



# BISHOP DWENGER HIGH SCHOOL

## School Improvement Plan 2024-2025 School Year

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*I. Mission Statement*

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Bishop Dwenger, a Diocesan Catholic high school founded in the life and teachings of Jesus Christ, provides a faith-centered community dedicated to academic excellence, growth in the spiritual life, a Christ-centered active life outside of class and a Christian life of service to community.

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*II. Vision*

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The Bishop Dwenger community assists students in becoming “Citizens of Two Worlds.”

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*III. Belief Statements*

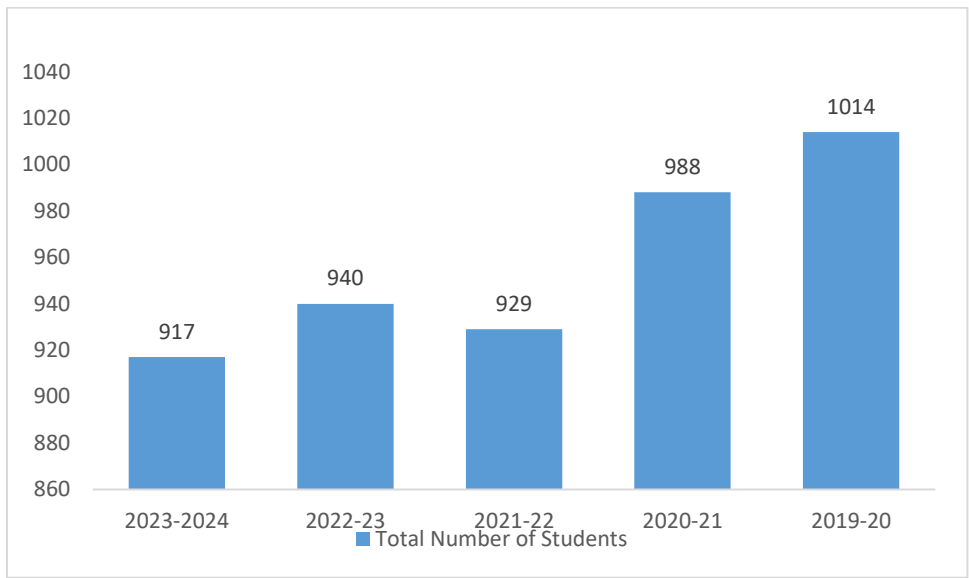
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As a Catholic institution, the Bishop Dwenger community believes:

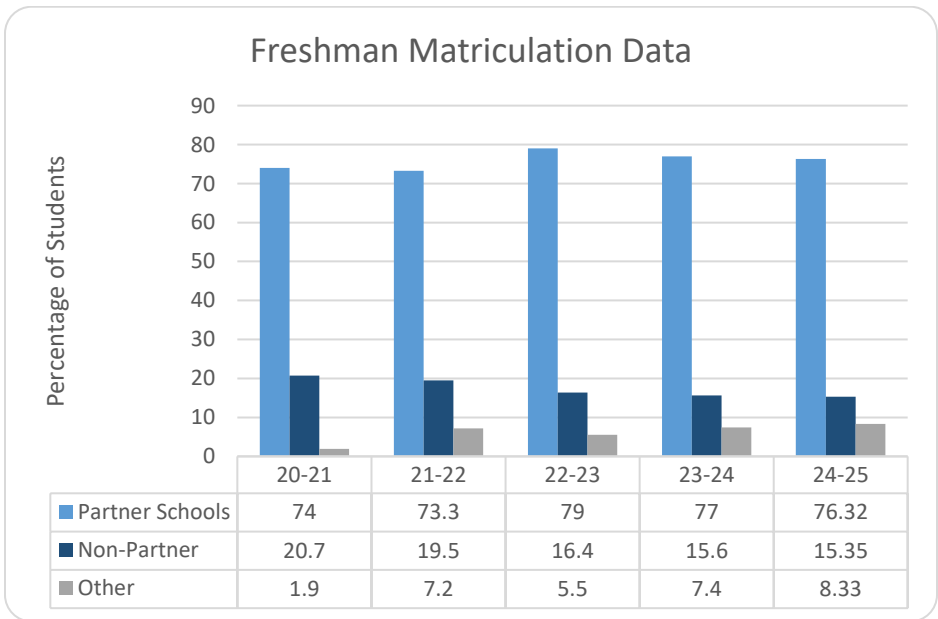
1. Parents are the primary educators.
2. A safe, loving Dwenger community free from violence, drugs and immorality will be provided for all.
3. All faiths will be respected and treated with dignity.
4. Cultural diversity increases student understanding and respect of different peoples and cultures.
5. Community service is an important aspect of individual development.
6. Each student will be respected as an individual.
7. All students can learn.
8. All students will be encouraged to achieve his or her full potential through instruction and example.
9. Each student will be educated intellectually, socially, physically, and spiritually.
10. Each student will be prepared for the challenges of an ever-changing world.
11. Students learn, utilizing different styles, and will be given opportunity for appropriate avenues of success.
12. Each student will develop strengths and become aware of areas for growth.
13. Co-curricular activities are an important part of student growth.

IV. School Overview

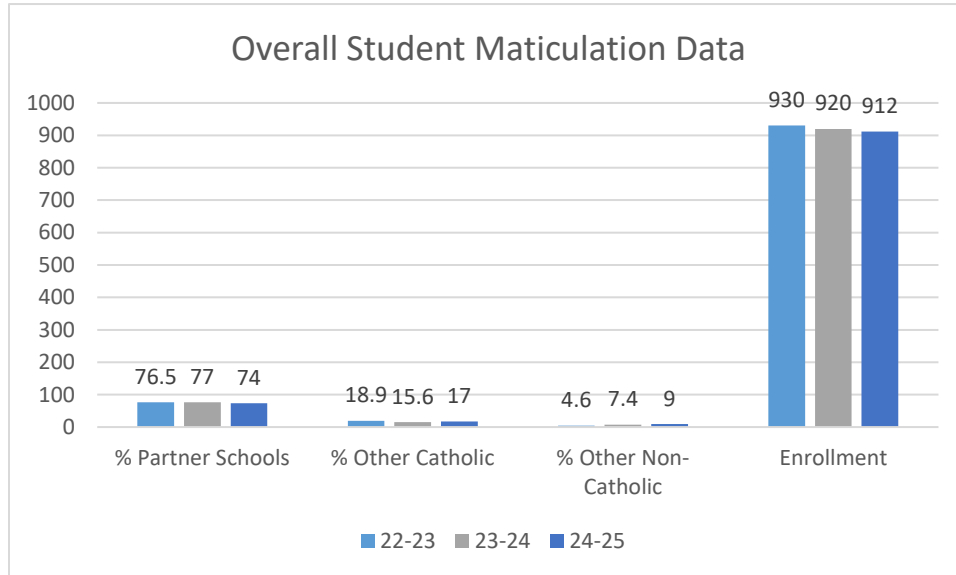
Bishop Dwenger High School (BDHS) is one of four diocesan high schools in the Diocese of Fort Wayne-South Bend. It is located on the Northeast side of Fort Wayne, Indiana. The school is in the heart of the north end of Fort Wayne, located at the corner of Clinton and East Washington Center Roads in the city's 46825 zip code.



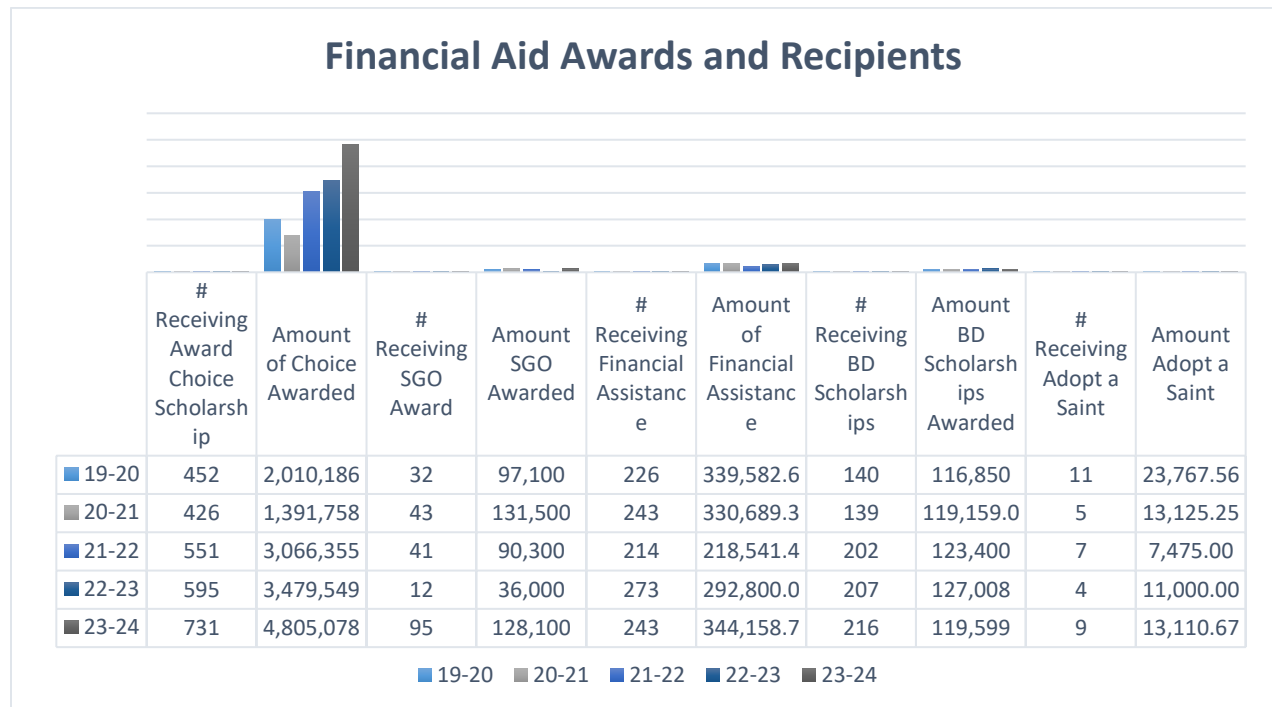
Over the past several years, there has been a decline in the total enrollment due to more options available for parents to choose for their students' education, as well as a decline in the number of students in the partner schools.



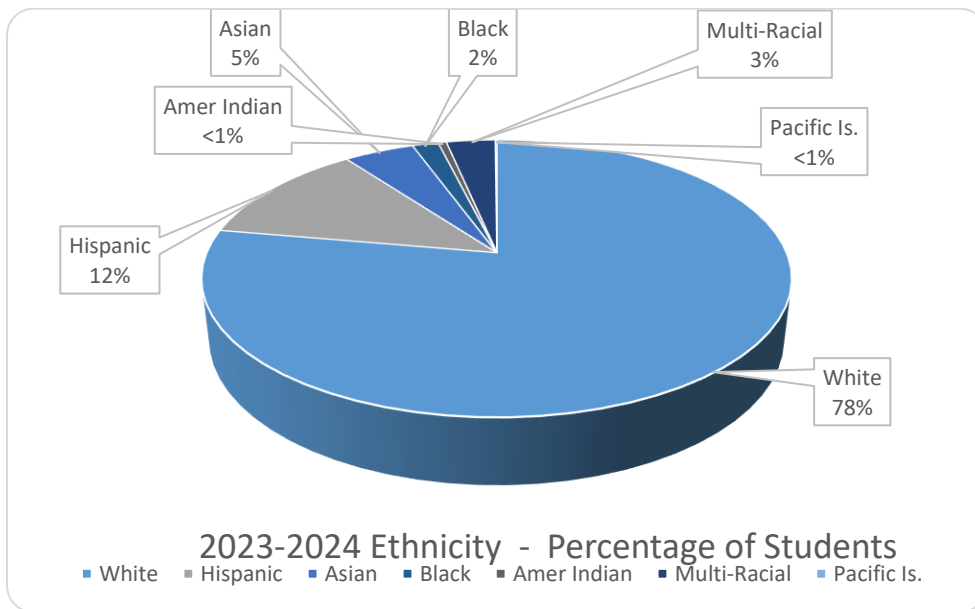
Seventy-six percent of the incoming students come from seven partner schools; this is down .7% from last year. The percent of students from other area Catholic schools has remained steady. Currently, 15.35% come from Catholic, non-partner schools and 8.33% come from other schools, including area public schools.



Over the past three years, there has been a slight decrease in overall enrollment. The majority of the students still come to Bishop Dwenger through seven partner schools. That pipeline into the school is strong. The next highest percentage come from other Catholic schools, but are not part of the BD partner school system.



Being a Catholic school, families pay tuition and fees for their student(s) annually to the school for the education. As evident in the graph above, the majority of students receive some type of financial assistance. Eighty percent of the students received a School Choice Scholarship from the State of Indiana in 2023-2024. With recent changes in the choice scholarship at the state level, more families qualify to receive an award. Including Choice Scholarships, plus other forms of financial assistance, a total of \$5,282,075 was awarded in 2023-2024.



Bishop Dwenger’s student body is comprised of 78% white students, which has decreased slightly each year from 90% in 2011-12. The largest growing ethnicity has been the Hispanic population, which is at 12% from 5.6% in 2011-12. Based on self-reporting from families, the Black population is only at 2% and multi-racial is at 3%. Asian students comprise 5% of the student body for 2023-2024. Native American and Pacific Islander students comprise less than 1% each. The school currently has 912 students (as of 9/17/24).

There are two full-time school administrators, one dean of students, two part-time chaplains, 62 faculty members, and many support staff.

Bishop Dwenger is a college preparatory high school, with approximately 94% of the graduates advancing to higher education at the college and university level. In the recent graduating class, 81% went on to a 4-year college/university and 13% attended a 2 year college/technical school. Six percent of the 2024 graduating class went directly into the workforce.

The school is accredited by Lumen, under the direction of the Institute of Transformation of Catholic Education, fulfilling the requirements from Indiana Department of Education. Bishop Dwenger is a member of the Indiana High School Athletic Association (IHSAA) with participation in 21 boys’ and girls’ sports and four additional club sports. There are also a wide variety of other extra-curricular clubs and organizations for students to join. The activities in which students may participate incorporate all aspects of the schools’ mission with clubs that encompass athletics, academics, service, and faith formation.

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## V. Career Awareness

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The U.S. Census Bureau (2024) approximates Fort Wayne as the second largest city in the state and is ranked 83<sup>rd</sup> nationally with 271,865 residents as of May 2024. It sits in Allen County, Indiana's third most populous county, and has grown over the past few years with more large corporations and companies moving into the city. The southwest and northwest areas have grown with the development of new neighborhoods and businesses. The Burmese American population has the largest growth in Fort Wayne as well. There are approximately 6,000 Burmese residents in Fort Wayne due to the fact they are Catholic and Fort Wayne is the home to about 360 churches. Bishop Dwenger has noticed an increase in Burmese students enrolled in the school as well due to the Faith aspect.

Allen County's unemployment rate was 4.4% as of June 2024; this is compared to 4.2% for the national average. These figures are down from 2020, when more people found themselves unemployed due to COVID. With the improvement in the unemployment rate, the number of families who can adequately budget for a Bishop Dwenger education should be increasing. In addition, changes in School Choice scholarships have made it more affordable for more families to seek a Catholic education.

One of Fort Wayne's primary industries is manufacturing. Automotive and defense manufacturing have a large presence in the area, with General Motors, BF Goodrich, BAE Systems and Harris Corporation being some of the most prominent companies. Steel Dynamics is a leading steel manufacturer in the region.

Fort Wayne's economy has diversified from manufacturing into other sectors, including health care. Parkview Regional Medical Center and Lutheran Hospital of Indiana (part of the Park Health Systems and Lutheran Health Network, two of the area's largest employers) are located on the north and southwest sides of the metro area, respectively. IU Health plans to build a new hospital in Fort Wayne as well.

Those in the education sector can find work at institutions like Indiana University, Purdue University Fort Wayne, Indiana Institute of Technology, the University of Saint Francis, and Ivy Tech Community College. Jobs in communications, transportation and financial services are also available in the area.

The city has also seen an increase in big business coming to the area. Google and Amazon, two large global companies, are now investing in Fort Wayne. This provides even more job opportunities and growth in the area.

The fastest growth rate of jobs in Indiana includes wind turbine techs, software developers, and health care professionals. Those professions with high demand and high wages include construction managers, medicine and general operations, accountants, physicians, electricians, and plumbers. (Hoosiers by the Numbers, 2024)

All students have a Naviance account. **Naviance is a college and career readiness online tool that will help: identify strengths and establish goals, explore and identify career pathways of interest, explore virtual career speakers, identify colleges of interest, create individualized career development plan, build a resume, track college applications & send school electronic documents to colleges, and report scholarship dollars.** Students can access these sources at any time to help with career planning.

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## VI. Teaching and Learning

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### A. Curriculum/Instructional Program

Bishop Dwenger High School has put into action the following initiatives, some of which are required by the diocesan Catholic Schools Office.

Current School Initiatives in Progress:

- Winter 2023 Update to Indiana Diploma Tracks (anticipated)
- Spring 2022 Diocesan Curriculum Initiative
- Started 2020 Expanded use of virtual/remote synchronous learning
- Started 2018 Conformity to IDOE's Diploma Pathways

While course descriptions are updated annually in the [Bishop Dwenger Curriculum Guide](#), each teacher is expected to possess the current standards established by the State of Indiana for College and Career Readiness for their content area. Teachers are to align their lessons with the standards and diocesan frameworks. All teachers are expected to surpass the standards to enrich and enhance instruction. In addition to state standards, the expectation is that all teachers will integrate Catholic Identity into the curriculum through inclusion of elements of "Beauty, Truth, and Goodness."

Throughout the development of the curriculum, each teacher is expected to retain, in the classroom, a copy of lesson plans. It is the responsibility of each teacher to revise and edit the lessons and diocesan frameworks each year. In 2022, a [diocesan website](#) was established to post curriculum frameworks and resources on a shared website. This will allow collaboration of resources across all four high schools within the diocese. Teachers will have better access to current curricular materials, and new teachers will have access to curriculum that meets state and diocesan standards.

Traditionally, Bishop Dwenger has been known in the greater community as a college preparatory school; thus, the curriculum is directed to this end. However, there are course selections for students at all levels of learning, with basic courses becoming more numerous in the wake of the local bishop's initiative to make Catholic education more inclusive to all learners. Anthis Career Center and Amp Lab, through Fort Wayne Community Schools, and ABC of Fort Wayne also provides a wide range of vocational courses in which students from Bishop Dwenger may enroll. In addition, a robust work-based learning program is in place. This aids students in meeting the Indiana diploma pathways.

In 2020, the St. Mother Teresa program was introduced in special education. This program works with moderate needs students. Students are pulled out for certain classes at their grade level and included in other mainstream high school courses.

Teachers of academic level courses maintain high expectations and prepare students for college, while courses are available in most subjects for students who seek additional challenges and preparation for college. Honors courses are given an additional weight value as incentive in the GPA.

Dual credit and advanced placement courses are available in nearly every content area and are weighted beyond the honors courses. Bishop Dwenger offers nine advanced placement classes with eight additional courses in which dual credit is issued through Purdue Fort Wayne, Ivy Tech, or Indiana Tech.



Additional dual credit and/or advanced placement classes are reviewed annually. Some students attend dual credit courses on campus or online as well.

To address the needs of all students, recent staff development included differentiated instruction, special education, standards-based instruction, incorporation of Catholic Identity into the curriculum, improvement in math standardized scores, SAT prep, and school safety. Current initiatives are inclusion of math/problem-solving techniques throughout the curriculum, as well as review and revision of the Diocesan curriculum.

The school is also exploring the addition of a trade school being added to the physical structure of the school building. A feasibility study was conducted showing a rise in the interest of the trades. During the 2024-2025 school year, this option will be explored in more detail. The programs being considered are construction and trades with structural engineering, metal fabrication (precision metal and welding), and Medical Technology (CNA or CMA). Additionally, the school is looking to add Project Lead the Way in Biomedical Studies.

In 2021, a one-hour delay was added weekly to the calendar. Delays are used to meet as a department, receive training in safety, special education, Catholic Identity, and curriculum best practices. In addition, faculty/staff will be able to collaborate as they work on updating the curriculum for each course.

In 2024, title funding was used to contract Northeast Literacy Council to do a series of workshops during the delay. The workshops will focus on assessments, checking for understanding, assignments aligned to objectives, differentiated instruction and modifying instruction. The Math department will also be working with the Northeast Literacy Council on a series of 5 workshops related to incorporating SAT prep and aligning standards in the math classroom.

To permit specificity of individual interests, each staff member is granted two professional development days per school year to enrich and grow in his/her discipline. This is afforded by the federal Title IIA funding.

In addition to professional development in the local school calendar, teachers attend one day of enrichment in Catholic Identity through the All-Diocesan Catholic Schools Mission Day and Curriculum Day, as well as attending faculty retreats.

## **B. Technology**

### **1. Blended Learning and the 1:1 Initiative**

Blended learning is literal. It blends the best of the traditional classroom with technology augmentation. It does not replace the teacher. It supplements and many times places the responsibility of learning on the student. Students are held accountable.

A 1:1 blended learning environment refers to each student using a digital device, specifically a laptop computer, to enhance and enrich their learning experience. This allows for learning to occur beyond the school's walls and beyond the traditional day. It balances a schedule that allows for synchronous (teacher and student in the same room or teacher and student on-line at the same time) and asynchronous (teacher and students on-line at different times but still communicating, e.g. message

boards, blogs, etc.) interactions. Bishop Dwenger students started using 1:1 laptop computers in the 2016-2017 school year to enhance instruction and better prepare students for life after high school.

It is the desire at Bishop Dwenger for this to be a positive opportunity for students. They are to take with them the skills to learn online and to work in collaboration online. Furthermore, these technologies allow a rigor and relevance that supersedes the campus and allows for real-world learning experiences.

Professional development continues to be offered in technology integration. Because teachers are encouraged to continually employ and grow in their use of classroom technology, a Technology Integration position was created to coach and support teacher growth to this end. This is now a full-time position.

## **2. Database Support and Software**

PowerSchool serves as the database software and continues to do so. It operates as the attendance tracking system, demographic information containment, and online grade book. This robust program is supervised by a full-time on-campus position in the technology department. Teachers, parents, and students can access information and real-time grades.

Canvas is the school's learning management system. Students have access to all their courses on this system along with general school information. Assessments can be taken on this system as well.

Additionally, the 'library' is evolving to a more digital footprint equipped with a Media Specialist, a STEM Maker Space Lab and 3-D printers purchased through Title funds. Announcements are broadcast daily into rooms by BDHS Student Media class.

Subject-specific software is continually reviewed by departments and purchased as warranted. Teachers make use of numerous applications, such as Snagit, Microsoft Teams, EduPuzzle, Quizziz, Kahoot, online textbooks, Alex, online Scholastic magazines, and numerous others.

## **3. Accountability**

Each year all staff and students are required to sign a handbook acknowledgement form stating they know school (and Diocesan) policies and procedures, including the Technology Acceptable Usage Policy regarding proper use of the internet. These are kept on file for the given school year.

Likewise, all freshman and transfer students must complete and earn an 80% on an online Digital Citizenship quiz. The information on the quiz is based on a series of self-paced videos and review of several topical documents that address social media, copyright laws, sharing, targeting, tracking, basic terms, and the school's Acceptable Usage Policy. Those who fail compliance by the due date are denied internet access while on the Bishop Dwenger campus.

As part of Safe Environment training, students are taught how to conduct themselves online, as well as how to recognize when others may be grooming or acting inappropriately. Students are accountable for their online conduct, even at home, when it impacts other students, staff, or the reputation of the school.

VII. School Data

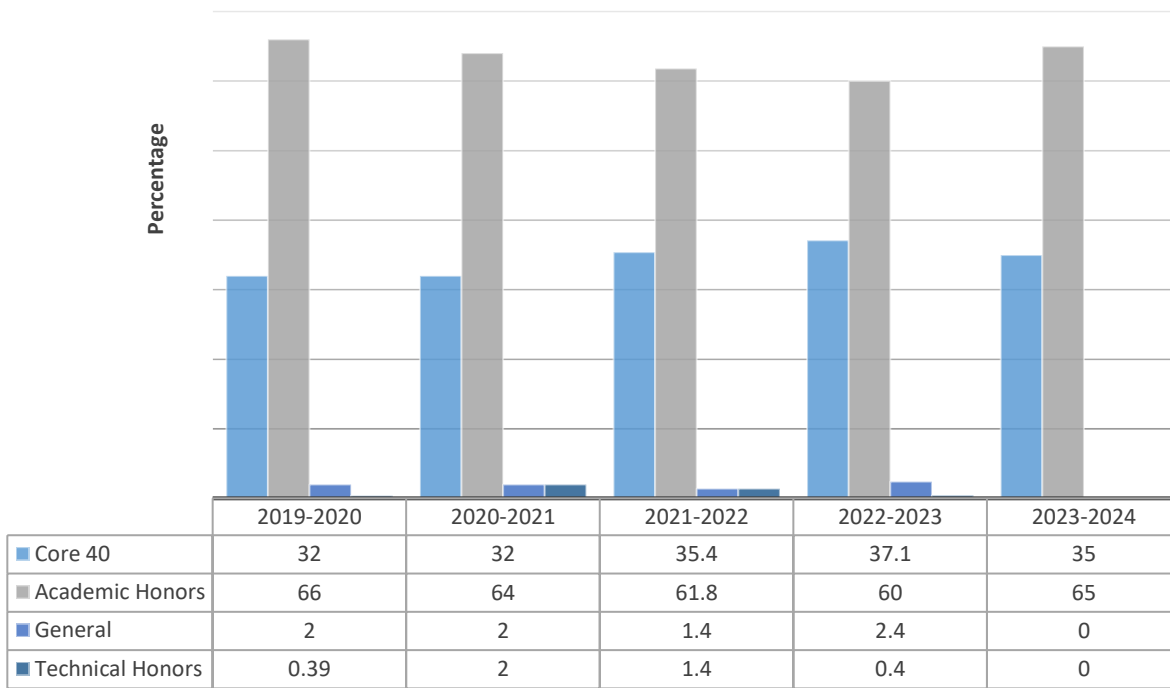
**A. Data Collection Instrument #1: Graduation Rate and Diploma Trends**

Bishop Dwenger maintains high performance numbers through various methods. At-risk students are identified early and assisted in preparing for their coursework and exams. For the past 4 years, the school has boasted a 100% graduation rate for seniors. The number of students receiving college credit has shown an increase, and enrollment continues to be strong in advanced placement and dual credit courses.

The greatest testimonies to Bishop Dwenger’s excellence are the achievements of its students. This degree of excellence is reflected in the high graduation rate and the large number of students who graduate with an honors diploma. All students are encouraged to earn a Core 40 diploma by meeting the requirements set forth by the state of Indiana. In addition to the state requirements, each student is required to take and pass eight credits in Theology, a course in Personal Finance, as well as Economics. Seniors consistently graduate with a Core 40 diploma or Core 40 Academic Honors diploma as they are encouraged and advised by their Guidance Counselors during their 4 years of high school.

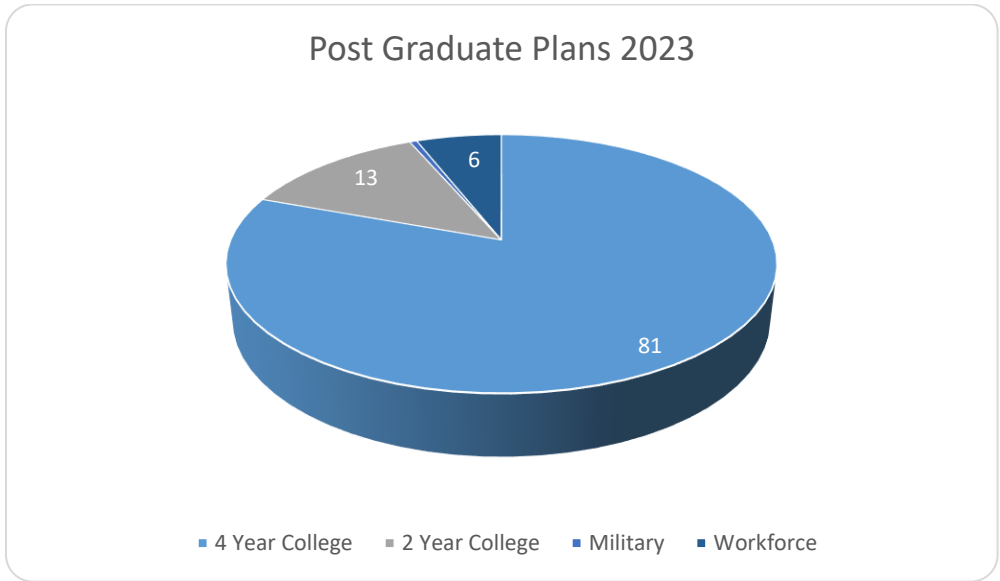
**1. Data**

**Diploma Type Trends**



Over 99% of the Bishop Dwenger Students earned a Core 40 or Academic Honors diploma in the Class of 2024. Only 1 student earned a certificate of completion, as that student was in the moderate needs

program. Over 60% of the graduating students consistently earn an Academic Honors Diploma, with the majority of the remaining students earning a CORE 40 Diploma.



The graduating class of 2024 reinforces that Bishop Dwenger is indeed a college preparatory school, as self-reported. Nearly 81% are pursuing a 4-year degree and 13% are working towards a 2-year degree. Six percent are going directly into the workforce. One student reported going into the military in the Class of 2024.

**2. Implications**

Bishop Dwenger regularly surpasses the state average (90.6%) on students achieving an Indiana diploma. This has extra requirements attached to it, some include taking Advanced Placement classes, dual credit classes, scoring high on the SAT or ACT standardized exams, while maintaining class averages of a C- or higher in all core classes.

a. Assets

- Over 99% of students in the 2024 graduating class earned either a CORE 40 or Academic Honors Diploma.
- Sixty-five percent of the graduates received an Academic Honors Diploma, meeting the more rigorous requirements.

b. Opportunities for Improvement

- Continue to work with special needs and struggling learners to achieve at least a CORE 40 diploma.
- Continue communication with the Bishop Dwenger partner schools to ensure that students are well-prepared when entering Bishop Dwenger, and to improve vertical alignment.
- Work with 8<sup>th</sup> grade teachers teaching high school level courses, such as Spanish and Algebra I.

### **3. Action Steps**

Teachers and administration will continue to monitor, evaluate, and modify curriculum to ensure that all students are successful at Bishop Dwenger High School. Continuing to offer a challenging curriculum, with accommodations in place for students who need additional help is a priority. Having such a high percentage of students earning academic honors diplomas is a testament to the successful programs in place at Bishop Dwenger.

Current curricular additions include basic level English and Math courses. Bishop Dwenger High School will continue to expand and revise current and future courses such as these, as well as the exploration of additional opportunities to meet the state's pathways initiative and the upcoming change in the Indiana diploma requirements.

Teachers and administrators will meet with partner-school teachers, administrators, and the Catholic Schools Office to enhance the vertical alignment of curriculum across the diocese. Bishop Dwenger administration will continue to work on providing partner schools with data analysis of their student's placement and success in high school.

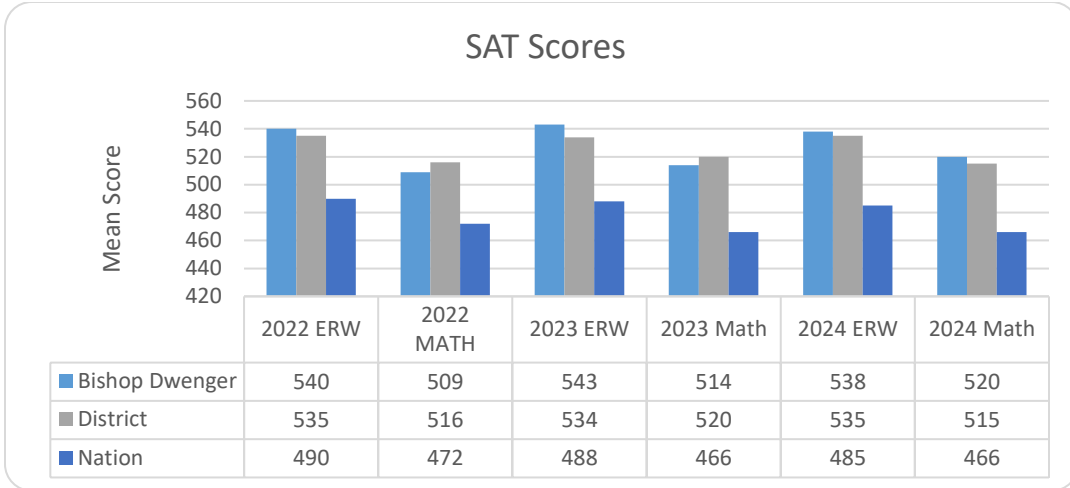
#### **B. Data Collection Instrument #2: Scholastic Aptitude Test (SAT)**

As required by state legislation, the school administers the SAT to all juniors. The first test administration at Bishop Dwenger was in the spring of 2022.

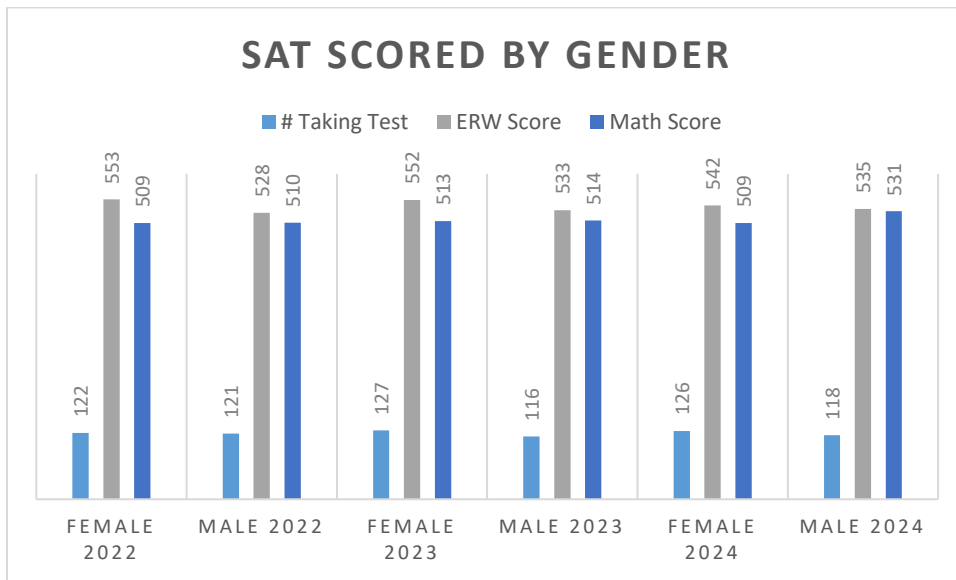
The SAT, provided by College Board, is a nationally recognized assessment that allows students to meet graduation pathway requirements while simultaneously increasing access to college and career readiness tests. The assessment taken by all grade 11 students consists of the SAT Evidence-Based Reading and Writing Test and the SAT Math Test. The SAT was state funded for all students. The assessment was conducted digitally during a single school day.

Throughout the process, the SAT Content Standard Setting Committee reviewed impact data based on cut score discussions. The results for the first year of SAT administration (Spring, 2022) for all grade 11 students in Indiana was reviewed. In previous years, Indiana students opted into the SAT on a voluntary basis.

#### **1. Data**



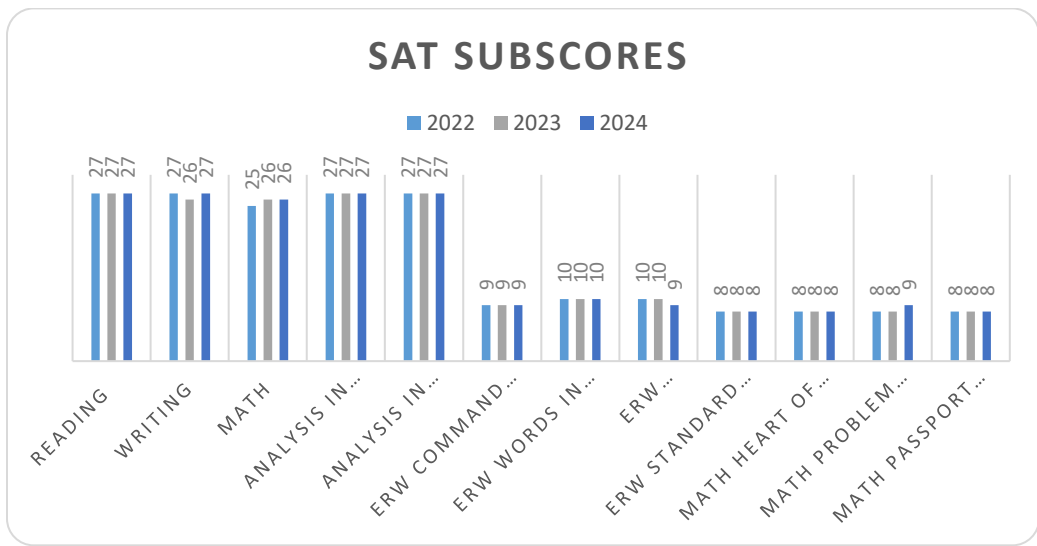
SAT scores for Bishop Dwenger indicate a somewhat steady hold on both Math and ERW scores. The school is ahead of the district and national averages. The district represents students from all four diocesan high schools.



Female students outscored males in ERW, and males outscored females in math, by one point.



The largest minority group is the Hispanic/Latino students. The other ethnic groups are too small of a number to get disaggregated data. This subgroup has shown an increase in the past two years both in Math and ERW scores.



From the data, Bishop Dwenger students have remained consistent in each sub score set on the SAT over the past 3 years. There has been a point up or down in some categories, but not enough difference to be noteworthy.

The SAT is broken down into sub-scores for instructional planning purposes. Each sub-category is described below:

- Reading:** This component of the SAT focuses on the assessment of students' comprehension and reasoning skills in relation to appropriately challenging prose passages (sometimes paired or associated with one or more informational graphics) across a range of content areas. The Reading Test score is the number of questions you answered correctly converted to a scale score.

- **Writing & Language:** This component of the SAT focuses on the assessment of students' revising and editing skills in the context of appropriately challenging multi-paragraph prose passages (sometimes associated with one or more informational graphics) across a range of content areas. The Writing and Language Test score is the number of questions you answered correctly converted to a scale score.
- **Math:** This component of the SAT focuses on the assessment of students' skills using linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions. The Math Test score is the Math Section score divided by 20.
- **Analysis in Science:** This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in science contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in Science score is the number of questions you answered correctly converted to a scale score.
- **Analysis in History/Social Studies:** This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in history and social studies contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in History/Social Studies score is the number of questions you answered correctly converted to a scale score.
- **Command of Evidence:** This component of the SAT focuses on the assessment of students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like). This component is based on selected questions from the Reading Test and Writing and Language Test. The Command of Evidence score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Words in Context:** This component of the SAT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and cannot be computed from other scores.
- **Expression of Ideas:** This component of the SAT focuses on the assessment of students' ability to revise multi-paragraph texts for development, organization, and rhetorically effective language use. The Expression of Ideas score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Standard English Conventions:** This component of the SAT focuses on the assessment of students' ability to edit multi-paragraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation. The Standard English Conventions score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Heart of Algebra:** This component of the SAT focuses on the assessment of students' skills with linear equations and systems of linear equations. The Heart of Algebra score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Problem-Solving & Data Analysis:** This component of the SAT focuses on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as describe graphical



relationships and analyze data. The Problem Solving and Data Analysis score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

- **Passport to Math:** This component of the SAT focuses on the assessment of students' skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations. The Passport to Advanced Math score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

The sub-scores in Reading, Writing, Math, and Analysis in Science & Social Studies are scored from 10-40. In the sub-categories of these, scores are scored from 1-15. As with overall scores, these will serve as new baselines. Students scored higher in subcategories related to ERW than in math.

## 2. Implications

Bishop Dwenger students traditionally score higher on the SAT than Indiana and national groups. The school has made a concerted effort to improve SAT scores through professional development for all content teachers, intentional incorporation of SAT questions and prep into the curriculum, and offering additional programs to support student learning in successfully passing the SAT.

### a. Assets

- Bishop Dwenger students score higher than students in the global groups in both ERW and math.
- In all major testing categories and subcategories, scores have been consistent over the past 3 years. Math is 1 point lower (26) than all other testing categories on the 10-40 scale.
- Word in Context is the highest (10) sub score category in ERW.
- Overall, the Math mean score has risen over the past three years, from 509, to 514, and then in 2024, to 520.
- ERW scores remain steady in the mid 530 range, as evident in the chart.

### b. Opportunity for Improvement

- Continue to be intentional in embedding SAT prep into the curriculum.
- Continue to pursue professional development in SAT for faculty.
- Focus on increasing ERW scores that have remained stagnate over the past 3 years.

## 3. Action Steps

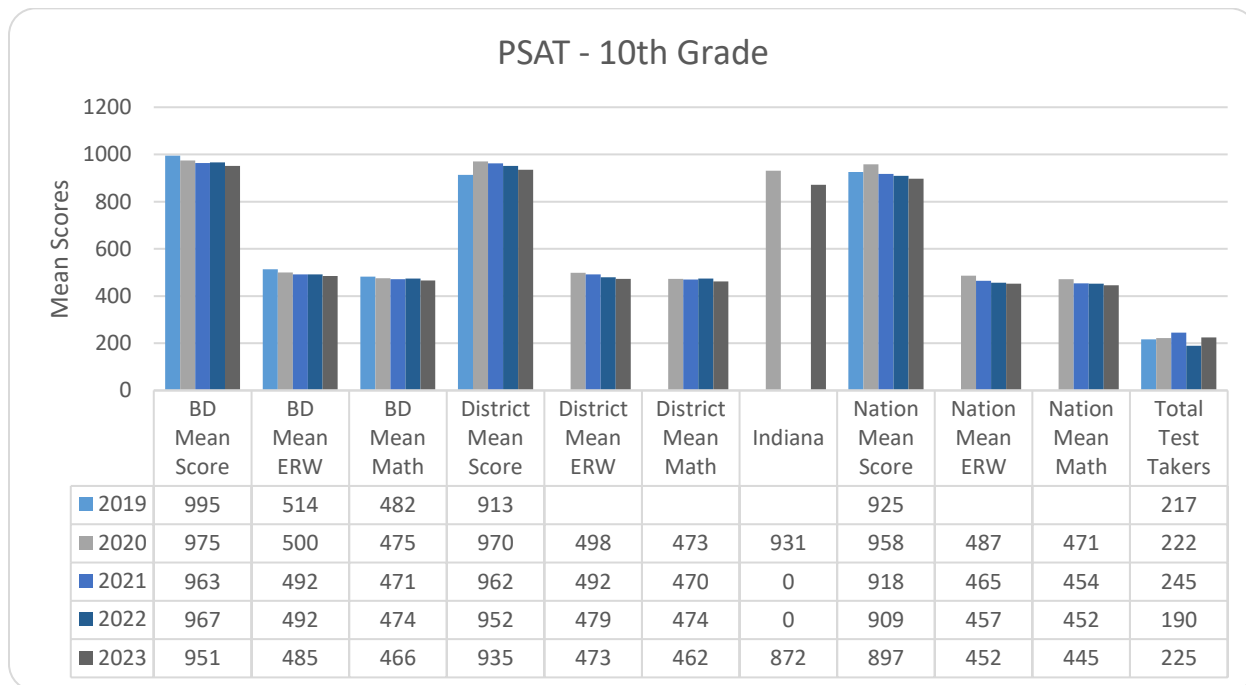
Bishop Dwenger High School is committed to helping students find success on the SAT exam by incorporating SAT questions in all classroom instruction across the curriculum. An SAT preparation class will continue to be offered for those who wish to take it. Many teachers, especially in the junior and senior year, have incorporated SAT-style questions and preparatory work into class studies and exams. This will continue with consideration given to incorporating such questions into all grade levels.

Current pedagogy has produced well-prepared, college-ready students; however Bishop Dwenger can always improve and explore new ways to raise SAT scores and improve SAT preparation within the classroom. Continuation of high-level scores that surpasses the state and national averages is expected as the minimum goal. The administration and Mathematics Department must continually review its methods and modalities, while analyzing their effectiveness. As teachers analyze student success in the classroom, additional opportunities for differentiation with re-teaching for retention of enduring understandings.

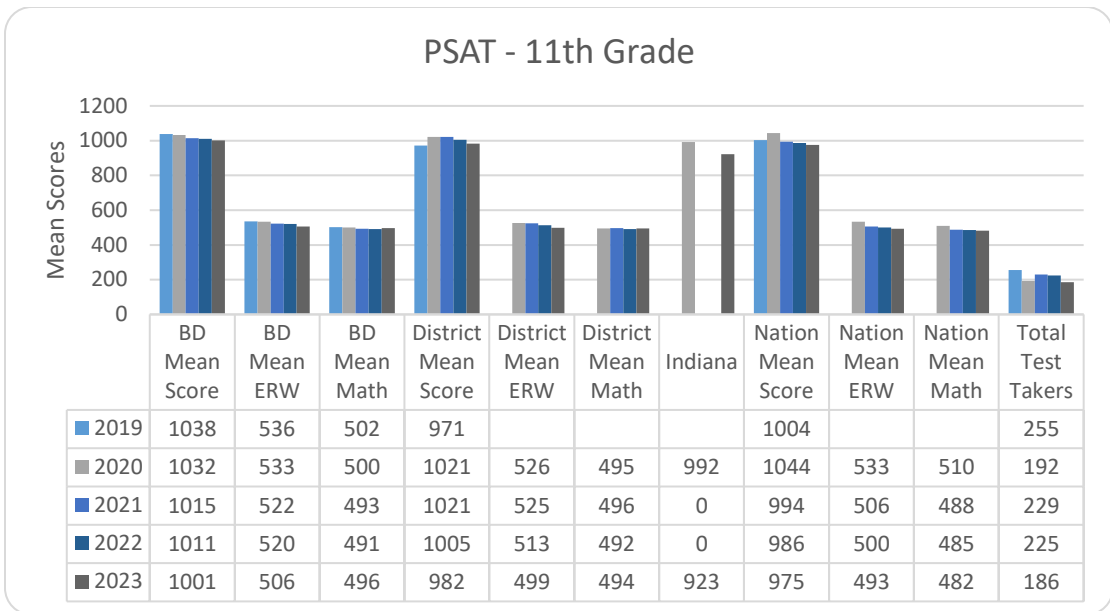
**C. Data Collection Instrument #3: New Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT Diagnostic is given to sophomore and junior students. According to the College Board site: *“The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is administered for the College Board and NMSC by Educational Testing Service (ETS). The PSAT/NMSQT measures the knowledge and skills that research shows are most essential for college and career readiness and success. The assessment includes the Reading Test, the Writing and Language Test, and the Math Test. A student’s scores on the Reading Test and the Writing and Language Test are combined to arrive at a section score for Evidence-Based Reading and Writing. The Math Test score is also reported as a second section score.”* Students are tested in two sub-categories, Evidenced-Based Reading and Writing and Math.

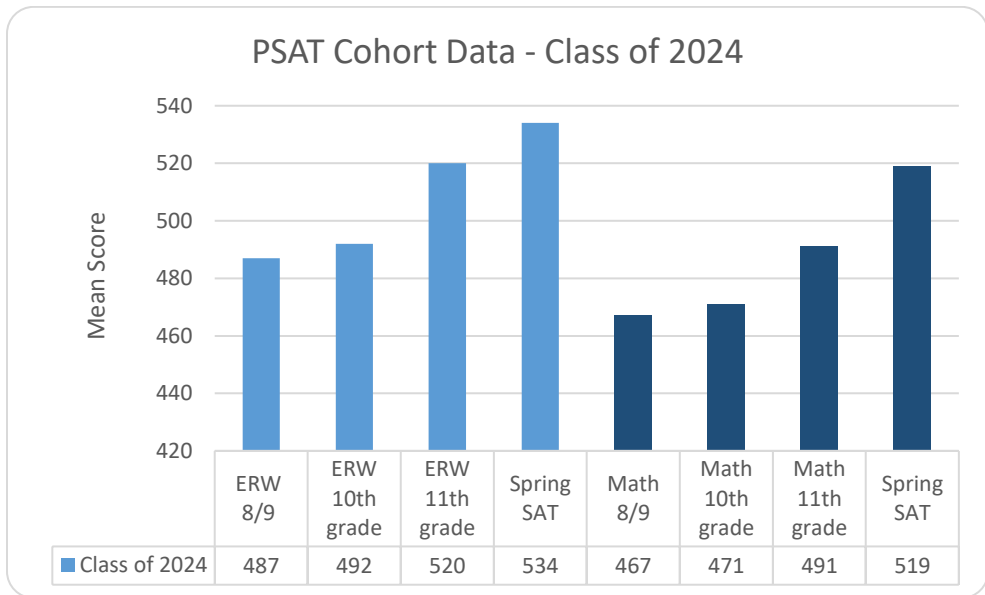
**1. Data**



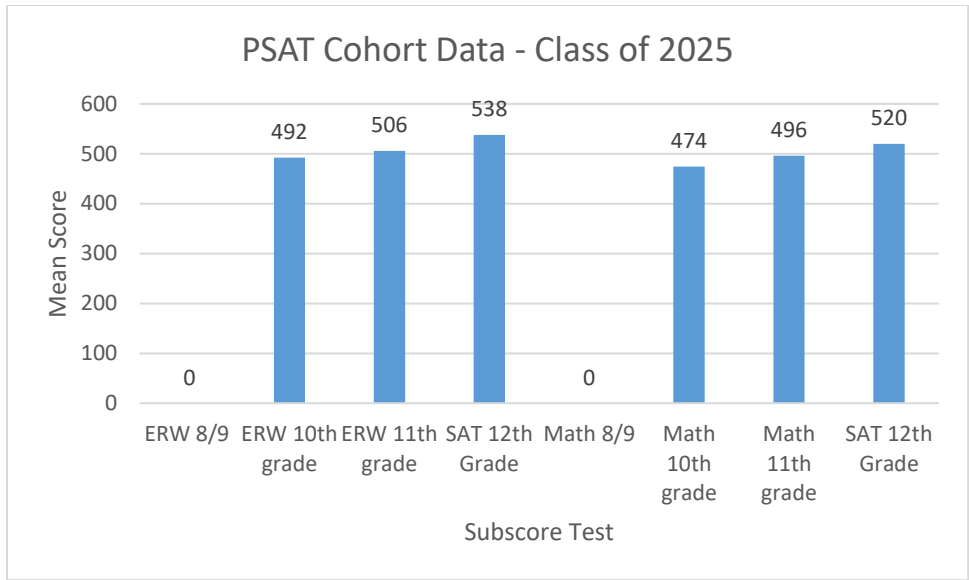
All 10<sup>th</sup> graders take the PSAT in the Fall. As evident in the chart above, the Bishop Dwenger student mean score outscores the district, state, and national averages. This holds true for both the ERW and Math test.



The PSAT scores for 11<sup>th</sup> grade were lower in the fall of 2023 than the previous 4 years. There has been a slow decline in scores, however, there is improvement from the PSAT scores from 10<sup>th</sup> grade to 11<sup>th</sup> grade. The ERW score went down from 2022 by 14 points, while the Math increased by 5 points. Bishop Dwenger students are still above the district, state, and national mean score average.



The recent graduates have shown a steady increase in scores throughout the 4 years of taking the College Board SAT series of tests. There has been a gradual increase in both ERW and Math scores over the four years, which is what a school hopes to see. The class peaked in the SAT overall scores, having the highest overall mean average for the series of tests.



The above chart shows the growth in the PSAT test for the Class of 2025 over the three years of taking the SAT exam series. Again, it is positive to see an increase in scores from year to year. Scores remain consistent with the previous year’s class as well.

**2. Implications**

Bishop Dwenger students typically score well, achieving scores above district, national, and state averages, and comparable to district averages.

a. Assets

- Both grades outperformed the district, state, and national averages.
- The mean PSAT/SAT scores increased as students progressed from their freshman/sophomore to the spring SAT test.
- Scores have remained consistent over the years.

b. Opportunity for Improvement

- Continue to look for ways to improve scores and show year to year growth, as scores have remained consistent. What can be done differently to enhance scores in our already strong testing practices?
- Additional opportunities for SAT focused professional development for all staff can improve.
- Further incorporation of SAT skills across the curriculum should be included in the writing of the new curriculum framework.

**3. Action Steps**

The Administration, department chairs, and all curricular areas need to reflect on the scores above. Do curricular changes need to be made to continue to see improved scores? While scores remain consistent, what can the school do to maintain or continue to strive higher?

Special care should be taken to analyze those topics upon which the PSAT focuses and how they are addressed in the curriculum. For math, this includes algebra, problem-solving, data analysis and limited geometry, trigonometry and pre-calculus. The Reading and Writing focus is on reading, finding mistakes/weaknesses and fixing them. Students need to practice the skills of context, analysis, expression and standard English conventions. Further professional development would be beneficial.

Additionally, the faculty and administration need to convey to the home the importance of the PSAT and student preparation for this suite of assessments. Passing along valuable tools that are available may assist in boosting and maintaining the high standard for scores.

#### **D. Data Collection Instrument #4: Preliminary Scholastic Aptitude Test (PSAT) 8/9**

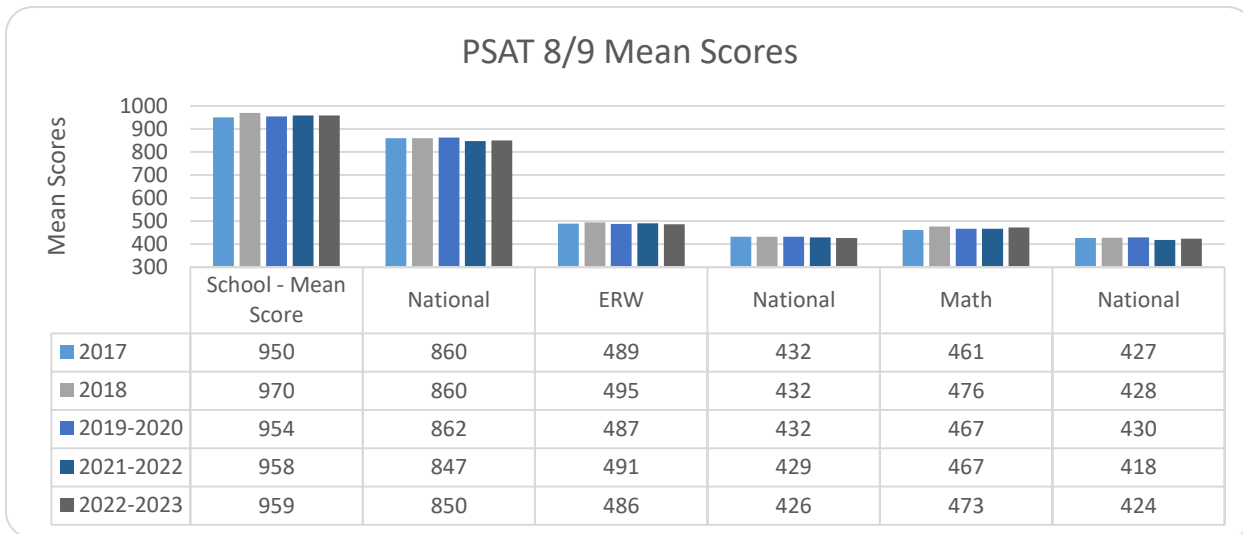
The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. It helps to provide a test that measures skills and knowledge at the level of content and skill appropriate for the eighth and ninth grades. It allows students, parents and schools, when taken in conjunction with the other tests in the SAT suite of assessments, to measure growth and readiness levels for college level work. It's a way for students to practice for the PSAT 10, the PSAT/NMSQT, and the SAT (Lindsay, 2018). Like the test and its subsequent tests, it has three testing areas: Reading, Writing, and Math. The Reading and Writing subject areas are combined for an Evidence-Based Reading and Writing section score. Math has its own separate section score.

Students receive test scores for each area. Overall math and ERW section scores are scored from 120 to 720. Test scores are given in reading, writing and math and range from 6-36, and subscores range from 1-15. Additionally, students receive cross-test scores which analyze questions across three subject areas and separate them into a score for Analysis in History/Social Studies and a score for Analysis in Science.

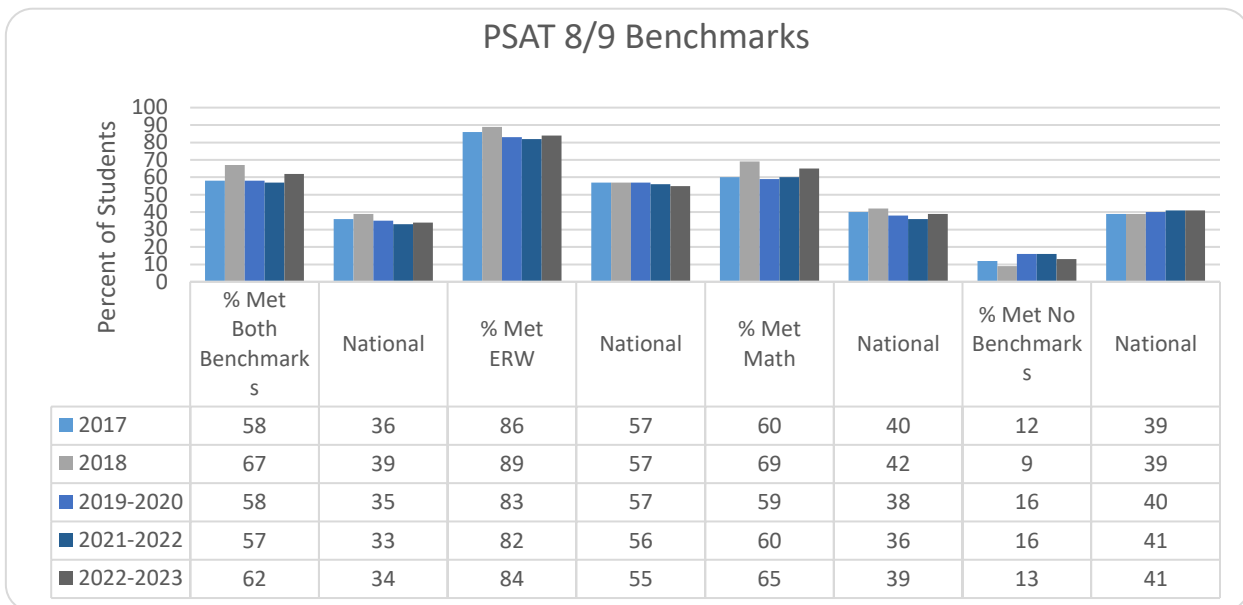
Bishop Dwenger freshmen began taking the PSAT 8/9 in the 2017-2018 school year. Few, if any, Partner Schools administer the PSAT, so it should be noted that this is the first exposure that many students have to the suite of SAT exams.

##### **1. Data**

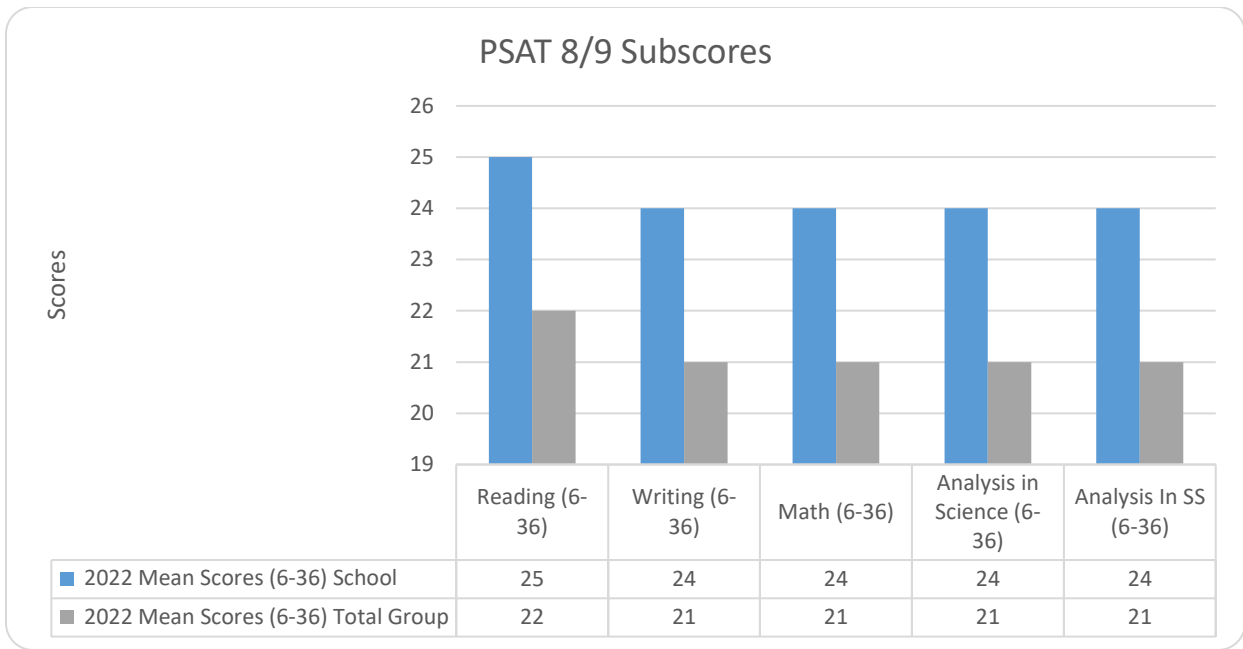
**\*\*This test was not administered in the Fall of 2023, due to the change over in paper/pencil test to online testing. The school felt it was too much to handle in one testing window in the first year, so Bishop Dwenger opted out of the PSAT 8/9. It will be given in the Fall of 2024.**



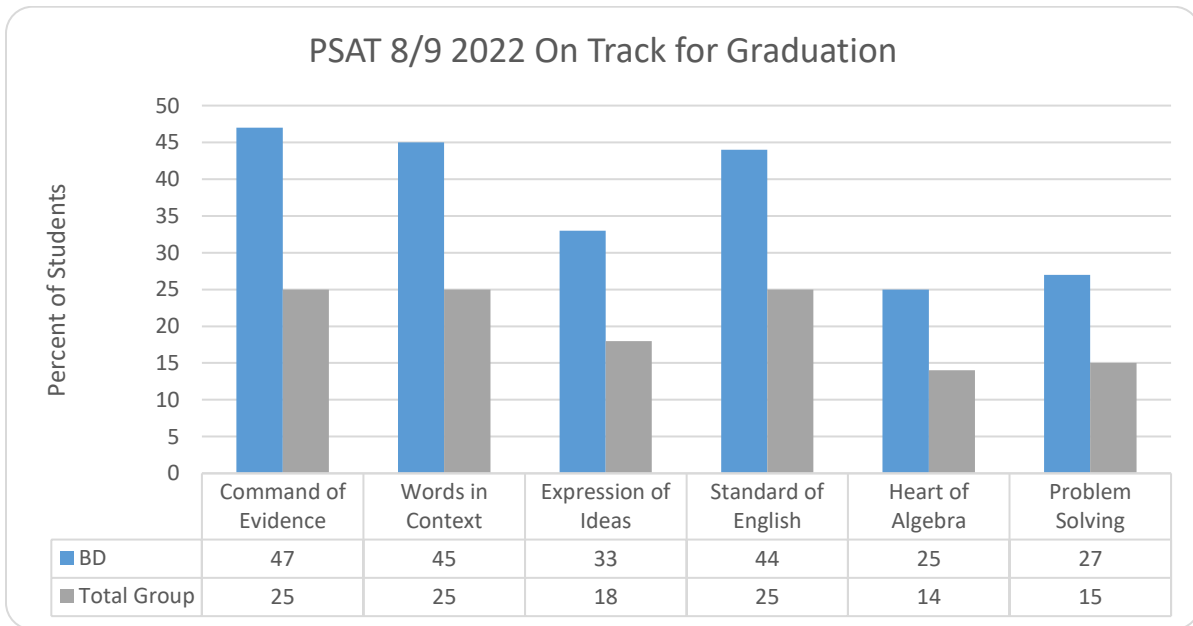
The Bishop Dwenger mean score increased by 1 point from the 2021-2022 score with a 959 composite score in 2022. This was 119 points higher than National test-takers. The test was not given in 2020 due to the altered schedule during COVID. The Reading/Writing scores decreased by 5 points and the math scores increased by 6 points. ERW was 60 points higher than the national average and math was 49 points higher than the national average.



In 2022, 62% of students met both ERW and math benchmarks; this was an increase of 5 percentage points from 2021. Eighty-four percent met the ERW benchmarks (up 2%) and 65% met the math benchmarks (up 5%). These values are well above the national percentage of students who met the benchmarks. The percentage of students meeting no benchmarks was 13%, whereas nationally, 41% did not meet any benchmarks. This was 3% lower than 2021 for Bishop Dwenger Students.



When examining the section scores, Bishop Dwenger students scored higher than the national average. The percent of Bishop Dwenger students on track for college in reading was 46% in 2021, but fell to 37% in 2022. This compares to 22% for the national group. The percentage of students on track in writing remained constant in 2022 with 39% on track compared to 21% in the total group.



Scores show the percentage of Bishop Dwenger students on track for college substantially higher than the national averages with the highest percentage of students on track for college in reading and the lowest in math. Sub-scores withing ERW and math also show a greater percent of Bishop Dwenger students on track for college. The greatest percentage of students on track in the ERW sub-scores was in Standards of English, Words in Context, and Command of Evidence. Expression of Ideas was the lowest

area. Problem Solving was the highest percent of students on track with Heart of Algebra 2% lower than Problem-Solving. Although higher than the national percentage of students on track, the percent of students on track in math sub-categories is lower than in the ERW sub-categories.

## 2. Implications

Although Bishop Dwenger students are scoring higher than the national averages, there is ample room for growth as students progress from their freshman year to their junior all-school SAT/GQE exam.

### a. Assets

- In all PSAT 8/9 categories, Bishop Dwenger students scored higher than the average of the total group.
- The percentage of students who are on track for college readiness is above the national figures.
- Given the current reporting on students losing academic ground during COVID, it is an asset that students' scores did not show a significant drop from the last test prior to COVID.

### b. Opportunity for Improvement

- The percentage of students achieving "on track for college readiness," and thus meeting benchmarks is below desired levels.
- Student scores in math are lower than in ERW, thus indicating a need to focus on math.

## 3. Action Steps:

This test provides baseline data for college and career readiness and should be continued to provide students practice in preparing for the PSAT and SAT. It is evident when looking at the PSAT and SAT scores, Bishop Dwenger students are well-prepared. The addition of this test (if not disruptive to the flow of curriculum) should continue, while monitoring PSAT and SAT scores for further improvement.

The Mathematics Department and Administration need to reflect on the scores above. Are the scores a reflection of the curriculum/pedagogy? Does the high school math curriculum need further vertical articulation with the junior high math curriculum? Should there be growth in the implementation of the existing curriculum?

Special care should be taken to analyze those topics upon which the PSAT focuses and how they are addressed in the curriculum. For math, this includes algebra, problem solving, data analysis and limited geometry, trigonometry and pre-calculus. The Reading and Writing focus is on reading, finding mistakes/weaknesses and fixing them. Students need to practice the skills of context, analysis, expression and standard English conventions.

Including all departments on professional development and asking all teachers to help prepare students in the areas of ERW and math is a focus. An SAT problem of the day is posted on the kiosks, and teachers are working together to collaborate on ways they can take ownership for student success on standardized testing in all content areas.

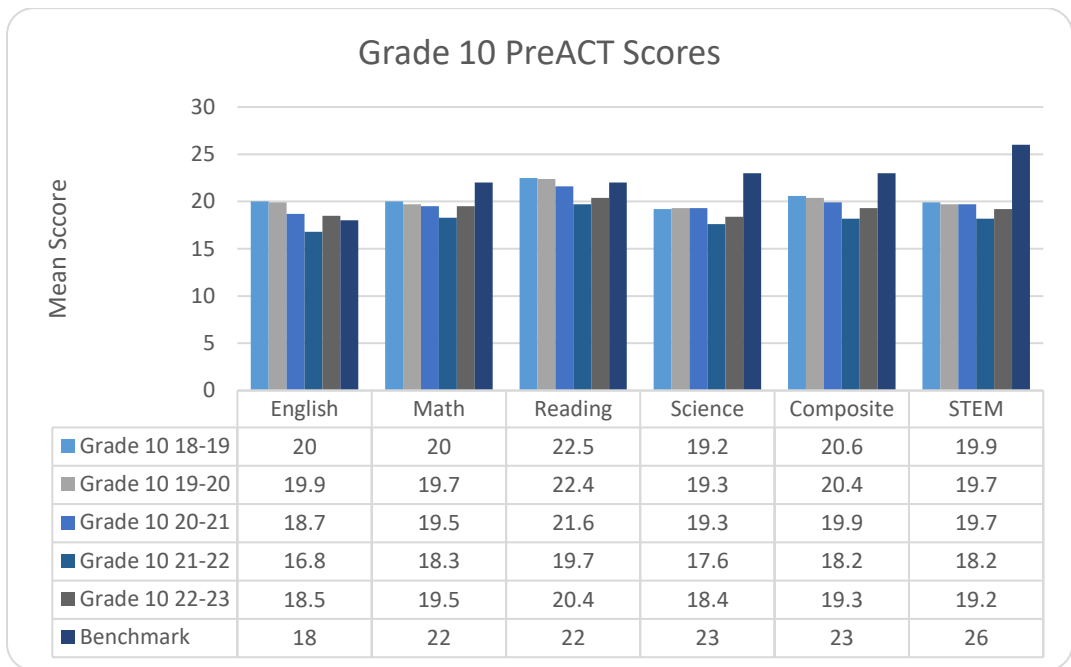


**E. Data Collection Instrument #5: Preliminary American College Testing (PreACT)**

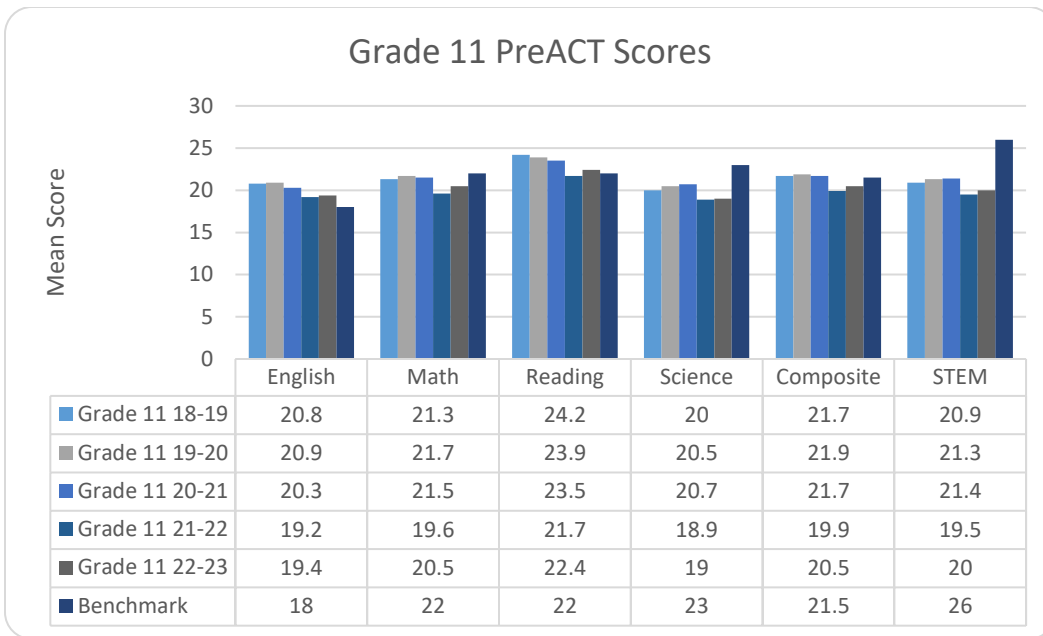
The PreACT test was administered to all Bishop Dwenger sophomore and junior students as a precursor to the ACT test. ACT scores at or above the benchmark indicate that a student has at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding area.

The PreACT is a shorter test, thus a score of 35 is the maximum score on the PreACT. Benchmarks for each area including Math, Science, STEM, English, and Reading are provided to predict overall college readiness.

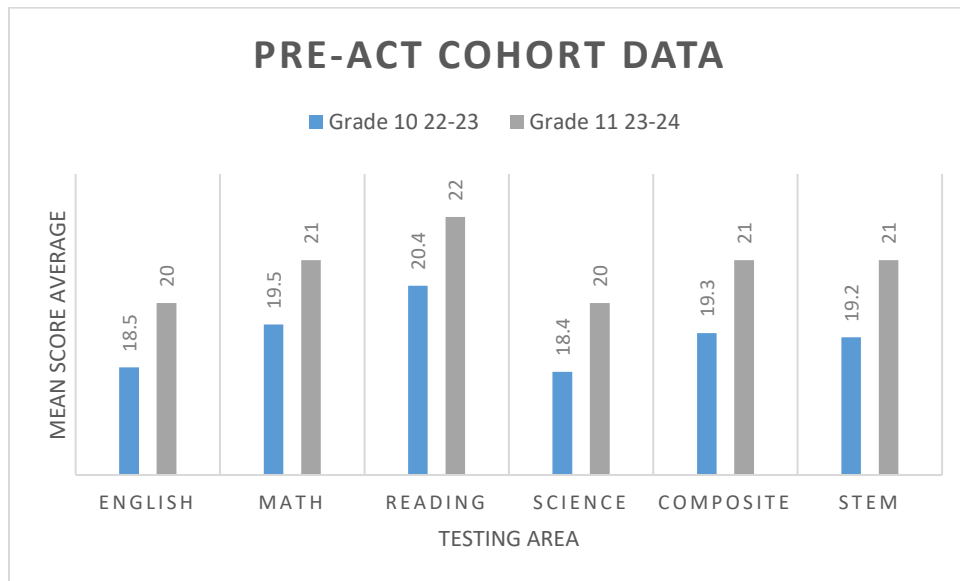
**1. Data**



Sophomore students take the PreACT for the first time in the Fall of 10<sup>th</sup> grade. As evident in the graph above, the scores in the Fall 2023, outscored the previous year in all scoring areas from the previous year.



Grade 11 scores in the fall of 2023 were slightly higher than the previous year. The scores are at or above the benchmark in all areas except STEM.



PreACT cohort data shows some improvement in all areas. This shows growth from the sophomore year to the junior year. Reading is the highest testing area overall, and Science is the lowest area.

## 2. Implications

At the conclusion of their junior year, Bishop Dwenger students are expected to do well in college-level entry courses. The Pre-ACT is a good preview of how students will do on the ACT standardized test. It also gives information to the student and family about areas to focus on leading up to the actual ACT test.

a. Assets

- Students in all grades scored above the PreACT college readiness benchmark in English.
- Throughout the years of testing, composite scores remain steady, only increasing or decreasing by a minuscule amount.

b. Opportunity for Improvement

- Over the 5 years, overall, the scores across the board in both Grade 10 and 11 have declined.
- Looking for ways to incorporate more test prep or problems in these areas would be beneficial, like that of the SAT.
- STEM has the biggest discrepancy between the benchmark score and student scores for both grade levels.

### 3. Action Steps

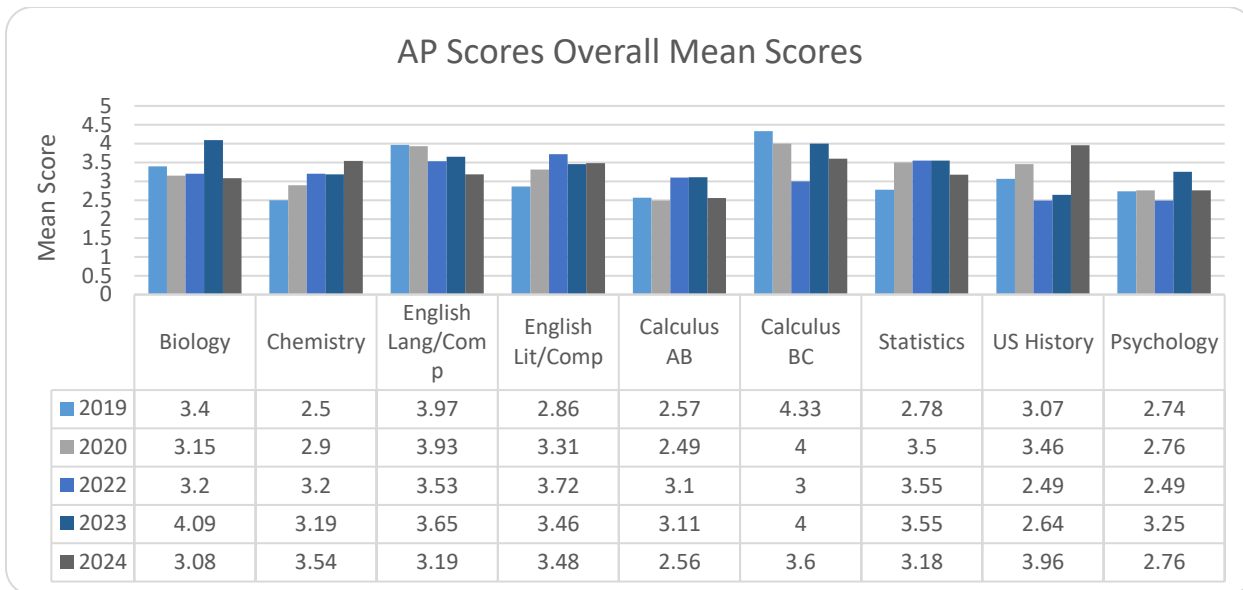
It will be important to continue to strive to move above benchmarks to ensure that students are well-prepared for college. The STEM area in which students averaged 6 points below the benchmark indicates a need to consider how STEM is being addressed. As we work to prepare students for the 21<sup>st</sup> Century workplace, we need to examine more opportunities for STEM incorporation into the curriculum. The school also needs to keep a watch on Math and Science, especially since Math is a goal area.

## F. Data Collection Instrument #6: Advanced Placement (AP) Exams

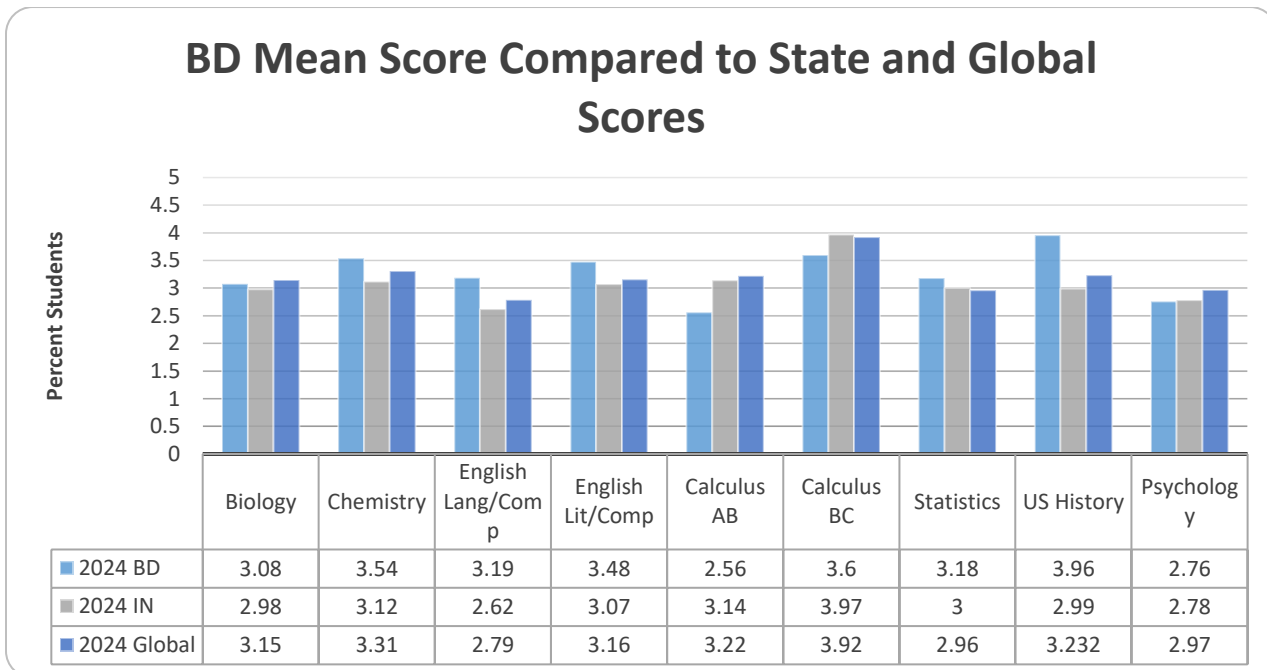
There are a multitude of Advanced Placement Courses offered at Bishop Dwenger: AP Calculus AB, AP Calculus BC, AP Literature and Language, AP Statistics, AP Chemistry, AP Biology, AP US History, AP Language and Composition, and AP Psychology.

In May of each year; students who participate in these courses take the corresponding AP exam for the course. Students who earn a score of 3 or higher may earn college credit. Credits awarded are determined by the college or university the student plans to attend. The student's intended major is a factor when determining the minimum score necessary to earn college credit. The maximum AP score is a 5.

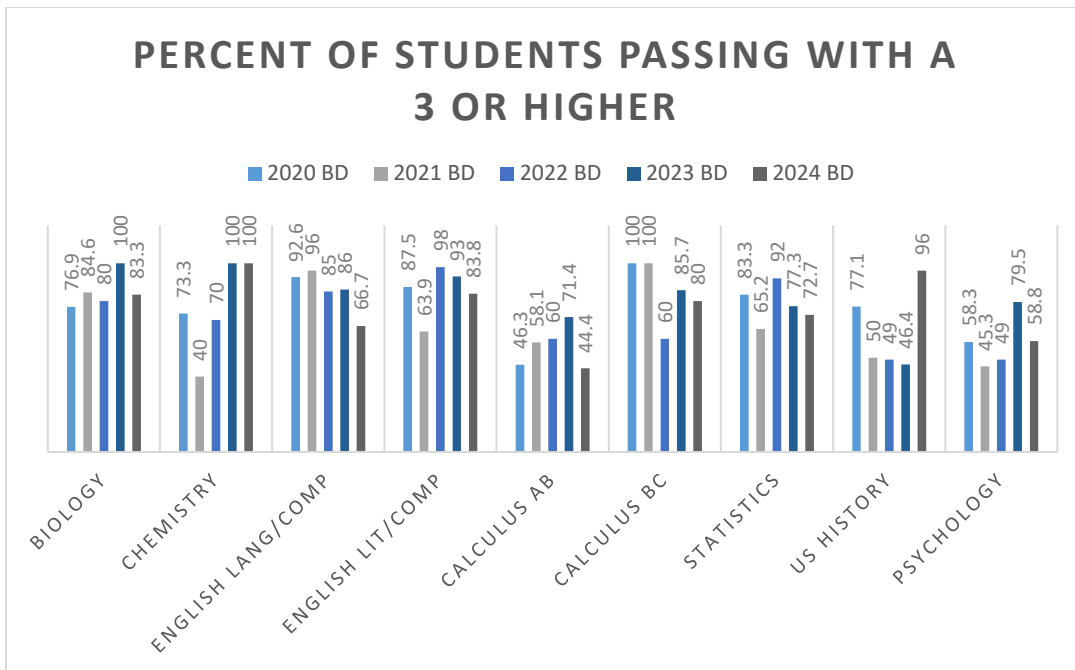
### 1.Data



The average mean scores for each of the AP exams are shown above. Chemistry, English Lit/Composition, and US History saw increases in scores from the previous year. US History saw the largest overall gain in score going from a 2.64 to a 4.



Bishop Dwenger was fairly consistent with the state average in most subject areas. US History was the highest with largest gap between the state and global average. The school was lower in Calculus AB and Calculus BC.



The percentage of Bishop Dwenger students earning a 3.0 score on the respective AP exams are reflected above. All courses in this passing percentage went down with the exception of US History.

**2. Implications**

AP Chemistry, AP English Language and Composition, and US History are typically taken in the 11<sup>th</sup> grade, which is the first time most students have experienced this caliber of an exam. Calculus AB and Calculus BC had a new teacher, which may account for the lower scores in those two courses.

It must be noted, with the State of Indiana’s new graduation pathways, more students are enrolled in the AP courses now, to meet the new diploma track requirements. This could be attributed to the overall dip in scores from previous years in some subjects, as more students of ranging abilities are enrolled in the class and therefore taking the exam.

**a. Assets**

- US History scores went up significantly from the previous year with a 1.32 point gain.
- Chemistry has also shown a gain of 0.35 point, which traditionally has been lower and more difficult to earn a high score.
- Bishop Dwenger was above the state average in Biology, Chemistry, English Language/Composition, Statistics, and US History.

**b. Opportunities for Improvement**

- Calculus AB and BC dropped significantly from previous years, this could be due to a new hire teaching the course.
- Psychology has remained steady with an average below the 3 range.
- Continued Professional Development for AP teachers to stay current on the course will be beneficial.

**3. Action Steps**

The number of available Bishop Dwenger Advanced Placement classes supports and encourages student achievement and motivation. Current procedures which support Honors, Dual Credit, and Advanced Placement offerings are to be maintained.

Teachers are available to Bishop Dwenger AP students before and after school for additional help. Annually, departments evaluate how and who they enroll in the AP courses that demand a student with determination and a certain level of independence to succeed. This permits the student average score earned a 3.0 or higher on the exams.

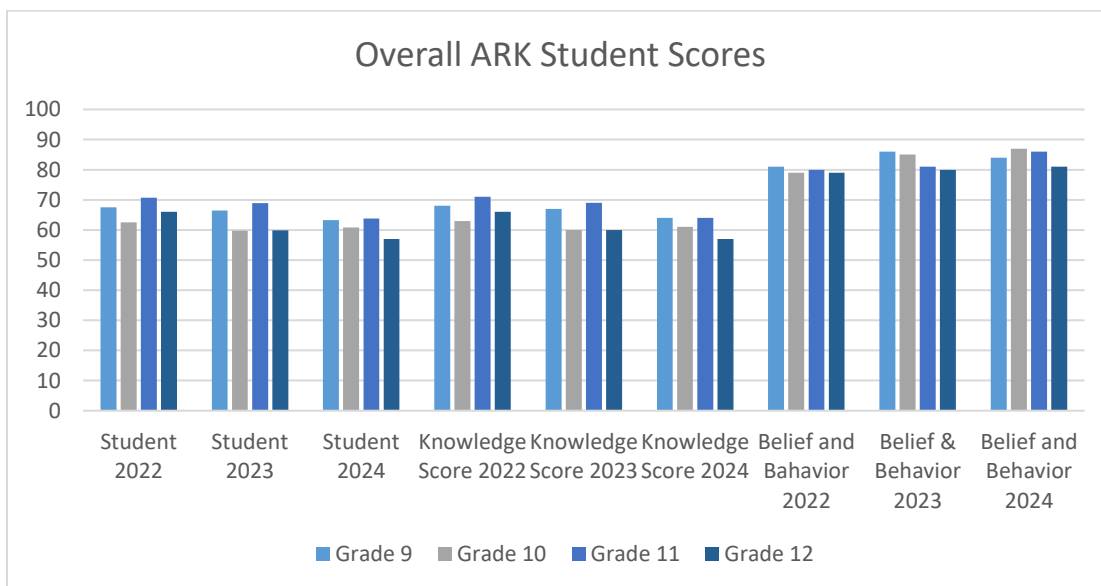
With the new diploma pathways, AP courses have become a necessity for many students. Departments have allowed more students to enroll in the courses to meet these pathways.

**G. Data Collection Instrument #7: ARK--Assessment of Religious Knowledge**

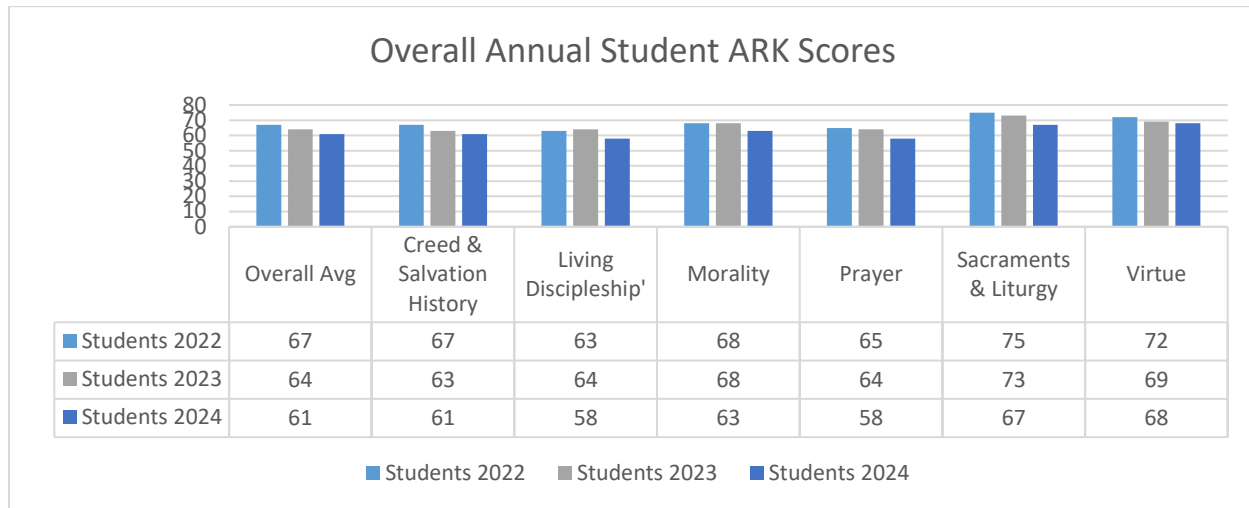
Each year, Bishop Dwenger High School participates in the diocesan-wide ARK Assessment. ARK (Assessment of Religious Knowledge) tests the religious knowledge of students in Catholic schools in grades 2-12. The test is broken down into two domains of Knowledge and Belief and Behaviors. These two domains have subcategories that include Creed and Salvation History, Living Discipleship, Morality, Prayer, Sacraments and Liturgy, and Virtue. Each student in the high school, including teachers, take this assessment in the Spring. The baseline data for this assessment was collected in the Spring of 2022.

As a school the overall Catholic Identity Score in 2023, which is a combination of student and staff scores is a 74, putting the school in the high average range. The strongest score overall was in Sacrament and Liturgy and the need to focus on area was Creed and Salvation History.

**1. Data**



The overall scores went down from 2022 to 2023 testing in each grade level, except grade 10. Grade 12 consistently has the lower overall scores with the average of 57 this year, considerably lower than that of the other grade levels. Belief and Behavior continue to remain high.



The above chart shows the testing sub-categories that make up the overall average. Virtue was the highest overall score, which remains consistent with the results of the previous years. Living Discipleship and Prayer were the overall lowest scores in 2024.

**2. Implications**

The data from the years will be shared with all staff since all staff are required to infuse Catholicity into all curricular areas as outlined in our diocesan curriculum frameworks. This highlights the areas that are needed for growth, allowing all staff to work on those areas within his/her classroom.

a. Assets

- The Belief and Behavior domain is higher than the knowledge domain.
- Virtue continues to remain a high scoring category.

b. Opportunities for Improvement

- Overall, the scores in all grades went down.
- Discuss the seriousness of the test and how the data is used by the school and Diocese so students will try their very best on it.
- Each testing categories scores went down in average from the previous year.

**3. Action Steps**

All teachers can utilize this data to improve classroom instruction within the curricular structure of the courses. Knowing strengths and weaknesses will assist in focus areas and essential questions within the classroom. Emphasis on the importance of this one-time a year test should also be stressed and

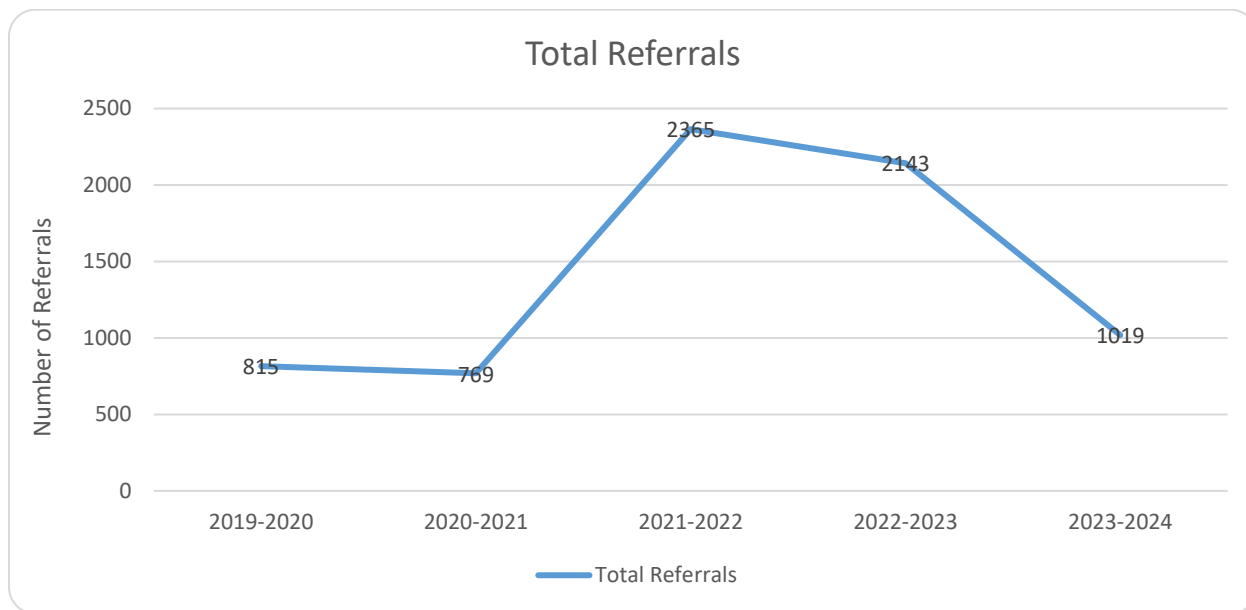
explained to the students so they do try their very best. Informing all faculty on the categories tested will allow the focus in the classroom and look for ways to incorporate the element of “Truth, Beauty, and Goodness” within the frameworks.

### H. Data Collection Instrument #8: Discipline Trends

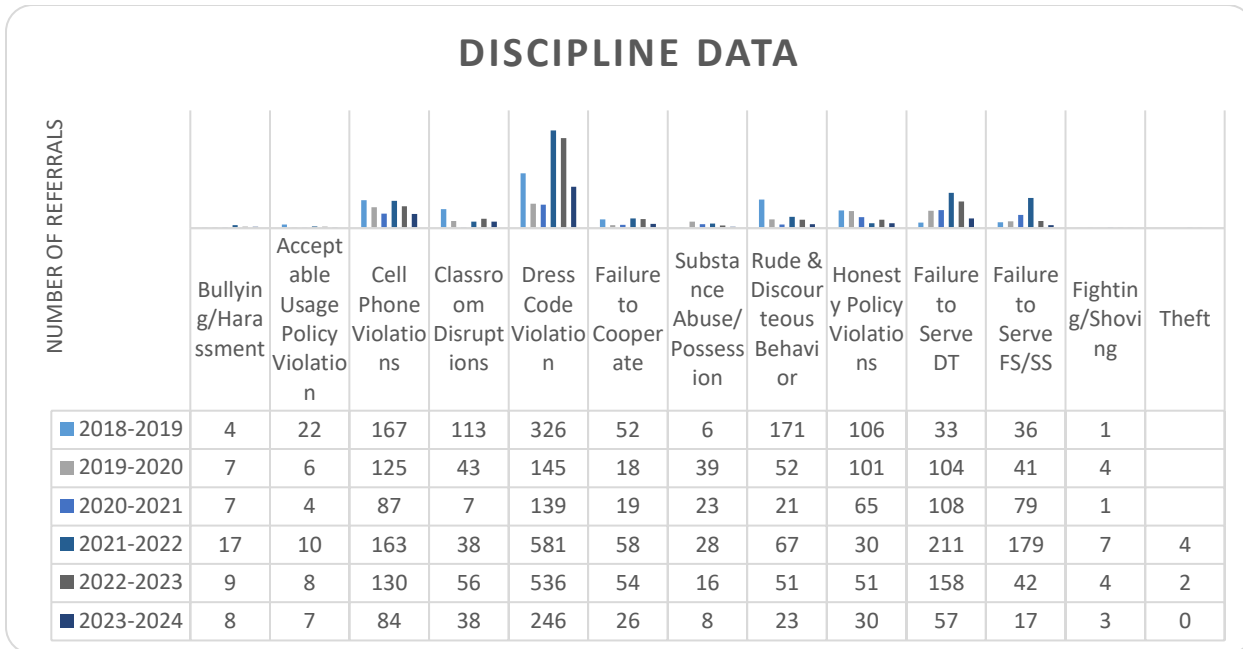
Annually, the Bishop Dwenger High School Administration comprises a report showing the discipline trends for the year. Each referral is recorded and charted. Data is included for common and more serious offenses.

The [Bishop Dwenger High School Student Handbook](#) (revised annually) provides detailed expectations and consequences when those expectations are not met. A copy of the handbook can be found on the school website. However, it must be noted, that as a Christ-centered, Catholic school, each student and their extenuating circumstances are considered along with the safety of the remaining student body.

#### 1. Data







The areas in which we see the highest number of referrals are dress code violations, cell phone violations, and failure to serve prior consequences. As with any issues revolving around discipline, teachers choose to deal with discipline in different ways. Some may handle it in the room directly, while others write a referral and send it to the Dean of Students. This could be a key cause for the swing in referrals written and reported to school Administration.

## 2. Implications

In addition to data compiled by the Administration, discipline data is entered into PowerSchool. Student discipline may be analyzed for individual students as well as a larger school-wide view. Students who have excessive or more serious discipline entries may be dismissed from Bishop Dwenger or may be required to sign a probation agreement and/or go in front of the Review Board. A new Dean of Students was appointed in January 2024, which could attribute to some data tracking errors, as the new Dean tracked differently from the previous one.

### a. Assets

- Possession of drugs, alcohol, and weapons remains relatively low.
- Overall, the number of disciplinary problems is low compared to other schools. Students at Bishop Dwenger are generally respectful and compliant with rules.
- Parents are generally supportive when working with the school on discipline issues.
- Overall, the number of referrals reported to the Dean of Students were down from the previous year, 2022-2023 had a total of 2143 and in 2023-2024 there were only 1019.

### b. Opportunities for Improvement

- Students who are assigned consequences have become noncompliant with serving their time due to the high number of failure to serve.
- Strive for ways for all faculty/staff to be consistent in enforcing policies and procedures outlined in the handbook.

### 3. Action Steps

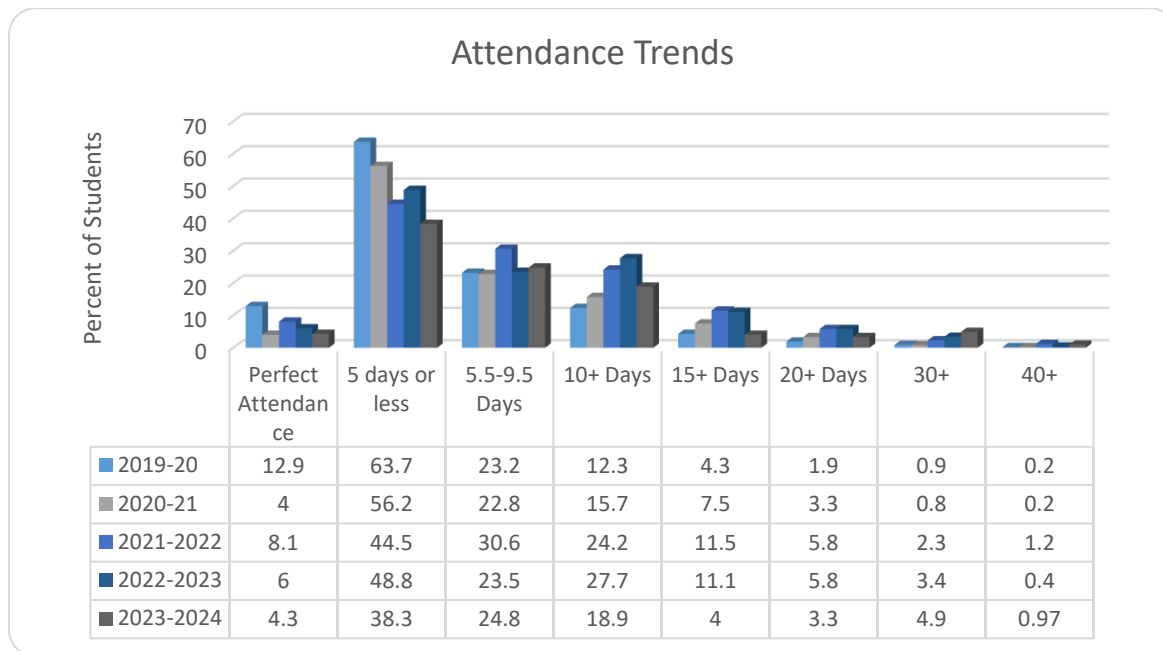
It must be remembered that discipline is a very subjective matter. Not all faculty and staff write referrals at the same frequency for the same reasons. Some teachers may report/write a referral for something (reporting to the Administration) versus a teacher who may choose to handle it in class or simply not notice an infraction to write the referral.

Continue to work with the staff and Curriculum Committee on the development of the discipline policies of the school. Understanding when and what to write up is important for consistency should be discussed within departments.

### I. Data Collection Instrument #9: Attendance

Attendance continues to be an area in which there is room for improvement. Procedures have been refined and referrals have clearer consequences posted for parents to see. Attendance at school is a direct correlation to grades. Even with technology, Bishop Dwenger is a brick-and-mortar school where attendance is important. There has been a significant rise in chronic absenteeism. The school makes every attempt to work with those families with extenuating circumstances. Attendance criteria by the state is defined as 94% of instructional days during the academic year.

#### 1. Data



The highest percentage of students, on the average, still miss 10 or less days of school. There has been a significant increase in those with 30 or more days. Chronic absenteeism seems to be a more common occurrence than in previous years with extended amounts of days missed.

	2019-20	2020-21	2021-22	2022-23	2023-24
Tardy Periods	2763	3960	3809	4063	4436
Tardies/Student Average	2.64	4	4.1	4.3	4.78
Number of Periods in ISS	322	703	1336	236	176
Number of Students in ISS	39	52	96	32	29
Number of Periods in OSS	370	534	842	116	374
Number of Students in OSS	29	28	71	11	18

The number of tardies per period rose from the previous year. This is an upward trend over the past 5 years. The Attendance Office tracks the tardies for period 1 to school, however it is each teacher's responsibility to track the tardies in periods 2-7. Those numbers could be skewed as teachers count a tardy in different ways and do not always report it to the Dean of Students for a consequence. While the number of periods in ISS went down, the number of periods in OSS rose significantly. Typically, an OSS is issued for major violations and those awaiting a review board.

## 2. Implications

Bishop Dwenger strives to maintain an overall high percent attendance rate; it is noted that the state attendance rate does not penalize for excused absences. Only 42.6% of students achieved an actual attendance rate of 5 or less days. The attendance rate published by the IDOE this past year showed Bishop Dwenger at a 77% attendance rate, which is cause for concern.

### a. Assets

- Due to the rigor of the curriculum, there is an overall desire to be present to do well in classes.

### b. Opportunity for Improvement

- Steady decrease in the overall percentage in the past 5 years in students absent 5 or less days.
- Over the past 5 years, there has been an increase in the overall number of days absent by a student, which has caused Bishop Dwenger to fall out of the 90<sup>th</sup> percentile for school in the state for attendance, as it was recorded by the IDOE to be at 77%.

## 3. Action Steps

Bishop Dwenger High School will strive to maintain a high attendance rate. Teachers have expressed concern over the number of days students miss class overall. This, coupled with the number of students missing ten or more days, led to attendance policy revisions over the years. Monitoring of attendance and communication with families will continue through the weekly Halo parent e-newsletter.

All students should be held accountable for their attendance and thus, as stated above, the policy has been revised and updated to reflect current guidelines from the Indiana Department of Education and a nationwide concern over chronic absenteeism. While the school strives to work with families with extenuating circumstances, the importance of attendance and success in school are directly correlated. If this trend continues, the school may need to take more measures to ensure that student attendance is a priority with all Bishop Dwenger students.

VIII. School Goal

Bishop Dwenger High school will keep this goal of the SAT as outlined below to continue to stress the importance of this state accountability test and how it is the responsibility of all faculty to consistently incorporate the goal into classes starting the 9<sup>th</sup> grade year.

<b>GOAL:</b> All students will improve their math and ERW test scores by 2% per year for five years on the SAT.					
<b>Support Data:</b>		<b>Standardized Assessment:</b>		<b>Local Assessments:</b>	
<ul style="list-style-type: none"> <li>Written Curriculum Frameworks</li> <li>Feedback from teachers/Curriculum Committee</li> </ul>		<ul style="list-style-type: none"> <li>PSAT</li> <li>SAT</li> <li>Pre-ACT</li> </ul>		<ul style="list-style-type: none"> <li>Math &amp; English Grades (Report Cards)</li> <li>Classroom Observations (Chair &amp; Administration)</li> <li>Formative/Summative Assessments</li> </ul>	
Intervention #1: Students will improve in math and ERW related skills within each content area.					
<b>Activities to Implement:</b>	<b>Person(s) Accountable:</b>	<b>Timeline (Beginning):</b>	<b>Timeline (Ending):</b>	<b>Resources:</b>	<b>Monitoring Activities:</b>
1.1 Gather information about mathematical SAT prep and vocabulary to train teachers. 1.2 Within each department, teachers will identify math-related activities that they will intentionally include in lessons <ul style="list-style-type: none"> <li>Identifying problems &amp; planning steps for solutions</li> <li>Interpreting graphs / charts</li> <li>Making inferences</li> <li>Performing mathematical calculations with appropriate units / labels included</li> <li>Using mathematical vocabulary when applicable</li> </ul> 1.3 Within each department, teachers will identify ERW-related activities that they will intentionally include in lessons. <ul style="list-style-type: none"> <li>Bell-ringer articles in which students are asked to complete ERW skills</li> <li>Making inferences from reading</li> <li>Providing textual evidence to support an argument in writing</li> <li>Annotating as students read</li> </ul>	Curriculum Committee  All Teachers  Administration	August, 2022	Ongoing	Textbook Ancillary Resources  Additional support materials found in teacher resources in Media Center  Weekly Bulletin to share information and PD  SAT Prep professional development workshops	Lesson Plans / Activities  Assessments on staff shared drive  Collaboration within subjects and across disciplines  Diocesan Curriculum Frameworks  Classroom Observations

<b>GOAL:</b> All students will improve their math and ERW test scores by 2% per year for five years on the SAT.					
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<ul style="list-style-type: none"> <li>Written Curriculum</li> <li>Feedback from teachers/Curriculum Committee</li> </ul>		<ul style="list-style-type: none"> <li>PSAT</li> <li>SAT</li> <li>Pre-ACT</li> </ul>		<ul style="list-style-type: none"> <li>Math &amp; English Grades (Report Cards)</li> <li>Classroom Observations (Chair &amp; Administration)</li> <li>Formative/Summative Assessments</li> </ul>	
<b>Intervention #2:</b> Student data will be used to identify interventions in areas in which students struggle.					
<b>Activities to Implement:</b>	<b>Person(s) Accountable:</b>	<b>Timeline (Beginning):</b>	<b>Timeline (Ending):</b>	<b>Resources:</b>	<b>Monitoring Activities:</b>
1.1 A test analysis tool will be used on unit tests.	Curriculum Committee	August, 2022	Ongoing	Textbook Ancillary Resources	Lesson Plans / Activities
1.2 Teachers will use classroom test data and standardized test data to determine areas / skills in which students need additional help.	All Teachers Administration Special Education			Khan Academy  Additional support materials found in teacher resources in Media Center	Assessment analysis tools  Collaboration within subjects and across disciplines
1.3 Teachers will analyze classroom formative and summative assessment data to intervene in areas in which students struggle				Weekly Bulletin to share information and PD  SAT Prep professional development workshops  Northeast Literacy PD	Diocesan Curriculum Frameworks  Classroom Observations

<b>GOAL:</b> All students will improve their math and ERW test scores by 2% per year for five years on the SAT.					
<b>Support Data:</b>		<b>Standardized Assessment:</b>		<b>Local Assessments:</b>	
<ul style="list-style-type: none"> <li>Written Curriculum</li> <li>Feedback from teachers/Curriculum Committee</li> </ul>		<ul style="list-style-type: none"> <li>PSAT</li> <li>SAT</li> <li>Pre-ACT</li> </ul>		<ul style="list-style-type: none"> <li>Math &amp; English Grades (Report Cards)</li> <li>Classroom Observations (Chair &amp; Administration)</li> <li>Formative/Summative Assessments</li> </ul>	
<b>Intervention #3:</b> Students will be actively engaged in differentiated lessons/curriculum that will allow them to encounter ERW & math related concepts at tiered levels related to their understanding and skills.					
<b>Activities to Implement:</b>	<b>Person(s) Accountable:</b>	<b>Timeline (Beginning):</b>	<b>Timeline (Ending):</b>	<b>Resources:</b>	<b>Monitoring Activities:</b>
3.1 Administration will develop a professional development plan for all teachers.	Curriculum Committee	August 2022	Ongoing	Textbook Ancillary Resources	Lesson Plans / Activities
3.2 Teachers will plan lessons that include meeting the needs of all students; state standards; and Truth, Beauty, & Goodness.	All Teachers Administration	September 2023	Ongoing	Additional support materials found in teacher resources in Media Center	Assessment analysis tools Collaboration within subjects and across disciplines
3.3 Students will be assessed, formatively after each lesson to help guide teacher of student understanding for planning of follow-up lessons.	Special Education			Weekly Bulletin to share information and PD	Diocesan Curriculum Frameworks
3.4 Work with the diocesan curriculum committee in developing common assessments to compare scores within the building and across the 4 diocesan high schools.		Fall Semester 2024	Ongoing	SAT Prep professional development workshops Diocesan HS Frameworks	Classroom Observations

*IX. Progress Indicators*

Check In Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Key Performance Indicator (Assessment)</b>	PSAT for Grades 9-10-11	Semester 1 Comprehensive Final Scores in each course/Final Grade for the Semester— Ensure SAT prep is incorporated in course.	SAT Results for Junior Class from the March All School Testing Window	Semester 2 Comprehensive Final Scores in Each Course/Final Grade for Semester
<b>Results</b>	Compare PSAT results to previous years and look at cohort groups for growth.	Review of finals, teacher observations, semester grade reviews	Compare SAT scores to PSAT scores to find correlation and identify strengths and weaknesses.	
<b>On Track to Meet Goals?</b>				
<b>Strengths</b>				
<b>Areas for Growth</b>				
<b>Next Steps</b>				

V. Professional Development Plan

<b>Professional Development Goal(s)</b>	<ul style="list-style-type: none"> <li>• Northeast Indiana Literacy Series, 23-24 school year, on curriculum development and assessments.</li> <li>• Diocesan Curriculum Day, Fall 2024, Clarity in Frameworks</li> <li>• Math Department PD with Northeast Indiana Literacy on standard alignment to be successful on SAT.</li> <li>• Individual Teacher PD specific to the curricular area</li> </ul>
<b>Is professional development linked to SIP goals?</b>	<p>Yes, to further develop a teacher’s curricular area, staying current on best practices and trends is imperative. The SAT is one tool to measure the learning and teaching.</p>
<b>Possible Funding Sources</b>	<ul style="list-style-type: none"> <li>• Title IIA funds</li> <li>• School budget</li> <li>• Some PD is offered through grants</li> </ul>
<b>Plan for coaching and support during the learning process.</b>	<p>Each department has a chair that approves PD along with the Assistant Principal of Curriculum. Many teachers come back and share what was learned in PD with the rest of the faculty.</p>
<b>Evidence of Impact</b>	<p>Evidence can be seen in teacher observations, student scores/grades, and in lesson plans.</p>
<b>How will effectiveness be sustained over time?</b>	<p>Accountability with the new teacher observation tool (Education for Success) will assist in making sure PD is being followed through. Domain 3 on the RISE focuses on continually learning and developing oneself professionally.</p>
<b>Link additional Information here (if necessary)</b>	