

SAINT MARY SCHOOL

Gloucester City, NJ

SELF-STUDY



December 2006

Self-Study Organization

Pastor: Monsignor James Curran

Principal: Mrs. Gail Corey

Self-Study Committees

Chairperson: Mrs. Mary Kelly

Co-Chairperson: Mrs. Gail Corey

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Ms. Marion Scalzo – Chairperson

Sister Maureen Cooper, OP

Mrs. Patricia Hertz

Resources

Sister Maureen Cooper, OP – Co-Chairperson

Mrs. Caroline Dougherty – Co-Chairperson

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Mrs. Arelene Orlina

Curriculum/Program

Mrs. Laurie Tornari – Chairperson

Mrs. Gail Corey

Mrs. Patricia Hertz

Mrs. Mary Kelly

Mrs. Patricia Rommelman

Mrs. Christine McKenna

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Mrs. MaryAnn McCann

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Strategic Acton Plan Committee

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*MS PowerPoint presentation prepared by Mr. Ronald J. Maniglia and Mrs. Gail Corey.
Selected graphs prepared by Mr. Allan Ashenfelter.]*

STAFF ROSTER

Pre-K	Mrs. MaryAnn McCann
Kindergarten	Mrs. Mae Canestri
Grade 1	Mrs. Arlene Orlina
Grade 2	Mrs. Laurie Tornari
Grade 3	Mrs. Patricia Hertz
Grade 4	Ms. Jacqueline Heck
Grade 5	Miss. Maureen Devereaux
Grade 6	Mrs. Caroline Dougherty
Grade 7	Mrs. Joan Bohrer
Grade 8	Mrs. Mary Kelly
PE/Health	Mrs. Michelle Cristy
Music/Computers	Mrs. Patricia Rommelmann
Library	Sister Maureen Cooper
Art	Mrs. Bridget Collins

Instructional Assistants

Mrs. Marge Dantonio
Mrs. Linda Kohler
Mrs. Debbie Heinsman

Preschool Aides

Mrs. Sharon McQuade
Mrs. Lori Theckston

Administrative Assistant	Mrs. Dawn Burkhardt
Receptionist	Mrs. Mary Lou Testa
Maintenance	Mr. Tom Virden
Nurses	Mrs. Shannon Gorman
	Mrs. Liz McHugh

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Saint Mary School

Philosophy

Following the tradition of the Sisters of Saint Dominic, Saint Mary School of the Diocese of Camden is a Christian community dedicated to serving others as did Jesus, the Master Teacher.

We call our students and their families to be public witnesses to the Word of God by living their faith as responsible Christian people in an ever-changing world.

We offer the school community daily opportunities to strengthen their personal relationship with Jesus and with each other through prayer and worship.

We recognize the importance of the family as the primary unit in the education of children.

We strive to provide a balanced academic program of study which incorporates technology, artistic expression, and basic skills needed for the spiritual, intellectual, social, and physical development of the whole child.

We recognize the individual talents and potential of every student by encouraging each child to develop and share their God-given gifts for the betterment of themselves, their community, and the world they will enter as Christian adults.

We believe that our classroom teachers should serve as role models by facilitating a constructivist learning process that promotes the active participation of every child.

COMMUNITY

***Every child has an undeniable right to a quality Catholic education by "virtue of their dignity as human persons."
(Declaration on Christian Education)***

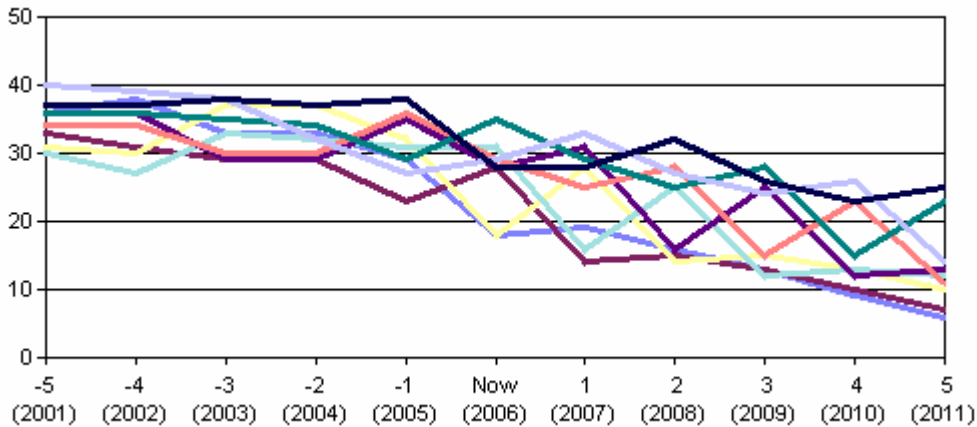
To Teach as Jesus Did



4.3 STUDENTS

The Student Population

Grade	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Kindergarten	36	38	33	33	29	18	19	16	13	9	6
Grade 1	33	31	29	29	23	28	14	15	13	10	7
Grade 2	31	30	37	37	32	18	28	14	15	13	10
Grade 3	30	27	33	32	31	31	16	25	12	13	12
Grade 4	36	36	29	29	35	28	31	16	25	12	13
Grade 5	34	34	30	30	36	29	25	28	15	23	11
Grade 6	36	36	35	34	29	35	29	25	28	15	23
Grade 7	40	39	38	32	27	29	33	27	24	26	14
Grade 8	37	37	38	37	38	28	28	32	26	23	25
TOTAL	313	308	302	293	280	244	223	198	171	144	121



4.3.1 Analyze the implications of enrollment trends and populations.

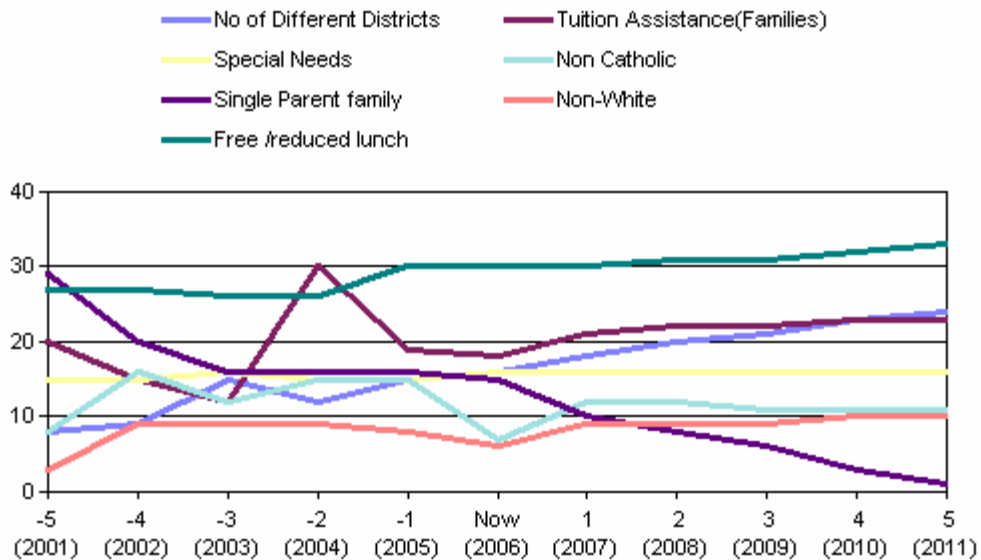
The enrollment projections do not predict with any degree of precision the expected student population of Saint Mary School insofar as the calculations fail to account for the socioeconomic makeup and growth trends of Gloucester City. Contrary to the significant decrease in enrollment projected, the student population will likely increase due to:

- The demand for a Catholic education by families residing in planned new housing developments along the riverfront of Gloucester City
- An increase in the number of baptized Catholic children in the parish
- Families interested in a Catholic education for their children are returning to the surrounding communities served by Saint Mary School
- A shift in the focus by prospective families regarding the Saint Mary School preschool program that serves as a feeder for our Kindergarten program.

- Further awareness by families of those accommodations available at Saint Mary School for special needs students on an individual basis
- The continued transfer of students into seventh grade from families of students seeking admission into Gloucester Catholic High School owing to the articulation between the elementary and high schools
- An increase in awareness by parents of the availability of financial aid for eligible families.

Trends and Projections of Sub Groups

Sub-Group	-5	-4	-3	-2	-1	Now	1	2	3	4	5
No of Different Districts	8	9	15	12	15	16	18	20	21	23	24
Tuition Assistance(Families)	20	15	12	30	19	18	21	22	22	23	23
Special Needs	15	15	16	15	15	16	16	16	16	16	16
Non Catholic	8	16	12	15	15	7	12	12	11	11	11
Single Parent family	29	20	16	16	16	15	10	8	6	3	1
Non-White	3	9	9	9	8	6	9	9	9	10	10
Free /reduced lunch	27	27	26	26	30	30	30	31	31	32	33
TOTAL	110	111	106	123	118	108	116	118	116	118	118



4.3.2 Analyze the implication of the trends and projections in subgroups identifies.

Different Districts – An increase in the number of districts served by Saint Mary School is due in part to a rise in the enrollment of preschool children residing outside of Gloucester City, who either have relatives living in the area with their parents employed in Philadelphia or come from families working in Gloucester City, but residing in towns in other school districts and/or registered at other parishes.

Tuition Assistance – With increases in school tuition, the need for tuition assistance will likewise rise as further financial demands are placed upon families owing to higher local taxes and cost of living expenses.

Single Parent Families – Contrary to the available data and projections indicating a decrease in single parent families, the school expects an increase in the number of children from single parent homes based upon information about the makeup of our current families.

Special Needs – An increase in the number of special needs students has been reported due to a greater awareness among the staff in identifying children with possible learning problems. Teachers have become more flexible in their instructional strategies in order to accommodate the special needs child. Additional funding will be required to provide instructional aides as well as professional development for the classroom teacher. A classroom with a variety of learning abilities though challenging for the teacher, has a positive impact upon the learner. Students tend to develop tolerance and acceptance of classmates with special needs. By helping each other learn through peer teaching, self-esteem is fostered among the students.

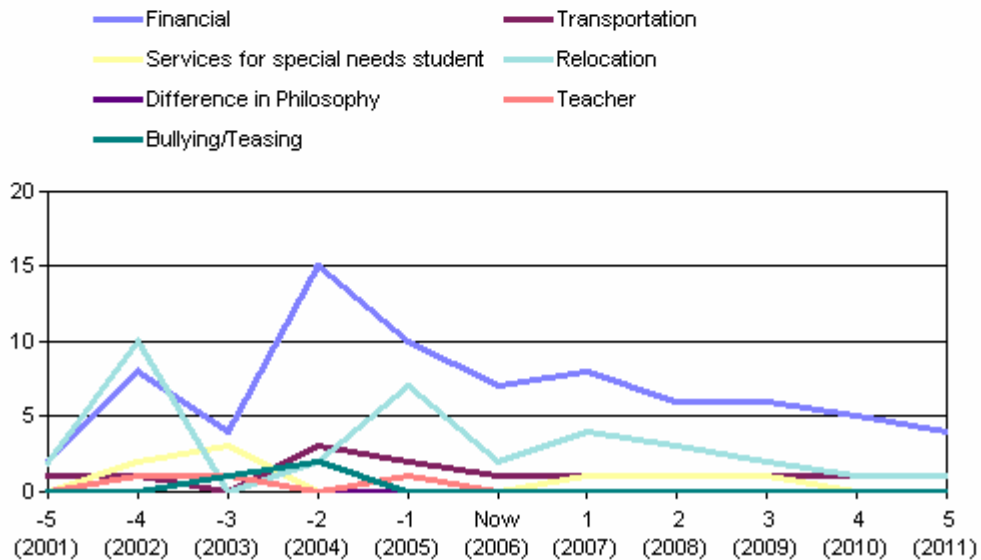
Non-Catholic – The recent decrease in the number of non-Catholic students is a result of a family that moved out of the area. The population of non-Catholics students is expected to rise as families choose Saint Mary School which offers a faith-based education stressing Christian values that is unavailable in the local public schools. The inclusion of non-Catholics not only teaches children to be more accepting of an individual's Christian faith, but also adds to the diversity of our school community and towards a spirit of ecumenism.

Non-White – Owing to the demographics of the area served by Saint Mary School, the cultural diversity of our student population is limited to a few students of Asian extraction. The inclusion of other non-whites into the Saint Mary School population would create further acceptance, awareness, and respect of other cultures.

Free/Reduced Lunch – The number of students eligible for free/reduced lunch has increased in recent years. As the number of families who are eligible for financial aid increase, there will likely be a rise in the number of children who benefit from the NJ Child Nutrition Program. The lunch program sponsored by the State assures that all qualifying children attending Saint Mary School receive a hot lunch, which in a few cases may be the only hot or nutritious meal a child consumes for that day.

Student Departures

Reason	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Financial	2	8	4	15	10	7	8	6	6	5	4
Transportation	1	1	0	3	2	1	1	1	1	1	1
Services for special needs student	0	2	3	0	1	0	1	1	1	0	0
Relocation	2	10	0	2	7	2	4	3	2	1	1
Difference in Philosophy	0	0	1	0	0	0	0	0	0	0	0
Teacher	0	1	1	0	1	0	0	0	0	0	0
Bullying/Teasing	0	0	1	2	0	0	0	0	0	0	0
TOTAL	5	22	10	22	21	10	14	11	10	7	6



4.3.3 Analyze the implications of trends and projections of student departures.

The greatest percentage of families departing Saint Mary School is the result of financial need. The school budgets 2.5% of its annual operating budget for financial assistance. As the operating expenses increase each year, the amount of financial aid made available to qualifying families will be increased proportionally. To reduce the number of departures due to financial hardship, Saint Mary School will make every effort to inform eligible families of aid available by filing an application through the diocesan office for financial assistance.

The second major cause for departure is relocation of families due to job transfers, divorce and/or separation, and a lack of transportation for their children to school. Many families have expressed a desire to remain at Saint Mary School, but the limited availability of public and district-provided transportation has been a key consideration.

Although parents prefer not to travel the distance between their home and the school, families are informed that reimbursement is available through the district whenever bus service is not possible which can be used to defer tuition and/or daily travel expenses.

A small percentage of children have been withdrawn from Saint Mary School owing to the limited remedial services available for students with specific learning disabilities. The school makes every effort to work with the family to provide assistance for their child. Additional funding would allow Saint Mary School to employ additional instructional aides and to purchase supplemental materials and programs for special needs children.

Although the number of families that have departed from Saint Mary School due to a philosophical difference or a disagreement with a teacher is insignificant, such a loss is a cause for concern for the administration and faculty. The school will continue its policy of open communication with families in an effort to discuss and resolve any problems that could result in the transfer of a student from Saint Mary School.

Saint Mary School has a zero tolerance policy towards bullying and teasing which is a problem impacting all schools throughout the country. Families, staff, and students receive training through the Child Assault Prevention Program. Families and children are strongly encouraged to report any form of bullying and teasing to the teacher and/or the principal. When reported in a timely manner, all reports are immediately investigated and action taken where necessary.

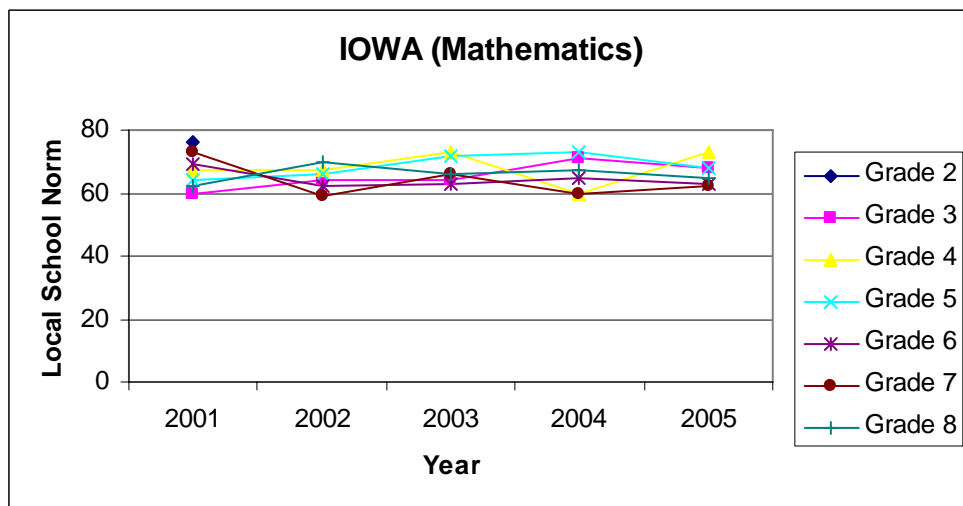
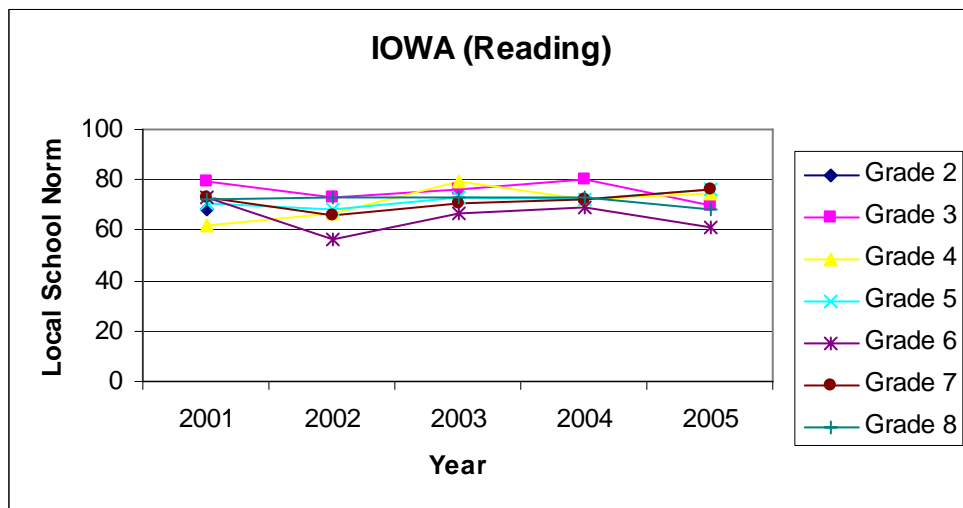
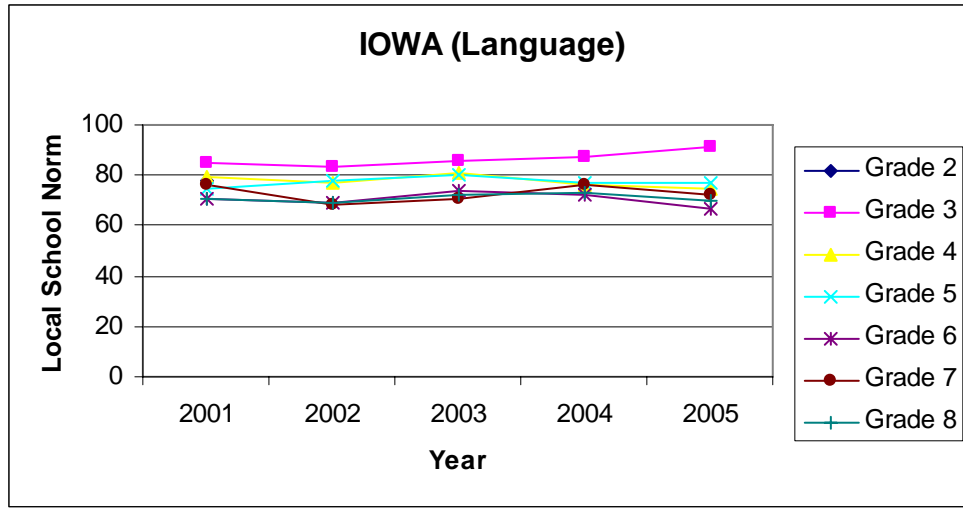
Stability of Student Population

	Grade Levels									
Years	8	7	6	5	4	3	2	1	K	PK
1	2	0	1	2	2	0	1	6	2	15
2	1	0	2	1	2	0	2	7	13	0
3	0	3	0	0	1	3	7	3	0	0
4	0	1	1	0	5	4	18	1	0	0
5	1	2	2	6	3	9	0	0	0	0
6	1	0	2	2	13	0	0	0	0	0
7	1	4	3	15	0	0	0	0	0	0
8	6	3	17	0	0	0	0	0	0	0
9	1	17	1	0	0	0	0	0	0	0
10	15	2	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0

4.3.4 Analyze the implications of the stability of the student population.

The majority of our students represent several generations as many families view attending Saint Mary School as part of a tradition of academic excellence. The school maintains a relatively stable student population as indicated in the included chart. Most students enter at the kindergarten or pre-school level and remain until their eighth grade graduation.

Ability of Students

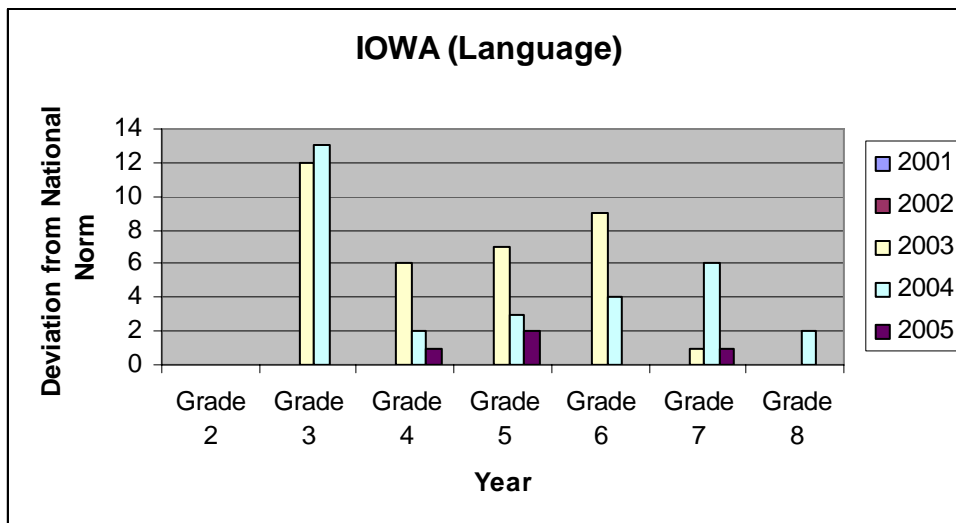
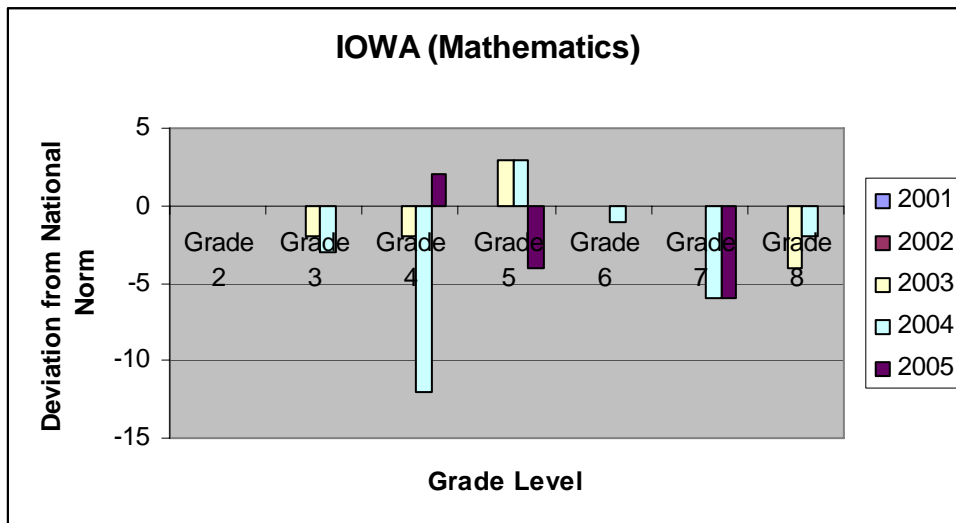


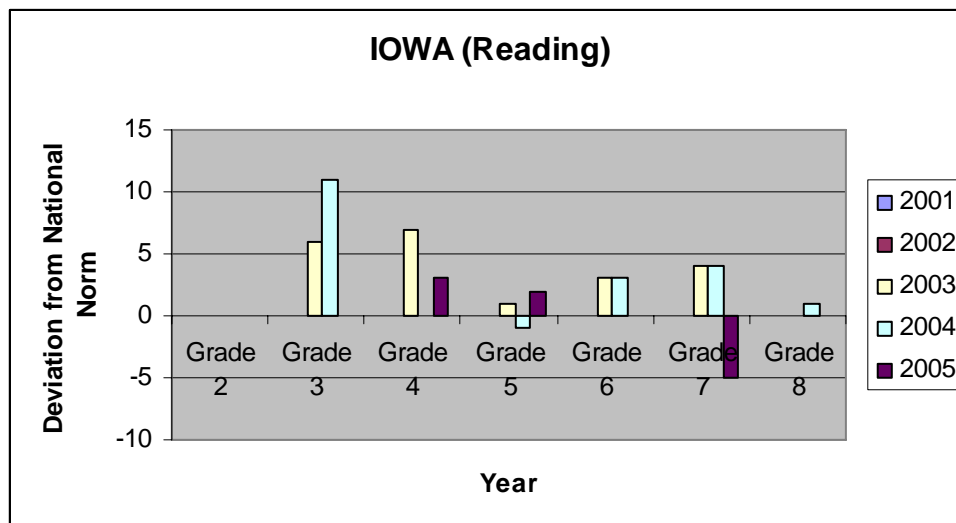
4.3.5 Discuss the implication of the student ability profile.

Students in grades three to eight are assessed by way of the Iowa Test of Basic Skills. The Cognitive Ability Test is administered to students in grades four and seven. The student ability profile is used to identify strengths and areas in need of improvement in the curriculum. Below average math scores called for a review of the math program over a five-year period.

With few exceptions, students have scored higher than the National Student Percentile in the IOWA Test of Basic Skills in Reading and Language Arts. During particular years, various grade levels of students have scored lower than the National Student Percentile in Mathematics. For this reason, a well-researched, standards-based program in mathematics was implemented in kindergarten through second grade in September 2005. Although on average students have scored above the national percentile in basic math skills, retention in the area of math applications has been deficient.

4.3.6 Create a chart or develop a narrative, which presents the results of achievement testing. Indicate what tests are given and how often they are given.





The chart displays grade level progress in student test results from third through eighth grade from 2001 to 2005. The expectation was that the IOWA scores would improve as students advanced to the next grade level. If increases were not observed, further attention was given to the structure of the curricula as well as to the delivery of the subject matter.

4.3.7 Describe how achievement test results are reported/explained to students, parents, and the community.

Parents receive a narrative from the testing company of benefit to both students and their parents as it explains how to interpret the scores in terms of an individual's strengths and areas in need of improvement. At present there is no formal presentation to the parents or the community. Parents are encouraged to contact the teacher and/or the principal to discuss their child's scores. A profile of the overall school standardized assessment results are shared with perspective families.

4.3.8 Describe how achievement tests are used to improve educational programs.

The Class Group Results and Individual Students Reports are used to indicate strengths and areas in need of improvement of students. The grade level teacher and the faculty as a whole review these results during a faculty meeting focusing upon areas of concern as indicated by the IOWA Test of Basic Skills. Strategies for improvement are discussed in addition to plans for any adjustments to the instructional program. The results of the IOWA tests are also the criteria for placement of students in remedial math, reading, and language programs.

4.4 Family Information

Family involvement is important to all students and schools, but no where more than for those teachers and administrators serving in Catholic education where parents are regarded as the first teachers. For this reason, the school must collect and analyze information regarding families in order to understand their needs.

4.4.1 Record the estimated or actual proportions in the following groups.

PARENT EDUCATION

Formal Education	% Father	% Mother
Post Graduate	3%	3%
Graduate/Professional	14%	18%
College	20%	21%
Post Secondary	19%	14%
Secondary	18%	18%
Elementary	25%	25%
Trade School	1%	1%

4.4.2 Record the estimated or actual proportions of fathers and mothers in the occupations indicated.

PARENT OCCUPATION

Occupation	% Father	% Mother
Clerical	0	12%
Homemaker	0	22%
Managerial	21%	19%
Military	2%	0
Professional	28%	37%

Occupation	% Father	% Mother
Skilled	33%	9%
Semi-Skilled	2%	1%
Unskilled	2%	1%
Not Employed	2%	1%
Other	10%	8%

4.4.3 Record the proportions of students in the situations described below.

RESIDENTIAL STATUS

Home Status of Students	
Students living with parents	99%
Students living with relatives	1%
Students living in foster home	0
Students in institutional residence	0

PARENTS/GUARDIANS AT HOME

Percent Parents /Guardians at Home	
Neither employed/ Both at home	0
One employed/One at home	22%
One employed/One part-time employed	24%
Both employed/Neither at home	36%
Single parent/guardian employed	14%
Single parent/guardian at home	4%

4.4.4 Describe the support services the school provides for families.

Faculty: Teachers meet with the principal prior to the first day of school for the students. In addition to a review of school policies/procedures, an overview of the curriculum including any changes in the courses of study is presented along with announcements regarding special programs, professional development in-services, catechist formation, and communication with parents including parent-teacher conferences.

PTA: The PTA provides support services through information nights. Guest speakers have addressed topics including assessment, family math, student nutrition, tuition assistance, and child safety (Child Assault Prevention Program - CAP Training). The PTA assists the administration in preparing a weekly newsletter that includes a letter from the principal, news of school events, updated calendar, and other information.

School Board: The School Board is responsible for reviewing and making policies in the areas of finances, including the school budget, tuition and salary schedules; operation and maintenance of the school; and general personnel policies and teacher qualifications in accord with diocesan policy. Parents/Guardians are given the opportunity to be placed on the agenda and to attend board meetings.

Sacramental Preparation: The Director of Religious Education provides parent programs for preparation of the Sacraments of Reconciliation, First Communion, and Confirmation.

Reconciliation: The pastor and associate pastor administer the Sacrament of Reconciliation to students during the season of Advent and Lent.

“Coffee with the Principal”: During each marking period the principal hosts a “Coffee with the Principal” where parents/guardians have the opportunity to meet informally with the principal to share ideas or address school-related concerns.

Peer Tutoring: After-school tutoring is open to any student. The junior high students assist those participating in this program by reviewing basic skills, assisting with homework, and by explaining concepts in a particular subject.

Lunch Program: A Free and Reduced Lunch program is provided to eligible students in accordance with State guidelines. All families receive a household application form during the first week of school. Eligible families are contacted by the end of September. An appeal process for non-qualifying families is available upon request.

Referral Services: Compensatory Education in Language, Reading, and Math is provided to selected students. A reading specialist from The Cooper Learning Center will be available starting in October 2006 for special needs students identified with problems in decoding and blending of words. Classroom teachers and parents may recommend a student for an evaluation by the Child Study Team. The SAC counselor from Gloucester Catholic High School is available as a consultant.

Health Services: A nurse is provided through the Camden County Health Department. The nurse is responsible for immunization records, scoliosis screening, plus vision and hearing tests.

High School Selection: Eight grade students are given the opportunity to visit diocesan high schools to assist them in their selection of a secondary school.

After-School Program: In October 2006, Saint Mary School plans to implement an after-school care program for students in grades K to 3, contingent upon the number of individuals who register for the program. Students will receive assistance with homework assignments and have an opportunity to participate in craft-making as well as enrichment activities and outside playtime weather permitting. A snack will be provided to students as part of the program.

4.4.5 Describe or list the various programs or activities through which the parents relate to the school and the school relates to the parents.

- | | |
|-------------------------------|-----------------------------|
| Membership in PTA | Parent-Teacher Conferences |
| Attendance at PTA Meetings | Sacrament Programs |
| Liturgies and Prayer Services | Altar Servers |
| School Newsletter | Saints Party |
| Saint Nicholas Party | Irish Night |
| Theater Week | Children's Irish Show |
| Room Parents/Chaperones | First Friday Mass |
| Cafeteria/Recess aides | Special Person's Lunch |
| Athletic Programs | Golf Tournament |
| Coaching | Kinder Christmas Pageant |
| International Day | Take Your Child to Work Day |
| Food Certificate Program | Campbell Soup Labels |
| "Coffee with the Principal" | Catholic School's Week |
| Open House | Food Drives |
| Mission Collections | Pennies for the Library |
| Service Projects | McDonald's House |
| Soup Kitchen | Box Tops for Kids |
| Student Shadowing Program | Holy Hour Adoration |

4.5 Supporting Institutions

4.5.1 List the Institutions (hospitals, health centers, libraries, service clubs, corporations, etc.) that work with the school in the service of its students. (Include local, regional, and national institutions).

- | | |
|---|---------------------------------|
| Camden Diocese | Gloucester Catholic High School |
| Gloucester City School District | Gloucester City Fire Department |
| Gloucester City Police Department | Gloucester City Library |
| Gloucester City Ministries | Camden County Health Department |
| Catholic Daughters | Knights of Columbus |
| Weekly Reader | Scholastic Book Club |
| Books are Fun | Borders Book Store – Deptford |
| DARE | Fort Nassau Graphics |
| Office Depot | Gov Connection |
| Global Supply | School Specialty |
| Catholic School Purchasing | Varied Textbook companies |
| Nash Engraving | Gloucester City News |
| Camden Garden Center | PSE&G |
| Shop Rite/Acme Food Market Certificates | Riverside Publishing |
| Camden County Educational Services | Saint Mary Parish |
| Flynn & O'Hara | Canon |
| Brooklawn Bowling | Charles J. Becker and Brothers |

4.5.2 In what community events do students, faculty, and school administrators regularly participate in?

Elementary School Principal's Association	Church Liturgies
New Jersey Science Leader Association	Lectors and Eucharistic Ministers
Association for Curriculum and Development	Parish Council
Diocesan Curriculum Committee	City and Parish Food Drives
Needy Children's Christmas Fund	Soup Kitchen
Mc Donald's House	House of Charity
Gloucester City Fall Fest	Catholic Schools Week
Gloucester City Hero's Run	Irish Night
Knights of Columbus Spelling Bee	Diocesan PTA Essay Contest
Knights of Columbus Free Throw	Penn Relays
Camden County Basketball League	Special Person's Lunch
Lunch with Santa	Tuition Walkathon and Dance-a-thon
Vocation Day	Child Assault Prevention Training
Goals Center	Community Prayer Services
Catholic Daughters' of America Essay Contest	Golf Tournament

4.5.3 Describe how the school provides information to the public and to supporting institutions. List the strengths and any concerns about the school's public information library.

Saint Mary School uses a variety of means to communicate effectively with the public. The parish Sunday bulletin provides school news to the parishioners. The school newsletter keeps our families apprised of school news, student achievements, and the focus of Catholic education. The school website (www.smshope.org) includes general school information, a calendar of events, grade level homework web pages, PTA news, educational resources for students and parents.

The publicity chairperson gathers relative information on school programs and events especially student scholastic and athletic achievement for inclusion in the local newspaper and the diocesan Catholic Star Herald. Although school press releases are forwarded on a regular basis, publication in the diocesan newspaper is sporadic at best.

The weekly brown envelope system supplies parents with a calendar of events, the lunch menu, flyers, and other relevant information.

4.5.4 Describe current school programs supported by philanthropic agencies or corporations.

Borders Book Store in Deptford, NJ provides a 20% discount on book purchases.

Acme Markets provides school materials through special programs including food certificates and coupon purchasing.

Shop Rite Markets sponsors food certificate purchases and tape saving.

PSE&G provided Saint Mary School with \$3300 from 2004 to 2006 in funding for approved grants for environmental related projects.

Saint Mary School was awarded a grant for \$1000 for the 2006-2007 school year by McDonalds focusing on fitness and nutrition.

The State of New Jersey offers grants through the New Jersey Statewide Systemic Initiative for Math, Science, and Technology. Saint Mary School received a grant of \$5,000 to implement the standards-based Math Trailblazers program for the SY2005-2006.

Reimbursements of \$1800 for telecommunication charges were received from the federal E-rate program administered by the Schools and Library Corporation.

Saint Mary School received \$300 in 2005 towards the purchase of a Smart Board through the Smart Kids grant program.

Technology resources including computers, memory chips and printers have been donated to the school for student use.

Library books are donated throughout the year by parents.

Eighth grade graduation awards are provided each year through the generosity of the parish, community organizations, and private individuals.

Sunshine Flowers in Gloucester City decorates baskets for the SMS Fashion Show.

Local businesses provide gifts and awards for the annual Golf Tournament.

4.5.5 Describe programs currently in the school that entail the cooperative effort of other schools/agencies.

The federal government sponsors the following programs:

Chapter 1 - Remediation and preventive services in math, reading, and language.

No Child Left Behind (NCLB)

Title I - Funding based on economic status of community

Title IIA - Professional Development

Title IID - Technology consumable supplies

Title III – ESL

Title IV- Drug and Alcohol Awareness

Department of Agriculture Commodities Program - Lunch program food supplies

The State of New Jersey provides the following programs:

Technology Initiative – Non-consumable technology items and resources

Child Nutrition Services - Free or reduced-priced lunches for qualified families.

Textbook Loan Program - Textbooks and consumable workbooks for non-public schools

Transportation Act for Private/Public Schools - bus reimbursement for eligible families
Chapters 192-193 - Auxiliary services in the form of Compensatory Education, Supplemental Instruction, Speech services, Child Study Team services, homebound instruction, and ESL

Local government or other agencies provide the following services:

Sending school districts implement the NJ Transportation Act by providing reimbursement for qualifying families.

The Gloucester City Public School District coordinates the Textbook Loan Program, No Child Left Behind and the purchase of services/materials under Chapter 192-193. The school district also provides the use of fields and gym for Saint Mary School athletic programs.

All other school districts contact Saint Mary School each Spring to inquire if any students residing in their district are eligible for Title I services.

The Gloucester City Police Department sponsors the DARE program as well as other programs beneficial to our students. In addition to this, the GCPD provides community services programs such as crossing guards, fingerprinting, and tips on safety.

The Gloucester City Fire Department provides tours of the fire station for younger students; sponsors Fire Prevention Programs; and inspects the school for compliance with fire code regulations

The Camden County Prosecutor's Office assists the school in safety/security procedures and provides updates on sex-offenders who have moved into the area.

Gloucester City Schools and the local Ministerium provides students with the opportunity to participate in programs available to the residents of Gloucester City such as summer camp programs.

Gloucester City Public Library offers programs for various age groups and families. The library posts a list of our summer reading assignments. A representative from the library visits Saint Mary School during National Library Week and coordinates student activities with the school librarian.

Through a cooperative effort between Gloucester Catholic High School and Saint Mary School, our students use the high school gym for physical education classes, school plays, the Saints party, International Day, and other events. High school seniors assist our teachers in the classroom as part of their service program obligations in the instruction of world language, physical education, and preschool content. The SAC counselor is available to Saint Mary School as a consultant.

The Diocese of Camden works with the school in the implementation of the Child Assault Prevention Program (CAP). The Office of Safe Environment for Children and Young Adults processes fingerprint applications and schedules CAP trainings.

4.5.6 What use does the community/parish make of the elementary school facilities?

The Parish Religious Education Program uses the school facilities for classes, meetings, and parent education for sacramental preparation. The school cafeteria is used for PTA meetings, guest speaker Information Nights, monthly student dances, film and game nights, cheerleading practice, peer tutoring, chess club meetings, our after-school program, the twice-yearly book fair, the Santa luncheon, and other lunch/dinner related activities.

Outside organizations including local ministries are given the opportunity to use the facilities. The school is also used as a drop off point for food and toy donations.

4.6 Governance

4.6.1 Is the school sponsored by a single parish?

A single parish, Saint Mary Roman Catholic Parish, governs Saint Mary School. The parish provides a subsidy to the school in accordance with the Diocese of Camden guidelines. The principal is a member of the Parish Council and reports monthly to the council on school activities, as well as, facility needs.

4.6.2 If the school is not sponsored by a parish or by a combination of parishes, describe the corporate state of the school.

Not applicable.

4.6.3 Describe how the principal of the school is appointed. Indicate the terms or conditions that apply.

In collaboration with the Catholic School Office for the Diocese of Camden, a selection committee interviews candidates for the position of principal. Recommendations are made to the pastor, who hires the candidate of his choice. A contract of employment is then signed between the principal and pastor.

The pastor reviews the principal's performance each year in early February. The pastor must notify the Catholic School Office and the principal no later than February 15th if the contract of employment is not to be renewed for any reason. Tenure is granted after three years and a day of service. The principal's contract may not be renewed if there is evidence of unprofessional or unsatisfactory behavior, willful neglect of duty, persistent or chronic lateness or absence, or incompetence.

The pastor may terminate the contract or decline to renew it without advanced notice and without any liability whatsoever for serious and/or public immorality on the part of the principal and/or public rejection of the official doctrine or teachings of the Church and/or the policies of the Diocese of Camden related thereto as stated by the Bishop of the Diocese or for conduct which is morally or ethically deficient, or detrimental to the religious tenets of the School. Such a determination is at the sole and absolute discretion of the pastor.

4.6.4 Describe how school policy is developed and ratified.

School policy is based on the guidelines from the Catholic Schools Office. These procedures and policies are implemented according to the needs of the people served (faculty, students, or parents).

The School Board is responsible for reviewing and making policies in the areas of: finances, including the school budget, tuition and salary schedules; operation and maintenance of the school; and general personnel policies and teacher qualifications in accord with diocesan policy. Policy-making is the concern of the Board, but administration is the responsibility of the principal.

4.6.5 Describe the role of the faculty in shared decision-making processes.

The faculty shares in decisions pertaining to school related matters in the areas of curriculum, textbooks, activities, and the planning of events. Faculty members are encouraged to share the responsibility of identifying students' strengths and areas in need of improvement and in establishing goals. Faculty meetings are held monthly to discuss curriculum and school policies/procedures. The principal usually sets the agenda, however the faculty are encouraged to submit items/concerns for inclusion. Upcoming events and student activities are planned by the faculty and agreed upon by consensus.

4.6.6 Evaluation of Governance

4.6.6.1 Describe the strengths of the school's governance.

As responsible stewards of the various available resources, the pastor and the principal fully cooperate in the overall management of Saint Mary School. Both share in the development and the implementation of immediate and long-term goals for the school. Constructive ideas and suggestions from students, parents, and staff are constantly sought, highly valued, and put into practice whenever practical. Faculty meetings are scheduled to discuss matters of mutual concern through open and meaningful dialogue. The pastor and the principal support all personnel in dealings with the community.

A participative environment has been established in which decisions are collaboratively developed by the professional staff and support personnel whenever possible. The faculty exhibits a strong commitment to the philosophy, policies, and practices of the school. By encouraging and supporting individual initiatives, the principal and teachers insure that every child has the greatest opportunity for success. Communication is open and free-flowing among staff members, the pastor, the principal, and the community-at-large. Positive feedback is welcomed from all interested parties and is given due consideration whenever a decision is made affecting the entire school community. Practices are in place to inform parents of a student's success as well as areas in need of improvement, while promoting responsibility on the part of teachers, parents, and students.

Emergent problem areas are discussed by parents and the administration at every scheduled public PTA and/or Board meeting. Individual concerns and confidential matters may be addressed directly to the principal via a personal/phone conference and written correspondence or by electronic mail for an immediate response. Staff members are highly encouraged to offer constructive criticisms and suggestions and to bring attention to potential/actual problem areas during every faculty meeting, through individual conferences with the principal, or in writing. The students are also welcome to express their concerns regarding school policies and practices as part of Student Council meetings and by discussing matters directly with their teachers or with the administration. The principal and the pastor meet formally to review specific operational matters, including ongoing student enrollment/retention, school finances/budgeting, plant facilities, staff management, curriculum, spiritual programs, and diocesan concerns.

4.6.6.2 Describe how the governance can be improved.

Improved communication is needed between the School Board and the school community insofar as many parents are unaware that they are welcome and highly encouraged to attend meetings and may forward items for inclusion on the Board

agenda. The Board members should regularly convene in closed session to review the agenda and to discuss confidential matters such as personnel issues prior to each open public meeting. The minutes of the Board meetings should be made available to the parents as part of customary school communications

4.7 Finances

4.7.1 What are the implications of the trends and projections of income? What, if any, intervention is indicated by income projections?

Saint Mary School Income Projections

Sources	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Tuition and fees	338244	361669	390371	384556	398696	469856	466898	488707	510517	532326	554135
Other fees	19850	21807	22573	20135	430	12587	5942	3002	63	-2877	-5816
Giftes, donations, grants	27952	31375	25843	25210	50886	45445	48988	53142	57295	61448	65601
Subsidy	335280	150000	198500	231000	224000	165000	157607	140552	123498	106444	89390
Organization, activity, fundraiser	73289	81594	78845	74924	67896	109527	94630	98521	102411	106302	110193
Miscellaneous	1579	1545	1595	3670	1118	4043	3570	3944	4319	4694	5068
TOTAL	796194	647990	717727	739495	743026	806458	777635	787868	798103	808337	818571

The development of the school budget is based on all families fulfilling their financial obligations to the school in full. The number of delinquent families and the decrease in enrollment has had a significant impact on the budget. To meet the increase costs associated with employee salaries and benefits, acquisition of instructional materials coupled with the decrease in government funding, tuition rates have increased each year.

To keep tuition at an affordable rate, mandatory fundraising is in place at Saint Mary School. Additional revenue is derived from the parish subsidy to the school, outside gifts, donations and PTA support. The projected decline in "Other fees" is a result of uncollected 2001 activity fees. An increase in activity fees is expected during the next five years.

4.7.2 What are the implications of trends and projections of expenditures? What, if any, intervention is indicated by projections of expenditures?

Saint Mary School Expenditure Projections

Sources	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Instructional salaries	327330	316240	338995	348612	362069	366496	377584	387382	397180	406978	416776
Instructional materials/supplies	10400	5359	12975	3611	8944	7353	6723	6327	5932	5536	5140
Miscellaneous instru	3370	17203	29091	25673	17949	27975	32395	35876	39357	42839	46320
Faculty residence	2841	4606	5585	3434	6493	5593	6486	6979	7473	7966	8459
Org, Act, fundraiser	27305	27760	30933	26727	22467	27160	24978	24383	23789	23194	22599
Administration & Office	37512	44597	46732	48261	49612	48541	53048	55097	57146	59195	61244
Payroll taxes & benefits	101330	103809	119239	140628	161496	192599	201596	220190	238785	257379	275973
Fixed costs	119211	122158	139552	165178	185199	214961	227060	246874	266688	286503	306317
Utilities	45721	51678	47817	55251	64751	71005	73344	78289	83234	88179	93124
Custodial, maintenance, grounds	33742	31787	35822	36739	31691	43290	40349	41731	43113	44495	45877
Capital expenditures	80789	84684	3897	11747	40866	1518	-14746	-29602	-44458	-59314	-74170
TOTAL	789551	809881	810638	865861	951537	1006491	1028817	1073526	1118239	1162950	1207659

Clearly the cost of employee benefits has had the greatest impact on the rise in annual expenditures. As a result, in 2005, employees who opted for Blue Cross/Blue Shield of New Jersey contributed to the cost of their health insurance premiums through a payroll deduction. There are no salary deductions for staff who select the HMO plan.

While employee salaries have increased by 4% each year, the costs of utilities such as electricity and heating have risen substantially. Saint Mary School must monitor the budget carefully while proactively searching for ways to reduce costs. It is strongly recommended that Saint Mary School develop a five-year business plan.

4.7.3 Evaluation Judgments

4.7.4 Describe the strengths of the school's developing financial situation (include endowment fund, development program, dues, etc.)

A Finance Committee has been formed separate from the Saint Mary School Board to work with the Catholic School Development Program to develop a five-year business plan.

4.7.5 Describe improvements needed in the schools developing financial situation.

In order to remain a financially viable institution, Saint Mary School needs to seek resources which will reduce the parish subsidy; provide added financial assistance to families in need; and develop a capital improvement fund. Additionally, Saint Mary School needs to become less dependent upon government entitlement programs that are not guaranteed each year by securing alternative funding sources.

4.8 Admissions and Recruitment

4.8.1 Briefly describe policies, criteria, and procedures for admitting pupils to the school.

All pupils applying for admission to Saint Mary School must submit baptismal and birth certificates plus health records indicating the necessary immunizations as required by State health guidelines. School district regulations stipulate that children entering preschool must be three or four years of age by October 1 and potty trained, while Kindergarten children must be five years of age by October 1.

Prospective students along with their parent/guardian(s) transferring from another school system must meet at an appointed time with the principal to discuss the reasons for the transfer and to review the child's current report card and standardized test scores. An assessment test is administered before acceptance becomes finalized for the student. Upon admission to Saint Mary School the parent/guardian must submit an official transfer from the previous school and forward health and academic records.

4.8.2 Describe the recruitment program if there is one. Provide samples of brochures, newspaper accounts, school activities, and registration announcements for the visiting team.

At present, registration for the upcoming year for the Pre-school program is scheduled as part of the Catholic School's Week activities. Registration for all other grade levels is publicized through flyers and announcements sent home through the school as well as in the parish bulletin, in the local newspaper, and on the school website. Samples of these items are available upon request.

4.8.3 Evaluation Judgments

4.8.3.1 Describe the strengths of the school's public relations and recruitment programs.

In addition to the family tradition of attending Saint Mary School, a concerted effort is made to publicize school events and student achievement through the school website and other media. The personal word-of-mouth recommendations communicated by our parents has been found to be the most effective tool in promoting the Catholic education available at Saint Mary School.

In the spring of 2006, committees targeting enrollment and marketing were formed that will work with other standing committees in the areas of funding raising, facilities, and finances as part of the development of a five-year business plan.

4.8.3.2 Describe improvement needed in the school's public relations and recruitment program.

Increased emphasis will be placed upon recruiting students for preschool and Kindergarten. Marketing during Catholic Schools Week needs to be supplemented by programs such as open houses ideally scheduled in the fall and the spring to promote awareness of Saint Mary School throughout the year.

STUDENT SERVICES

***“Those whose steps are guided by the Lord; whose way
God approves, may stumble, but they will never fall, for
the Lord holds their hand.”
(Psalm 37:23-24)***

To Teach as Jesus Did



5.3 STUDENT SERVICES

Discrepancy Profile

Expectations							
						a. completely	d. little
Relate each expectation to the philosophy established in the Philosophy Study						b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To enhance students self-esteem by being aware of and providing services for their psychological, social, academic, and spritual needs.					a	a
						b	b
						c	c
						d	d
						e	e
2	To provide programs that encourage students to implement skills for problem solving.					a	a
						b	b
						c	c
						d	d
						e	e
3	To provide programs that encourage students to to develop and share their God-given gifts for the betterment of themselves, their community, and the world they will enter as Christian adults.					a	a
						b	b
						c	c
						d	d
						e	e
4	To provide students with access to nutritional lunches in an environment which is clean, safe and fosters a Christian family atmosphere					a	a
						b	b
						c	c
						d	d
						e	e
5	To recognize students who are in need of guidance services and recommend resources to promote healthy interpersonal relationships					a	a
						b	b
						c	c
						d	d
						e	e

5.4 FOOD SERVICE

5.4.1 Description of Food Service

5.4.1.1 Describe the nature and extend of the current food services.

Hot lunch is available daily. Students receive a balanced meal, in which milk is offered as a beverage. All food groups are included and follow USDA guidelines. Faculty and staff also have access to the lunch program. The average number of meals served per day is 110 compared to the average number of students purchasing meals per day (excluding free and reduced lunch recipients) of 80 meals.

5.4.1.2 Describe the cleanliness, adequacy, and efficiency of the food services preparation area.

The number of food service staff is based upon the quantity of students being served during lunch. Saint Mary School has adequate personnel including a full-time manager, full-time cook, and two part-time individuals who help prepare and serve meals. Workers are responsible to keep the food preparation area clean. The staff is very courteous and efficient in their work serving all meals in a timely manner.

5.4.1.3 Describe the cleanliness and adequacy of the cafeteria/lunch room.

The school contracts a cleaning service whose responsibilities include daily cleaning of the cafeteria. Teachers, parent volunteers and on occasion student volunteers assist in cleaning the cafeteria tables at the end of each lunch period.

5.4.1.4 Describe the procedures used to consider students' likes and dislikes in food provisions.

Members of the Student Council and students randomly selected from lower grades meet with the cafeteria staff and food manager in April of each year to discuss the results of the survey conducted in late March of that same year.

5.4.1.5 Describe any special subsidy program.

Saint Mary School participates in the Free and Reduced Lunch Program from the NJ Department of Agriculture Child Nutrition Program. Reimbursements are received monthly.

5.4.1.6 Describe how current food services provided by the school support the learning program.

The physical education teacher collaborates with the food manager in preparing lesson plans that are nutrition-related so that students may employ "good eating habits" when purchasing food items.

5.4.2 EVALUATION

5.4.2.1 Describe the strengths of the food services (Include preparation, facilities, supervision.)

The food service is efficient, well-supervised and prepared with a pleasing presentation of food choices. Fire extinguishers are strategically placed in the event of an emergency. A window fire door also seals off the kitchen area from the student dining space. The food preparation and serving areas meet sanitation codes.

5.4.2.2 Describe improvements need in the present food services. (Include preparation, facilities, supervision)

The kitchen area is crowded with unneeded appliances such as an electric stove and gas steam table. These items will be removed before the start of the 2006-2007 school year. A warming/serving table is needed to replace the steam table so that the temperature may be maintained for hot food items.

5.5 TRANSPORTATION SERVICES

5.5.1 Description of Transportation Services

5.5.1.1 Indicate the number of children using the following means of transportation.

	Number	Percent
Parish Buses	0	0
School District Buses	3	1%
Public Transportation	0	0
Bicycles	0	0
Private Automobile/Car Pool	217	78%
Walkers	56	21%

5.5.1.2 Describe how the school provides field trips.

The teacher selects the location of the field tip that is aligned with the curriculum and is age-appropriate. After the principal approves the trip, the teacher, in-classroom support assistant, and/or room mother arranges reservations and transportation. The kindergarten and first grade teachers often take various walking tours with the students to the firehouse and post office in the community.

5.5.1.3 Describe how the school organizes and supervises student activity on the buses.

Saint Mary School is not responsible for the supervision of the few students, who at the discretion of his/her parents, ride district school buses from Washington Township which services Gloucester Catholic High School. Teachers are responsible to provide adequate supervision for buses used for field trips. The number of chaperones is based on the number of students, the grade level, and the nature of the trip. One adult per every two students in the primary grades is recommended for high-risk areas such as the zoo, pumpkin field, and circus.

5.5.1.4 Describe the supervision of students when boarding and exiting buses.

For field trips, each grade level teacher selects an adequate number of chaperons to accompany the children on the bus. A class list is distributed to each chaperone. Attendance is checked by calling the names of the students aloud before leaving the school and again before departing the destination to return to school.

5.5.1.5 Describe traffic safety education provided in the school program.

Preschool and Kindergarten children are taught traffic safety and regulations in the classroom through stories, videos and classroom visitations by police officers. Safety education includes the instruction for entry and dismissal from school. The Gloucester City Police Department oversees the placement of crossing guards in specific locations for students who walk to school.

5.5.2 EVALUATION

5.5.2.1 Describe the strengths of the transportation services.

Information is provided to the parents of students who qualify for the New Jersey Transportation Act for Private and Parochial Schools. Thirty-six students are receiving reimbursements in lieu of bus transportations. When available a bus from Gloucester Catholic High School's is used for field trip transportation which lowers the cost of these outings

5.5.2.2 Describe improvements needed in the transportation services.

Current transportation services do not necessitate any improvements.

5.5.3 IMPLICATIONS FOR PLANNING

5.5.3.1 List in priority order aspects of this area which require action,

The availability of crossing guards is essential to the safety of our children. More monitoring is needed by the Gloucester City Police Department to guarantee the safety of our children walking to school. Prompt coverage is needed in the event a crossing guard is unable to perform his/her duty for that day. Procedures should be developed by the Police Department to expedite anyone who has applied for the position of crossing guard.

5.6 Health Services

5.6.1 Description of Health Services

5.6.1.1 Describe the health services provided by the school (Include a description of the providers)

New Jersey State Law Chapter 226 provides required nursing services to all nonpublic school students. The Camden County Department of Health provides the services by the

way of a contractual agreement with the school district. Health services provided include medical examinations as follows:

- B/P screening by a physician for students in grades 2 and 5
- Scoliosis screening starting at age 10
- Audiometric screening and vision screening in grades K, 7, and 8
- Growth and development check for K, 7, and 8
- Tuberculin testing
- Immunization compliance
- Medication protocol
- Procedures for emergency care are reviewed annually by a medical director

5.6.1.2 What portion of the school week does the nurse spend in the school?

The numbers of nursing hours is dictated by enrollment. For SY2005-2006, the nurse is available eleven hours per week - a decrease in hours from the previous year.

5.6.1.3 When the nurse is not available, who provides the necessary services?

Although the school employs a nurse for ten hours per week to cover the hours the county-provided nurse is not available, there are times during the school day where no nurse is on-site. Staff has been trained in first aid and CPR. The cafeteria manager is a certified EMT. The principal, Kindergarten aide, cafeteria manager, and preschool teacher are trained in the use of the Epi-pen.

5.6.1.4 Describe information included on student health records.

The following information is included on student health records:

- Student name, address, date of birth, sex, parent/guardian, home numbers, including emergency numbers
- Listing of immunizations, tuberculosis testing, concerns and disease history
- Allergies, including dietary restrictions
- Results of yearly health screening and physical examination. The physician's signature is required plus any notations of findings and recommendations.
- Record of referrals and follow-ups as well as conferences with parent/guardian, teachers, and counseling with student.
- Health folder including parent/guardian signed permission forms, growth and development percentile graph and any written communications with physicians/parents

5.6.1.5 Describe the maintenance of records including provisions for storage.

Each student Health and Appraisal Form is arranged in alphabetical order according to grade level. Information is recorded on this permanent form when the student enters school. The form is reviewed annually to update information from parents and physicians and to check for required New Jersey immunization. These records are in a locked file cabinet in the nurse's office accessible only by the nurse and the principal. The office is locked at the end of each day.

5.6.1.6 Describe how health education services respond to the developmental needs of the child.

Administrators and faculty members are aware of the importance of the physical and mental/emotional health of the students. The school nurse serves as a resource individual and is available to provide individual sessions for students in need of health education on a one-to-one basis. The faculty utilizes special programs, such as a Health Awareness Day, which took place in the spring of 2006, in addition to the Family Life curriculum, physical education instruction, and science lessons to respond to health education concerns and the developmental needs of our students.

5.6.1.7 Describe the health facility.

The health/nurse office is located on the third floor of the building. It is a quiet area for health screenings. Equipment includes a scale, audiometer, recovery couch, medicine cabinet (additional locked medicine and first aid supplies are kept in the main office), lamp, desk, chairs, file cabinet, and supply closet. An adjoining private lavatory, inspected with other facilities and the water supply by the county is available to the nurse.

5.6.1.8 Describe any community health services available to the school.

All community health services originate from the Camden County Health Department. Services include the flu vaccine program, hypertension screening, cholesterol screening, and colorectal exams.

5.6.1.9 Describe any program or activity that provides education on substance abuse (drugs, alcohol, and tobacco)

To help our students avoid substance abuse, we believe it is necessary to have knowledge, accountability, and a healthy self-image. First and foremost the students are instructed in Religion classes that substance abuse breaks their relationship with others. The Family Life Program instills within the students a Catholic, Christian outlook as they come to understand themselves and promotes a reverence for life and accountability for decisions.

The D.A.R.E. Program, presented by the Gloucester County Police Department to sixth grade students, helps students respond to peer pressure in a positive way and teaches decision-making skills by providing opportunities for role-playing and creative expression.

5.6.1.10 Describe opportunities provided for AIDS education.

AIDS education is presented through the Family Life program and during science classes. Specific lessons on human sexuality afford individual teachers various opportunities to teach about HIV and AIDS. The students are informed about this topic with an emphasis upon the appropriate Christian response to those with the disease within a religious and moral context. In addition, junior high science classes on viruses, reproduction, and the immune system focus on the transmission and prevention of the disease. Chastity and staying drug free are stressed as part of the curriculum.

5.6.2 EVALUATION

5.6.2.1 Describe the strengths of the present health services.

The school health services provide preventative health services in the structured system of recognized public health activities. These are minimum standards of performance. An

additional part-time nurse available ten hours per week and funded through the school budget was added during the 04-05 school year. As a result, a nurse is on-site five days per week, except on Friday where she leaves at noon. Owing to this consistency of personnel, the nurses have a knowledge of the students served and have developed a rapport with the students, faculty, and administration.

Teachers are yearly trained in blood-borne pathogens and are monitored by the nurse in regard to health testing, such as tuberculosis. In addition, the principal and several staff members have been trained in CPR and the administration of an Epi-pen. The location of the nurse's office is inconvenient for lower grade levels, in particular Kindergarten and preschool students. Full-day five-day per week nursing services are needed to provide optimum care for the children.

5.6.2.2 Describe the aspects of current health services in need of improvement

The location of the health/nurse office is of concern. The administration prefers not to have a kindergarten student who is ill travel to the 3rd floor for nursing services. Therefore the nurse needs to travel down to the first floor were the child is located. Due to the reduction of nursing hours; there is often insufficient coverage during recess and physical education class, which is a high-risk time for injuries.

5.6.3 IMPLICATIONS FOR PLANNING

5.6.3.1 List in priority order aspects of this service area that require action.

Our needs are a nurse available full-day five days per week; the development of a wellness policy to meet federal and state mandates; and the relocation of nurse's office.

5.7 SPECIAL SERVICES

5.7.1 Describe any special services provided to the students through the school.

Service	Provided	Agency Providing Service	Not Provided but Available Through
Diagnostic Services (Learning)	x	Camden County Special Services	
Psychological Services	x	Camden County Special Services	
Counseling Services			Catholic Social Services
Speech Therapy	x	Camden County Special Services	
Vision Screening		Lions Club checks for Amblyopia School nurse through Camden County Health Department	
Special tutoring	x	Supplemental Ed via Camden County Special Services	
Compensatory Education	x	Camden County Special Services	
Social Worker			Catholic Social Services
Hearing screening	x	School nurse through Camden County Health Department	
Peer Tutoring	x	Saint Mary School	
Child Assault Prevention Program	x	Diocese of Camden	

5.7.1.2 Describe services available for gifted/talented students.

Gifted/talented students have access to the library for research and to the school computers for writing and web search activities. Extracurricular activities available to these students include the chess club and our annual play.

5.7.1.3 Describe services available for students with special needs.

Special needs students can avail themselves of Compensatory Education in math/reading/writing as provided under State guidelines, Speech articulation, and in-class classroom support geared towards specific learning disabilities. Teachers and peer tutors additionally conduct after-school tutoring. Starting in October 2006, the Cooper Learning Center will be available to selected special needs students.

5.7.1.4 Describe any government-funded services available in your school.

Chapter 192 funding provides Compensatory Education services, English as a second language, in-classroom support and home-bound instruction. Chapter 193 funds the examination and classification of students as well as supplemental education and Speech correction.

5.7.2 EVALUATION

5.7.2.1 Describe the strengths of special services

In-classroom support, small group instruction in Speech, and remedial work are the strengths of the special services offerings. The collaborative relationship that develops between the Compensatory Education teacher and the classroom instructor is a key factor in the success of these programs.

Teachers and staff in contact with students who have allergies receive training in CPR and the use of the Epi-pen.

5.7.2.2 Describe the areas of special services in need of improvement.

Supplemental education should be provided after hours rather than as a “pull-out” during the school day as often the child will miss a class he/she finds challenging to be tutored in another subject area. Programs need to be developed for the “gifted” child.

5.8 GUIDANCE SERVICES

5.8.1 Description of Guidance Services

5.8.1.1 Describe the nature and extend of current guidance services. Include formal and informal services.

The Camden County Educational Services Commission through Chapter 193, which provides remedial services for pupils with educational disabilities who are enrolled full-time in a non-public elementary school, supplies Saint Mary School students with formal guidance services. Child Study Team evaluations are provided by the Commission at no cost to the parents by approved professionals. Members of this team that include a psychologist, social worker, and learning specialist, determine a child’s strengths,

current performance levels, and his/education needs. Identified discrepancies are used to determine the child's eligibility for services.

Additional services include audiological and neurological exams, occupational therapy, and accessibility to a Speech–language specialist. Informal guidance services are provided to students at Saint Mary School by the administration, pastor and associate pastor, DRE, caring teachers and staff. Peer guidance is offered via student peer tutoring and after-school and summer tutoring.

5.8.1.2 Describe how these guidance services relate to the religious nature of the school.

Every student is seen as a unique person created by God with individual differences and needs. The guidance services offered at Saint Mary School support the development of self-esteem in each student, a priority at our school, by encouraging the growth of individual abilities while addressing any personal limitations in an atmosphere of respect, concern, and dignity.

5.8.1.3 Describe procedures for referring students for guidance services.

Referrals by parents, teachers, the principal, and family doctors are the customary procedures for referring a student for guidance services. Discrepancies in test scores, significant fluctuations in overall academic performance, and changes in social behavior are also used as indicators for referral.

5.8.1.4 Describe the nature of guidance records and procedures for storing the same.

Guidance records are stored in confidential office files and may include documentation such as resource forms, descriptions of prescribed intervention techniques, Child Study information, parental consent forms, 407-1 applications, Individual Education Program/Service Plans (IEP/ISP), special needs program reports, and assignment forms.

5.8.1.5 Describe how information about students is shared with the faculty, parents, and community agencies.

Written and verbal communications throughout the school year is maintained between the special needs instructor (supplemental and/or Compensatory Education teacher), the regular classroom teachers, principal, parents, and Commission supervisor via annual reviews by the Child Study Team. Assignment information forms are used between special needs instructor and regular classroom teacher to insure articulation with regular classroom instruction.

5.8.1.6 Describe the community guidance services available to the school.

Community services available to Saint Mary School include the Goal Center for grade 4 to 8 students offered by the Gloucester City Public School District and D.A.R.E. The Diocese of Camden provides professional counseling services and resources through Catholic Social Services and the Child Assault Prevention Program (CAP).

5.8.1.7 Describe how guidance services are evaluated.

The success of the guidance services is dependent upon the cooperation of the special needs instructor, principal, classroom teacher, and parents in working together for the benefit of the child. Recommendations and decisions can only be made only through effective and regular communication regarding the effectiveness of guidance services in enabling the pupil to productively function within the classroom setting.

5.8.2 EVALUATION

5.8.2.1 Describe the strengths of the present guidance services.

Current guidance services provide strong support and structure to students. The personnel are committed and dedicated to their task and maintain ethical and professional behavior with students and school staff.

5.8.2.2 Describe the areas of guidance services in need of improvement.

A part-time counselor/psychologist would be beneficial to the students.

5.83 IMPLICATIONS FOR PLANNING

5.8.3.1 List in priority order aspects of this service that require action.

Additional action is needed in arranging in-classroom support in lieu of pull-out for supplemental education; scheduling students for Compensatory Education earlier in the school year, and obtaining the services of a school psychologist/counselor at least one day per week.

PROGRAMS OF STUDY

***“All wisdom comes from the Lord and with Him it remains forever. The sand of the seashore, the drops of rain, the days of eternity: who can number these?”
(Sirach 1:1-2)***

To Teach as Jesus Did



6.3 PROGRAMS - ART

Discrepancy Profile

Expectations							
						a. completely	d. little
						b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To provide a balanced art program with a focus on art history for grades K-5 with an emphasis on artistic expression					a	a
						b	b
						c	c
						d	d
						e	e
2	To provide a balanced art program with a focus on graphic art for grades 6 to 8 with an emphasis on artistic expression through technology					a	a
						b	b
						c	c
						d	d
						e	e
3	To recognize the individual talents and potential of every student.					a	a
						b	b
						c	c
						d	d
						e	e
4	To foster the creativity and the uniqueness in each student and to employ art as an avenue where each student can experience success thus stimulating self-esteem.					a	a
						b	b
						c	c
						d	d
						e	e

6.3.5 PROGRAM DESCRIPTION - ART

6.3.5.1 What proportion of a week's instructional time is devoted to this program area?

Pre-School	2%
Primary	3%
Intermediate	3%
Junior High	3%
Average class size	28

6.3.5.2 Describe how the curriculum in this area is developed and maintained.

Although the classroom teacher formally developed the curriculum used at Saint Mary School, as of September 2005, efforts have been made to align our program of study with the New Jersey Core Content Standards for Visual and Performing Arts and Diocesan Curriculum Guidelines. The focus of the curriculum for grades K to 5 is art history with related activities and for grades 6 to 8 on art. Teachers are encouraged to integrate art into other content areas where applicable.

6.3.5.3 Describe how materials for instruction are selected, evaluated, and reviewed.

Instructional materials are selected based upon the specific topic being introduced by the teacher. Multiple media are available for special needs children.

6.3.5.4 Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

The teacher and/or the Child Student Team identify students with learning problems and subsequently modify the art curriculum to address the needs of the child to insure successful completion of the project-at-hand.

6.5.3.5 Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

The teacher identifies gifted students who are encouraged to explore their creativity. The teacher assists those students in developing projects to enhance their artistic ability.

6.5.3.6 What changes have occurred in this curriculum area in recent (1-3) years?

As of September 2005, efforts have been made to align our program of study with the New Jersey Core Content Standards for Visual and Performing Arts. The study of art history was introduced that same year.

6.5.3.7 Describe how Christian values are integrated into instruction in this curriculum area.

The Art curriculum encourages and supports the value of each child by highlighting their personal and individual God-given gifts. Art is a medium that not only fosters creativity and uniqueness in each student, but also serves as an avenue wherein each student can experience success that bolsters their sense of personal self-esteem.

6.3.5.8 Describe how the curriculum in this program area is coordinated from grade level to grade level with other curriculum areas.

Teachers integrate art into the grade-level curriculum based upon subject themes. For example, primary grade level teachers use art as a means to enhance and expand the student's understanding and appreciation of a story as part of the Language Arts curriculum. Design elements are included in the math curriculum through tessellations.

6.3.5.9 List major techniques of instruction in this area.

The major techniques in delivering the curriculum include whole-group direct instruction, modeling and demonstration, comparing and contrasting samples of student work, and individual instruction. Reproductions of the works of master artists are available to the students for study.

6.3.5.10 Describe how experiences in this area foster self-understanding and self-esteem.

The artistic arena is a form of self-expression and as such fosters self-esteem. Each student's work is a product of his or her individual creativity. Artwork is displayed throughout the school.

6.3.5.11 In what ways is the continuum of thinking skills incorporated into this area?

Students are encouraged to use organization and planning skills in applying artistic talents in visual presentations across the curriculum. Students are also asked to self-evaluate their creations and express their creative thoughts.

6.4 EVALUATION JUDGEMENTS

6.4.1. Describe the strengths of this curriculum area.

Students are given the opportunity to develop their artistic and creative abilities in an environment that fosters our school philosophy through art history, usage of various media and expressing individuality through artwork.

6.4.2. Describe improvements needed in this curriculum area.

To continue to build on the foundation of our current program, art clubs need to be created as well as an art show to afford gifted children the chance to enhance and display their talents. Students will be encouraged to use their artistic talents as part of various school activities and to enter art competitions.

6.5 IMPLICATIONS FOR PLANNING

6.5.1 List in priority order aspects of this curriculum area that require action.

Further action is required in implementing age-appropriate lessons that incorporate art history, multi-cultural art forms and the works of master artists and in acquiring additional media and visual aids in support of these lessons.

6.3 PROGRAMS - MATHEMATICS

Discrepancy Profile

Expectations							
						a. completely	d. little
						b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To provide focused, motivating and organized lessons which foster mastery of basic skills and vocabulary					a	a
						b	b
						c	c
						d	d
						e	e
2	To provide a balanced math program that integrates language arts and science					a	a
						b	b
						c	c
						d	d
						e	e
3	To employ a constructivist approach to the learning process, whereby the student is encourage to think critically					a	a
						b	b
						c	c
						d	d
						e	e
4	To provide students with the confidence to problem solve and apply learning to real-world situations.					a	a
						b	b
						c	c
						d	d
						e	e

6.3.5 PROGRAM DESCRIPTION - MATHEMATICS

6.3.5.1 What proportion of a week's instructional time is devoted to this program area?

Pre-School	3.5%
Primary	6.8 % - 7.6%
Intermediate	6.9%
Junior High	6%
Average class size	28

6.3.5.2 Describe how the curriculum in this area is developed and maintained.

The curriculum was compiled by representatives of a diocesan committee, who used the National Standards and principles formulated by the National Council of Teachers of Mathematics. The curriculum is maintained and implemented through the lesson planning of our teachers which incorporates the New Jersey Core Content Curriculum Standards (NJCCCS) for Mathematics and the principal's observations. The course syllabus prepared by the teachers is aligned with the State standards and diocesan guidelines.

6.3.5.3 Describe how material of instruction are selected, evaluated, and reviewed.

Math Trailblazers, the present math program recently introduced into the primary grades, was selected to address the needs of the students. This research-based standards-based program, integrating language arts with science and mathematics and approved by the National Science Foundation, meets both national and State standards as well as the diocesan guidelines for mathematics.

6.3.5.4 Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

By reviewing the performance of students from the various assessment components incorporated into Math Trailblazers, teacher observations, and the IOWA Test of Basic Skills in grades 3 through 8, areas of concern can be identified by the instructor. Eligible students receive Compensatory Education, remedial help, classroom support from teachers and aides and access to peer tutoring.

6.3.5.5 Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

IOWA test results, teacher evaluations, program assessment indicators, and the motivation of the student are considered in identifying gifted students. The program encourages students to explore a variety of strategies in problem-solving. Teachers provide opportunities for students to use technology and to explore challenging topics.

6.3.5.6 What changes have occurred in this curriculum area in recent (1-3) years?

The SY2005-2006 marked a major change in the Mathematics curriculum for Saint Mary School with the introduction of the Math Trailblazers program in the primary grades. The intermediate grades selected replacement units to incorporate into the existing program. Teachers and instructional assistants at all levels received intensive and on-going professional development training focusing upon changes in instructional strategies as well as expanding the forms of student assessment.

6.3.5.7 Describe how Christian values are integrated into instruction in this curriculum area.

Students are instructed to work together and to respect each other's ideas as they communicate strategies to their peers to solve problems. Teachers select content area resources that not only extend and enhance lessons, but also promote Christian values of trustworthiness, fairness, respect, honesty, responsibility, and citizenship.

6.3.5.8 Describe how the curriculum in this program area is coordinated from grade level to grade level with other curriculum areas.

Introduced in the primary grades during SY2005-2006 and slated to be expanded each year thereafter, Math Trailblazers is a K-5 program that integrates math, science, and language arts. Students are encouraged to articulate strategies and communicate ideas through journal writing and through data recording while performing laboratory experiments. Trade books are used to enhance and extend math lessons.

6.3.5.9 List major techniques of instruction in this area.

The Math Trailblazers program incorporates an interactive process based on prior knowledge. Manipulatives and guided discovery are used to encourage students to think mathematically. The program includes daily classroom and home practice of skills. Emphasis is placed on problem-solving and communication strategies. There is a gradual and systematic introduction to facts. Math tools, hundreds charts, number fact tables, calculators, and games are used to engage students in practicing math skills.

6.3.5.10 Describe how experiences in this area foster self-understanding and self-esteem.

The program stresses that process is as important as the answer in that ideas are validated and valued by the instructor. Students are encouraged to discover solutions to complex math problems. The teacher sets the task, fosters discovery, and establishes an environment conducive to high achievement and a positive approach to math. Students are encouraged to appreciate each other's work as they develop math power.

6.3.5.11 In what ways is the continuum of thinking skills incorporated into this area?

The program emphasizes problem-solving and the development of a variety of learning strategies and thinking skills by linking language arts and science with mathematics. Students learn to apply problem-solving skills to real-life situations. Students are reminded that there can be more than one way to "solve a problem" that is equally important as the answer itself.

6.4 EVALUATION JUDGEMENTS

6.4.1 Describe the strengths of this curriculum area.

The Math Trailblazers program sets high standards for the student to develop problem-solving, communication, and reasoning skills; to make connections between concepts, and to apply critical-thinking skills. The professional development sessions and the parent information nights contribute to the strengths of this program.

6.4.2 Describe improvements needed in this curriculum area.

Students need to become more confident when solving non-routine problems using a variety of strategies. The seamless integration of math, science, and language arts in every grade level is needed to achieve an overall meaningfulness to the curriculum.

6.5 IMPLICATIONS FOR PLANNING

6.5.1 List in priority order aspects of this curriculum area that require action.

Action is required in reviewing student assessments as a means of charting progress; providing continued professional development; accommodating the needs of gifted students and supporting those in need of remediation in basic skills; and providing continuing opportunities for parents to be informed about the math program and the importance of alternative methods of assessment.

6.3 PROGRAMS - MUSIC

Discrepancy Profile

Expectations							
						a. completely	d. little
						b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To provide a balanced music program that incorporates music theory with music history and music appreciation.					a	a
						b	b
						c	c
						d	d
						e	e
2	To recognize the individual talents and potential of every student.					a	a
						b	b
						c	c
						d	d
						e	e
3	To give praise to God through singing at Liturgical celebrations.					a	a
						b	b
						c	c
						d	d
						e	e

6.3.5 PROGRAM DESCRIPTION - MUSIC

6.3.5.1 What proportion of a week's instructional time is devoted to this program area?

Pre-School	2%
Primary	3%
Intermediate	3%
Junior High	3%
Average class size	28

6.3.5.2 Describe how the curriculum in this area is developed and maintained.

The current music curriculum is aligned with the New Jersey Core Content Curriculum Standards (NJCCCS) for Visual and Performing Arts and the Diocese of Camden curriculum guidelines. The music teacher prepares a syllabus, which is aligned with the NJCCCS and diocesan guidelines, and submits weekly lesson plans to the principal.

6.3.5.3 Describe how material of instruction are selected, evaluated, and reviewed.

The music instructor along with the principal reviews and selects materials to be used for the course in keeping with State standards and diocesan curriculum guidelines. Teachers are encouraged to make recommendations to the music teacher as to the content of the program. In collaboration with the principal, the music teacher evaluates materials for continued and future implementation.

6.3.5.4 Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

The music teacher is made aware of special needs students and follows the recommendations prescribed in the Individualized Service Plan (ISP). For this subject area, teacher observation is mainly used to identify students who may be eligible for special services.

6.3.5.5 Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

Identification of gifted students is limited solely to teacher observation. All students are encouraged to participate in choir and special events and to share their musical talents with the school community. For example, last year (04-05) a student played the flute at several liturgies. During SY2005-2006, students who play the guitar have performed at school events, such as the Christmas pageant and mass.

6.3.5.6 What changes have occurred in this curriculum are in recent (1-3) years?

Starting with 2004-2005 school year, the Saint Mary School music curriculum was aligned with State standards and diocesan guidelines. For the school year 2005-2006, the program *Recorder Karate* was introduced for fourth grade students. Computers are available for students during the music period using content area software. A music CD on composition has been introduced into the curriculum as well as keyboarding for the junior high level. In addition, music theory, applications of music and the history of music is part of the curriculum.

6.3.5.7 Describe how Christian values are integrated into instruction in this curriculum area.

Students learn liturgical songs for First Friday masses and special events, such as the Christmas Eve mass. Liturgical music is also taught as part of music history.

6.3.5.8 Describe how the curriculum in this program area is coordinated from grade level to grade level with other curriculum areas.

Music is aligned with the State standards and whenever possible integrated into other subject areas and highlighted in the celebration of seasonal and national holidays.

6.3.5.9 List major techniques of instruction in this area.

The music teacher addresses varied learning styles through lecture, listening, hands-on, projects, videos, recordings, practice, singing, and modeling.

6.3.5.10 Describe how experiences in this area foster self-understanding and self-esteem.

Students are encouraged to share their gift of voice as well as instrumental talents in all liturgical celebrations and special events.

6.3.5.11 In what ways is the continuum of thinking skills incorporated into this area?

Students will be exposed to the variety of musical styles and instruments, which may influence their personal preferences for music. In addition, music appreciation is acquired through the study of the music of other countries and cultures.

6.4 EVALUATION JUDGEMENTS

6.4.1 Describe the strengths of this curriculum area.

The curriculum is aligned with the New Jersey Core Content Curriculum Visual and Performing Arts standards for music. Students are exposed to different musical styles, types of instruments, and the music of other cultures.

6.4.2 Describe improvements needed in this curriculum area.

Smaller class size would offer the students the opportunity for more hands-on experiences with instruments such as the keyboard. Saint Mary School would benefit by the development of an instrumental music program.

6.5 IMPLICATIONS FOR PLANNING

6.5.1 List in priority order aspects of this curriculum area that require action.

Additional instructional time is needed to further integrate the music curriculum in keeping with State standards.

6.3 PROGRAMS - TECHNOLOGY

Discrepancy Profile

Expectations							
						a. completely	d. little
						b. generally	e. not at all
						c. partially	
1	To incorporate technology as a tool which is effectively applied to all curriculum areas					a	a
						b	b
						c	c
						d	d
						e	e
2	To use technology to enhance the curriculum. in providing motivating and organized lessons which foster mastery of basic skills.					a	a
						b	b
						c	c
						d	d
						e	e
3	To use technology to assist students with special needs as well as provide challenging programs for the gifted.					a	a
						b	b
						c	c
						d	d
						e	e
4	To help build self-esteem through confidence in the use of technology					a	a
						b	b
						c	c
						d	d
						e	e

6.3.5.1 What proportion of a week's instructional time is devoted to this program area?

Pre-School	1%
Primary	2%
Intermediate	2%
Junior High	3%
Average class size	15

6.3.5.2 Describe how the curriculum in this area is developed and maintained.

The current technology curriculum was developed by a part-time computer teacher who serves as the technology coordinator. The course of study is based upon the recommendations of the instructor to the principal, input from grade level teachers, and feedback from the student needs. Although the principal monitors the program, the computer teacher prepares a syllabus distributed to parents at the beginning of the school year and submits lesson plans on a regular basis.

6.3.5.3 Describe how material of instruction are selected, evaluated, and reviewed.

The computer teacher in consultation with the principal reviews and selects the instructional materials. Classroom teachers are encouraged to make recommendations as to content area software. The application must be able to be used across multiple grade levels whenever possible; be connected to the curriculum; and be supportive of the State standards for technology and diocesan guidelines.

6.3.5.4 Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

The computer teacher when apprised of special needs students follows the recommendations of the Individualized Service Plan. For this subject area, teacher observation is primarily used to identify students eligible for special services.

6.3.5.5 Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

Upon identifying a gifted student through observations, the computer teacher can tailor the use of available software to further challenge the student and to extend the focus of a particular content area lesson.

6.3.5.6 What changes have occurred in this curriculum are in recent (1-3) years?

Although at present, technology is considered a minor subject, the students are expected to use their acquired computer skills in completing assignments in other instructional areas. Graphic art was introduced on the junior high level during SY2005-2006 using the recently purchased Corel Graphics suite. Logbooks are used to record classroom computer use and related instructional activities. Technology instructional time has been increased from 30 to 40 minutes per week. The junior high students have additional time scheduled on alternate weeks for computer-based graphic arts.

In the spring of 2005, all classrooms were outfitted with at least three Pentium class Windows 2000 Professional workstations connected to either a local inkjet and/or network laser printer. The school server was upgraded to a RAID-compliant machine that provides CIPA-compliant filtered internet access and virus/spyware protection to all workstations. Access points were installed on the third floor to allow students to use any of the six recently-acquired wireless IBM laptops in the junior high classrooms or in the new Arts/Science room. This third floor classroom also equipped with nine workstations, a Smart board, and several QX3 digital microscopes provides teachers an instructional technology work area separate from the main computer lab.

Thirty-one Alpha Smart 3000s, a quantity that allows for individual student use in a regular classroom setting, were purchased in January 2006 to supplement and enhance the third through fifth grade language arts curriculum.

The school website was redesigned in September 2006 to include additional features including links for teacher homework assignments and email, web resources for students and parents, and easier access to school forms and information. Teachers are encouraged to update their personal web pages on a weekly basis.

6.3.5.7 Describe how Christian values are integrated into instruction in this curriculum area.

Software piracy and plagiarism are discussed in light of the Christian virtue of honesty and respect for another's work beyond the possible consequences. The Acceptable Use Policy is based upon the teachings of the Church on the place of technology in our lives. Students are made aware that damaging hardware or tampering with software or files is contrary to our beliefs as to the treatment of the property of others.

6.3.5.8 Describe how the curriculum in this program area is coordinated from grade level to grade level with other curriculum areas.

The use of educational software and other technology resources is adjusted to accommodate student ability levels in keeping with the instructional time available and the objectives of the specific lesson.

6.3.5.9 List major techniques of instruction in this area.

The most effective technique for instruction is hands-on learning. Under the guidance of the computer teacher the students apply their technology skills to successfully complete tasks in other subject areas. For example, junior high students use MS Excel to prepare data tables and graphs in science and math. Students are encouraged to and assisted in the use of MS PowerPoint in making oral presentations. MS Word is the application of choice in generating the final printed copies of student-prepared stories, poetry and other writing samples.

6.3.5.10 Describe how experiences in this area foster self-understanding and self-esteem.

There is a great deal of satisfaction gained by students in mastering computer skills. Software programs emphasize the positive aspects of student work and provide built-in immediate feedback that can increase motivation. Public displays of student work serve as not only a reward for their efforts but also as a testimony to their creativity. The computer classroom environment encourages cooperative learning as students are eager to help each other thus contributing to their own self-esteem. Students gain an understanding of their strengths and areas in need of improvement when working with software.

6.3.5.11 In what ways is the continuum of thinking skills incorporated into this area?

Students are encouraged to be creative in their writing and artistic assignments using available technology resources.

6.4 EVALUATION JUDGEMENTS

6.4.1 Describe the strengths of this curriculum area.

The use of computers opens the world to the classroom curriculum. Through the Internet the world is at the student's fingertips. Knowledge is extended beyond the textbook and classroom teacher. Technology is a valuable tool, which can assist the student in developing problem-solving skills. The use of interactive programs challenges students to address real-life situations, thus better preparing them to solve problems in the future.

6.4.2 Describe improvements needed in this curriculum area.

The current technology curriculum needs to be further aligned with the New Jersey Core Content Curriculum Standards and diocesan curriculum guidelines. Technology must be more fully integrated into content area lessons by the classroom teacher rather than relying on separate computer classes for instruction. Software stored in the computer lab requires inventorying and distribution to the classroom teachers.

6.5 IMPLICATIONS FOR PLANNING

6.5.1 List in priority order aspects of this curriculum area that require action.

Computer equipment must be properly maintained and replaced when obsolete on a regular schedule. In this regard, the first floor computer lab should be relocated to a more spacious, adequately ventilated, and well-lit area away from atop the boiler room.

Classroom teachers require further professional development in the use of technology and its integration into the curriculum. Teachers additionally need training to develop strategies that encourage students to work independently with technology without constant direct supervision while maintaining a controlled classroom setting.

As funds become available additional laptops for use by teachers should be considered for purchase. DANA wireless units are a possible alternative to laptops for junior high school students.

LEADERSHIP & ORGANIZATION

***“The proper function of the Catholic school is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity...”
(Gravissium Educationis)***

To Teach as Jesus Did



7.4 LEADERSHIP & ORGANIZATION

Discrepancy Profile

Expectations							
						a. completely	d. little
	Relate each expectation to the philosophy established in the Philosophy Study					b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To build a Christian educational community of responsible future leaders of the Catholic Church and society through the cooperative efforts of the Administration and staff					a	a
						b	b
						c	c
						d	d
						e	e
2	To encourage students to live their faith and work for peace and justice.					a	a
						b	b
						c	c
						d	d
						e	e
3	To encourage the coordinators to assume a leadership role in curriculum implementation					a	a
						b	b
						c	c
						d	d
						e	e
4	To develop a strategic financial plan that will enable us to provide children with a challenging curriculum that will prepare them for the future.					a	a
						b	b
						c	c
						d	d
						e	e

7.4.2 DESCRIPTION FOR ORGANIZATION OF LEARNING

7.4.2.1 How is the school organized for the conduct of its educational program (e.g. self contained, graded classrooms, departmental offerings, continuous programs, etc?)

Children in Kindergarten through fifth grade are instructed in self-contained classrooms. Beginning September 2006, fifth grade will be departmentalized with the junior high level. Sixth through eighth grade departmentalization in Social Studies, Science and Math will be expanded in September 2006 to include Literature.

7.4.2.2 Describe how instructional groups are determined. On which basis are students placed in groups (e.g. interest, ability, age, etc.)

All K-8 classrooms employ heterogeneous grouping in keeping with the philosophy of Saint Mary School that every child deserves access to the core curriculum. In order to develop the whole child, the classroom setting must include learners who have a variety of intellectual, social, personal and physical attributes. Heterogeneous grouping encourages children to become highly motivated and provides opportunities for the development and growth of self-reliance and self-confidence.

Heterogeneous grouping allows for a wide variety of teaching methods and affords children the opportunity to learn from each other. Children can work in varied small and large groups based upon a range of criteria depending upon the objectives of the lesson. Cooperative learning groups promote shared problem-solving and decision-making.

7.4.2.3 Describe how minor subject teachers are scheduled for this work (e.g. music, arts, physical education)

The principal and faculty determine the scheduling of minor subjects. Physical Education, Art, Library, Music, and Technology Instruction are scheduled weekly for students in Kindergarten through fourth grade. To allow for extended class time, Physical Education and Technology are slotted opposite each other on alternate weeks.

7.4.3 ORGANIZATION FOR STUDENT PROGRESS

7.4.3.1 How is student performance and growth assessed? What system is in place for reporting progress to the students, the parents, and the community?

Teachers use standardized tests, assessments included with the support materials for textbooks, and self-prepared tests to evaluate student academic performance. The teachers challenge students to prepare individual and group projects, written and oral reports, and demonstrations. The extent of student participation in cooperative learning activities is considered in evaluating individual performance and growth.

Student progress is recorded in the teacher's grade book and on permanent records cards. Parents/guardians and students are kept well-informed of their progress by way of progress reports and report cards distributed three times each school year. The new quarterly diocesan report card will be piloted by Saint Mary School during SY2006-20007. Teachers additionally communicate with parents via email, phone conversations and conferences.

Students earning an “A” average are awarded a certificate of achievement and placement on the Pastor’s List. Different criteria are used in similarly recognizing students earning placement on the Principal’s List or Honor Roll.

7.4.3.2 What provisions are made to respond to significant differences between what the student is expected to accomplish and what the students actually accomplishes?

All faculty members are available after school each day to assist students requiring tutoring. Those students who qualify through IOWA testing or teacher recommendation receive Compensatory Education services in basic skills, reading, math and Speech therapy. Saint Mary School also offers peer tutoring after school each Monday. Students who continue to perform below expectations may be recommended by a faculty member, his/her parents, or the principal for further formal evaluation.

7.4.3.3 Describe the policies for promoting, retaining, and advancing students.

Promotion and retention of students is carried out according to diocesan policy: “It is the responsibility of the principal to consult with teachers regarding the promotion or retention of students. Whenever a principal, after consulting with the teacher, is contemplating the retention of any student due to unsatisfactory performance during the first semester, the parents must be notified in writing by January 31. This notice should indicate that unless there is an improvement in the student’s progress he/she may be retained. Arrangements should be made for a parent conference with the principal and the teacher within two weeks of mailing the notice”.

7.4.4 CURRICULUM DEVELOPMENT

7.4.4.1 Describe the process used for curriculum development and review.

Although the Catholic Schools Office promulgates the curriculum, teachers are invited to join diocesan committees to assist with updating and/or changing specific curriculum. The principal and faculty members locally review the curriculum and select appropriate materials such as textbooks and instructional supplements to implement the course of study. Local and diocesan professional development is provided whenever changes are introduced in the curriculum.

7.4.4.2 How are teachers and specialists involved in forming and revising curriculum?

The faculty members are responsible for using the diocesan curriculum in preparing their course of study in each content area as well as complying with the New Jersey Core Content Curriculum Standards. Higher-level learning activities and thinking skills are included in the curriculum guides and teacher manuals. Faculty are encouraged to update their knowledge of current trends in educational theory and practice through professional reading and through attendance at in-services, workshops, and seminars

Periodically, the faculty works within subject area committees to discuss the strengths and areas in need of improvement in the curriculum for each grade level. Teachers are encouraged to employ a constructivist approach in their teaching and to incorporate new ideas and strategies into their instructional methodology.

7.4.5 TEACHING/LEARNING STYLES

7.4.5.1 Describe procedures used to determine students' learning styles. How are teaching styles altered to meet these needs?

Teachers organize the physical arrangement of their classrooms and their daily routine in ways that facilitate the educational process. The faculty is encouraged to use resources that stimulate auditory, visual, and tactile learning by the student. Productive strategies and methodology are shared among teachers in a collegial atmosphere.

7.4.6 STAFF DEVELOPMENT

7.4.6.1 Describe current provisions for staff development and name the person(s) responsible.

The principal with input from the faculty provides for on-going professional staff development. Information regarding topics of concern and diocesan reports is shared at faculty meetings. Teachers are encouraged by the principal to attend workshops whenever possible. Instructional media, journals, information concerning on-line courses, and related materials are forwarded to the teachers for their review. The school administration cooperates with the diocesan Office for Religion Education to assist teachers in the instruction of religion and faith development as well as in the attainment of catechist certification.

7.4.6.2 Describe current policies for staff development.

Professional development is required at the local, regional, and diocesan level. The staff attends these meetings and shares information with each other. The principal is in regular communication with the Catholic Schools Office.

7.5 EVALUATION

7.5.1 Leadership

7.5.1.1 Describe the ways the school's leadership pattern is consistent with the school's philosophy.

The school's leadership pattern is consistent with the school's philosophy in that all guidelines set forth by the Diocese of Camden are followed by the administration. The principal ensures that the appropriate people have access to information supplied by the diocesan Catholic Schools Office.

7.5.1.2 Describe the ways, if any, the school's leadership pattern is inconsistent with the school's philosophy.

The school's leadership pattern is consistent with the school's philosophy.

7.5.1.3 Describe the overall strengths of the school's leadership.

The principal is a constant visible presence to the faculty and students. Communication is highly encouraged between the faculty and the principal, who makes every effort to

address the concerns of the students, parents, and staff. The teachers collaborate as a team to foster an atmosphere conducive to learning.

The PTA in consultation with the principal and teachers supports our school by sponsoring varied and numerous activities throughout the year that helps to strengthen the bond between home and school.

7.5.1.4 Describe the aspects of school leadership in need of development.

The administration must develop incentives to further increase articulation across the grade levels and to encourage teachers to avail themselves of professional development opportunities. The evaluation process should include peer observations as a means of self-improvement.

7.5.2 School Organization

7.5.2.1 Describe the strengths of the school's organization (e.g. learning, student progress, curriculum development, learning/teaching styles, staff development)

The teachers are strongly encouraged to create effective classroom environments and to use varied instructional strategies to better meet the needs of all students. There is continuity in the curriculum for grades K to 8. Heterogeneous grouping is incorporated in all subject areas. To assist students in "making connections", teachers are encouraged to integrate content areas across disciplines by employing cooperative learning and by emphasizing critical-thinking skills. The use of manipulatives especially in the teaching of mathematics has been implemented on all grade levels.

Parents are notified regarding student progress by phone calls, emails, letters, progress reports, parent/teacher conferences and report cards. Teachers are encouraged to use portfolio assessment as well as other alternative assessment tools.

Plan books are submitted and reviewed by the principal on a weekly basis. The State standards related to each lesson must be included in the plan as well as the objectives, a brief description of any activities, and the nature of the assessments. More formal daily lesson plans are required for new teacher classroom observations.

New teacher observations are conducted formally twice per school year in addition to informal observations. The principal conducts a pre-observation meeting with the teacher to review the target objectives, planned activities, use of instructional materials, and the assessments to be employed to demonstrate achievement of the stated goals.

Collaborative learning and an open exchange of ideas and resources is encouraged among the faculty and instructional assistants. The staff is urged to participate in professional development opportunities from a list of available workshops posted in the faculty room. Teachers and instructional assistants are provided release time to visit other schools to observe and meet teachers from their grade level or subject area. During SY2005-2006, Kindergarten through fourth grade teachers and instructional assistants were able to visit at least two schools utilizing Math Trailblazers. In addition, a mentor was provided to assist Kindergarten through second grade teachers in implementing the Math Trailblazers program.

7.6 IMPLICATIONS FOR PLANNING

7.6.1 School Leadership

7.6.2 After careful analysis of the supporting data in the leadership study, list in priority order your plans for increasing effectiveness of leadership functions in your school

The effectiveness of leadership functions can be increased by further defining and implementing the role of the curriculum coordinator; by scheduling a local orientation for new teachers separate from the diocesan program; and by providing professional development training for new teachers not familiar with Math Trailblazers.

7.6.3 School Organization

7.6.4 After careful analysis of the organization study, list in priority order aspects of the area that require attention.

Attention is required to an increase the total instructional time to 1800 minutes per week from the present average of 1750 minutes through further integration of different curricula areas.

RESOURCES

***“New requirements have given force to the demand for new contents, new capabilities and new educational models besides those followed traditionally.”
(The Catholic School on the Threshold of the Third Millennium)***

To Teach as Jesus Did



8.3 RESOURCES

Discrepancy Profile

Expectations							
						a. completely	d. little
	Relate each expectation to the philosophy established in the Philosophy Study					b. generally	e. not at all
						c. partially	
						Degree of current acceptance	Degree of current practice
1	To employ personnel who profess the Catholic Faith, integrate Christian values into their lives, and support the religious and axademic purpose of the school					a	a
						b	b
						c	c
						d	d
						e	e
2	To encourage personal, spritual and professional development o teachers and staff thorough attendance at workshops, inservices and conferences.					a	a
						b	b
						c	c
						d	d
						e	e
3	To supply a variety of materials and resources that reflect curent societal, cultural, and technical changes based upon Christian values					a	a
						b	b
						c	c
						d	d
						e	e
4	To continue to provide a safe and secure environment					a	a
						b	b
						c	c
						d	d
						e	e

8.3.3 Composition of the Professional Teaching Staff

Position	Number	
	Full-Time	Part-Time
Principal	1	
Assistant Principal		1
Classroom Teachers	10	
Art Teacher		1- volunteer
Music Teacher		1
PE Teacher		1
Librarian		1
Technology Teacher		1
Remedial Teacher	2	2
Other	2	6
Total	15	14

8.3.4 Experience of Professional Staff

8.3.5 Experience of the Classroom Teachers (including minor subjects) and Principal

Experience	0-1	2-5	6-15	Over 15
Staff	2	2	7	4

8.3.6 Preparation of the Professional Staff

Preparation	In Progress	BS/BA	MS/MA	PhD/Ed.D.
Staff	2	11	2	0

8.3.7 Credentials of Profession of Professional Staff

Credentials	No Certification	Provisional Certification	Permanent Certification
Staff	2	4	9

8.3.8 Credentials for Religious Education

Credentials	In Progress	Catechist Formation Certification
Staff	4	6

8.3.9 Describe the certifying authorities for religious education.

The Diocesan Office of Religious Education certifies catechist after completing the four required courses. This certification is validated annually by completing twelve hours of on-going education.

8.3.10 What is the average length of service in this school by member of the current professional staff?

The average length of service for the current professional staff is ten years.

8.3.11 Composition of the Supporting Staff

Type of Service	Number	Salaried	By Whom
Instructional	6	Yes - hourly	District (Federal funds)
Clerical	1	Yes	SMS
Health	2	Yes	State funds and SMS
Cafeteria	4	Yes	Nutriserve
Custodial	1	Yes	SMS
Other	1	Yes	SMS

8.3.12 Describe the integration of the support staff into the total school.

The support staff is actively involved in the operation of the school. There is communication between support personnel, administration and faculty. The support staff members serve the school community through their respective responsibilities. The principal holds monthly meetings with instructional assistants. The office and custodial staff also meet on a regularly basis with the administration.

8.3.13 Describe accountability structures for the support staff.

The support staff is accountable to the principal and the pastor. Written evaluations are used to report the performance of instructional aides. The custodial staff is accountable to the administration; volunteers assisting in school are accountable to the principal and teachers; and the Compensatory Education and Speech teachers are accountable to the principal, teachers, and the Camden County Commission for Special Services.

8.3.14 Describe in-service training for the support staff.

In-service for Compensatory Education and Speech teachers is made available through Camden County Special Services. Instructional support staff is encouraged to attend professional development workshops and to meet monthly with the principal.

8.3.15 Describe processes for communicating with the support staff.

Verbal or written communication is maintained with the support staff.

8.3.16 Describe how services of the support staff are evaluated.

The principal evaluates Compensatory Education teachers using a form provided by Camden County Special Services. The principal evaluates the custodial staff by the performance of their duties. Cafeteria staff is evaluated by Nutriserve Food Management Services in consultation with the administration.

STRATEGIC PLANNING

“The precious heritage of the experience gained over the centuries reveals its vitality precisely in the capacity for prudent innovation. And so, now as in the past, the Catholic school must be able to speak for itself effectively and convincingly.”
(The Catholic School on the Threshold of the Third Millennium)

To Teach as Jesus Did



9.3 Description of the Planning Activity

9.3.1 Describe how the planning process was organized and managed.

After the committee members reviewed the discrepancy profiles and the results of surveys conducted of various constituent groups, the faculty prioritized their recommendations and identified strategic goals.

9.3.2 Describe the group(s) that were involved and indicate what the group(s) did.

The chairperson and co-chair person of the self-study with the assistance of a fellow administrator worked independently and collaboratively as needed to develop the Strategic Action Plan. Following completion of the draft of the plan, the committee members met to discuss and evaluate the critical and collateral events associated with each goal as well as the timeline for implementation of each event.

9.3.3 Describe the techniques/procedures used in identifying the school-wide strategic goals.

Strategic goals were identified based upon a review of the results of the discrepancy profiles in keeping with the stated school philosophy.

9.3.4 Identify the individuals or agencies responsible for the implementation of the plan.

The administration, teachers, math coordinator, technology coordinator, and the finance committee members are responsible for the implementation of the plan.

9.3.5 Describe the strategic merits of the plan. In what ways will this plan result in school-wide development that is believed desirable?

The plan provides a set of specific goals and collateral events achievable within a defined timeframe by which Saint Mary School students will become more proficient in applying math skills in addressing everyday situations as confident critical thinkers and problem-solvers. Further, both students and teachers will demonstrate competency in the use of technology across the curriculum and in their daily lives. Professional development opportunities incorporated as part of the plan will allow teachers to develop and implement strategies to challenge special needs and gifted students.

The success of the plan itself called for the inclusion of a strategic goal with specific objectives whereby the finance committee will be able to implement a five-year business plan to improve the fiscal viability of the school.

9.3.6 Indicate what official or agency approved the plan on behalf of the school.

The administration approved the plan following its presentation to the School Board.

9.4 Strategic Goals

I. By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment

II. By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

III. By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget.

IV. By the year 2011, Saint Mary School will demonstrate an increase in the use of available technology to support the instructional programs for special needs and gifted students as determined by instructional lesson plans.

9.5 Events in the Action Plan

Goal Statement

I. By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

- a) A 20 percent increase in the average grade-six percentile score of all sixth grade students participating in this assessment, based on the average percentile score for this grade level in 2009.
- b) A 22 percent increase in the average grade-seven percentile score of all seventh grade students participating in this assessment, based on the average percentile score for this grade level in 2008.
- c) An 18 percent increase in the average grade-eight percentile score of all eighth grade students participating in this assessment, based on the average percentile score for this grade level in 2007.

List the major (or critical) events which must occur if the goal is to be attained.

- A. Distribute the individual student results and overall school profile of the IOWA Mathematics Assessment to the Saint Mary School faculty and parents.
- B. Determine the current level of mathematical achievement in reasoning and computational skills of the students.
- C. Analyze, interpret, and discuss the data of mathematical achievement in reasoning and computational skills of the students with the faculty.
- D. Develop strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.
- E. Implement strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.
- F. Evaluate the success of the strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

List any collateral events that are associated with the critical event.

A. Distribute the individual student results and overall school profile of the IOWA Mathematics Assessment to the Saint Mary School faculty and parents.

1. Mail IOWA Mathematics Assessment results to Saint Mary School parents.
2. Distribute IOWA Mathematics Assessment results of each student plus class summary to targeted grade level teachers at faculty meeting.

B. Determine the current level of mathematical achievement in reasoning and computational skills of the students.

1. Obtain IOWA Mathematics Assessment results from Riverside Publishing Company.
2. Receive charted ITBS Results from Catholic Schools Office.
3. Append Saint Mary School grade level student norms to diocesan report.
4. Collate the IOWA Mathematics Assessment Student and Class reports.

C. Distribute the individual student results and overall school profile of the IOWA Mathematics Assessment to the Saint Mary School faculty and parents.

1. Mail IOWA Mathematics Assessment results to Saint Mary School parents.
2. Distribute IOWA Mathematics Assessment results of each student plus class summary to targeted grade level teachers at faculty meeting.

D. Analyze, interpret, and discuss the data of mathematical achievement in reasoning and computational skills of the students with the faculty.

1. Prepare MS Excel chart of IOWA Mathematics Assessment results for grade level.
2. Present grade level results of IOWA Mathematics Assessment to teachers at faculty meeting.
3. Compare IOWA Mathematics Assessment results across grade levels to previous year data.
4. Identify areas of strength and those in need of improvement in IOWA Mathematics Assessment aggregate results.

E. Develop strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

1. Review implementation of current program of study in mathematics.
2. Review current teacher-made and publisher-provided assessment tools including rubrics.
3. Determine if manipulatives are effectively used in daily mathematics instruction.
4. Design strategies for improving classroom delivery of mathematics curriculum.

F. Implement strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

1. Provide on-going professional development in mathematics for teachers.
2. Provide opportunities for collateral learning among instructional staff.

3. Provide release time for teachers to network with teachers in other schools that have successfully implemented the mathematics program.
4. Introduce new strategies into the mathematics classroom curriculum.

G. Evaluate the success of the strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

1. Administer in-class assessments of students.
2. Review the results of in-class assessments of students
3. Analyze and interpret the IOWA Mathematics Assessment data.
4. Observe teacher-student interaction during direct instruction of mathematics curriculum.

9.6 Time/Event Diagram

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event A: Distribute the individual student results and overall school profile of the IOWA Mathematics Assessment to the Saint Mary School faculty and parents.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Mail IOWA Mathematics Assessment results to Saint Mary School parents.	June 2007	Administrative Assistant
2. Distribute IOWA Mathematics Assessment results of each student plus class summary to targeted grade level teachers at faculty meeting.	June 2007	Principal

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event B: Determine the current level of mathematical achievement in reasoning and computational skills of the students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Obtain IOWA Mathematics Assessment results from Riverside Publishing Company.	June 2007	Grade level teachers and principal
2. Receive charted ITBS Results from Catholic Schools Office.	September 2007	Principal
3. Append Saint Mary School grade level student norms to diocesan report.	October 2007	Grade level teachers
4. Collate the IOWA Mathematics Assessment Student and Class reports.	October 2007	Grade level teachers

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event C: Analyze, interpret, and discuss the data of mathematical achievement in reasoning and computational skills of the students with the faculty.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Prepare MS Excel chart of IOWA Mathematics Assessment results for grade level.	September 2007	Principal
2. Present grade level results for IOWA Mathematics Assessment to colleagues at faculty meeting.	September 2007	Teachers
3. Compare IOWA Mathematics Assessment results across grade levels with previous year data.	September 2007	Teachers
4. Identify areas of strength and in need of improvement in IOWA Mathematics Assessment aggregate results.	October 2007	Teachers

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event D: Develop strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Review implementation of current program of study in mathematics.	September 2007	Teacher, Principal Math Coordinator
2. Review current teacher-made and publisher-provided assessment tools including rubrics.	September 2007	Teacher, Principal Math Coordinator
3. Determine if manipulatives are frequently and effectively used in daily mathematics instruction.	October 2007	Teacher Math Coordinator
4. Design strategies for improving classroom delivery of mathematics curriculum.	October 2007	Teacher

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event E: Implement strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Provide on-going professional development in mathematics for teachers.	April 2008	Principal
2. Provide opportunities for collateral learning among instructional staff.	April 2008	Principal
3. Provide release time for teachers to network with teachers in other schools that have successfully implemented the mathematics program.	April 2008	Principal
4. Introduce new strategies into the mathematics classroom curriculum.	May 2008	Teacher

Goal I: By the year 2011, Saint Mary School will demonstrate an improvement in achievement in mathematical reasoning and computational skills as determined by the Iowa Test Mathematics Assessment.

Critical Event F: Evaluate the success of the strategies for improving the mathematical achievement of the students in targeted grades in mathematical reasoning and computational skills.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Administer in-class assessments of students.	June 2008	Teacher
2. Review the results of in-class assessments of students	June 2008	Teacher
3. Analyze and interpret the IOWA Mathematics Assessment data.	May 2008	Teacher, Principal Math Coordinator
4. Observe teacher-student interaction during direct instruction of mathematics curriculum.	February 2008	Principal Math Coordinator

9.7 Resources

9.7.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

The teachers are provided with two or three forty-minute prep periods per week in addition to annual professional development opportunities. Grants, Title funds, and budgeted monies allow for the purchase of instructional supplies and textbooks in addition to covering the costs for professional development. Equipment available to the SMS staff and instructional assistants include manipulatives, content area computer software, Internet access, student study guides, graphic organizers, calculators, geoboards, and pattern blocks.

9.7.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

Science equipment, calculators, content area software, trade books, music rhythm and beat instructional handouts, art tessellation instructional materials are available from other programs.

9.7.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Resources that must be acquired to attain this goal include additional manipulatives and textbooks (grades 4 and 5), consumable student guides (grades K, 1, and 2), computer software, and replacement calculators.

9.8 Monitoring

9.8.1 Describe how progress toward this strategic goal is monitored and indicate who is responsible.

The Chairperson and committee will review progress toward attaining this goal through regular meetings. They will use the time line of critical events as the criteria for monitoring progress.

9.8.2 Indicate the criteria the school will use to evaluate the attainment of the goal.

The IOWA Mathematics assessment and in-class assessment teacher and publisher-made assessment will be used to evaluate the attainment of the goal

Goal Statement

II. By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

- a) A 30 percent increase in the weekly use of group learning activities and available technology by teachers of grade-six students, based on the use of these strategies for this grade level in 2006.
- b) A 40 percent increase in the weekly use of group learning activities and available technology by teachers of grade-seven students, based on the use of these strategies for this grade level in 2006.
- c) A 50 percent increase in the weekly use of group learning activities and available technology by teachers of grade-eight students, based on the use of these strategies for this grade level in 2006.

List the major (or critical) events which must occur if the goal is to be attained.

- A. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity.
- B. Implement the activities identified in the log.
- C. Calculate the percent increase in group learning activities for grade 5 at the end of the school year.
- D. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity.
- E. Implement the activities identified in the log.
- F. Calculate the percent increase in group learning activities for grade 6 at the end of the school year.
- G. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity.
- H. Implement the activities identified in the log.
- I. Calculate the percent increase in group learning activities for grade 7 at the end of the school year.
- J. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity.
- K. Implement the activities identified in the log.
- L. Calculate the percent increase in group learning activities for grade 8 at the end of the school year.

List any collateral events that are associated with the critical event.

- A. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 5 students.
 - 1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.
 - 2. Record relevant data in an MS Excel spreadsheet.

B. Implement the activities identified in the log.

1. Explain the purpose and nature of the group learning activity to the students.
2. Arrange students in groups according to predefined criteria.
3. Distribute instructional materials including any technology to groups of students.
4. Monitor individual student and group progress during activity.
5. Assess student and/or group achievement of the objective of the activity.

C. Collate data of group learning activities for grade 5 at the end of the school year.

1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 5.
2. Collate the data for each quarter.

D. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 6 students.

1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.
2. Record relevant data in an MS Excel spreadsheet.

E. Implement the activities identified in the log.

1. Explain the purpose and nature of the group learning activity to the students.
2. Arrange students in groups according to predefined criteria.
3. Distribute instructional materials including any technology to groups of students.
4. Monitor individual student and group progress during activity.
5. Assess student and/or group achievement of the objective of the activity.

F. Calculate the percent increase in group learning activities for grade 6 at the end of the school year.

1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 6.
2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 6 students during the current school year compared to the previous school year.

G. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 7 students.

1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.
2. Record relevant data in an MS Excel spreadsheet.

H. Implement the activities identified in the log.

1. Explain the purpose and nature of the group learning activity to the students.
2. Arrange students in groups according to predefined criteria.
3. Distribute instructional materials including any technology to groups of students.
4. Monitor individual student and group progress during activity.
5. Assess student and/or group achievement of the objective of the activity.

I. Calculate the percent increase in group learning activities for grade 7 at the end of the school year.

1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 7.
2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 7 students during the current school year compared to the previous school year.

J. Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 8 students.

1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.
2. Record relevant data in an MS Excel spreadsheet.

K. Implement the activities identified in the log.

1. Explain the purpose and nature of the group learning activity to the students.
2. Arrange students in groups according to predefined criteria.
3. Distribute instructional materials including any technology to groups of students.
4. Monitor individual student and group progress during activity.
5. Assess student and/or group achievement of the objective of the activity.

L. Calculate the percent increase in group learning activities for grade 8 at the end of the school year.

1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 8.
2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 8 students during the current school year compared to the previous school year.

9.6 Time/Event Diagram

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event A: Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 5 students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.	Weekly	Teacher
2. Record relevant data in an MS Excel spreadsheet.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event B: Implement the activities identified in the log.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Explain the purpose and nature of the group learning activity to the students.	Weekly	Teacher
2. Arrange students in groups according to predefined criteria.	Weekly	Teacher
3. Distribute instructional materials including any technology to groups of students.	Weekly	Teacher
4. Monitor individual student and group progress during activity.	Weekly	Teacher
5. Assess student and/or group achievement of the objective of the activity.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event C: Collate data of group learning activities for grade 5 at the end of the year.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 5.	November 2007 January 2008 April 2008 June 2008	Teacher
2. Collate the data for each quarter.	June 2008	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event D: Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 6 students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.	Weekly	Teacher
2. Record relevant data in an MS Excel spreadsheet.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event E: Implement the activities identified in the log.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Explain the purpose and nature of the group learning activity to the students.	Weekly	Teacher
2. Arrange students in groups according to predefined criteria.	Weekly	Teacher
3. Distribute instructional materials including any technology to groups of students.	Weekly	Teacher
4. Monitor individual student and group progress during activity.	Weekly	Teacher
5. Assess student and/or group achievement of the objective of the activity.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event F: Calculate the percent increase in group learning activities for grade 6 at the end of the school year.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 6.	November 2008 January 2009 April 2009 June 2009	Teacher
2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 6 students during the current school year compared to the previous school year.	June 2009	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event G: Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 7 students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.	Weekly	Teacher
2. Record relevant data in an MS Excel spreadsheet.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event H: Implement the activities identified in the log.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Explain the purpose and nature of the group learning activity to the students.	Weekly	Teacher
2. Arrange students in groups according to predefined criteria.	Weekly	Teacher
3. Distribute instructional materials including any technology to groups of students.	Weekly	Teacher
4. Monitor individual student and group progress during activity.	Weekly	Teacher
5. Assess student and/or group achievement of the objective of the activity.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event I: Calculate the percent increase in group learning activities for grade 7 at the end of the school year.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 7.	November 2009 January 2010 April 2010 June 2010	Teacher
2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 7 students during the current school year compared to the previous school year.	June 2010	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event J: Prepare a weekly activity log to identify the nature of the activity, the time allotted for the activity, and the technology used to support the activity for grade 8 students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Describe the activity in the daily lesson plan including the objective, the structure of the activity, any technology used by the students and/or teacher, and the nature of the assessment tool.	Weekly	Teacher
2. Record relevant data in an MS Excel spreadsheet.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event K: Implement the activities identified in the log.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Explain the purpose and nature of the group learning activity to the students.	Weekly	Teacher
2. Arrange students in groups according to predefined criteria.	Weekly	Teacher
3. Distribute instructional materials including any technology to groups of students.	Weekly	Teacher
4. Monitor individual student and group progress during activity.	Weekly	Teacher
5. Assess student and/or group achievement of the objective of the activity.	Weekly	Teacher

Goal II: By the year 2011, Saint Mary School will demonstrate an improvement in the use of cooperative work and appropriate technology in the development of student mathematic skills as determined by instructional lesson plans.

Critical Event L: Calculate the percent increase in group learning activities for grade 8 at the end of the school year.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Tally the total number of group learning activities and the time allocated for these activities conducted during each marking period for grade 8. 2. Collate the data for each quarter to calculate the percent increase in group learning activities for grade 8 students during the current school year compared to the previous school year.	November 2010 January 2011 April 2011 June 2011 June 2011	Teacher Teacher

9.7 Resources

9.7.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Appropriate software will be available for teacher to prepare activity log.

9.7.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

Activity logs will be shared with other grade levels to assess the effective use of instructional time and technology.

9.7.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Laptops will be made available to teachers for preparing activities and recording data.

9.8 Monitoring

9.8.1 Describe how progress toward this strategic goal is monitored and indicate who is responsible.

The teacher, math coordinator and principal will review progress toward attaining this goal through regular meetings. They will use the time line of critical events as the criteria for monitoring progress.

9.8.2 Indicate the criteria the school will use to evaluate the attainment of the goal.

The activity logs and the year-end calculations of percent increases in the use of cooperative work and the use of appropriate technology will be used to evaluate this goal.

Goal Statement

III. By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget.

- a) A multi-year schedule of tuition rates and fees based upon projections of revenue and expenditures from data available in 2006.
- b) A multi-year salary scale for administrative, instructional, and support staff based upon diocesan guidelines and projections from data available in 2006.
- c) A system of record keeping of school revenues and expenditures that uses separate bank accounts and quarterly reviews of chart of accounts.

List the major (or critical) events which must occur if the goal is to be attained.

- A. Determine the percent increase in tuition based upon revenues and expenses for the past five years.
- B. Project capital expenses for the next five years.
- C. Project salaries for all school employees based on cost of living increases.
- D. Identify tuition model to best meet the needs of Saint Mary School.
- E. Prepare Tuition Assistance Plan.
- F. Implement a systematic monthly or quarterly budget review process.

List any collateral events that are associated with the critical event.

A. Determine the percent increase in tuition based upon revenues and expenses for the past five years.

- 1. Prepare MS Excel spreadsheet listing revenues and expenses.
- 2. Prepare MS Excel spreadsheet listing tuition cost for the last five years
- 3. Calculate percent increase in tuition rates during the last five years
- 4. Calculate overall percent increase in revenues and expenses over the last five years.

B. Project capital expenses for the next five years.

- 1. Identify major capital expenditures expected for the next five years.

C. Project salaries for all school employees based on cost of living increases

- 1. Prepare MS Excel spreadsheet displaying projected salary, benefits, and pension for the next five years.
- 2. Calculate percent increase of overall salaries over a five-year period.

D. Identify tuition model to best meet the needs of Saint Mary School.

1. Analyze tuition models that utilize a “cost base/needs base” process, a stewardship process, graduated tuition as grades move forward, and a traditional model.
2. Determine breakeven point in tuition rates for parents.
3. Develop a strategy to ensure collection of delinquent tuition.

E. Prepare Tuition Assistance Plan.

1. Identify financial assistance programs employed by the school.
2. Analyze criteria used by Diocese of Camden to qualify families for assistance.
3. List amount of financial aid remitted to families for the past five years.
4. Determine average award given to families in tuition assistance during the past five years.
5. Determine percent of financial aid distributed during the past five years.
6. Prepare a tuition assistance education program for all current and prospective families.

F. Implement a systematic monthly or quarterly budget review process.

1. Schedule monthly or quarterly meetings of the finance committee to review revenues and expenditures including the disposition of delinquent tuition accounts.
2. Analyze, discuss, and evaluate data collected from review process.

9.6 Time/Event Diagram

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget.

Critical Event A: Determine the percent increase of tuition based upon revenues and expenses for the past five years.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Prepare MS Excel spreadsheet listing revenues and expenses.	September 2007	Finance Committee
2. Prepare MS Excel spreadsheet listing tuition cost for the last five years	October 2007	Finance Committee
3. Calculate percent increase over the last five years	November 2007	Finance Committee
4. Calculate overall percent increase in revenues and expenses during the last five years.	November 2007	Finance Committee

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget

Critical Event B: Project capital expenses for the next five years.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Identify major capital expenditure expected for the next five years	January 2008	Finance Committee

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget

Critical Event C: Project salaries for all school employees based on cost of living increases

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Prepare MS Excel spreadsheet displaying projected salary, benefits, and pension for the next five years.	January 2008	Finance committee
2. Calculate percent increase of overall salaries over a five-year period.	February 2008	Finance Committee

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget

Critical Event D: Identify tuition model to best meet the needs of Saint Mary School.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Analyze tuition models that utilize a “cost base/needs base” process, a stewardship process, graduated tuition as grades move forward, and a traditional model.	December 2007	Finance Committee
2. Determine breakeven point in tuition rates for parents.	December 2007	Finance Committee
3. Develop a strategy to ensure collection of delinquent tuition.	December 2007	Finance Committee

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget

Critical Event E: Prepare Tuition Assistance Plan.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Identify financial assistance programs employed by the school.	January 2008	Finance Committee
2. Analyze criteria used by Diocese of Camden to qualify families for assistance.	January 2008	Finance Committee
3. List amount of financial aid remitted to families for the past five years.	January 2008	Finance Committee
4. Determine average award given over the past five years.	January 2008	Finance Committee
5. Determine percent of financial aid distributed over the past five years.	January 2008	Finance Committee
6. Prepare a tuition assistance education program for all current and prospective families.	February 2008	Finance Committee

Goal III: By the year 2011, Saint Mary School will demonstrate the implementation of a five-year business plan as determined by the development of a long-term balanced budget

Critical Event F: Prepare a systematic monthly or quarterly budget review process.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Schedule monthly or quarterly meetings of the finance committee to review revenues and expenditures including the disposition of delinquent tuition accounts.	September 2007	Finance Committee
2. Analyze, discuss, and evaluate data collected from review process.	June 2008	Finance Committee

9.7 Resources

9.7.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

The finance committee will oversee the attainment of this goal. The Catholic School Development Program will also serve as a resource.

9.7.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

Action plans developed by the enrollment, fundraising, marketing, and facilities committee will assist in the attainment of this goal.

9.7.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Regular meetings of the finance committee are needed to achieve this goal.

9.8 Monitoring

9.8.1 Describe how progress toward this strategic goal is monitored and indicate who is responsible.

The finance committee will review the budget process each quarter and monitor the progress towards this goal.

9.8.2 Indicate the criteria the school will use to evaluate the attainment of the goal.

The criteria to achieve this goal will be established by the Saint Mary School Finance Committee under the guidance of the Catholic School Development Program

Goal Statement

IV. By the year 2011, Saint Mary School will demonstrate an increase in the use of available technology to support the instructional programs for special needs and gifted students as determined by instructional lesson plans.

- a) A 25 percent increase in the use of available technology during each marking period by teachers of students with special needs, based on the use of these strategies in 2006.
- b) A 25 percent increase in the annual use of available technology during each marking period by teachers of gifted students, based on the use of these strategies in 2006

List the major (or critical) events which must occur if the goal is to be attained.

- A. Develop strategies for improving the use of technology by special needs and gifted students.
- B. Implement the strategies to assist special needs and gifted students.
- C. Prepare a weekly activity log of the technology used by special needs and gifted students.
- D. Calculate the percent increase in the use of technology by special needs and gifted students.

List any collateral events that are associated with the critical events.

A. Develop strategies for improving the use of technology by special needs and gifted students.

1. Review current strategies in practice for special needs and gifted students.
2. Review current assessment tools used to evaluate student use of technology.
3. Attend workshops focusing on meeting the needs of special needs and gifted students through the use of technology.
4. Design strategies for improving the integration of technology into the curriculum for special needs and gifted students.

B. Implement the strategies to assist special needs and gifted students

1. Explain the purpose and nature of the technology-based activity to the student.
2. Distribute instructional materials and technology to the student.
3. Monitor student progress during activity.

C. Prepare a weekly activity log of the technology used by special needs and gifted students

1. Record the activities in daily lesson plans including the objective, the nature of the activity, the technology used, and the assessment tool.
2. Prepare an MS Excel spreadsheet to record the relevant data.

D. Calculate the percent increase in the use of technology by special needs and gifted students.

1. Calculate the percentage of activities integrating technology for special needs and gifted students at the end of each marking period.
2. Review and analyze the results for each group of students during each marking period.

9.6 Time/Event Diagram

Goal IV: By the year 2011, Saint Mary School will demonstrate an increase in the use of available technology to support the instructional programs for special needs and gifted students as determined by instructional lesson plans.

Critical Event A: Develop strategies for improving the use of technology by special needs and gifted students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Review current strategies in practice for special needs and gifted students.	December 2007	Teacher/ Technology Coordinator
2. Review current assessment tools used to evaluate student use of technology.	December 2007	Teacher
3. Attend workshops focusing on meeting the needs of special needs and gifted students through the use of technology.	June 2008	Teacher/Technology Coordinator
4. Design strategies for improving the integration of technology into the curriculum for special needs and gifted students.	June 2008	Teacher

Goal IV: By the year 2011, Saint Mary School will demonstrate an increase in the use of available technology to support the instructional programs for special needs and gifted students as determined by instructional lesson plans.

Critical Event B: Implement the strategies to assist special needs and gifted students

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Explain the purpose and nature of the technology-based activity to the student.	Weekly	Teacher
2. Distribute instructional materials and technology to student.	Weekly	Teacher
3. Monitor student progress during activity.	Weekly	Teacher

Goal IV: By the year 2011, Saint Mary School will demonstrate an increase in the use of available technology to support the instructional programs for special needs and gifted students as determined by instructional lesson plans.

Critical Event C: Prepare a weekly activity log of the technology used by special needs and gifted students

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Record the activities in daily lesson plans including the objective, the nature of the activity, the technology used, and the assessment tool.	Weekly	Teacher
2. Prepare an MS Excel spreadsheet to record the relevant data.	Weekly	Teacher

Critical Event D: Calculate the percent increase in the use of technology by special needs and gifted students.

Collateral Event	To Be Completed By	Committee/Individual Responsible
1. Calculate the percentage of activities integrating technology for identified students for each marking period.	November 2008 January 2009 April 2009	Teacher
2. Review and analyze the results for groups during each marking period.	June 2009	Teacher

9.7 Resources

9.7.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Appropriate software will be made available for teacher to prepare activity log. Professional development opportunities will be offered to teachers.

9.7.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

Activity logs will be shared with other grade levels to assess the effective integration of technology for special needs and gifted students.

9.7.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Laptops will be made available to teachers for preparing activities and recording data.

9.8 Monitoring

9.8.1 Describe how progress toward this strategic goal is monitored and indicate who is responsible.

The principal and technology coordinator will review progress toward attaining this goal through regular meetings. They will use the time line of critical events as the criteria for monitoring progress.

9.8.2 Indicate the criteria the school will use to evaluate the attainment of the goal.

The activity logs and the year-end calculations of percent increases in the use of appropriate technology by special needs and gifted students will be used to evaluate this goal.