

Preface

The completion of this St. Madeleine Sophie School Self Study document gives our entire community solid data and a clear direction for continued school improvement. The process of gaining input from our varied constituencies and completing a thoughtful analysis of our progress to date has allowed us to identify our strengths and areas for growth. The action plan will help us attain our goal of continuing to increase student learning. Our eighteen month-long journey has given us a deeper appreciation of the value of data-driven instruction focusing on our Student Learning Expectations. Examination of our assessment procedures and tools continues to help us align our curriculum outcomes with solid evidence.

We take this opportunity to thank all those connected to the school and parish who devoted considerable time and talent working on all facets of the Self Study. Our teaching and support staff, our School Commission, the parent community, and parish leadership groups are all to be especially congratulated for their tremendous support, active involvement and constant patience during the undertaking.

In particular, we express deepest appreciation to our pastor, Fr. Jim Picton and the original Founding Task Force for their vision and planning. Together, they dreamed of a establishing a school where none had existed and set about creating the framework and soliciting the resources necessary to open our unique venture.

Likewise we extend our gratitude to Chairperson Sr. Rosa Ruiz, WCEA Elementary Commissioner, for her positive guidance and support of our Improving Student Learning document. We are also grateful to Kay Purcell, Assistant Superintendent for Accreditation and Instructional Services, and the entire staff at the Archdiocese of Seattle Catholic Schools Office for providing excellent assistance and feedback during our accreditation process.

Finally, we acknowledge the heavenly assistance of many who daily intervene on our behalf, but most especially our three guardian Seraphs, teacher Karen Pasqualetto, parent-leader Rose Wisner, and wise friend and benefactor Pat Sursely, whose uplifting and grace-filled presence remains with us always.



Serve
MATTHEW



Lead
MARK



Love
LUKE



Learn
JOHN

St. Madeleine Sophie Schoolwide Learning Expectations

In FAITH,

As a person who SERVES, I...

- CAN DEMONSTRATE A VALUE FOR DIVERSITY AND WORK TO BECOME AN ADVOCATE FOR JUSTICE.
- NAME AND APPRECIATE THE ABUNDANCE OF MY DAILY BLESSINGS.
- ATTEMPT TO REACH OUT TO OTHERS BY SHARING MY GIFTS OF TIME, TALENT AND RESOURCES.
- ACTIVELY DEMONSTRATE INVOLVEMENT IN MY FAITH COMMUNITY AND NEIGHBORHOOD.
- COMMIT TO A LIFESTYLE THAT MODELS MY FAITH JOURNEY.

As a person who LEADS, I...

- WORK COLLABORATIVELY WITH OTHERS FOR THE BETTERMENT OF THE WHOLE.
- ACCEPT RESPONSIBILITY FOR MY ACTIONS AND MYSELF.
- LISTEN ACTIVELY AND CRITICALLY TO BECOME A PROACTIVE PROBLEM SOLVER.
- COMMIT TO SEEKING PEACEFUL RESOLUTIONS OF CONFLICT.
- BASE MY DECISIONS IN GOSPEL VALUES.

As a person who LOVES, I...

- CAN DEMONSTRATE COMPASSION, ACCEPTANCE, EMPATHY AND RESPECT FOR OTHERS AND FOR ALL OF CREATION.
- SEEK TO AFFIRM A POSITIVE IMAGE IN OTHERS AND MYSELF.
- AM EMOTIONALLY AWARE, SELF-DISCIPLINED, AND COMMITTED TO A HEALTHY LIFESTYLE.
- REACH OUT TO OTHERS, FORGIVE HURTS, MEND RELATIONSHIPS AND HEAL WOUNDS.
- DEVELOP A RELATIONSHIP WITH GOD.

As a person who LEARNS, I...

- CAN DEMONSTRATE MY KNOWLEDGE OF THE BELIEFS, HISTORY, AND PRACTICES OF MY FAITH.
- COMMIT TO THE GOAL TO MASTER OR EXCEED OUR SCHOOL'S CURRICULUM STANDARDS.
- TAKE RESPONSIBILITY FOR MY OWN LEARNING.
- APPLY THE ORGANIZATIONAL, STUDY, AND TIME MANAGEMENT SKILLS THAT BEST FIT MY STYLE OF LEARNING.
- STRIVE TO SHOW CREATIVITY AND INDEPENDENCE.
- DEVELOP SELF-DISCIPLINE, SELF-CONFIDENCE, AND SELF-MOTIVATION.

MISSION STATEMENT
ST. MADELEINE SOPHIE SCHOOL

Building lives of promise. Living lives of faith.

St. Madeleine Sophie School is dedicated to providing the highest quality education in an environment of Catholic faith and moral values. We seek to develop Christian leadership by promoting active service in the wider community. Our graduates will be equipped to meet the challenges and opportunities of life-long education in a diverse and complex world.

St. Madeleine Sophie School is entering the eighth year of a journey to become recognized as the premier Catholic parish Pre Kindergarten through Grade 8 program on the Eastside. Our academic goal is the mastery of skills enabling students to achieve their greatest potential for success in high school and beyond. We strive to be a faith-based educational community that is as welcoming and responsive as possible to the needs of all parish families who exhibit the desire to attend. As space is available, enrollment is opened to the larger community.

From the earliest meetings called to envision our new school, it was clear that an intention to invite a diverse community was of highest priority.

"As a Catholic school ministry of St. Madeleine Sophie Parish, we propose to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need."
-School Commission Statement on Inclusion

In order to best serve this rich diversity of students, special emphasis is given to recruiting staff who are skilled in teaching students within a broad range of learning abilities. So, too, we are committed to administering a tuition plan in such a way that no parish family with a legitimate desire for a Catholic education will ever be turned away for financial reasons.

Most importantly, St. Madeleine Sophie School is the newest extension of the broad mix of quality ministries at which the parish excels. The program has been created to complement and enhance the community's outreach to parish youth and collaborates with the parish leadership's faith formation goals, giving parents an additional resource to aid in their role as the primary educator of their children.

STATEMENT OF PHILOSOPHY

St. Madeleine Sophie School was founded on the premise that each person has a unique and dynamic relationship with our Creator. Thus, our goal is to stimulate within the child a growing awareness of this relationship both as an individual and as a member of the Church community. The result of this awareness is a child encouraged to become a creative and responsible member of society.

We acknowledge that each child has his/her own time and place of learning and a method and motivation for the things he/she will learn. Furthermore, the sense of wonder and love of life is inherent in every child and must be nurtured.

Our commitment, then, is to facilitate an on-going self-education within the child and to provide a creative environment with opportunities for individual self-direction and decision-making.

As a Catholic school, we strive to become a community of believers where parents, staff and students seek to grow in the knowledge and love of God and one another. In our pursuit of academic success, instruction emboldened by Catholic values functions as the underlying reality in which the students' experiences of learning and living reach their deepest meaning.

Flowing from this understanding, St. Madeleine Sophie School operates with the goal of providing the Christian Educational Community necessary for such growth to take place.

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St. Madeleine Sophie School Staff 2012-13

| | |
|-----------------------|----------------------------------|
| Boostrom, Rob | Teacher, 5th Grade |
| Butterfield, Madeline | Teacher, Pre-Kindergarten |
| Bulkley, Laura | Teacher, 1st Grade |
| Cole, Holly | Office Administrator |
| Earnst, Kristin | Teacher, Art |
| Ensminger, Angela | Teacher, Math |
| Fulmer, Brian | Teacher, 8th Grade |
| Heline, Kristy | Teacher, 4th Grade |
| Houser, Rick | Teacher, PE |
| Huley, Elaine | Teacher, Pre-Kindergarten |
| McCarthy, Sherri | Teacher, Music |
| Morrissey, Ginny | Office Assistant |
| Nau, Mary | Teacher, 6th Grade |
| Odell, Judy | Teacher, 7th Grade |
| Ong, Sheila | Instructional Aide, Kindergarten |
| Perez, Emily | Teacher, 4th Grade |
| Romero, Martine | Inclusion Specialist |
| Ross, Abigail | Teacher, Kindergarten |
| Sewall, Jessica | Teacher, 3rd Grade |
| Sherman, Dan | Principal |
| Tremel, Jamie | Teacher, 6th Grade |
| Turpin, Jessica | Inclusion Specialist |
| Wehmhoefer, Jessica | Teacher, 2nd Grade |
| Carr, Kara | Teacher, 2nd Grade (2011-12) |
| Komar, Chelsae | Teacher, 5th Grade (2011-12) |
| Sherman, Leanna | Inclusion Specialist (2011-12) |
| Theune, Jenny | Teacher, 1st Grade (2011-12) |

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

With the anticipation of an initial Site Visit in our future, all original staff and those who were subsequently hired were encouraged to serve on local teams to get a feel for the process as well as gain insight into the workings of established Catholic schools in this diocese. As these opportunities were completed, individuals debriefed the experience with larger faculty groupings. By March of 2011, a Core Group of leadership was established to shepherd our own process to conclusion. This Core Group attended an accreditation inservice that month for diocesan schools preparing to begin the Self Study process hosted at St. Catherine School and led by Julie Vogel, Ph.D. At this inservice, attendees received Improving Student Learning (ISL) binders and were instructed in the new accreditation protocol. Dr. Vogel provided an overview and strategies on conducting an effective Self Study.

By May 2011, this leadership team of six individuals (including the principal, the dept. head of each level, the Inclusion Specialist and the chair of the School Commission) had met several times to determine who would be responsible for soliciting staff members to specific committees, setting timelines, assessing and redirecting the process, analyzing data, reading drafts of the Self Study document, clarifying and making recommendations for moving the process forward, and creating an Action Plan with input from the staff. All regular staff members served on two different committees.

The whole staff began their active involvement in the Self Study in late May 2011 by reviewing the school *Mission and Philosophy Statements*, as well as numerous supporting documents and pertinent work by the School Feasibility Task Force, to assist in drafting our first Schoolwide Learning Expectations (SLEs). At August and September faculty meetings, the staff chose Reading for the focus of the In-Depth Report. The School Profile was written in the fall and shared with staff, School Commission and Pastoral Council. As the fledgling Parent Organization had yet to be formally established, progress was also shared periodically with those volunteers identified as the initial leadership for that group. Beginning in the spring of 2011 monthly Core Group meetings were scheduled and, continuing through 2012, at least one monthly faculty meeting and a total of five in-service days were dedicated to work on the Self Study. Committee work began formally at an August 2011 in-service, and then committees met multiple times, gathered necessary data, and completed drafts of their reports by March 2012. Committee work continued throughout the spring as they worked on revisions and determining goals.

School shareholders provided ongoing input throughout the Self Study process. A copy of the *Mission and Philosophy Statements* and newly created SLEs were distributed in the spring of 2011 to School Commission and Pastoral Council. All re-confirmed the work of the School Feasibility Task Force and with a few minor suggestions, accepted the draft SLEs. The new SLE package and the accreditation protocol was the major educational focus of the annual parent Back-To-School Night held early in September of 2011. Members of the School Feasibility Task Force, School Commission and Parent Organization were given an opportunity to review and give constructive feedback to the Core Group on the drafts of Chapters 2 and 3 addressing the different accreditation factors. Their feedback has been integrated into the Self Study document.

In the fall of 2011, parents, staff, students, School Commission, and Pastoral staff were asked to take part in the Self Study surveys. The school purchased a subscription to *Survey Monkey*, and the surveys were made available to the school communities through links on the school website and e-mailed to each family. All students in fourth through eighth grade took the electronic survey at school, and students from the upper grades assisted all students in Kindergarten through grade 3 in submitting their answers online. The principal shared results with the staff and School Commission.

The greatest challenge in completing the Self Study process was the effort needed to massage previous documents into the new protocol. Owing to the extensive diocesan, logistical and educational expertise of those involved in the School Feasibility Task Force, virtually all of the needed background, structure and philosophy materials existed. However, transitioning them to a format acceptable for submission has required an enormous output of energy and time. This is compounded by the fact that the school is still very new requiring constant development of routines and procedures that more established programs take for granted. With a very lean administrative and teaching staff, most of the personnel involved have had to shoulder a tremendous amount of additional responsibilities.

Our task, as the site visit nears, will be to assist our newest colleagues in understanding the process itself and to gain some ability to articulate the work to date. While this certainly isn't unique to St. Madeleine's as many schools lose and gain staff during the cycle, it becomes one more hurdle for our very new program.

Despite the challenges, the school has benefited greatly from writing the Self Study. The process helped us look deeply at our programs and set meaningful goals for growth, reconfirming our own local plan. In the end, it has also served as a chance to begin to celebrate the work and remarkable achievements of this parish community over these last ten years in establishing the first intentionally planned new parish elementary school in this diocese in the last forty years.

B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY

The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.

St. Madeleine Sophie School involves all shareholders in continuous school improvement. St. Madeleine Sophie School has an active and engaged School Commission who serve as an advisory body to the school principal and Pastor and who regularly provide perspective and input on possible changes to the school program. The school also participates in the parish's commitment to ongoing long-range planning in the areas of mission, facilities, finances and stewardship. Our School Feasibility Task Force created the original school ministry long-range plan that has guided our progress to date and is used by the administration and teaching staff to direct continuous school improvement. This plan was created under the direction of the Pastor and dozens of local leadership and experts and called for the involvement of all parish shareholders. The plan was intended to serve the school through the 2011-12 school year. Our parish Pastor and parish assistant for administration meet regularly with the school principal and provide ongoing input and insight into the healthy running of the school as an important ministerial part of the entire parish. The Self Study has benefited from generous shareholders' input at all stages of the process.

In April and May 2011, the school *Mission* and *Philosophy Statements* as well as the school SLEs were reviewed by staff and leadership. During the May faculty planning workshop, staff reviewed the *Mission* and *Philosophy Statements* and the newly drafted SLEs, discussing each SLE and creating lists of what we did to support student growth and achievement in each area. During the month of May, our upper school classes examined these SLEs and suggested why they may be important, brainstormed school activities that supported them in each area, and began to offer suggestions for additional activities that would help in making them meaningful and relevant. The *Mission* and *Philosophy Statements* and draft SLEs were regularly referred to in the weekly family packet and were shared with School Commission and Pastoral Council. Beginning in the fall, SLE posters and representations were solicited from students and others. Some were printed and framed and placed in classrooms throughout the school, including a design offered by one of our first graduates. They have been published in the 2012-13 school handbook, placed on the school web-site and will be a major focus of the new web site re-design.

In the fall of 2011, shareholders provided vital input through the Self Study surveys issued to parents, students, staff, School Commission, and parish staff and leadership. Approximately 64% of parents responded to the survey, 70% of parish and school leadership, 100% of staff and students. The administration tabulated and analyzed the responses and reported the trends and findings to the faculty, school community and other shareholders via reports and the school newsletter. This information, and subsequent feedback, enhanced the identification of both the accomplishments and goals for each of the accreditation factors.

During the May and August 2011 accreditation in-services, committees used this feedback and discussion prompts to dialogue about their area of focus. Committees worked together both independently and at faculty meetings to collect necessary evidence and to write their reports. Reports were read aloud at faculty meetings beginning in March, and staff provided feedback; then

edited copies were submitted to the leadership team. These were integrated into the Self Study document and shared with School Commission members and pastoral leadership.

At the March 16, 2012 in-service, committee members worked together to generate lists of accomplishments, goals, and evidence. This was shared with all staff members and feedback was given and then integrated into a final list of goals. Through a thorough analysis of all available data, the staff then reached a consensus on the top nine goals (their top three were given a weight of three points, their next three a weight of two points, and their next three a weight of one point). This generated a list of priorities, which the leadership team took and crafted into the school's Critical Goals. The leadership team directed work on the Action Plan and received input from staff on both goals and strategies. At the May 25 and June 19, 2012 accreditation in-services, committees worked on finalizing the Action Plan for each goal. Throughout this entire process, regular updates were given at Commission meetings and included in weekly newsletters home to parents. As comments or suggestions were received, they were incorporated into the work of the Core Group.

Continuous school improvement is supported by all in this community. Specifically, shareholders bear witness to the spiritual development of students at St. Madeleine Sophie School. Our entire student body regularly attends Mass each Wednesday with school parents and parishioners. Fr. Picton, our Pastor and prime proponent of establishing our school, has an active presence in the school community, being available to visit classrooms, attend meetings and be present to the faculty as needed. He is often seen walking through the campus. Parents are always encouraged and welcomed to attend all Masses, liturgies and Advent Morning Prayer. Students bring work home from Religion classes that demonstrate their learning and understanding about their faith. This year, Dr. Anne Frederick from the Archdiocese Office of Catholic Faith Formation spent the day at our school to help us review our Catholic Identity for the Self Study. She identified multiple ways the Catholic Identity Standards were met. Our principal communicates regularly through his weekly newsletter the ongoing work done on school improvement and Catholic Identity.

The school's Action Plan will be implemented with the support of the entire staff, School Commission, parish leadership and Parent Organization. Ongoing work will be reported to the whole school community at Back-to-School nights, through principal letters, and at School Commission and Parent Organization meetings. Input will be sought from School Commission members throughout the process.

Evidence:

- Report from Dr. Anne Frederick on the Catholic Identity of the school
- Survey Results
- School Commission agenda
- SLE rubric
- Task Force Plan
- Curriculum Framework and supporting documents
- School Handbook

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

A Slow Start

In order to appreciate the creation of our new school, it is helpful to understand the unique history of our parish and the distinctive challenges of the times.

On June 8, 1968, Archbishop Thomas Connolly announced the formation of a new parish in the South Bellevue area, to be placed under the patronage of St. Madeleine Sophie Barat, foundress of the Sisters of the Sacred Heart, who have a convent and a girl's school within the parish boundaries. Property had been acquired on a sloping site of approximately 10 acres, with an existing house. In order to form the new boundaries, neighborhoods were carved from the existing parishes of Sacred Heart and St. Louise of Bellevue, St. Anthony of Renton, and St. Joseph of Issaquah. Founding pastor, Fr. Jarlath Heneghan, moved into the house and Sunday Masses were celebrated at Tyee Junior High School, which became known affectionately by parishioners as "St. Tyee."

By the fall of 1968, the first general census and Foundation Fund Campaign was successfully completed. Design studies for the sloping site resulted in the present three-level plan, with the church sanctuary on the top level and social hall, classrooms and offices below. Architectural plans were approved by the Archdiocesan Building Committee in February of 1970 and Masses began in the new facility on April 4, 1971, Palm Sunday.

Through the next thirty years, the parish continued to grow and add ministries in response to the needs of the community. Included in these needs was always some discernment regarding the ministry of a parish school. At the time of the founding of the parish, the trend within Catholic parochial education was a transition away from a teaching faculty consisting almost exclusively of women from religious orders to staffs hired from the ranks of professional lay men and women. Even if the wish of Archbishop Connelly for the Sisters of the Sacred Heart to open a new elementary school on the site been met with positive response, (it wasn't), there simply were no longer enough women religious to assign to the task. This major shift was accompanied by a corresponding substantial increase in parish financial resource allocation to compensate these new employees, a burden that many parishes found difficult to realize. These realities, coupled with shifting opinions on the efficacy of religious education methodologies, presented enough questions to St. Madeleine's parish leadership that they chose to postpone any decision on opening our own school to a later date.

During this time period, while the Factoria, Somerset, Newport Hills, and Newcastle areas experienced tremendous population growth, the parish community, however, had not kept pace. For many in leadership, it began to appear that one of the main reasons for this discrepancy was the lack of a school ministry. While the parish profile should have generally reflected the median household head age of 38, it did not. A 2001 review of the demographics of registered adults (21 and older) in the parish found that 68% of adults registered in the parish were forty years of age or older, with a highly disproportionate number of those (2:1) over fifty-five. Further analysis concluded that the parish was beginning to experience the phenomenon of a "missing generation," those adults in prime income years now no longer on the parish rolls. The "older" neighborhoods within the geographic

boundaries of the parish were aging. Many of the residents of areas such as Somerset and Newport Hills had reached retirement age or were approaching retirement. Many of them began moving out of their homes resulting in a transition to younger families within the parish boundaries. Yet while many of those families had children baptized in the parish, if a Catholic school was important to them, they would seek out registration in a neighboring parish with a school in order to receive higher consideration on the waiting list for the minimal spots available. A financial analysis of the previous giving patterns of these exiting families gave ample support to the belief that a school ministry was needed to “grow” the parish and secure the human and financial resources necessary to meet legitimate ministry goals.

Coinciding with the arrival of the parish’s fifth pastor, Fr. James D. Picton, it appeared that a critical mass of popular opinion for a discussion regarding a school had finally been realized. A parish goal development process was initiated with a survey in February 2001. By the time the goals were promulgated in September of that year, it was clear that support for a new parish ministry spanned parish age groups. Thus, the Pastoral Council determined that a parish elementary school would become part of future plans as long as it was deemed “financially and demographically feasible.” A School Feasibility Task Force, consisting of parish representatives and outside consultants, and chaired by former King County Councilman and parishioner Bruce Laing, was formed with the charge of determining what hurdles, if any, might stand in the way. Periodic reports to the parish and Pastoral Council continued to affirm what many had hoped: the community was ready to support an investment in the future of its youth by opening the diocese’s newest Catholic elementary school. On Catechetical Sunday, September 21, 2003, Fr. Picton formally announced the intention to open St. Madeleine Sophie Catholic School in September of 2005. Chairman Laing, now joined by co-chair Michael Ensminger, rededicated the Task Force to the logistical mission of launching the program. Subsequent months of fine-tuning the model climaxed with the hiring of the school’s first principal, Dan Sherman, in July 2004.

By early fall, through the grace of God and the intercession of our patron, St. Madeleine Sophie, it was determined that Opening Day would be September 6, 2005. Forty-two students were enrolled that first year in Grades PK, K, 1, 2, 3 and 6. These pioneers would serve as the building block for our sustained growth to 200 students in all grades, PK through 8 by 2010.

Our first graduating class of eight students commenced at the parish’s 40th Anniversary Mass on Sunday, June 8, 2008. It has been told that the collection for that Mass totaled \$8,000. In many Pacific Rim cultures, the number eight is associated with good fortune and success.

To date, five 8th Grade classes, totaling fifty-four students have graduated on to further study at each of our local Catholic secondary programs as well as many of the local public schools operated by the five districts our neighborhoods feed. At least three of our international student graduates have returned home or are successfully studying abroad.

Developing the Program

From the earliest meetings of the School Feasibility Task Force, it was clear that a school at St. Madeleine’s would attempt to offer a unique and contemporary response to the need for more Catholic schools in the area. The existing neighboring parish schools had been experiencing waiting lists for some time. Naturally, with space at a premium, the enrollment in these programs had

evolved toward a fairly homogeneous group of higher achieving children who would do well in virtually any educational setting. Families with children experiencing learning issues, having physical, emotional or developmental needs, or even those more gifted who might benefit from a more individualized learning plan, were often discouraged from applying. While the local districts were thought to present a high quality alternative, parents desirous of a Catholic faith-based education were left few choices. A sub-committee on Inclusion was formed by the Task Force to explore the need. The sub-committee listened to many stories shared by parents of these exceptional children - both those currently of school age and those who had long ago grown - of not being able to find a Catholic school that could support them through their child's formative years. Ironically, while the local Catholic high school, Eastside Catholic, had become nationally recognized for investing resources in a program for inclusion, no elementary school had systematically addressed the need.

The findings of the sub-committee led the entire Task Force to embrace the philosophy that a modern Catholic parish school is a rich diversity of families. As much as possible, our new school would seek to be welcoming to families who "add to the mosaic of the parish mission to serve." Further, they named an intent to open our doors and give support to students representing a broad range of cultural, economic, familial, religious and educational differences. Aware of the challenges that would entail, the Task Force explored the best practices of private and public programs around the country that had demonstrated success, especially in a Catholic parish environment. The program design, hiring of teachers, staff and support personnel, and the resources needed for success in this area received focused attention during the early phases of the planning process. This focus resulted in the current Statement on Inclusion that remains the cornerstone of today's efforts.

"As a Catholic school ministry of St. Madeleine Sophie Parish, we propose to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social or educational need."

Tuition Model

The School Feasibility Task Force recognized that a new school ministry of the parish would represent a substantial investment of time, talent and treasure by the entire community. Through a blend of tuition, parish support (subsidy), development (annual appeal, endowments, planned giving, fund raising, etc.), volunteerism and prayer, resources would be gathered to meet an annual operational cost to the parish approaching \$7,000 per each student served. Early on during the feasibility stage, it also was recognized that a parish subsidy to a new school could never match the percentages expended in our neighboring parishes without seriously impacting parish ministries already in place. The decision was made to commit to a mix of revenue streams that would maintain a balance between sources and never hinder the parish's ability to continue the broad mix of quality ministries at which it has excelled. At the same time, it was of equal value to establish a tuition structure in such a way that no parish family legitimately desirous of a Catholic education would ever be turned away for financial reasons.

Quite a few models from around the country were explored, with emphasis placed on designs that focused on full cost tuition recovery and stewardship, particularly in a parochial setting. The plan that evolved is currently comprised of three tiers. First, if a family is blessed enough with the resources to afford the entire cost, we ask that they do so. This allows us to direct available aide

directly to those families most in need. Secondly, if a parish family is unable to pay the full cost, a matrix is available that considers number of children and income level. Families submit financial documents that verify their income and where it would place them on this matrix. The matrix is adjusted annually using data from past registration periods and available King County and local income information. Finally, if a parish family is still unable to meet that level of obligation, they may request a Tuition Review meeting at which a mutually agreeable tuition pledge can be determined. To date, we have always been able to meet the goal of Fr. Picton and the Pastoral Council to enroll the child of any parishioner who sincerely wants to attend. The prevailing thought has remained that if a family is a valid, contributing and committed parishioner legitimately desiring a Catholic school education for their child, we need to find a way to make it work.

Families who are not members of this parish and those children who attend through our international student program pay a non-negotiated tuition amount that is above the parishioner rate and takes into account funds contributed by school families in the Sunday ordinary income stewardship collections.

During the 2011-12 school year, forty-seven (34%) of our 137 families pay the full tuition amount. Sixty-seven families (49%) make use of the tuition matrix and twenty-three (17%) requested tuition review. Through the Matrix and Review options, 66% of families receive some amount of tuition assistance, totaling \$469,500. In addition, 15 children qualified for an additional diocesan Fulcrum Foundation grant, the largest number of students in any school on the Eastside.

Students, Staff and Curriculum

In concert with the vision to embrace a wide mix of students, efforts to be particularly welcoming to the diversity of families found in our parish was at the forefront of initial and continuing efforts for recruitment. In the 2011-12 school year, students of color comprised 47% of our enrollment. These students, mostly of Korean, Vietnamese, Filipino, or mixed decent, represent the ethnically changing pattern of our neighborhood and represent a breakdown similar to our surrounding Bellevue School District options. At the same time, these same families are meeting the goal of the Task Force to bring more families into an active relationship with the parish. Eighty-seven percent of our students are Catholic, and while many of the Korean families also hold membership in the ethnic community parish of St. Andrew Kim (currently located across the lake in North Seattle), they also represent a portion of the new registration trend at St. Madeleine's. A growing reputation for an openness to meet the educational needs of a wide variety of learners at both ends of the spectrum has resulted in fully one-fifth of our enrolled students being identified for a Student Support Plan that targets the strategies, accommodations and modifications recommended for their success. These exceptional students may benefit from individual learning programs, curriculum modifications, and class placement or, as in the case of those more profoundly challenged, make use of a one-on-one shadow aide paraprofessional (provided by the parents) who is with them throughout the day.

Among the many tasks associated in opening the school, finding the right mix of staff became a top priority. During the planning year of 2004-05, job postings were emailed, web posted and printed throughout the local region and shared with contacts around the country with the intent of attracting candidates who would not only be energized with the prospect of crafting a program reflecting the parish's vision, but also openly enthusiastic to work with diverse challenges. The result of these searches brought together a high energy, well-trained group of professionals from across the country. Their background, attitude, wisdom, and, most importantly, spirituality, served as the prototype for

the staff we continue to attract today. All teachers have degrees and certification, either locally or from their home state, and all are committed to ongoing training and development that enhances their teaching and responsibility as partner educators with parents in this faith-filled academic endeavor.

The curriculum framework is the result of years of design and modification based upon the work of both the State of Washington and the Archdiocese of Seattle. It is a standards-based model that has been vetted with our local Catholic high schools with the goal of graduating students who can experience success as entering freshmen. As explained to prospective parents, there are four main pillars to the plan. First, we recognize that the task of an elementary school is to allow a child to develop, to the best of his/her ability in a broad continuum of aptitude and learning styles, a working understanding of the basics. We begin by attempting to place a student in the best possible position to ensure a seamless understanding of Mathematics and the Communication Arts. That is to say that given a child's gifts and challenges, we want them to have the best possible understanding of these skills with as few gaps as possible. While not everyone will be a theoretical Mathematician or a poet laureate, all students need a working understanding of these most basic skills in order to take their next educational steps. While we obviously do this in concert with all the other traditional subject areas, our greatest commitment of resources will always be directed first toward those two life-long skills. As a student enters intermediate and middle school, we then also layer those two basic foundations with organizational and study skills – learning how to learn – so that when walking in the door that first day of high school, we help instill a confidence in their ability to know where to go, where to start, and whom to ask. Finally, when all this is done under the umbrella of a loving, caring environment informed by the teachings of our Catholic traditions, liturgical experiences, world-view, and understandings -in a way that resonates with what is taught at home - then we have done our job well.

As we have grown, we keep adjusting the ways in which the faculty and administration work in conjunction to gather school data, analyze trends in the data, and annually update the data. At first, much of this was done independently, directed by the immediate needs of the classroom teachers. Beginning with forty-two students, class sizes were tiny. All of our students had arrived from other, sometimes contradictory, programs. In order to gain a perspective that would maximize the time used for collection, we decided to conduct our standardized test, the Iowa Test of Basic Skills as near the beginning of school in the fall – as soon as students and teachers felt comfortable – so that we could use the data to help focus instruction for the year in a way that best met the needs of the learners. By Year Seven (2011-12) it was clear that continuing that practice was important due to the shifting enrollment patterns of our very mobile population.

As we began to establish an historic baseline, the annual and longitudinal data has helped guide the school leadership team in identifying goals for each academic year. Drawing any legitimate conclusion from our annual ITBS data is difficult since the school is so new, the class sizes are so small, and the student populations fluctuate so much to the point that any longitudinal comparisons are weak at best. Still, we have been pleased with the data we do receive and use it to adjust as needed.

Of the original families enrolling in our inaugural year, ten of them have children (representing eleven students) who have been with the program continually since PK or Kindergarten. An analysis

of their ITBS results from Grade 1 (the first year given) to the present (Grade 5 or 6) indicates a steady growth trending above the normed expectation.

These identified students' grade equivalent scores exceeded the median growth in Reading (2.8 grade levels), Language (3.5), and Math (1.0), for a Core Total increase of 2.3. While this is an extremely small sample that could fluctuate dramatically (even if one student moved or was ill during the testing window), it is currently one of the only indicators we have for progress over time, controlled for our own program offerings.

In the area of Faith Formation, the school students have been assessed along with the parish Faith Formation attendees using the NCEA's ACRE test. As one would expect, the Religious Knowledge results for students enrolled in the regular school program match or exceed those participating in less frequent instruction. Responses on questions soliciting replies regarding Personal Beliefs, Attitudes, Practices and Perceptions were often similar in nature.

The faculty meets regularly to discuss trends and needs. The principal, in consultation with the faculty and School Commission, also reviews the demographic and financial trends and, within the framework established by the Pastor, Pastoral Council and Finance Council the School Commission, determines the cost of student tuition based on projected enrollment data and the cost to educate enrollment data and program needs.

The Challenges of the New Economy

As outlined, the School Feasibility Task Force was instrumental in developing a long-range plan that attempted to chart a path forward for the new program. As far as could be predicted, this plan was extrapolated out from 2005 until 2011. The new School Commission accepted the responsibility of monitoring and adjusting the work of the Task Force, annually updating the plan. Each annual review supported the notion that as far as could have been foreseen, most of the benchmarks have been met.

St. Madeleine's parish boundaries span four public school districts: Bellevue, Mercer Island, Issaquah and Renton. While the majority (nearly 65%) of our families reside in communities to the south and east and their demographic profile represents a hybrid of this diversely changing area, our geographic address is within the Bellevue School District and we often use their demographics for most comparisons. According to their own releases, the Bellevue School District is the "most ethnically diverse school district on the Eastside." As of October 2010, the district's ethnic breakdown was 3% Black/African American, 29% Asian, 10% Hispanic, 9% Multiracial and 49% White. Slightly over 30% of students speak a first language other than English and nearly 10% of students are identified as ELL (Title III English Language Learners). Of students who speak a language other than English as their first language, the majority speak Spanish, Mandarin, Korean, Cantonese, Russian and Vietnamese. In addition, the district reports that 8% of students are enrolled in various levels of Special Education and 23% of students qualify for free or reduced lunch.

In comparison, St. Madeleine Sophie School is fairly representative of the District as a whole. Our October 2011 ethnic breakdown was 1.5% Black/African American, 25% Asian, 8.5% Hispanic, 8% Multiracial, and 57% White. Fourteen percent of our students have been tested for ELL assistance, 20% of our students have been identified for a Student Support Plan (about half of those would

qualify for a district IEP) and 15 of our students meet the threshold for a diocesan Fulcrum Tuition Assistance Grant.

According to the City's economic profile, over the last thirty-five years, Bellevue has been transformed from a primarily residential community with about 20,000 jobs to a major regional economic and employment center with greater than 140,000 jobs and 143 headquarters. Though the economic downturn of the past few years has had its effect, the area enjoys a particularly strong employment base in new economy industries such as engineering and information technology and digital media. The percentage of jobs in Bellevue in these growing and well-paying industries is significantly higher than in King County as a whole.

Large employers account for a substantial number of jobs locally and regionally. Entities employing 1,000 or more persons in Bellevue include Bellevue College, the Bellevue School District, the City of Bellevue, Boeing Shared Services Group, Expedia, Overlake Hospital Medical Center, Puget Sound Energy, T-Mobile USA and Verizon Wireless.

In 2008, thirteen of the state's 100 largest public companies and nine of the state's largest private companies were headquartered in Bellevue. International diversity in business reflects the city's ethnic diversity and strong worldwide trade activity, especially with Asia and Europe. Currently, there are more than 130 languages spoken in the metropolitan-county area.

These trends notwithstanding, the last four years of national and local economic distress, however, has impacted the financial model, seriously slowing progress in facility growth, with a resultant impact to resource management in program support and personnel. This archdiocese requires that all construction debt be financed through diocesan sources. Thus, the level of debt for each parish is limited by the ability to demonstrate sustainable funding streams to reduce principal and interest for the term of any loan. This current economic recession period, coupled with the previously described "missing generation's" contributions, has flattened parish ordinary income and capital campaign receipts. The result is the parish being at the loan limit. In the fall of 2011, the outstanding balance on all projects (parish planned and emergency projects as well as Phase 1 of the school) totaled nearly \$2 million. Monthly principal and interest payments amount to \$20,000 from direct parish sources and \$3,500 from the school.

An innovative plan was put into place during the Stewardship pledging period of 2011, modeled after successful efforts in other dioceses, to develop a more predictable and increased method of debt reduction. As this plan is embraced, we have also established a joint planning effort, similar in design to the School Feasibility Task Force, to re-visit and re-imagine the overall master facility plan, addressing the facility needs of all parish program stakeholders. Together, these efforts are believed to be more than sufficient to put us back on track with the founding goals.

Finally, the last eight months have presented a few additional wrinkles to life in this new school. As the program grows, so does staffing. There is always an ebb and flow of new and returning faculty and staff in any school community. We have been most fortunate these past seven years to have established a very stable base. Teachers report that they feel valued and enjoy employment at St. Madeleine's. Those who have left during our early years have almost always done so related to a life change (marriage, child-birth) or relocation. This past summer, these same situations led to us saying goodbye to four quality staff members, a rate not yet experienced in our young history.

While our newly hired replacements will quickly rise to the task, the loss of these professionals – two of which have been with us since the beginning – will be noticeable.

In addition, it must be noted that fifty percent of our staff live on the west side of Lake Washington, either in Seattle proper or points beyond. The commute for these staff, while never an easy task, has been made more challenging by multiple significant traffic construction projects and the institution of a toll on one of the two main bridge routes to the Eastside. The toll has increased traffic on the remaining non-tolled bridge and the commute times are now not only longer, but also less predictable. It is recognized that many of those staff will continue to evaluate their own situation and some will certainly, over time, opt to look for employment closer to home. Thus, weaving together a quality teaching community for St. Madeleine's will remain a very real challenge in the years ahead.

Evidence:

- School Mission Statement
- School Schoolwide Learning Expectations (SLEs)
- Task Force Report
- Weekly Principal Letters
- Weekly Packet
- Completed Surveys (parent, student, School Commission/Parent Association, parish staff)
- Completed forms from Appendix A
- St. Madeleine Sophie School Enrollment History
- Parent Handbook
- ACRE Results

B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

As a new school only recently founded, this current Self Study and Site Visit constitute the climax of our initial full cycle of WCEA accreditation. After receiving our first formal State approval for operation in August of 2005 by the State Board of Education, St. Madeleine's then sought out and was granted provisional status with the WCEA on February 26, 2006 as requested by then Assistant Superintendent for Instructional Service and Accreditation and local Commissioner, Dr. Rosemary Henry, and confirmed by Br. William Carriere, Executive Director, WCEA. This provisional accreditation allowed St. Madeleine's to "use the WCEA Accredited logo and fly the flag." The status was considered ongoing until the school finalized this Self Study process and remained in effect as long as "the Archbishop continues to recognize the school as Catholic." Acknowledging the enormous tasks involved in establishing a new program, no other accreditation-related documentation or reports were requested by the diocese or WCEA during this interim period – other than the payment of annual dues.

The road map for our progress to date has been the work of the School Feasibility Task Force, reviewed and updated as needed by the school faculty and administration, with consultative guidance from the School Commission and other parish leadership groups. This entire St. Madeleine Sophie community is committed to supporting the school mission and philosophy. The founding statements formed the basis for our Schoolwide Learning Expectations (SLEs), which have recently been established to build upon the over-arching Curriculum Framework and serve as the backbone to our instructional planning. The directional Framework was established in the year prior to the opening of the school as a beginning point for our program of study and was informed by the work of the Office of Superintendent of Public Instruction's (OSPI) work on educational reform, the Archdiocese and NCEA's own efforts, research models from noted scholars such as Dr. Lorraine Ozar, and consultative sessions with area Catholic high schools. One of the initial tasks in preparing for this Self Study was to review the Task Force documents and, under the guidance of the Core Group, create our newly written SLEs which help to animate the goals and standards of the Curriculum Framework and prepare our graduates for their next step into 9th grade.

At the beginning of each school year the entire staff comes together for a retreat and in-service to set yearly goals. An added dimension will be our ability to now articulate those in light of our SLEs with the ultimate outcome of increased student learning. We envision this as providing continuity to school programs and allows for goal setting for positive change. This will become more important each year as the looming challenge of staffing changes will require an intentional effort to bring new hires up to speed quickly in regard to the founding uniqueness of St. Madeleine's. The creation of our new SLEs also gives us a platform to gauge the school program's impact on family faith formation. As noted in the fifth-year evaluation report authored by Dr. Anne Frederick of the Archdiocesan Office of Faith Formation, the school program was "highly commended" for complementing the existing parish programs. The expected annual family assessment of progress on the SLEs will assist us in documenting that growth.

Throughout the year, the school principal uses the weekly faculty meetings as an opportunity for faculty to discuss and analyze school data and trends as well as to help coordinate the efforts of the development staff with teachers. Teachers also meet in level groups (primary, intermediate, and middle school) to identify and analyze critical issues specific to their grade levels. The Inclusions Specialists meet with these groups to provide additional input and expertise in problem solving. The parent and parish community provide input and support to the school community through the School Commission and the Parent Organization. The principal communicates critical enrollment, financial, and academic trends to the School Commission and Parent Organization at their regular meetings, which also serve as forums for the administration and faculty to receive feedback on issues from the parents and parish. Additionally, the school principal meets regularly with the parish staff as a way to further coordinate work that supports the vision of both the parish and school.

Student progress and achievement are monitored through a web of activities and resources. ITBS scores provide standardized testing data on student achievement and results are analyzed by both the principal and faculty. Trimester report cards are reviewed by the principal and concerns raised about student achievement are highlighted and discussed with teachers. Inclusion staff are charged with directing the creation and review of Student Support Plans (SSPs) with teachers for students with the greatest learning needs.

While our sample size varies considerably through the grades (some admittedly so small as to be statistically of little comparative value), trends in *ITBS* scores indicate that our students are progressing academically. Over the last five years the average core scores for the school have ranged from 79% to 84% with the overall school average for 2011 at 80%. Areas that have been targeted for growth through analysis of *ITBS* scores have continued to be Math computation and spelling. Since our founding, the faculty and administration have always worked with an eye to establish a baseline and then improve student achievement in these areas. With so many of our students coming in new each year due to corporate relocations, international study programs, and normal enrollment growth for a new school, we elected from the start to administer our *ITBS* period as early in the year as student were comfortable with the routine so we could access the results in a timely fashion and use the findings to form an instructional plan for the year. As a school, we then slowly have added resources to help us address identified areas for growth. We are currently implementing the use of the online program *Mathletics* for all students to see if it will lead to improvement in Math computation. In 2010, at the conclusion of our mapping review for Math, we adopted a new basal Math textbook in the primary and intermediate grades that offered a more seamless transition into the middle school program (which had been previously adopted after discussions with our local area high schools). We will monitor our *ITBS* scores to see if this new curriculum positively impacts student performance. We have also developed standards-based report cards and are monitoring their effectiveness in tracking students' progress in meeting the standards.

As noted before, our 54 graduates from St. Madeleine Sophie School have been successful in finding acceptance to local Catholic and the better public high schools. St. Madeleine Sophie graduates attend Seattle Preparatory School, Bishop Blanchet, Holy Names, Forest Ridge, Eastside Catholic, Kennedy Catholic, and O'Dea. Students not attending a Catholic high school, often for financial reasons or the opportunity for specialized study, have attended local public high schools such as Newport and Bellevue High Schools (both recognized as a Top 100 School by Newsweek magazine), Sammamish, Hazen, Issaquah, Skyline and Renton High Schools as well as private high schools such as Bellevue Christian. Our first eight graduates from 2008 have now completed their

high school careers and have earned acceptance into national baccalaureate programs such as Drexel, Columbia, Gonzaga and Western Washington Universities.

We solicit feedback from Catholic high school principals on the success of St. Madeleine Sophie students, and we also continue to receive feedback from St. Madeleine Sophie School parents whose children attend high school; both report back that students have success in managing their coursework, are academically prepared, and have the necessary writing skills for success. This has been consistent year-to-year and across high schools. In this year's Parent Survey, 100% of parents who responded who had children who previously graduated described their students as being well prepared for high school. Our eighth grade student *ITBS* results show that when given the test at the beginning of the year, from 2007-2011 our students have an average grade equivalent of 9.8 to 11.4 for all test sub-sections except for spelling (8.6) and computation (7.5).

The entire staff of St. Madeleine Sophie School is supported in ongoing professional development. As required, staff members are working toward completing the required Archdiocesan Catechetical Certification Program intended to support and promote faith formation and professional development in religious education. The St. Madeleine Sophie School administration and faculty also participate in the Archdiocesan Teacher Excellence Day every fall and in deanery-wide professional development opportunities during the March in-service day. The school budgets monies for individual staff development as well as funding school-wide trainings. Last year the primary and intermediate teachers participated in *Writer's Workshop* training. In addition, the school uses Title IIA funds for professional development funding of *Discover Math* workshops, technology workshops, *Love & Logic* training, specialized grade level workshops, *Brain Camp* teacher training, and multiple other courses. Special emphasis is always given to ongoing training in special education with our Inclusion staff regularly participating in the NCEA Elementary Dept. Special Needs workshop. In September of 2011, a grant was received to host Dr. Ellen Wedemeyer, former director of special education services for the Archdiocese of Philadelphia, for our beginning of the year teacher meetings. Staff also regularly participate in the state Title II workshop days each June. These topics are generally focused on differentiation, RTI and brain theory. Each year as funds allow, staff participate in the NCEA Principals' Forum and national convention.

Student survey results show that students in fourth through eighth grade feel like they belong (83%); feel that teachers encourage them to assess the quality of their work (83%); that they are treated with respect by both their teachers and principal (89%); that they are successful in their classes (77%); and that their Religion classes help them learn about their faith (82%). In Kindergarten-third grade, students feel that the teachers treat them with respect (97%); feel that the work they do makes them think (85%); feel they learn about being Catholic (91%); and that they like school (96%). Interestingly, 100% of the students in this portion of the Survey responded that they "behave well at school." Students report that they like the teachers and the community at St. Madeleine Sophie School. Some students indicate that they would like more extracurricular activities or electives.

Parent survey results show that academic excellence, a safe environment, and Catholic values are the three main reasons parents send their students to St. Madeleine Sophie School. The parents indicate that they also deeply value the sense of community at the school. Ninety-five percent would rate the religious instruction as highly effective or effective; 87% rated Mathematics as effective or highly effective; 89% rated Reading as effective or highly effective; 94% rated language arts as effective or highly effective; 80% rated Science as effective or highly effective; 93% rated Social Studies as

effective or highly effective; and 93% rated family life as effective or highly effective. Areas for growth at the time of the survey included more attention to art, music, PE and world languages. Each of these curricular areas have been most recently added, lack facilities, or in the case of world languages, have yet to be offered.

St. Madeleine Sophie School has benefited from strong leadership and administrative vision with systems in place for effective communication of ideas between all stakeholders. Data related to student achievement is analyzed in ways to promote positive change. The school participates actively in the parish's ongoing long-range planning process to provide effective strategic planning and provide stability to the school and parish community in the areas of mission, finance, facilities and stewardship.

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

St. Madeleine Sophie School contributes to the faith and spiritual formation of its students, parents, faculty, staff, and administration. The school's mission statement expresses a commitment to providing a Catholic education to ALL children, "Following the model of our parish patron, St. Madeleine Sophie Barat, foundress of the Society of the Sacred Heart, we strive to be a Christian educational community that is welcoming, inclusive and as responsive as possible to the needs of all parish families who exhibit the desire to attend." This Catholic education includes daily prayer, weekly school Masses, service to the parish and the wider community, and follows a scope and sequence for religious education that has been laid out by the archdiocese. The school's mission statement, philosophy, and School-wide Learning Expectations (SLEs) lay a foundation for students (and by extension, their families) who will grow in their abilities to Serve, Lead, Love, and Learn. As noted often in the Archdiocesan Catholic Identity review, the school has demonstrated success in working with existing parish programs to nurture the faith life of families – sacramentally, spiritually, and emotionally.

St. Madeleine Sophie School provides many opportunities for participation in prayer and the sacraments, correlated to the liturgical year. Preparations for liturgies involve coordinating with a parish representative to create a liturgically correct, child-accessible Mass. Students are taught music for the Mass during music class and older students participate in the church choir and band. The lives of saints, scripture, and liturgical themes are brought to life for students through activities such as acting out Gospel stories, studying about various saints, and sharing about special prayers and traditions from our school's rich and diverse Catholic heritage.

In the fall the 5th grade students participate in the CYO hosted Environmental Education Camp, which emphasizes our role as stewards in caring for God’s creation. During Advent the entire school gathers in the Commons of the school, on a grassy area outside of the elementary classrooms, for Morning Prayer and to sing an advent song. During Lent each class partakes in a weekly Stations of the Cross and on Good Friday the entire school attends the Stations with members of the parish while the 6th grade students act out each station. At lunch on Good Friday students share in a simple meal of soup and bread and spend the rest of the afternoon doing quiet, reflective activities and service projects. At the May Crowning school families send in statues and icons of Mary that are displayed near the altar while the entire school processes in with flowers and a pair of 5th grade students crown a large statue of Mary with a floral wreath. The wide-ranging depictions of Mary featured in our display echo our school's diverse population. In the spring our 8th grade students participate in a retreat in anticipation of their graduation.

Students and faculty are given the opportunity for prayer throughout the day. Prayers and blessings punctuate schooldays, meetings, school events such as the Christmas Program and Spring Musical, meals, assemblies, at School Commission meetings, and other gatherings. Prayer support is given to school families, parish community members, international needs, and to any other cause that

students have identified, during the First Friday of every month. Students participate in writing and praying intentions during the Mass. Faculty members take turns leading prayer during faculty meetings.

St. Madeleine Sophie School uses the Religion curriculum of the Seattle Archdiocese and has adopted RCL Benziger's Faith First for grades Kindergarten through 8, while students in pre-Kindergarten use other resources from RCL Benziger. All Religion teachers teach prayers assigned to mastery. The Stewardship Bulletin Board is available for classes to contribute to and features a new theme each month. There is a commitment by the staff to teach about each stewardship theme, as specified by the Archdiocese, and lessons are provided to staff to incorporate into their planning.

Teachers use a variety of materials when planning their lessons, including the Archdiocesan Religion Standards. As a school we have been focusing on our SLE's, helping students to understand the Gospel connections to the call for each of us to Serve, Lead, Love, and Learn. Each of these four actions is tied to one of the Four Evangelists, who serve as models for what these actions look like in practice. There is a commitment to excellence in religious instruction and the staff are working towards Catechetical Certification.

St. Madeleine Sophie School finds a variety of ways to evangelize in our community and the wider world. During service projects such as the school-wide Diaper Drive students gain an understanding of the local urgency surrounding this effort and draw connections between our response and the Corporal Works of Mercy. During Lent students perform jobs and good deeds to earn "Thirty Pieces of Silver" on behalf of our sister school in Guatemala. Students see and hear about the struggles of our friends in Guatemala and develop an insight into the difference our efforts can make. Through participation in Thirty Pieces of Silver, students also learn about our rich scriptural tradition and the story of Jesus' betrayal and the role that each of us can play in "ransoming back" Christ. Students in the Pre-K program participate in ecumenical sharing with neighboring Holy Cross Lutheran Church during periodic visits. Baptisms of students and school family members have occurred during school Masses. Students are able to witness this sacrament to the commitment of a Christian life, and several students and school parents have participated in the Rite of Christian Initiation of Adults (RCIA).

The school and parish communities enjoy a relationship that is a model for other parish/school communities. Students and other parish youth participate alongside their parents in Faith Formation events and activities. The parish hosts ACRE testing, a celebration in honor of Our Lady of Guadalupe, and Family Nights that mark occasions such as All Saints, Mardi Gras, and Soup and Stations at the end of Lent. The school works with a parish liturgy coordinator in Mass planning. Family Life is taught in the school in concert with parish support for sex education classes. Parish staff serve as resources to classroom teachers for religious education materials and ideas.

Faculty and staff participate in annual retreat days. The faculty participates in school liturgies by serving as extraordinary Eucharistic ministers. Students and faculty together participate in the First Friday prayers and create cards on behalf of community members in need. There is school-wide participation by faculty and students in the All Souls Day prayer ceremony, when each class visits the Sophia Chapel to pray for and record the names of deceased loved ones in the parish Book of Names.

St. Madeleine Sophie School focuses on the signs, sacramentals, traditions, and rituals of the Roman Catholic Church in numerous ways. Our Stewardship bulletin board greets visitors outside of our school office while inside the office hangs an image of St. Madeleine Sophie as well as original artwork by one of our graduates of the symbols of the Four Evangelists. Every classroom has a prayer table or prayer corner displaying liturgical themes and crosses hang at the front of every classroom. Students in pre-Kindergarten through 8 prepare prayer intentions, each focused on a different theme, that student representatives pray during Mass. Christian themes feature in each of the two Christmas programs and the Spring Musical. Our church choir and band are a dynamic part of our weekly school Masses. Images of St. Madeleine Sophie Barat are found in the school office and in the sanctuary. Our church boasts a first class relic of the saint and students learn stories of St. Madeleine's own bravery and sacrifice in the service of others. On our patron's feast day, the school gathers for a Mass in her honor and an image of St. Madeleine is carried in procession by one of our students.

The teachers at St. Madeleine Sophie School have worked to incorporate Scripture stories and knowledge of Catholic tradition across the curriculum. During Art, students have created colorful icons of saints. In Math class students have discussed patterns found in nature as an example of God's creation and care for our world. In Kindergarten students act out gospel stories, such as that of Zaccheus, and of the Prodigal Son, in order to make them more relevant and accessible. Middle School students have translated some of the Letters of St. Paul into modern language and given the letters a contemporary setting.

All faculty and staff at St. Madeleine Sophie School actively bring the Gospel of Jesus to the whole educational experience. In a parents survey 98.6% reported that the school was providing an atmosphere in which Christian values and attitudes are emphasized and practiced. For students in grades 4-8, 89% stated that they were treated with respect by their teachers and the administration. One hundred percent of the 5th grade students who took the Assessment of Catechesis/Religious Education (ACRE) test indicated that people in this parish care about helping others. Dynamic liturgies call students to “full, active, conscious participation” during the Mass. Faculty and staff are committed to continued spiritual and professional growth. The faculty and staff at St. Madeleine Sophie exhibit Gospel values in their interactions with students and in all academic areas.

St. Madeleine Sophie School has worked to create an inclusive, welcoming community where every member has a role to play. In the classroom a visitor would see students of mixed backgrounds and abilities working and learning together. On the playground a visitor would see students of different grades mixing together, and students serving on Safety Patrol helping students with special needs safely interact and play with other students. At Mass a visitor would note older and younger students in mixed seating together and that parents and guests are invited to join students in the pews. They would witness students playing important roles in the celebration of the liturgy. And throughout the school year a visitor would see the school participating in religious celebrations, service projects, and community events that highlight a commitment to Serve, Lead, Love, and Learn.

Significant Accomplishments:

- The school's Schoolwide Learning Expectations (SLEs) are represented by the Four Evangelists as depicted on the parish's cross icon.

- The school ministry enjoys exceptional support of the parish pastor, administration and leadership groups.
- Close collaboration with the parish faith formation programs promotes the goals of the parish and deepens the faith life of families.
- All staff actively embrace participating in the diocesan CCP program.

Goals:

- Continue to provide opportunities and resources for Catechetical Certification course completion by each member of staff.
- Expand service opportunities in the upper grades, especially with seniors and the parish's ethnic communities.
- Explore ways to further enhance liturgical experiences with special emphasis on music and the environment.

Evidence:

- Weekly Faculty Notes from the Principal
- Schedule of Masses, Prayer Assemblies, and retreats
- Prayer tables, Crucifixes, and liturgical calendars displayed in every classroom and in other common spaces.
- Communication from the Avivara confirming our sister school achievements
- Examples of students' engagement in service and stewardship activities
- Advent rituals and activities
- Simple Meal
- Lenten Stations
- Grade specific curriculum and the Archdiocesan Religion Standards
- ACRE test (Assessment of Catechesis Religious Education)
- Monthly SLE lunch
- Twice a year participation in Adoration
- Second grade tour of the Cathedral
- Classes pray for and make cards for parishioner/community members in need during First Friday each month and our weekly Spiritual Bouquet intention.
- Participation in parish All Souls Day Book of Names
- Monthly bulletin board reflects Stewardship Themes
- Graduation hosted at parish Mass

B. DEFINING THE SCHOOL'S PURPOSE

The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

The mission of St. Madeleine Sophie School is an extension of the mission of St. Madeleine Sophie Parish and of the Catholic Church. While promoting "educational excellence" is fundamental to most schools' missions, in a Catholic school the definition of educational quality requires education of the spiritual, moral, and physical self in addition to the intellectual self, and that education is guided and shaped by Gospel values and the governing authority of the Church. In addition, our mission states that this is accomplished "not as something we do *to* or *for* families, but *with* them."

The Mission Statement of St. Madeleine Sophie School begins by setting forth the scope of the community's understanding of what it means to offer a Catholic education: "St. Madeleine Sophie School is dedicated to providing the highest quality education in an environment of Catholic faith and moral values." The same statement ends with the community understanding of the purpose for providing such an education to our students: "Our graduates will be equipped to meet the challenges and opportunities of life-long education in a diverse and complex world." Underpinning this spirit, the School Feasibility Task Force intentionally went a step further. From the earliest meetings called to envision our new school, it was clear that an intention to invite a diverse community was of highest priority. *"As a Catholic school ministry of St. Madeleine Sophie Parish, we propose to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need."*

In striving to provide a quality Catholic education that meets this unique charge, the school community understands that a successful student-centered program includes an ongoing process of curriculum development geared to mastery according to the capability of the individual child. The teaching methods used must be varied and contemporary, an outgrowth of sound learning theory. This curriculum is then animated by teachers, students, and parents working in concert to bring meaningful learning experiences to children with the goal to:

- *Provide opportunities for the student to develop a personal commitment to Gospel values.*
- *Provide the framework necessary for students to take their role as society's intelligent decision-makers of the future, and*
- *Develop in each student a responsibility to that larger group and the call for a personal pledge to justice and service for the common good.*

Curriculum Philosophy – Family Handbook

To accomplish this end, St. Madeleine Sophie School provides an opportunity for education to any child who wishes to attend and who exhibits the desire to grow in this spirit. A concerted effort is made to attract students of all backgrounds from within the Parish as well as non-parishioners, and we are committed to design strategies to make this opportunity accessible economically and educationally for all families. The school community supports this through the use of a tuition sliding scale, tuition review, inclusive admission guidelines and the use of Student Support Plans (SSPs).

The Schoolwide Learning Expectations are based on both that philosophical trust in the relevance and necessity of such a Catholic education and on the mission's articulation of the school's role in developing active members of the Church and responsible citizens of the world. The four root Schoolwide Learning Expectations for each graduate of St. Madeleine Sophie School state that each of them should be prepared to, in faith, *Serve, Lead, Love and Learn*. Each of these SLEs is further detailed in five or six more specific indicators that help to further define the SLE and guide curriculum, methodology, and other programmatic choices. Being a new school and only recently having had the opportunity to reframe our founding documents into the SLE format, the task remains to develop all the ways in which progress toward each of these SLEs is fully measurable. At the same time, we realize that the ultimate summative assessment lies in the lives students lead after leaving St. Madeleine Sophie School. Continuing to develop challenging programs and support within the school community will assure that a high level of achievement in each SLE is possible for every student.

St. Madeleine Sophie School's *Mission Statement, Philosophy* and other foundational documents were part of the main tasks assigned to the original School Feasibility Task Force at their appointment in 2001. Through a series of parish town hall meetings, support from consultants and lengthy discussions, these were first adopted in the spring of 2003 and served as guidance through the opening of the school in the fall of 2005. They are periodically reviewed informally by the School Commission, staff and parish leadership. In the process of preparing for this current Self Study, these directional values served as the basis for developing our new SLEs through an extensive writing process steered by the faculty and administration and vetted with the Commission and parish leadership. Under the direction of our pastor, subsequent follow up with all stakeholders will continue to be a regular part of our parish organizational process.

The SLEs of St. Madeleine Sophie School are rooted in the school's mission and philosophy statement and even in a short time have become part of the fabric of the school's daily life. The SLEs are displayed in all classrooms and throughout the school, on the school website, in the school handbooks, and integrated into teachers' lesson planning process. In a series of meetings during the 2011-12 year, the faculty examined all the newly crafted SLEs and began to generate lists of what we do to integrate the SLEs into lessons and activities and identify the ways these support students' growth. These discussions led to an emphasis in this Self Study to articulate the SLEs in more specific and measureable ways.

On a very real basis, the visual use of the unique parish church crucifix to represent the four SLE themes brings the reality of these statements to life each week during our school Mass. Whenever possible, reference is made to the four gospel writers and their symbols – found on that cross – as iconic representations to Serve, Lead, Love and Learn. Additional visual cues for students and faculty of our ongoing goals are constantly being suggested and developed by staff, students and alumni.

Directed by the action plan in this document the faculty will begin to develop tools and strategies to involve students and parents more directly in assessing student progress toward the school's SLEs. Teachers are already designing a holistic SLE self-reflection sheet/rubric that students at each grade level will complete during the third trimester to assess how they have met the SLEs. Students will share these self-assessments with their parents and set a goal for each of the four major SLEs. Students can increase their understanding and awareness of the SLEs connected to the learning

targets in their classes through lesson-related reflection sheets, which they might complete on assignments related to each sub category of the SLEs. This evidence will be collected in individual student files with the goal of providing a snapshot of how each student is progressing toward the SLEs at each grade level. In addition to these more formal formative assessments, students are already being asked in the flow of a lesson to identify the SLEs that apply or to explain how we achieve each of them through our daily activities. Even before the formalization of the SLEs, the report cards were designed to reflect progress toward the standards that underpin the school's SLEs. Our Curriculum Framework was adopted from a model developed by current staff in their previous assignments that drew congruence between the state's efforts for educational reform and previous WCEA protocols. This intentionally pre-determined model for our new school naturally augmented the SLE development process.

Since the SLEs show our expectations of graduates of St. Madeleine Sophie School, the reflection/assessments nearing the end of students' tenure at the school will be particularly noteworthy. During his exit interviews of eighth grade students in the fall of each year, the principal already gathers anecdotal evidence of student progress toward the SLEs. Students often report that the variety of programs, encouragement to make a commitment to leadership and service, the belief that teachers challenge them to develop their unique gifts, and our smaller size allows individuals to stretch themselves. Regular participation in activities that may not have been so easily accessed in a larger environment has helped them develop the qualities outlined in the SLEs. Over the last two years, teachers have recognized students who are exemplars of each of our SLEs during a monthly ceremony at one of our school Masses. These students are then invited to a special lunch the following day hosted by the principal.

St. Madeleine Sophie School is committed to individualized learning with high educational achievement within the context of a strong sense of community and spiritual development. This achievement is reflected in student performance, not only on standardized tests, but also in the fact that our students are successful gaining admission to the high school of their choice. While in our short history we have only fifty-four graduates, these students have gone on to attend Catholic high schools here on the Eastside and in Seattle (as well as many of the highly respected public options in the four main school districts which we border) and we frequently receive compliments from these institutions on the quality of our students.

The two main governing authorities of St. Madeleine Sophie School are the Archdiocese of Seattle and the State of Washington. The school administration informs the faculty and staff of Archdiocesan expectations through a range of documents including the *Archdiocesan Policy and Procedures* manual (copies of the which are available in the school office, the faculty room and also on-line through the Archdiocesan web-site, seecelebrateandlive.org). That website also provides portals to the Office of the Superintendent of Public Instruction (OSPI) for the State of Washington, which gives teachers quick access to the state-wide standards for each discipline other than Religion. The Archdiocesan Religion standards are also available on their website.

At the beginning of each school year, the staff receives an updated copy of the *St. Madeleine Sophie School Faculty Handbook*. This details local policies, emergency procedures, discipline guidelines, administrative expectations and teacher-specific duties. Any changes to governing authority expectations are shared with the staff through updates at faculty meetings, e-mails from the Catholic Schools' Office or by posting flyers and/announcements. The *St. Madeleine Sophie School Family*

Handbook is likewise updated yearly for fall delivery to families and is available online on the school website. Expectations or changes from any of the school's governing authorities are also communicated to parents via the principal's letter and/or materials in the weekly "Family Packet".

Significant Accomplishments:

- The mission statement acknowledges Catholic values and heritage and this vision connects to the school's curriculum goals.
- A highly evident commitment has been made to for the inclusion of students with varying needs as well as providing financial accessibility for parish families.
- Regular recognition is given to students who are actively living out the SLEs

Goals:

- Continue to review and evaluate our SLEs and create or refine grade-specific measurements to assess student progress toward SLEs.
- Develop student reflection rubrics, evidence files and report card format to assess and communicate progress of SLEs to students, teachers, and parents.

Evidence:

- *Mission and Philosophy Statements*
- Admission Guidelines
- Schoolwide Learning Expectations (SLEs) – icons and framed document in each classroom and office
- Draft SLE evidence files for students.
- Teachers tie in SLEs before/after lessons and present them on lesson plans
- Draft Curriculum maps with relevant SLEs
- Family Handbook
- Task Force Documents 2001-2005

C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.

Organizationally, focus and support for providing a strong educational program is guided by Principal Dan Sherman in collaboration with the Pastor Fr. Jim Picton and with input and support from Parish Pastoral Associate for Administration Loretta Wright Sursely, the School Commission, Parents' Organization, and faculty/staff. The principal gives a monthly report to the School Commission and the Parent Organization helps keeps members informed about the implementation and progress of initiatives within the school. He also keeps parents informed via his letters and other materials sent home in each weekly packet. Principal Sherman also meets regularly with the chairs of the School Commission and Parents' Organization.

The pastor and principal meet as available to discuss student academics and activities, school finances, and faith formation. Fr. Jim attends meetings as appropriate to give reports on parish initiatives and activities as well as to gain input on important decisions. He also helps to focus student achievement in religious and spiritual learning by assisting teachers and students with Mass planning, retreats, and sacramental preparation and professional catechetical development.

The School Commission acts as an advisory committee to the principal in areas of general policy-making. Members seek consensus in recommending and evaluating goals, priorities, and policies for the school, help monitor the school budget, tuition and salary schedules, and make recommendations regarding the school facility. The newly formed Parents' Organization also works in a supportive role with the school administration. The mission of the Parents' Organization is to develop and provide programs that increase communication and understanding and help build a sense of community between faculty, students, and parents; this important role helps to provide the safe and healthy environment that supports high levels of student learning. The Parents' Organization also recruits parent/guardian volunteers, assists in raising funds for the school and extra-curricular needs, and advocates for the school and Catholic education within the broader community. School families complete a minimum of 30 service hours (single parent families 15 hours) each year to assist the school in a wide variety of ways.

To encourage parent involvement, families are asked to volunteer a total of 30 hours each year to serve the school in any number of ways. Teachers eagerly welcome the assistance of parent/guardian volunteers in the classroom; volunteers can regularly be found helping with Math or Reading tutoring, monitoring learning stations, giving spelling tests, displaying student work, organizing as room parents, and serving as field trip chaperones/drivers. Parents also provide extracurricular support as coaches and by leading other after school activities. Parent volunteers also facilitate annual eye/hearing screening, help in the office with various administrative responsibilities, assist in chairing the golf or move-a-thon programs, fulfill parish leadership, Parents' Organization and School Commission responsibilities, and coordinate special events such as the annual parish Italian Dinner, Lenten Fish Fry, Marriage Renewal Weekend, and the spring auction. All of this parental support makes it possible for St. Madeleine Sophie School to provide a well-balanced education of high achievement for all of our students, and the Parent Organization helps to organize that volunteer energy and effort.

The administration and faculty work together to use assessment tools, staff development, and organizational structures to support high achievement of all students. Parents are also offered tools that help coordinate efforts to improve student learning. Recently, we focused attention on improvements to our Mathematics program. In 2009, teachers identified a strategy in Math instruction—use of a common language—that would improve instructional methodology and deepen student understanding. All staff built understanding and expertise through workshops and inservices coordinated by local Math specialist, Torrey Volk. After each meeting the teachers met in departments to review the curriculum map and continuum for instruction, paying special attention to places where there may be overlap or gaps. This resulted in meetings with the principal and our student information services consultant, Steve Diebert to discuss how to report the implementation of new instructional strategies to parents via the report card format. Parallel to this conversation, teachers also began to look for support material adoptions that would more closely articulate Math instruction across the grade spans and successfully align with the resources used by our Catholic high schools. In doing so, the adoption of the Math Connects series for grades K-5 was implemented, replacing the more manipulative and training intensive Everyday Math program experimented with during our first four years. Almost immediately, teachers began to notice a distinct difference when students moved up a grade and were able to transition more easily in terms of conversations about Math as they headed into the more traditional middle and high school instruction. As a result, teachers could teach more advanced concepts at earlier points in the year and found they could move forward with students more quickly. Also noted was a better reception on the part of parents in their ability to assist their children at home. Teachers discuss these observations at department meetings and continue to share new strategies for supporting the use of this same model to map curriculum in other areas.

Parents and students are regularly acquainted with both the standards used for student assessment, and the progress of each student toward our goal of high achievement. With regard to their class work, clearly stated learning outcomes, assessment rubrics, and self-reflection prompts allow students to take responsibility for their learning. Students' success is also assessed through many other methods, including *Iowa Test of Basic Skills (ITBS)*, trial Reading assessments, *Mathletics*, *Accelerated Reader (AR)*, as well as curriculum-based assessments. The results of these assessments are communicated to families through copies of individual standardized test results and analysis, through report cards once per trimester and through the *PowerSchool on-line Parent Portal*. The *Parent Portal* is available to fourth through eighth grade families enabling access to the teacher grade book, at any time, so they may track current results, scores, and grades. Another way teachers share progress is through parent-teacher conferences held once a year for all students. Additional conferences are held throughout the year upon parent, teacher, or administrator request.

The Inclusion Specialist and the new middle school Inclusion resource staff member play vital roles in individualizing the focus and support St. Madeleine Sophie School provides to students as each strives for optimum success. Students, whose performance is assessed as below or approaching grade level (as well as significantly above standard), based on benchmark assessments and teacher observations, receive more explicit and individualized attention as championed through the Student Support Plan. Instruction in Reading, Writing, Math, etc. can be specialized through accommodations and/or modifications via this tool in concert with parents, outside professionals and the grade level teacher. The goal of the Student Support Plan directed by the Inclusion Specialist is the advantage of being able to track the student's progress over multiple years and ensure that the information on how best to accommodate the student's needs is shared with each new teacher.

Likewise, the school principal and staff have a hand in fulfilling the counselor role. They do so by attempting to monitor a several-year-view of students' needs and progress, especially in the social arena of school life. Their coordinated support can have a strong impact on student success. To help students engage with each other in a safe manner both emotionally and physically, the school staff teaches conflict-resolution and problem-solving skills at age-appropriate developmental levels. Primary students learn to recognize and manage their emotions in the *Second Step* program; Fourth and Sixth Grade students engage in bullying prevention through the *Steps to Respect* program; and in middle school teachers revisit previously learned skills and address relevant issues as needed. Many teachers also use *Love and Logic* philosophies and strategies to empower students to take ownership of their own roles in helping to create a safe and productive learning environment. Also included in our program is the Roots of Empathy classes for Grades K and 5 where students learn about the relationship between a parent and a developing infant with the goal of reinforcing compassionate behavior.

St. Madeleine Sophie School's administration hires and supports an educated, professional, and experienced teaching staff to guide students' achievement. To monitor the effectiveness of the staff, the principal visits classrooms regularly, schedules formal observations as warranted, and reviews scores from student-learning assessments such as standardized tests, and other summative assessment scores, student work, and report cards. As needed, the administration assists teachers in analyzing and setting academic goals based on test scores and may consult with teachers regarding lesson plans and curriculum overviews. The administration encourages staff development by providing in-services, informing teachers of available courses and workshops, providing substitutes, and paying for staff development with Title IIA monies and through a line item in the school budget. When attending primary, intermediate, and middle school grade-level meetings, the administration provides support and consistency that comes from awareness of what other groups are working on within the school. As needed, student support meetings bring together parents, teachers, administration, and Inclusion specialists to develop plans to address needs of individual students who have a diagnosed learning issue and who require additional or alternative support for academic achievement.

Individually and in groups, the school's teachers plan engaging and challenging lessons, administer a variety of assessments, both summative and formative, to evaluate student learning, and adapt or differentiate lesson plans and curriculum. Teachers map their curriculum, participate in level meetings, have worked to shape and align report cards to standards and SLEs, attend professional development classes and training sessions, and work with Inclusion Specialists to provide students with additional support. Faculty meetings and primary, intermediate, and middle school level meetings provide teachers with regular opportunities to share learning gained from professional development experiences, differentiation needs and successes for individual students, and progress on implementation of new strategies and programs. Teachers also articulate and evaluate lesson and program ties to state standards and school Schoolwide Learning Expectations. As new strategies are carried out in the classroom, teachers begin gathering data and comparing it to prior results. Working as a professional learning community, teachers and administrators collect, disaggregate, and analyze data on the effects of new programs and strategies. On an on-going basis, teachers work together to research and adopt new curriculum. Teachers report that professional development trainings such as *Writer's Workshop*, *Discovery Mathematics*, professional group conferences, technology training, and classroom management training have helped them more actively engage all students in daily lessons. The entire faculty participates in the annual Archdiocesan-wide Teacher Excellence Day

and Deanery In-Service Day. They also work toward completion of the three-year Catechetical Certification program (if not already completed). Many of the teachers at St. Madeleine Sophie School have pursued their Master's Degrees and advanced Washington State Professional Certification.

Finally, the physical environment of the school is rich with support and celebration of student achievement. In each classroom, the lunchroom and elsewhere, student work from every member of the class is posted to share with the greater school community. Musical talent is shared at each weekly school Mass and celebrated, the Christmas program, the annual spring musical, and at class performances. The trophy case in the school office contains athletic trophies for CYO teams, plaques from service projects, and eighth grade graduation photos. While still a very young school, the vitality of the program is evident and achievement in all areas is supported and celebrated at St. Madeleine Sophie School.

Significant Accomplishments:

- The School Commission and Parent Organization are part of a clear organizational structure that serves critical and supportive roles in the high achievement of all students.
- Inclusion Specialists and the school staff support individual student learning needs.
- Smaller class sizes and positive student teacher ratio enhance individual growth.

Goals:

- In light of an increasing middle school enrollment, expand the coordinated support system that nurtures and helps meet the developmental challenges of this age group to ensure each graduate embodies our SLEs.

Evidence:

- Student Support Plans and files
- Allergic/Medical Alert information available on PowerSchool
- CPR/First Aid certification
- Disaster Preparedness plan
- Emergency backpacks in each classroom
- Security plan and new clock and intercom communication system
- Behavior Report forms
- Minutes from School Commission and Parent Organization Meetings
- Curriculum Maps
- Title Programs Professional Development Plan
- *PowerSchool* Program
- *ITBS, Gesell Developmental Observation, Accelerated Reader, Athletics.*
- Curriculum Framework goals and continuum
- Family Handbook
- Teacher Websites
- School web site

- Classroom Newsletters
- Schoolwide Learning Expectations (SLEs)
- Report cards
- Family Packets (containing parish information, principal letter, and other notes from the office)
- Classroom assignment rubrics
- Middle school homework link

D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

St. Madeleine Sophie School regularly uses a wide variety of educationally sound assessments both to monitor student performance and to direct curricular/instructional decisions and changes that enhance student achievement. Test results are used to identify trends in order to make changes to the curriculum, place students appropriately in classes/coursework, and create Student Support Plans (SSPs) for individual students.

Currently, the main outside assessment used is the *Iowa Test of Basic Skills (ITBS)*. In addition, textbook assessments and teacher-generated assessment tools including both formative and summative assessment are included to generate an overall student progress continuum. Teachers and administrators analyze and act on this empirical data to chart instruction.

The Iowa Test of Basic Skills is administered each fall in grades 1 through 8 in order to inform instruction as soon as possible each year. This has been especially important as a high percentage of students each year continue to be new to the school. These norm-referenced tests measure student growth as compared to their peers. Test results are analyzed at the school, department, and classroom level and shared with families before conferences in November. Individual *ITBS* test results are sent out to parents, and a copy is kept in student cumulative files to be used by teachers for a longitudinal picture of each student's academic strengths and needs. The administration and faculty also meet regularly to analyze these standardized test scores and to identify students in the bottom quartiles so those students can be directed to resources (teachers and alternative curriculum) that will enhance their learning. Finally, the *ITBS* is used to identify possible weaknesses in the school curriculum.

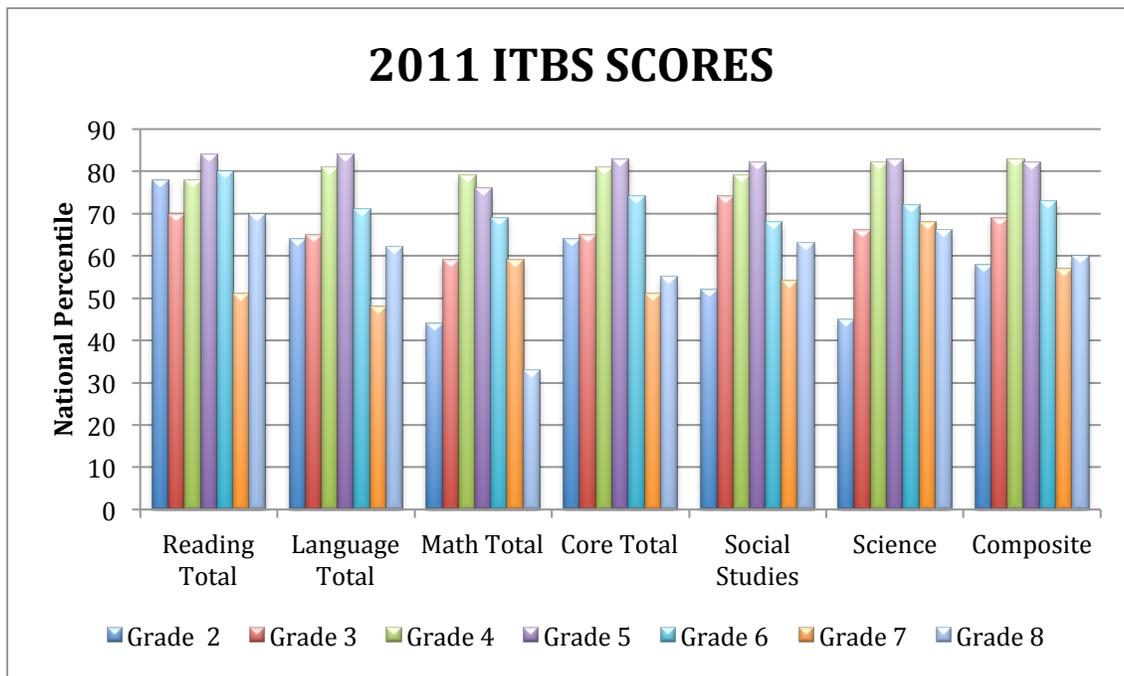
Another standardized test available to the school is the state test (formally known as the Washington Assessment of Student Learning, or WASL). Available until 2009, this state test measured student progress in Math and writing and was administered to fourth and seventh grade students. For many of our existing diocesan schools, the data from this test augmented that collected from the *ITBS* to help identify individual student learning needs and guide improvement of instructional programs in Math and Writing. In 2010, The Office of the Superintendent of Public Instruction released the Measurement of Student Progress (MSP) assessment to replace the WASL. Meant to be less complex than the WASL, it contains more multiple choice questions and less writing prompts. A decision was made to take a "wait and see" approach to adopting the new assessment. We feel we are getting good data from our current assessment tools and did not want to take away instructional time to do additional testing.

Being a very new school, enrollment in most of our classes is still growing. Due to that, small sample sizes and a lack of longitudinal data makes it difficult to draw significant conclusions from these *ITBS* results. As we began to establish an historic baseline, the annual and longitudinal data has helped guide the school leadership team in identifying goals for each academic year.

Of the original 32 families enrolling in our inaugural year, ten of them have children (representing

eleven students) who have been with the program continually since PK or Kindergarten. An analysis of their ITBS results from Grade 1 (the first year given) to the present (Grade 5 or 6) indicates a steady growth trending above the normed expectation. These identified students' grade equivalent scores exceeded the median growth in Reading (2.8 grade levels), Language (3.5), and Math (1.0), for a Core Total increase of 2.3. While this is an extremely small sample that could fluctuate dramatically (even if one student moved or was ill during the testing window), it is currently one of the only indicators we have for progress over time, controlled for our own program offerings.

Among all students taking ITBS tests in 2011, 52% were in the top quartile in Reading, 44% were in the top quartile in Language, and 34% were in the top quartile in Math. 6% of students were in the bottom quartile in Reading, 9% were in the bottom quartile in Language, and 17% were in the bottom quartile in Math. These results are consistent with previous iterations of the ITBS test.



| | Reading | Language | Math | Core | S.S. | Science | Composite |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2 nd | 78 | 64 | 44 | 64 | 52 | 45 | 58 |
| 3 rd | 70 | 65 | 59 | 65 | 74 | 66 | 69 |
| 4 th | 78 | 81 | 79 | 81 | 79 | 82 | 83 |
| 5 th | 84 | 84 | 76 | 83 | 82 | 83 | 82 |
| 6 th | 80 | 71 | 69 | 74 | 68 | 72 | 73 |
| 7 th | 51 | 48 | 59 | 51 | 54 | 68 | 57 |
| 8 th | 70 | 62 | 33 | 55 | 63 | 66 | 60 |

Among all students, Math scores - in particular computation scores - have been identified as the area with the greatest opportunity for improvement. In 2010 teachers met as a staff and in departments with Torrey Volk from Discover Mathematics to map out the math curriculum and develop key

goals in each grade level. A new Math curriculum, Math Connects, was adopted in the fall of 2010 in 4th grade and is now being used in Grades 1 through 4. Leveled groups and Math lab time are emphasized in the Upper School. In February and March, the whole school participates in the World Math Day competition. While participating during the 2012 season, the average student answered 3324 questions correctly, for over six hundred thousand correct answers. During the summer of 2012 the school adopted the Mathletics platform to continue this success and offer Math enrichment online.

Another core curriculum area that has received a more in-depth data review has been Reading. In general, testing data indicate that the vast majority of students at St. Madeleine Sophie School meet or exceed state and national curriculum expectations in Reading. In Grades 1 through 6, and in Grade 8 (2011-12) our classes' mean scores were at or above the 70th percentile in Reading on the ITBS. In 7th grade (2011-12), the mean score was 51% in Reading where the sample size is limited to our eleven students in that grade (The majority of those 7th graders were new to the program in the last two years and/or have been identified for a Student Support Plan.) School-wide, fifty-two percent of our students scored in the top quartile, while 6% scored in the bottom quartile.

While this data suggests that most of our students are adequately strong readers, there are steps we expect to take to increase student success, especially for our lowest students. In addition, there are extra challenges we could provide our most successful students. Currently, while the ITBS score is the only standard assessment tool that we use throughout grades 1 to 8 to gather information on student success, our intention is to review using additional tools is to give the students, staff and parents insight into Reading progress in a more consistent, frequent, and grade appropriate manner so that students at all grade levels may view their progress and use the information to set further goals. Because of these conversations, Reading was chosen as our area for the In-Depth study.

Drawing meaningful data from disaggregates is also difficult because of small sample sizes. The Pre-K class from St. Madeleine's inaugural year provides the best opportunities for disaggregation because of their large size and several years of data and their scores have been examined in depth by gender (Appendix B-5). Male students score slightly ahead in Reading and Math, with female students higher in Language. Girls made more gains from 4th to 5th but this is likely due to small number of boys and an influx of new students prior to 5th grade. As the school continues to grow there will be better opportunities to disaggregate with more years of data from larger classes.

In the area of Faith Formation, the school students have been assessed along with the parish Faith Formation attendees using the NCEA's ACRE test. As one would expect, the Religious Knowledge results for students enrolled in the regular school program match or exceed those participating in less frequent instruction. Responses on questions soliciting replies regarding Personal Beliefs, Attitudes, Practices and Perceptions were often similar in nature.

As appropriate and meaningful, any assessment data and subsequent analysis is shared with the appropriate community and leadership bodies to help develop areas for growth. To date, most of the critical analysis has been accomplished via teacher review committees. As the school grows and more substantive data becomes available, a wider audience can be expected, following local policy guidelines.

The accompanying appendices for this document include the analysis of student achievement used in not only in this section but also the entire Study. As mentioned, as our school grows, especially during this next accreditation period, we will be gaining a greater and more valid longitudinal picture of the impact of our decisions to increase student achievement. Over that same period, we should also know more fully the impact of the current economic climate, which not only influences any of our enrollment fluctuations (with accompanying financial implications) but also the timing of our next building campaign and the stalled development of the school campus. Until we are able to fulfill the original plan for additional and instructionally effective classroom space, it will be a challenge to grow the middle school program to a level that allows us to offer the truly exceptional Catholic school model first envisioned by the School Feasibility Task Force.

Significant Accomplishments

- Successful establishment of the framework for use of regular testing and data analysis tools.
- Implementation of strategic adjustments following review of Math curriculum.
- Addition of Math and Inclusion Specialists to help support students in the top and bottom quartiles.

Goals

- Investigate Reading assessment strategies and initiate a consistent design across grade levels.
- Further develop regular routine to enhance methods of analyzing/discussing test results.

Evidence

- Appendices B-1, B-2, B-3, B-4, and B-5
- ITBS test results (binders and IRM)
- Summaries and graphs of ITBS results
- ACRE results
- Upper School Math placement assessments
- Beginning of the year assessments in the classroom
- Reading assessments
- Unit pre- and post-assessments, mastery assessments
- Textbook and curriculum assessment samples
- Teacher-made assessment samples
- Student Support Plans
- Title Programs Professional Development
- Project/Writing rubrics
- School grade scale, proficiency lists
- Differentiated homework assignment examples/samples
- Survey results
- Enrollment data
- Annual reports (finances/tuition)
- Local demographic CoC data

E. SLES AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Our local Curriculum Framework, defined and measurable Archdiocesan and State of Washington curriculum standards, and Schoolwide Learning Expectations (SLEs) are the basis for instruction and assessment at St. Madeleine Sophie School. This foundation provides a continuum of learning for all students across grade levels, grounded in Catholic Identity and focused on high achievement. St. Madeleine Sophie School uses multiple formative and summative measures to assess and ensure acceptable progress toward Archdiocesan and state standards.

As a school undergoing initial accreditation, there has been, and will continue to be, much work done to fully define all of our goals. Similarly, assessment strategies continue to be examined and refined to best evaluate the progress of all students to support high achievement of all students.

Our curriculum framework has served as the initial backbone of our curriculum development and has been used to develop our report card. In addition, we utilize the Washington State Essential Academic Learning Requirements (EALRs), state Grade Level Expectations, and the archdiocesan learning expectations in Religion and spiritual growth. The WCEA Catholic Identity Standards and Rubrics K-8 are used as an illustrative example as will be the new National Standards and Benchmarks for Effective Catholic Schools. Lists of expectations of prayers and other material to be covered by grade level can be found at www.seattlearchdiocese.org/CFF/RE/. All of these resources together have been used to further define our goals and objectives for our students. The ACRE (Assessment of Catechesis/Religious Education) is given to 5th graders in the spring every second year. The results of this test are used to give feedback to students, teachers and parents of areas of strength and areas of needed growth.

Progress is reported to parents three times a year with formal report cards. Every parent is given an opportunity to conference with his or her child's teacher every November, with other conferences available on request. In addition, teachers of students in grades four through eight post grades online via the PowerSchool Student Information System (SIS) so parents have constant access to information regarding their children's success. Often teachers are in close contact with parents if students need extra support to be successful.

We are in the process of writing specific, measurable, mastery-based standards for each grade level. These standards are written with a 1-4 scale as their basis. In each case, a "3" defines the goal as mastered for the grade level, a "2" defines acceptable progress towards that goal and a "1" shows that a student is in the early stages of accomplishing the goal. In each case a "4" defines ways in which a student has achieved above and beyond the grade level expectation for mastery of a goal.

What follows is an example of a Kindergarten standard. Note that a “3” is the expected learning by the end of the school year – or earlier – for that grade.

Standard: *Substitute one phoneme for another to make new word*

Level 4 - Advanced

Can further manipulate words beyond substituting a phoneme, such as adding suffixes or prefixes, or forming compound words.

Level 3 - Proficient

Easily substitutes one phoneme in CVC words to make new words, in 10 words.

Level 2 - Progressing

Substitutes one phoneme in CVC words to make new words, in 2-9 words.

Level 1 - Beginning

With help, can substitute one phoneme in CVC words to make new words.

Currently, all teachers use a variation of this format. One of our goals will be to standardize the format across grade levels. These standards are clearly measurable and clearly define acceptable progress toward reaching and sometimes exceeding grade level learning expectations.

This year time was devoted to transferring the founding philosophy and mission statements into our newly drafted School-wide Learning Expectations (SLEs) for our school. These outline in greater details our four areas of expectations for our graduates: *In Faith, we Serve, Lead, Love and Learn*. Each one of these categories is represented by one of the gospel writers. Students at all grade levels study these in an age appropriate way, and are held accountable to knowing and using them. In this way, Catholic Identity and Faith formation are woven into all curriculum areas. For example, during a Math lesson, we have the children name which of the SLEs we are covering. The short answer is “Learn”. More fully, it is, “Like John, the rising eagle, and as a person who learns, I commit to the goal to master or exceed our school’s curriculum standards and take responsibility for my own learning.” While children in all grades PK – 8 are taught the SLEs, the younger children are not assessed on them at this time. Children in Grades 4 – 8, however, will be asked to self-assess their progress toward achievement of SLEs using a rubric. Teachers will then discuss those self-assessments with the students and help each child set goals for more fully developing the attributes defined in our SLEs.

St. Madeleine Sophie School uses multiple assessments, both formative and summative, to measure acceptable progress towards archdiocesan and state curriculum standards and our own school curriculum framework. Formative assessments include performance-based activities, student reflections, teacher observations, and mid-chapter quizzes. In addition to teacher evaluation on selected assignments, students self-assess their progress toward achievement. Supplemental programs and standardized testing are used formatively, including Accelerated Reader and ITBS testing in Grades 1 through 8. The ITBS is also used as a formative assessment, along with display-board projects, unit/chapter tests, end-of year mastery assessments, one-on-one teacher assessment of students and rubric-graded essays/projects. Teachers use the data collected from these formative and summative assessments to plan lessons in order for all students to make acceptable progress.

The variety of formative and summative assessments, tied to our SLEs and curriculum framework, allows St. Madeleine Sophie faculty to identify students needing additional support for success. Our Inclusion Specialists coordinate with appropriate faculty members to formulate plans to assist individual students needing support to make acceptable progress. These plans are implemented with the full participation of faculty, students, parents, and all other relevant school community members. A typical action plan lists strategies that will be used to improve learning in specific disciplines. Examples include testing for learning disabilities, accommodations and modifications as prescribed by a learning specialist, daily language arts review, use of Math manipulatives as well as daily notes home regarding behavior, when relevant to supporting academic success. Children needing this support are assessed regularly to ensure that progress is being achieved. The working norm of acceptable progress is considered to consist of steady upward movement towards mastery based on students' ability without losing previously accomplished goals. At this time, that is defined as 80% percent of indicators on a student's report card should be 3s to show acceptable progress in order to go on to the next grade level. "Students continue to advance by successfully mastering appropriate grade level (standards) while continuing to demonstrate mastery of previously (learned/achieved) material." (*Report card rubric. As described below, students with Support Plans may have modifications to this design.*)

The faculty makes use of an abundance of resources when formulating and implementing plans for students not making acceptable progress. Teachers communicate with their students' previous teachers at the beginning of each school year to ensure continuity of learning and to provide for revision of student support plans as needed. Teachers routinely make accommodations and modifications for students, including orally administered assessments, extended time, easier-to-read versions, and shorter quizzes and exams, as needed. From the 2011–2012 school year, 7% of our students tested in the lowest quartile as a composite score on the ITBS. Alternately, 46% of our students scored in the highest quartile as a composite score. Some of these students receive additional challenge work.

St. Madeleine Sophie has provided differentiation in our academic program in many ways. As a staff we have received training on differentiating curriculum to meet the needs of each child. Among other strategies, we use the following: re-teaching, extensions, homogeneous and heterogeneous groupings, adaptation of format and structure, one-on-one work and peer tutoring. Students in grades 6 – 8 have a Math specialist teaching ability-based groups to maximize learning for each child. Our Math specialist also teaches a Math lab for students in grade 6-8.

Modifications to accommodation plans occur at the beginning of each school year, and as needed thereafter. Because backward design and formative/summative assessment inform curriculum planning throughout the year, teachers continually assess and adjust instruction to meet the needs of all students. Teachers at St. Madeleine Sophie School work with administrators, the Inclusion Specialists, parents, outside professionals, and students to modify plans in order to increase acceptable progress by all students.

Significant Accomplishments:

- Well-defined, yet dynamic, SLEs, Curriculum Framework, Archdiocesan Catholic Identity Rubric
- Staff use a variety of formative and summative assessments to inform teaching
- Staff development focuses on improving instructional methods to enhance learning for all students.
- Use of a standards-based report card linked to the curriculum framework.

Goals:

- Continue to align classroom curriculum to standards in a consistent format.
- Continue to tie report card directly to standards.
- Adopt additional curricula to remediate low performers and support high achievers.

Evidence:

- SLEs posted in the School Office and Each Homeroom Classroom
- State EALRs and Grade Level Expectation
- Curriculum Framework
- Accommodation Plans for Students
- Student work
- Examples of Differentiation of Classroom Instruction
- Word workstations
- Individualized Math work
- Small group work
- Report card
- Dr. Anne Frederick's report on school's Catholic Identity

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

St. Madeleine Sophie School is a faith-based educational community where parents, staff and students seek to grow in the knowledge and love of God and one another. In the school's pursuit of academic success, instruction infused with Catholic values functions as the underlying reality in which the students' experiences of learning and living reach their deepest meaning.

St. Madeleine Sophie provides an opportunity for education to any child who wishes to attend and who exhibits the desire to grow in this spirit. A concerted effort was made to design a program that would attract students of all backgrounds from within the Parish as well as non-parishioners, and the school commits to design strategies to make this opportunity accessible for all families. Flowing from this understanding, St. Madeleine Sophie School operates with the goal of providing the Christian Educational Community necessary for such growth to take place. The program of study mirrors that of the State of Washington, which is organized under the school's framework of seven school curriculum goals. "We propose a graduate who is striving to become a spiritual person, a whole person, a loving person, a responsible person and a hope-filled person." Within the mission of St. Madeleine Sophie School, it is the school's professional goal to graduate students who have mastered skills enabling them to positively influence their world through leadership, knowledge, respect and service.

St. Madeleine Sophie actively seeks to meet expectations about teaching and learning by working to meet standards for teachers and students. All teachers have their current state teacher certification. All staff are working toward obtaining catechetical certification according to the expectations of the Archdiocese. All returning staff members have plans in place to complete this in a timely manner. All teachers and support staff participate in workshops, certification classes and the necessary training to uphold best practices in the classroom. This includes attendance at the Archdiocesan Professional Development Days.

The school utilizes a variety of research-based methods to apply to its instruction to increase student achievement. In 2011 SMS adopted a new writing program, the Lucy Calkins' Writer's Workshop. Writing teachers have been receiving on-going training to develop the curriculum in their classrooms. In the fall of 2011, teachers received training in the Guided Language Acquisition Design, or GLAD, program to make stronger connections with their students. This training gave them specific strategies to use with all different types of learners, specifically English Language Learners. The 1st through 4th grades adopted a new Math curriculum, Math Connects, in the fall of 2010. Grades 5 through 8 are using the McDougall-Littell curriculum. This came out of our effort to better connect primary and middle school Math. During this process the school hired Torrey Volk from Discover Mathematics. She worked with SMS staff to develop Math Connects and helped the teachers map out their Math curriculum. Teachers attended a Love and Logic training and are using the book to have ongoing book club meetings to discuss the use of the principles of Love and Logic in their classrooms. Teachers also have a continued relationship with Ellen Wedemeyer, who visited St. Madeleine Sophie in August of 2011. She gave the staff great tools to continue meeting the needs

of all of our students, specifically those at the higher and lower ends of the spectrum. Using all of these tools, the next goal will be mapping the rest of the curriculum, specifically Reading, and updating the Reading curriculum as necessary. Along with this will be Reading assessments used by all Reading teachers to better indicate the progress of each student.

Teachers have monthly department meetings. At these meetings they discuss research-based teaching and learning, follow-up on professional development trainings, discuss curriculum and share ideas regarding lesson planning and individual student needs. In addition, the Inclusion Specialist sends e-mails twice a month to the staff regarding the latest research-based methods and strategies to use in the classroom related to students with special needs. She attends trainings and conferences as needed and available (e.g., NCEA Special Needs annual conference.) As the staff grows and the opportunities for professional development increase and vary, additional ways to intentionally share the wealth of information will strengthen the overall effectiveness of our program.

All of the homeroom teachers have Mimio boards in their classrooms. The 1st - 3rd Grades have computers in their classrooms for student use in small groups. The 4th and 5th graders have a laptop cart that they share and the 6th - 8th Grade students each have their own laptops to use. They use the laptops to type documents, conduct research and create PowerPoint presentations. In addition, the 4th graders are working on their typing skills using a program called Typing Pal.

As St. Madeleine Sophie began the Accreditation process, Schoolwide Learning Expectations (SLEs) were created. These SLEs were drawn out of seven school curriculum goals and the founding documents of the school. They are posted in every classroom, and the next step will be to integrate them into each lesson. Looking forward, a method will be developed to begin measuring the SLEs in each classroom. The *Faith First* Religion curriculum, Steps to Respect, Roots of Empathy, Safe Environment and Family Life programs all help to achieve these expectations. Steps to Respect is a program that is taught in third and fourth grade, and Second Step is used in middle school. These programs enforce respect in creating and sustaining relationships through communication and consideration toward others. The Roots of Empathy program is currently used in Kindergarten and 5th grade. In this program an infant and his/her parent visit the classroom each month throughout the school year. A trained instructor coaches students to observe the baby's development and to label the baby's feelings. It is an evidence-based classroom program that has shown dramatic effect in reducing levels of aggression among children by raising social/emotional competence and increasing empathy. Safe Environment is used in Pre-Kindergarten through 3rd grade. It is a program that helps children build safety awareness in a variety of environments.

Related to core curriculum, the middle school divides its students into classes based on their ability. SMS takes an interdisciplinary approach to Religion. In 6th grade Social Studies, students compare different faiths to Catholicism. Catholicism is also discussed in civics when the class covers current events and talk about the freedom of Religion in the Bill of Rights. In all subject areas the material is presented in multiple ways and visual aids are used frequently to help students learn. In intermediate and middle school classes students have many opportunities to present their learning through research papers, projects and presentations. Students turn in rough drafts of projects and papers, and are able to expand their learning as necessary before the final product is turned in. Rubrics are designed around a 4-point system. Students can achieve standard by receiving a 3. There are times when students have the opportunity to aim for a 4 and go beyond expectations. The primary classes

place students in Reading groups based on their ability, allowing extra help for the students who need it and an extra challenge for those excelling.

Students participate in field trips that enrich their educational experience and extend classroom learning. In the primary grades, the PK class visits a neighboring orchard to learn all about orchards, the work it takes to care for them, and how fruit grows. The Kindergarten class visits the zoo each spring, and the first graders visit the Bellevue Botanical Gardens, which ties into their Science unit on plants. The second graders visit the St. James Cathedral each year as they are preparing for First Eucharist. Students in Kindergarten through fifth grade have the opportunity to see plays at the Seattle Children's Theater, and the middle school does a ropes course in Bellevue. The middle school also visited the Wing Luke Museum, took a tour of the international district to learn about Asian history and visited Olympia where they experienced civics firsthand. Every year, St. Madeleine Sophie ensures that students learn both inside and outside of the classroom.

St. Madeleine Sophie uses a variety of formative and summative assessments to measure student achievement of curriculum standards. Formal quizzes and tests are given in every subject area. Frequent checks for understanding happen through oral questions from the teachers. In middle school there is a standards-based grading system in Math. If students do not receive a 3 in a certain area on a test, they have the opportunity to get up to standard by receiving extra help from their teacher. They may also do extra work at home. Teachers use pre- and post-assessments to monitor their individual and whole class instruction and modify curriculum as needed. As SMS begins to have a bigger population represented through ITBS testing, we will develop ways to use these results to enhance teaching and learning, and further group students as necessary.

Parent survey results show 94% of parents agreeing that the Religion instruction is effective or highly effective, 87% agreeing that Mathematics is effective or highly effective, 89% agreeing that Reading/Literature is effective or highly effective, and 93% agreeing that English/language arts is effective or highly effective. Written comments suggested high approval with the school, with several parents commenting on the accepting environment and sense of community, the competent and caring faculty and staff, and the strong Catholic values and nurturing atmosphere.

To ensure that students are meeting learning expectations, student progress is frequently evaluated. There is an Inclusion Specialist on staff who puts support plans in place for students at the higher and lower ends of the spectrum who need accommodations or modifications to their learning plan. The specialist meets with parents, teachers and outside professionals on a regular basis regarding Student Support Plans, making sure everything is in place to best help each student succeed in the classroom. If it is necessary, the specialist refers parents to the local school district or private agencies for testing. The progress of support students is monitored regularly, their plans are updated at least once a year, and they are reviewed each time new outside test results are provided. Currently, 20% of the student population has support plans in place. When St. Madeleine Sophie School opened, the vision from the founders was to provide an opportunity to any child who wished to attend. Now that the staff knows who these children are, the next goal will be to further expand inclusion services to ensure that the needs of every child are being met.

Catholic Values are infused throughout the curriculum. The Church Calendar and its symbols are followed carefully. All of the students have the opportunity to attend Mass every Wednesday, and students are very involved in each Mass. Buddy classes work together each month to recite the

readings and present the gifts. The 5th-8th graders sing in the choir, and training for altar servers begins at fifth grade. Fifth grade students also have the opportunity to learn about God's creation through Environmental Education Camp. The 6th – 8th graders participate in a teamwork ropes course each fall to enforce community building. Eighth grade students partake in an end of the year retreat to build a stronger relationship with God. Many of our students participate in the Catholic Youth Organization athletics programs (CYO).

Prayer tables or corners are in every classroom. Prayer is weaved in throughout the school day, including in the morning, before lunch, and at the end of the day. Students learn appropriate grade level prayers. Grade-appropriate quizzes are given on these prayers. The school supports Maggie Lee for Good Day, a national day in October where each student is encouraged to perform at least one unsolicited act of kindness during a 24-hour period, in memory of Maggie Lee, the deceased cousin of three of our former students. The school participates in a variety of service projects, many of which benefit SMS's sister school Don Pancho in Guatemala. Every year during Lent, students work on extra tasks outside of their normal chores to earn 30 Pieces of Silver. This money is given to Don Pancho for educational supplies, classroom furniture, and other current school needs. In addition, the 3rd graders sponsor an all-school pancake breakfast benefitting Don Pancho, and our school participates in coffee sales and proceeds go to Guatemala. Members of Avivara, the organization working with SMS to help these students, keep the school updated on Don Pancho and their progress.

In addition to SMS's relationship with its sister school, students also participate in Lenten projects. The 4th – 8th graders participate in "Knight Flight" with the Knights of Columbus. They create boxes and cards for wounded Veterans who recently came home. The PK – 3rd graders participate in a Random Act of Kindness, in which they make cards and flowers and give them to individuals they do not know in the community.

During Advent, the 4th graders make Christmas cards full of spiritual wishes for members of a local nursing home. Two years ago, the Roots of Empathy classes, Kindergarten and 5th, began sponsoring an Advent diaper drive. During last year's drive, SMS collected more than 7,000 diapers for families in need.

In 2011 the school began First Friday prayers for families in need in the community. Each class chooses an individual or family to pray for during the first Friday of every month. Several classes make cards for these families as well.

Significant Accomplishments:

- A focus on welcoming a variety of educational abilities and learning styles as part of our Catholic educational mission is based on the charism of our foundress.
- Use of a variety of formative and summative assessments inform teaching.
- Ongoing improvement and consistent implementation of Student Support Plans (SSPs) helps struggling students.

Goals:

- Update Reading program and assessments across all grade levels.
- Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.
- Formalize ongoing teacher learning communities to share research-based information about teaching and learning.

Evidence:

- SLE posters displayed throughout the school
- Family Handbook
- Service Learning projects
- Self Study
- Integration of technology into the instructional process
- Formative and Summative assessments
- Student Support Plans
- Grade level standards (Archdiocese/State)
- Steps to Respect, Second Step
- Roots of Empathy
- Safe Environment
- Family Life program
- Lesson Plans
- Textbooks

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Consistently across the board, over 90% of parents surveyed expressed that St. Madeleine Sophie School's academic strength, safe environment, and Catholic identity were the primary reasons for sending their students to our school. Our organizational structure supports the necessary decision making, delegation to appropriately qualified shareholders, and accountability at all levels to deliver an educational experience that supports and promotes high achievement of all of our students. Pastor, principal, School Commission, Parents' Organization, and faculty all play important and defined roles in the organizational structure of St. Madeleine's.

St. Madeleine Sophie School provides a safe and healthy environment for students. The entire campus is fenced and signage directs any visitor to first come directly to the office. While access to the main building can be gained through multiple entrances and levels, school portions are adequately identified and all staff and adults are instructed to be vigilant and take the initiative of asking should they encounter a person they do not know. Primary students who leave a classroom during the day without adult supervision will always do so with a buddy. When not in use, all classrooms are secured as enabled. Visitors sign in at the front office and wear an easily recognizable visitor's badge while they are on campus. Regular practice of procedures for fire, earthquake, and lockdown events prepare students and staff to be calm and purposeful in such events. In each classroom evacuation maps are posted and in a separate location, a three-day supply of food and water is stored. A backpack that includes emergency supplies and allergy information on each student is located in all classrooms. Multiple staff members have current first aid, CPR, epi-pen, and other emergency training. All staff, volunteers, and parents are required to be current in the Archdiocese's *Called To Protect* training before working with students or driving on field trips.

The social and emotional health and safety of students is as important as their physical safety. Staff and students help create an atmosphere of community and connectivity through welcoming rituals, established classroom rules, and attentiveness to the needs of others. Within this nurturing environment, teachers coach students in social skills as well as academic ones, and the school staff specifically work with students in strategies to help successfully negotiate the special social challenges of each grade's developmental stage. Systems are in place for students, teachers, and administrators to address issues of bullying at all ages. *Second Step* and *Steps to Respect* (conflict resolution programs) remind students of strategies for addressing small problems and that they should turn to a helpful adult if they have a big problem. As noted in the Archdiocesan review of the School's Catholic Identity, there exists a clear connection between the founding philosophy and mission and the school's value of parents in their role as primary educators. This operating principal carries over noticeably in the framework of a proactive, positive discipline plan. So too, the extra attention focused on assisting students of middle school age in preparing for their next steps (e.g., guidance in high school selection, exit interviews, organizational skills, etc.) serves as a tangible example of mission focus.

As a new school, the St. Madeleine Sophie community is still in the early phases of developing the full breadth of curricular, co-curricular, and extra-curricular opportunities that are ideal in supporting the spiritual, personal, and academic growth of our students. At the same time, a solid foundation has been created to add and improve our offerings as enrollment, age and resources develop. It can be noted that in previous sections of the Self Study, the organizational, methodological, and curricular supports for student growth during the school day at St. Madeleine Sophie School have been much discussed. Section 3A (Catholic Identity) gives a lengthy overview of the supports in place for students' spiritual growth. As a Community of Faith, student achievement will always be shaped by the way we practice being stewards of the Spirit. Each day, and in each classroom, students are gathered around a prayer table, reflective of the liturgical season. Prayer begins and ends each day and teachers vary the form and style as age appropriate. Often these prayers are sung, signed, or recited in languages other than English. As one of our founding ideals, Fr. Jim re-arranged his demanding schedule to always be available for us to preside at a weekly all-school Mass each Wednesday, a practice that continues today. All classes, PK-8, take turns helping to prepare the theme, readings and gifts. All grades are involved in the weekly prayers of petition. Liturgical seasons such as Advent (morning prayer circle) and Lent (Stations and Holy Week activities) are regular experiences. Many of our parents who are able to do so re-arrange their days to stay and participate. As the parish fully realizes its new role as host to the eastside's Korean Catholic community, additional opportunities for unique liturgical and cultural experiences will be welcomed.

The Community of Faith is also nurtured in a very real way through our commitment to the SLE of Service. Students at St. Madeleine Sophie, assisted by parents and the parish community, have the opportunity to participate in a variety of projects that correlate with what they are learning in school. By working collaboratively with others in the community, we are able to impact many. As leaders and servants of the faith, our students have taken small ideas and turned them into big projects that serve others. For instance, a Diaper Drive is organized yearly by Kindergarten and 5th grade. These students are participants in the Roots of Empathy classes where they learn about the relationship between a parent and a baby. During Advent, they lead the school in soliciting donations of diapers. As many as 10,000 diapers each year have been collected, blessed at our last Mass before the Christmas break, and delivered to Eastside Baby Corner by parent volunteers. The upper grades spearhead the collection of Thanksgiving boxes of food and other non-perishable items to deliver to identified local families. A pancake breakfast started in 3rd grade as a classroom activity has turned into a school-wide celebration during Catholic Schools Week. We have hosted as many as 500 people after our Grandfriends Day Mass. Money raised through donations helps support our sister school in Guatemala. Many lower grade students regularly make cards that are delivered to retirement homes in our parish area.

These small events along with many other regular activities help explain why 98.6% of parent surveys indicated that St. Madeleine's provides an atmosphere of Christian values and attitudes that are emphasized and practiced.

When describing co-curricular (offered during the school day) and extra-curricular (offered outside the school day) opportunities, this section focuses on those initiatives provided to encourage and support the growth of St. Madeleine Sophie School's students as well-balanced people.

As is the case in many of our Catholic schools, nearly all extra-curricular activities are organized and led by parent volunteers, and many co-curricular programs that are run by teachers also rely on the support of parent volunteers as well. It cannot be overstated that without parent help, these programs and events might not exist. Parental support also plays a key role in providing the necessary resources (talent as well as funding) to enhance the role of technology in supporting the growth of students as well as the philosophical investment and nurturing that has resulted in the special emphasis our school places on inclusion services.

Within the primary and intermediate classrooms, each student is responsible for jobs that contribute to the smooth running of the class, the organization and delivery of materials, and the care of classroom animals and of the classroom itself. These classroom stewardship roles support and develop students' responsible participation in their classroom community. In later grades, students accept roles of greater responsibility at the school. For instance, as cars pull onto the campus to drop off students each morning, upper school greeters open the car doors and welcome drivers and students to the school; before and after school, students from the older grades assist in raising the flag and other similar duties. During recess times they may also serve as playground helpers for a few of our students who are of a more profound need. Students in Grades 5-8 actively participate in weekly Masses by serving as altar servers and liturgical Masters of Ceremony. All grades participate in Mass planning and sometime during the year provide service as lectors or gift bearers. Many students shine in these roles of stewardship for their classrooms, the school, and the parish environment.

Students' personal development and growth stand out in dramatic and musical programs including the school Band, Weekly Mass Choir, the spring musical and the Christmas program. From our earliest days, the priority of including visual art classes in the general curriculum recognizes the variety of ways students can excel in demonstrating their talents. Spirit days during Catholic Schools Week, such as favorite-character day or team fan days, and at holiday times such as Halloween or All Saints Day, have offered students further opportunities to express their creativity and to honor people they admire.

Participation in the Geography Bee is open to students in fourth through eighth grades, and middle school students can participate in the Archdiocesan-sponsored Science Fair. Summer reading programs and Athletics support students' ongoing academic practice and exploration when school is not in session. As an extension of the curriculum, all 5th grade students attend a four-day CYO-sponsored Environmental Camp that emphasizes stewardship awareness and team building. Teachers and parents serve as guides and chaperones. CYO staff provide the teaching lessons.

Fitness, sportsmanship, and teamwork are supported through several events and programs throughout the year. The Move-a-thon combines fundraising with walking, running, and dancing, and is an outgrowth of our physical education program. On previous Field Days, as multi-age student "Families" progress through games and physical challenges they are recognized not only for winning events, but also for acts of good sportsmanship and teamwork. Field Day has also included an annual eighth grade vs. staff volleyball game as an opportunity for the older members of the school community to model both competitive spirits and good sportsmanship while the rest of the student body practices positive fan support. Extracurricular sports are organized by the Catholic Youth Organization (CYO) and many parents from St. Madeleine Sophie School volunteer as coaches for these programs. Students from St. Madeleine Sophie School have the opportunity to

participate in CYO soccer, cross-country, basketball, volleyball, and track. Where we have not yet had enough students in any particular grade to field a team, St. Madeleine's has partnered with our neighboring parishes of St. Monica's, St. Joseph's, St. Louise, and the Forest Ridge School of the Sacred Heart, to place willing participants. Attention has been given to incorporating the skills used in the team activities of the current CYO season into PE lessons. The CYO sports program emphasizes good sportsmanship and Catholic values through student/parent contracts, coaches' training, and pre-game prayer; practices and games or meets take place outside of school hours and allow students to compete with other Catholic and private school students in the region. An offshoot of the CYO basketball program has been an Open Gym Night where a local elementary school gym was secured for two evening hours, once a week to facilitate interest in the sport.

The health and wellness of the students at SMS is of the utmost importance to the staff. The school annually updates emergency and immunization records. Every student has a personalized emergency kit that can sustain them on campus for three days in the event of an emergency. The office and all classrooms are provided with a backpack with additional necessary emergency supplies. Fire, lockdown and earthquake drills are practiced regularly. Teachers, classroom aides and parent volunteers monitor the playground during recess breaks. All of the staff at St. Madeleine Sophie have completed the in person three-hour Safe Environment Training mandated by the Archdiocese as well as online update courses. Visitors to the school must check in and out at the office while on campus. As reported in our student surveys 99% of our K-3 students feel safe at SMS. Of those in Grades 4-8, 90% of students feel respected. Ninety-two percent of our parents feel that their children are safe and in a healthy environment at school.

Family relationships are celebrated and supported by events such as the Father-Daughter Dance, The Faith Formation-sponsored annual Luau, and family activities arranged via the school auction, and birthday celebrations for students. During Catholic Schools' Week, students in many classes write letters to their parents sharing what they have learned and expressing their gratitude to their parents for the educational opportunities their parents have provided for them.

Parental and Community support via Fund-a-Need at the school auction has augmented a number of areas from the playground to the lunchroom. Our technology budget has often been augmented to allow us to acquire current technological resources to enrich and enhance our school programs. Hardware available in each classroom includes laptops for teachers, *Mimio Interactive Whiteboard Systems* (including document cameras, projectors, and multimedia players). Teachers use these resources to research, plan, and deliver material for lessons, to maintain grade-level webpages and their PowerTeacher online gradebooks, to complete student progress reports and report cards, and to communicate via email with parents. Five laptop carts (each with a classroom set of laptop computers) help support 1-to-1 technology access in the intermediate and middle school. Primary classrooms are equipped with Mac platform pods. At age-appropriate levels, students learn how to use these technological resources for skills practice, word processing, web-based research, *PowerPoint* projects, pod-casts, and videos. School-wide subscriptions to services such as *Accelerated Reader* enrich student learning and the school has also enrolled all students in the online program *Mathletics* with the goal of enhancing student Math success. In the winter of 2012 a speaker from the Seattle Police Department addressed middle school students on how to safely navigate the worldwide web and recognize signs of cyber bullying or predatory behaviors. Students and teachers reported learning a great deal of new information from the presentation. St. Madeleine Sophie School's students and staff are proficient and responsible technology users who have the ability to

access, process, and effectively communicate ideas and information through technology to support student growth.

A hallmark of St. Madeleine's has been the hiring, cultivation and support of teachers trained to provide differentiation within the classroom setting to support student academic growth. On an individual basis, help has been made available before, during and after school for students requiring additional interventions. The middle school has also offered a special class period where, during the day, identified students attend a teacher-monitored study hall to help manage time, make up missing or late work, and receive extra support.

St. Madeleine Sophie School has taken great care since the beginning to develop a system to identify and aid students who have difficulty meeting standard. Under the direction of our Inclusion Specialist, students whose performance is assessed as below or approaching grade-level based on benchmark assessments and teacher observations may receive more explicit and individualized intervention. These Specialists provide support for the teachers regarding curriculum development and implementation, accommodations and/or modifications, as well as providing limited in-class and pullout services as warranted. Newly implemented is some small group intervention of remedial skills. Inclusion Specialists have the longitudinal advantage of being able to track a student's progress over multiple years and share with each new teacher how best to accommodate the student's needs. As we continue to grow and add students who would benefit from such services, the school staff has begun to explore ways other schools have been successful at providing specific professional services on site.

The principal also plays a supportive team role by developing a several-year-view of students' needs and progress, especially related to social issues. His support can have a strong impact on academic achievement and student relationships. Together, the team works with other professionals to provide resources and support for students, teachers, and parents should social and/or emotional needs present themselves. To help students engage with each other in a safe manner both emotionally and physically, teachers have access to resources to present lessons in personal safety, anger-management, impulse-control, conflict-resolution, problem-solving, and friendship skills at age-appropriate developmental levels. All school staff are available as needed to meet with students individually or in small groups, seeking information on issues, working on mediation, and if necessary referring families and students to outside services should they require more in-depth counseling or educational testing.

The Inclusion Specialists play a key role in the development and monitoring of Student Support Plans (SSPs) for high-risk students, students with diagnosed learning challenges, or students who are performing below grade-level standards. Teacher observation of student performance on formative assessments, in classroom activities (both social and academic), and on summative assessments, provides the initial means by which a struggling student is identified. These observations, coupled with the results of the *ITBS* test, as well as any available outside assessment, give a more detailed picture of areas in which a student could benefit from additional support. In concert with all players, the Inclusion Specialist helps to devise a SSP to keep parents, students, and teachers working together toward success in meeting standard. These individual student plans may include instructional, curricular, classroom management, behavioral, and/or assessment accommodations. As part of the plan, students and parents/guardians also identify the roles they will play in improving the overall success of the student. The accommodations made for each student are based on

recommendations by an outside professional, observations of the classroom teachers, as well as insights shared by parent/guardians or by the students themselves. St. Madeleine Sophie School works in close partnership with the parents to ensure the success of all students.

The annual SSP review process, along with teacher observations and assessment, allow for evaluation of the previous year's interventions and overall success. Each fall the Inclusion Specialist reviews the SSP with the teacher/s and parents to identify whether support is still needed or if modifications need to be made to a student's plan. Plans are often adapted to meet the changing needs of students as they develop. Review of the SSP provides feedback to teachers and parents about student progress toward academic independence and proper placement for high school.

In an effort to maximize the effectiveness of all these initiatives, the school continues to explore avenues for additional funding and resources. As explained in other sections, our tuition model was designed to more accurately reflect the full cost of the program and could not rely on significant subsidy support from parish ordinary income. As such, contribution sources outside the community have been important. Over the years, cultivated major gifts have allowed for the development and support of the inclusion program. Since our founding, extra effort has been made to secure all available federal ESEA allocations on behalf of our students and staff. Most significantly, our access to Title II Part A professional development and Title III training for staff and assessments for students have been beneficial in further developing our mission. Each year, a staff needs assessment is completed and filed with the LEA in order to apply available allocations to meet identified needs. We continue to explore the availability of Title I and IDEA resources to supplement our existing programs. Current school staff have extensive experience accessing available state and federal assistance resources and continue to nurture positive relationships with both local district and state agencies to that end.

Significant Accomplishments:

- Positive partnership between school and parents promotes a high level of parent/guardian volunteerism
- Discipline plan models mission statement and embraces the values of the school's SLEs.
- Commitment by the entire community to foster a safe, welcoming environment.
- Emphasis on encouraging accessibility of staff to parents.
- Added emphasis on transitioning middle school students into ninth grade.

Goals:

- Explore opportunities to partner with outside educational professionals to improve access to educational testing and services.
- Refine organization of extracurricular programs to best support student achievement.
- Enhance efforts to create a welcoming environment for new students and families, giving special attention to our international applicants and the parish's new Korean community relationship.

Evidence:

- Yearbooks
- Job boards in classrooms
- Students on duty outside before and after school
- Trophy case
- Performing Arts programs
- Weekly “Family Packet”
- School Calendar (Assemblies, Religious Celebrations, Family Events)
- Website
- Parent Binder/Family Handbook-service hour requirements
- Technology Plan
- Technological tools located in class rooms
- *PowerTeacher*
- Technology Appropriate Use Agreement
- Academic Testing Materials
- SSP example
- Parent Surveys
- Federal Programs Needs Assessment
- Parish Facility plans

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

St. Madeleine Sophie School manages financial resources in a manner that seeks to ensure the sustainability of the school program and supports the high achievement of all students. We are beginning the third year of a new strategic plan that assures that our program continues to grow while encompassing our mission, vision and commitment to achieving our Schoolwide Learning Expectations. The plan was the consensus of parish and school leadership and resulted in a few nuances added to the original work of the Task Force, making adjustments for current local economic realities.

The parish employs a accountant who works closely with the school principal, Pastor, Pastoral Associate for Administration, Parish Finance Council and the School Commission to monitor the budget and ensure the use of Archdiocesan-approved accounting practices. The accountant prepares a monthly income/expense statement using the Parish Data Systems (PDS) software program. An assigned member of the Finance Council, along with the principal and school administrative liaison review the monthly budget and share information with the Parish Administration, Pastor and School Commission. Whenever possible, all leadership members receive a copy of the income/expense statement in advance of monthly meetings in order to review and formulate questions as needed.

The creation of the yearly balanced budget begins in late September for the following school year. The principal, administrative liaison, accountant and Pastoral Associate for Administration help in creating an initial budget using historical budget records, actual per pupil cost of education, action statements from financial plans, salary and benefits increase proposals, and other school improvement (curricular or capital) needs. Enrollment, fundraising, development and parish subsidy figures are projected and by January a preliminary tuition increase is predicted. The Finance Council reviews the budget and tuition projections before they are given to the School Commission for review and approval.

St. Madeleine Sophie School has made a commitment to ensuring the future financial stability of the school. While we as yet do not have in place the mechanisms to generate significant endowment resources, the leadership has found consensus regarding an operating reserve, informed by diocesan guidelines and input, which should be realized by June of 2013. This reserve is anticipated to remain in the neighborhood of 5-10% of our annual operating budget.

Developed gifts to the school, including the Annual School Fund, typically raises over \$120,000 per year, used in the year's operating budget.

Fundraising efforts add an additional \$130,000 of yearly income to our revenue. The bulk of these proceeds are generated in the annual parish and school auction. In a review of survey responses and consultation with our new Parents' Organization, we are initiating a review of which, if any, smaller, more time-intensive fundraisers may be added or eliminated. The current trend of opinion indicates a

desire by most to concentrate efforts on initiatives with higher financial return compared to time involved. During the 2011-12 school year, a “Move-a-thon” was initiated which netted over \$10,000 for a one morning event. The fundraising goal was earmarked for additional playground safety and athletic resources as well as to serve as seed money to explore possible afterschool program additions to increase student learning.

Since the beginning, it was the desire of Fr. Picton and the Task Force to find ways to be accessible to any parish family legitimately desiring to enroll in our new school. To date, we have been able to meet the needs of those requiring financial assistance through our tuition sliding scale and review committee. Parish members unable to pay the full cost of tuition are eligible to use the sliding scale, which assigns tuition based on family income and number of students in a family attending the school. Those electing to use the sliding scale need to present a copy of the previous year’s income tax statement as proof of income level. If a family is unable to pay the assigned tuition from the sliding scale, they have the option of requesting a tuition review. This involves providing an income tax statement as well as filling out forms that ask for additional information on assets/debts, such as year of cars, monthly payment, ownership of other property, etc. as well as an estimation of the amount the family is able to pay in tuition. The request is then reviewed by the school administration or, at times, a review committee made up of the principal assisted by knowledgeable parishioners with no connection (children, grandchildren, relative) to anyone attending the school. Requests are reviewed and if found acceptable an amount lower than what the family would pay on the sliding scale is negotiated. No student attends completely tuition-free, but no parish student is ever turned away for lack of ability to pay full tuition. During the 2011-12 school year, through sliding scale and tuition review, over \$450,000 was awarded in tuition grants lower than the full cost.

All families requesting financial assistance begin the process by filling out a Fulcrum Foundation Tuition Assistance Program on-line application. The Fulcrum Foundation provides a \$1000 assistance grant to the school for each student determined by need when compared to other students applying from across the entire Archdiocese. The Fulcrum Foundation provides each school with a rank order of students applying for assistance to help the local parish/school with their tuition assistance process. Because of our extraordinary commitment to economic diversity and the neighborhoods we serve, St. Madeleine Sophie School consistently receives more Fulcrum assistance grants than any other parish school in the Eastside Deanery.

While significant progress has been made these first eight years and we have met or exceeded almost every financial and enrollment benchmark identified by the School Feasibility Task Force, there remain challenges ahead. As noted, one of the driving forces behind the opening of St. Madeleine Sophie School was to reverse the trend of an aging parish demographic. Quite successfully, more than a hundred new families have enrolled in the parish since the school opened and a newly proposed arrangement with the local Korean Catholic community looms on the horizon. At the same time, the founding parishioners continue to age into retirement and fixed income. So while we more than match the realities of fewer available resources at one end with new, young families, there will remain for at least ten more years the “missing generation” of later middle age households who often have the resources to be most generous to Sunday collections and capital campaigns. Parish ordinary income (and consequently school subsidy) is not expected to grow in any immediately substantial fashion.

In addition, while employment options continue to rebound and corporate transfers into the area exceed any out-migration, it is wise to walk slowly when considering any major program changes. Enrollment through the most recent economic downturn has been consistent, due mostly to the arrival of new families. The ability to address facility needs in light of current parish capital debt will be one of the most pressing tasks ahead.

As resources allow, it will be extremely important to consider staffing additions to ensure that the entire program - academic and administrative - not only meets the needs of our constituents, but also keeps pace with the expectations of the families we serve. An annual review of the Founding Task Force's plan to offer salaries and benefit packages that are competitive with state-sponsored schools, the strategic introduction of expanded programs, and considering new staff additions to support funding development, office reception, admissions and administration (e.g., vice principal) is warranted. While the parish has often been applauded for continuing to offer teacher salaries that exceed those in many of our area independent schools – despite recent economic hurdles and even though parish staff salaries have lagged significantly behind – a formal review of faculty and staff compensation packages should remain a regular task.

Similarly, keeping pace with technological advances and updating the long-range plan for access and infrastructure will remain a major priority.

Significant Accomplishments:

- Guiding principles and pastoral support allows the school to provide much-needed tuition assistance that allows parish children to attend the school regardless of their ability to pay.
- The school demonstrates a strong commitment to the stewardship of resources and fiscal responsibility through careful budget management by parish, school, and parent leadership.
- Financial stability is guaranteed through a planned approach to establishing operating reserve funds.
- A commitment to providing fair and just salaries for faculty and staff is a founding principle.
- The tuition plan meets the school's mission to assist those in legitimate need.

Goals:

- Review the current salary and compensation for consistency, competitiveness, and sustainability and investigate new models in light of roles and responsibilities.
- Increase development income to allow for planned and reasonable tuition increases in order to assure accessibility to parish families desiring to attend the school.
- Continue to devote priority of time and logistical resources to work with parish leadership to develop the facilities with an eye toward expanded academic and extracurricular space.

Evidence

- School budgets
- Annual Reports
- Move-a-thon materials
- Auction materials

- School Commission agenda
- Parent and Leadership surveys
- Fulcrum Foundation TAP forms
- Tuition review documents
- Enrollment and re-enrollment packets
- Parent contract
- Sliding scale
- Annual Fund pledge form
- Weekly Family Newsletters
- “Family Packet”

CHAPTER 4 –ACTION PLAN

A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF STUDY FINDINGS

The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Significant Accomplishments:

- The school's Schoolwide Learning Expectations (SLEs) are represented by the Four Evangelists as depicted on the parish's cross icon, visually representing the connection of school and parish.
- The school ministry enjoys exceptional support of the parish pastor, administration and leadership groups.
- Close collaboration with the parish faith formation programs promotes the goals of the parish and deepens the faith life of families.
- All staff actively embrace participating in the diocesan CCP program.
- A highly evident commitment has been made to for the inclusion of students with varying needs as well as providing financial accessibility for parish families.
- Regular recognition is given to students who are actively living out the SLEs.
- The School Commission and Parent Organization are part of a clear organizational structure that serves critical and supportive roles in the high achievement of all students.
- Inclusion Specialists and the school staff support individual student learning needs.
- Smaller class sizes and positive student teacher ratio enhance individual growth.
- Addition of a Math and Inclusion Specialists to help support students in the top and bottom quartiles.
- Well-defined, yet dynamic, SLEs, Curriculum Framework and Archdiocesan Catholic Identity Rubric.
- Staff use a variety of formative and summative assessments to inform teaching
- Staff development focuses on improving instructional methods to enhance learning for all students.
- Use of a standards-based report card that is linked to the curriculum framework.
- A focus on welcoming a variety of educational abilities and learning styles as part of our Catholic educational mission is based on the charism of our patron, St. Madeleine Sophie Barat.
- Ongoing improvement and consistent implementation of Student Support Plans (SSPs) helps struggling students.
- Positive partnership between school and parents promotes a high level of parent/guardian volunteerism.
- Discipline plan models mission statement and embraces the values of the school's SLEs.
- Commitment by the entire community to foster a safe, welcoming environment.
- Emphasis on encouraging accessibility of staff to parents.

- Added emphasis on transitioning middle school students into ninth grade.
- Guiding principles and pastoral support allows the school to provide much-needed tuition assistance that allows parish children to attend the school regardless of their ability to pay.
- The school demonstrates a strong commitment to the stewardship of resources and fiscal responsibility through careful budget management by parish, school, and parent leadership.
- Financial stability is guaranteed through a planned approach to establishing operating reserve funds.
- A commitment to providing fair and just salaries for faculty and staff is a founding principle.
- The tuition plan meets the school's mission to assist those in legitimate need.

List of Significant Goals

- Continue to provide opportunities and resources for Catechetical Certification course completion by each member of staff.
- Expand service opportunities in the upper grades, especially with seniors and the parish's ethnic communities.
- Explore ways to further enhance liturgical experiences with special emphasis on music and the environment.
- Continue to review and evaluate our SLEs and create or refine grade-specific measurements to assess student progress toward SLEs.
- Develop student reflection rubrics, evidence files and report card format to assess and communicate progress of SLEs to students, teachers, and parents.
- In light of an increasing middle school enrollment, expand the coordinated support system that nurtures and helps meet the developmental challenges of this age group to ensure each graduate embodies our SLEs.
- Investigate Reading assessment strategies and initiate a consistent design across grade levels.
- Further develop regular routine to enhance methods of analyzing/discussing test results.
- Continue to align classroom curriculum to standards in a consistent format.
- Continue to tie report card directly to standards.
- Adopt additional curricula to remediate low performers and support high achievers.
- Update Reading program and assessments across all grade levels.
- Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.
- Formalize ongoing teacher learning communities to share research-based information about teaching and learning.
- Explore opportunities to partner with outside educational professionals to improve access to educational testing and services.
- Refine the organization of extracurricular programs to best support student achievement.
- Enhance efforts to create a welcoming environment for new students and families, giving special attention to our international applicants and the parish's new Korean community relationship.
- Review the current salary and compensation for consistency, competitiveness, and sustainability and investigate new models in light of roles and responsibilities.

- Increase development income to allow for planned and reasonable tuition increases in order to assure accessibility to parish families desiring to attend the school.
- Continue to devote priority of time and logistical resources to work with parish leadership to develop the facilities with an eye toward expanded academic and extracurricular space.

List of Critical Goals

1. Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.
2. Continue to align classroom curriculum to standards in a consistent format.
3. Enhance the effectiveness of Reading instruction
4. Refine organization of extracurricular programs to best support student achievement.
5. Continue the Implementation of SLEs throughout the Curriculum.

Goal #1 (From Chapter 3E and F) Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.

St. Madeleine Sophie strives to provide an opportunity for education to any child who wishes to attend and who exhibits the desire to grow in our philosophical spirit. When St. Madeleine Sophie School opened, the vision from the founders was to provide an opportunity to any child who wished to attend. Now that the staff knows who these children are, the next goal will be to further expand inclusion services to ensure that the needs of every child are being met. The ongoing development and improvement of services we provide to students at the lower and upper ends of the spectrum greatly impact student achievement, and further the mission of the school.

Goal #2 (From Chapter 3C, E and F) Continue to Align Classroom Curriculum to Standards in a Consistent Format

Curriculum mapping is a collaborative process that ensures that the curriculum addresses the required subject matter in a holistic manner. Curriculum mapping provides a basis for communication with colleagues about how and when material is taught. It eliminates gaps and repetitions in the curriculum while refining areas of content, skills, assessment, and supplementary resources. It ensures adherence to standards rather than allowing the curriculum to be driven by the scope and sequence of a textbook. Curriculum mapping allows teachers and students to view the larger picture built of component parts. The process will allow us to complete the alignment of our newly created SLE's with the existing Curricular Framework, State Grade Level Expectations and diocesan guidelines.

Goal #3 (From the In-Depth Study and Chapters 3E and F) Enhance the Effectiveness of Reading Instruction

Since Reading skills are foundational to academic success this is the area that the faculty identified for priority review to ensure high achievement for every student. While ITBS data suggests that the majority of SMS students are strong readers, there are steps that can be taken to increase student success. Choosing Reading as the area of in-depth study will provide the opportunity to seek out additional resources and materials for Reading remediation and intervention, as well as additional

materials for the most capable readers. The intention of using additional tools is to give the students, staff and parents insight into Reading progress in a more consistent, frequent manner for all grades. Gathering and using assessment data in a more intentional way will help teachers translate data into lesson plans and/or teaching strategies that help all students achieve SLEs and meet or exceed grade level expectations in Reading.

Goal #4 (From Chapter - G) Refine the organization of extracurricular programs to best support student achievement.

As St. Madeleine's continues to grow and the student population matures there will be a growing need for the availability of additional resources outside regular classroom hours to augment curriculum offerings. An expanded CYO sports program, on-site professional evaluative and therapeutic resources, challenging enrichment classes, before and afterschool care, summer programs, and family support opportunities are among those typically suggested in surveys and comments. In addition, the school will need to review the core offerings and update the School Feasibility Task Force timeline to plan for the addition of world language and a robust visual and performing arts effort. Along with seeking out quality experiences to consider, school and parish leadership will be challenged to continue planning for the required funding, policy implications and facility space that will be necessary to avoid over-taxing current resources.

Goal #5 (From Chapter – A, D and E) Continue the Implementation, Assessment and Evaluation of SLEs throughout the Curriculum

St. Madeleine Sophie School began operation borrowing from a curriculum framework developed through an extensive ten-year period under the direction of our founding principal with his former faculty. The framework is rooted in school's mission statement, local, diocesan and national formational documents, and mirrors the State's educational reform efforts and standards. When the current staff began the process of transforming the work of the School Feasibility Task Force into the current ISL protocol format, great care was taken to develop the language of our SLE's to accurately reflect the dreams and intentions of these original efforts.

Throughout the past year, the SLE model has been promulgated to parents, staff, students and leadership whenever possible in order to begin developing a working understanding of its importance in guiding and evaluating student achievement and, in turn, the efficacy of our program. During the coming accreditation cycle it will be important to develop the systems and methods by which these SLE's will direct the ongoing development of the curriculum and growth of our students.

Action Plan for St. Madeleine Sophie School

Goal #1: (from Chapter 3-E and F) **Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.**

Rationale for this Goal: St. Madeleine Sophie provides an opportunity for education to any child who wishes to attend and who exhibits the desire to grow in our philosophical spirit. When St. Madeleine Sophie School opened, the vision from the founders was to provide an opportunity to any child who wished to attend. Now that the staff knows who these children are and, more specifically, their needs, the next goal will be to further expand inclusion services to ensure that these needs are being met. The ongoing development and improvement of services we provide to students at the lower and upper ends of the spectrum greatly impact student achievement, and further the mission of the school.

Alignment with mission, philosophy, SLEs: As a Catholic school ministry of St. Madeleine Sophie Parish, the school proposes to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need.

As a person who SERVES, I:

- *Can demonstrate a value for diversity and work to become an advocate for justice.*

As a person who LEADS, I:

- *Accept responsibility for my actions and myself.*

As a person who LOVES, I:

- *Can demonstrate compassion, acceptance, empathy and respect for others and for all of creation.*

As a person who LEARNS, I:

- *Apply the organizational, study, and time management skills that best fit my style of learning.*
- *Commit to the goal to master or exceed our school's curriculum standards.*
- *Take responsibility for my own learning.*
- *Strive to show creativity and independence.*

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| Strategy #1 | Maintain the study and possible implementation of the Response To Intervention model as a possible template for school-wide inclusion services. |
| Activity # | <ol style="list-style-type: none"> 1. Attend the 2012-14 OSPI-sponsored Title II summer workshops. 2. Use the provided RtI sample text as our 2012-13 professional book study topic. 3. Participate in the March 2013 deanery staff-development day with the RtI presenter. |
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Commitment of staff time during the year and in June. • Purchase texts - \$550. • State-available Title Resources through the SEA. • Portion of speaker fee for March meeting - \$300. |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Faculty |
| Process for Monitoring | <ul style="list-style-type: none"> • Evaluation of department meetings • Evaluation of faculty meetings/in-service days |
| Baseline Assessment | <ul style="list-style-type: none"> • Teacher feedback • Decision-making process |
| Ongoing Assessment | Review of progress at faculty meetings |
| Timeline Start/Stop | 9/2012 – 6/2014 |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Faculty meetings • Department meetings • Newsletters • Report decision to School Commission and Families |

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| Strategy #2 | Institute an Inclusion Leadership Team to plan and direct strategies for ongoing inclusion services. |
| Activity #1 | <ul style="list-style-type: none"> • Formalize intake and tracking of new students. • Evaluate intake and tracking of current students and implement any needed changes. • Use LEA resources and training. Continue communication with local school districts to refine tracking tools. • Familiarize teachers with support services available in local school districts, and develop relationships with these staff members. |
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Title Resources as available. • Substitute costs - \$1500 annually. • Commitment of staff time, meetings. |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Inclusion Leadership Team • Administration |
| Process for Monitoring | <ul style="list-style-type: none"> • Inclusion team meetings • Team will provide updates at staff meetings. |
| Baseline Assessment | <ul style="list-style-type: none"> • ELL continuum • ITBS • Diagnostic reports • IEPs and local SSP's • Private student evaluations • Reading/Math assessments |
| Ongoing Assessment | <ul style="list-style-type: none"> • Reflection at staff meetings • Teacher observations • Student support plans • Regular meetings with parents and professionals • ELL continuum and annual assessments |
| Timeline Start/Stop | 9/2013 - 6/2014 |

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| <p>Process for Communicating to Shareholders</p> | <ul style="list-style-type: none"> • Newsletters • Reports to School Commission • Back to School nights, • Initial family informational meetings |
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| <p>Strategy #2</p> | <p>Depending upon outcome of Strategy #1 (Exploration of RtI model), initiate recommended operational changes unique to our local program.</p> |
| <p>Activity #2</p> | <ul style="list-style-type: none"> • Establish leadership structure for ongoing implementation of RtI. • Determine resources needed to enhance data-based decision-making. • Coordinate activities with other named strategic goals to facilitate consistent high-quality first teaching. • Define and implement the models of strategic and intensive intervention for Reading, Math, ELL and Behavior that would be uniquely appropriate for SMS. |
| <p>Cost or Resources & Sources</p> | <ul style="list-style-type: none"> • Cost of additional assessment resources and teacher training – \$5000. (Some of this would be duplicative of other critical goal activities.) • Substitutes for training and assessment days. - \$2500 annually. • Possible additional staffing – One FTE equals approx. \$53,000 salary and benefits. (Counseling, therapy and instructional services.) |
| <p>Person(s) Responsible for Implementation</p> | <ul style="list-style-type: none"> • Administration • Inclusion Leadership Team • Faculty |
| <p>Process for Monitoring</p> | <ul style="list-style-type: none"> • Department meetings • Faculty meetings/in-service days |
| <p>Baseline Assessment</p> | <ul style="list-style-type: none"> • Teacher observations • Student assessments • Data from IEPs • Private student evaluations • Stakeholder input |
| <p>Ongoing Assessment</p> | <ul style="list-style-type: none"> • Review of student progress • Faculty input • Stakeholder input |

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| Timeline Start/Stop | 11/2014 – 6/2016 ongoing |
| Process for Communicating to Shareholders | Faculty meetings Department meetings Newsletters Regular vehicles of reporting to stakeholders |

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| Strategy #3 | Evaluate staffing and facilities to best meet the needs of all students. |
| Activity # | 1. Review current staffing and compensation in light of new, innovative models. 2. Develop sustainable model for staff development. 3. Review facility needs. |
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Staff and administration time for reviews. • Retain additional parish facilities and architectural consultants as part of parish capital design work - \$3000. • Possible registration fees for research workshops or seminars - \$1000. |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Pastoral Council • School Commission • Facilities Committee • Finance Council • Stewardship Commission • Faculty input |
| Process for Monitoring | Meetings with involved teams |
| Baseline Assessment | <ul style="list-style-type: none"> • Parish master facility plan • Stakeholder input |

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| Ongoing Assessment | <ul style="list-style-type: none"> • Teacher evaluations • Recommendations from outside professionals • Stakeholder input |
| Timeline Start/Stop | 10/2013 – 6/2016 ongoing |
| Process for Communicating to Shareholders | Report to involved committees |

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| Strategy #4 | Provide professional resources and training to further develop inclusion services. |
| Activity # | <ol style="list-style-type: none"> 1. Develop relationships with benchmark schools and send faculty to learn more about these programs. 2. Attend local and national conferences. 3. Schedule special education consultants for staff training and parent education. 4. Schedule ongoing opportunities for teachers to collaborate and share information gained from trainings, conferences, etc. |
| Cost or Resources & Sources | <p>Commitment of staff time and passion. Registration fees, membership fees, travel costs, substitute teachers, consultant fees - \$15,000 annually. ESEA Title Resources.</p> |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Inclusion Leadership Team • Faculty |
| Process for Monitoring | <ul style="list-style-type: none"> • Department meetings • Faculty meetings/in-service days • Annual reviews |

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|---|---|
| <p>Baseline Assessment</p> | <ul style="list-style-type: none"> • Teacher observations • Student assessments • Data from IEPs • Private student evaluations • Annual LEA Title II Professional Development Plan |
| <p>Ongoing Assessment</p> | <p>Review of progress at faculty meetings</p> |
| <p>Timeline Start/Stop</p> | <p>9/2013 – 6/2016 ongoing</p> |
| <p>Process for Communicating to Shareholders</p> | <ul style="list-style-type: none"> • Faculty meetings • Department meetings • Newsletters • Annual reports to constituents and governing bodies. |

Goal #2: (from Chapter 3-B, D and E) **Continue to Align Classroom Curriculum to Standards**

Rationale for this Goal: Curriculum mapping is a collaborative process that ensures that the curriculum addresses the required subject matter in a holistic manner. Curriculum mapping provides a basis for communication with colleagues about how and when material is taught. It eliminates gaps and repetitions in the curriculum while refining areas of content, skills, assessment, and supplementary resources. It ensures adherence to standards rather than allowing the curriculum to be driven by the scope and sequence of a textbook. Curriculum mapping allows teachers and students to view the larger picture built of component parts. The process will allow us to complete the alignment of our newly created SLE’s with the existing Curricular Framework, State Grade Level Expectations and diocesan guidelines.

Alignment with mission, philosophy, SLEs: As stated in the philosophy, St. Madeleine Sophie School "acknowledges that each child has his/her own time and place of learning and a method and motivation for the things he/she will learn . . . Our commitment, then, is to facilitate an on-going self education within the child and to provide a creative environment with opportunities for individual self-direction and decision-making."

As a person who LEADS, I . . .

- *Accept responsibility for my actions and myself.*
- *Listen actively and critically to become a proactive problem solver.*

As a person who LOVES, I . . .

- *Am emotionally aware, self-disciplined, and committed to a healthy lifestyle.*

As a person who LEARNS, I . . .

- *Commit to the goal to master or exceed our school’s curriculum standards.*
- *Take responsibility for my own learning.*
- *Apply the organizational, study, and time management skills that best fit my style of learning.*
- *Strive to show creativity and independence.*
- *Develop self-discipline, self-confidence, and self-motivation.*

| | |
|--|--|
| Strategy # 1 | Create and implement Curriculum Maps for Communication Arts (Reading, Writing, and Communication--see Goal II of the Curriculum Goals) |
| Activity # | <ol style="list-style-type: none"> 1. Identify tools and processes to be used in developing curriculum maps. 2. Provide training for staff in the use of these tools and processes for curriculum mapping. 3. Develop a preliminary map for Communication Arts that includes the basic elements of standards, content, skills, assessment, and resources. |
| Cost or Resources & Sources | Staff training and consulting services - \$4000. |
| Person(s) Responsible | <ul style="list-style-type: none"> • Administration • One Core Team member |

| | |
|--|---|
| For Implementation | <ul style="list-style-type: none"> • One representative each from Lower, Intermediate, and Upper Departments |
| Process For Monitoring | <ul style="list-style-type: none"> • Group meetings • Faculty reviews and reports |
| Baseline Assessment | <ul style="list-style-type: none"> • Benchmark testing tools • Observations from teachers • Iowa Test of Basic Skills |
| Ongoing Assessment | <ul style="list-style-type: none"> • Review of curriculum maps • Review of progress at faculty meetings • Student test results |
| Timeline Start/Stop | 9/2013 to 12/2014 |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Report progress to School Commission • Newsletters • Information on school website |

| | |
|---|---|
| Strategy # 2 | Create and use Curriculum Maps for Social Studies and Science (Natural and Social Sciences--see Goal III of the Curriculum Goals) |
| Activity # | <ol style="list-style-type: none"> 1. Use the previously developed Curriculum Map as a template for developing the next maps. 2. Ongoing staff training in curriculum mapping and best practices in curriculum. 3. Develop a preliminary map for Social Studies and Science that includes the basic elements of standards, content, skills, assessment, and resources. |
| Cost or Resources & Sources | Staff training and consulting services - \$4000 |
| Person(s) Responsible For Implementation | <ul style="list-style-type: none"> • Administration • One Core Team member, • One representative each from Lower, Intermediate, and Upper Departments |
| Process For Monitoring | <ul style="list-style-type: none"> • Group meetings • Faculty reviews and reports |

| | |
|--|---|
| Baseline Assessment | <ul style="list-style-type: none"> • Benchmark testing tools • Observations from teachers • Iowa Test of Basic Skills |
| Ongoing Assessment | <ul style="list-style-type: none"> • Review of curriculum maps • Review of progress at faculty meetings • Student test results |
| Timeline Start/Stop | 9/2014 to 12/2015 |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Report progress to School Commission • Newsletters • Information on school website |

| | |
|---|--|
| Strategy #3 | Create and use Curriculum Maps for Religion and Math (see Goal III of the Curriculum Goals) |
| Activity # | <ol style="list-style-type: none"> 1. Use the previously developed Curriculum Map as a template for developing the next maps. 2. Ongoing staff training in curriculum mapping and best practices in curriculum. 3. Develop a preliminary map for Religion and Math that includes the basic elements of standards, content, skills, assessment, and resources. |
| Cost or Resources & Sources | Staff training and consulting services - \$4000 |
| Person(s) Responsible For Implementation | <ul style="list-style-type: none"> • Administration • One Core Team member, • One representative each from Lower, Intermediate, and Upper Departments |
| Process For Monitoring | <ul style="list-style-type: none"> • Group meetings • Faculty reviews and reports |
| Baseline Assessment | <ul style="list-style-type: none"> • Benchmark testing tools • Observations from teachers • Iowa Test of Basic Skills |
| Ongoing Assessment | <ul style="list-style-type: none"> • Review of curriculum maps • Review of progress at faculty meetings • Student test results |

| | |
|--|--|
| Timeline Start/Stop | 9/2015 to 12/2016 |
| Process for Communicating to Shareholders | <ul style="list-style-type: none">• Report progress to School Commission• Newsletters• Information on school website |

Goal #3 (From Chapter 3D, 3E, 3F and In-Depth) Enhance the Effectiveness of Reading Instruction

Since Reading skills are foundational to academic success this is the area that the faculty identified for priority review to ensure high achievement for every student. While ITBS data suggests that the majority of SMS students are strong readers, there are steps that can be taken to increase student success. Choosing Reading as the area of in-depth study will provide the opportunity to seek out additional resources and materials for Reading remediation and intervention, as well as additional materials for the most capable readers. The intention of using additional tools is to give the students, staff and parents insight into Reading progress in a more consistent, frequent manner for all grades. Gathering and using assessment data in a more intentional way will help teachers translate data into lesson plans and/or teaching strategies that help all students achieve SLEs and meet or exceed grade level expectations in Reading.

Alignment with mission, philosophy, SLEs: As a Catholic school ministry of St. Madeleine Sophie Parish, the school proposes to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need. We seek to help each child master rigorous grade-level-appropriate Reading skill goals. Since our school’s inception seven years ago, our teachers have spent time in staff development for Writing and for Math to align the curriculum K-8. Reading is the area that faculty felt should be studied next to ensure high achievement for every student since Reading skills are foundational for success in school.

As a person who SERVES, I:

- *Can demonstrate a value for diversity and work to become an advocate for justice.*

As a person who LEADS, I:

- *Accept responsibility for my actions and myself.*
- *Listen actively and critically to become a proactive problem solver.*

As a person who LOVES, I:

- *Seek to affirm a positive image in myself and others.*
- *Am emotionally aware, self-disciplined, and committed to a healthy lifestyle.*

As a person who LEARNS, I:

- *Apply the organizational, study, and time management skills that best fit my style of learning.*
- *Commit to the goal to master or exceed our school’s curriculum standards.*
- *Take responsibility for my own learning.*
- *Strive to show creativity and independence.*
- *Develop self-discipline, self-confidence, and self-motivation.*

| | |
|--------------------|---|
| Strategy #1 | Adopt an appropriate Reading Assessment Resource |
| Activity # | 1. Form a committee to plan strategy, investigate Reading Assessment Resources. 2. Recommend adoption. |

| | |
|--|--|
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Staff time devoted to adoption. • Training and consultants as needed – \$2000-4000. • Cost of final recommendation – \$15,000 - \$17,000 (varies). |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Teachers |
| Process for Monitoring | Determine a schedule to report findings of Reading assessment to all interested parties (staff, families, interested community members) |
| Baseline Assessment | Survey of Reading assessment tools currently being used in similar sized diocesan and local schools. |
| Ongoing Assessment | Determine if the Reading assessment tools are being used consistently and with purpose of determining instruction. |
| Timeline Start/Stop | <ul style="list-style-type: none"> • Begin search for new assessment: 9/2013. • Choose and purchase a new assessment tool to be implemented 9/2014. |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Newsletters • Reports to School Commission • Back to School nights • Meetings with parents at registration meetings |

| | |
|--|--|
| Strategy #2 | Evaluate and Adopt Supplemental Remedial and Challenge Materials for Reading |
| Activity # | <ol style="list-style-type: none"> 1. Form a committee to determine strategy of reviewing available and appropriate materials. 2. Recommend adoptions. |
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Staff time devoted to adoption • Training and consultants as needed – \$2000 • Cost of final recommendation – \$10,000 - \$15,000 (varies) |

| | |
|--|--|
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Teachers • Inclusion Leadership Team |
| Process for Monitoring | Determine a schedule to report findings of use of supplemental materials (staff, families, interested community members) through newsletters. |
| Baseline Assessment | <ul style="list-style-type: none"> • Survey of needs in conjunction with Critical Goal #1 • Current resources in use. |
| Ongoing Assessment | Review progress and efficacy at staff meetings on trimester basis. |
| Timeline Start/Stop | <ul style="list-style-type: none"> • Form committee Spring 2014. • Review and choose materials to begin use in Fall of 2015. <i>(Unless Goal #1 suggests a different implementation schedule.)</i> |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Newsletters • Faculty Meetings • Department Meetings |

Improving Student Learning for Catholic Schools

Appendix G-2 Action Plan Timeline

Overview of Goals: During the course of this Self-Study, a few staff participated in the annual Title II-funded summer workshop provided solely for the state’s private school community by the Office of Superintendent of Public Instruction (OSPI). The topic for these annual two-day presentations is determined by surveying needs across the state. This year’s presentation focused on practical applications of the Response to Intervention (RtI) model and the next two summers will be devoted toward assisting those schools interested in adopting the plan at the local level. This training stimulated a lively discussion between those in attendance about the interrelated nature of our three goals and how a model such as RtI, especially with the robust state-provided resources, could serve as a valuable asset in achieving our highlighted areas of focus. It was decided that beginning in the fall of 2012, a guided reading/discussion of the summer text, *The Essential Guide to RTI*, followed by a follow-up inservice on RtI with the summer presenter, and shared with other diocesan schools in the spring of 2013, would help us determine as a staff whether additional training and adoption of the state’s Implementation Rubric would enhance the effectiveness of our Action Plan and subsequently necessitate an adjustment to this timeline.

| Month/Year | Goal | Strategy or Activity | Cost | Person Responsible | Other |
|-------------------|------------------------------------|---|---------------------|---|-------|
| 9/2012 to 6/2014 | Enhance Inclusion Services | Strategy #1 Activity #1, 2 and 3 Explore RtI model. | \$850+ | Administration and Faculty | |
| 9/2013 to 6/2014 | Enhance Inclusion Services | Strategy #2 Activity #1 Establish Leadership Team and develop strategies for improved services. | \$1500 annually | Inclusion Leadership Team and Administration | |
| 9/2013 to 9/2014 | Enhance Reading Instruction | Strategy #1 Activity #1 and 2 Adopt Reading assessment | \$17,000 - \$21,000 | Administration, Inclusion Staff and Faculty | |
| 9/2013 to 12/2014 | Align Classroom Standards | Strategy #1 Activity #1, 2 and 3 Curriculum | \$4000 | Administration and Department Representatives | |

| | | | | | |
|---------------------------|------------------------------------|---|--|---|--|
| | | maps for Communication Arts | | | |
| 9/2013 to 6/2016 ongoing | Enhance Inclusion Services | Strategy #4 Activity #1, 2, 3 and 4 Develop professional resources for inclusion. | \$15,000 annually | Administration, Inclusion Leadership Team and Faculty | |
| 10/2013 to 6/2016 ongoing | Enhance Inclusion Services | Strategy #3 Activity #1, 2 and 3 Evaluate level of staffing and facilities. | \$4000+ | Administration and Parish Leadership | |
| 11/2014 to 6/2016 ongoing | Enhance Inclusion Services | Strategy #2 Activity #2 Implement RtI model (if appropriate). | \$2500 annually plus training and staffing (One FTE equals approx. \$53,000 salary and benefits. | Administration, Inclusion Leadership Team and Faculty | |
| Spring 2014 to 9/2015 | Enhance Reading Instruction | Strategy #2 Activity #1 and 2 Adopt supplemental Reading materials | \$12,000 - \$17,000 | Inclusion Leadership Team, Administration and Faculty | |
| 9/2014 to 12/2015 | Align Classroom Standards | Strategy #2 Activity #1, 2 and 3 Curriculum maps for Social Studies and Science | \$4000 | Administration and Department Representatives | |
| 9/2015 to 12/2016 | Align Classroom Standards | Strategy #3 Activity #1, 2 and 3 Curriculum maps for Religion and Math | \$4000 | Administration and Department Representatives | |

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

The Administration, faculty, leadership and support staff will oversee implementation of the Action Plan while keeping all community members abreast of progress made in a timely manner. Progress on the Action Plan will be revisited with the community at the beginning and the conclusion of each academic year.

Careful attention will be given to the strategic allocation of funds to ensure implementation of all Action Plan strategies. The Action Plans will be monitored by the Core Team and a formal annual progress report will be presented to the Schools Office and the WCEA Commissioner, the School Commission, Parent Teacher Organization, Finance Council, Pastoral Council (or their designates) and the Pastor in June of each year.

Progress will be shared with the entire parish and school community through publication of progress made in the weekly newsletter parish bulletin, on the school website, and at meetings with appropriate groups.

As the initial critical goals are met, additional goals identified during the Self Study and any newly identified goals will be prioritized and will be cycled into the working Action Plan to assure the maintenance and growth of programs needed to ensure high achievement of the Schoolwide Learning Expectations and to provide the optimum Catholic educational experience for all students.

In addition, during the course of this accreditation term the goals from each area delineated in the working draft of the diocesan Long-Range Plan Document (Catholic Identity, Governance, Academic Superiority, Accessibility, and Financial Sustainability) will be addressed throughout the six year timeframe as recommended by the Schools Office and as appropriate with the parish's long-range planning process.

Finally, during the course of this Self-Study, a few staff participated in the annual Title II-funded summer workshop provided solely for the state's private school community by the Office of Superintendent of Public Instruction (OSPI). The topic for these annual two-day presentations is determined by surveying needs across the state. This year's presentation focused on practical applications of the Response to Intervention (RtI) model and the next two summers will be devoted toward assisting those schools interested in adopting the plan at the local level. This training stimulated a lively discussion between those in attendance about the interrelated nature of our three goals and how a model such as RtI, especially with the robust state-provided resources, could serve as a valuable asset in achieving our highlighted areas of focus. It was decided that beginning in the fall of 2012, a guided reading/discussion of the summer text, *The Essential Guide to RTI*, followed by a follow-up inservice on RtI with the summer presenter, and shared with other diocesan schools in the spring of 2013, would help us determine as a staff whether additional training and adoption of the state's Implementation Rubric would enhance the effectiveness of our Action Plan.

Improving Student Learning for Catholic Schools

Appendix A-1 School Profile – Basic Information

| | | | |
|---|--|--|--|
| St. Madeleine Sophie School | PK – 8 | 425-747-6770 | |
| School Name | Grades | School Phone | |
| 4400 – 130th Place SE | Bellevue | WA | 98006 |
| Address | City | State | Zip |
| Mr. Daniel E. Sherman | dsherman@stmadophie.org | 206-283-4755 | |
| Principal | E-mail address | Home Phone | |
| Very Rev. James D. Picton | Bellevue School District | | |
| Pastor | Public School District | | |
| N/A | N/A | | |
| Director of Education for Religious Community in School | | Religious Community | |
| N/A | | | |
| Address | City | State | Zip |
| Does your school have a school board? | | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| If yes, is it an advisory body or a governing body? | | <input checked="" type="checkbox"/> Advisory | <input type="checkbox"/> Governing |
| Who is the chair/president? | Wanda Yamashita | | |
| Do you have a Preschool Program? | | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| What are the hours of operation? | 8:30 to 3:00 | | |
| Do you have an Extended Day Program? | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| What are the hours of operation? | _____ | | |
| What are the fees? | _____ | | |
| How many families participate? | _____ | | |
| For which grades do you have waiting lists? | Varies | | |
| Do you have an approved Technology Plan? | | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

| | Male | Female | Total |
|------------------|------|--------|-------|
| Preschool | | | |
| Pre-K | 7 | 10 | 17 |
| K | 13 | 9 | 22 |
| 1 | 9 | 9 | 18 |
| 2 | 6 | 11 | 17 |
| 3 | 9 | 12 | 21 |
| 4 | 15 | 13 | 28 |
| 5 | 7 | 6 | 13 |
| 6 | 11 | 20 | 31 |
| 7 | 7 | 6 | 13 |
| 8 | 7 | 6 | 13 |
| Total | 91 | 102 | 193 |

| | Catholic | Non-Catholic | Total |
|---|----------|--------------|-------|
| Black | 1 | 2 | 3 |
| Hispanic | 16 | 2 | 18 |
| Asian | 36 | 6 | 42 |
| Hawai'ian / Pacific Islander | | | |
| Native American / Native Alaskan | | | |
| White | 99 | 14 | 113 |
| Other | 14 | 3 | 17 |
| Total | 166 | 27 | 193 |

| School Year | Number of Graduates Boys / Girls | Number applying to Catholic high schools Boys / Girls | Number accepted by Catholic high schools Boys / Girls |
|-------------|-------------------------------------|---|---|
| 2008 | Boys 5 Girls 3 | Boys 2 Girls 1 | Boys 2 Girls 1 |
| 2009 | Boys 4 Girls 4 | Boys 2 Girls 3 | Boys 2 Girls 3 |
| 2010 | Boys 6 Girls 4 | Boys 4 Girls 0 | Boys 4 Girls 0 |
| 2011 | Boys 8 Girls 11 | Boys 3 Girls 4 | Boys 3 Girls 4 |
| 2012 | Boys 5 Girls 4 | Boys 1 Girls 1 | Boys 1 Girls 1 |

1. Is the composition of the school reflective of the composition of the parish? (Ethnic, socio-economic, etc.) If not, why not?

Our composition is more diverse ethnically and economically as the school population more generally reflects the new demographics of the surrounding area. The parish membership lags slightly behind.

2. What is the acceptance rate of graduates into local Catholic high schools?

Our acceptance rate is 100% for those students who choose to apply. With most of our Catholic high schools located out of the immediate area, many families still opt for the local public districts.

3. What articulation do your teachers have with local Catholic high school teachers?

Those students who choose to attend a Catholic high school attend Eastside Catholic, Forest Ridge, Seattle Prep, Holy Names, Bishop Blanchet, Kennedy or O’Dea High School. The school principal, as well as eighth grade teachers communicate best fit for classes through the high school application process. Teachers are contacted directly regarding appropriate placement into high school classes. This has served as an opportunity to discuss our program with high school teachers as well as hearing from them about their programs. Bishop Blanchet High School has offered sessions for middle school teachers to meet and discuss both the Math and Science programs with their teachers and department heads. We have had teachers attend these sessions. In addition, the high school principals contact the principal to discuss our students’ preparation. They have been highly complimentary of our students’ academic preparation, and of our students’ well-developed global perspective.

4. How well prepared are the students for high school?

We have received feedback from all the high school principals on the success of St. Madeleine Sophie students in high school. We also continue to receive feedback from parents whose children attend high school—they report back that students have success in managing their course-work, are academically prepared, and have the necessary writing skills for success. This has been consistent year to year during our short history and across high schools. A review of our eighth grade student ITBS results shows that our students’ average grade equivalency is consistently above entry-level expectations. Students who receive support for learning challenges as indicated through their schoolwork or through testing are connected with the learning resources offered at the high schools. This planning and support ahead of time helps our students have more tools for success in high school.

5. What is their strongest curricular area? Their weakest curricular area?

St. Madeleine Sophie students show strength in all curricular areas.

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

| Name | Grade Subj. | Catholic/ Non-Cath. | Highest Degree | Teacher License | Catechist Cert. | Total Yrs. Exp. | Exp. this school | Ethnicity | M/F |
|-----------------------|----------------------|---------------------|----------------|-----------------|-----------------|-----------------|------------------|--------------|-----|
| Boostrom, Robert | 5 | C | BA | 06616802 | In process | 7 | 7 | C | M |
| Bulkley, Laura | 1 | Non | B Ed | 489846F | In process | 1 | 1 | C | F |
| Butterfield, Madeline | PK | C | BA | 293448G | In process | 5 | 1 | C | F |
| Earnst, Kristin | Art, PK-8 | Non | BA | 285882G | In process | 17 | 2 | C | F |
| Ensminger, Angela | Math, 6-8 | C | MS | 460687G | Yes | 4 | 3 | C | F |
| Fulmer, Brian | 6-8 | C | M Ed | 421343E | In process | 15 | 8 | C | M |
| Heline, Kristy | 4 | Non | MIT | 489875E | | 1 | 1 | C | F |
| Houser, Richard | PE | C | MA | 142705C | In process | 38 | 5 | C | M |
| Huley, Elaine | PK | Non | BS | | In process | 17 | 2 | C | F |
| McCarthy, Sheryl | Music, PK-8 | C | B Ed | 202920E | In process | 23 | 6 | C | F |
| Nau, Mary | 6-8 | C | MA | 349654B | In process | 20 | 2 | C | F |
| Odell, Judith | 6-8 | Non | MA | 205518D | In process | 37 | 6 | C | F |
| Ong, Sheila | K Aide | C | BS | | | 2 | 2 | A | F |
| Perez, Emily | 4 | C | BA | 480209F | In process | 7 | 3 | C | F |
| Romero, Martine | Inclusion Specialist | C | B Ed | 475179H | In process | 3 | 3 | <i>Multi</i> | F |
| Ross, Abigail | K | C | M Ed | 274583D | Yes | 15 | 8 | C | F |
| Sewall, Jessica | 3 | C | BA | 2490620 | In process | 2 | 2 | C | F |
| Sherman, Daniel | Principal | C | M Ed | 236273R | Yes | 34 | 9 | C | M |
| Tremel, Jamie | 6-8 | C | BA | 483585F | In process | 2 | 2 | C | F |
| Turpin, Jessica | Inclusion Specialist | Non | BA | 442307E | | 5 | 1 | C | F |
| Wehmhoefer, Jessica | 2 | C | MIT | In process | | 1 | 1 | C | F |

1. What are the Arch/diocesan requirements for teacher credentialing? How is this being implemented at your school?

State law allows some limited flexibility on private school teacher certification for school approval. Diocesan guidelines call for teachers to have current teaching certification from the State of Washington. Our local policy expects current professional certification of all classroom teaching staff. It is monitored annually by the administration.

2. What are the Arch/diocesan requirements for teacher catechist certification? How is this being implemented at your school?

The Archdiocese of Seattle is in the process of fully developing its Catechist Certification Program. Teachers of Religion are expected to have, or be in the process of obtaining, current certification. At this time all teachers of Religion at St. Madeleine Sophie School are in compliance with this directive: several staff members are fully certified and many are in the process of taking the required courses to be certified or recertified.

3. How many teachers are new since the last accreditation visit? Why did teachers leave? How are teachers being recruited?

This is our first accreditation cycle. During the process of this Self Study, five new teachers joined the staff, replacing three maternity leaves, and one relocation. One additional position is new this year. New staff are regularly recruited and interviewed using diocesan resources and through our ongoing relationship with Gonzaga University.

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix

School Profile – Support (non-teaching) Staff

| Name | Assignment | Hours per day Worked | Days per year worked | Years Worked at this school | Qualifications (degree, certification, etc.) |
|---------------------|----------------------|----------------------|----------------------|-----------------------------|--|
| Cole, Holly | Office Administrator | 8 | 220 | 8 | B.A. - Sociology Graduate level work in Special Education Personnel Specialist (9 yrs.) Personnel Director (6 yrs.) Office Administrator (16 yrs.) |
| Morrissey, Virginia | Office Assistant | 8 | 140 | 5 | B.A. - Math M.S. – Computer Science Software Engineer (13 yrs.) Sr. Program Analyst (4 yrs.) Instructor (1 yr.) Library/Office Assistant (7 yrs.) |

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

Under the Individuals with Disabilities Education Act (IDEA), Local Education Agencies (LEAs) are responsible for locating, identifying, evaluating (“child find”) and developing an individual education program (IEP) for any child living within the district’s boundaries, including children enrolled in private and religious schools, who may have a disability (e.g., hearing, speech, sight, physical and mental impairments; emotional disturbances and learning disabilities, etc.) at no cost to the child’s parents.

Child find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

1. Has your LEA carried out this “child find” requirement in your school? Yes No
2. If yes, how many children were actually identified as having a disability? 40
3. If No, have you ever requested the LEA to do a “child find?”
and had that request denied? Yes No
4. Of those children identified with a disability, how many have
had a formal Instructional Service Plan (ISP) developed by the LEA? 21
5. Of those children currently enrolled in your school and having an ISP with specified services
identified, how many are receiving?
NO specified services 18 SOME specified services 3 All Specified services 0
6. Of those children with disabilities currently enrolled in your school, how many are receiving the
specified services in your school? 0
7. How many are receiving those services at a public school or neutral site? 3
8. For those receiving services at a public school or a neutral site,
is transportation being provided at no cost to the child’s parents? Yes No
9. How many of the children identified as eligible for services through ‘child find’ transferred to
the public school? 2
10. How many of the children identified eligible for services through ‘child find’ chose to remain in
your school and forego receiving the specified services? 38
11. How many children with disabilities, who applied to your school within the past three years,
were unable to attend because your school does not offer services that meet their specific needs?
0

California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

Improving Student Learning for Catholic Schools

Appendix A-6 School Profile – Participation in Federal Programs

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

1. How many students are eligible for Title IA services? 8
2. How many students are receiving Title IA services? 0
3. What services are being offered at your school for Title IA students?

None at this time

Title II, Part A – Teacher and Principal Training and Recruiting Fund

1. What is your per-pupil allocation for Title IIA services? \$ 5.48 per child.
2. What is your total Title IIA allocation for School Year 2012-2013? \$ 1,076
3. Have you developed/filed an approved Title IIA Staff Development plan? Yes No
4. Attach a copy of your staff development plan to this section.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

Title II, Part D – Enhancing Education Through Technology

1. What is your per-pupil allocation for Title IID services? \$ 0 per child.
2. What is your total Title IID allocation for School Year 11 - 12? \$ 0
3. How will you be using these resources? *N/A*

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

1. Are you using any funds/services for Title III for your students? Yes No
2. If Yes, please describe the services that you provide/are provided.

Staff development and training.

Title IV, Part A – Safe and Drug-Free Schools and Communities

1. What is your per-pupil allocation for Title IVA services? \$ NA per child.
2. What is your total Title IVA allocation for School Year -? \$
3. How are you using these funds?

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? Yes No
2. How many students do you have that are a part of the target population for this program?
3. Describe the services that are provided for your target population.

Bellevue School District - Private School 2012/2013 Title IIA Professional Development Plan

St. Madeleine Sophie School – 5/17/12

Title IIA focuses particular attention on addressing the learning outcomes of students at highest risk of not meeting academic standards. When using Title IIA funds to support professional development schools have a responsibility to provide professional development that enables teachers and other educational professionals to:

- Teach and address the needs of students with different learning styles, particularly students with special learning needs (including students who are gifted and talented) in the core curriculum areas.
- Improve student behavior in the classroom and identify interventions to help students at risk.
- Understand and use data and assessment to improve classroom practice and student learning.

Identify which data collection process was used to identify the professional development needs for your school.

- 🍏 Staff Surveys ✓
- 🍏 School Improvement Plans ✓
- 🍏 Building Improvement Plans
- 🍏 Strategic Planning Process ✓
- 🍏 Professional Development Teams ✓
- 🍏 Data Review (other than student data)
- 🍏 Leadership Teams ✓
- 🍏 Other: Ongoing collaboration meetings. ✓

1. Using the data from the above list, prioritize the professional development needs for 2012/13. (Top 3)

| | | | |
|---|-------------------------------|---|--|
| 4 | <i>Math</i> | 2 | <i>Reading/Language Arts</i> |
| 6 | <i>Science</i> | 5 | <i>Social Studies</i> |
| 3 | <i>Technology Integration</i> | 1 | <i>ELL or other: Students with Special Needs</i> |

2. Describe how collaboration between teachers, paraprofessionals, and principal identified the relevant professional development activities to be carried out?

As we are still a relatively new school with a growing reputation for placement of children with special needs, the majority of our students continue to enroll here from other programs. In addition to records we receive from previously attended schools, we administer the Iowa Test of Basic Skills as early in the fall term as possible to pin-point areas of greatest need and adjust the year's curriculum goals to give extra emphasis in the areas needing the most growth.

As part of our overall school design, we accept many students who are currently underserved in the eastside Catholic school community, including those students in need of specialized educational assistance.

Using the ITBS, previous records, district-provided IEP's, locally created assessments and classroom teacher observations, we then, through a process of staff meetings and input requests, drafted the proposed strategy. This year we have also been deeply involved with the surveys and data collection required in completing our self-study for ongoing accreditation.

3. Describe how you plan to evaluate the effectiveness of professional development, and how you will measure the improvement on student academic achievement?

Measurement of the effectiveness of professional development will be determined by the continued completion of grade level mapping in curricular areas (Math, Reading, Writing); incorporation of identified strategies into our long-range plan and student learning expectations; and the further development of the support systems needed for specialized student assistance.

Measurement of student achievement toward their individual goals as well as progress toward grade level expectations and graduate outcomes will be accomplished via performance on the ITBS, regular trimester evaluations, outside professional observation (if applicable) and acceptance into secondary programs (if the student is graduating).

Measurable Objectives: *Based on the needs use quantity # or quality % to state the measurable objective.*

EXAMPLE: *By Spring of 2013, 70% of K-3 students will be at level _____ proficiency.*

1. By the June 2013 trimester report, all students in Grades PK-8 will have reached standard (3) in 85% of their skill areas or will have demonstrated at least one level of improvement toward that goal.

2. By June 2013, 95% of graduating 8th Graders will have successfully been enrolled in their 9th Grade school of choice.

Action Plan: Name of conferences, trainings, or Bellevue SD Professional Development request.

1. Continued use of specialists to assist in refining our curriculum maps and application to both our PowerSchool assessment tool with carry over to additional state and local standards.
2. Identified workshops or consultations identified through the above that would augment successful implementation.
3. Ongoing training in specific research-backed classroom strategies that would assist teachers in differentiating instruction for our identified students of need.
4. Assistance for attendance (as allowed by law and precedent) at NCEA and other professional organization-sponsored forums, symposiums and conventions.
5. Teachers may also access additional professional development as needed in any of the 14 core content areas (includes elem. curriculum), integrating technology into the curriculum, using data to improve and inform classroom practice, improving student behavior/classroom management, and training related to addressing the needs of students with different learning styles, disabilities and other special needs, gifted and training to help those students with limited English proficiency.

Target Group: Identify staff at highest need of professional development (EXAMPLE: 2nd grade Teachers, paraprofessionals, principal)

Classroom instructors, Grades K-8. Principal. Instructional support personnel.

Improving Student Learning for Catholic Schools

Appendix A-7

Adhere to Diocesan Policy in publishing this appendix

School Profile – Standardized Testing Program (GE, NPR, etc.)

| Reading | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
|----------------|-----|-----|-----|-----|-----|------|------|
| 2007-08 | 2.4 | 4.1 | 4.3 | 7.3 | 8.5 | 8.0 | 11.4 |
| 2008-09 | 2.9 | 3.9 | 5.0 | 6.6 | 7.4 | 10.1 | 10.8 |
| 2009-10 | 2.7 | 4.4 | 5.6 | 6.1 | 6.8 | 8.9 | 11.0 |
| 2010-11 | 2.4 | 3.9 | 5.8 | 6.4 | 7.0 | 8.4 | 10.2 |
| 2011-12 | 2.8 | 3.8 | 5.4 | 7.2 | 8.3 | 7.1 | 10.0 |

| Math | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
|-------------|-----|-----|-----|-----|-----|-----|------|
| 2007-08 | 2.2 | 3.2 | 4.4 | 6.2 | 9.3 | 8.6 | 9.8 |
| 2008-09 | 2.3 | 3.5 | 4.6 | 5.2 | 7.5 | 8.9 | 8.7 |
| 2009-10 | 2.3 | 3.7 | 5.4 | 6.3 | 5.6 | 8.7 | 10.2 |
| 2010-11 | 2.3 | 3.7 | 4.9 | 6.8 | 6.3 | 6.6 | 9.4 |
| 2011-12 | 2.0 | 3.3 | 5.2 | 6.3 | 7.2 | 7.9 | 6.8 |

| Lang. A. | 2nd | 3 rd | 4th | 5th | 6th | 7 th | 8th |
|-----------------|-----|-----------------|-----|-----|-----|-----------------|------|
| 2007-08 | 2.3 | 3.4 | 3.0 | 7.1 | 8.0 | 8.4 | 9.4 |
| 2008-09 | 2.5 | 3.6 | 4.7 | 5.3 | 7.4 | 8.9 | 10.3 |
| 2009-10 | 2.3 | 4.0 | 5.8 | 6.2 | 5.7 | 9.2 | 10.9 |
| 2010-11 | 2.3 | 4.0 | 6.3 | 6.9 | 6.9 | 7.1 | 11.3 |
| 2011-12 | 2.4 | 3.5 | 5.8 | 7.8 | 8.0 | 6.9 | 9.6 |

| Core | 2nd | 3 rd | 4th | 5th | 6th | 7th | 8th |
|-------------|-----|-----------------|-----|-----|-----|-----|------|
| 2007-08 | 2.3 | 4.0 | 4.0 | 6.9 | 8.5 | 8.2 | 10.1 |
| 2008-09 | 2.6 | 3.6 | 4.7 | 5.7 | 7.3 | 9.5 | 9.8 |
| 2009-10 | 2.5 | 4.1 | 5.6 | 6.1 | 5.9 | 8.9 | 10.6 |
| 2010-11 | 2.4 | 4.0 | 5.7 | 6.6 | 6.6 | 7.3 | 10.2 |
| 2011-12 | 2.4 | 3.6 | 5.5 | 7.0 | 7.8 | 7.2 | 8.6 |

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Appendix A-8 School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

Staff Development for 2012 – 2013: Theme: Faith Development

Activities/Cost: Ongoing Catechetical Certification / \$275.00

The Charism of Faculty- Retreat with Ron Ryan /\$300.00

Staff Development for 2012 – 2013: Theme: Faculty Development

Activities/Cost: Private School Workshop (RTI) /\$60.00

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

Pre-K and Kindergarten Conference /\$229.00

Creating a Climate for Student Success Workshop /Included in diocesan pupil assessment.

Health and Safety Issues and Emergency Preparedness /Included in diocesan pupil assessment.

Archdiocesan Teacher Excellence Day /Included in diocesan pupil assessment.

Staff Development for 2012 – 2013: Theme: Administration Development

Activities/Cost: Principals' Retreat /\$ 250.00

WFIS Private School Days /\$60.00

NCEA Principals' Forum 2012 /\$ 400.00

Staff Development for 2011 – 2012: Theme: Faith Development

Activities/Cost: Ongoing Catechetical Certification / \$1,750.00

Reverend Richard Basso Workshop /\$200.00

CCAS- Stewardship Workshop- Living You Strengths /\$95.13

Fr. Robert Spitzer- Five Pillars and Servant Leadership /Included in diocesan pupil assessment.

Staff Development for 2011 – 2012: Theme: Faculty Development

Activities/Cost: Dr. Ellen M.E. Wedemeyer SPED Workshop /\$3,000.00

Dr. Ellen M.E. Wedemeyer SPED Textbooks /\$935.00

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

Writers Workshop Seminars with Kristen Lee Barnes /\$1,500.00

Special Needs Conference /\$786.41

MIMIO Training Included in purchase

Creating a Climate for Student Success Workshop /Included in diocesan pupil assessment.

Health and Safety Issues and Emergency Preparedness /Included in diocesan pupil assessment.

Staff Development for 2011 – 2012: Theme: Administration Development

Activities/Cost: Principals' Retreat /\$350

WFIS Private School Days /\$60.00

NCEA Principals' Forum 2011 /\$400

DE Private Schools Symposium /\$1250

NCEA Convention 2012 /\$2000

Curriculum Design Project /Included in diocesan pupil assessment.

Staff Development for 2010 – 2011: Theme: Faith Development

Activities/Cost: CCAS Faculty Roman Missal Workshop /\$60.00

CCAS Principal Engagement Workshop /\$75.00

Staff Development for 2010 – 2011: Theme: Faculty Development

| | |
|--|---|
| Activities/Cost: Acts Time Conference | / \$50.00 |
| Archdiocese New Teacher Orientation | /Included in diocesan pupil assessment. |
| Discover Mathematics Training | / \$150.00 |
| Special Education Conference | / \$435.00 |
| CCAS Curriculum Development | / \$300.00 |
| Creating a Climate for Student Success Workshop | /Included in diocesan pupil assessment. |
| Curriculum Mapping- Design and Completion Workshop | / \$ 350 |
| Health and Safety Issues and Emergency Preparedness | /Included in diocesan pupil assessment. |
| The Importance of a Mission-Driven School Workshop | /Included in diocesan pupil assessment. |
| Curriculum Design Project Professional Development Day | / \$300 |
| Staff Development for 2010 – 2011: Theme: Administration Development | |
| Activities/Cost: ESD Workshop | / \$75.00 |
| Principals' Retreat | / \$300 |
| WFIS Private School Days | / \$60 |
| NCEA Convention 2011 | / \$199.00 |
| NCEA Principals' Forum 2010 | / \$325.00 |
| Guiding Principles and School Improvement Seminar | /Included in diocesan pupil assessment. |
| Staff Development for 2009 – 2010: Theme: Faith Development | |
| Activities/Cost: Faith Formation Speaker | / \$300.00 |
| Living Your Strengths In-Service | / \$492.31 |
| Guiding Principles and Theological Update | /Included in diocesan pupil assessment. |
| Staff Development for 2009 – 2010: Theme: Faculty Development | |

Activities/Cost: Curriculum Mapping and Design /\$ 1200

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

Health and Safety Issues and Emergency Preparedness /Included in diocesan pupil assessment.

Tools for Success: Cultural and Economic Diversity in Teaching and Learning Workshop /\$300

Staff Development for 2009 – 2010: Theme: Administration Development

Activities/Cost: Curriculum Design Project Professional Development /\$300

Staff Development for 2008 – 2009: Theme: Faith Development

Activities/Cost: Guiding Principles and Theological Updates /\$300

Philosophy of Catholic Schools- School Policies and Procedures /\$0

Staff Development for 2008 – 2009: Theme: Faculty Development

Activities/Cost: Professional Certification Courses /\$1,125.00

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

PowerSchool Student Information System Training /\$500

Tools for Success: Cultural and Economic Diversity in Teaching and Learning Workshop /\$0

Health and Safety Issues and Emergency Preparedness /\$0

Staff Development for 2008 – 2009: Theme: Administration Development

Activities/Cost: Curriculum Design Project Professional Development /\$0

Staff Development for 2007 – 2008: Theme: Faith Development

Activities/Cost: Sisters of Notre Dame Spiritual Life Workshop /\$60.00

Guiding Principles and Theological Updates /Included in diocesan pupil assessment.

Philosophy of Catholic Schools /Included in diocesan pupil assessment.

Staff Development for 2007 – 2008: Theme: Faculty Development

Activities/Cost: St. Anne School Inclusion Workshop /\$270.00

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

Sisters of Notre Dame Workshops /\$240.00

Sisters of Notre Dame Advisor Programs /\$240.00

Nellie Edge Seminars, Inc. Training /\$258.00

Health and Safety Issues and Emergency Preparedness /\$0

Inclusion Techniques for Differentiating Curriculum Workshop /\$0

Staff Development for 2007 – 2008: Theme: Administration Development

Activities/Cost: NCEA Annual Principal Forum /\$225.00

Activities/Cost: Curriculum Design Project Professional Development /\$0

WFIS Workshop /\$40.00

NCEA Conference /\$848.00

St. Joseph School Power School Systems Training /\$585.00

Staff Development for 2006 – 2007: Theme: Faith Development

Activities/Cost: Ongoing Catechist Certification /\$280.00

Philosophy of Catholic Schools /Included in diocesan pupil assessment.

Guiding Principles and Theological Update /Included in diocesan pupil assessment.

Staff Development for 2006 – 2007: Theme: Faculty Development

Activities/Cost: Nellie Edge Seminars, Inc. Training /\$278.00

Archdiocese New Teacher Orientation /Included in diocesan pupil assessment.

| | |
|---|----------|
| Health and Safety Issues and Emergency Preparedness | /\$0 |
| School Policies and Procedures Seminar | /\$0 |
| Staff Development for <u>2006 – 2007</u> : Theme: <u>Administration Development</u> | |
| Activities/Cost: <u>Curriculum Design Project Professional Development</u> | /\$0 |
| <u>WFIS Workshop</u> | /\$95.00 |

**Appendix B-1
Data Analysis – Enrollment Trends**

Grade Enrollment Over Time

| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|----|----|----|----|----|----|----|----|----|----|
| 2005-2006 | 18 | 10 | 3 | 3 | 2 | 0 | 0 | 6 | 0 | 0 |
| 2006-2007 | 17 | 32 | 12 | 3 | 3 | 2 | 5 | 5 | 8 | 0 |
| 2007-2008 | 21 | 15 | 26 | 11 | 6 | 7 | 8 | 7 | 6 | 10 |
| 2008-2009 | 19 | 35 | 18 | 29 | 14 | 5 | 9 | 12 | 8 | 8 |
| 2009-2010 | 12 | 22 | 32 | 14 | 30 | 10 | 5 | 11 | 16 | 10 |
| 2010-2011 | 21 | 18 | 23 | 35 | 14 | 38 | 13 | 9 | 10 | 19 |
| 2011-2012 | 20 | 23 | 17 | 18 | 35 | 15 | 33 | 12 | 10 | 8 |

1. As you trace a class diagonally (K-2003, 1-2004, 2-2005, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5th grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?

There is no clear trend of concern apparent when grade enrollment data is traced diagonally. The five graduating classes have been small which reflects our smaller size in the upper grades. Most of our growth has evolved from the younger grades on up. Establishing a PK during our inaugural year has led to a consistency in the Kindergarten being at or close to capacity. Overall, while the numbers show consistency, one unique experience for our location has been the large number of students leaving each year due to employment re-locations that has been masked by an equivalent number of new students enrolling – most often in identical classes. For instance, this last year, 38 students relocated from St. Madeleine’s yet 42 new students enrolled. As long as this experience continues, the total enrollment gains or holds steady. One ongoing issue of note is how our facility challenges seem to negate any significant gains in our middle school. While we continue to entertain a healthy interest in the program with numerous interviews each spring, we have found that many of those families have chosen other options, often noting that our underdeveloped campus is a deciding factor. The entire parish leadership continues to monitor the issue and strategies to move forward are on the table.

Total Enrollment Over Time

| 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 42 | 87 | 117 | 157 | 162 | 200 | 191 |

2. As you look at total school enrollment, what has been the 10-year trend? What has been the most recent 5-year trend? What are the causes of increased or decreased enrollment? What have parents told you in their exit interviews when they leave school?

The enrollment trends over our eight year history have been positive. During the last four years the enrollment has stayed relatively stable with enrollment between 180 and 200. Especially with the economic challenges that have impacted the local area, our growth and stability are healthy signs. When surveyed, families who have left through graduation or employment report satisfaction with school programs and gratitude for the community environment when leaving the school.

3. What is the trend in the public school? Is there a similar increase/decrease?

The Bellevue School District has experienced similar trends. As students leave for relocation, they are usually replaced by newly enrolling families. As a district, Bellevue's tax base is such that they have been on a regular schedule of remodeling and rebuilding school facilities. This, along with a very attractive teacher employment package, helps ensure it remains one of the most highly regarded public districts in the State. For St. Madeleine's to grow, we have had to offer a value-added choice. To date, we have been successful.

4. What recruitment efforts are you using to attract new students? Knowing that, in most cases, the mother decides what school her child will be attending before the child is 3 years old, what efforts are you making to put the name of your school before these parents?

There are several efforts that are made to ensure a stable enrollment. They include: a PK program; Catholic Schools Open House; advertising in the Progress; PK and Kindergarten classroom visits during enrollment periods; joint recruitment efforts with the Deanery; maintaining an informative website that clearly states the school mission and outlines school programs. During the Catholic Schools Open House, middle school students lead tours that provide information to families who don't have school age children yet, as well as to students who are looking to enter the school in the middle school.

Improving Student Learning for Catholic Schools

APPENDIX B-2 FINANCES

Per Pupil Cost Over Time

| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------|-------|---------|---------|---------|-------|---------|--------|--------|
| Amount | 14409 | 9009 | 7531 | 6755 | 6873 | 5513 | 6954 | 7664 |
| % Increase | | -37.48% | -16.41% | -10.30% | 1.75% | -19.79% | 26.14% | 10.21% |

First Child's Tuition Over Time

| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------|------|-------|-------|-------|-------|-------|-------|-------|
| Amount | 6500 | 6500 | 6825 | 7170 | 7385 | 7385 | 7490 | 7690 |
| % Increase | | 0.00% | 5.00% | 5.05% | 3.00% | 0.00% | 1.42% | 2.67% |

Tuition as a % of Per Pupil Cost

| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|------|------|------|------|------|
| % | 45% | 72% | 91% | 106% | 107% | 134% | 108% | 100% |

Budget Surplus/Deficit (Bottom Line)

| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|------|------|------|------|------|
| \$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

1. In light of the above statistics, what are you doing to keep tuition affordable?

Base tuition increases have remained under five percent over the last six years. There are several ways that the school works to keep tuition affordable: fundraising, development income, and parish support (subsidy). The school utilizes a sliding tuition scale for parish families who are unable to pay the full cost of tuition. For those who cannot meet that tuition scale, there is a tuition review process that helps determine a lower tuition amount based on a more detailed examination of family assets and debts.

2. What efforts are you making to stabilize your revenue mixture (tuition, fees, fundraising, subsidy, etc.)?

Fundraising efforts seek to be responsive to leadership input to have fewer smaller fundraisers and still provide a stable funding base. During the 2011-12 school year, the school introduced the Move-a-thon, as an additional fundraiser after the school auction. This was highly successful and will serve as an effective model for fundraisers as we move into the future. New PTO initiatives, the Annual Fund, and parish subsidy also serve to stabilize our revenue mixture.

3. How are you addressing budget deficits (if any)?

The parish has assumed responsibility for any deficit in the initial years of our start-up. This has resulted in a floating subsidy amount. Since the 2010-11 school year, the school has been able to meet the budget and at the same time establish an operating reserve which reaches the goal of a 7% operational amount at the end of this current fiscal year.

4. What is the role of the parish in addressing your school's budget deficits (if any)?

Explained above.

5. What is the role of the Arch/diocese in addressing your school's budget deficits (if any)?

Not applicable.

Appendix B-3 Analysis of Test Results: Comparison with Diocesan Data

In the spaces below, put the number of students in each grade who score in that quartile. Total the numbers to compare with the number of students taking the test / number in school. Calculate the percent of students scoring in each quartile by dividing the number in “2-8” with the total 2-8. Compare that with the Diocesan results.

| Reading | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 10 | 10 | 10 | 20 | 8 | 2 | 5 | 65 | 52% | -6% | 58% | 2659 |
| 50-74% | 5 | 11 | 2 | 6 | 5 | 4 | 1 | 34 | 27% | +2% | 25% | 1136 |
| 25-49% | 2 | 10 | 0 | 3 | 1 | 2 | 1 | 19 | 15% | +2% | 13% | 578 |
| 1-24% | 1 | 1 | 2 | 0 | 0 | 2 | 1 | 7 | 6% | +2% | 4% | 191 |
| Total | 18 | 32 | 14 | 29 | 13 | 10 | 8 | 124 | | | | 4564 |

| Language Arts | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 5 | 10 | 8 | 18 | 7 | 3 | 3 | 54 | 44% | -10% | 54% | 2464 |
| 50-74% | 6 | 12 | 3 | 7 | 1 | 3 | 2 | 34 | 28% | +1% | 27% | 1225 |
| 25-49% | 6 | 5 | 1 | 3 | 3 | 3 | 2 | 23 | 19% | +5% | 14% | 612 |
| 1-24% | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 11 | 9% | +3% | 6% | 246 |
| Total | 18 | 31 | 13 | 29 | 13 | 10 | 8 | 122 | | | | 4547 |

| Math | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 3 | 7 | 8 | 15 | 5 | 3 | 1 | 42 | 34% | -16% | 50% | 2275 |
| 50-74% | 4 | 10 | 4 | 6 | 1 | 3 | 1 | 29 | 23% | -6% | 29% | 1289 |
| 25-49% | 7 | 9 | 1 | 5 | 6 | 2 | 2 | 32 | 26% | +12% | 14% | 641 |
| 1-24% | 4 | 6 | 1 | 3 | 1 | 2 | 4 | 21 | 17% | +10% | 7% | 317 |
| Total | 18 | 32 | 14 | 29 | 13 | 10 | 8 | 124 | | | | 4522 |

| Science | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 3 | 14 | 9 | 20 | 7 | 3 | 2 | 58 | 47% | -7% | 54% | 1874 |
| 50-74% | 4 | 7 | 3 | 6 | 1 | 4 | 4 | 29 | 23% | -6% | 29% | 998 |
| 25-49% | 6 | 3 | 2 | 3 | 4 | 3 | 1 | 22 | 18% | +6% | 12% | 403 |
| 1-24% | 5 | 7 | 0 | 1 | 1 | 0 | 1 | 15 | 12% | +6% | 6% | 197 |
| Total | 18 | 31 | 14 | 30 | 13 | 10 | 8 | 124 | | | | 3472 |

| Social Studies | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 4 | 16 | 9 | 16 | 5 | 2 | 2 | 54 | 44% | -6% | 50% | 1738 |
| 50-74% | 2 | 9 | 3 | 12 | 3 | 1 | 3 | 33 | 27% | -3% | 30% | 1056 |
| 25-49% | 9 | 4 | 1 | 1 | 5 | 6 | 2 | 28 | 23% | +10% | 13% | 441 |
| 1-24% | 3 | 2 | 1 | 1 | 0 | 1 | 1 | 9 | 7% | = | 7% | 244 |
| Total | 18 | 31 | 14 | 30 | 13 | 10 | 8 | 124 | | | | 3479 |

| Composite | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2-8 # | School % | Diff. | Dio. % | Dio. # |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------|-------|--------|-------------|
| 75-99% | 4 | 12 | 10 | 18 | 6 | 2 | 2 | 54 | 46% | -10% | 56% | 1935 |
| 50-74% | 4 | 9 | 1 | 8 | 4 | 3 | 3 | 32 | 27% | = | 27% | 915 |
| 25-49% | 8 | 3 | 1 | 3 | 3 | 4 | 2 | 24 | 20% | +8% | 12% | 412 |
| 1-24% | 1 | 4 | 1 | 0 | 0 | 1 | 1 | 8 | 7% | +3% | 4% | 145 |
| Total | 17 | 28 | 13 | 29 | 13 | 10 | 8 | 118 | | | | 3407 |

For the groups in each grade who scored at or below the 25th %, what are their weakest areas of performance?

| | |
|---|---------------|
| 2 | Math, Science |
| 3 | Math, Science |
| 4 | Reading |
| 5 | Math |
| 6 | Language |
| 7 | Reading, Math |
| 8 | Math |

After reviewing the data listed on these three pages, discuss the following questions:

1. Are a significant number of students scoring in the bottom quartile?

The data above would indicate not. For those students who do score lower, many are currently monitored with our Student Support Plan (SSP) and have some identified learning challenge.

2. Why are a significant number of students scoring in the bottom quartile?

NA

3. What is being done to help these students?

Our SSP protocol varies for each student. If trends are noted and adjustment to instruction warranted, a curriculum review is initiated.

4. What could be done that is not being done now?

Our Action Plan lists the goal of strengthening our Inclusion Services to better address the needs of all learners.

5. Are a significant number of students scoring in the top quartile?

Even though the overall cohorts are relatively small, we do notice a heavier distribution of students in the upper quartiles.

6. What is being done to challenge these students?

As noted, our Action Plan speaks to strengthening services to all students.

Improving Student Learning for Catholic Schools

Appendix B-4 Analysis of Test Results: Curricular Areas over Time

Iowa Test Results in subtest categories related to Reading Skills (2005-2012):

Used for In-Depth Reading Analysis

(Note: The results below are provided for illustration purposes as requested. In many grades for most years, the sample size is so small that drawing valid conclusions is difficult at best.)

| Year | Test/Sub-Test | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------|----------------|----|----|----|----|----|----|----|
| | Reading | | | | | | | |
| | Vocabulary | | | | | | | |
| 2007-08 | | 57 | 66 | 52 | 71 | 67 | 58 | 63 |
| 2008-09 | | 67 | 60 | 62 | 67 | 56 | 68 | 65 |
| 2009-10 | | 66 | 72 | 69 | 61 | 59 | 61 | 60 |
| 2010-11 | | 61 | 61 | 72 | 68 | 65 | 59 | 58 |
| 2011-12 | | 63 | 57 | 66 | 75 | 69 | 53 | 66 |
| <i>Average</i> | | | | | | | | |

| Year | Test/Sub-Test | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------|----------------|----|----|----|----|----|----|----|
| | Reading | | | | | | | |
| | Comprehension | | | | | | | |
| 2007-08 | | 63 | 64 | 52 | 70 | 68 | 54 | 69 |
| 2008-09 | | 63 | 63 | 61 | 64 | 63 | 69 | 64 |
| 2009-10 | | 62 | 68 | 68 | 59 | 53 | 62 | 69 |
| 2010-11 | | 56 | 65 | 68 | 59 | 52 | 58 | 63 |
| 2011-12 | | 67 | 63 | 64 | 66 | 65 | 48 | 57 |
| <i>Average</i> | | | | | | | | |

| Year | Test/Sub-Test | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------|----------------|----|----|----|----|----|----|----|
| | Reading | | | | | | | |
| | Total | | | | | | | |
| 2007-08 | | 57 | 66 | 52 | 71 | 69 | 56 | 67 |
| 2008-09 | | 71 | 62 | 62 | 66 | 60 | 70 | 65 |
| 2009-10 | | 66 | 70 | 69 | 60 | 55 | 63 | 66 |
| 2010-11 | | 59 | 64 | 71 | 64 | 57 | 59 | 62 |
| 2011-12 | | 66 | 61 | 66 | 71 | 68 | 50 | 61 |
| <i>Average</i> | | | | | | | | |

Data on Quartiles—Percent in First Quartile (ITBS—2011-12)

| Subject | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Vocabulary | 11 | 3 | 14 | 3 | 8 | 20 | 0 |
| Comprehension | 6 | 6 | 14 | 0 | 0 | 30 | 13 |
| Reading Total | 6 | 3 | 14 | 0 | 0 | 20 | 13 |

Repeat as needed for the curricular area under study.

1. What subtests consistently have large numbers of students in the bottom quartile?

As noted in previous sections, while the tested cohorts are small, we have determined no significant or trending lower quartile concerns other than the results for Grade 7. This is one of our smaller classes with a high percentage of students new to the program. Since we administer the test at the beginning of each year precisely because of the number of new students we usually enroll, we will be monitoring their progress as the year progresses.

2. Are these subtests related to standards taught in previous grades?

NA

3. What can be done to increase student achievement in these areas?

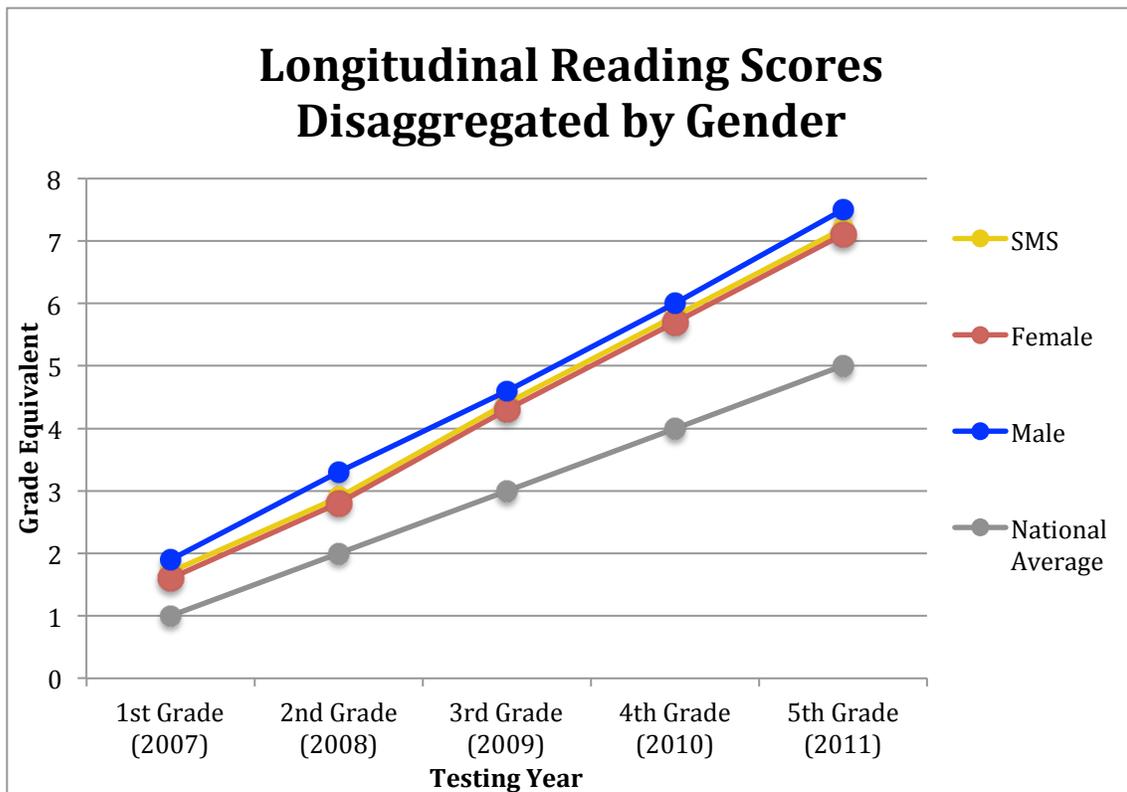
As our focus for the In-Depth portion of the Self-Study, we will be reviewing ongoing Reading assessment tools and make any needed basal and support material adoptions. If subsequent teacher training is necessary, it will be emphasized in our local and ESEA professional development plans.

Appendix B-5 Analysis of Disaggregate Test Results

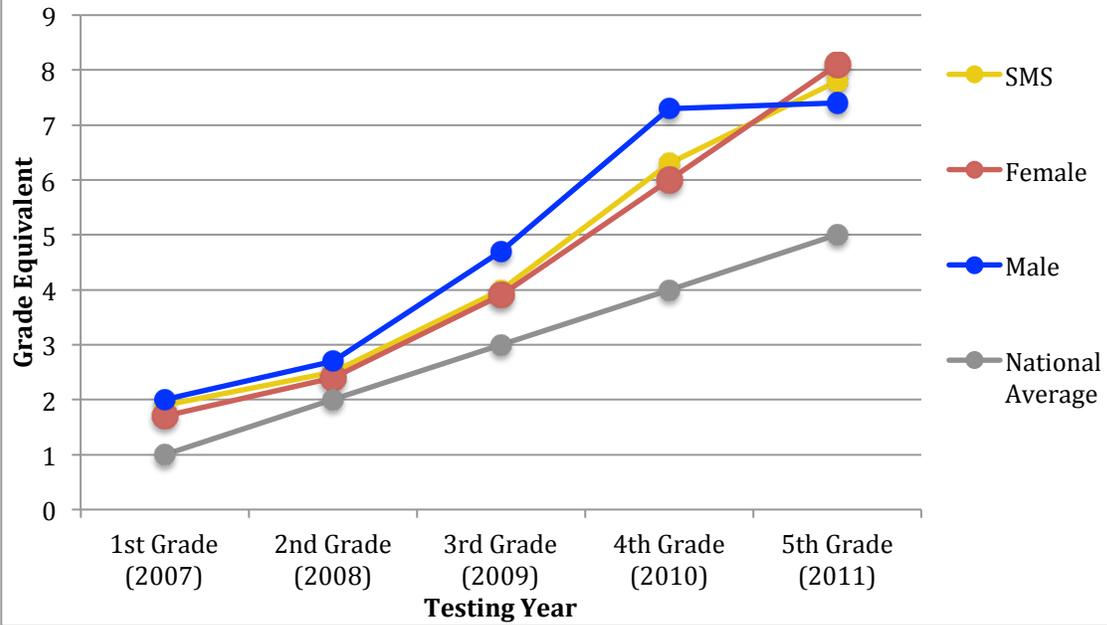
Throughout this Self Study, your school is being asked to disaggregate data, analyze the data, identify trends, and respond by developing goals to support high achievement of all students. Previous parts of this appendix have asked you to compare the number of students in each quartile with Arch/diocesan numbers (B-3) or look at curriculum areas (subtests) over time (B-4). This template asks you to identify disaggregate groups of students and compare the groups over time (e.g., compare the progress made by girls vs. boys in a given class for the past 5 years, etc.). The purpose of these graphs/charts is to identify whether the disaggregate group is making adequate progress over time.

The table below could be used to compare to groups – A & B (e.g., boys and girls). Schools should identify a subject and put it in the box marked “Subject”. Five years of testing are placed in the first column (e.g., 2005, 2006, 2007, 2008, 2009). The appropriate score (GE, %, Stanine, SS,) of the school’s choice is placed for students in the disaggregate group in the appropriate boxes (e.g., 2A could be the % for second grade boys for each of 5 years, while 2 B could be the % for second grade girls for the same years).

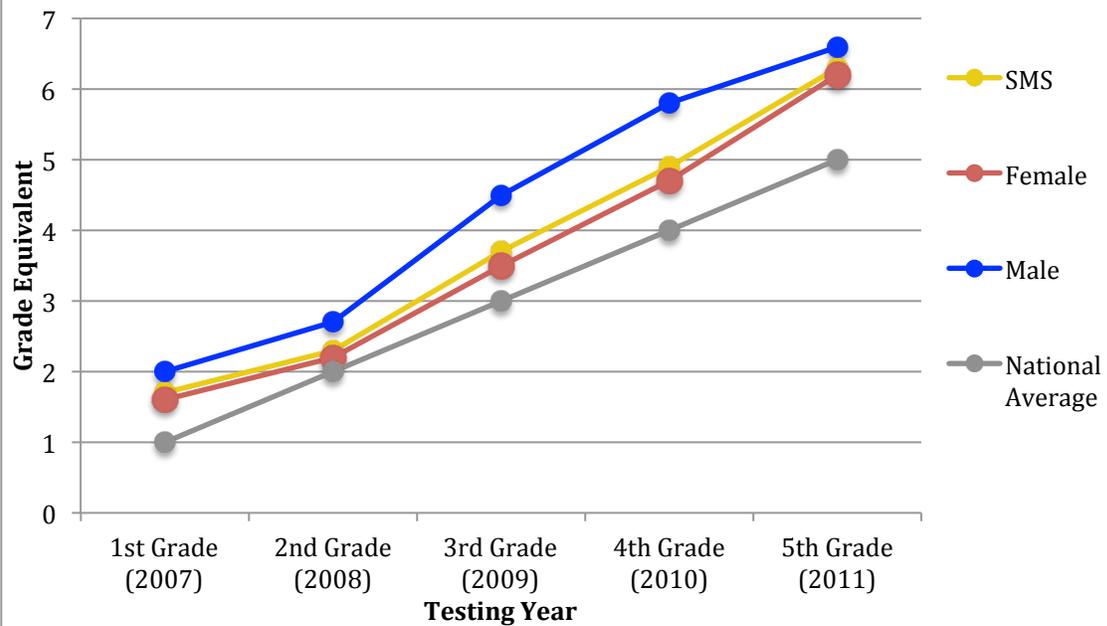
Schools are encouraged to create their own tables and charts to be used here. The questions on the following page are meant to help the school analyze the data.



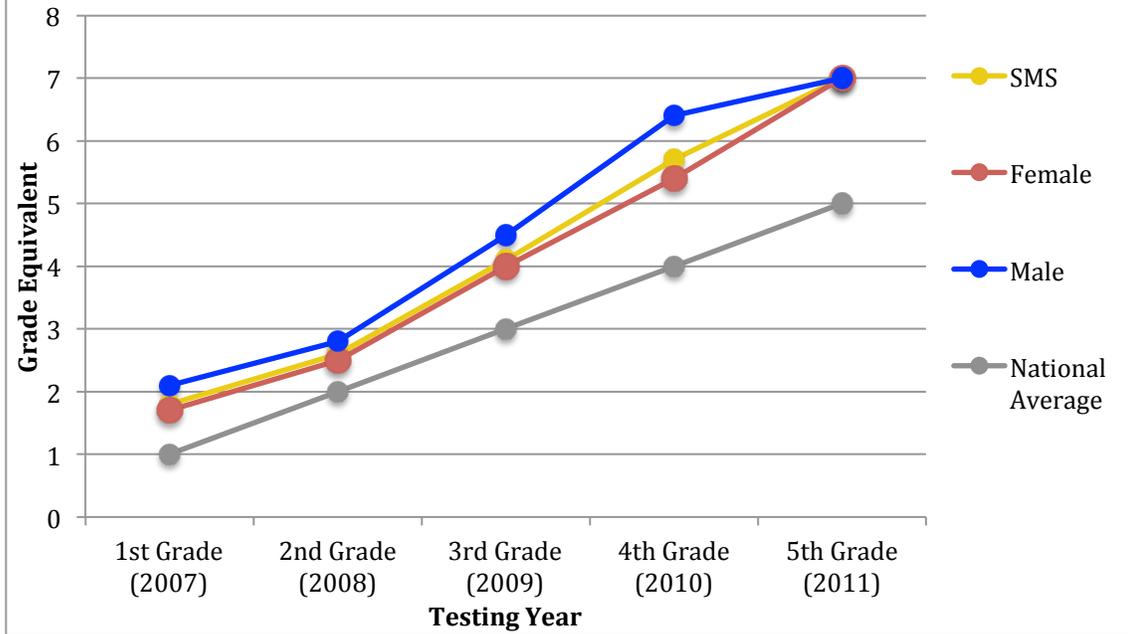
Longitudinal Language Scores Disaggregated by Gender

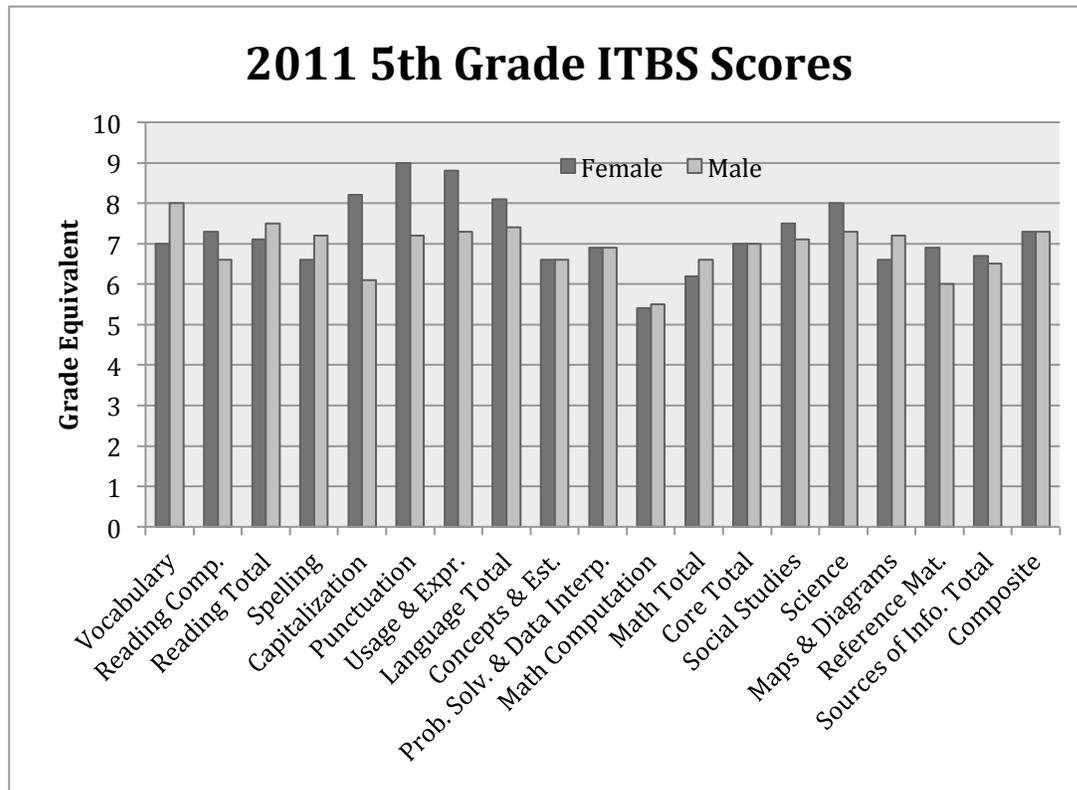


Longitudinal Math Scores Disaggregated by Gender



Longitudinal Core Scores Disaggregated by Gender





Discussion questions for data analysis:

1. What disaggregate groups are being compared? Why?

The 2015 class is being compared longitudinally by gender. Students are compared in core areas from 1st to 5th grade, and a snapshot of each subtest is included for 5th grade. This group has the best combination of sample size and years of available data.

2. What statistically significant differences are shown in the graphs and charts?

In general, male students scored slightly higher than female students, but this result may be skewed by our enrollment trends.

3. Is each disaggregate group making appropriate annual growth?

In general, yes. Student growth among males from 4th to 5th grade appears to stall. However, several new male students enrolled in the school for 5th grade in 2011. The returning 5th grade boys progressed on pace with their earlier test results. It will be important to monitor their growth in the future.

4. How can the school improve test scores for the lower disaggregate group?

NA

5. What is the most significant difference between the groups?

Female students scored significantly higher on the language tests in 5th grade, especially in capitalization and punctuation.

6. How does this information impact the school's budget?

Our Reading In-Depth Action Plan addresses any proposed budgetary necessities.



WCEA *Western Catholic
Educational Association*

In-Depth Study

**An In-Depth Study in Reading
for:
St. Madeleine Sophie School
4400 – 130th PL SE
Bellevue, WA 98006**

Continuous School Improvement Focused On High Achievement Of All Students

2012 – 2013

PREFACE

Reading is a fundamental curriculum area that is integrated into every other part of St. Madeleine Sophie School's curricular programs. It is a basic form of communication and is used as a tool of assessment throughout all areas of learning. As a new school program, St. Madeleine Sophie School staff and administration recognize that while we have grown in all areas of our academic program these past eight years, following on the heels of our extensive review of the Math curriculum, Reading – as another building block subject - would be our next important focus. This decision was based upon staff discussion regarding student progress, longitudinal tracking and reporting of progress, and how best practices have changed. In addition, our staff turn over has brought new insights to encourage reflection on the current curriculum and therefore, continued our research for further improvement. And finally, we recognize the importance of student strength in Reading as supportive of our SLEs.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

The school uses educationally sound assessment process to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

A variety of evidence supports high achievement of all St. Madeleine Sophie students in the area of Reading. Anecdotal feedback from principals at the local high schools our graduates attend consistently applaud our graduates' abilities to enter a rigorous high school program. Their high achievement in Reading is one key to that success.

St. Madeleine Sophie School has utilized the national, norm-referenced test, Iowa Test of Basic Skills (ITBS), as the standardized assessment to measure Reading skills. Additionally, teachers utilize a variety of assessments, both formative and summative, to measure student progress in Reading. Formative assessments include information gathered during Reading groups, conferencing, anecdotal notes, checklists, and completion of student chosen goals. Summative assessments include teacher-created, state-standards-based rubrics used to evaluate fluency, rate, pronunciation, understanding and comparative review of student work collected over time such as portfolio work. The results of these assessments contribute to the report of student progress on our state-standards-aligned report cards, as well as reporting student progress to students and families on a more frequent basis. Due to the order in which grades and classes were added in the early years of the school, individual teachers often developed formative and summative assessments that fit a particular need, but these didn't necessarily build upon one another. By the time all classes had been added and the student enrollment began to grow, it was clear that a more consistent and longitudinal plan would need to be adopted. Now is the opportune time to align all of the assessment tools in a more consistent manner that intentionally and fluidly moves from one grade to the next.

St. Madeleine Sophie School collects Reading data on all students in grades 1-8 using a national, norm-referenced assessment, the Iowa Test of Basic Skills (ITBS), which is disaggregated and communicated to faculty. Data from this assessment and teacher-created assessments are shared among faculty, students and their families, and other stakeholders as appropriate. Our faculty members discuss this data among one another in an effort to improve instruction.

In general, these data indicate that the vast majority of students at St. Madeleine Sophie School meet or exceed state and national curriculum expectations in Reading. In grades 1 –6, and grade 8 (2011-12) our classes’ mean scores were at or above the 70th percentile in Reading on the ITBS. In 7th grade (2011-12), the mean score was 51% in Reading where the sample size is limited to our eleven students in that grade. (The majority of those 7th graders were new to the program in the last two years and/or have been identified for a Student Support Plan.) School-wide, fifty-two percent of our students scored in the top quartile, while 6% scored in the bottom quartile.

While this data suggests that most of our students are adequately strong readers, there are steps we expect to take to increase student success, especially for our lowest students. In addition, there are extra challenges we could provide our most successful students. Currently, the ITBS score is the only standard assessment tool that we use throughout Grades 1 to 8 to gather information on student success. The intention of using additional tools is to give the students, staff and parents insight into Reading progress in a more consistent, frequent, and grade appropriate manner so that students at all grade levels may view their progress and use the information to set further goals.

The Reading curriculum at St. Madeleine Sophie School is very closely aligned to the guidelines published by the Archdiocese of Seattle and the OSPI Reading standards for our state. All faculty who teach Reading are clearly aware of these standards, and use them to inform their lesson design and classroom teaching. Teachers at St. Madeleine Sophie School make consistent use of the best practices currently known to them, and apply them across the curriculum. All teachers use outcome-based design, differentiate instruction whenever appropriate, address multiple sensory modalities, and routinely use both formative and summative assessments.

Iowa Test Results in subtest categories related to Reading Skills (2005-2012): Used for In-Depth Reading Analysis

(Note: The results below are provided for illustration purposes as requested. In many grades for most years, the sample size is so small that drawing valid conclusions is difficult at best.)

| Year | Test/Sub-Test | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Avg. |
|---------|---------------|----|----|----|----|----|----|----|----|------|
| | Reading | | | | | | | | | |
| | Vocabulary | | | | | | | | | |
| 2005-06 | | 55 | 52 | 19 | X | X | 86 | X | X | 53 |
| 2006-07 | | 93 | 99 | 55 | 99 | 95 | 70 | 94 | X | 86 |
| 2007-08 | | 95 | 69 | 91 | 54 | 96 | 92 | 77 | 83 | 82 |
| 2008-09 | | 93 | 95 | 79 | 84 | 92 | 69 | 95 | 89 | 87 |
| 2009-10 | | 89 | 92 | 96 | 96 | 82 | 77 | 85 | 79 | 87 |
| 2010-11 | | 81 | 80 | 82 | 98 | 94 | 90 | 81 | 75 | 85 |
| 2011-12 | | 92 | 87 | 71 | 91 | 98 | 94 | 59 | 90 | 85 |
| Average | | 85 | 82 | 70 | 87 | 93 | 83 | 82 | 83 | 83 |
| | | | | | | | | | | 81 |

| Year | Test/Sub-Test | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Avg. |
|---------|---------------|----|----|----|----|----|----|----|----|------|
| | Reading | | | | | | | | | |
| | Comprehension | | | | | | | | | |
| 2005-06 | | 99 | 77 | 98 | X | X | 94 | X | X | 92 |
| 2006-07 | | 98 | 98 | 36 | 99 | 99 | 94 | 99 | X | 89 |
| 2007-08 | | 94 | 74 | 89 | 57 | 98 | 97 | 61 | 97 | 83 |
| 2008-09 | | 89 | 94 | 86 | 86 | 92 | 90 | 97 | 91 | 91 |
| 2009-10 | | 98 | 83 | 95 | 96 | 82 | 59 | 87 | 97 | 87 |
| 2010-11 | | 92 | 66 | 90 | 96 | 81 | 54 | 77 | 90 | 81 |
| 2011-12 | | 93 | 91 | 87 | 91 | 96 | 95 | 41 | 73 | 83 |
| Average | | 95 | 83 | 83 | 88 | 91 | 83 | 77 | 90 | 86 |
| | | | | | | | | | | 87 |

| Year | Test/Sub-Test | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Avg. |
|---------|---------------|----|----|----|----|----|----|----|----|------|
| | Reading | | | | | | | | | |
| | Total | | | | | | | | | |
| 2005-06 | | 99 | 66 | 73 | X | X | 93 | X | X | 83 |
| 2006-07 | | 99 | 99 | 46 | 99 | 99 | 88 | 99 | X | 90 |
| 2007-08 | | 94 | 70 | 91 | 56 | 98 | 97 | 70 | 93 | 84 |
| 2008-09 | | 87 | 96 | 84 | 86 | 92 | 84 | 98 | 89 | 90 |
| 2009-10 | | 97 | 90 | 96 | 96 | 83 | 70 | 88 | 92 | 89 |
| 2010-11 | | 91 | 76 | 88 | 97 | 89 | 76 | 81 | 85 | 85 |
| 2011-12 | | 94 | 91 | 80 | 93 | 98 | 97 | 49 | 83 | 86 |
| Average | | 94 | 84 | 80 | 88 | 93 | 86 | 81 | 88 | 87 |
| | | | | | | | | | | 87 |

X = No class enrolled

ITBS and report cards provide information to teachers, administrators, parents, students and other stakeholders regarding how well students are performing in Reading. The school principal reviews all ITBS results and makes note of trends. These trends are discussed with appropriate department and Inclusion staff who then work together to decide on an instructional plan of action. Intervention strategies may be designed.

The principal also reviews each student's report card, which reports growth and achievement of state standards in Reading. He consults with teachers concerning students who show a need for intervention.

Data on student Reading is gathered from regular, ongoing classroom assessments. These assessments serve a critical role in helping students meet state Reading standards. This data is recorded in Teacher Gradebook on PowerSchool and reported out on trimester report cards. Teachers use formative and summative tools to assess student performance; individually and collectively, they use analysis of these assessments as a basis for instruction and curricular decision-making. Classroom teachers are the first ones to identify students who are having difficulty in Reading. They

confer with the Inclusion staff, principal, and other teachers to determine plans of intervention. There is a variability of assessment tools used across grade levels to measure Reading. This variability leads to discrepancies in the reporting of student achievement. Consistent assessment tools will better track student progress as students strive to meet Reading standards.

Significant accomplishments:

- ITBS results are reviewed and analyzed by the administration and classroom teachers.
- Data from the ITBS and classroom assessments indicate most students meet or exceed curriculum standards.
- Student Support Plans are developed for students who are not meeting grade level expectations.

Goals:

- Design a system of tracking and analyzing data on student progress toward meeting state standards in Reading from year to year using common assessment tools across grade levels.
- Review basal and support materials in light of common assessment decisions in above goal.

TASK 2 – USING CURRICULUM STANDARDS

The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Archdiocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and/or other governing authority expectations.

St. Madeleine Sophie School utilizes a challenging, comprehensive, and relevant Reading curriculum to prepare students to meet the Reading standards. Through this curriculum, students of St. Madeleine Sophie School demonstrate results in achievement of the Schoolwide Learning Expectations (SLEs) and archdiocesan and state curriculum standards. Beginning in our inaugural year of 2005, St. Madeleine Sophie School began aligning report cards with the state standards. Teachers continually work individually and collaboratively to develop assessments that maintain a strong connection to curriculum standards.

The current Reading curriculum encompasses three departments: Primary (PK-2) Intermediate (3-5) and Middle (6-8) levels. The Pre-K and K curricula include materials from the Wright Group; *McMillanMcGraw Hill* is the primary Reading resource in other primary and intermediate grades. Students begin reading novels as a class and in small Reading groups at the Intermediate level. In 2011-2012 these books included *The Last of the Really Great Whangdoodles*, *Jackie and Me*, *The Name of this Book is Secret*, *A Single Shard*, and *Bridge to Terabithia*. The Middle School program includes *Holt, Rinehart and Winston (now Holt McDougall)* and other relevant supplemental materials. In 2011-2012 novel studies included *A Break with Charity* and *Walk Two Moons* in sixth

grade; *The Giver*, *Fahrenheit 451* and *They Cage the Animals at Night* in seventh grade; and *To Kill a Mockingbird*, *The Adventures of Tom Sawyer* and *Animal Farm* in eighth grade. Both the Intermediate and Middle levels have adopted *Wordly Wise 3000* as a word study and vocabulary curriculum. At all levels students are taught basic areas of Reading instruction such as letter and word recognition skills and strategies to increase Reading comprehension, as well as upper level thinking skills such as analysis of text and author's use of language and literary tools such as foreshadowing.

Supplemental materials (such short stories, poems, primary documents) are used at the teachers' discretion and integrated throughout the curriculum. Students are encouraged to read independently at school and at home, with students and families tracking their Reading progress with tools ranging from monthly calendars in Kindergarten through Accelerated Reader online in the Middle School. Classes regularly visit the *Seattle Children's Theatre* on field trips to make connections with the stories they read at school. In 2011-2012, the Primary department enjoyed performances of "*Goodnight Moon*," "*Harold and the Purple Crayon*" and "*Cat in the Hat*" while Intermediate students attended "*Jackie and Me*" and "*A Single Shard*" after finishing each novel. In the Middle School, eighth grade students participated in a ten-week workshop with mentoring from ACT's "Young Playwriting Program." In May 2012 the whole school met for a musical celebrating Northwest history presented by *Fifth Avenue Theatre*. This curriculum results in the acceptable achievement of the SLE's, and Archdiocesan and state curriculum standards.

The Archdiocesan and state standards drive the coordination and utilization of the curricular materials. Each classroom has a copy of both Archdiocesan and state standards. Teachers are working toward gaining a clearer understanding of what meeting each standard looks like and using a common language when instructing and assessing student Reading. This work includes sharing grade level expectations, instructional strategies, rubrics, longitudinal expectations, as well as concerns about meeting the needs of individual students. Currently, St. Madeleine Sophie School report cards are standards-based.

In addition, SLE's drive instruction as evidenced in teacher lesson plans. SLE's #4 (A person who Learns) is most notably evident during Reading periods. Students are expected to be self-directed and independent as well as strive to master or exceed the school's curriculum standards. While teachers work individually or with small groups, students are required to think critically and problem solve during Reading time.

While the current model of instruction has resulted in regular progress in Reading, on-going professional development, a review of current textbooks and materials, the formal mapping of the school-wide curriculum (as was done for Math), and use of standardized assessment tools across grade levels will further enhance student progress toward clearly defined and measurable SLE's and standards.

Significant accomplishments:

- Teachers have identified and use Archdiocesan and state standards in Reading.
- Report cards have been aligned to the standards and these standards are central to driving the curriculum.

Goals:

- Support ongoing discussion of the most effective Reading program to use to support Reading standards and SLEs for students at all grade levels.
- Provide training and structure instructional time to utilize a selected formal assessment tool.
- Investigate resources for students performing both below and well above standard.

TASK 3 – INSTRUCTIONAL METHODOLOGY

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

St. Madeleine Sophie School teachers use a variety of best practices to teach Reading. Teachers instruct Reading using a variety of research-based instructional techniques including differentiated instruction, direct instruction and leveled Reading groups. Formative and summative assessments that provide feedback that can be translated into additional learning. Self-assessment rubrics and checklists are also used to increase student independence with the Reading process.

In each classroom, teachers of Reading expect students to spend significant time each day reading to themselves or aloud to others. While skills and strategies are part of daily instruction, the bulk of Reading time is spent with students actually reading. While this just makes good sense, it is also a method the research supports. Teachers have taken advantage of various professional development opportunities to learn best practices in supporting the development of Reading at all grade levels. From “The Daily 5”, to “Power Standards”, teachers continually strive to learn and implement strategies and methods to best support student learning. This information is shared with other teachers through grade level meetings as well as informal ongoing discussions.

Evaluation of students’ work consists of both formative and summative assessments as noted earlier. Student success is celebrated in a variety of ways, from individual literacy awards, to class parties based on how many cumulative books or pages students in a class have read with accuracy and understanding. Several of our teachers have a strong background in Reading instruction. One of our first teachers hired has a master’s degree in Reading and Language Arts and guided our early efforts in creating a robust Reading program throughout the school. Decisions were made early on, for instance, to include poetry recitation in every primary grade so children would develop an understanding of cadence, rhythm and rhyme in our oral and written language. Poetry and Song Notebooks in Kindergarten receive strong positive feedback from parents and students alike. As a result, similar notebooks are being considered at each of the primary levels. Another early decision was to use the Accelerated Reader program to support Reading development for our upper level students. At the time it was adopted staff intentionally chose not to extend that program into the lower grades since they agreed that testing on the content of books and earning points – while motivating to older students - presented some additional developmental and management challenges for our earliest readers.

Our traditional classroom approach allows a teacher to conference individually with students, coaching them on lessons that have been taught. Teachers find this is truly the heart of Reading instruction. During this time the teacher is able to assess what the student is doing well and decide what skills need further instruction. Additionally, teachers may pull aside small groups of students, who are experiencing difficulty or who need further support for better understanding, for more focused instruction. Instruction is differentiated in other ways as well. Teachers use document cameras, audio clips, texts or novels, charts, and organizational tools to meet the needs of all learners.

Teachers at St. Madeleine Sophie School use a variety of resources to support Reading development in each of our students. From using textbook resources authored by numerous publishers that best fit the needs at any given stage to the implementation of various techniques and strategies, our students benefit from the commitment of our teachers to strive to maximize the outcome for every learner. The ongoing professional development efforts of our teachers include training in “The Daily 5”, Sign-Language instruction and the implementation of GLAD (Guided Language Acquisition Development) strategies.

Significant accomplishments:

- Teachers use a variety of instructional techniques and assessments to meet the needs of all learners.
- Teachers work together across and between grade levels to best support ongoing success of each student.
- Teachers use standards based rubrics for assessment and reporting outcome.
- Most of our students are achieving in the upper quartile of students nationwide in Reading development as assessed by the ITBS.

Goal:

- Ongoing staff development that supports effective use and integration of modern Reading methodology at all levels including effective use of rubrics to build a seamless program from PK to 8th Grade.

TASK 4 – SUMMARY OF FINDINGS

St. Madeleine Sophie School works hard to provide a challenging, comprehensive and relevant Reading curriculum and each teacher strives to support high achievement for all students. Since our founding, St. Madeleine Sophie School has accomplished much in the area of Reading: report cards have been aligned with the state standards, scores on standardized tests have improved, and teachers continue to use research-based pedagogy to improve student reading. These efforts in teaching and assessment have enabled communication between teachers and administrators regarding best practices and, therefore, have begun to develop continuity between grade levels in terminology, philosophy, instruction, and assessment. Mirroring the process used in the area of Math (aligning report cards to the state standards and increased discussions between colleagues regarding best

practices, common terminology, and assessment) St. Madeleine Sophie School plans to continue this in-depth study in the companion core block of Reading. The knowledge gained from continued work on Reading will then, in turn, lead to increased awareness of student achievement in other content areas.

The three goals identified in our in-depth study are:

- Evaluate current Reading and Literature programs used throughout the school.
- Establish a common, school wide Reading assessment resource and tracking system.
- Select appropriate remedial and challenge resources for Reading instruction.

Of our three identified goals, we believe that designing a system of tracking and analyzing data on student progress from year to year using common assessment tools will have the greatest impact on student learning. This would allow us to meet our goal of improving student reading. Teacher discussion around this issue pointed to the importance of finding and/or designing a more standardized tool to use in measuring student Reading growth at all grade levels. Having a system of assessment that measured the standards would allow teachers to coordinate their instruction more effectively and contribute to a common language when addressing student progress in their reading. Tracking and disaggregating student progress will provide teachers with data to better inform their teaching, and, thus, help students make acceptable progress toward meeting the state standards in Reading. Even more fundamentally, this will lead students to more fully make progress toward our SLEs.

TASK 5 – ACTION PLAN

Action Plan for St. Madeleine Sophie School Goal: Reading has been identified as the subject area for our In-Depth Study.

Since Reading skills are foundational to academic success this is the area that the faculty identified for priority review to ensure high achievement for every student. While ITBS data suggests that the majority of SMS students are strong readers, there are steps that can be taken to increase student success. Choosing Reading as the area of in-depth study will provide the opportunity to seek out additional resources and materials for Reading remediation and intervention, as well as additional materials for the most capable readers. The intention of using additional tools is to give the students, staff and parents insight into Reading progress in a more consistent, frequent manner for all grades. Gathering and using assessment data in a more intentional way will help teachers translate data into lesson plans and/or teaching strategies that help all students achieve SLEs and meet or exceed grade level expectations in Reading.

Alignment with mission, philosophy, SLEs: As a Catholic school ministry of St. Madeleine Sophie Parish, the school proposes to welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need. We seek to help each child master rigorous grade-level-appropriate Reading skill goals. Since our school's inception seven years ago, our teachers have spent time in staff development for Reading and for Math to align

the curriculum K-8. Reading is the area that faculty felt should be studied next to ensure high achievement for every student since Reading skills are foundational for success in school.

As a person who LEADS, I:

- *Accept responsibility for my actions and myself.*
- *Listen actively and critically to become a proactive problem solver.*

As a person who LOVES, I:

- *Seek to affirm a positive image in myself and others.*
- *Am emotionally aware, self-disciplined, and committed to a healthy lifestyle.*

As a person who LEARNS, I:

- *Apply the organizational, study, and time management skills that best fit my style of learning.*
- *Commit to the goal to master or exceed our school's curriculum standards.*
- *Take responsibility for my own learning.*
- *Strive to show creativity and independence.*
- *Develop self-discipline, self-confidence, and self-motivation.*

| | |
|---|---|
| Strategy #1 | Adopt an appropriate Reading Assessment Resource |
| Activity # | <ol style="list-style-type: none"> 1. Form a committee to plan strategy, investigate Reading Assessment Resources. 2. Recommend adoption. |
| Cost or Resources & Sources | <p>Staff time devoted to adoption. Training and consultants as needed – \$2,000 - \$4,000. Cost of final recommendation – \$15,000 - \$17,000 (varies).</p> |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Teachers |
| Process for Monitoring | Determine a schedule to report findings of Reading assessment to all interested parties (staff, families, interested community members). |
| Baseline Assessment | Survey of Reading assessment tools currently being used in similar sized diocesan and local schools. |
| Ongoing Assessment | Determine if the Reading assessment tools are being used consistently and with purpose of determining instruction. |

| | |
|--|--|
| Timeline Start/Stop | <ul style="list-style-type: none"> • Begin search for new assessment: 9/2013. • Choose and purchase a new assessment tool to be implemented 9/2014. |
| Process for Communicating to Shareholders | <ul style="list-style-type: none"> • Newsletters • Reports to School Commission • Back to School nights • Meetings with parents at registration meetings |

| | |
|---|--|
| Strategy #2 | Evaluate and Adopt Supplemental Remedial and Challenge Materials |
| Activity # | <ol style="list-style-type: none"> 1. Form a committee to determine strategy of reviewing available and appropriate materials. 2. Recommend adoptions. |
| Cost or Resources & Sources | <ul style="list-style-type: none"> • Staff time devoted to adoption. • Training and consultants as needed – \$2,000 - \$4,000. • Cost of final recommendation – \$15,000 - \$17,000 (varies). |
| Person(s) Responsible for Implementation | <ul style="list-style-type: none"> • Administration • Teachers • Inclusion Leadership Team |
| Process for Monitoring | Determine a schedule to report findings of use of supplemental materials (staff, families, interested community members) through newsletters. |
| Baseline Assessment | <ul style="list-style-type: none"> • Survey of needs in conjunction with Critical Goal #1. • Current resources in use. |
| Ongoing Assessment | Review progress and efficacy at staff meetings on trimester basis. |

| | |
|---|--|
| <p>Timeline Start/Stop</p> | <ul style="list-style-type: none"> • Form committee Spring 2014. • Review and choose materials to begin use in Fall of 2015. <i>(Unless Goal #1 suggests a different implementation schedule.)</i> |
| <p>Process for Communicating to Shareholders</p> | <ul style="list-style-type: none"> • Newsletters • Faculty Meetings • Department Meetings |