

**Diocese of Knoxville
School Improvement Plan**

School Name: Saint Joseph School

School Improvement Plan

Goal Statement: All students will demonstrate increased mathematical proficiency.

Objective Type: Academic

Objective 1: Each grade level will strive to increase NCE scores on the *Iowa Assessments* from 3-6 points to establish a positive trend for the whole school.

Objective 2: Second to third grade will strive to increase 5-8 NCE points stay in line with the positive trends of the other grades.

Objective 3: Subgroups such as Title I and ELL students will strive to decrease the performance gap by increasing 3-10 NCE points on Iowa Assessments. Grades 1 and 2 Title 1 and ELL students will strive to increase performance on *Iowa Assessments* by 8-10 NCE points.

Strategies:

1. Professional Development will be provided for teachers to explore and utilize the most recent researched-based and effective teaching strategies with their students, specifically training in *Math In Focus* in grades K-5th.
2. Students at the third grade level will be given additional time in practicing math applications and concepts through after school tutoring.
3. Intervention methods will include the use of the *Propel* program for Title I students and the *IXL* program for ELL students needing extra practice at school.



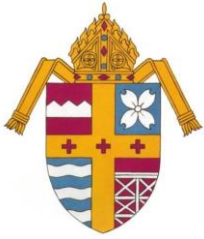
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4. Professional training will be provided for teachers in data analysis and interpretation of *Iowa Assessments* results, Renaissance Learning *STAR Assessments*, and other benchmark assessments.

5. Support will be provided for teacher to use the data to drive instruction in the classroom and to deepen understanding of math concepts and problem-solving through the creation of data analysis templates and procedures for analyzing and using student data.

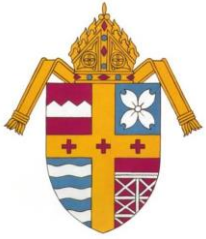
Activities/Tasks	Timeline	Resource Allocations	Person(s) Responsible	Measurement/ Evaluation Tool or Strategy	Record of Completion
1. On-site professional training in <i>Math In Focus</i> through Houghton Mifflin for Grades K-5 th 1-day	3 years Spring 2015 Fall 2015 Fall 2016 Spring 2016 Continue with annual trainings as needed	Title I or Title II	Kathleen Rankin Assistant Principal	Survey and teacher responses to Professional Development; <i>i-Coach</i> walk-through observations; Focus Group Notes	
2. Professional training for Middle School Math Teacher- John Whittingham	Spring 2015 Summer 2015 and 2016 Continue with annual training as needed	Title I and Title II	Kathleen Rankin Assistant Principal	Teacher feedback after training; <i>Iowa Assessments</i> results; Knoxville Catholic High School placement test results; <i>i-Coach</i> walk-through observations	
Evaluation of math scores on	Spring 2016-	NA	Administration	<i>Iowa Assessments</i> results citing	



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the <i>Iowa Assessments</i> to help determine why there is a discrepancy between <i>Iowa Assessments</i> scores and <i>STAR Assessments</i>	Ongoing following longitudinal data			progress of grades having had <i>Math In Focus</i> since Kindergarten or 1 st Grade; <i>STAR Assessment</i> results; Focus Group meeting notes	
<i>IXL</i> program	Middle School implemented <i>IXL</i> program during school year 2015-2016. Grades K-5 th participated in a 30-day trial in Spring 2016. <i>IXL</i> program available to 1st-8 th Grades for school year 2016-2017.	Saint Joseph School	Administration and Teachers	Survey conducted by Debbie Houbre Staff requests and justifications for school-wide classroom use; <i>i-Coach</i> walk-through observations; Focus Group meeting notes	
<i>Propel</i> program for Title I students needing supplemental assistance in Math	School year 2015-2016 Continuing 2016-2017	Kathleen Rankin Assistant Principal	Administration and <i>Propel</i> facilitators, as well as Knox County Title I officials	Reports generated by <i>Propel</i> Survey of students and parents.	
After-school Tutoring	School Year	NA	Ms. Katie Colburn	<i>Iowa Assessments</i> and <i>STAR</i>	



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	2015-2016 Continuing 2016-2017		and Ms. Kristi Hall	<i>Assessment</i> scores; Classroom grades and report cards	
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