**
  - Staff development is listed for faculty, staff, students, parents, and Board members and all this information can be found in our School Improvement Plan on pages 26-38.
- 3. In what ways does the professional development program ensure that ALL staff acquire new knowledge, skills, and attitudes toward learning?**
  - Our SIP Goal is, All Students at Lafayette Central Catholic Junior – Senior High School will improve writing skills (i.e., writing process, language-in-use, conventions, punctuation-capitalization, and spelling) across the curriculum (WAC) in a variety of contexts in all subject areas. This requires that our entire community becomes knowledgeable about writing skills, writing process, language-in-use, conventions, punctuation-capitalization, spelling, rubrics, technology and more. Much of the activities listed in our SIP takes place on an ongoing basis. All these items can be found in our SIP.
- 4. In what ways does the professional development program ensure that continuous learning is embedded in everyday practices?**
  - The emphasis of our School Improvement Plan is on Writing Across the Curriculum. At any given time, the faculty is supporting our goal and interventions by teaching peers, students, parents, staff, and Board members about writing skills, writing process, language-in-use, conventions, punctuation-capitalization, spelling, rubrics, technology and more. Writing skills are reinforced on a daily basis in every subject and grade, across the curriculum, and inside and outside of school. Much of the activities listed in our School Improvement Plan takes place on an ongoing basis. All these items can be found in our School Improvement Plan on pages 26-38.
- 5. What types of data and evidence are collected to support the premise that new knowledge, skills, and attitudes toward learning are being implemented by ALL staff members?**
  - Our SIP focuses on two standardized tests, ISTEP Essential Skills with multiple components, PSAT test, SAT test, and two locally developed assessments, essays and portfolio. All assessment is directly tied to our goal. Baseline data is collected, disaggregated, and converted into standard units as is posttest data to determine effect size. Effect size helps us to determine whether our interventions are working. This information is reported to the faculty and changes are made to enhance student learning. All these items can be found in our School Improvement Plan.
- 6. How are data and evidence analyzed and interpreted to evaluate the impact of professional development on progress toward the school's student performance goals?**
  - The statistical data that is generated from the comparison of baseline data with posttest data helps us to determine if our interventions are working. The comparison group and posttest group scores are converted into standard units that helps to generate an effect size. The degree to which the effect size is positive or negative tells us if our interventions are working. If our interventions are not working or not working as well as we would like, adjustments are made to our interventions and activities or new interventions are created. Refer to our SIP on pages 26-38.
- 7. In what ways will information from this evaluation be used to make adjustments in the professional development program?**
  - The three-year school-improvement action plan incorporates professional development in support of the school’s interventions and activities for our goal. Our professional development plan is driven by our student-centered goal and carried out three years and beyond. All this can be found in our School Improvement Plan. As a school, we are continuously improving and our professional development plan focuses our goal, interventions, and activities. When a three-year cycle is completed, the school improvement plan is evaluated and new one is generated from new data. Professional development must continue to support our current and future school improvement plan.
- 8. In what ways will these state professional development dollars be used along with funds from other sources to support necessary professional development?**

## Lafayette Central Catholic Junior/Senior High School – School Improvement Plan

- All state professional development dollars along with Title 1 funds, donations, and budget allocations directly support our SIP that drives our professional development plans for the three-cycle of the Continuous Improvement Process. Refer to our SIP on pages 26-38.