



ST. ANTHONY
— DE PADUA —
CATHOLIC SCHOOL

School Improvement Plan

2021-2022

School – D260

2310 E. Jefferson Blvd.
South Bend, IN 46615

Table of Contents

Executive Summary	2
Curriculum	3
Enrollment	9
Student Body Demographics	10
Assessment Data	11

Executive Summary

Saint Anthony de Padua School develops lifelong learners who live their faith through stewardship and are committed to Catholic virtues and academic excellence.

School Vision Statement:

St. Anthony de Padua School will foster the following characteristics:

- A vibrant Catholic community composed of faculty, staff, parents, and students committed to witnessing the faith as evidenced by their kindness to others and respect for themselves and their environment.
- A respected educational institution, a strong influence in the local community, and a Christian leader in the diocese for the third millennium.
- Academically-motivated students who achieve their greatest potential through diversified instruction.
- A high level of supportive parental involvement in the education of their children.
- Students capable of thinking critically and writing cohesively.

School Narrative

St. Anthony is located on the east side of South Bend, approximately two miles from downtown, at the intersection of two major roads, Jefferson Blvd. and Ironwood Dr. The school borders the River Park and Sunnymede neighborhoods. It is one mile west of the Mishawaka border and two miles southeast of the University of Notre Dame. St. Anthony draws students from the immediate neighborhoods as well as from the Granger and Mishawaka communities to the northeast. We enroll students whose South Bend public schools include Marquette, Tarkington, McKinley and some others. We participate in the Indiana Choice Scholarship Program (commonly known as the voucher program) which helps to bring a Catholic School Education within financial reach to more families.

As of October 1, 2021, we had approximately 136 registered families with just over 228 children between 4 and 14 years old. St. Anthony is one of many fine Catholic schools in the area. St. Joseph (Hill St.) is less than two miles directly to the east; the Mishawaka Catholic campus is two miles directly to the west; St. Matthew Cathedral School is just over two miles to the southwest.

Curriculum

The curriculum at St. Anthony is based upon both what is required by the state of Indiana and the direction provided to our school by the Diocese of Fort Wayne-South Bend. Our teachers collaborate to ensure that essential academic standards are addressed in the appropriate grade levels. Student progress is assessed throughout the school year in a variety of methods, including the state assessments, NWEA formative assessments, and classroom assessments.

Our teachers work collaboratively and continuously to ensure the curriculum is aligned both vertically and horizontally. We have developed shared curriculum maps that teachers use for long term planning to ensure high priority standards are met in a timely fashion. This document also facilitates cross curricular connections. These maps outline the key topics taught each week of school and in each subject. These are in various stages of development and living documents that support our efforts to be collaborative and intentional in prioritizing learning goals. One goal is to build our career readiness and awareness goals into our interdisciplinary units of study.

We are proud of our students' success in academically challenging competitions such as History Day and Science Fair, where year after year St. Anthony students place at the state and national levels. Our state assessment scores are consistently above the results of both local and Indiana state averages. And, we consistently receive a State Accountability letter grade of "A". In addition to core academics, we are able to incorporate art, music and religion into the everyday curriculum. We are pleased to offer a band to our students in 4th through 8th grade. This year, we are using the program "Virtues=Strength" to help focus and align our virtues program in grades PK-8.

Grade Level and Subject Descriptions

In grades K-5, we utilize the Daily 5/CAFE literacy structure for language arts/reading. This structure helps teach children to be independent on literacy tasks. Once students are taught the behaviors of the tasks and build their stamina for independence, we are able to work with individuals and small groups. We also use CAFE, which is a visual aid for organizing the reading strategies children learn, so they can begin to read books at their own level.

Pre-Kindergarten

Children in our Pre-K Program explore their natural curiosity about the world around them while receiving beginning education in understanding God, expressing feelings, sharing, solving problems and social competence. The program does work to support children in kindergarten readiness. The curriculum utilizes various methods of learning and growth such as free play, reading circles, literacy activities, learning centers, investigation, arts & crafts, and music. All activities are taught in an age-appropriate manner and with our Catholic faith at the forefront of the learning and

developmental experience. The curriculum is based upon the Indiana Early Learning Foundations. Our PreK is a registered ministry and received a Paths to Quality rating of 3.

Programs in use for Grades K-5

Religion - Alive in Christ, (Sophia Institute Kdg), Virtues=Strength

Phonics - Foundations, Orton Gillingham for intervention

Guided Reading - Jan Richardson, IXL, Guided Reading text sets, read works

Spelling - Differentiated Spelling program, then latin/greek roots

Handwriting - *Writing Our Catholic Faith*

Math - Envision by Pearson, through 2021-2022, Aleks, IXL, Reflex math

Science - teacher created lessons, Engineering is Elementary kits, Scholastic Science magazines, IXL, currently reviewing programs for purchase, Grades 3-8, Pearson Interactive Science

Social Studies - teacher created lessons, Scholastic News magazines, IXL, read works, Catholic

Textbook Project, RCL Benziger: Journey Across the Sea (4), From Sea to Shining Sea (5)

Programs in use for Grades 6-8

ELA: Novel students, Common Lit, Sadlier Vocab, IXL

Math: Envision Math, Aleks

Science: Engineering is Elementary, Scholastic Science, currently reviewing programs for purchase

Social Studies: teacher created lessons, Catholic Textbook Project, RCL Benziger: All Ye Lands

Kindergarten

Students attend Mass weekly. Additionally, kindergarten students learn all formal prayers and follow the catechetical curriculum guidelines as set forth for kindergarten by the Diocese of Fort Wayne-South Bend. Age-based math concepts based on the Indiana Academic Standards are introduced and explored through hands-on activities. Science and social studies reflect the Indiana Academic Standards. Both subjects are taught during their own dedicated time and in cross-curricular lessons during math and reading.

1st – 2nd Grade

Our Catholic faith is woven into every part of the day as students learn to love one another and Jesus through Bible stories and learning about the lives of the saints. Religion is integral to faith formation as the children prepare to receive the Sacraments of Reconciliation and Holy Eucharist.

Using the Daily 5/CAFE literacy structure, the goal in language arts is to develop strong, independent readers and writers. Students are exposed to an expansive amount of literature and

learn to choose their own “good fit” books and to set goals in the areas of comprehension, accuracy, fluency, and expanding vocabulary. This approach enables teachers to use a cross curricular approach and introduce children to a wide variety of subject areas as they learn to read. Writing also plays a key role in the development of the students. They learn to write poetry, letters, nonfiction and fiction stories, and to respond to reading through writing.

In math, a visual, auditory, and kinesthetic approach is used in teaching students the strong foundational skills needed to be successful in math throughout their school years. Mastery of addition and subtraction facts, along with problem solving and higher level thinking are the key components to the first grade math curriculum. In second grade, math lessons utilize a variety of methods including ‘hands-on’ activities. The skills presented include addition and subtraction with regrouping, counting money, telling time, and strategies for problem solving.

3rd – 4th Grade

The study of Catholicism continues in third and fourth grade with the life of Jesus, the Sacraments, and prayer life. Fourth grade religion features an in-depth study of a saint by each student. Students then portray their chosen saint for the All Saints Day Mass. Implementation of the Daily 5/CAFE literacy structure fosters independent and proficient reading, creative writing, oral fluency, and vocabulary skills. Classroom and school libraries offer a rich reading selection.

In social studies, third grade explores topics such as diversity, richness of cultural heritage, government in action, and community relationships, and this exploration continues into fourth grade with the study of Indiana history.

Third grade Math focuses on fostering problem solving skills, along with the introduction and applications of multiplication and division facts. Fourth grade Math focuses on the importance of using addition, subtraction, multiplication, and division throughout the year. Students utilize their critical thinking skills to solve multi-step, real world problems.

Third and fourth grade students experience Science through project-based learning and laboratory investigations. At this stage, they begin using science process skills to find answers to a question or an experiment. Students can look forward to activities which help bring content to life. Scholastic News magazine is utilized in weekly Reading and Science class.

5th Grade

Fifth grade religion involves study of the sacraments and parts of the Mass. Students also study the liturgical year, virtues, Spiritual and Corporal Works of Mercy, and the Trinity. In Math, fifth

graders expand their understanding of place value patterns and relationships. Students solve problems and evaluate expressions using whole numbers, decimals, fractions, and mixed numbers. Students will apply formulas for area and volume, convert units, and classify polygons.

Fifth graders learn and apply the science process skills. Students study weight and mass, Earth-Moon-Sun relationships, ecosystems, and the engineering design process. Students engage in hands-on STEM activities in classroom experiments and a field trip to STARBASE. Social studies education focuses on a National History Day project and research paper. Students also learn about Native Americans, British colonies, and the American Revolution. They finish the year exploring early American government through the Civil War. Fifth graders learn strategies that improve independent reading abilities through the Daily 5 Program. They build upon previously taught English grammar principles and learn how to advance from paragraph writing to full paper essay writing.

6th Grade Religion in sixth grade is centered on the study of the Old Testament and Salvation History. Students are introduced to a variety of important concepts, such as covenant theology, in addition to reviewing basic Catholic teachings. Prayer life is important and students participate in the Living Stations during Lent. In Language Arts, sixth graders read a variety of fiction and nonfiction works and learn how to combine reading and writing for research. Students also participate in a rigorous vocabulary and spelling curriculum. Social Studies concentrates on ancient civilizations from Asia, North and South America, and Africa. Sixth grade students explore Math concepts such as fractions, decimals, geometry, expressions and equations, with content emphasis on rates, ratios, and proportions. In sixth grade, students expand their knowledge and use of the scientific process by forming and testing a hypothesis, conducting experiments, then using the data to create a Science Fair Project. Students also engage in STEM and Engineering Design Challenges throughout the year.

Junior High Grades 7-8: Seventh and eighth grade students are focused on making meaningful contributions of leadership and service to the school community and beyond. Many junior high activities are Panther traditions and are designed to build fellowship, leadership skills, deepen faith and expand the mind. These include the Annual Spaghetti Dinner, service projects and the class trip for eighth graders. Our students prepare for the Sacrament of Confirmation throughout their seventh grade year, culminating in a spiritual journey toward the Sacrament in the fall of eighth grade. In addition to sacramental preparation, junior high students explore morality and ethics within the context of our Catholic faith. Class retreats are designed to encourage spirituality and class bonding and are always a memorable experience for all involved. The Junior High core curriculum expands to include pre-algebra (grade 7) and algebra (grade 8).

Within science, dissections and more in-depth understanding of the life around us is explored. Students engage in more developed History Day (Grade 7) and Science Fair (Grade 8) projects and gain knowledge of the stock market through various projects. In Social studies, the students become more globally and culturally aware with hands-on instruction. Language arts class prepares students for high school by teaching them how to analyze text, as well as proper research and writing techniques. St. Anthony students move to high school well-prepared to excel.

Computer Science

The PK-5 computer science / technology course follows a guided curriculum, created for use at St. Anthony School, which aligns student learning with the standards set forth by the Indiana Department of Education. The standards are based on five core concepts: Data and Information (DI); Computing Devices and Systems (CD); Programs and Algorithms (PA); Networking and Communication (NC); and Impact and Culture (IC). Students are assessed according to outcome based learning and technology literacy. While “unpacking” the standards, students will have hands-on experience through formative / summative assessments & collaborative learning experiences. This course also supports the needs of STEM by incorporating the technology component discipline to maximize student learning. Platforms of interest used: Microsoft Office, Google Classroom, Digital Citizenship (Common Sense Media), Code.org, & Scratch. This K- 5 technology curriculum design is comprehensive and interdisciplinary.

The intermediate (6-8) grade instructions include the use of virtual Google Classroom for assignments. Students create Google Docs (word processing), Sheets (spreadsheets), Slides (presentation model), Forms (surveys) and Draw. Students create many open-ended projects, such as coding animated cards, coding games to play, and creating a historic music video. These experiences are coupled with specific classroom activities and assignments to provide a real world utilization of skills.

Music

The focus of our music program at St. Anthony is to help each student reach his or her full potential as a performer, creator and consumer of music. We use these gifts to give praise and thanks to God. The Pre-K through 3 general music classes use folk song and dance to learn the basics of singing, reading and creating music. Grades 4-8 build upon this foundation by exploring the relationships between music, culture and history. Students also have many opportunities to practice their performance skills, including, band, a Christmas Program for grades pre-K through 4, and a middle school musical.

Professional Development

For 2021-2022 the professional development plan will support the School Improvement goals of growth in reading, math, and language arts. Using Title and EANS Funds, we purchase subscriptions to Smekens literacy and Greg Tang Math training and resources. We also partnered with Cathy Tooley, Tools for Success. We are working with her consultant, Jesse Purvis, to work with teachers on digging deeper into the high priority standards and various resources available to ensure student mastery at the appropriate depth of knowledge.

Support Services

Student support services currently include English Language Learners (ELL) support provided by our ELL teacher, special education service delivery overseen by our special education teacher, and Title I support in primary grade reading and math through South Bend Community Schools. Instructional assistants funded through South Bend Special Education funds assist students with identified needs in the classroom setting. Monthly student intervention team meetings take place to ensure student accommodations are being implemented and to monitor student progress. We also used some EANS grant money to bring on 2 interventionists to assist in providing targeted interventions to students displaying learning gaps.

Assessment

St. Anthony de Padua uses the Northwest Evaluation Association (NWEA) as a formative assessment to inform instruction and monitor student growth. We have purchased IXL and Reflex to assist us collect more data and facilitate learning remotely and at more individualized levels.

Technology

A primary focus in meeting our goals is the ability to use technology to improve practice and meet individual student needs when able. St. Anthony de Padua is striving to improve its technology resources and impact on instruction. The technology committee will be working to increase teachers' comfort and ability to effectively use technology in the classroom to support learning. The junior high classrooms use a Chromebook lab and Google Classroom on a daily basis. Primary grades have devices available for small group or individual use within the classroom.

Formation/Service

St. Anthony uses the diocesan approved catechesis of our students. All students participate in these daily lessons as well as the events of the liturgical year. Students in grades K-8 attend Mass twice a week. Students have times for adoration and reconciliation throughout the year. The Catholic faith is infused throughout the day and we strive to incorporate our faith into all subject matter.

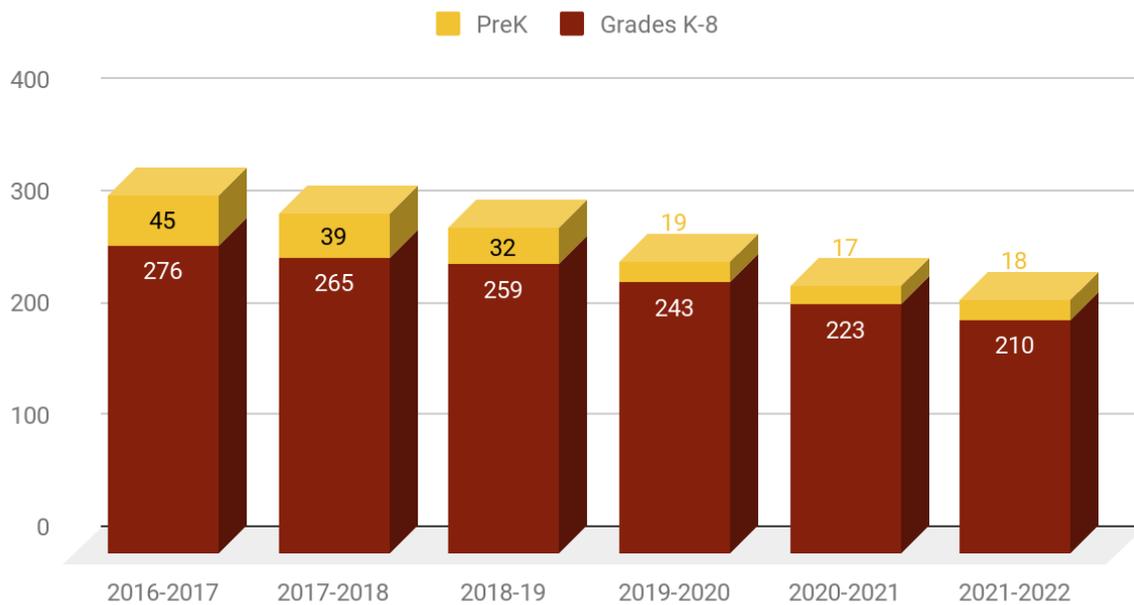
The Whole Child

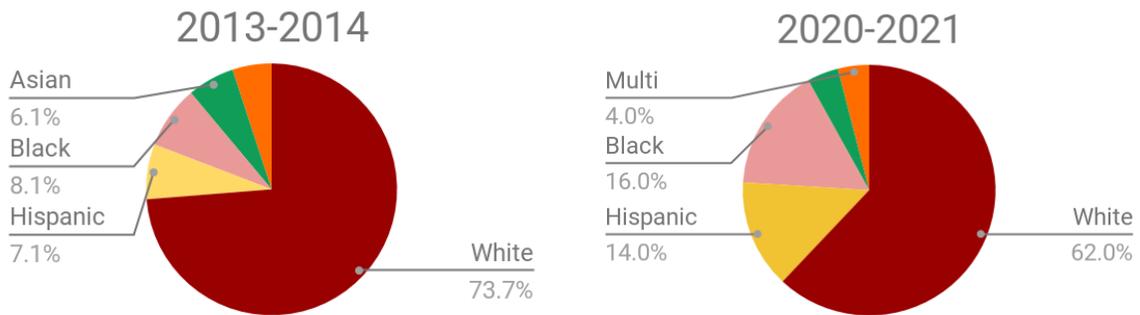
The programs offered at St. Anthony de Padua beyond the classroom include after-school care (through the YMCA), band, athletics, and a school musical. Our desire is for our students to see the connection between being a vibrant Catholic Christian living in the world, interacting with what is good in the world appropriately, and sharing the joy of learning academic and life skills with those in our parish and local community.

Enrollment

Over the past five years, we have seen about a twenty percent decline in our enrollment. Our school board has strategies outlined to market our school to new families as well as strategies to decrease attrition through strengthening the community. As we prepare for a new strategic plan, we are shifting our focus from growing enrollment to strengthening our community and focusing on our mission as a Catholic school. Our ideal enrollment structure one class of 25 at each grade level with families who are committed to sharing in our mission - which is to support families in forming children who live their faith and value a rigorous educational experience.

Total Enrollment, Grades K-8 and PreK





To develop and add:

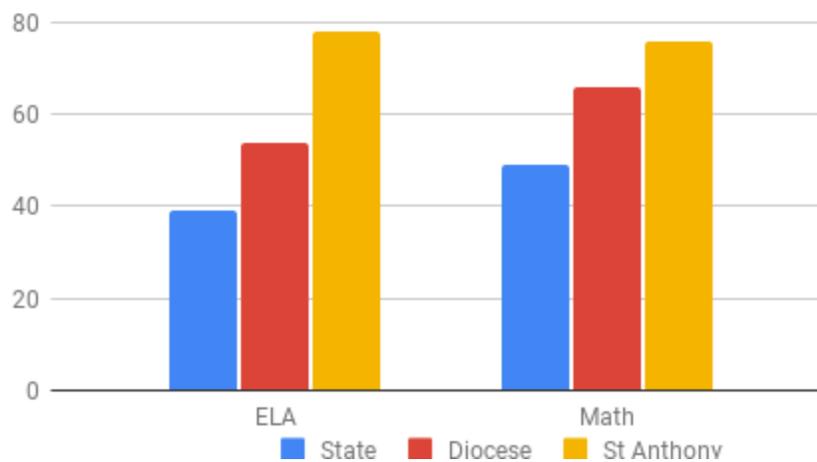
- Demographics data on school choice numbers
- Enrollment: Enrollment compared to capacity
- Free and Reduced

Assessment Data

ELA 3-8

Math 3-8

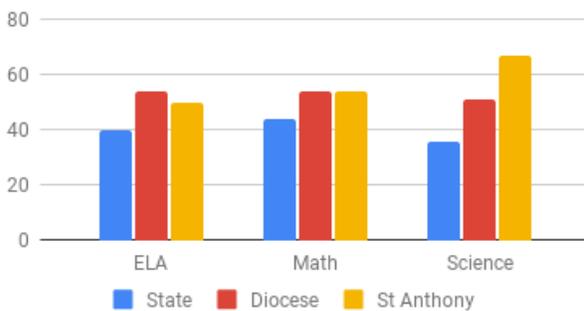
ILEARN Overall - Spring 2021



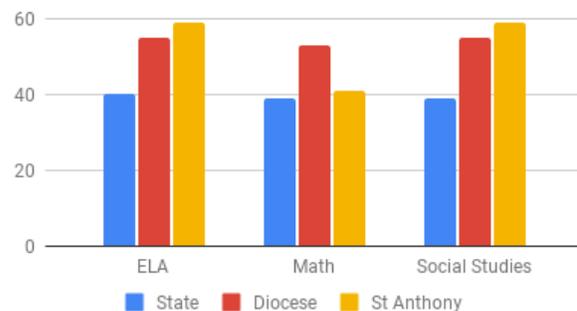
Analysis of data

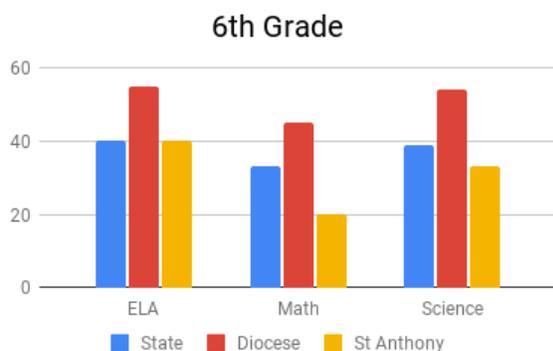
St. Anthony tends to score higher than the state average. However, in some grade levels and subject areas, we did not perform as strongly. Math in the intermediate grades is an area of opportunity for us. Further analysis is needed to explore trends and specific areas tested for which we need to focus.

4th Grade



5th Grade





Implications

St. Anthony will need to ensure students are mastering the critical standards as directed and assessed by the state of Indiana. Using guidance resources from the Indiana Department of Education, NWEA data, and our diocesan curriculum units, we will continue to support student's mastery of Indiana's academic standards and ability to demonstrate that knowledge. Written expression and supporting students to demonstrate knowledge to a deeper level of understanding is needed.

Analysis of data

St. Anthony is consistently scoring higher than the state average, however, we would like to see an increase in our passing rates on both language arts and mathematics, primarily in grades 4-6 and those cohorts moving forward.

Implications

Teachers in K-5 have been implementing The Daily 5 literacy structure and have been implementing strategies they learn through professional development with the Smekens group. Scores indicate this approach to reading/language arts is having a positive impact. We will continue to use these strategies. Using EANS funding, we added two interventionists to our staff. These teachers will focus upon filling gaps as identified in NWEA. These are intended to be a tier 3 intervention for students in most need of accelerated growth. Additionally, we are working with an educational consultant to help us refine our curriculum and develop in core instructional practices.

Analysis of data

We have seen a decrease in the percentage of students passing math, though St. Anthony is consistently scoring higher than the state average.

Implications

Our professional development work with core instructional practices, alignment of our math curriculum, and work implementing the strategies of Greg Tang will support our goals of increased student achievement in math. We will be working to study and replicate the practices in language arts that led to improved student achievement. These include shared vocabulary, targeted learning objectives, and more frequent dialogue among teacher regarding the curriculum.

Analysis of data - NWEA

We would like to see our students performing in the 65th%tile in grades 5 and up to ensure College and Career Readiness. We would also like to see our growth percentiles between 40 and 60.

Implications

Students that do not meet or exceed their growth goal will not maintain their percentile rank. We would like to see a higher percentage of students meeting or exceeding their growth goals. NWEA data can assist us in identifying students not making adequate growth and instructional areas where more support is needed. Teachers can use the NWEA resources to identify areas to focus instruction for the entire class, small groups, and individualized remediation or enrichment. As we strive to increase student growth, we need to use these tools to identify trends, examine practice, and implement changes to ensure student growth.

School Improvement Action Plan

School Improvement Action Plan/Goal Sheet St. Anthony de Padua – D260					
Goal: Students will demonstrate increased growth and achievement in mathematics.					
Objective: 80% of students in grades 3-8 will demonstrate student proficiency (pass rate) on the Ilearn assessment in the area of math.					
Intervention: Teachers will collaborate to better align the math instruction through agreed upon fact fluency, math vocabulary, problem solving techniques, and organization of the math instructional time.					
Best Practice/Research: NCTM Curriculum Focus Points (2006), NCTM Principles to Actions, National Advisory Panel's Core Principles in Math Instruction (2008), Kilpatrick, J. (2009). The Mathematics Teacher and Curriculum Change.					
Support Data: NWEA benchmark assessment NWEA projected proficiency report		Standardized Assessment NWEA and Ilearn	Local Assessments: fact fluency assessments NWEA benchmarks classroom assessments		
Activities to Support Intervention		Person Accountable	Timeline	Resources	Monitoring Activities
Activity #1 Refine and refer to benchmarks for fact automaticity at each grade level. Implement fact fluency programs and research based intervention strategies to support students in making grade level expectation goals		Math and Title 1 teachers K-8	11/01/2021	Xtramath Reflex Math Quick Tables IRIS center	Timed Tests Student data reports from Reflex and Xtra Math, Quicktable for 6-8
Activity #2 Regular Spiral Review of math skills at least 3 days a week.		Math teachers 1-8	11/01/2021	Evan Moore Daily Math Review	Teacher report and conversation
Activity #3 Review and build upon list of shared vocabulary and automaticity goals.		Math Teachers 1-8/Admin	11/01/2021 - 5//2021	NCTM Principles to Action, Envision text	Monthly goals and check ins
Activity #4 Work with educational consultant to identify high priority standards, map those, and ensure proper depth of knowledge		principal	Year long	Scholastic Intervention Packs or Lumos Mathematics resources	Regular meeting date and check ins with consultant
Revisions or Progress Notes		Math meetings were delayed with twice a month meetings planned for March - May,			

School Improvement Action Plan/Goal Sheet St. Anthony de Padua – D260				
Goal Students will demonstrate typical to high growth in reading and math				
Objective 55-65% of all students will achieve or exceed targeted growth NWEA assessments				
Intervention Teachers will use NWEA data to provide targeted, data driven and research based supports and interventions.				
Best Practice/Research Keuning, T. van GEel, M., Visscher, A., Fox, J., & Society for Research on Educational Effectiveness, (2016). <i>The Effects of School-Wide Decision Making Intervention on Elementary Schools' Student Achievement Growth for Mathematics and Spelling</i> .				
Support Data NWEA assessments	Standardized Assessment NWEA and Ilearn	Local Assessments Classroom assessments, Title I, and interventionists hire through Brillijent		
Activities to Support Intervention	Person Accountable	Timeline	Resources	Monitoring Activities
Activity #1 Monthly Student Intervention Team meetings	Resource teachers	Year long	Service Plans and Accomodations, resource teacher enrolled in PIE	Monthly notes to ensure compliance and monitoring
Activity #2 Curriculum Mapping -Teachers will work with the educational consultant and with the diocese to analyze project	Teachers 3-8	Year long	IDOE Blueprints, Curriculum Maps	Meeting notes with teachers, curriculum map check ins
Activity #3 Highlight high priority standards in curriculum maps. Adjust curriculum maps for alignment and pacing.	Teachers and Administrators	Year long	Google Sheets	Meetings with consultant, maps developed
Revisions or Progress Notes				

School Improvement Action Plan/Goal Sheet St. Anthony de Padua – D260					
Goal Students will maintain and/or increase proficiency on science and social studies on the Ilearn					
Objective 80% of all students in grades 4-6 will pass the Ilearn state assessment in science and social studies					
Intervention New textbooks have been purchased for grades 3-6 for social studies and 3-8 in science					
Best Practice/Research					
Support Data Ilearn		Standardized Assessment Ilearn	Local Assessments Unit Assessments		
Activities to Support Intervention		Person Accountable	Timeline	Resources	Monitoring
Activity #1 Teachers will map high priority standards in relation to ILEARN performance to know which areas to focus instruction and interventions		Teachers	Academic year	INDOE, template from diocese and educational consultant	Meetings with the consultant
Activity #2 Teachers will utilize new, updated textbooks in science and social studies to better support teaching the standards to the appropriate Depth of Knowledge		All teachers of science and social studies	Academic Year	Same as above, new programs (Envision and Catholic Textbook Project)	Check ins during departmental meetings.
Revisions or Progress Notes					