



School Plan for Continued Excellence

Prepared by Dan Terbrack, Principal

Who are we?

- A parish school located in Berkley, MI.
 - Berkley was named *Business Week's* "Most Affordable Suburb in the U.S." in 2010 (viable community base)
- A very tight-knit, involved school community
 - Active parent organizations include PTO, Booster's, School Committee, and Dad's Club.
- Diverse student population
 - 46% African American
 - 45% Caucasian
 - 2% Arabic
 - 7% Multi-racial
 - 52% male, 48% female
 - 63% Catholic



Current Enrollment

- Pre-K: 21 total (11-4 year olds, 10-3 year olds)
 - 18 Catholic
- K-8: 103 Students

Breakdown:

K: 11
 1: 7
 2: 16
 3: 14
 4: 6
 5: 13
 6: 14
 7: 14
 8: 8



Tradition of Academic Excellence

- What does a La Salette Graduate Look Like?



Last 5 graduating classes from OLLS vs. norms (IOWA Test results)

- OLLS currently has alumni at U of D, Mercy, Brother Rice, Shrine, and Bishop Foley among others.
- At Foley, the #1 student in 9th, 10th, and 11th grades are La Salette alumni.

Tradition of Spiritual Excellence

- Classes 2 through 8 prepare a school liturgy each week based on the readings and school discussions.
- Sacramental preparation
- “Virtue of the Month” program that focuses on a different virtue for the entire month
- Daily all-school and classroom prayer
- Students annually raise money for charities (Detroit Rescue Mission, South Oakland Shelter, St. Vincent de Paul, etc.)



What is the Point of Tonight?

- Our students.
- Why am I at La Salette? Why are you here?
- To share my excitement about our new program and the new direction of La Salette School.
- To dispel rumors about the “c” word.
- To reestablish our reputation as a progressive educational community rooted in the teachings of Christ .
- To address our challenges and offer solutions.

Challenges We Face

1. Declining enrollment over the past 4 years:

- » 2007-2008 – 162 students (K-8)
- » 2008-2009 – 137 students (K-8) *
- » 2009-2010 – 111 students (K-8)
- » 2010-2011 – 103 students (K-8)

2. Declining parish enrollment and weekly offering over the past few years have made it virtually impossible for the parish to subsidize school tuition.

*Graduated an outlier 8th grade class of 28 students. This also coincides with the severe economic downturn.

Challenge 1: Decreased Enrollment

- Challenge: Decreased Enrollment
- Goal: Strengthen school's reputation to increase enrollment
 - Although we have remained academically successful, our reputation has suffered over the past few years in comparison to area schools by taking our success for granted.
- Process: Increase morale of current families and interest of prospective families.
 - ✓ Increased standards (academics and citizenship) across the board

Steps: Increase morale of current families (cont.)

- ✓ Academy approach in grades 6 – 8 focusing on 4 areas: Academics and spirituality, leadership, responsibility, and life skills. Tagline of “Prepping for life”
- ✓ Secured substantial donations to our former library- now media center (42” plasma TV, Windows Media Center PC, commercial copy machine)
- ✓ Incentive program for current families that bring in a new students
- ✓ Mapping Curriculum for current and prospective parents using Curriculum Mapper™ software (OLLS never had a written curriculum) purchased through Title IIA funds.



Steps: Increase morale of current families (cont.)

- New marketing strategies:
 - ✓ Professionally redesigned website (www.lasalette-school.org) launched in August 2010
 - ✓ Standing marketing subcommittee on School Committee
 - ✓ Free 3 Day Trial for any student that wants to Experience La Salette
 - ✓ Created new marketing collateral and devised new Open House marketing strategy (Open House was February 15th)

Open House Summary

Held Open House on February 15th

- 20 new families attended (most families to attend an Open House 3 years)
- 57% attended because they heard good things about our school.
- 33% attended because of the internet (our website, Facebook, listings, etc.)
- 4 new families have registered since Open House!
 - Enough of the review- now on to the new!

New Elementary Program- M.a.P.

- Part of our marketing strategy was coming up with ways to differentiate ourselves from other area Catholic schools.
- No Catholic schools around us offer this type of program.
- Our Lady of La Salette could help usher this program into the Archdiocese of Detroit.

Multiage Program

- What is multiage?
 - A paradigm shift from traditional “graded” classrooms to a room in which children are grouped according to spans of ages (i.e. 5-7 year olds, 8-10 year olds, etc.)
 - Research-based best practice for development of a young child, both cognitively and socially.
 - There is no research supporting the current system of grouping children strictly by the year they were born. In stark contrast, there is tremendous evidence (empirical) in support of multiage.

What does multiage look like?

- Students stay with the same teachers for at least 2 years.
- The classroom is a consistent, stable environment for the students.
- Students are able to progress at their own rate instead of arbitrary timelines.
- The teachers do not talk at a class; instead, the teachers facilitate learning for each student through projects, inquiry, cooperative learning (heterogeneously grouped), manipulatives, centers, discovery and mini-lessons.
- Developmentally appropriate teaching based on themes.

Multiage is NOT

- A split or combined class. In splits, a teacher attempts to teach two totally separate classes within one room. The philosophy of a split class is the same as traditional “graded” classes. This method creates double the work on teachers and research does not support the same academic integrity as graded, or multiage, classrooms.

Multiage Research

- This a research based approach to education.
- “Longitudinal studies indicate that the longer students participate in nongraded settings, the more likely they are to have better attitudes and increased achievement (Anderson & Pavan, 1993). In addition, the wide range of competencies in a multiage group provides students with “opportunities to develop relationships and friendships with others who match, complement, or supplement their own needs and styles” (Lodish, 1992, p. 21). Because children are able to engage with children of a variety of ages and developmental levels, the opportunity exists for increased cognitive development” (Stone, 1995; McClellan, 1994; Lodish, 1992).

North Central Regional Education Laboratory. (1998). “Critical Issue: Enhance Learning Through Multiage Grouping.” Retrieved March 3, 2001 from <http://www.ncrel.org/areas/issues/methods/mstrctn/in51k9.htm>

M.a.P. research, cont.

- Foremost development theorists support the multiage approach:
 - Piaget: Children go through 4 stages of development, but not at the same rates. His stages are: sensorimotor (birth to two years), preoperational (2-7 years old), concrete operational (7-11 years old), and formal operational (11 and up). The underlined stages are the ages that elementary children progress through at very different rates. One cannot assume that all 7 year olds are at the same stage, or that all 10 year olds are at the same stage. Multiage classrooms are designed to allow children to progress at their own rate.
 - Ginn, Wanda. (2004). "Jean Piaget: Intellectual Development." Retrieved March 4, 2011 from <http://www.sk.com.br/sk-piaget.html>

M.a.P. research, cont.

- Vygotsky: Social interaction is critical to cognitive development. Furthermore, learners in the "zone of proximal development" achieve greater cognitive gains than a child on his/her own. Students in multiage programs are constantly in the zone of proximal development with other students, which leads to better problem solving skills, communication skills, and attitude about learning. The role of the teacher is to guide or facilitate learning (Vygotsky, L. (1978). *Social Development Theory*. Retrieved March 1, 2011 from <http://tip.psychology.org/vygotsky.html>)
- Bandura: Bandura's Social Learning Theory emphasizes the role of social interaction in learning, specifically through observation and modeling. In contrast to Vygotsky, Bandura's theory also explains behavior. In the multiage classroom, the younger students learn from simply interacting with older students. (Bandura, A. (1977). *Social Learning Theory*. Retrieved March 1, 2011 from <http://tip.psychology.org/bandura.html>)

M.a.P. research, cont.

- Other research can be found at:
- <http://www.multiage-education.com/index.html>
- <http://www.proteacher.com/redirect.php?goto=930>
- <http://www.dioceseofmarquette.org/upcarticle.asp?upciD=2450>
- Fosco, A., Schleser, R., and Andal, J. (2004) Multiage Programming Effects on Cognitive Developmental Level and Reading Achievement in Early Elementary School Children. *Reading Psychology*, 25(1).
- Aina, O. (2001) Maximizing Learning in Early Childhoods Multiage Classrooms: Child, Teacher, and Parent Perceptions. *Early Childhood Education Journal*, 28(4).
- Heins, D., Tichenor, M., Coggins, C, and Hutchinson, C. (2000) Multiage Classrooms: Putting Theory into Practice. *Contemporary Education*, 71(3).

Synopsis of Multiage

- All the research supports multiage education as the most developmentally appropriate way to educate elementary children. Every study shows significant gains in behavioral and social development. Most studies show increases in academic achievement when compared to traditional classrooms (the other studies show equal achievement. No studies showed a decrease). Normative pressures are removed from students in the multiage classroom because they are not being compared to their same aged peers. Assessment is authentic and progress is monitored. Within the class, students can be occasionally grouped homogenously, but a vast majority of the time they are grouped heterogeneously.

Broad Multiage Support

- Michigan Association of Non-public Schools (MANS) is currently working with Madonna University and Notre Dame University (so far).
- Archdiocese of Detroit
- If this is so great, why doesn't everyone do it?
 - Tradition
 - Standardized Testing

Teachers in the multiage classroom

- Like any classroom, the quality of teacher is critical. In fact, the teacher often takes on a totally different role in the multiage classroom. Development of these teachers is key. Since all of our teachers are already trained in differentiating instruction and using learning centers, they are perfect candidates for multiage education. The training would take place in three ways:
 1. Available multiage conferences this summer
 2. Field observation/Institutional Wisdom: I have already contacted two schools that would allow my teachers to observe their successful multiage programs. In fact, I have already visited these schools spent time observing and taking notes.

Teachers in the multiage classroom

3. The teachers will be provided books on multiage education (to read over the summer in preparation for the upcoming year.)
- Teachers will have individualized multiage development plans that chart the amount of development they receive through the aforementioned avenues. Each teacher will need a minimum of 20-25 multiage development hours prior to school beginning in August 2011.

Grant?

Challenge 2: The Budget

(I purposely started with the educational aspect because the students are the reason the school is here. Everything else, in my opinion, is secondary)

Challenge: The parish cannot afford to subsidize tuition.

Goal: The school will act as enterprise fund-meaning it is cost-based.

Process: Through analysis of the numbers, create a budget that allows the school to function.

Current Budget Problems

- Currently, we are budgeted for more students than we have enrolled. This creates the obvious need for a parish subsidy around 27% of the total budget (roughly \$130,000). Next year, there the parish will not be in a position to subsidize school tuition.
- Another major problem is uncollected tuition. Although many attempts have been made to collect and many payment plans have been arranged (in addition to holding report cards, keeping students out, etc.), the money is still not coming in.

Budget Solutions for 11-12

- Tuition directly correlates to quality of education.
- To keep the school operating, with no parish tuition subsidy, tuition will have to increase.
- This is not something I want to do, but it is something that I have to do for Our Lady of La Salette School.
- I am fully aware of the possible repercussions, but at this point, there is no alternative.

Tuition Schedule 2011-2012

COURSE LIST OF LA SOUTHERN CATHOLIC SCHOOL, GRADES K-12 TURNIN: BOSTONIA FOR 2011 - 2012									
Name Address:		Number of children:		Name Address:					
ENROLLMENT									
		i		s					
FACTS Payment due:	June 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	July 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	August 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	September 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	October 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	November 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	December 9 to 20, 2011	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	January 9 to 20, 2012	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	February 9 to 20, 2012	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
FACTS Payment due:	March 9 to 20, 2012	\$ 890	\$ 1,231	\$ 1,747	\$ 2,602				
Total Tuition:		\$ 10,680	\$ 14,776	\$ 20,964	\$ 31,224				
Payment Plan Administration Fee:		\$ 1,400	\$ 200	\$ 300	\$ 450				
Total Payment Due FACTS:		\$ 12,080	\$ 14,976	\$ 21,264	\$ 31,674				
REGISTERED MEMBERS OF OTHER CATHOLIC PARISHES									
		i		s					
FACTS Payment due:	June 9 to 20, 2011	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
FACTS Payment due:	July 9 to 20, 2011	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
FACTS Payment due:	August 9 to 20, 2011	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
FACTS Payment due:	September 9 to 20, 2011	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
FACTS Payment due:	October 9 to 20, 2011	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
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FACTS Payment due:	February 9 to 20, 2012	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
FACTS Payment due:	March 9 to 20, 2012	\$ 890	\$ 1,034	\$ 1,522	\$ 1,982				
Total Tuition:		\$ 10,680	\$ 12,406	\$ 18,264	\$ 23,814				
Payment Plan Administration Fee:		\$ 1,400	\$ 200	\$ 300	\$ 450				
Total Payment Due FACTS:		\$ 12,080	\$ 12,606	\$ 18,564	\$ 24,264				
DISCOUNTED TUITION FOR QUALIFIED MEMBERS OF COURSE LIST OF LA SOUTHERN CATHOLIC PARISHES									
		i		s					
FACTS Payment due:	June 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	July 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	August 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	September 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	October 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	November 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	December 9 to 20, 2011	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	January 9 to 20, 2012	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	February 9 to 20, 2012	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
FACTS Payment due:	March 9 to 20, 2012	\$ 421	\$ 763	\$ 1,189	\$ 1,930				
Total Tuition:		\$ 5,052	\$ 9,159	\$ 14,268	\$ 23,130				
Payment Plan Administration Fee:		\$ 1,400	\$ 200	\$ 300	\$ 450				
Total Payment Due FACTS:		\$ 6,452	\$ 9,359	\$ 14,568	\$ 23,580				

NOTE: The cost of educating a K-12 student exceeds the amount charged for tuition.

Tuition Collection Policy

- All parents MUST sign up for one of the three options at registration.
- Since tuition is critical to payroll, it will be much more aggressively pursued.

Tuition Collection Policy, etc.

- 8 tuition checkpoints: Each progress report (4) and report card (4). Delinquency at each checkpoint will result in withholding report and cutting off SnapGrade Access.
- If tuition situation has not been addressed* by the next checkpoint, student(s) will not be allowed to return to school.
- Tuition that is 3 checkpoints behind and has not been addressed* will be turned over to collections.

* "Addressed" means actively working to remediate the delinquency.

Future Budget Plans

- Implement a comprehensive advancement program that takes the pressure off the school parents. This program is mission driven- not economically driven.
 - Move away from fundraising as we currently know it (i.e. bake sales, candy sales, raffles, etc.) These are small in scope and do not advance our mission.

Advancement Program (with La Salette Education Foundation)

- Focus on building relationships:
 - A few special events per year: Fall Festival, La Salette School Golf Outing, Auction.
 - Developing an Annual Fund (minimum 5% of the operating budget)
 - Tuition Assistance Fund (ex. Golf Outing)
 - Major gifts- Targeted large gifts proposed by staff to donors (i.e. technology, etc.)
 - Capital Campaigns
 - Planned Giving – “You can’t take it with you.”

Who is the program directed at? (NOT YOU!)

- 1. Alumni (database is currently being built)
- 2. Parents of alumni
- 3. Local community/ parishioners
- 4. Grandparents of current students and alumni.
- 5. Vendors/ businesses

Why Would These Donors Give?

(The same reasons you choose La Salette)

- Our message:
 - We believe in giving children an exceptional education in a Christ-centered environment.
 - We are not complacent in our mission. We are implementing a research based program that will differentiate us from other schools - public or private.
 - We will be a model for other private schools in terms of budget structure and educational philosophy.

Registration for 11-12

- We have a history of registering very late (e.g. July, August, and September)
- That cannot be the case this year. Since my budget is based strictly on tuition, I need to know my numbers by the end of the school year (this could impact staffing).
- There is information on tables in the back.

Summary

- Our students excel academically and spiritually.
- We have a dedicated and active school community.
- We will implement a creative, research-based multiage program that will distinguish us from area schools (private and public)
- We will have a balanced budget that will allow us to be self-sufficient now, and an Advancement Program that will keep us financially strong in the future
- With your support, our students will continue to Learn, Love, Lead, and Live On at Our Lady of La Salette.

