



IMPROVING STUDENT LEARNING

© Copyright 2013

SERAPHS

A Self Study for:

**St. Madeleine Sophie School
4400 – 130th PL SE
Bellevue, WA 98006**

Continuous School Improvement Focused On High Achievement Of All Students

2019



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 retired founding pastor, Fr. Jim Picton and the original Task Force for their vision and planning. Together, they dreamed of establishing a school where none had existed and set about creating the framework and soliciting the resources necessary to open our unique venture. In continuing this mission, we remained blessed to be guided by the wise and thoughtful direction of Loretta Wright Sursely, our newly appointed Pastoral Coordinator.

Likewise, we extend our gratitude to Chairperson Dr. Catherine Muzzy, Ed.D., Principal of The Parish School of St. Edward the Confessor, Dana Point, CA for her positive guidance and support of our Improving Student Learning document. We are also grateful to Kristin Dixon, Superintendent of Schools for our Archdiocese of Seattle and the entire staff in her office for providing excellent assistance and feedback during our accreditation process.

Finally, we acknowledge the heavenly assistance of the many who played a role in creating and supporting this school and who have earned their eternal reward. They daily intervene on our behalf, serving as our “guardian Seraphs,” and their 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 fifteenth year of a journey to become recognized as the premier Catholic parish PK-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 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 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.

TABLE OF CONTENTS

CHAPTER 1 - INTRODUCTION

<i>A. HOW THE SELF STUDY WAS CONDUCTED</i>	7
<i>B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY</i>	9

CHAPTER 2 - CONTEXT OF THE SCHOOL

<i>A. SCHOOL PROFILE</i>	11
<i>B. USE OF PRIOR ACCREDITATION FINDINGS</i>	19

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

<i>A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY</i>	24
<i>B. DEFINING THE SCHOOL’S PURPOSE</i>	28
<i>C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS</i>	32
<i>D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS</i>	36
<i>E. SLES AND STANDARDS BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS</i>	39
<i>F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS</i>	43
<i>G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH</i>	47
<i>H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS</i>	55

CHAPTER 4 – ACTION PLAN

<i>A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF STUDY FINDINGS</i>	59
<i>B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN</i>	80

APPENDIX A & B	81
---------------------------------	----

AN IN-DEPTH STUDY IN SCIENCE	116
---	-----

St. Madeleine Sophie School Staff 2018-19

Adler, Kasia	Extended Care Director
Balinbin, Amanda	Teacher, Grade 3
Connell, Andrea	Teacher, Grade 5
Connelly, Ryan	Custodial Assistant
Ehle, Todd	Teacher, PE
Helmer, Jennifer	Office Assistant
Heric, Kalli	Teacher, Grade 1
Licitra, Meredith	Teacher, Kindergarten
Madden, Karen	Teacher, PK
Maguire, Terry	Teacher, Science
McCarthy, Sherri	Teacher, Music and Art
Miller, Nicole	Teacher, Grade 4
Moretti, Karen	Bookkeeper
Moretti, Terry	Maintenance
Morrissey, Ginny	Office Administrator
Nau, Mary	Teacher, 6th Grade
Patterson, Jessica	Director of Student Life and Inclusion
Perea, Fr. Don	Parish Priest
Romero, Martine	Principal
Ruff, Katie	Teacher, Grade 2
Shepp, Diane	Teacher, Grade 7
Sherman, Dan	President for Mission and Advancement
Smith, Michaela	Inclusion Teacher
Wright Sursely, Loretta	Pastoral Coordinator

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

In preparation for our accreditation work cycle, all staff (and especially those who are new to the school or archdiocese) are encouraged to serve on local teams to get a feel for the process as well as gain insight into the best practices of established Catholic schools in our region. As these opportunities are completed, individuals are given the opportunity to debrief the experience with larger department and faculty groupings.

On Friday, May 26, 2017, Superintendent Kristin Dixon attended our annual pre-Memorial Day staff professional development gathering and briefed our entire faculty on protocol changes and highlights in preparation for the coming term. By September 27, a Core Group of leadership was established to shepherd our process to conclusion. This Core Group began regularly scheduled meetings, first reviewing the previous 2013 Self-Study, annual updates to the action plan and the report of findings. Before the end of September, the group developed a timetable for team meetings in order to complete a first draft of Chapter 3 prior to Christmas break. Throughout the effort, this leadership Core Group remained vigilant to local and diocesan opportunities that might enhance our knowledge of strategies for effective Self Studies.

During the fall of 2017 and into the spring of 2018, this leadership team of eight individuals (including the Principal and Associate Principal, the department head of each level, the Director of Inclusion Services, our identified G.R.A.C.E. (Guiding Regionally Advancing Catholic Education) professional learning staff and, when possible, the chair of the School Commission) 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 and surveys, reviewing drafts of the Self Study document, clarifying and making recommendations for moving the process forward, and drafting possible Action Plan items for review with the larger community audience. All regular staff members served on two different committees.

On Monday, October 23, 2017, we invited the entire parish and school community to an evening meeting for focused discussion of our SLEs. While attendance was lower than we had hoped, those who were able to attend left us with some very valuable insights and a re-commitment to the context of our mission.

At various junctures throughout the year (and most impactful at an all-day staff retreat on March 16, 2018) the entire staff remained engaged by reviewing the school *Mission and Philosophy Statements*, our Schoolwide Learning Expectations (SLEs), as well as numerous supporting documents and pertinent work by the School Commission. Adding depth to the discussions at the March meeting was an exercise in layering our own findings and SLE's against a number of published strategic plans from our local high schools and highly regarded neighboring elementary programs. Staff analyzed the common critical components found in the published documents of these schools and then used these as benchmarks in forming our own categories for discussion, all the time questioning whether we were, indeed, comprehensively covering all the significant traits found in highly successful, long established programs. The day's printed materials and newsprints are available for review.

During May and August planning meetings (and in conjunction with two staff having participated on the most recent archdiocesan review of Science standards, the staff chose Science for the focus of the In-Depth Report. The School Profile was reviewed in the fall and shared with staff and appropriate leadership and constituents. Beginning in the spring of 2017, monthly Core Group meetings were scheduled and, continuing through 2018, 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 2017 in-service, and then committees met multiple times, gathered necessary data, and completed drafts of their reports by

March 2017. 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 revisited SLEs were distributed in the fall of 2017 to School Commission and Pastoral Council. As mentioned above, these documents were the sole focus of an all-constituents meeting in October of 2017. Members of the School Commission and Parents Club 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 2017, parents, staff, students, School Commission, and Pastoral staff were asked to take part in the Self Study surveys. These surveys were distributed via *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 Administration shared results with the staff and School Commission. These surveys are available for review.

Throughout the calendar year 2018, working groups (under the direction of the Core Leadership team) thoroughly assessed the data and constituency feedback, convened working groups as needed, and presented to the full staff during scheduled full day sessions (March 16, May 25, August 27 and October 12) to review narrative chapters and summarize the Action Plan. Updates for leadership were prepared along the way. The Action Plan was completed on November 16 and the full document was finalized on Wednesday, November 21.

The greatest challenge in completing the Self Study process was soliciting and keeping the interest of our many various publics in the process. Perhaps owing to our unique cultural make-up and wide-ranging diversity, it seemed more difficult gathering input from a significant majority during this cycle. Still, the energetic responses from those who remain more actively engaged both supported the conclusions reached by faculty and staff and also added to the flavor of this Study. With a very lean administrative and teaching staff, most of the personnel involved have had to shoulder a tremendous amount of additional responsibilities. In the end, however, the time invested gives us confidence that the data (and community at large) supports our final conclusions.

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 transitioning program.

Despite the challenges, the school has benefited greatly from writing the Self Study. The process helped us to once again 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 celebrate the work and remarkable achievements of this parish community over these last fifteen years in establishing the first intentionally planned new parish elementary school in this diocese in the last half century.

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. The original School Feasibility Task Force created the prototype school ministry long-range template that has guided our progress and is referred to 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. Our parish Pastor and parish pastoral 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. Using these ongoing, collegial dialogs as a model, this Self Study has benefited from generous shareholders' input at all stages of the process, whether in formal survey or general meeting format, or informal sharing and communication.

In the fall of 2017, the school *Mission* and *Philosophy Statements* as well as the school SLEs were reviewed by staff and leadership. During faculty planning workshops, staff reviewed the *Mission* and *Philosophy Statements* and the SLEs, discussing each SLE and creating lists of what was successful in supporting student growth and achievement in each area. With the assistance of Hanna Bogen Novak M.S. CCC-SLP during the school year 2017-18, our upper school classes examined these SLEs and suggested why they may be important, brainstormed school activities that supported them in each area, how they personally sought to meet them, and began to offer suggestions for additional activities that would help in making them meaningful and relevant. The *Mission* and *Philosophy Statements* and SLEs are regularly referred to in the weekly family packet and were shared with School Commission and Pastoral Council. Prior to the beginning of each school term, effort is taken to ensure that SLE posters and representations of the SLEs are in place in classrooms throughout the school. These include a design offered by one of our first graduates. The written SLEs and their graphic representations are published annually in the school parent handbook and are a major focus of the school website design.

In the fall of 2017, shareholders provided vital input through the Self Study surveys issued to parents, students, staff, School Commission, and parish staff and leadership. Approximately 51% of parents responded to the survey, 73% of parish and school leadership, 87% of staff and students. The core leadership group 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 2018 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, 2018 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, August and, specifically the October 11th 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 founding Pastor and prime proponent of establishing our school, has provided 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. Our Principal communicates regularly through her weekly newsletter the ongoing work done on school improvement and Catholic Identity. The efforts of Fr. Jim have been assumed with vigor since his June 2018 retirement by Pastoral Coordinator Loretta Wright Sursely and parish priest, Fr. Don Perea.

The school's Action Plan will be implemented with the support of the entire staff, School Commission, parish leadership and Parent Club. 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:

- 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)

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

An Uncertain Start

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. The Sisters had relocated a convent and a girl's school from Seattle to this unincorporated area a few years earlier. Property was acquired on a sloping site of approximately 10 acres, with an existing house. In order to form the new parochial 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 nearby Tyee Junior High School, which became known affectionately by parishioners as "St. Tyee."

By the fall of 1968, the first general census and a Foundation Fund Campaign was successfully completed. Design studies for the sloping site resulted in the a 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 staff consisting almost exclusively of women from religious orders to faculties hired from the ranks of professional lay men and women. Even if the wish of Archbishop Connolly for the Sisters of the Sacred Heart to open a new elementary school on the site had been met with positive response (it wasn't) there simply were no longer enough women religious available to assign to the task. This new paradigm 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 the parish leadership of St. Madeleine's that they chose to postpone any decision on opening our own school to a later date.

Also during this time period, while the Factoria, Somerset, Newport Hills, and Newcastle areas began to experience tremendous population growth, the parish community had not kept pace. For many in leadership, it appeared 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 review of the demographics of registered adults (21 and older) in the parish at that time (2001) 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" - adults in prime income years now no longer in the parish register. 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 review of the family rosters enrolled in these schools helped to identify which were previous St. Madeleine's parishioners. A financial analysis of the previous giving patterns of these "expatriate"

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 in June of 2000, it appeared that a critical mass of popular opinion in favor of a new consideration for adding 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 Archdiocese’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 our “high-water mark” of 200 students in all grades, PK through 8 in 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 amounted to \$8,000. In many Pacific Rim cultures, the number eight is associated with good fortune and success.

Overall enrollment numbers fluctuate throughout any given year, depending upon the timing of corporate relocations from the surrounding technology industry, placement for specialized services, and the ebb and flow of our international student F-1 visa registrations (presently representing about ten percent of enrollment). As noted in the Appendices, the school population has stabilized in the 180 to 200 student range. At the time of our founding, we had begun to enroll double classes in each grade, expecting to finance and build the Phase III permanent school building. When the financial downturn of 2008 impacted those plans, we postponed adding additional double classes, choosing to support those students already here through their 8th Grade year. By 2014, the economy had recovered sufficiently enough to craft a plan to complete the Phase II classrooms, allowing us to vacate temporary parish space by 2015 and make good on our promise to those larger classes. The last double class graduated in June 2017.

To date, eleven 8th Grade classes, totaling one hundred seventy-five 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. In addition, all of our international student graduates have returned home or are successfully studying locally or 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 wait lists for some time. Naturally, as is often the case when space is at a premium, the enrollment in these programs had evolved toward a fairly homogeneous group of higher achieving children who would likely do well in virtually any educational setting. Families with children experiencing learning challenges, having physical, emotional or developmental needs, or 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 - reliving the pain of not being able to find a Catholic school that would support them through their child's formative years. Ironically, while the local Catholic high school, Eastside Catholic, was at the time nationally recognized for investing resources in a model program for academic 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 should be 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 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 original annual operational cost to the parish approaching \$7,000 for 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 aid 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 the number of children and household 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 periodically updated with available King County and local income information. Finally, if a parish family is still unable to meet the matrix level of obligation, they may request a Tuition Review meeting at which a mutually agreeable tuition pledge may be determined. To the present, 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 set above the parishioner rate and takes into account funds contributed by school families in the Sunday ordinary income stewardship collections and other additional costs associated with their enrollment.

At the start of the 2017-18 school year, thirty-three (28%) of our 114 families pay the full tuition amount. The remaining families (72%) make use of either the tuition matrix (income adjusted) or tuition review options. Through the Matrix and Review options, these 81 families receive some amount of tuition assistance, totaling over \$550,000. In addition, 15 children qualify for an additional diocesan Fulcrum Foundation grant, the largest number of students in any school in the Eastside Region.

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 2017-18 school year, students of color comprised 44% 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 less than, but not dissimilar to our surrounding Bellevue School District options which is a “minority-majority” district. At the same time, these families are meeting the goal of the original Task Force to bring more families into an active relationship with the parish. Eighty-one percent of our students are Catholic. Many of the Korean families represent a portion of the new registration trend at St. Madeleine’s having transferred from the cultural community parish of St. Andrew Kim (located across the lake in North Seattle), Following the establishment of a Sunday Korean-language liturgy and the assignment of a Korean-language deacon in 2010. 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 one third 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 flexible class placement or, as in the case of those students with more profound need, 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. As the program continues to build a reputation for success in the area of academic inclusion, it remains a highly significant task to this day. 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, 75% have earned advanced degrees or are in the process of doing so, 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, each student has 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 continually adjust the ways in which the faculty and administration work in unison 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, a strategy we continue through this day.

After establishing the historic baseline, the annual and longitudinal data has helped guide the school leadership team in identifying goals for each academic year. At first, drawing any legitimate conclusion from our annual ITBS data proved difficult since the school was so new, the class sizes were so small, and the student populations fluctuated so much to the point that any longitudinal comparisons were weak at best. Since the last accreditation cycle, however, our class sizes are more typical of an established school and the resulting data collected is authentically helpful to draw conclusions for adjustments.

One strategy from the last Action Plan was the implementation of an additional, periodic individual assessment tool that would enhance the ability for teachers to individualize instruction for all students in real time. That tool, STAR Early Literacy, Reading and Math assessments developed by Renaissance Learning, has become an invaluable resource in identifying individual trends and opportunities that can be implemented virtually immediately and aided in student placement in our Reading and Math groupings. In 2017, the Archdiocese incorporated the Northwest Evaluation Association (NWEA) MAP assessment into a diocesan-wide effort to inform ongoing instruction. St. Madeleine's has not yet merged into that system. We are in ongoing consultation with both our own Schools Office and the support staff from NWEA to help determine the appropriate interfaces that would allow our extremely academically diverse student population to access the assessment in ways that can produce accurate and usable data.

In our first Self Study, it was difficult to draw data driven conclusions about the instructional efficacy of the program since our sample size was so small. Of the original families enrolling in our inaugural year, ten of them had children (representing eleven students) who had been with the program continually since PK or Kindergarten. An analysis of their ITBS results from Grade 1 (the first year given) to the time of the Study (Grade 5 or 6) indicated 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 was an extremely small sample that often fluctuated dramatically (even if one student moved or was ill during the testing window), it was one of the only indicators we had for progress over time, controlled for our own program offerings.

Since that time, we have been able to assemble a more definitive picture to drive our program adjustments. The summary of these indicators appears later in Chapter 3D, but we continue to find similarities with the trend noted above. Students who enter our program in the early grades complete the

ITBS at or slightly above the expected Grade Level norm. By 8th Grade, most students most typically exceed that performance expectation by two or three grade levels.

In the area of Faith Formation, from the beginning, our school's 5th and 8th Grade students have been assessed along with the parish Faith Formation attendees using the National Catholic Educational Association (NCEA) Information for Growth Assessment for Children/Youth Religious Education (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. In 2017, the archdiocese identified the ACRE as a norm for all schools and our results are discussed in Section 3A.

The faculty meets regularly to discuss data trends and student 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, consults with the School Commission to determine the cost of student tuition based on projected enrollment data and the cost to educate enrollment data and program needs.

The Challenges of an Economic Downturn and the Opportunities 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 strategic policy advisory group charged with continuing the work of the Task Force - the School Commission - continues to accept the responsibility of monitoring and adjusting this original work, annually updating the plan as needed. Each review has supported the notion that as far as could have been foreseen, most of the benchmarks were accurate and have been met.

St. Madeleine's parish boundaries span three public school districts: Bellevue, Issaquah and Renton, with a fourth - Mercer Island - just a short bridge drive away. While the majority (over 70%) 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." The District also reports that they have identified 95 different student home languages representing 124 birth countries. As of October 2015, the district's ethnic breakdown was 3% Black/African American, 36% Asian, 12% Hispanic, 9% Multiracial and 40% White. Slightly over 33% of students speak a first language other than English and 11% of students are identified as Title III English Language Learners (ELL). 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 9% 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 not too dissimilar of the District as a whole. Our October 2017 ethnic breakdown was 3% Black/African American, 25% Asian, 14% Hispanic, 12% Multiracial, and 57% White. Thirty-four percent of our students have been tested for ELL assistance, 31% of our students have been identified for a Student Support Plan (about half of those would qualify for a district Individualized Education Plan (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 forty-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 148,000 jobs and 45 corporate headquarters. The region has rebounded from the economic downturn of the recession by leaps and bounds above the national average. Home values have skyrocketed since 2012, realizing a 10-15% annual increase – double the rest of the

country. The area enjoys a particularly strong employment base in new economy industries such as engineering, 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, Paccar, QFC, and T-Mobile USA.

In 2016, sixteen of the state's 65 largest public companies and nine of the state's largest private companies were headquartered in Bellevue and the surrounding area. 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 150 languages spoken in the metropolitan-county area.

These trends notwithstanding, our school's growth remains affected by the national and local economic distress of the last decade and has not yet been able to catch back up to our original ambitious building timeline. Operational income growth for the school ministry has been steady, however the impacted financial model has been slow to fully rebound, consequently slowing progress in facility growth with a resultant impact to resource management in program support and personnel. The Archdiocese of Seattle 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. The economic recession period, coupled with stagnant weekend contributions, flattened parish ordinary income and capital campaign receipts. The result found the parish 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 amounted 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 method of debt reduction. As this plan was embraced, we also established a joint planning effort, similar in design to the School Feasibility Task Force, that re-visited the overall master facility plan, addressing the facility needs of all parish program stakeholders. Together, these efforts resulted in the school taking on the additional loan threshold that resulted in the completion of Phase II classroom construction, putting us back on track with the founding goals. The additional loan amount, consolidated with the previous outstanding balance, now amounts to \$1,697,000 (August 2018) with monthly principal and interest payments by the school program amounting to \$16,400 per month, through the 2030 school term. The challenge remains to strategize the route toward financing the completion of the Phase III school expansion and gym while simultaneously retiring the current debt. This initiative will be further tested by the announced pastoral configuration change coinciding with the conclusion of Fr. Jim's current assignment term on July 30, 2018 and his move to senior priest status.

Coinciding with this summer parish transition, our school ministry has also stepped into a new era with the naming of Ms. Martine Romero as Principal, as founding Principal, Mr. Dan Sherman, re-focuses his efforts to the areas of mission and advancement. The move, anticipated and planned during the last two terms, was finalized before Fr. Jim's retirement and with the blessing of our new Pastoral Coordinator, Ms. Loretta Wright Sursely, with the intent to maintain mission focus while retaining experience and guidance into this next accreditation cycle.

The administration and leadership identified by this new organizational structure will continue to wrestle with the makeup of enrollment as a key concern. As referenced above, the new economy and growth of the region means the relocation new families seeking educational options of choice. At the same time, local housing prices and the cost of living is skyrocketing. This is both a tension and opportunity not unfamiliar to many schools in our area – public and private. However, the uniqueness of our mission for inclusion –

and the recognition our success is bringing – presents a dilemma in terms of admissions. For the general education inclusion model to truly thrive, it requires a balance of student body that is not overly tipped toward any one constituency – international and ELL, neuro-typical, or students requiring focused support. Unfortunately, we are seeing fewer inquiries from traditional parish families and a noted increase in students of specialized academic need. The 2018 admissions period ended with more than forty-five students being placed on the waiting list so as not to push the delicate classroom balances out of alignment. This enrollment dynamic is a top priority for strategic planning.

Outside of facility additions and enrollment, the other high impact, high cost tension we face is in the area of program staffing and compensation. 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 to have established a very stable base. Teachers report that they feel valued and enjoy employment at St. Madeleine's. In the 2017 survey, staff rated St. Madeleine's with an aggregate 93 Net Promoter score. Those who have left during our early years have almost always done so related to a life change (marriage, child-birth) or relocation. These past two summers (2017 and 2018), these same situations led to us saying goodbye to nine quality staff members (six classroom instructors), a rate significantly higher than our norm. While our newly hired replacements have quickly risen to the task, the loss of these professionals – one who has been with us since the beginning – has been 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, the institution of a toll on one of the two main bridge routes to the Eastside, and the myriad of construction nightmares continually adding to the congestion of our region – consistently ranked as one of the top ten worst commuting time regions in the country. The bridge toll alone 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 as some have - and will continue to - opt to look for employment closer to home.

Of a more uncertain, yet dramatic impact, will be the decade-long legislative impasse over the McCleary, et al v. State of Washington basic education funding case. Clearly, one of the decision's major results will be to dramatically increase public school teacher compensation and reduce student class size. As we navigate an era that is increasingly thin in new teacher candidates, being creative in ways to recruit and retain a quality instructional staff will be of paramount importance – especially when one strategy for the State to fill its need is a ten to fifteen percent in-migration of experienced staff gleaned from the private sector.

Thus, weaving together a professional teaching community for St. Madeleine's will remain a very real challenge in the years ahead.

Evidence:

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

- Annual archdiocesan data school surveys, parish surveys
- School commission documents
- Parish archived materials
- King County and Bellevue demographic data
- Bellevue School District demographics
- Bellevue Chamber of Commerce statistics
- ITBS and STAR 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.

In the spring of 2013, St. Madeleine Sophie School received a six-year term of accreditation from the Western Catholic Educational Association (WCEA). The Action Plan from the 2013 self-study document has been used to give direction to school improvement, helping to ensure high achievement of all students. Augmenting the direction of the Action Plan has been faithfulness to the founding Task Force strategic plan and ongoing updates by the School Commission. All of these guiding initiatives have been used to drive a model of continuous school improvement through the years since the last Self Study.

There were five critical goals (one from the In-Depth study) identified by the faculty and staff in the previous Self Study (listed below). The school then developed a school-wide Action Plan for the consensus first three listed below.

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 (from the In-Depth Study)
4. Refine organization of extracurricular programs to best support student achievement.
5. Continue the Implementation of SLEs throughout the Curriculum.

Buoyed by the highly effective findings by the 2013 Visiting Team of the first, from-scratch Self Study for our new school, the faculty and community also saw this as a challenge to nurture the unique vision of St. Madeleine's to the next level. Staff members met at our annual pre-Memorial Day inservice in the spring of 2013, following the visit, to strategize the implementation of the Action Plan. Previous discussions and ongoing professional development stimulated a discussion about the interrelated nature of the five critical goals. Congruent with this discussion was the acknowledgment that our Catholic Identity mission to *Serve, Lead, Love and Learn* was central to the daily interaction of students and staff in all that we do and holds great significance in the development of each person's faith formation.

It was decided that to further define the mission of St. Madeleine's (and congruent with Goal 1) staff would first participate in training in Response to Intervention (*RTI*) to improve the effectiveness of implementation of the Action Plan. Throughout the 2012-13 school year, faculty had read and discussed *The Essential Guide to RTI*. This was followed by an all school inservice on *RTI* in the spring of 2013. Since that time, the model has served as a framework for student support and interventions. The *RTI* model provides one template to coordinate utilization of effective strategies and methodologies in all classrooms and more regularly make data driven decisions to increase student learning.

In addition, the school has served as a catalyst for system-wide discussion of the general education inclusion model - through active participation in the development and leadership of the archdiocesan

Diversified Learners Committee, including its spin-off symposiums and trainings. Taking advantage of local and national inclusive education opportunities for professional development, St. Madeleine's has cultivated linkages to leaders in the field to augment and bolster the work of the staff, including the inculcation of new hires.

Action Plan Goal 1: Continue to refine and enhance our model of instructional support for inclusion to ensure we are meeting the needs of every child.

Specific initiatives undertaken during this last cycle (informed, evaluated and nuanced with feedback from our various constituencies) began with expanding the role of the Director of Inclusion as well as expanding staffing in the area. The Director position was increased to full-time administrative functionality, which included focused graduate study in the field. Additional, trained professional staff have been positioned to assist. One of their first tasks (and remains ongoing annually) was to refine the Student Support Plan design, especially how it is shared among staff, outside professionals and parents.

Tandem to this direction, it became paramount that all new hires in every position - classroom teaching and support - are considered in light of the mission above. Direct linkages were established with area institutions of higher education to solicit graduate potential.

Professional Development consistent with the goal is always included in the Title IIA grant application. Significant resources have included an ongoing annual consultant relationship with Hanna Bogen Novak, RTI offerings; Dr. Cathy Vatterott's work in the areas of homework and grading, and multiple Powerschool resources in the area of standards-based reporting to support diverse learners; Dr. Jim Frabutt and resources at the University of Notre Dame in the support of inclusive mission focus.

Knowing that we have learned much on this journey and have experience to share, school staff have taken responsibility to actively engage in the work of the archdiocesan and regional Diversified Learner Committees. The two-way exchange of ideas and resources has led to the Fulcrum Foundation-resourced relationship with Gonzaga University, a connection to their School of Education and the newly-formed Center for Catholic Education - including the opportunity for St. Madeleine's to host student teaching practicums for aspiring professionals.

Of significant note is the development of a strong relationship with Special Olympics of Washington, with staff participating in Board of Director and committee roles. The school now uses the organization's *Get Into It* inclusion curriculum, *Young Athletes Curriculum* grades PK-2, participates in the Unified Robotic competition, serves as example for inclusion in CYO sports, and supports enrolled students who participate in their many programs (including one student-athlete participating in this past summer's USA Games held here in Seattle).

Additional strategies applied during the past cycle related to the Goal include: initiating the Walk to Read/Walk to Math placement programs, establishing a Student Safety Patrol and service efforts as peer mentors and aides to Support students, building a resource library of materials for student, teacher and parental use, establishing an extensive relationship with the Bellevue School District (BSD) Title III office for ELL testing and resources, purchasing of supplemental materials and training of aides, and taking the initiative to strengthen the relationship with BSD special education staff in the areas of Child Find and the loan of assistive learning devices.

To logistically support these efforts, school staff continually strive to refine the process of admissions and intake of students, seek ways to fund needed minor and major facilities upgrades, and make it a priority to provide more explanation on our website, social media, and with the parish in general.

The efficacy of these action items is regularly assessed through classroom and administrative review of our annual ITBS testing results, monthly STAR progress monitoring, classroom formative and summative

assessments and Inclusion Staff monitoring of academic and behavioral individual student support plans and assist in developing modification and accommodations to small group instruction to identify impact on student learning.

In addition, staff regularly collaborate with admissions and academic staff with area high school staff, particularly Eastside Catholic, Kennedy Catholic, Archbishop Murphy, and O’Dea for transition success.

Anecdotal signs of success include the mounting requests for consultation and visits from other schools and programs (locally, regionally and nationally), the increasing requests for staff to serve on inclusion related committees and present at events. During this term, St. Madeleine’s has also been recognized as a Changemaker School (Ashoka International), received the Edward M. Shaughnessy Award - Serving All God’s Children (NCEA and the Shaughnessy Family) and in the summer of 2018, we were honored with the designation as one of two hundred-twenty elementary through university level Special Olympics National Unified Champion Banner Schools.

Action Plan Goal 2: Continue to align classroom curriculum to standards in a consistent format.

As mentioned previously in this narrative, the staff has been cognizant of the interrelatedness of all our Goals, realizing that, while specifically directed to particular intention, they do not exist independently from the others. Thus, much of what has been outlined above has value in achieving our other targets.

Perhaps the most common characteristic of high-achieving school programs is the success at which day-to-day teaching is directly linked to adopted quality standards. As a new school the genesis of our curricular framework was a necessary focus well before our doors opened. The inaugural 2013 site visit coincided with our growth to the point of becoming a fully functional PK-8 program with a full complement of staff. It seemed natural, then, that we had reached an optimum time to take stock of our program of study and refine the routines we had established during the previous eight years.

Our work began with a commitment to continue the process of developing curriculum maps across grade levels. Staff volunteered to serve on each of the archdiocesan committees designed to develop and roll-out updated LA, Math, Religion, Social Studies and Science standards. On the local level, annual work was completed in departments and across groupings to design a standards-based reporting format in conjunction with our Powerschool student information system and grade book. As noted above and in Goal 3, these efforts were instrumental in the adoption of our Walk to Read and Walk to Math cross grade groupings and block scheduling format.

The overarching goal was to use data in new and innovative ways that would lead to changes in teaching practices and enhance student learning. Effective rubrics that collect accurate data on student learning serves to clarify teaching goals, learning outcomes, and increases student engagement in their own learning. Using assessment to differentiate instruction helps students at all levels. Identifying and sharing best practices in using data to modify instruction improves student learning.

Apart from joining the archdiocesan ITBS consortium for assistance in analyzing and disaggregating our standardized testing data, in the fall of 2013, the school purchased *STAR* --adaptive computer testing in reading and math for schoolwide use. Training was provided for all staff by *Renaissance* staff. During the 2013-14 school year, the test was administered five times and also used for individual progress monitoring with some students. Faculty meeting time was used for ongoing discussion of how to interpret and utilize the test data. During leadership team and department level group meetings, staff worked on finding ways to disaggregate *STAR* data to direct curricular decisions and focus. We have continued to use *STAR* testing ever since and have found that teachers are comfortable with the test and use it to plan for more effective student learning. It has been a very effective tool for our resource teachers for targeting student learning needs as well as engaging students in a discussion of how to understand and track their own learning.

In the spring of 2016, all teaching staff attended the “Standards Based Classroom for Inclusive Classrooms” by Dr. Cathy Vatterott. The purpose of this was to support teachers in developing more effective ways to manage and use data collection through increasing understanding of standards-based formative and summative assessments. This served to move forward conversations and understanding of rubrics as well as guiding us in further modification of our report cards to reflect the standards-based classroom experience.

The work in the Goal has also paralleled the efforts of the archdiocese in the areas of Religion and Catholic Identity. Apart from adapting the new Religion standards into our framework, great strides have been made in the ongoing training of our staff as catechists through the Christ in the Classroom model, the intentional infusion of our SLEs into the daily experience and (as noted below) a more systematic service learning component. Practical examples of progress in this area includes the creation of a new Religion/Liturgy Coordinator position and the use of the prelude prior to each weekly Mass as teaching time focused on the yearly school theme.

Action Plan Goal 3: Enhance the effectiveness of Reading instruction (from the In-Depth Study)

Since Reading skills are foundational to academic success, this was the area that the faculty identified in 2013 for priority review to ensure high achievement for every student. While ITBS data suggested that the majority of St. Madeleine students were strong readers, there were steps that could be taken to increase student success. Choosing Reading as the area of in-depth study provided 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 was identified 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 helped teachers translate data into lesson plans and/or teaching strategies that helped more students increase achievement of our SLEs and meet or exceed grade level expectations in Reading.

Beginning in fall of 2013, primary and intermediate teachers met regularly to share and develop writing rubrics that were aligned to the standards. In spring 2014, staff used department and inservice-day time to review Reading outcomes for each exit level (2nd, 5th, and 8th grades). Up through the spring of 2016, teachers collaborated to develop grade-level rubrics. In addition, refinements were made to our Walk to Read program. Purchase of remedial and challenge maters was completed in 2016 and PLC’s directed toward the subject were created. A decision was made to retain the Renaissance *Accelerated Reading* program, and in 2014, the intermediate department began participation in the King County Library Bellevue schools Global Reading Challenge - an annual event. Stemming from her time as classroom instructor, Ms. Romero extended her annual Dr. Seuss Birthday Reading party school-wide.

Based on STAR and classroom assessments, teachers identified systems to track student growth and progress in an attempt to ensure that there is adequate focus on student Reading performance. This led to the adoption of a more consistent basal series of instruction in the Grades 1, 2 and 3. In addition, a plan was developed with our Inclusion staff to allocate time for teachers to review student progress in multiple formats with the teacher at the next grade level each spring. This collaboration has led to more robust discussions about student learning from grade to grade.

ADDENDUM -

As we progressed through these first three goals, reaching milestones of proficiency and success, it became clear that we could focus additional attention on our auxiliary two goals. (Noted would be the overlap of achievements mentioned in the three Goals above):

Goal 4: Refine organization of extracurricular programs to best support student achievement.

Initiatives augmenting our Critical Goals in these areas would include parent, parish and staff efforts to reorganize and fortify participation in the CYO program, especially in the areas of adult coordination and timely communication. This attempt also represents one of the many offshoots of our ongoing curricular and volunteer linkage to Special Olympics of Washington. Additions to student support offerings include opportunities for World Language study added via Rosetta Stone, an extracurricular Robotics program, participation in Athletics and the annual Math carnival. Student engagement and leadership potential has been augmented through the establishment of a Student Safety Service Patrol, partially coordinated through the optional August student leadership days. Facility improvements during this cycle include the addition of new Science and Art rooms and a fully developed Before and After Care program with new facility space. These have led to a revision of numerous elective and enrichment opportunities in middle school, an enhanced school choir and hand bell program, commitment to a Performing Arts spring musical, and the development of a student curated yearbook and newsletter.

Goal 5: Continue the Implementation, Assessment and Evaluation of SLEs throughout the Curriculum

In order to better promulgate our Schoolwide Expectations, staff reconfigured the website and authored numerous social media posts reflecting the daily animation of our SLE's. A regular monthly SLE lunches and award system was established to recognize exemplary student achievement. Through our pastor and support staff, SLEs were placed in focused homilies during liturgies. Priority was given to make our SLEs visible in all classrooms and meeting spaces and tied into instruction in authentic ways. School annual and seasonal themes linked to the SLEs and students are given ways to create visual interpretations and artwork. Service project goals are identified as active representations of the SLEs (Advent, Lent, parish service, neighborhood service). SLE language is regularly added to all publications and newsletters and student surveys and self-reflections regarding SLEs in daily school life have been developed and implemented.

Data in the subsequent Chapters will specifically point to the efficacy and challenges faced in meeting our 2013 Action Plan. St. Madeleine's, as a still-young school, remains in a constant state of creation and positioning. Our unique mission, embraced by an ever-changing parish and community dynamic, present distinctive challenges that can add to the healthy tensions always present when striving to establish firm roots. Yet, almost universally, staff and parents alike would attribute the strong and active faith-filled mission of our school as the grace that bonds us all in a desire to not only succeed, but excel.

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. This success is also reflected in the results of the 2018 ACRE evaluation where students expressed a positive view of their Pastor, Fr. Jim Picton, and the role of the parish in their faith life. Likewise, since the beginning of the school ministry, it has been a primary focus for both parish and school leadership to demonstrate active attention to the program’s Catholic Identity. This common goal is reflected in the positive daily, collaborative working relationship between all parties

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, which is held weekly each Wednesday. Students are taught music for the Mass during Music class and older students participate in the school choir accompanied by hand chimes and other instruments. Students serve as cantors, lectors, musicians, gift bearers and altar servers. A yearly theme and learning focus is presented prior to each Mass. Past years themes have included: instruction on parts of the Mass, lives of the Saints and Church history.

The lives of saints, scripture, and liturgical themes are brought to life for students through activities such as acting out Gospel stories, presentations about various saints, and sharing special prayers and traditions from our church's rich and diverse Catholic heritage. During the 2017 – 18 school year, as we focused on the theme of church history, we built a Lego church with bricks representing the worldwide and local events that have built our Church and parish and school community.

Throughout the year, the entire school participates in seasonal prayers, liturgies and activities. School begins each year with communal prayer in the Commons, a grassy area outside of the elementary classrooms. All Saints Day is celebrated with Mass followed by the 8th Grade Saint Museum, a presentation of individual saints and their lives. To commemorate All Souls’ Day, each class visits the Sophia chapel to add names to the Book of Life during the month of November. During Advent, the entire school gathers in the Commons of the school every morning, for Morning Prayer and to sing an Advent song. During Lent, each class prays a weekly Stations of the Cross. On Good Friday, the entire school attends the Stations with members of the parish. The middle school leads the Stations while the 6th grade students create a tableau of each scene on the altar. Following this service, students share a simple, silent meal of soup, cheese and bread. They then 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. A pair of 5th Grade students crown a 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 the 5th Grade students participate in the CYO hosted Environmental Education Camp, which emphasizes our role as stewards in caring for God's creation. In June, our 8th Grade students participate in a retreat in anticipation of their graduation, which is celebrated in a special baccalaureate Mass.

Students and faculty are given the opportunity for prayer throughout the day. Prayers and blessings punctuate school days, meetings, school events such as the St. Nick Night and Spring Musical, Grace before meals, assemblies, 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. Students participate in writing and praying intentions during the Mass. Middle school students keep a Lenten Journal, as does 4th Grade. Faculty members take turns leading prayer during faculty meetings and in-services.

St. Madeleine Sophie School uses the Religion curriculum of the Seattle Archdiocese and has adopted RCL Benziger's *Blest Are We: Faith In Action* for grades Kindergarten through 8, while students in PK use other resources from RCL Benziger. All Religion teachers teach prayers, including those found in the Archdiocesan Religion Standards. In 7th grade, students participate in the Archdiocesan approved curriculum developed by the Maryknoll Society, the Missionary Discipleship Institute. MDI includes service projects around areas of great need in the Archdiocese. During the spring, the MDI students prepare a video documenting their research on a social justice issue that they share with other participating schools in the Seattle Archdiocese.

Teachers use a variety of materials when planning their lessons, including the Archdiocesan Religion Standards. As a school, St. Madeleine Sophie continually focuses 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. The SLE's are continually woven into lessons, activities and the honoring of specific students approximately monthly for their demonstration of the SLE's in their daily lives at school. There is a commitment to excellence in religious instruction and the staff are participating in the *Christ In the Classroom* series from the Archdiocese. Staff, volunteers and students complete *VIRTUS Safe Environment Training* per Archdiocesan guidelines.

Faith and religion is not limited to Religion classes, teachers take advantage of opportunities to incorporate knowledge, belief and traditions in other areas of the curriculum.

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 Avivara sister schools in Guatemala, Don Poncho and Especial de Valle De Durazno. 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. 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: several students and school parents have participated in the Rite of Christian Initiation of Adults (RCIA) and Christian Initiation for Children (CIC) and have been baptized at the Easter Vigil or at a Sunday Mass.

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, known as Whole Community Catechesis. The Parish hosts a celebration in honor of Our Lady of Guadalupe, and Family Nights that mark occasions such as All Saints Day, Soup and Stations during Lent, and an end of year Carnival. Resources from the Parish Faith Formation programs are shared

with the school. Outside the lunchroom, the Faith Formation bulletin board reflects the seasons of the Church year. The School works with a Parish liturgy coordinator in Mass planning. Parish staff serve as resources to classroom teachers for religious education materials and ideas. Students and faculty participate in the summer Vacation Bible Camp as campers and staff.

Faculty and staff participate in annual retreat days. The faculty participates in the weekly School Mass by serving as extraordinary Eucharistic ministers. Faculty and Staff attend various Parish liturgies and sacramental celebrations, such as First Communion and Confirmation. Faculty are often asked to be Confirmation sponsors for SMS alums. There is school-wide participation by faculty and students in the various special liturgies throughout the year, as mentioned above.

St. Madeleine Sophie School focuses on the signs, sacramentals, traditions, and rituals of the Roman Catholic Church in numerous ways. An image of St. Madeleine Sophie hangs inside the office as well as original artwork of the symbols of the Four Evangelists drawn by one of our graduates. Every classroom has a prayer table or prayer corner displaying liturgical themes and seasons, and crosses and crucifixes hang in every classroom. Students in PK through 8th Grade prepare prayer intentions, each focused on a different grade level theme. Student representatives from each class then offer the intention as Prayers of the Faithful during Mass. Our school choir is 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 Zacchaeus, and of the Prodigal Son, in order to make them more relevant and accessible. Science classes emphasize stewardship of God's creation and all students participate in recycling and composting in the Lunchroom. Middle school Social Studies includes Church history relevant to the time and place being studied.

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. In the 2018 Assessment of Catechesis/Religious Education (ACRE) assessment, 100% of 8th Graders indicated that people in this parish care about helping others and that their faith helps them understand their calling in the world. 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.

In April 2018, 18 5th graders and 15 8th graders completed the Assessment of Catechesis/Religious Education (ACRE). 89% of 5th graders demonstrated a level of Proficient or above in their overall Faith Knowledge, with 72% achieving at the Advanced level. 85% of 8th graders demonstrated a level of Proficient or above in their overall Faith Knowledge, with 62% achieving at the Advanced level. For both grades, the results exceeded the national average. The Affective sections of the ACRE for both grades also describe a strong understanding of the love of God and the belief in Jesus as our Savior, as well as active participation in the faith life of the parish, as noted in previous examples.

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 with their “buddy” classes 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 the 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. Representations of the Gospels linked to the SLE's are displayed in each classroom
- The school ministry enjoys exceptional support of the parish Pastor, Administration and leadership groups.
- Close collaboration with the parish Faith Formation programs (Whole Community Catechesis) promotes the goals of the Parish and deepens the faith life of families.
- All staff actively embrace participating in the Archdiocesan *Christ In The Classroom* program.

Goals:

- Provide study opportunities and resources for the recently adopted RCL Benziger *Blest Are We: Faith In Action* curriculum.
- Expand service opportunities in the upper grades, especially with the Missionary Discipleship Institute, our parish seniors, St. Vincent de Paul and the parish's ethnic communities.
- 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
- Weekly catechetical presentations before each school Mass based on a yearly theme. (i.e. Parts of Mass, Saints, Church History, Sacraments)
- Prayer tables, crucifixes, liturgical calendars and other religious icons displayed in every classroom and in other common spaces.
- Communication from Avivara confirming the achievements of our sister schools in Guatemala, Don Poncho and Especial de Valle De Durazno
- Examples of students' engagement in service and stewardship activities
- Advent daily prayer, rituals and activities
- Weekly class praying of Lenten Stations
- Noon Good Friday praying of Stations with parish, led by student prayer leaders and leaders of song and including a tableau presentation of the Stations of the Cross by 6th Grade
- Good Friday Simple Meal
- Grade specific curriculum and the Archdiocesan Religion Standards
- ACRE test (Assessment of Catechesis Religious Education)
- Monthly SLE lunch
- 2nd grade tour of St. James Cathedral
- 7th Grade participation in the Missionary Discipleship Institute
- All Saints' Day 8th Grade Saints Museum
- Participation in parish All Souls Day Book of Names and Prayer Service
- Graduation is celebrated within a special Mass for families and friends of 8th grade graduates
- Various food, diaper, clothing and other drives throughout the school year

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 lifelong 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 welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, educational, physical or emotional 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 strives to provide 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 hybrid stewardship tuition sliding scale, tuition review, inclusive admission guidelines and the use of Student Support Plans (SSPs).

The Schoolwide Learning Expectations (SLEs) 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. Still developing as a new school and continuing to expand opportunities to reframe our founding documents into the SLE format, the task remains to develop additional 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. Since that time, they have been periodically reviewed informally by the School Commission, staff and parish leadership. In the process of preparing for this current Self Study, these directional values were once again revisited - first, in a general parish/staff open meeting on the evening of October 23, 2017 and again with the faculty and staff during an inservice day on November 22 of the same year.

These two collaborations served as the basis for validating the evolution of our SLEs and reconfirmed their place as the beacon guiding our daily instruction. Under the direction first and foremost of our pastor, our SLEs have been animated consistently and effectively throughout each school year, regularly serving as a theme in homilies, referenced in unit design, promulgated in home communications, and detailed through social and print media.

The SLEs of St. Madeleine Sophie School are rooted in the school's mission and philosophy statement, and, since their inception, 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 our previous Self Study to articulate the SLEs in more specific and measurable ways.

Increasingly since that time, the importance that everything a student experiences at St. Madeleine's - on a daily basis or in grand design - is continually evaluated through the lens of our Learning Expectations. It remains an ongoing ritual to orient all new students, families and staff to the power and perspective weight each SLE plays as a cornerstone of our unique mission. This is accomplished in student August orientation meetings, the Back To School parent meeting, new faculty inservice days, and consistently in classroom and all-school communications throughout the year, but especially in the fall.

Goal #5 of our 2013 Action Plan included the intent to "Continue the Implementation, Assessment and Evaluation of (the) SLEs throughout the Curriculum." Progress in this Goal was directed by School Commission and constituency feedback, classroom formative and summative assessments, and observation of student and community engagement in carrying out the school mission. The school website and publication materials (notably the Parent Handbook) were re-designed to highlight these targets. The faculty instituted a regular series of SLE Lunches with the Principal to acknowledge students nominated for their example in living out the SLEs. The SLE's were visibly placed in each classroom and meeting space and efforts to name them within a learning target were promulgated. School annual and seasonal themes are regularly related to the goals. The SLEs appear in visual interpretations and art work. Direct linkages to service projects are drawn. Students are given the opportunity to complete surveys and self-reflections regarding the SLEs in their daily school life. Most recently, through our ongoing professional development contract relationship with a noted west coast-based social-cognitive specialist, we have developed a student generated goal setting process that identifies personal academic, emotional and spiritual goals reflective of the SLEs, graduate outcomes, and the Catholic high school admissions evaluation form.

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.

Reflected in the updated action plan in this document, the faculty continues to evaluate tools and strategies to involve students and parents more directly in assessing student progress toward the school's SLEs. In addition to the pre-term goal setting process described above, the faculty continues to refine the holistic SLE self-reflection sheet/rubric that students at each grade level complete during near the end of the school year to assess how well they feel they met the SLEs. Students share these self-assessments with their parents in preparation for setting personal goals the next September. Students 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 subcategory of the SLEs. This evidence is 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, during the flow of a lesson, teachers are encouraged to regularly ask students to identify the SLEs that apply, or to explain how we achieve each of them through our daily activities. Even prior to the formalization of the SLEs during our last accreditation cycle, 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. Further description of the Curriculum Framework is found on our website, Parent Handbook, Faculty Handbook, and the visual in our faculty room.

Since the SLEs show our expectations of graduates of St. Madeleine Sophie School, the reflection/assessments nearing the end of a student's tenure at the school are particularly noteworthy. During her exit interviews of eighth grade students in the fall of each year, the principal 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 class sizes, 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. As noted above, 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 hosted by the principal.

As for parents and parishioners, most often noted as the main indicator of the success of these efforts - as gathered in the Fall 2017 surveys - was the perception that St. Madeleine's continues to foster a "caring and compassionate community" that instills "Catholic values, sound academics, and inclusive practices." Respondents regularly noted the role of teachers, staff, administration and pastor as primary models and advocates of the mission.

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 successfully gaining admission to the high school of their choice. While in our short 13-year history we have only one hundred seventy-six 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 regularly 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 which are available in the school office, the faculty room and also on-line through the Archdiocesan website, *OCSWW.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 statewide standards for each discipline other than Religion. The Archdiocesan Religion standards are also available on the diocesan website.

At the beginning of each school year, the staff receives an updated copy of the *St. Madeleine Sophie School Faculty Handbook*. This publication 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, emails from the Catholic Schools' Office or by posting flyers and/announcements. The *St. Madeleine Sophie School Family Handbook* is likewise updated annually for fall hard-copy delivery to families, and is also 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.
- A primacy of importance is established in all staff planning and programming to interweave the SLEs into all aspects of school life.
- Regular recognition is given to students who are actively living out the SLEs

Goals:

- Annually review and evaluate our SLEs, and create or refine grade-specific measurements to assess student progress toward SLEs.
- Refine grade-level SLE student/family reflection protocols and application based on the Hanna Bogen design.

Evidence:

- Mission and Philosophy Statements
- Admission Guidelines
- Schoolwide Learning Expectations (SLEs) – icons and framed document in each classroom and office
- Draft SLE student/family reflection applications.
- Teachers tie in SLEs before/after lessons and present them on lesson plans
- Draft Curriculum maps with relevant SLEs
- Family Handbook
- Faculty Handbook
- Weekly School and Classroom Newsletters
- Original Task Force Documents 2001-2005
- Self Study surveys, 2017
- 8th Grade Exit Interview Questions

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.

Note: The text of this Chapter was written to reflect the Administrative and Pastoral model in effect from the school's founding until summer 2018. Changes to that model were noted in Chapter 2 and will be updated as needed in supporting documents.

The strong educational program at St. Madeleine Sophie School is organized and guided by Principal Dan Sherman and Associate Principal Martine Romero, in collaboration with the Pastor Fr. Jim Picton. Significant input and support comes from Parish Pastoral Associate for Administration Loretta Wright Sursely, the School Commission, Parents' Club, Department Chairpersons and faculty/staff. School Administration meets regularly with the chairs of the School Commission and Parents' Club. The Principal gives a monthly report to the School Commission and the Associate Principal keeps members of the Parents' club informed about the implementation and progress of initiatives within the school. The Principal and Associate Principal also keep parents informed via the recently updated school website, and social media platforms as well as through newsletters and other materials sent home in the weekly family packets from the office and from classroom teachers.

The Pastor and Principal meet as available to discuss student academics and activities, school finances, and faith formation. Fr. Jim and Loretta Wright Sursely meet with school Administration as appropriate to give reports on parish initiatives and activities as well as to gain insight regarding important decisions. Fr. Jim works closely with school Administration, and Mrs. Angela Ensminger, School Liturgy Coordinator, to help focus student achievement in religious and spiritual learning by assisting teachers and students with Mass planning, retreats, service projects, sacramental preparation and professional catechetical development.

The School Commission acts as an advisory committee to the Principal and Associate Principal in areas of general policy-making and school development. 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 facilities. The Parents' Club works in a supportive role with the school Administration and faculty. The mission of the Parents' Club is to support school programs, and aide in communication and understanding for all to foster the community between faculty, students, and parents. The all-inclusive Parents' Club helps encourage parent/guardian volunteers, assists in organizing events, and raises funds for the school. School families are asked to volunteer their time, talent and/or treasure each year to assist the school. Every parent at St. Madeleine Sophie is a member of the Parents' Club and knowing that families often have two working parents within the household, there is not a minimum or maximum number of service hours required per year. The Parents' club advocates for the importance of Catholic education within the broader Bellevue community and helps to provide the safe and healthy environment that supports high levels of student learning.

With encouragement from Parents' Club, volunteer opportunities are organized 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, monitoring learning stations, assisting with assignments, displaying student work, organizing or copying materials, and serving as field trip chaperones and drivers. Parents also provide extracurricular support as CYO coaches and by leading other after school clubs/activities such as Girl Scouts. Parent volunteers also facilitate annual hearing and vision screenings, help in the office with various clerical work, and assist in chairing special events like the annual Moveathon and annual Gala. Parents/guardians also fulfill parish leadership positions, and School Commission responsibilities. Because of the energy, effort, and support of volunteers and the Parents' Club members, it

is possible for St. Madeleine Sophie School to provide a well-balanced education of high achievement for all of our students.

The Administration and Faculty work together to use assessment tools, staff development, and organizational structures to support the high achievement of all students. Parents have access to online tools via teacher communication and websites to help coordinate efforts to improve student learning. Previously, 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. Pre-Kindergarten through Eighth Grade teachers also built understanding and expertise through workshops and professional development. School Math specialist, Mrs. Angela Ensminger has helped streamline curriculum and guide teacher planning so the schoolwide instructional continuum is comprehensive, fluid and accessible for all students. Mrs. Ensminger also attends the Northwest Math Conference yearly to bring back the latest research and practices to be shared with other teachers for Math instruction.

As a result of this focus, the school began to offer more intensified Math instruction via our “Walk to Math” program. Teachers could teach more advanced concepts at earlier points in the year and found they could move forward on curriculum 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. The school adopted the *Math Connects* series for grades K-5, and *Big Ideas Math* in grades 6-8. Teachers made this adoption so that Math instruction would more closely align across grade levels and successfully match with resources used by our Catholic high schools. Almost immediately, teachers began to notice a distinct improvement in student Math comprehension.

Parallel to this shift in math instruction, conversations began with Administration 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. 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)*, and STAR Math, Reading and Early Literacy assessments, 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 Online Parent Portal*. The *Parent Portal* is available to fourth through eighth grade families enabling access to the teacher gradebook, 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.

St. Madeleine Sophie School provides student support as each child strives for their optimum success. The Director of Inclusion and Student Support and the Inclusion teaching staff play vital roles in individualizing student support across grade levels. Students, whose performance is assessed as below or approaching grade level, as well as students who qualify as significantly above grade level standard, receive explicit and individualized instruction as appropriate. Accommodations and/or modifications to curriculum are documented in Individual Student Support Plans. In conjunction with parents, outside professionals and the grade level teacher, the Inclusion team develops and constantly edits these individual support plans. The ability to track student progress over multiple years allows for accurate information to be passed from teacher to teacher. Inclusion Binders for each student contain Student Support Plans, and relevant student information, so teachers and specialists can reference each child’s needs in the classroom environment. Additionally, students who receive accommodations or modifications from the school, may qualify to work with a team of specialists, which are provided by parents, school districts, or insurance funds that could include: Speech and Language Pathology, Physical Therapy, Occupational Therapy, instructional aide

support, curriculum tutor or behavior specialist support. School Teachers in each department have also designated time to discuss student needs and supports at monthly department meetings.

In conjunction with the School Inclusion team, the school Administration, faculty, and staff have a hand in fulfilling the school counselor role. They do so by monitoring students' needs and progress, especially in the social arena of school life. The coordinated support between all parties, often including collaboration with parents and families, can have a strong positive 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. All students Grades Pre-K through 8, learn to recognize and manage their emotions and personal safety through *Safe Environment Virtus* lessons. Teachers also implement *Brain Talk* and Growth Mindset philosophies and strategies to empower students to take ownership of their own behavior. This allows for students to actively participate in creating a safe and productive learning environment. Students in Kindergarten and Fifth Grade participate in the *Roots of Empathy* program; where they learn about the relationships between a parent and a developing infant who visit the classroom monthly, this helps students learn compassionate behaviors. Additionally, teachers across all grade levels implement lessons from Special Olympics *Get Into It Curriculum*. These lessons help teachers reinforce empathetic behaviors, promotes inclusion and addresses relevant social issues.

St. Madeleine Sophie School's Administration hires and supports an educated, professional, and experienced teaching staff to guide student achievement. To monitor the effectiveness of the staff, the Principal and associate Principal visit classrooms regularly, schedule formal observations as warranted, and review 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 best teaching practice, professional goals setting, and may consult with teachers regarding lesson and curriculum planning. The Administration encourages staff development by providing trainings, and informing teachers of available courses and workshops. The school provides substitutes when needed and pays for professional development with Title IIA monies and through allocated funds in the school budget. Every member of the St. Madeleine Sophie Administration, faculty, and staff, attend weekly meetings together, additionally, department-level meetings are held monthly. The Administration provides support and consistency that comes from an awareness of what all grade level departments are working on within the school. As needed, student support meetings bring Administration, parents, teachers, and outside professionals together to develop plans to address needs of individual students who have diagnosed learning exceptionalities, social emotional, behavioral or physical needs and who require additional or alternative support for high achievement.

Individually and in groups, St. Madeleine Sophie School teachers plan engaging and challenging lessons, administer a variety of both summative and formative assessments, and differentiate curriculum. Teachers map their curriculum, participate in department meetings, and have worked to shape and align report cards to curriculum standards and student learning expectations. Teachers attend professional development and training sessions, and work with the Director of Inclusion and Student Support and staff to provide students with additional academic, social and behavioral support. Faculty meetings and department level meetings provide teachers and staff with regular opportunities to share learnings gained from professional development experiences, differentiation strategies, success stories for individual students, and progress on implementation of curriculum programs. Teachers also meet in department groupings and use their time together to discuss formative assessment scores, Walk to Read and Walk to Math placements, and discuss best practices for learning, behavioral, or social needs in their classrooms. Teachers articulate and evaluate lesson and programs to state standards and the school SLEs. 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 GLAD Training, GRACE training, Diversified Learners workshops and Archdiocesan provided professional development, have

helped them more actively engage all students in daily lessons. The entire faculty is working toward completion of the Catechetical Certification program, *Christ In the Classroom*. Many of the teachers at St. Madeleine Sophie School have pursued their Master's Degrees and advanced Washington State Professional Certification. A majority of the teachers, especially recently hired staff, are dually certified in Elementary Education and Special Education. Many teachers have since pursued additional endorsements in Literacy, Math, Curriculum and Instruction, and Autism Spectrum Disorder.

Finally, the physical environment of the school is rich with support and celebration of student achievement. As of 2015, Phase II of the campus was completed, adding 3 new buildings, which now house a Science lab, Music room, Art room and classroom space for Fifth through Eighth grade. In each classroom and communal school space, student work from every member of the community is posted to share with the greater St. Madeleine Sophie parish and school family. Musical talent is shared at weekly school Mass. The Advent program, "St. Nick Night", the annual spring musical, and band performances allow students to share their gifts. The trophy case in the school office contains athletic trophies showing the accomplishments of different CYO cross country and soccer teams. Plaques are also on display from national awards, and from service projects with our Sister School in Guatemala. All school photos and Annual graduation portraits showcase our school growth and student achievement, these photos serve as visual reminders of our student success. While still a relatively young school, the vitality of the academic program is evident and achievement in all areas is supported and celebrated at St. Madeleine Sophie School. The organizational structures within the school focus on the high achievement of all students regardless of ability, and schoolwide communication shares student progress to all shareholders in the community.

Significant Accomplishments:

- The School Commission and Parent Organization are part of a clear organizational structure serves critical and supportive roles in the high achievement of all students.
- Inclusion Specialists and Inclusion staff support individual student learning needs in educational social and emotional ways.
- The Administration and office staff coordinate work to maintain a safe, organizationally strong school and uses multiple modes of communication to share student achievement to stakeholders.
- Staff members are involved and supported in ongoing professional development that supports the high achievement of all students.
- Activities and events such as the spring musical, "St. Nick Night", the Geography Bee, the Global Reading Challenge, and lunch time Robotics support the Student Learning Expectations and allows for the high achievement of all students.
- The Parents' Club is an inclusive and organized community system supports the high achievement of all students through activities and events.

Goals:

- Updates of curriculum maps and clear progress monitoring reports to parents that reflect curricular improvements.
- Mentoring and guidance opportunities for new teachers focused on curriculum and programs.
- Increase school safety through building facilities and improvements, and improved understanding for emergency and disaster preparedness.

Evidence:

- Student Support Plans and files kept by Inclusion team
- Allergic/Medical notifications for teachers and emergency backpacks in each room

- Faculty and staff CPR and First Aid certification
- Disaster Preparedness plan
- Shared iPad Carts and Chrome book carts in classrooms
- Emergency backpacks in each classroom
- Minutes from School Commission and Parent Organization Meetings
- Curriculum Mapping across grade levels
- Title Programs and Professional Development Plans
- *Powerschool* Program
- STAR Testing program, *ITBS*, *Accelerated Reader*, *Wordly Wise* and *Rosetta Stone*
- Curriculum Framework goals and continuum
- Family Handbook
- School and Teacher Websites
- Whole School and individual Classroom Newsletters
- Student Learning Expectations (SLEs)
- Report cards and progress monitoring
- Family Packets (containing parish bulletin, Principal letter, and other notes from the office)
- Classroom assignment rubrics
- Middle school homework links

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, we use two outside assessments, the *Iowa Assessments (Iowa)* and *Star Assessments (Star)* by Renaissance Learning. 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 guide instruction.

The *Iowa Assessments* are 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 levels and shared with families before conferences in November. Individual Iowa 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 may be directed to resources (teachers and alternative curriculum) which will enhance their learning. Finally, the Iowa is used to identify possible weaknesses in the school curriculum.

A new test, the *Measure of Academic Progress (MAP)*, has been adopted by the Archdiocese of Seattle Catholic schools. We have chosen to continue using the Iowa test for now. The Iowa test allows for better implementation of accommodations and modifications for our students with Student Support Plans. As the MAP starts to implement ways to accommodate these students, we will reassess our decision on using it.

Among all students taking Iowa in 2017 (Appendix B-3), 36% were in the top quartile in Reading, 41% were in the top quartile in Language, and 38% were in the top quartile in Math. 21% of students were in the bottom quartile in Reading, 18% were in the bottom quartile in Language, and 21% were in the bottom quartile in Math. These results are expected based on our distribution of students with diverse learning needs. Overall, for the composite test, the number of students scoring in the lowest quartile decreased by 5% from 2016 to 2017.

In 2013, St. Madeleine Sophie began using Renaissance Learning's STAR Assessment to give the students, staff, and parents insight into Reading and Math 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. Students take the test at least five times per year to provide frequent data points to guide instruction and intervention. These assessments provide ongoing data on both individual and class progress over the school year. This information is shared with all parents at the November conferences.

In the previous accreditation cycle, among all students, Math scores were identified as the area with opportunity for improvement. We implemented a Walk to Math program where students can move to the appropriate grade level for their current math abilities. These placements are monitored on an ongoing basis and can be adjusted throughout the school year if needed. In the Middle School, a new curriculum was adopted that is aligned with the Common Core State Standards.

Another core curriculum area that has received a more in-depth data review in the last accreditation cycle was Reading. In general, testing data indicate that many students at St. Madeleine Sophie School meet or exceed state and national curriculum expectations in Reading. Other students are new to the school and/or have been identified for a Student Support Plan. The number of international students in the middle school also affects the overall school scores. We have implemented a Walk to Read program where students are able to receive instruction at their current reading level. In the middle school, an additional Language Arts Lab was added to support all students with grammar instruction highly emphasized.

With changes in the standards in Science from the Washington state standards to the Next Generation Science Standards, there is a need for both curriculum and assessment based on the new standards. We have started to implement the new curriculum and will need to develop assessments so that we can assess the effectiveness of the new programs toward mastery of the Next Generation Science Standards.

Drawing meaningful data from disaggregates is difficult because of small sample sizes. The current 5th Grade class provides the best opportunities for disaggregation because most of the class has attended St. Madeleine Sophie since Kindergarten or 1st Grade. Therefore, we have several years of data and can examine their scores in depth by gender (Appendix B-5). Male and female students scored similarly in Grades 1-4. Girls made more gains from 4th to 5th but this is likely due to the number of boys on Student Support Plans.

In the area of Faith Formation, students have been assessed with the NCEA's ACRE test as well as teacher created tests, projects and textbook assessments. 2017 was the pilot year for using the ACRE test in both 5th and 8th Grades. In 2018, the scores were above the national averages for both groups and the results of these tests have helped to reformulate our teaching strategies. We adopted a new curriculum for the 2017-18 school year to better align our curriculum with the Archdiocesan standards and the ACRE test. In 2018, 89% of 5th Grade and 85% of 8th Grade scored as either Proficient or Advanced. It is worth noting that 24% (4 students) of the 8th Grade and 16% (3 students) of the 5th Grade taking the ACRE are non-

Catholic. In addition, a number of the students are international students (ELL) or on Student Support Plans.

As is 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. PowerTeacher gradebook data is used to compare class data year-to-year and to monitor individual student progress. In addition, families in 4th through 8th grade have direct access to the parental portal of the PowerTeacher gradebook allowing students to self-monitor their individual progress. 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 continues to develop, especially during this next accreditation period, we will be gaining a greater longitudinal picture of the impact of our decisions to increase student achievement.

Significant Accomplishments

- Successful establishment of the framework for use of regular testing and data
- Implementation of strategic adjustments following review of Reading curriculum
- Addition of a Director of Inclusion and Student Support and Inclusion Support Teachers to help support students in the top and bottom quartiles.
- Utilization of PowerSchool for our data management system, teacher gradebook, and use in communicating standards based learning.
- Use of the ACRE to assess knowledge of the Catholic faith.

Goals

- Adopt Science assessments that accurately capture student mastery of the Next Generation Science Standards
- Develop regular routine to enhance methods of analyzing/discussing test results.
- Analyze ACRE data to inform instruction in Religion

Evidence

- Appendices B-1, B-2, B-3, B-4, and B-5
- ITBS test results with summaries and graphs
- ACRE results
- STAR results
- 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 Chamber of Commerce data

E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS

All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.

The basis for instruction and assessment at St. Madeleine Sophie School consist of our local Curriculum Framework, defined and measurable Common Core State Standards (CCSS), NGSS, Archdiocesan and State of Washington curriculum standards, and our Schoolwide Learning Expectations (SLEs), as explained in the family handbook. 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. Assessment strategies continue to be examined and refined to best evaluate the progress of all students to support high achievement.

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 Standards, state Grade Level Expectations, and the archdiocesan learning expectations in Religion and spiritual growth. Lists of expectations of prayers and other material to be covered by grade level can be found on the archdiocesan website. 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 and 8th graders in the spring every year. The results of this test are used to give feedback to students, teachers and parents about areas of strength and needed growth.

Progress is reported to parents three times a year with formal report cards, and include anecdotal comments that allow teachers to communicate grades further. Every parent is given an opportunity to conference with his or her child’s teacher every November, with other conferences available on request. During the November conferences, parents are also given the opportunity to see their child’s first three STAR scores, as well as ITBS test results, which widen their understanding of their child’s academic progress. In addition, teachers of students in grades four through eight post grades online so parents and students have constant access to information regarding academic progress, which emphasizes students taking ownership over their learning. Primary teachers often utilize beginning of the year assessments such as sight words, running records and diagnostic tests. These scores are often shared with parents, however, there is no defined consistency in sharing methods from grade to grade. Teachers are in close contact with parents, and frequently set up meetings or discuss options regularly if students need extra support to be successful.

We now have 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, or shows proficiency, 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. Teachers can also use decimal points to show student’s progress between levels (i.e. a 2.5 to show the student is between progressing and proficient).

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

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

4 – Advanced	<i>Can further manipulate words beyond substituting a phoneme, such as adding suffixes or prefixes, or forming compound words</i>
3 - Proficient	<i>Easily substitutes one phoneme in CVC words to make new words, in ten words.</i>
2 - Acceptable Progress	<i>Substitutes one phoneme in CVC words to make new words, in two - nine words.</i>
1 - Beginning	<i>With help, can substitute one phoneme in CVC words to make new words.</i>

Currently, all teachers use a variation of this format. Our previous goal has been 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.

The founding philosophy and mission statements have been integrated into our 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 age appropriate ways, and are held accountable to knowing and using them. To further develop applying these SLE’s in their own lives, the school highlights one student from each grade monthly to receive an award. At Mass, the Principal reads their accomplishments toward that SLE, which is written by their teachers. Students receive a certificate of recognition and are invited to attend a “SLE Lunch,” a pizza lunch with the Principal. These SLE awards are highly anticipated by students and parents each month, and provide incentive for all students to live out these SLE’s at school. This is also an opportunity for classmates to celebrate the accomplishments and growth of their peers.

In this way, Catholic Identity and Faith formation are woven into all curriculum areas. For example, during a Social Studies lesson, we have the children name which of the SLEs connects to the lesson. We then can assist students in connecting what they are learning about a historical leader to the SLE of Lead and how they can apply this into their own lives. 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, are given opportunities to self-assess their progress toward achievement of personal SLE-related goals using a rubric. Their homeroom teacher then follows up with students on a regular basis to assess and revise at parent teacher conference and small group meetings throughout the school year. They learn about goal setting during their Language Arts Lab. Staff at St. Madeleine’s has been working with noted specialist Hanna Bogen Novak, M.S. CCC-SLP to enhance classroom strategies that will benefit students at all skill levels. Hanna, a Speech-Language Pathologist and Social-Cognitive Specialist based in Los Angeles, CA, with a primary focus on interventions that support self-regulation, social communication, executive functioning, and speech and language deficits, has worked with the teachers to create a goal setting system in which the students set not only academic goals for themselves but goals for living out the SLEs more effectively. Teachers then discuss those self-assessments with the students and help each child set goals for more fully developing the attributes defined in our SLEs. Eighth Grade students also meet for monthly lunches in small groups with their homeroom teachers to deepen their connection and understanding of these goals. Student participation and leadership in this area – with emphasis on the fact that ALL students are actively engaged in directional planning - was instrumental in the recent selection of the school as a Special Olympics Unified Champion Banner School.

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. Teachers regularly give exit tickets, online quizzes and journal prompts to formatively assess students. 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, STAR Reading and Math Tests (Early Literacy in Pre-K and K), and ITBS testing in Grades 1 through 8. The ITBS is also used as a formative assessment, along with the projects, unit/chapter tests, end-of-year mastery assessments, one-on-one teacher assessment of students and rubric-graded essays/projects. Teachers in the primary grades conduct beginning of the year benchmark assessments and reading and sight word fluency checks throughout the year. 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 Director of Inclusion and Student Support and the Inclusion Support Teacher coordinate with appropriate faculty members and Instructional or Behavioral Aides to formulate a Student Support Plan (SSP) to assist individual students needing support to make acceptable progress. These plans are implemented with the full participation of faculty, students, parents, instructional aides, and all other relevant school community members. A typical Student Support Plan lists strategies that will be used to support learning in specific disciplines. Examples include testing for learning disabilities, accommodations and modifications as prescribed by a learning specialist, token economies as a behavioral management strategy, additional time for classwork and tests, fewer problems on assignments, enlarged assignments for better visual aid, scribing, 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 concept of acceptable progress is considered to consist of steady upward movement towards mastery based on students' ability without losing previously accomplished goals. Students continue to advance by successfully mastering appropriate grade level standards while continuing to demonstrate mastery of previously learned/achieved material.

The faculty makes use of an abundance of resources when formulating and implementing plans for all students, especially 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, quieter environment, scribing, and shorter quizzes and exams, as needed. In the 2017-2108 school year, 20% of our students tested in the lowest quartile as a composite score on the ITBS. Alternately, 38% of our students scored in the highest quartile as a composite score. Many of the students who do score in either of these quartiles are currently monitored with our Student Support Plan (SSP) or receive modified curriculum. For new students, the Iowa test helps us to identify students who need further evaluation to determine why they scored lower than expected. Students who receive modifications to grade-level curriculum or who are working on academic programs aside from the typical curriculum, have an additional report card that is anecdotal. Teachers are able to explain programs in place for each student, as well as comment on progress made by students when the 1-4 standards-based grading is not reflective of their progress.

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 5 – 8 have a Math specialist teaching and/or directing other teachers in implementing ability-based groups to maximize learning for each child. In Middle School, the online vocabulary program also offers differentiated levels of instruction and content.

Changes 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 Team, parents, outside professionals, and students to modify plans in order to increase acceptable progress by all students.

St. Madeleine Sophie has also adopted many assistive technologies. All students have access to iPads and Grades 4-8 have access to Chromebooks. Students who have fine-motor and writing challenges use typing as a means of completing assignments. However, access to voice-to-text technology is not readily available to all students at this time. St. Madeleine Sophie partners with parents and local school districts to acquire technology that provide increased accessibility for students. This technology includes scanners, printers, and other devices to assist students with low vision, hearing, speech, etc. Teachers also utilize timers and visual aids for students who have trouble moving through tasks in a timely manner or getting started independently. Many classrooms also have access to flexible seating including standing desks, couches, wobble chairs, and seat cushions. The collaboration and responsiveness of the administration, teachers, and parents, paired with the resources available to secure alternative strategies of support, allows St. Madeleine Sophie to meet the learning needs of students.

Significant Accomplishments:

- Well-defined SLEs, Curriculum Framework, Archdiocesan Catholic Identity Rubric
- Standards-based instruction reflecting the Curriculum Framework ensures clearly communicated expectations for high achievement and realistic expectations for all students.
- 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.
- Creative and judicious use of technology to prepare students for high school and beyond.
- Special Olympics National Unified Champion School recognition (2018)

Goals:

- Implement the SLE rubric in all grade levels.
- Adopt additional curricula to remediate low performers and support high achievers.
- Develop additional means of sharing Progress Monitoring data with parents
- Adopt speech-to-text technologies for Chromebooks and iPads.

Evidence:

- SLEs posted in the School Office, and in each Homeroom classroom and in the Church on the Jerusalem style cross which hangs above the alter
- State Standards and Grade Level Expectation
- Curriculum Framework
- Accommodation Plans for Students
- Student work
- Examples of Differentiation of Classroom Instruction
- Word work stations
- Individualized Math work
- Small group work
- Report card

- STAR Assessments
- Walk to Read/Walk to Math
- SLE Awards given out on a monthly basis
- Pizza lunch
- School Community

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 inclusive 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 is organized under the school's framework of seven school curriculum goals which mirror the Washington state standards. The school curriculum vision statement notes: "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 school 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. Many are duly certified, in both special education and general education. All staff are working toward obtaining catechetical certification according to the expectations of the Archdiocese. All current staff members have plans in place to complete this in a timely manner. All teachers and support staff participate in professional development, archdiocesan workshops, certification classes and the necessary training to uphold best practices in the classroom. This includes attendance and participation at the past Archdiocesan Teacher Excellence day, and Deanery Curriculum development day.

The school utilizes a variety of research-based methods to increase student achievement. Since our previous accreditation process in 2013, multiple curriculum updates have been purchased across grade levels. In grades K-3 a comprehensive new reading, writing and spelling curriculum was adopted from Houghton Mifflin Harcourt during the summer of 2017. Teachers have designated time to participate in on-going PLC's to develop the *Journeys* curriculum map across grade levels. Since the Fall of 2016, 3 teachers have received training in the Guided Language Acquisition Design (GLAD) program from the Bellevue School District to develop specific to use specifically with English Language Learners. The 1st through 5th grades adopted a new Math curriculum, *Math Connects*, in the fall of 2010. In the 2016-2017 school year, the *Big Ideas Math* program was integrated in grades 6-8. This came from a school wide effort to better connect primary and middle school Math curriculum with high school level math programs in the Archdiocese of Seattle. Distinct improvement in student Math comprehension was noted in student Math assessment scores

on STAR progress tests and the annual ITBS assessment. Teachers participate in ongoing professional development meetings to discuss best practices in their classrooms. Teachers also have a continued relationship with Hanna Bogen Novak, Speech and Language Therapist, who has presented numerous times and consulted with St. Madeleine Sophie regularly, since 2015. She works with the administration and staff to continue to develop a greater understanding of self-regulation, executive functioning, mindfulness, and social-cognitive strategies for students. In addition to PLC groups, and faculty committees, 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. Additionally, the Inclusion Department attends training and conferences to stay up to date in latest research-based methods and strategies to use in the classroom related to students with special needs.

The staff at St. Madeleine Sophie Catholic School have worked diligently to grow and improve technology use throughout the school in order to better serve their students. All teachers are provided with Apple MacBook Air laptop computers and every classroom has a projection system as well as document cameras that can be used to project text, photos, manipulatives and any other instructional materials the teachers may determine can benefit student learning. Over 90% of classrooms utilize Mimio boards and have access to a variety of web-based instructional and assessment programs. Primary grades, Pre-K through Grade 4, have access to a department iPad cart that is used for instructional practice as well as web-based assessment programs. 4th Grade has been assigned 12 Chromebooks that support instruction and assessment across the curriculum. 5th Grade has another 10 Chromebooks assigned to their class and an additional 24 Chromebooks support the Middle School's (Grades 6-8) Bring Your Own Device (BYOD) initiative. Each student in Grades 3 through 8 have a school google mail account. Students use their school email account to access a variety of Google Apps that can be used for school reports, presentations, research and storage. Additionally, Middle School students can enroll in a Technology elective that focuses on training lower school students on effective use of the Google Suite or they can choose to join the World Language elective where students use the web-based Rosetta Stone program to learn a variety of languages.

As St. Madeleine Sophie began their first Accreditation process in 2013, 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 integrated into each lesson. The faculty continues to develop ways to measure the SLEs in each classroom. Monthly, each teacher chooses a student to receive an SLE Award, honoring efforts towards living out the Student Learning Expectations.

Related to core curriculum, the middle school divides students into classes based on their math level placement to best serve every child's needs. SMS takes an interdisciplinary approach to Religion. In Grade 6, 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 grade levels 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. Continual monitoring of these efforts resulted the recent addition of a middle school LA lab and directed study time to focus on enhanced writing and grammar instruction.

Students partake in field trips that enrich their educational experience and extend classroom learning. In the primary grades, the Kindergarten class visits the zoo each spring as they learn about animals, 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 Pre-Kindergarten through Fourth Grade have the opportunity to see plays at the Seattle Children's Theater, and

the middle school participates in the Bellevue Ropes Course. Grade 5 annually attends Environmental Education Camp. The middle school also attends National Geographic lectures, musicals at neighborhood high schools, and special events that enhance curriculum. In addition to academically centered field trips students across grade levels participate in service immersion experiences and projects in both Bellevue and Seattle. Experiences at Eastside Baby Corner, and St. Vincent de Paul Food Bank have been some of the most memorable for students and parent volunteers.

Teachers and staff at St. Madeleine Sophie use a wide variety of assessment practices aimed at giving every student the best opportunity to show their level of mastery in a given subject. Teachers at SMS are committed to utilizing learning progressions and clear curricular goals as a basis for their use of formative assessment in the classroom. By furthering their understanding of specific progressions of learning in a given domain, teachers are able to get an overall view of what needs to be learned and can use this information to support their instructional planning and use of formative assessment. Both formative and summative assessments at SMS can take any number of forms including multiple-choice items, matching items, alternative-choice items, true/false items, multiple-response items, fill-in-the-blank items, selected-response and short constructed-response items and extended constructed-response items. Oral response/reports are an important method for both formative and summative assessment at SMS. A number of students benefit from being able to verbally articulate their knowledge versus using written or web-based computer-generated assessment. Since our first accreditation in 2013, our school has fully implemented a standards-based curriculum in grades pre-K-8. Built into this reporting system is the ability to report on students with modified curriculum goals through narrative reports in addition to the standard 4, 3, 2, 1 reporting system. Summative assessments are end-of-course/trimester assessments allowing students multiple opportunities to demonstrate their level of mastery on any given assessment. SMS uses the yearly ITBS assessment to identify areas of strength and growth within the school's instruction, grade level departments and Professional Learning Communities (PLCs) use this information to formulate instructional plans. Additionally, all grade levels use Renaissance Learning STAR assessments to support their formative assessment. Grades K-5 give STAR assessments monthly in support of Walk to Math Middle School classes utilize STAR assessments in Reading and Mathematics a minimum of five (5) times per year in order to track student progress and instructional effectiveness. STAR assessments and teacher observations in Middle School are used for Math placements as well as ongoing formative assessments.

Parent survey results from Fall 2017 show 95% of parents agreeing that the Religion instruction is effective or highly effective, 89% agreeing that Mathematics is effective or highly effective, 89% agreeing that Reading/literature is effective or highly effective, and 91% 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.

With the wide range of social and academic abilities of our students, teachers regularly make formal assessments of student progress in order to ensure each student has the best opportunity to maximize their learning potential. Since our last accreditation, the majority of new teachers hired in the primary and intermediate departments have Special Education certification in conjunction with their general education certification. The Inclusion Department is now staffed by an administrator and an additional teacher who ensure that the support plans for students identified with exceptional needs are fully implemented. Specialists meet with students, parents, teachers, classroom aides and outside professionals on a regular basis to evaluate and adjust student learning plans. The Inclusion Department has built relationships with local school districts and private agencies in order to be able to help parents with referrals as deemed necessary. Student plans are evaluated and adjusted as frequently as necessary and are reviewed as new data is made available. Currently, over 35% of the student population have support plans in place, an increase of over 55% since our last accreditation. The inclusive vision of the founders of St. Madeleine Sophie Catholic School continues today through inclusive programming and ample opportunities for families who seek a Catholic school experience for all of their children. While we are pleased at the progress we've

made in our efforts toward full inclusion, we are committed to continuing to refine our programs to ensure a successful school experience for every one of our students.

Catholic values are infused throughout the curriculum at SMS. Students attend Mass every Wednesday and classes are assigned to be responsible for the readings and bringing up the gifts. Primary classes are initially supported by their Middle School partner classes. The curriculum closely follows the liturgical year, allowing grade levels to experience the full variety of liturgical seasons including Ordinary time, Advent, Christmas Time, and Lent. During Advent, the whole school meets each morning for school prayer, singing, and the symbolic lighting of Advent candles. Additionally, during Advent, all classes participate in the annual Diaper Drive supporting the Eastside Baby Corner in Issaquah, WA. Weekly participation in Stations of the Cross in religion class are an important focus during the Lenten season culminating with Good Friday Stations of the Cross led by the 8th grade and acted out by 6th grade for the school and parish community. Following Stations on Good Friday, the whole school participates in a silent meal of soup and bread, encouraging a deeper sense of community and understanding of the importance of the Lenten season. While First Reconciliation and First Communion are primarily parish events, our school community does celebrate our 2nd graders completing these important sacraments. 5th grade attends CYO environmental education camp each spring, where appreciation for God's creation is a major focus. Students also participate in the St. Madeleine Sophie school and parish CYO programs. In the 2017 fall season, the SMS Cross Country team included over 35 students from grades PK-8.

Prayer is a key component of the curriculum at St. Madeleine Sophie school. Classes begin each day with morning prayer, including a reading from gospel of the day and intentions are encouraged, supporting the prayer life of individual students. At lunch, the whole school says Grace before meals together and each academic day ends with prayer before dismissal. Teachers of Religion courses hold their Catechetical certification, or are working toward their certification through *Christ in the Classroom* training. SMS has implemented the Archdiocese of Seattle's Essential Concepts Across the Grade Levels recommendations which include grade level appropriate prayers which students will learn. Students are assessed on their knowledge of these prayers each trimester and feedback is given to students on their report cards. The Growth Assessment for Children/Youth Religious Education (ACRE) test is given to 5th and 8th grade students each year and is used to evaluate student understanding of core principles of Catholic teaching. In 2017, SMS adopted the new *Blest Are We Faith in Action* curriculum from RCL Benziger in grades K-8.

Understanding the importance of service-based learning, and disciple-based leadership development, St. Madeleine Sophie provides varied service opportunities to students in grades Pre-Kindergarten -Grade 8. SMS values this as an essential supplement to the religion curriculum. Students begin the year, participating in the National Maggie Lee for Good Day, with each student being encouraged to perform at least one unsolicited act of kindness during a 24-hour period, in memory of Maggie Lee, a deceased relative of our school community. The school participates in a variety of service projects that benefit our sister schools in Guatemala throughout the school year. For example, during Lent, students perform extra tasks outside of their regular chores to earn extra money that is donated to our *30 Pieces of Silver* program. These monies are sent to our sister schools to pay for educational supplies, classroom furniture and other pressing school needs. Avivara, the organization that helps coordinate our service efforts for students in Guatemala, visits our community each year to assist in fundraising and to report on the progress our sister schools are making. Annually the school community hosts a diaper drive for families in the Bellevue and Seattle areas at Eastside Baby Corner. During Holy Week, students in Grade 3 and 8 visit the Pike Place Food Bank to volunteer and host Good Friday canned food drives and St. Vincent de Paul clothing drives.

Significant Accomplishments:

- Addition of LA Lab directed study time and middle school focus on writing and grammar instruction.
- 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.

- Addition of Inclusion Specialist and intentional personnel planning helps to support the high achievement of all students.
- A variety of formative and summative assessments inform teaching.
- Staff development focuses on improving instructional methods to enhance learning for all students.
- Consistent implementation of Student Inclusion programming, accommodations and modifications are met per individual Student Support Plans.
- Technology access and improvement across grade levels impacts the success of students' accessibility to curriculum.

Goals:

- Improve curriculum across Science and Social Studies subject areas.
- Assist staff in completion of catechetical certification program.
- Improve accessibility of curriculum to English Language Learners
- Formalize 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 process
- Integration of technology into the instructional process
- Formative and Summative assessments
- Student Support Plans
- Grade level standards (Archdiocese/State)
- Virtus Program
- Roots of Empathy Program
- Safe Environment Training
- Family Life program
- Lesson Plans, Textbooks and student work

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 shareholders, 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 the school. The 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 the students. Pastor, Principal, School Commission, Parents' Organization, and faculty all play important and defined roles in the organizational structure of St.

Madeleine Sophie School. Ninety-five percent of students agree that they are always expected to do their best. Together, these perceptions of safety, hard work and inclusion have become consistent and important characteristics that have led to our school's recognition as an Ashoka International ChangeMaker School and a Special Olympics National Unified Champion Banner School.

St. Madeleine Sophie School provides a safe and healthy environment for students. The majority of the 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 facilities 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 in use, classroom doors are shut and locked. Students and adults need to knock before entering the classrooms. When classrooms are not in use, doors are also secured. Staff members wear a red identification lanyard and badge to be easily identified, and support personnel (i.e. aides, behavior technicians, therapists) wear a blue lanyard and badge to distinguish them from faculty. Visitors are required to 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 for each student is located in all classrooms. All student medication and allergy information is stored in a safe place at the front office. Multiple staff members have current first aid, CPR, Epipen, and other emergency training. All staff, volunteers, and parents are required to be current in the Archdiocese *Safe Environment* training before working with students or driving on field trips. All outside professionals are asked to provide proof of state licenses/certifications, liability and sexual misconduct insurance, and parental consent forms to be able to work onsite. Nearly 100% of the student support personnel have also completed Safe Environment.

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. The office stores emergency kits that can sustain them on campus 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. An officer from the Bellevue Police Department provided a consultation to share ways in which the campus safety could improve. Gates were added around the perimeter of the campus, providing an enclosed area and improving the safety of the campus. 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 yearly online update course. Visitors to the school must check in and out at the office while on campus. As reported in student surveys 95% of our K-3 students feel safe at SMS. 90% of parents feel that their children are safe and in a healthy environment at school.

The social and emotional health and safety of students is as important as their physical safety. In Grades Four through Eight, 90% of students feel respected. 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 skills, and the school staff specifically works 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. These programs remind students of strategies for addressing small problems and that they should turn to a helpful adult if they have a big problem. *Roots of Empathy* is a program used in Kindergarten and Fifth grade to help students understand and relate to human development and build empathy through the observation and connection to a real baby. During the first week of school each teacher implements lessons from the *Get into it Curriculum* written by Special Olympics. This curriculum emphasizes inclusivity and accepting each other's unique

abilities. At each grade level, teachers begin the school year by setting academic and personal goals. These goals are monitored and updated as the students progress. The school has recently contracted with Hanna Bogen Novak, M.S. CCC-SLP, she is a certified Speech and Language Pathologist and social-emotional coach, as added support to teachers and students. The role of Director of Inclusion and Student Support has been expanded as our population of diverse learners has increased to 40%. With the increase, the role of a certified Inclusion Support Teacher has been added to look more intensively at programming and intervention. These roles were expanded to better assist teachers and families in serving the diverse learning population and accessing resources to support student growth in all areas.

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 principle 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.

St. Madeleine Sophie School has taken many steps in developing a wide variety of curricular, co-curricular, and extracurricular opportunities that are ideal in supporting the spiritual, personal, and academic growth of the students. At the same time, a solid foundation has been created to add and improve the 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 gather 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. We continue to hold a weekly all-school Mass each Wednesday, which reflects one of the founding ideals. All classes, PK-Eight, take turns helping to prepare the theme, readings and gifts. All grades are involved in the weekly prayers of petition. Every year, the Mass focuses on a central theme, and students or teachers give a brief presentation on an aspect of that theme before the commencement of Mass. These themes have included Traditions in the Church, Saints, and History of the Church. Liturgical seasons such as Advent (morning prayer circle) and Lent (Stations and Holy Week activities) are regular experiences. Many of the parents who are able to do so rearrange 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 the 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, the students have taken small ideas and turned them into big projects that serve others. For instance, the school's relationship with Eastside baby corner has expanded. A Diaper Drive is organized yearly by the school. As many as 10,000 diapers each year have been collected, blessed at the last Mass before the Christmas break, and delivered to Eastside Baby Corner by parent volunteers. In recent years, in conjunction with Eastside Baby Corner, the upper school also leads a collection drive to gather baby food to distribute to members of the surrounding community who need it. This relationship also allows for students to visit, tour, and volunteer at their nearby facility.

Various classes participate in service activities with St. Vincent De Paul such as volunteering at the food bank and hosting an all-school clothing drive. The upper grades spearhead the collection of Thanksgiving boxes of food and other non-perishable items to deliver to local families. The Seventh Grade is involved in the Archdiocesan Immersion MDI program, the Missionary Disciple Institute. A pancake breakfast started in Third 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 the Grandfriends Day Mass. Money raised through donations helps support the sister school in Guatemala, Don Poncho, especial de Valle De Durazno. Our relationship with our sister school has been solidified with several staff members joining mission trips to visit their campus. Many lower grade students regularly make cards that are delivered to retirement homes in the parish area.

These events along with many other regular activities help explain why 98.6% of parent surveys indicated that St. Madeleine Sophie School provides an atmosphere of Christian values and attitudes that are emphasized and practiced. When analyzing both co-curricular and extra-curricular opportunities, regular mention was made of those initiatives provided to encourage and support the growth of St. Madeleine Sophie School students as well-balanced people.

As is the case in many of the 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. 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 the 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 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. As part of the school's Safety Patrol program, upper school students can volunteer to take on service and leadership roles with the lower 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. The Safety Patrol club also volunteers to assist our more highly impacted students during unstructured times like lunch, recesses, and Mass. This ensures they feel safe during these times and helps facilitate inclusion. Before and after school, students from the older grades assist in raising the flag and other similar duties. Students in Grades Five through Eight actively participate in weekly Masses by serving as altar servers, liturgical Masters of Ceremony, and members of the Liturgical Choir. Older grades sit with younger grades at Mass so that they can support them and provide guidance. 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. Select students from grades Sixth through Eighth Grade help facilitate technology for the younger grades. Students in grades Six through Eighth Grade are required to fulfill a certain amount of service hours outside of school as part of their Religion classes. Students' personal development and growth stand out in dramatic and musical programs. The band program gives all Fifth graders the introduction to various instruments in a class that meets twice a week.

The middle school students can choose to take advanced band as an elective. Electives are a way in which students can express their creativity and focus on a topic of their choice such as Technology, World Language, Drawing and Cartooning. Weekly Liturgical Choir is also an option for students to pursue musical interests. The Spring Musical is a large dramatic production that allows students Grade Five to Eight various learning opportunities either in dramatic roles or production support roles. The Christmas Program, led by the lower school, is a fun community event that gives the younger students the opportunity to take on a performance role. From the 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. Catholic School's Week offers an opportunity for the classes to focus on a National theme such as celebrating the students, staff, and community. Students are given an opportunity to reflect on aspects of Catholic School that are important to them.

Participation in the Geography Bee is open to students in Sixth through Eighth grade. Finalists have the opportunity to go to a statewide competition. Our Fourth and Fifth grader participate in the annual Global Reading Challenge, a program that encourages literacy through reading competitions. The Robotics Program has expanded to get all students experimenting with the technology and learning basic STEM principals. The robotics teacher visits all the grades to get them excited about the opportunities available in the future. The older students build and compete in an annual competition with other schools, as well as the Unified Robotics Programs through Special Olympics. As an extension of the curriculum, all Fifth-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 provides the teaching lessons.

Fitness, sportsmanship, and teamwork are supported through several events and programs throughout the year. The Moveathon combines fundraising with walking, running, and dancing, and is an outgrowth of the physical education program. Field Day is an all school event that allows each grade to work as a team and 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. Middle School students start the year off at a ropes course to build teamwork and problem solving skills in an active environment.

The Catholic Youth Organization (CYO) organizes extracurricular sports and many teachers and 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 the 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. *The Special Olympics Young Athletes Program* is integrated into the physical education curriculum to emphasize inclusivity and sportsmanship in Grades Pre-K-2. Administrative and physical education staff have attended and led trainings on the implementation of this curriculum. Through this, the school has solidified a strong relationship with the Special Olympics Organization.

Family relationships are celebrated and supported by events such as the Spring Fling dance, the Faith Formation-sponsored annual Carnival, 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. Families are welcomed with a back to school BBQ to start off the school year. Parents gather at Back to School night to review the school's mission, meet with their child's teachers, and are given an opportunity to interact with the parent community. Parent and student surveys indicate an interest in more extracurricular opportunities spanning academic, athletic, and co-curricular areas.

Parental and Community support via Fund The Future at the school auction has augmented a number of areas from the playground to the lunchroom. The technology budget has often been augmented to allow us to acquire current technological resources to enrich and enhance the school programs. It has also helped fund Phase II of the school's expansion to include new middle school classrooms and specialists' spaces. A staff member has been assigned as the technology support specialist for the school, managing the iPads and Chromebooks, troubleshooting with the internet, and training middle school students to assist with tech support. The school has been working with Fulcrum to overhaul the Internet and enhance access to

technology. This has increased the school's productivity when incorporating technology in the classroom. Technology 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 technology access in the intermediate and middle school. One cart with Twenty-five iPads is available to the primary grades PK-Fourth and a set of twenty-five for the middle school. A cart of Chromebooks is also available for Middle School grades. This technology is used for students to take STAR Assessments, use academic Apps and programs, and to research topics for projects. The Chromebooks are used for our Coding Program in Fourth Grade, Rosetta Stone for World Language, Robotics, and also as assistive technology for students who need accommodations. Grades Fifth through Eighth have incorporated Google Classroom into every class as a means of completing assignments, sharing materials, and interacting with lessons. 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, presentations, podcasts, and videos. School-wide subscriptions to services such as *Accelerated Reader* enrich student learning. Students have had the opportunity to be a part of the robotics program as an elective and work with lower school grades. This partnership has allowed for all school access to the robotics program. A speaker from the Seattle Police Department has visited and addressed middle school students on how to safely navigate the worldwide web and recognize signs of cyberbullying 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. Each student in need of various types of interventions has an individual student support plan (SSP) to define how and when that student will get the needed interventions. The middle school has extended its homeroom periods at the beginning and end of each day to ensure students have the appropriate check-in and check-out systems in place. This allows teachers to further support students with various executive functioning needs.

St. Madeleine Sophie School has taken great care since the beginning to develop a system to identify and aid students who have academic, physical, social-emotional, and behavioral needs. Under the direction of the Director of Student Life and Inclusion, 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. This role also helps identify appropriate placement and materials for student working at accelerated levels. This role has changed and developed greatly in the past six years as St. Madeleine Sophie has continued to grow in its diverse student population. The Director's role is to be the coordinator between the teacher, parent, student, and all outside therapists involved in implementing a student's support plan successfully. The purpose of this role is also to provide support for the teachers regarding curriculum development and implementation, accommodations and/or modifications, as well as providing limited in-class and/or pullout services as warranted. The inclusion department has also expanded to include an Inclusion Teacher to help with the implementation of these support plans and look more intensively at programming needs for specific students. The Director has 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 the school continues 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 and Associate Principal also play supportive team roles by developing a several-year-view of students' needs and progress, especially related to social issues. Their 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 Director of Inclusion and Student Support plays 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 and summative assessments as well as in class activities (both social and academic) provides the initial means by which a struggling student is identified. The implementation of STAR testing has been an effective tool in identifying specific areas in need of intervention for Reading and Math. These reports include diagnostic and longitudinal data. Observations, coupled with the results of the ITBS results and STAR reporting, 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 Director of Student Life and Inclusion helps to devise a Student Support Plan (SSP) to keep parents, students, teachers, and outside professionals working together toward success in meeting standard. This role also helps parents connect with their local district to access services and evaluations. 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. There has been an increased presence of professional aides to support more individualized and profound learning and behavioral needs. St. Madeleine Sophie School works in close partnership with the parents to ensure the success of all students and provide all means of intervention.

The annual SSP review process, along with teacher observations and assessment, allow for evaluation of the previous year's interventions and overall success. At the end of each year, the Director of Inclusion and Student Support reviews the SSP with the teachers 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. Through increased use of district resources and Child Find, the school has been better able to identify needs and provide interventions, as well as aiding in the diagnosis process. Conversations across faculty professional learning communities have shown a desire to increase Social Thinking and school-wide behavioral supports. Many individual students have SSP's in place to address social-emotional needs, though a school-wide system is desired.

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:



- National Recognition as an Ashoka Changemaker School and a Special Olympics Unified Champion School
- Commitment by the entire community to foster a safe, welcoming environment
- Positive partnership between school and parents promotes a high level of parent/guardian volunteerism
- Positive and consistent communication between parents, staff and outside professionals/therapists
- Emphasis on transitioning middle school students into ninth grade allows students at all performance levels to find the best fit
- Service model reflects emphasis on whole-child teaching and Catholic identity
- Increased accessibility to technology prepares students for real-world application
- Inclusive mission improves access to student support services, allows for collaboration with outside professionals, and better supports teachers
- 95% of students agree they are always expected to do their best
- Strong Catholic Identity being modeled and taught

Goals:

- Development of a broad range of extracurricular opportunities for students that support growth and achievement
- Implement Positive Behavior Intervention Systems (PBIS) that support teachers and enhance student growth
- Research and invest in Social Thinking Curriculums to make accessible for teachers to address specific behaviors
- Examine service-learning programs and develop community outreach opportunities in intermediate and upper grades

Evidence:

- SLE posters displayed throughout the school
- Family Handbook
- Service Learning projects
- Self Study
- Integration of technology into the instructional process
- STAR Assessments
- ITBS
- Formative and Summative assessments
- Student Support Plans
- Grade level standards (Archdiocese/State)
- Roots of Empathy
- Safe Environment
- Special Olympics Curriculum
- Lesson Plans
- Textbooks
- Alumni Network

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 ensures the sustainability of the school program and supports the high achievement of all students. We continue to strategically plan using the design developed within the original Task Force recommendations, the ongoing vision of parish leadership, and the priorities identified by the School Commission and staff. These initiatives intend that our program continues to grow while encompassing our mission, vision and commitment to achieving our Student Learning Expectations. All plans are implemented through consensus of parish and school leadership and reflect current local pastoral and economic realities.

The parish employs accounting and finance staff who work closely with the school principal, Pastor, Pastoral Associate for Administration (PAA), Parish Finance Council and the School Commission to monitor the budget and ensure the use of Archdiocesan-approved accounting practices. These staff prepare a monthly income/expense statement using the Parish Data Systems (PDS) software program. School administrative staff review the monthly budget and share information with the PAA, Pastor, Finance Council 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 annual balanced budget begins in late September for the following school year. The principal, administrative associates, financial staff and PAA 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 – through a review process with the School Commission - a tuition increase is approved prior to family registration kick-off. The Parish Finance Council reviews the budget and tuition projections throughout the Spring and by June has established the overall parish financial budget for approval by the Pastoral Council for the next fiscal year.

Since our founding, St. Madeleine Sophie leadership has prioritized a commitment to the necessary planning needed to ensure the long-term financial stability of the school ministry. With the previous recession affecting our young financial history (and that of the parish in general), we have yet to put in place the mechanisms to generate significant endowment resources. Still, the governing leadership has found consensus regarding an operating reserve, informed by diocesan guidelines and input, which was realized during this last accreditation cycle. This reserve is targeted to remain in the neighborhood of 5-10% of each year's annual operating budget.

Developed gifts to the school, including the Annual School Fund, typically raises over \$120,000 per year, used in the current year's operating budget. Fundraising efforts add an additional \$130,000 of annual income to our revenue. While the design is to be able to push this revenue into the following year, to date, that has yet to be realized. Regular reviews of survey responses and consultation with the School Commission and parents, provides ongoing guidance to refine this development model. 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 previous accreditation cycle, a "Moveathon" was initiated which

now nets over \$30,000 for a one morning event. The original fundraising goal was earmarked for additional playground safety and athletic resources as well as to serve as seed money to explore possible after school program additions to increase student learning. It currently is designated to augment academic and support programs, including covering a portion of the facility rental cost of our spring musical.

In 2015, the annual parish and school auction was reimagined, borrowing a highly successful format developed by a local Catholic health non-profit. Replacing the typical large silent and live auction structure that was found to be highly time and resource dependent, the new design employs a smaller silent auction, solicited raise-the-paddle, an annual award recognition, and a high-energy bingo finale with quality prizes for the game winners. As a result, we have been able to reduce the overall fundraising volunteer commitment burnout, built local and national attention and goodwill through the award, and succeeded in increasing revenue. To date, the entire proceeds from the raise-the-paddle portion (totaling \$125,000 in 2018) have been directed to the Fund the Future effort, established to retire parish and school debt related to Phase I and II school construction.

Since the beginning, it was the desire of Fr. Picton and the Task Force to find ways to remain accessible to any parish family legitimately desiring to enroll in our new school. And while Fr. Jim and Principal Sherman were the originators of the “Fair Share” stewardship model still very successfully used by the parish they previous led, both felt that St. Madeleine’s was not yet ripe to embrace the concept. 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 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 the FACTS Management grant in aid online questionnaire that collects 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 2017-18 school year, through sliding scale and tuition review, over \$450,000 was awarded in tuition grants to families paying less than the full cost.

In addition, all families identified as meeting the financial threshold necessary to receive an archdiocesan Fulcrum Foundation Tuition Assistance Program are required to fill out their online FACTS Management application. The Fulcrum Foundation provides a \$1500 assistance grant to the school for each student determined by need when compared to other students applying from across the entire Archdiocese. 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. The total scholarship receipts gained during the 2017-18 school year amounted to over \$25,000.

For the 2018-19 school year, family registration was moved to a fully online portal provided through SchoolAdmin. This resource was chosen after a review of the available options and pricing, feedback from local elementary and secondary schools already using the product, and, most importantly, its ability to coexist with the already established databases - Powerschool and FACTS. While we are still evaluating the rollout, it is already evident that -notwithstanding the initial learning curve for all involved - it will be a valuable tool in streamlining the admissions and re-registration process for both families and administration.

While significant progress has been made these first thirteen 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 shrinking parish membership as a result of an aging, predominantly anglo demographic. Quite successfully, well more than one hundred new families have enrolled in the parish since the school opened and an arrangement with the local Korean Catholic community to serve as regional host parish has been established. 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.

Moreover, 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 and an increase of international and program-specific applications. In each survey request for feedback, the absence of a multi-use facility (gym, etc.) and school safety, by far, top the list. “When are you going to build a gym?” is the number one asked question during registration from both new and returning families. The ability to address facility needs in light of current parish capital debt remains 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 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, with an eye on the competition market and pool, must 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. During the 2017-18 school year, St. Madeleine’s has been assisted by archdiocesan resources in identifying needs and acquiring funding to begin addressing this change. Results will be communicated during the site visit.

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 has been enhanced by designating 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.
- The Fund the Future initiative has been successful in reducing loan debt incurred in Phase I and II school construction.

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.
- Add appropriate staffing to accomplish school advancement, enrollment and marketing, and program efficacy.
- 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.
- Develop strategies to anticipate needs and accomplish upgrades of the information, communication and instructional infrastructure.

Evidence

- School budgets
- Annual Reports
- Moveathon materials
- Gala materials
- School Commission agenda
- Parent and Leadership surveys
- Fulcrum Foundation TAP forms
- Fulcrum technology review
- Tuition review documents
- Enrollment and re-enrollment infrastructure
- Website, Instagram, Facebook
- Parent contract information
- Sliding scale
- Annual Fund pledge form
- Weekly Family Newsletters
- “Family Packet”
- Parent Handbook
- Faculty Handbook

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. Representations of the Gospels linked to the SLE’s are displayed in each classroom
- The school ministry enjoys exceptional support of the parish Pastor, Administration and leadership groups.
- Close collaboration with the parish Faith Formation programs (Whole Community Catechesis) promotes the goals of the Parish and deepens the faith life of families.
- All staff actively embrace participating in the Archdiocesan *Christ In The Classroom* program.
- 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.
- A primacy of importance is established in all staff planning and programming to interweave the SLEs into all aspects of school life.
- 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 serves critical and supportive roles in the high achievement of all students.
- Inclusion Specialists and Inclusion staff support individual student learning needs in educational social and emotional ways.
- The Administration and office staff coordinate work to maintain a safe, organizationally strong school and uses multiple modes of communication to share student achievement to stakeholders.
- Staff members are involved and supported in ongoing professional development that supports the high achievement of all students.
- Activities and events such as “St. Nick Night”, the Geography Bee, the Global Reading Challenge, and lunch time Robotics support the Student Learning Expectations and allows for the high achievement of all students.
- The Parents’ Club is an inclusive and organized community system supports the high achievement of all students through activities and events.
- Successful establishment of the framework for use of regular testing and data
- Implementation of strategic adjustments following review of Reading curriculum

- Addition of a Director of Inclusion and Student Support and Inclusion Support Teachers to help support students in the top and bottom quartiles.
- Utilization of PowerSchool for our data management system, teacher gradebook, and use in communicating standards based learning.
- Use of the ACRE to assess knowledge of the Catholic faith.
- Well-defined SLEs, Curriculum Framework, Archdiocesan Catholic Identity Rubric
- Standards-based instruction reflecting the Curriculum Framework ensures clearly communicated expectations for high achievement and realistic expectations for all students.
- 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.
- Creative and judicious use of technology to prepare students for high school and beyond.
- Special Olympics National Unified Champion School recognition (2018)
- Addition of LA Lab directed study time and middle school focus on writing and grammar instruction.
- 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.
- Addition of Inclusion Specialist and intentional personnel planning helps to support the high achievement of all students.
- A variety of formative and summative assessments inform teaching.
- Staff development focuses on improving instructional methods to enhance learning for all students.
- Consistent implementation of Student Inclusion programing, accommodations and modifications are met per individual Student Support Plans.
- Technology access and improvement across grade levels impacts the success of students' accessibility to curriculum.
- National Recognition as an Ashoka Changemaker School and a Special Olympics Unified Champion School
- Commitment by the entire community to foster a safe, welcoming environment
- Positive partnership between school and parents promotes a high level of parent/guardian volunteerism
- Positive and consistent communication between parents, staff and outside professionals/therapists
- Emphasis on transitioning middle school students into ninth grade allows students at all performance levels to find the best fit
- Service model reflects emphasis on whole-child teaching and Catholic identity
- Increased accessibility to technology prepares students for real-world application
- Inclusive mission improves access to student support services, allows for collaboration with outside professionals, and better supports teachers
- 95% of students agree they are always expected to do their best
- Strong Catholic Identity being modeled and taught
- 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 has been enhanced by designating 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.
- The Fund the Future initiative has been successful in reducing loan debt incurred in Phase I and II school construction.
- ITBS results in Science are reviewed and analyzed by the Administration and classroom teachers.
- The Administration delegated two staff members to serve on the Archdiocesan Science Committee, which helps to ensure that St. Madeleine Sophie can successfully collect data based on Next Generation Science Standards (NGSS).
- The data from ITBS and classroom assessments indicate that most students meet or exceed curriculum standards for Science.
- Teachers have identified and begun adopting new Archdiocesan and state standards in Science.
- Report cards have been aligned to the standards and these standards are central to driving the curriculum.
- Science teachers 3-8 have received one or more Science kits, directly linked to the current Science standards.
- Teachers collaborated to align Science practices to standards-based report card

List of Significant Goals

- Provide study opportunities and resources for the recently adopted RCL Benziger *Blest Are We: Faith In Action* curriculum.
- Expand service opportunities in the upper grades, especially with the Missionary Discipleship Institute, our parish seniors, St. Vincent de Paul and the parish's ethnic communities.
- Enhance liturgical experiences with special emphasis on music and the environment.
- Annually review and evaluate our SLEs, and create or refine grade-specific measurements to assess student progress toward SLEs.
- Refine grade-level SLE student/family reflection protocols and application based on the Hanna Bogen design.
- Updates of curriculum maps and clear progress monitoring reports to parents that reflects curricular improvements.
- Mentoring and guidance opportunities for new teachers focused on curriculum and programs.
- Increase school safety through building facilities and improvements, and improved understanding for emergency and disaster preparedness.
- Adopt Science assessments that accurately capture student mastery of the Next Generation Science Standards
- Develop regular routine to enhance methods of analyzing/discussing test results.
- Analyze ACRE data to inform instruction in Religion
- Implement the SLE rubric in all grade levels.
- Adopt additional curricula to remediate low performers and support high achievers.
- Develop additional means of sharing Progress Monitoring data with parents
- Adopt speech-to-text technologies for Chromebooks and iPads.
- Improve curriculum across Science and Social Studies subject areas.

- Assist staff in completion of catechetical certification program.
- Improve accessibility of curriculum to English Language Learners
- Formalize learning communities to share research-based information about teaching and learning.
- Development of a broad range of extracurricular opportunities for students that support growth and achievement
- Implement Positive Behavior Intervention Systems (PBIS) that support teachers and enhance student growth
- Research and invest in Social Thinking Curriculums to make accessible for teachers to address specific behaviors
- Examine service-learning programs and develop community outreach opportunities in intermediate and upper grades
- 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.
- Add appropriate staffing to accomplish school advancement, enrollment and marketing, and program efficacy.
- 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.
- Develop strategies to anticipate needs and accomplish upgrades of the information, communication and instructional infrastructure.
- Implement school-wide assessments that address NGSS.
- Complete a longitudinal study of student progress in meeting NGSS that addresses both the transitory nature of the student population at St. Madeleine Sophie as well as students served by the Inclusion Team.
- Institute a system that encourages best practices in data analysis.
- Provide training and structured instructional time to utilize a selected formal assessment tool.
- Investigate resources for students performing both below and well above standard.
- Provide Professional Development to help staff transition to new standards and curriculum.
- Obtain updated Science kits for grades K-3.

List of Critical Goals

1. **Establish appropriate service learning opportunities throughout all grades in the school.**
2. **Develop and implement a Positive Behavior Intervention System (PBIS) to support social-emotional growth in all students.**
3. **Align the K-8 science curriculum and instruction to Next Generation Science Standards (NGSS)**
4. **Create grade-specific measurements to assess student progress toward SLEs.**
5. **Institute the framework for systematic use of assessment data to inform instruction and reporting.**
6. *Devote priority of time and logistical resources to work with parish leadership in developing the facilities with an eye toward expanded academic and extracurricular space. (Emphasis Goal in conjunction with development of new strategic plan.)*

Goal #1 (From Chapter 3A and G) Establish appropriate service learning opportunities throughout all grades in the school.

St. Madeleine Sophie School was established under the premise that, “In FAITH, we SERVE, we LEAD, we LOVE and we LEARN.” We strive to accomplish those tenets by providing the highest quality education in an environment of Catholic faith and moral values. Students are called to develop Christian leadership by promoting active service in the wider community and as such, we intend our graduates will be equipped to meet the challenges and opportunities of life-long education and change in a diverse and complex world. Since the very first days of our young school, service activities were undertaken as an intentional part of the learning experience. Outreach locally with the parish as well as school-specific participation in community and global initiatives have been wide-spread and mostly effective. As we have grown however, the need to evaluate, prioritize and re-commit to SERVICE - as appropriately linked to our mission - has become apparent. Successfully addressing this Goal will provide developmentally appropriate and sustainable experiences, allowing for practical application of our SLEs for formal and personal evaluation.

Goal #2 (From Chapter 3B, and G) Develop and implement a Positive Behavior Intervention System (PBIS) to support social-emotional growth in all students.

Committed to the ideal that each person has a unique and dynamic relationship with our Creator, our goal is to stimulate within each child a growing awareness of this bond both as an individual and as a member of a 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 how they grow to interact with each other. Furthermore, these life skills 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.

We are striving to teach socially responsible citizens who are self-sufficient in navigating educational and social settings. It is in our mission that students gain skills in the areas of problem solving, critical thinking, and inclusive practices. In doing so, the optimum educational environment for student success is realized.

Goal #3 (From the In-Depth Study and Chapters 3C, D, F and G) Align the K-8 science curriculum and instruction to Next Generation Science Standards (NGSS)

Since Science skills are foundational to life skill success in a global community, 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 proficient in concept understanding, there are steps that can be taken to increase student success, especially in light of the constantly evolving knowledge and skills base in the discipline. Choosing to align the local curriculum with the adopted Next Generation Science Standards (NGSS) as the area of in-depth study will provide the opportunity to seek out the resources and methods needed for general instruction, but also assist in identifying available tools for remediation and intervention. Implementing these tools will also

give students, staff and parents insight into Science 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 Science.

Goal #4 (From Chapter 3B and E) Create grade-specific measurements to assess student progress toward SLEs.

Leading up to and following our last Site Visit, significant time was dedicated to establishing and refining our SLEs in light of our founding documents and informed by the evolving realities of our young program. During the last two ESEA Title IIA program years, our allotted funding was allocated to employing the consulting services of Hanna Bogen Novak, M.S. CCC-SLP, to assist in the development of all-school and departmental student support protocol. From this work, a template was identified which could provide grade-specific individual goal setting and assessment of progress toward meeting our SLEs. Adapting this system school-wide would establish a robust data gathering process for ongoing analysis and updating.

Goal #5 (From Chapter 3B, C, D and E) Institute the framework for systematic use of assessment data to inform instruction and reporting.

While regular data gathering to guide teaching has always been a critical part of our instructional program, it has only been since our last Self Study that we have reached a real-time and longitudinal cohort size where significant impactful projections could be drawn. For the past several years, staff have worked to establish strong assessments at each grade level to monitor student progress. In 2013, we implemented the use of *STAR* testing and since our beginning in 2005 we have administered the Iowa Test of Basic Skills (ITBS). This goal seeks to improve how we use the information from the various standardized and in-class assessments in strategic ways. Training in how to disaggregate the data will help the staff develop a protocol for data usage throughout the school. Increased knowledge of the assessment tools, shared school-wide utilization procedures, and a coordinated, planned curricular response will increase student learning.

Goal #6 (From Chapter - 3H) *Devote priority of time and logistical resources to work with parish leadership in developing the facilities with an eye toward expanded academic and extracurricular space. (Emphasis Goal in conjunction with development of new strategic plan.)*

Regularly, during this eighteen-month cycle of survey and analysis and across constituency groups, the recognition that our educational space, while slowly improving, still hampers our ability to fully provide for the unique academic mission envisioned by our founding Task Force. In fact, while we have met or exceeded virtually every benchmark set by that original group, the lone area not yet realized is the facility. At this writing, strategies are being explored to address the challenge. This “*Emphasis Goal*” is included in this document as a way of both acknowledging and underscoring the importance of these efforts in addressing student achievement.

Action Plan for St. Madeleine Sophie School

Goal #1: (From Chapter 3A and G) **Establish appropriate service learning opportunities throughout all grades in the school.**

Rationale for this Goal: Since the very first days of our young school, service activities were undertaken as an intentional part of the learning experience. Outreach locally with the parish as well as school-specific participation in community and global initiatives have been wide-spread and mostly effective. As we have grown however, the need to evaluate, prioritize and re-commit to SERVICE - as appropriately linked to our mission - has become apparent. Successfully addressing this Goal will provide developmentally appropriate and sustainable experiences, allowing for practical application of our SLEs for formal and personal evaluation. Students will gain the experience and knowledge of being members of a community – school, parish, local and global - and how their actions can have a positive impact in the community.

Alignment with mission, philosophy, SLEs: St. Madeleine Sophie School was established under the premise that, “In FAITH, we SERVE, we LEAD, we LOVE and we LEARN.” We strive to accomplish those tenets by providing the highest quality education in an environment of Catholic faith and moral values. Students are called to develop Christian leadership by promoting active service in the wider community and as such, we intend our graduates will be equipped to meet the challenges and opportunities of life-long education and change in a diverse and complex world.

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.*
- *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.*
- *Reach out to others, forgive hurts, mend relationships and heal wounds.*

As a person who LEARNS, I:

- *Can demonstrate my knowledge of the beliefs, history, and practices of my faith.*

Strategy #1	Building upon current service projects, create a list of possible intentional school-wide age appropriate service opportunities for all students.
Activity #	Identify current service projects. Research new opportunities with a particular emphasis on the following: Missionary Discipleship Institute, our parish seniors, St. Vincent de Paul and the parish's ethnic communities
Cost or Resources & Sources	<ul style="list-style-type: none"> • Staff Time to review current service projects • Staff Time to research new opportunities • Time to meet with targeted community organization leaders • Create a document that outlines the integration of service projects and the goals and purposes of our school • Establish a Service Coordinator Team for Upper & Lower school
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Administration • Service Coordinator Team for both Upper & Lower school • Department Chairs • Classroom Teachers
Process for Monitoring	Target of an appropriate service opportunity for every grade is tracked as each is selected
Baseline Assessment	List of current projects
Ongoing Assessment	Successfully selecting appropriate service opportunities for all grade levels
Timeline Start/Stop	Begin search Spring 2019, complete August 2019 in time for new school year, then ongoing.
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Faculty newsletters • Family newsletters • Back to School Night • Parish bulletin

	<ul style="list-style-type: none"> • Website • Social Media
--	---

Strategy #2	Implement service opportunities plan for classrooms and all-school participation
Activity #	<p>Create plans for implementation that include:</p> <ol style="list-style-type: none"> 1. Learning goals for each activity linked to our SLEs and school mission. 2. Onsite logistics: donation dates & locations, duration 3. Offsite logistics: sites selected, dates scheduled, volunteers secured & transportation organized. 4. Organize and publish master calendar of activities.
Cost or Resources & Sources	<ul style="list-style-type: none"> • Teacher or designated volunteer/room parent as classroom coordinator • Administration and Service Coordinator Team for both Upper & Lower school • Volunteers from school families and the parish
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Teacher or designated volunteer/room parent as classroom coordinator • Administration and Service Coordinator Team for both Upper & Lower school • Various volunteers - parents and others as appropriate
Process For Monitoring	<ul style="list-style-type: none"> • Feedback/Evaluation/Reflections from students • Feedback/Evaluation from adult volunteers • Feedback/Evaluation from clients served
Baseline Assessment	Each project is actually completed and then evaluated through learning targets accomplished.
Ongoing Assessment	<ul style="list-style-type: none"> • Review of evaluations & feedback from participants and clients (Formal & informal) • Review upper school service hours & reflections • Informal feedback & reflections from lower school students
Timeline Start/Stop	<p>September 2019 – ongoing</p> <p>Annual evaluation by June 2020 and each June thereafter</p>

Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Email ● Newsletters - principal and classroom ● School Website & Instagram ● Announcements at school
--	---

Strategy #3	In order to achieve ongoing assessment of the value of service projects, the staff will develop evaluation methods for students and service recipients.
Activity #	<ol style="list-style-type: none"> 1. Track the service hour requirement for middle school students. 2. Collect formal and informal student evaluations 3. Staff review of formal and informal student evaluations. 4. Develop an evaluation for service recipients to assess effectiveness. 5. Survey the service recipients. 6. Staff review of service recipient evaluations.
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Staff Time to develop evaluations ● Classroom Time to complete student evaluations ● Staff Time to review evaluations ● Parent volunteers ● Family donations
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> ● Administration ● Service Coordinators - Upper & Lower School ● Classroom teachers and their volunteers ● Middle School students completing Service Hours
Process For Monitoring	<ul style="list-style-type: none"> ● Evaluation forms for adults & upper school students ● Informal Debriefing with students ● Host (client) feedback - surveys & anecdotal ● Middle School Service Hours incorporated into Religion class goals ● Having surveys prepared for distribution when a project is complete ● Evaluation surveys are completed ● Evaluation team (administrators, teachers) to review surveys when the evaluations are complete
Baseline Assessment	Accomplishments of current service opportunities previously held by SMS
Ongoing Assessment	<ul style="list-style-type: none"> ● Annual ongoing assessments (formal & informal) ● Evaluation forms from adults & upper school students ● Informal Debriefing with students ● Host (client) feedback - surveys & anecdotal
Timeline Start/Stop	Either immediately after a date specific event or at the end of the school year

	<p>Service hours requirement gradually increased: annual, biannual, then by trimester</p> <p>Begin June 2020, or immediately after a date specific event.</p>
<p>Process for Communicating to Shareholders</p>	<ul style="list-style-type: none"> ● Principal & Classroom Newsletter ● SMS Website ● Instagram ● Back to School Night ● Parish Announcements where appropriate

Goal #2 (From Chapter 3B, and G) Implement a Positive Behavior Intervention System (PBIS) to support social-emotional growth in all students.

Rationale for this Goal: St. Madeleine Sophie School strives to teach students to become socially responsible citizens who are self-sufficient in navigating educational and social settings. It is in our mission that students gain skills in the areas of problem solving, critical thinking, and inclusive practices. In doing so, the optimum educational environment for student success is realized.

Alignment with mission, philosophy, SLEs: Committed to the ideal that each person has a unique and dynamic relationship with our Creator, our goal is to stimulate within each child a growing awareness of this bond both as an individual and as a member of a 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 how they grow to interact with each other. Furthermore, these life skills 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 person who SERVES, I . . .

- *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.*

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.*

As a person who LEARNS, I . . .

- *Apply the organizational, study, and time management skills that best fit my style of learning.*

Strategy # 1	Analyze and assess current disciplinary principles in the family handbook in order to refine and enhance grade-level specific guidelines in conjunction with Student Learning Expectations (SLE's)
Activity #	<ol style="list-style-type: none"> 1. Conduct a survey for staff to review and collate all social-emotional programs currently implemented in individual classrooms. 2. Form a team to review current policies and develop the new guidelines that align with SLE's. 3. Time to draft the new document outlining the goals and rationale for stakeholders 4. Create a plan for discussion, implementation, and assessment of the new expectations
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time to meet and review disciplinary principles ● Time for staff to research and dialogue about disciplinary principles ● Resources for staff to meet with experts in the field ● Time for staff to create a plan for discussion, implementation and assessment for disciplinary principles and SLEs ● Time for ongoing dialogue on the alignment of discipline policies and SLEs
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> ● Director for Student Life & Inclusion ● Faculty Representatives from each department ● Administrative team
Process For Monitoring	<ul style="list-style-type: none"> ● Evaluation by staff on understanding of school discipline principles ● Evaluation of impact on students following school discipline principles ● Feedback from parents on efficacy
Baseline Assessment	<ul style="list-style-type: none"> ● Current model of discipline principles ● Student Learning Expectations
Ongoing Assessment	<ul style="list-style-type: none"> ● Staff discussion ● Faculty input ● Measurement of students following discipline principles

Timeline Start/Stop	<ul style="list-style-type: none"> ● Fall/ Spring 2018-2019: Dialogue with Hanna Bogen-Novak during her educational visits with middle school teaching team. ● Fall 2018: Middle school team collaborates to bring information together to refine discipline principles. ● Spring 2019: Faculty meets to collaborate on family handbook edits ● Summer 2019: Staff meets to plan implementation of the new discipline principles. ● Fall 2019: Implementation of Discipline principles in conjunction with SLEs ● Fall 2019- ongoing: Meeting to monitor, access and adjust the discipline principles based on feedback.
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Shared meeting notes ● Presentations to department ● Implementation plan shared with parent community

Strategy # 2	Develop and implement a plan for universal positive reinforcement that builds off of Social-Thinking Curriculum, celebrates student success in upholding the new SLE guidelines, fosters growth and positive social development in students.
Activity #	<ul style="list-style-type: none"> ● Purchase of Social Thinking Curriculum with consult from Hanna Bogen-Novak ● Map Social Thinking Curriculum to coordinate weekly/monthly themes, common language, and social skill building in a co-curricular model. ● Discussions in PLC's about connecting social-emotional curricular themes to SLE guidelines/rules and how best to implement universal positive reinforcement programs. ● Choose reinforcers within PLC's to ensure reinforcement is immediate, motivating, and appropriate.
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time for PLC's to meet and map social thinking themes and reinforcers. ● Use of Hannah Bogen-Novak's Social-Thinking curriculum ● Supplementary Social Thinking Curriculum ● Token Economy for Universal Positive Reinforcement
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> ● Teachers ● Administration
Process For Monitoring	<ul style="list-style-type: none"> ● Staff discussion within PLC's ● Teacher data tracking sheets

	<ul style="list-style-type: none"> ● Parent feedback
Baseline Assessment	<ul style="list-style-type: none"> ● Current teacher formative behavioral data ● Student reflections and goal setting
Ongoing Assessment	<ul style="list-style-type: none"> ● Tracking behavioral goals ● Tracking positive reinforcement systems
Timeline Start/Stop	<ul style="list-style-type: none"> ● Summer 2019: Choice of Social-Thinking Curriculum finalized ● Fall 2019: Parent communication procedure finalized ● Fall 2019: Social-Thinking Curriculum to be implemented, new procedures to be outlined to student body ● Winter/Spring 2019: Review of efficacy within PLC's and with Hannah Novak-Bogen upon her consultation visits
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Implementation plan shared with parents via email/letter home ● Review of new procedures within each classroom at Back to School Night ● Consistent check-ins between teachers and administration

Strategy #3	Examine the needs for behavioral supports, modifications, and social-development and implement predictable behavioral consequences/routines that support the new student conduct guidelines as revised in the family handbook.
Activity #	<ol style="list-style-type: none"> 1. Conduct at staff survey to understand the teacher needs around behavioral support. 2. Identify universal behaviors that are most impactful on student learning and teacher efficiency. 3. Check-in with Hannah Bogen-Novak to review current goal-setting model 4. Create age-appropriate "Think Sheets" for the department that will be used as a tool to support behavior reflection and accountability. 5. Develop behavior contracts within department with common language, goal-setting, and predictable sets of consequences. 6. Time for "team meetings" to include stakeholders in individual student support teams
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time for review of behavioral supports/needs within entire school community ● Cost of tangible reinforcers across all grade-levels ● Consultation time with Hannah Bogen-Novak
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> ● Teachers ● Administration

Process For Monitoring	<ul style="list-style-type: none"> ● Feedback from teachers, parents, and administration ● Use of self-evaluation rubric to examine effectiveness ● Discussions/narrative within departments
Baseline Assessment	<ul style="list-style-type: none"> ● Current behavioral model ● Teacher survey for behavioral needs
Ongoing Assessment	<ul style="list-style-type: none"> ● Discussions within faculty and within PLC's ● Examination of Think Sheets and Behavior Contracts ● Teacher formative data
Timeline Start/Stop	<ul style="list-style-type: none"> ● Summer 2019: Think Sheets, Behavior Contracts, and goal-setting strategies all finalized ● Fall 2019: Parent communication procedure finalized ● Winter/Spring 2019: Review of data and efficacy with whole faculty
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Presentations to department/teachers ● Implementation plan shared with parent community via written notice ● "Team meetings" for students in need of behavior supports

Goal #3 (From the In-Depth Study and Chapters 3C, D, F and G) Align the K-8 science curriculum and instruction to Next Generation Science Standards (NGSS)

Rationale for this Goal: Since Science skills are foundational to life skill success in a global community, 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 proficient in concept understanding, there are steps that can be taken to increase student success, especially in light of the constantly evolving knowledge and skills base in the discipline. Choosing to align the local curriculum with the adopted Next Generation Science Standards (NGSS) as the area of in-depth study will provide the opportunity to seek out the resources and methods needed for general instruction, but also assist in identifying available tools for remediation and intervention. Implementing these tools will also give students, staff and parents insight into Science 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 Science.

Alignment with mission, philosophy, SLEs: The school faculty oversees an ongoing process of curriculum development geared to mastery according to the capability of the individual child. The teaching methods used are varied and contemporary; an outgrowth of sound learning theory. The curriculum is animated by teachers, students, and parents working in concert to bring meaningful learning experiences to children.

Realizing the human need for identity, relatedness, and purpose, and while recognizing parents' role as the primary educators of their children, we propose a graduate who is striving to become: A responsible person ...capable of confidently and competently asking critical questions, responding to meeting just needs, protecting personal rights, and respecting and reverencing all of creation.

Within the Curriculum Framework Goals that serve as the foundation of our educational mission:

GOAL III calls the student to “know and apply the core concepts and principles of religion, mathematics, the natural and social sciences, and the arts.” Similarly, GOAL IV proposes a graduate who can “think analytically, logically and creatively” in order to “integrate experience and knowledge in forming reasoned judgments and solve problems.”

As a person who SERVES, I:

- *Name and appreciate the abundance of my daily blessings.*

As a person who LEADS, I:

- *Listen actively and critically to become a proactive problem solver.*

As a person who LOVES, I:

- *Can demonstrate compassion, acceptance, empathy and respect for others and for all of creation.*
- *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	Adopt a school wide science curriculum tied to Next Generation Science Standards in order to improve Science learning.
Activity #	<ol style="list-style-type: none"> 1. Establish an ad hoc Science committee. 2. Identify all materials available for Science instruction that are currently used, review alignment with NGSS, identify gaps in the curriculum, research and purchase new materials. 3. Identify and adopt assessment tools to help monitor student learning over time in Science that will replace data gathered with the ITBS test. 4. Create a document that provides an overview of the school Science program K-8
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time to meet and review Science curriculum ● Cost of new curriculum (Varies with implementation goals but \$10,000 per year over the next three budget cycles.) ● Cost of testing program (Dependent upon stand alone or a module added to current assessments. Cost per student, up to \$7 per student tested - materials and scoring.) ● Time to create a Science program document

Person(s) Responsible for Implementation	<ul style="list-style-type: none"> ● Science teachers ● Administration in collaboration with Leadership team
Process for Monitoring	<ul style="list-style-type: none"> ● Determine a schedule to report to all interested parties how the new science curriculum has been implemented. ● Feedback on effectiveness of implemented curriculum ● Student and teacher feedback on engagement
Baseline Assessment	<ul style="list-style-type: none"> ● Grades 1-8 Iowa test results ● Current Model ● Staff perspective on current program
Ongoing Assessment	<ul style="list-style-type: none"> ● State NGSS aligned assessments and ongoing classroom assessments. ● Staff discussion ● Student survey ● Assessment results
Timeline Start/Stop	August 2019-June 2022
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

Strategy #2	Provide Professional Development that identifies best practices in Science methodologies and create a plan for integration of curriculum at all grade levels.
Activity #	<ol style="list-style-type: none"> 1. Make a plan for professional development to support teachers in implementing new Science curriculum 2. All Science teachers have opportunity to observe other effective programs at Archdiocesan schools.
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Stipends for trainers providing training (\$500 per day) ● Release time for teachers to attend Professional Development (\$200 per day plus registration.) ● Time for staff to collaborate on lesson planning ● Materials for effective Science instruction.
Person(s) Responsible for Implementation	Science teachers and administration, in collaboration with Leadership team and level groups.

Process for Monitoring	<ul style="list-style-type: none"> ● Science teacher team feedback ● Evaluation of student engagement on new activities introduced. ● Student data on attainment of Science standards. ● Develop a survey that will allow teachers to report on various aspects of training.
Baseline Assessment	<ul style="list-style-type: none"> ● Teacher survey on current Science classroom practices ● Current Science curriculum model
Ongoing Assessment	<ul style="list-style-type: none"> ● Online evaluation of training effectiveness ● Staff discussion ● Monitor new strategies teachers use and their relative effectiveness.
Timeline Start/Stop	June 2020 - ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

Strategy #3	Develop science resources to be used with students performing above and below standard.
Activity #	<ul style="list-style-type: none"> ● Classroom teachers will collect baseline Science assessments to identify students who fall above or below standard. ● Develop a progress monitoring system that outlines a cyclical schedule of data collection, data interpretation, differentiation of instruction based on the data, evaluation of results that provides monitoring and support of all students
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time for teachers to progress monitor, collaborate, and review data. ● Assessment resources ● Classroom teachers
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> ● All Science teachers and Administration ● Inclusion Team
Process for Monitoring	<ul style="list-style-type: none"> ● Formal and informal assessments ● Teacher feedback on level of engagement ● Department meetings ● Faculty meetings

Baseline Assessment	ITBS Science Scores (or new assessment)
Ongoing Assessment	<ul style="list-style-type: none"> ● Review of curriculum ● Teacher generated assessments ● Regular use of the data by staff.
Timeline Start/Stop	October 2020 - June 2021
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

Improving Student Learning for Catholic Schools

Appendix F-2 Action Plan Timeline

The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school’s financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month/year will have on staff and budgets.

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Summer 2019	Goal #1 Establish Service Opportunities	Strategy 1 Assess current model	Commit staff time	Administration Dept. Heads Teachers	
9/2019 - ongoing	Goal #1 Establish Service Opportunities	Strategy 2 Implement plan	Commit staff and volunteer time	Administration Dept. Heads Teachers Volunteers	
9/19 – 6/22	Goal #3 Align Science Curriculum	Strategy 1 Assess state of current offering and solutions	Commit staff time and begin to budget for assessments and updates – up to \$10,000 in each of first two years	Administration Dept. Heads Teachers	
10/19 – 10/20	Goal #2 Implement PBIS	Strategy 1 Convene team and review plan options	Commit staff time for study and consultations	Dir. Of Student Services Administration Dept. Heads Teachers	

June 2020	Goal #1 Establish Service Opportunities	Strategy 3 Evaluate Service Plan	Commit staff time for study and consultations	Administration Dept. Heads Teachers	
Summer 2020 – Summer 2021	Goal #2 Implement PBIS	Strategy 2 Implement plan	Commit staff time and begin to budget for assessments and curriculum – up to \$5,000 plus consultant fees.	Administration Dept. Heads Teachers	
Summer 2020 – Summer 2021	Goal #3 Align Science Curriculum	Strategy 2 Focused professional development and training in selected tools	Commit staff time and begin to budget for training and curriculum – up to \$5,000 plus consultant fees.	Administration Dept. Heads Teachers	
Fall 2020 – Fall 2021	Goal #2 Implement PBIS	Strategy 3 Evaluate plan, refine and communicate	Commit staff time for study and consultations	Administration Dept. Heads Teachers	
October 2020 – October 2021	Goal #3 Align Science Curriculum	Strategy 3 Evaluate plan, refine to address students performing above and below standards	Commit staff time for study and consultations, add supplemental materials - \$5000 plus.	Administration Dept. Heads Teachers	

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 Office for Catholic Schools and the WCEA Commissioner, the School Commission, Parent's Club, Finance Council, Pastoral Council (or their designates) and the Pastoral Coordinator 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 diocesan Long-Range Plan document *From Strength to Strength* (Catholic Identity, Governance, Academic Superiority, Accessibility, and Financial Sustainability) will be addressed throughout the six-year timeframe as recommended by Office staff and as appropriate with the parish's long-range planning process.

Finally, during the course of this Self-Study (as previously described in the narratives), our annual ESEA Title Iia allocation has been earmarked to work under the direction of Hanna Bogen Novak, M.S. CCC-SLP, certified Speech and Language Pathologist and social-emotional coach. Hanna's expertise in helping individual and department staff strategize practical applications for bridging our named SLEs into action has been of tremendous assistance. Continuing that relationship will be especially helpful as we begin the

implement the strategies identified in Goal 2 as well as serve to concretize the specifics of our other Action Plan initiatives.

Evidence

- Previous Self Study
- All annual Progress Reports sent to the WCEA Elementary Commissioner
- Previous *Report of Findings*
- Mid-term Report
- Previous Action plan and all revisions



Improving Student Learning for Catholic Schools

Appendix A-1 School Profile – Basic Information

E834 St. Madeleine Sophie PK-8 425-747-6770 x201
 School Code School Name Grades School Phone

4400 – 130th PL SE Bellevue WA 98006
 Address City State Zip

Martine Romero mromero@stamsophie.org 310-560-6464
 Principal E-mail Address Home Phone

Dan Sherman dsherman@stamsophie.org 206-283-4755
 President E-mail Address Home Phone

Loretta Wright Sursely Bellevue, WA
 Pastoral Coordinator Public School District

NA
 Director of Education for Religious Community in School Religious Community

Does your school have a school board? Yes ___ No
 If yes, is it an advisory body or a governing body? Advisory ___ Governing

Who is the chair/president? Wanda Yamashita / Greg Harlow

Do you have a Preschool Program? Yes ___ No

What are the hours of operation? 8:30am – Noon and 12:30pm – 3:00pm



Do you have an Extended Day Program? Yes No

What are the hours of operation? **6:30am – 8:10am and 3:00pm – 6:00pm**

What are the fees? **Varies by hours**

How many families participate? **30 FTE**

For which grades do you have waiting lists? **All, depending upon academic need**

Do you have an approved Technology Plan? Yes No

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	0	0	0
Pre-K	3	8	11
K	9	3	12
1	6	8	14
2	11	3	14
3	10	10	20
4	11	14	25
5	11	9	20
6	11	8	20
7	10	4	15
8	9	12	21
TOTAL	91	81	172

Race and Ethnicity	Catholic	Non-Catholic	Total
Black	4	2	6
Asian	26	21	47
Hawaiian / Pacific Islander	0	0	0
Native American / Native Alaskan	0	0	0
White	59	13	72
Other	41	6	47
TOTAL RACE	128	40	172
Hispanic	22	0	22
Non-Hispanic	110	40	150
TOTAL ETHNICITY	132	40	172

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2013-14	7/8	5/7	5/7
2014-15	10/20	7/15	7/15
2015-16	7/6	6/5	6/5
2016-17	13/15	10/10	10/10
2017-18	11/6	8/3	8/3

Questions to be discussed – trends & causes

- Is the composition of the school reflective of the composition of the parish? If not, why not?
As explained extensively in the narrative, the composition of school enrollment matches (if not exceeds) the diversity proportions in the parish and the neighborhood community.

2. What is the acceptance rate of graduates into local Catholic high schools?
100% of student desiring Catholic high school enrollment are successfully accepted into at least one of our local schools.

3. What articulation do your teachers have with local Catholic high school teachers?
Our students attend Seattle Prep, Holy Names, Bishop Blanchet, O’Dea, Eastside Catholic, Forest Ridge and Kennedy Catholic. The school administration, as well as middle school teachers communicate best fit for classes through the high school application process beginning early in sixth grade. Teachers are often contacted directly regarding appropriate placement into high school classes. Both Bishop Blanchet and Seattle Prep have offered information sessions about their math program that our teachers have attended. This has helped teachers understand math placement in the high schools better and given them perspective on the skill set that students need entering high school. School staff also bring experience teaching in our local diocesan secondary programs. The high school principals contact the administration to discuss our students’ preparation. They have been highly complementary of our students’ academic preparation, and of our students’ well-developed inclusion perspective.

4. How well prepared are the students for high school?
We have received feedback from all the high school staff 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. Our former students come back to do service work at the school and report that they are well prepared and feel that St. Madeleine’s gave them the skills necessary for success in high school. This has been consistent year to year and across high schools. The school received letters from alumni describing the role the school played in their success.

5. What is their strongest curricular area? Their weakest curricular area?
Students perform well in all curricular areas, with notable achievement in Mathematics and writing.

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	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Amanda Balinbin	3	C	M.Ed	489852D	Y	7	5	C	F
Andrea Connell	5	C	M.Ed	479337H	Y	9	1	C	F
Todd Ehle	PK-8 PE	C	BA	Pending	Y	1	1	C	M
Angela Ensminger	6,7,8 Math	C	MS	460687G	Y	10	8	C	F
Kalli Heric	1	C	MS	519274E	Y	4	4	C	F
Meredith Licitra	K	C	MS	NY	Y	9	2	C	F
Karen Madden	PK	C	BS	Pending	Y	5	5	C	F
Terence Maguire	6,7,8 Science	C	M.Ed	242331G	Y	32	4	C	M
Sheryl Mc McCarthy	Music/Art	C	B.Ed.	202920E	Y	18	12	C	F
Nicole Miller	4	C	BA	525883E	Y	4	4	C	F
Mary Nau	6,7,8 SS	C	MA	349654B	Y	28	8	C	F
Jessica Patterson	Direct. of Inclusion	C	M.Ed	442307E	Y	10	8	M	F
Martine Romero	Principal	C	M.Ed	475179H	Y	9	9	M	F
Katherine Ruff	2	C	BA	510072B	Y	1	1	C	F
Diane Shepp	6,7,8 LA	C	BA	225849R	Y	33	3	C	F
Daniel Sherman	President	C	M.Ed	236273R	Y	40	15	C	M
Michaela Smith	Inclusion	C	B.Ed.	513982R	Y	2	2	C	F

Questions to be discussed – trends & causes

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

The norm is for classroom teachers is to hold current teaching certification from the State of Washington. State law for private schools allows reciprocity from most other states and also makes provision for hiring applicable field experience candidates. All classroom teachers at St. Madeleine Sophie School are current within those certification guidelines. The administration monitors these criteria.

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

Teachers of religion are required by the Archdiocese of Seattle to have current catechetical certification. This year the new “Christ in the Classroom” certification program was implemented. The school

Principal received training from the Archdiocese on the “Christ in the Classroom” retreat. All staff received training during a day-long retreat on October 6, 2017 and again on November 21, 2018. This program will continue with a twice-yearly retreat for staff. The school Principal will continue to receive training prior to leading the staff in each retreat.

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

Eleven teachers are new to St. Madeleine Sophie School since the last accreditation visit. Teachers who are no longer here have left for the following reasons: family growth, career opportunities (especially closer to residence), retirement and relocating out of state. Seven current staff members were present at the last accreditation and an additional four have been through the WCEA process in other schools. New candidates are being recruited via active relationships with local universities, national job listings, and local archdiocesan connections.

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.)
Adler, Kasia	Extended Care Director	0.4 FTE		2	MA Fine Arts
Connelly, Ryan	Custodial Assistant	0.75 FTE		2	Professional Training
Helmer, Jennifer	Office Assistant	0.2 FTE		1	BA, Business
Moretti, Karen	Bookkeeper	1.0 FTE		10	AA, Accounting
Moretti, Terry	Maintenance	1.0 FTE		7	BA, Business Admin
Morrissey, Ginny	Office Administrator	0.8 FTE		14 +	MS, Computer Science
Perea, Fr. Don	Parish Priest	1.0 FTE		2	BA, Engineering, DM and PhD
Wright Sursely, Loretta	Pastoral Coordinator	1.0 FTE		14 +	BA, Communications, Certification in Church Management

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? 38
- 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? 2
- 5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
NO specified services SOME specified services 2 All Specified services
- 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? 16
- 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? 0
- 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? 12
- 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? 100+

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? 13
2. How many students are receiving Title IA services? Still negotiating
3. What services are being offered at your school for Title IA students?
Of the six main districts we are dealing with, a total of 13 students have generated funding by virtue of being resident in the attendance area of a serviced school. However, we are still negotiating with the districts on which students qualify to be served by each district’s funds based on actual need. More often than not, the fund get expensed to teacher support.

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

1. What is your per-pupil allocation for Title IIA services? \$ 13.00 per child (2017-18)
2. What is your total Title IIA allocation for School Year 2017-2018? \$2,327
3. Have you developed/filed an approved Title IIA Staff Development plan? X 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

Not available through this district

1. What is your per-pupil allocation for Title IID services? \$ NA per child.
2. What is your total Title IID allocation for School Year - ? \$ NA
3. How will you be using these resources?

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? X Yes ___ No
2. If Yes, please describe the services that you provide/are provided.
A total of 57 students are monitored through annual assessment services. Most often, then funds these students generate are us in professional development for our teaching staff.



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

This District allocates all Title IV funding to secondary programs only.

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

This District has not accessed funding

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 2018-19
Title IIA Professional Development Plan
 St. Madeleine Sophie School – 05/10/2018

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. ✓ Accreditation Self-Study ✓

1. Using the data from the above list, prioritize the professional development needs for 2017-18. (Top 3)

3	<i>Math</i>	4	<i>Reading/Language Arts</i>
2	<i>Science</i>	5	<i>Social Studies</i>
6	<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?

Our enrollment fluctuates year to year with a high percentage of referrals from other schools and agencies for placement of children with special needs. 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. Most importantly, the use of the STAR assessment package for Early Literacy, Reading and Math is instrumental in understanding placement and progress.

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 local assessment data, previous records, district-provided IEP's, locally created assessments and classroom teacher observations, we then draft the proposed strategy through a process of staff meetings and input requests - all informed by our

diocesan strategic framework. This strategy - in six year increments - is also heavily influenced by our school action plan developed through the process of survey 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 is determined by the ongoing review of grade level mapping in curricular areas (e.g., Science, Reading, Math) to enhance the efficacy of instruction in the core curriculum standards; continued upgrade of the reporting formats used to keep parents informed of student progress, 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, especially in the areas of ongoing diagnostic and monitoring assessment and the technology to assist in that data gathering.

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, the STAR assessment package, regular trimester evaluations, outside professional observation (if applicable) and acceptance into secondary programs (if the student is graduating).

<p>Measurable Objectives: <i>Based on the needs use quantity # or quality % to state the measurable objective.</i> EXAMPLE: <i>By Spring of 2018, 70% of K-3 students will be at level ____ proficiency.</i></p>
<ol style="list-style-type: none"> 1. By the June 2019 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 2019, 95% of graduating 8th Graders will have successfully been enrolled in their 9th Grade school of choice.

<p>Action Plan: <i>Name of conferences, trainings, or Bellevue SD Professional Development request.</i></p>
<ol style="list-style-type: none"> 1. Continuing contract work with Hanna Bogen to provide class-related and individual teacher coaching for executive functioning and self-regulation strategies with emphasis in developing teacher assessment and self-reflection tools to monitor progress toward our Schoolwide Learning Expectations (SLEs). 2. Continued use of specialists to assist in refining our curriculum maps with a focus on articulation with both our STAR assessment tool and the reporting format for parents. Specifically, we seek to develop linkages with newly developing diocesan, state and local standards. 3. Identified workshops or consultations identified through the above that would augment successful implementation. 4. Ongoing training in specific research-supported classroom strategies that would assist teachers in differentiating instruction for our identified students of need. 5. Assistance for attendance (as allowed by law and precedent) at NCEA and other professional organization-sponsored forums, symposiums and conventions. 6. 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.

<p>Target Group: <i>Identify staff at highest need of professional development (EXAMPLE: 2nd grade Teachers, paraprofessionals, principal)</i></p>
<p>Classroom instructors, Grades PK-8 with a focus on those newly hired into the system. Instructional support personnel. Principal and administrative staff.</p>

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.)

Tests administered in October of each year.

Reading	2nd	3rd	4th	5th	6th	7th	8th
2014	3.1	3.7	4.8	6.3	6.1	8.8	9.7
2015	2.4	4.3	5.6	6.0	7.1	7.2	10.6
2016	2.3	3.5	5.6	5.4	6.2	7.8	8.5
2017	2.4	3.2	4.6	6.5	6.3	7.2	8.4
2018	2.1	3.2	4.3	5.5	8.8	7.8	7.9

Math	2nd	3rd	4th	5th	6th	7th	8th
2014	2.9	3.5	4.8	6.3	6.3	9.6	10.4
2015	2.1	4.4	5.4	5.6	7.0	7.5	12.0
2016	2.0	3.3	5.8	6.0	6.0	7.7	8.8
2017	1.9	3.3	4.4	7.0	6.2	7.1	9.3
2018	2.0	3.2	4.0	5.8	8.9	7.5	9.6

Lang. Arts	2nd	3rd	4th	5th	6th	7th	8th
2014	2.8	3.5	5.1	6.5	6.9	10.1	12.3
2015	2.4	4.1	5.6	6.1	7.6	8.5	12.6
2016	2.2	3.4	5.4	5.5	6.1	7.9	9.2
2017	2.2	3.3	4.6	6.7	6.4	7.8	9.1
2018	2.0	3.3	4.6	6.0	9.2	7.5	9.1

Core	2nd	3rd	4th	5th	6th	7th	8th
2014	2.7	3.4	4.9	6.1	6.5	9.8	11.0
2015	2.3	4.2	5.3	5.8	7.2	7.8	12.0
2016	2.1	3.4	5.4	5.4	5.9	7.8	8.8
2017	2.1	3.3	4.4	6.7	6.2	7.3	9.0
2018	2.0	3.2	4.2	5.8	8.9	7.4	9.3

Improving Student Learning for Catholic Schools

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 2012-13: *Building Lives of Promise. Living Lives of Faith.*

- RTI (Response to Intervention) --all staff read and discuss throughout the year: “The Essential Guide to RTI to provide further structure
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
Brain Research: Year 2 SPU Summer Institute	Shepp	NA
All Are Welcome – Sr. Liz Tiernan	20 Staff	\$1500
WFIS Private Schools Day	Sherman	\$200
NCEA Principals’ Forum	Sherman	\$500
The Charism of Faculty – Ron Ryan	20 Staff	\$750
WFIS Private Schools Day	Sherman	\$200
NCEA Principals’ Forum	Sherman	\$500
NCEA Teaching Exceptional Learners	Sherman	\$500
All School Response to Intervention Inservice	All Staff	\$2500
NCEA Convention	Sherman	\$500
Private Schools Workshop - RTI	10 staff	\$600
PK and Kindergarten Conference	EL Staff	\$229
National Social Studies Conference	Nau	\$160
Total		\$8,139

Staff Development for 2013-14: *All Are Welcome*

- Implementation of STAR testing and learning how to use the data (training sessions provided)
- School Principal establishes Leadership Team to support the ongoing work on the action plan
- Level meetings increased to twice per month to increase staff collaboration
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
RTI Tier Learning: Year 1 SPU Summer Institute	Shepp	NA
Math Specialist Development - Northwest Math Conference	Ensminger	\$215
Puget Sound Council of Teachers of Mathematics Lectures	Ensminger	\$45
WFIS Private Schools Day	Sherman	\$200
NCEA Principals' Forum	Sherman	\$500
NCEA Teaching Exceptional Learners	Patterson, Romero	\$1000
NGSS Introductory Training	Ehle	NA
Total		\$1,960

Staff Development for 2014 - 2015: *Many Parts, One Body*

- “Effective Gradebook Practice” Inservice for all staff
- In Leadership Team and in level groups worked on disaggregating STAR data to direct curricular decisions and focus.
- Spring 2015: Science teachers gathered to review the Next Generation Science Standards, analyze the current science standards and materials and begin making changes to align with NGSS.
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
RTI Tier Learning: Year 2 SPU Summer Institute	Shepp	NA
Math Specialist Development - Northwest Math Conference	Ensminger	\$475
Puget Sound Council of Teachers of Mathematics Lectures	Ensminger	\$45
Western Association for the Education of Young Children (WAEYC)	Madden	\$235
2014 National Private Schools Leadership Conference – U.S. Dept. of Ed	Sherman	\$500
NCEA Principals’ Forum	Sherman	\$500
NCEA Teaching Exceptional Learners Conference	Patterson, Romero, Sherman	\$1500
NCEA Convention	Sherman, Romero	\$1000
Suicide Prevention Training	Romero	\$250
NGSS Transition Training	Ehle	NA
Beetles Science Training	Ehle	NA
Serving Diverse Learners	Sherman	860
Pentecost Retreat	Balinbin	NA
Project GLAD 6-Day Training	Various Staff	\$2500
Total		\$7,865

Staff Development for 2015- 2016: *And All Were Filled With The Holy Spirit*

- Met and worked on aligning our science curriculum to the Next Generation Science Standards (NGSS). This led to trialing of new science kits for the K-5.
- Met and worked on documenting the Social Studies curriculum taught at each grade level as a first step in considering new curriculum materials.
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
RTI Tier Learning: Year 3 SPU Summer Institute	Shepp	NA
Math Specialist Development - Northwest Math Conference	Ensminger	\$500
Puget Sound Council of Teachers of Mathematics Lectures	Ensminger	\$45
Western Association for the Education of Young Children (WAEYC)	Madden	\$235
WFIS Private School Days	Sherman	\$200
NCEA Convention	Sherman, Romero, Ensminger	\$1500
Cultural Competency and Diversity in Schools/Parishes	Patterson	NA
Math Curriculum Development Committee	Ensminger	NA
Special Olympics Liaison Training	Romero	NA
Standards-based grading workshop	20 staff	1,200
American Sign Language Basic Training	20 staff	\$750
Educators Soup for the Soul - Heritage Class	Shepp	\$475
Total		\$4,905

Staff Development for 2016 - 2017: *And Holy Is His Name*

- Began year with all staff Mindfulness training
- Work on report card standards
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
Inquiry Learning: Year 1 SPU Summer Institute	Shepp	NA
Robotics Kent School District Professional Development	Shepp	\$275
Math Specialist Development - Northwest Math Conference	Ensminger	\$500
Puget Sound Council of Teachers of Mathematics Lectures	Ensminger	\$45
Science Curriculum Development Committee	Maguire, Madden	NA
Special Olympics Coaches Training - Unified Robotics	Ensminger	NA
STEM Class Puget Sound ED	Shepp	\$275
Western Association for the Education of Young Children (WAEYC)	Madden	\$125
Emergent Writing Workshop for Preschool and Kindergarten Teachers	Madden	\$125
WFIS Private School Days	Sherman	\$200
2016 National Private Schools Leadership Conference – U.S. Dept. of Ed	Sherman	\$500
Technology in the Classroom	Miller	NA
Carolina Biological Train the Trainer	Maguire	NA
GLAD Training- Best Practices for Teaching ELL's	Patterson	\$1025
Catholic Educator's Forum (GRACE)	Miller, Nau, Romero	NA
Active Shooter Training	Romero	NA
Special Olympics Young Athlete Training	Romero, Houser	NA
Missionary Discipleship Institute	Nau, Shepp	NA
Total (With Hanna Bogen Novak Title II allotment)		\$6,820

Staff Development for 2017-18: *One Body, One Spirit*

- Began school year with all staff training on Differentiation of Instruction for All Learners by Hanna Bogen
- Two, two day visits from Hanna Bogen-Novak to provide one on one teacher conferencing regarding strategies for student learning in their classroom.
- Full staff participation in all deanery and archdiocesan sponsored PD opportunities
- Release time for staff to participate on archdiocesan accreditation teams
- Limited assistance for staff in pursuing graduate degrees and certificates

Title	Staff	Cost
Christ in the Classroom Training	Romero, Sherman	NA
Inquiry Learning: Year 2 SPU Summer Institute	Shepp	NA
Math Specialist Development - Northwest Math Conference	Ensminger	\$500
Puget Sound Council of Teachers of Mathematics Lectures	Ensminger	\$45
Special Olympics Coaches Training - Unified Robotics	Ensminger	NA
Western Association for the Education of Young Children (WAEYC)	Madden	\$325
Private School Summer Conference: Creating a Dynamic and Engaging Classroom	Madden	NA
Addressing Student Behavior	Patterson	\$600
Google Educator Training	Ensminger	\$20
GLAD Training – BSD summer workshop	Miller, Heric	\$1,200
Total (With Hanna Bogen Novak Title II allotment)		\$6,190

St. Madeleine Sophie School Diversified Learner Implementation Plan (Update 2018)

St. Madeleine Sophie School	DL Implementation Plan (Updated 2018)			Archdiocese of Seattle		
	Classroom Focused Enabling	Crisis Assistance and Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach and Volunteers	Student and Family Assistance
<p>Systems for Promoting Healthy Development and Preventing Problems</p> <p>Primary</p>	<p>"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</p> <p>Inclusion Program, promoting the individual emotional, behavioral, social, physical, and academic growth of all students.</p> <p>Inclusion Specialists, working with students, families, teachers, and outside professionals to support each child.</p> <p>STAR Assessment Benchmark tests and progress monitoring</p> <p>Student Support Binders</p> <p>Teacher Department Meetings</p> <p>Student Support Plans</p> <p>After School "Homework" Club</p> <p>Open Invitation for Specialist to come on campus and work with students</p> <p>Occupational Therapist team on campus on Tuesdays</p> <p>Social emotional curriculum in all classrooms (additional supplement material available)</p> <p>Social emotional student groups</p> <p>Differentiated instruction</p> <p>Multisensory approaches</p>	<p>SMS family handbook procedures</p> <p>SMS faculty handbook procedures</p> <p>Frequent practice drills</p> <p>Classroom emergency backpacks in all rooms</p>	<p>Student Support Binders: comprehensive history of student background</p> <p>Teacher reports</p> <p>Multiple 1:1 transition meetings with Inclusion staff</p> <p>Staff meetings to discuss student support</p> <p>Teacher development with differentiated learning focus</p> <p>Welcome back BBQ (meet the teacher, visit the classroom)</p> <p>Visit days/Alternate schedule/ Transition plans for new students</p> <p>ELL testing for all international students and for students who are still acquiring the English Language.</p>	<p>Principal weekly newsletter to families</p> <p>Teacher communication with families</p> <p>Open house for Catholic Schools week</p> <p>Church Programming</p> <p>Faith Formation Program</p> <p>Parents Club outreach programming</p> <p>Named Ashoka International 'CHANGEMAKER School' for promoting empathy, understanding and tolerance in students.</p> <p>Roots of Empathy Curriculum</p> <p>Special Olympic Curriculum</p> <p>Special Olympics Unified Champion School</p>	<p>Gonzaga University Special Education Connection</p> <p>Local Charities</p> <p>Sister School in Guatemala</p> <p>Church programs, and service opportunities</p> <p>Service Learning classes</p> <p>Archdiocesan Diversified Learners Committee.</p>	<p>Inclusion Department</p> <p>Outside professionals list of providers</p> <p>Archdiocesan support</p> <p>Equal opportunities for all students to participate in extra curricular activities and all school activities.</p>

St. Madeleine Sophie School	DL Implementation Plan (Updated 2018)			Archdiocese of Seattle		
Systems for Early Intervention Secondary	RTI Walk to read Differentiated math groups Small groups STAR interventions Inclusion Staff Extra Staff Person to push into walk to read Intervention check list Accommodations and modifications check list Progress monitoring	Faith programming Communication with parents Emergency support team	Summer packets Comprehensive accommodations and modifications review with support team Meeting with student team to support student transition plan into new grade level Student Support Binder Professional development Accommodations and modifications	Speaker Series Discipline Policy in handbook Open communication to outside professionals and parents	Volunteers Student teachers Services On-site additional assistance Parent volunteers Kindering Relationship	Administrative team collaboration

St. Madeleine Sophie School

DL Implementation Plan (Updated 2018)

Archdiocese of Seattle

<p>Systems of Care for Chronic and Severe Needs</p>	<p>STAR Specialized curriculum Direct instruction Modified programming Accommodated programming New supplementary support class to match up with world language Block periods Longer homeroom time Study skills class Walk to read Assisted programming and technology 1:1 aides referral process student support process outside professional support modified report card</p>	<p>Administrative Emergency Team Inclusion Staff Medical training Individualized health service plans Parental consent forms</p>	<p>Meetings with families and planning team, all outside professionals to see feasibility in setting IEP meetings Individual visits and observations</p>		<p>Local connection to outside professionals</p>	
--	---	--	--	--	--	--



Improving Student Learning for Catholic Schools

Appendix B – Data Analysis

Templates:

These templates will provide space to enter very specific data (e.g., enrollment over time) followed by questions about the data. The questions are Discussion Questions. Keep notes of your discussion to help write the narrative in Chapter 3-C. All templates are available in a pre-designed spreadsheet, or you can create your own spreadsheet based on the tables presented in this Appendix.

Appendix B-1 Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2009	0	12	22	32	14	30	10	5	11	16	10
2010	0	21	18	23	35	14	38	13	9	10	19
2011	0	20	24	17	19	34	15	35	11	9	8
2012	0	16	23	19	16	21	28	14	32	15	13
2013	0	9	23	20	20	18	21	34	11	28	15
2014	0	16	16	17	21	16	20	19	30	11	30
2015	0	7	17	20	18	18	17	20	22	30	13
2016	0	11	15	22	22	23	22	18	19	23	27
2017	0	9	14	13	19	19	21	21	13	18	17
2018	0	11	12	14	14	20	25	19	19	14	21

- 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?

These questions have been answered extensively in the narratives. In short, facilities, a transient employment population, the unique nature of our program, pastoral changes in the parish, a marketing conflict with a local Catholic high school's own middle school program, and the impact of the economic sway during the time period studied have all played a part in these numbers. We continue to strive to maintain a delicate balance between our neuro-typical student population, those students who have been identified as ELL, and those who are monitored with a Support Plan. While we maintain a large waiting list of families interested in attendance, our general education model is often taxed beyond our ability to enroll based solely on numbers.

Total Enrollment Over Time

2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
162	200	190	197	199	196	182	202	164	173

October 1 counts. Enrollment fluctuates during the year.

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?
Trends are explained as above and also in the narrative. Exit information typically indicates moving for employment or to seek enrollment in a specialized program.

3. What is the trend in the public school? Is there a similar increase/decrease?
District and local diocesan schools see similar impacts of employment, although the changing ethnic demographic and economics tends to weigh heavily in favor of public school enrollment.

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?
We continue to “market” to a fluctuating parish membership, partnering with the eastside cultural Catholic community liaisons and international student visa applicants. Those seeking enrollment for academic inclusion are heavily influenced by word of mouth and are already oversubscribed.

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time

Year	2011	2012	2013	2014	2015	2016	2017	2018
Amount	\$6954	\$7508	\$7804	\$7822	\$8767	\$7713	\$10,164	\$9935
% Increase	21.0%	7.4%	3.8%	0.3%	10.8%	-13.6%	24.2%	-2.3%

First Child’s Tuition Over Time

Year	2011	2012	2013	2014	2015	2016	2017	2018
Amount	\$7490	\$7690	\$7990	\$7990	\$7990	\$7990	\$7990	\$8500
% Increase	1.4%	2.6%	3.9%	0%	0%	0%	0%	6.2%

Tuition as a % of Per Pupil Cost

Year	2011	2012	2013	2014	2015	2016	2017	2018
%	107.7%	97.6%	102.4%	97.9%	91.1%	103.6%	78.6%	85.6%

Budget Surplus/Deficit (Bottom Line)

Year	2011	2012	2013	2014	2015	2016	2017	2018
\$	\$32,194	(\$114)	(\$16,666)	\$30,603	\$20,438	\$144,546	(\$48,815)	\$0

- In light of the above statistics, what are you doing to keep tuition affordable?
As explained in the narratives, our tuition model is a stewardship hybrid that asks first for families to prayerfully consider contributing the full cost. In doing so, we are able to highly subsidize those with greatest need. No additional fees are charged to those families who enroll a child needing extensive academic support. The school also utilizes a sliding tuition scale for parish families who are unable to pay the full cost of tuition. For those who still find it impossible to 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. A review of our handbook and published tuition explanations can expand upon the charts listed

above. Overall, base “full cost” tuition has remained static over the last six years until this term. Increases to the matrix have averaged approximately 5% per year.

In addition, as with most parish schools, St. Madeleine’s keeps tuition affordable through a blend of fundraising, development income, and parish support (subsidy).

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 these past school years, the school has focused on a student participation “Moveathon” and has reimaged the previous auction into an evening gala and raise-the-paddle event. These have proven to be highly successful and will serve as an effective model for fundraisers as we move into the future. New PTO initiatives, the School and Building Funds, and continued parish subsidy also serve to stabilize our revenue mixture.

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

The parish assumed responsibility for any deficit in the initial years of our start-up. This resulted in a floating subsidy amount. Since the 2010-11 school year, the school has been able to meet budget and, in most years, contribute to an operating reserve with the goal of achieving 7% of our annual operating costs.

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.

Improving Student Learning for Catholic Schools

Appendix B-3 Disaggregation and Analysis of Test Results: Quartile Analysis

In the spaces below, put the number of students in each grade who score in that quartile.

ITBS October 2017

Reading	2	3	4	5	6	7	8	2-8 Totals
75-99%	6	3	7	11	4	7	6	44
50-74%	4	7	4	5	2	0	1	23
25-49%	5	5	5	1	4	5	4	29
1-24%	3	2	3	4	3	6	4	25
Total	18	17	19	21	13	18	15	121

Language Arts	2	3	4	5	6	7	8	2-8 Totals
75-99%	6	6	8	14	3	6	6	49
50-74%	1	3	3	2	5	3	4	21
25-49%	7	5	5	2	3	6	1	29
1-24%	4	3	3	3	2	3	4	22
Total	18	17	19	21	13	18	15	121

Math	2	3	4	5	6	7	8	2-8 Totals
75-99%	5	6	6	15	4	6	4	46
50-74%	3	4	5	2	3	2	5	24
25-49%	2	7	5	1	3	5	2	25
1-24%	8	0	3	3	3	5	4	26
Total	18	17	19	21	13	18	15	121

Science	2	3	4	5	6	7	8	2-8 Totals
75-99%	5	4	9	12	1	4	5	40
50-74%	3	7	5	3	7	2	3	30
25-49%	5	4	2	2	4	7	4	28
1-24%	5	2	3	4	1	5	3	23
Total	18	17	19	21	13	18	15	121

Social Studies	2	3	4	5	6	7	8	2-8 Totals
75-99%	5	5	5	13	3	5	5	41
50-74%	4	3	8	3	5	4	4	31
25-49%	1	6	3	2	4	5	3	24
1-24%	8	3	3	3	1	4	3	25
Total	18	17	19	21	13	18	15	121

Composite	2	3	4	5	6	7	8	2-8 Totals
75-99%	6	6	7	15	2	5	5	46
50-74%	3	3	4	1	8	4	5	28
25-49%	2	6	5	3	1	4	2	23
1-24%	7	2	3	2	2	5	3	24
Total	18	17	19	21	13	18	15	121

Data Analysis: For the groups in each grade who scored in the first quartile (below the 25%), what are their weakest areas of performance?

Grade	Weakest Area of Performance
2	Math, Social Studies
3	LA
4	Reading, LA, Math, Science, Social Studies
5	Reading, Science

6	Reading, Math
7	Reading
8	Reading, LA, Math

After reviewing the data listed on this page, discuss the following questions:

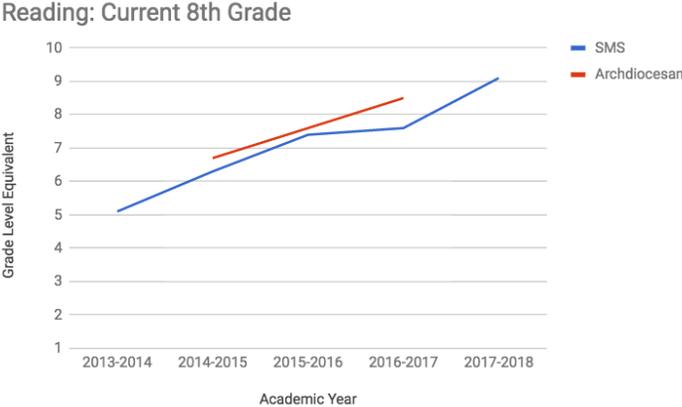
1. Are a significant number of students scoring in the bottom quartile?
The data above would indicate would indicate that a significant number of students are scoring in the bottom quartile.
2. Why are a significant number of students scoring in the first (bottom) quartile?
Many of the students who do score in the lower quartile are currently monitored with our Student Support Plan (SSP) and have some learning challenges. For new students, the Iowa test helps us to identify students who need further evaluation to determine why they scored lower than expected.
3. What is being done to help these students?
Our SSP protocol varies for each student. We have initiated Walk to Read and Walk to Math programs that address the individual needs for each student.
4. What could be done that is not being done now?
We continue to explore ways to strengthen our Inclusion Services to better address the needs of all learners.
5. Are a significant number of students scoring in the top quartile?
The data above would indicate would indicate that a significant number of students are scoring in the top quartile.
6. What is being done to challenge these students?
The Walk to Read and Walk to Math programs enable students to learn at the best level for their current abilities. Individual classroom teachers also adjust instruction and provide additional diversification as needed.
7. What could be done that is not being done now?
We can continue to explore additional programs and opportunities that may be added to our curriculum to challenge accelerated learners.

Improving Student Learning for Catholic Schools

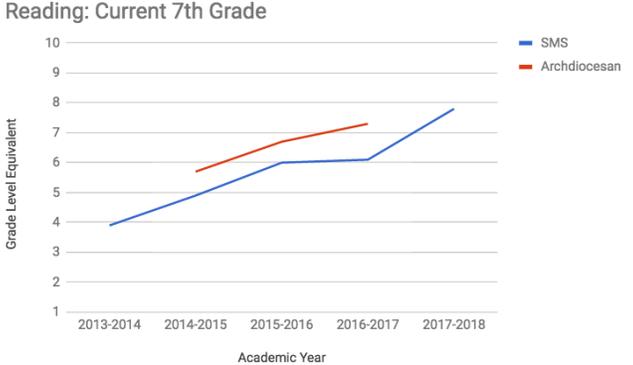
Appendix B-4 Disaggregation and Analysis of Test Results: Student Growth Over Time

Reading: (Grade Level Equivalent)

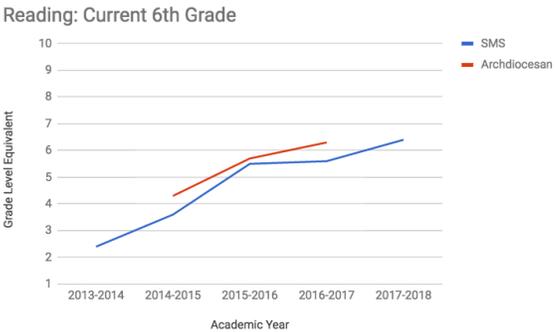
8th Reading	SMS	Archdiocesan
2013-2014	5.1	NA
2014-2015	6.3	6.7
2015-2016	7.4	7.6
2016-2017	7.6	8.5
2017-2018	9.1	NA



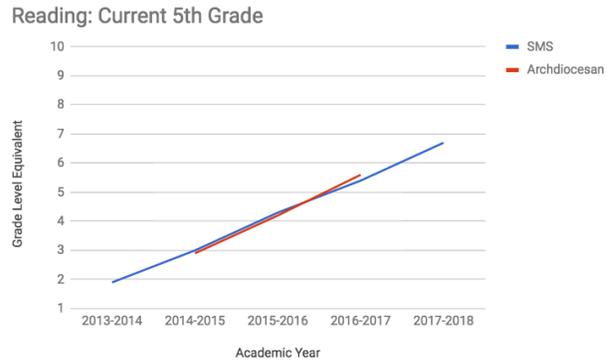
7th Reading	SMS	Archdiocesan
2013-2014	3.9	NA
2014-2015	4.9	5.7
2015-2016	6.0	6.7
2016-2017	6.1	7.3
2017-2018	7.8	NA



6th Reading	SMS	Archdiocesan
2013-2014	2.4	NA
2014-2015	3.6	4.3
2015-2016	5.5	5.7
2016-2017	5.6	6.3
2017-2018	6.4	NA



5th Reading	SMS	Archdiocesan
2013-2014	1.9	NA
2014-2015	3.0	2.9
2015-2016	4.3	4.2
2016-2017	5.4	5.6
2017-2018	6.7	NA



1. What disaggregate groups are being compared?

The disaggregate groups being compared are the students in our school grades fifth through eighth and the students in the rest of the Archdiocese. We chose these groups because it would provide us with data on how our own students compared to peers in the area. Archdiocesan data was not available for 2013. The data was not available for 2018 because most schools in the Archdiocese moved to the MAP Assessment.

2. What statistically significant differences are displayed in the data?

In all cases, students scored above the expected grade level each year. The Archdiocese was also above grade level, in most cases slightly higher than SMS. In most cases, the data shows adequate progress from year to year with the exception of fifth to sixth grade.

3. What could be the cause of the difference? Are there any trends?

The difference in the Archdiocese data and the SMS data can be attributed to the number of students at our school that are served with support plans in reading. In addition, the middle school accepts more international students who are English language learners who require additional support.

The limited growth seen from fifth grade to sixth grade can be attributed to the natural turnover of students that takes place in the transition from elementary to middle school.

4. What can be done to improve student learning?

After evaluating new students, we are able to identify areas of need at the beginning of the year. We can target these students and implement more support and interventions at the beginning of the school year in order to bring them up to speed with their peers. To support this, teachers could undergo more professional development focused on supporting struggling readers and ELL students.

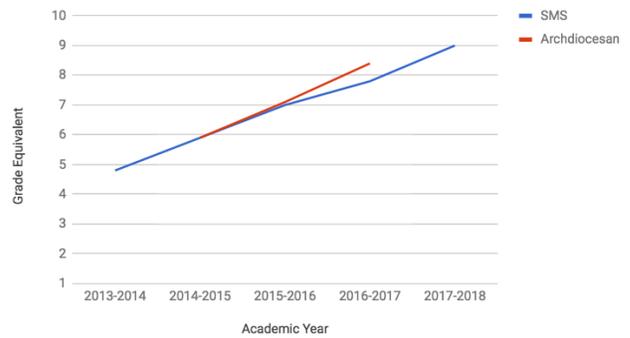
5. What impact will this have on the budget?

Implementing and progress monitoring intensive reading interventions for our ELL students will require more professional development training for our staff.

Math: (Grade Level Equivalent)

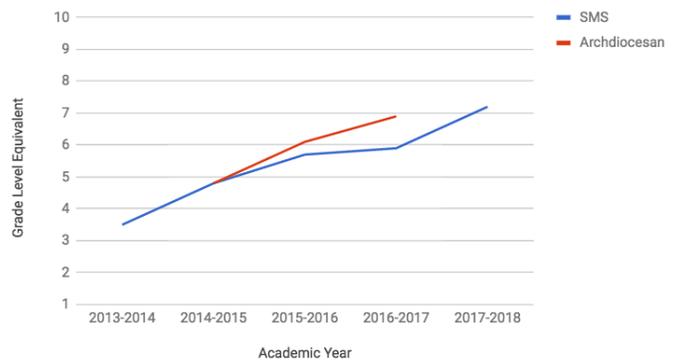
8th Math	SMS	Archdiocesan
2013-2014	4.8	NA
2014-2015	5.9	5.9
2015-2016	7.0	7.1
2016-2017	7.8	8.4
2017-2018	9.0	NA

Math: Current 8th Grade



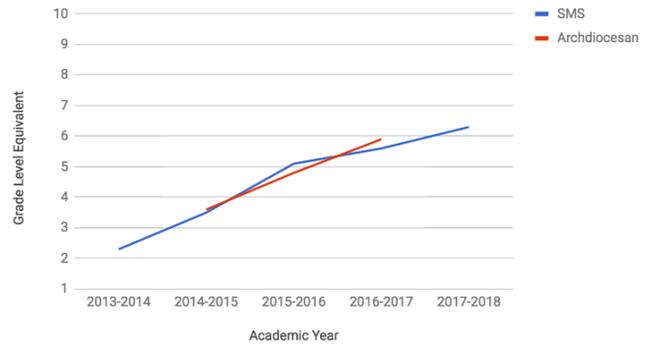
7th Math	SMS	Archdiocesan
2013-2014	3.5	NA
2014-2015	4.8	4.8
2015-2016	5.7	6.1
2016-2017	5.9	6.9
2017-2018	7.2	NA

Math: Current 7th Grade



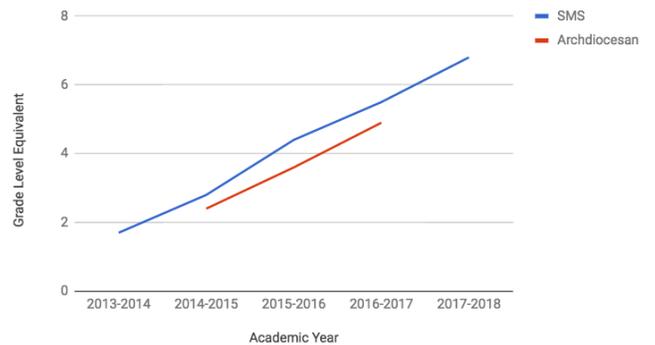
6th Math	SMS	Archdiocesan
2013-2014	2.3	NA
2014-2015	3.5	3.6
2015-2016	5.1	4.8
2016-2017	5.6	5.9
2017-2018	6.3	NA

Math: Current 6th Grade



5th Math	SMS	Archdiocesan
2013-2014	1.7	NA
2014-2015	2.8	2.4
2015-2016	4.4	3.6
2016-2017	5.5	4.9
2017-2018	6.8	NA

Math: Current 5th Grade



1. What disaggregate groups are being compared?

The disaggregate groups being compared are the students in our school grades fifth through eighth and the students in the rest of the Archdiocese. We chose these groups because it would provide us with data on how our own students compared to peers in the area. Archdiocesan data was not available for 2013. The data was not available for 2018 because most schools in the Archdiocese moved to the MAP Assessment.

2. What statistically significant differences are displayed in the data?

In all cases, students scored above the expected grade level each year. The Archdiocese was also above grade level, in most cases slightly higher than SMS. In most cases, the data shows adequate progress from year to year with the exception of fifth to sixth grade.

3. What could be the cause of the difference? Are there any trends?

The difference in the Archdiocese data and the SMS data can be attributed to the number of students at our school that are served with support plans in reading and math. In addition, the middle school accepts more international students who are English language learners who require additional support.

The limited growth seen from fifth grade to sixth grade can be attributed to the natural turnover of students that takes place in the transition from elementary to middle school.

4. What can be done to improve student learning?

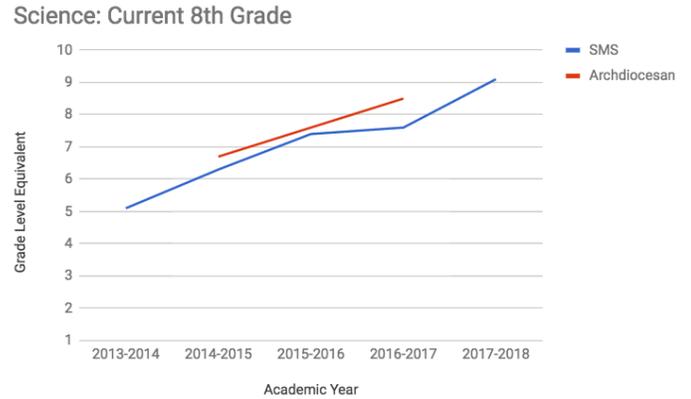
After evaluating new students, we are able to identify areas of need at the beginning of the year. We can target these students and implement more support and interventions at the beginning of the school year in order to bring them up to speed with their peers. In the middle school, students are placed in Math levels appropriate to their present level of performance.

5. What impact will this have on the budget?

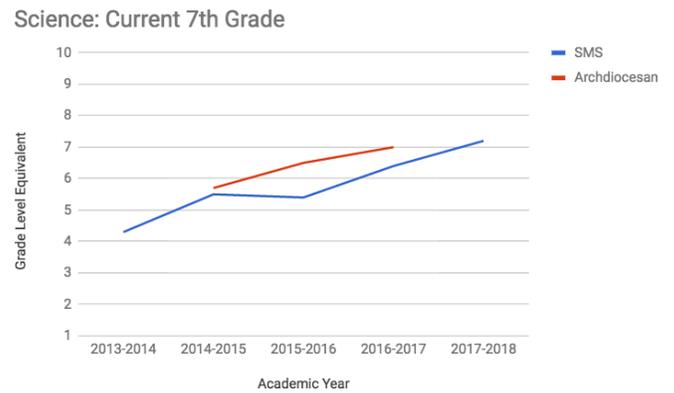
None

Science: (Grade Level Equivalent)

8th Science	SMS	Archdiocesan
2013-2014	5.1	NA
2014-2015	6.3	6.7
2015-2016	7.4	7.6
2016-2017	7.6	8.5
2017-2018	9.1	NA

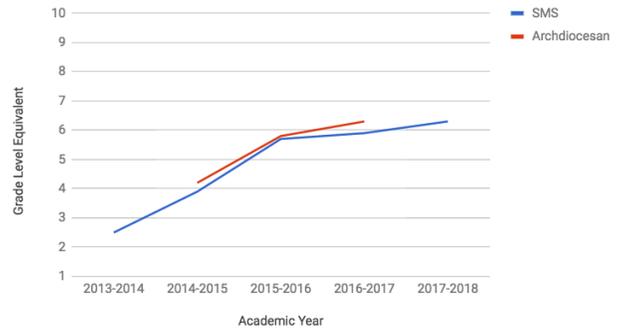


7th Science	SMS	Archdiocesan
2013-2014	4.3	NA
2014-2015	5.5	5.7
2015-2016	5.4	6.5
2016-2017	6.4	7.0
2017-2018	7.2	NA



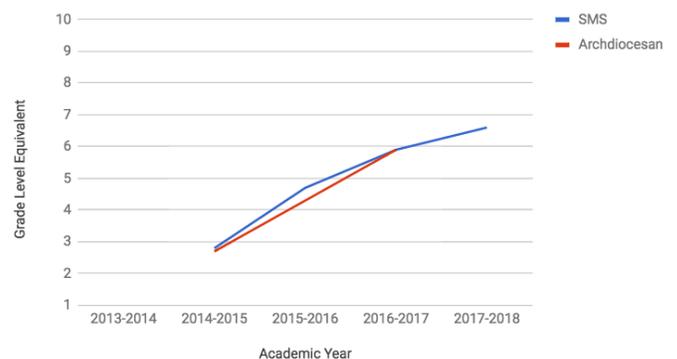
6th Science	SMS	Archdiocesan
2013-2014	2.5	NA
2014-2015	3.9	4.2
2015-2016	5.7	5.8
2016-2017	5.9	6.3
2017-2018	6.3	NA

Science: Current 6th Grade



5th Science	SMS	Archdiocesan
2013-2014	Science not tested	Science not tested
2014-2015	2.8	2.7
2015-2016	4.7	4.3
2016-2017	5.9	5.9
2017-2018	6.6	NA

Science: Current 5th Grade



1. What disaggregate groups are being compared?

The disaggregate groups being compared are the students in our school grades fifth through eighth and the students in the rest of the Archdiocese. We chose these groups because it would provide us with data on how our own students compared to peers in the area. Archdiocesan data was not available for 2013. The data was not available for 2018 because most schools in the Archdiocese moved to the MAP Assessment.

2. What statistically significant differences are displayed in the data?

In all cases, students scored above the expected grade level each year. The Archdiocese was also above grade level, in most cases slightly higher than SMS. In most cases, the data shows adequate progress from year to year with the exception of fifth to sixth grade.

3. What could be the cause of the difference? Are there any trends?

The difference in the Archdiocese data and the SMS data can be attributed to the number of students at our school that are served with support plans in reading. In addition, the middle school accepts more international students who are English language learners who require additional support.

The limited growth seen from fifth grade to sixth grade can be attributed to the natural turnover of students that takes place in the transition from elementary to middle school. We have significant numbers of new students joining us in sixth grade.

4. What can be done to improve student learning?

After evaluating new students, we are able to identify areas of need at the beginning of the year. We can target these students and implement more support and interventions at the beginning of the school year in order to bring them up to speed with their peers.

A Critical Goal of this Self Study is to initiate a rollout of a new Science curriculum that supports the Next Generation Science Standards.

5. What impact will this have on the budget?

New equipment, curriculum and professional development has been included in upcoming budgets.



In-Depth Study

© Copyright 2013

An In-Depth Study in Science

by:

**St. Madeleine Sophie School
4400 – 130th PL SE
Bellevue, WA 98006
School Code: E834**

Continuous School Improvement Focused On High Achievement Of All Students

2018-19

Preface

“The nation’s capacity to innovate for economic growth and the ability of American workers to thrive in the modern workforce depend on a broad foundation of Math and Science learning, as do our hopes for preserving a vibrant democracy and the promise of social mobility that lie at the heart of the American dream”¹. However, the U.S. system of Science and Mathematics education is performing far below par and, if left unattended, will leave millions of young Americans unprepared to succeed in a global economy” The Carnegie Foundation, 2009.

St. Madeleine Sophie School was just three years from its first accreditation when this Carnegie Foundation report was published and over those next three years, more data came to light regarding the state of Science curriculum and instruction in the United States.

In 2011, over one third of 8th Graders in the United States scored below basic on the National Assessment of Educational Progress Science assessment. In 2012, the year of St. Madeleine Sophie’s first accreditation self-study, The Program for International Student Assessment ranked the United States 23rd among the sixty-five Organization for Economic Cooperation and Development educational systems surveyed worldwide and that same year, sixty-nine (69) percent of high school graduates in the United States failed to meet the ACT readiness benchmark levels in Science.

Rightfully, St. Madeleine Sophie School’s first In-Depth Study focused on Reading, foundational to success in every subject and requiring unique teacher-training skill sets in order to meet the variety of needs their inclusion model presented for the educators at St. Madeleine Sophie. After careful consideration of the academic progress of their students, it was determined that St. Madeleine Sophie would join with the Archdiocese of Seattle as they evaluated the state of Science instruction throughout the Archdiocese and make Science Curriculum and Instruction the focus for the accreditation In-Depth Study at St. Madeleine Sophie for our 2018 accreditation cycle.

The staff at St. Madeleine Sophie understood that the Next Generation Science Standards (NGSS) looked completely different than the previous standards and would require a major shift in classroom instruction and learning. These standards, released in 2013, are rich in both content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked Science education. By committing to the in-depth study of Science instruction at St. Madeleine Sophie, they honor the commitment made in Goal 2 of the initial 2013 self-study - To Continue to Align Classroom Curriculum to Standards.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

The school uses an 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.

The analysis of the formal Science assessments at St. Madeleine Sophie over the past eleven years poses an interesting challenge. Since its founding, St. Madeleine Sophie has utilized the national, norm-referenced Iowa Test of Basic Skills (ITBS) to gain information about specific grade levels and students to assist in lesson planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress. IOWA tests have served as the sole provider of data used to evaluate the efficacy of our Science instruction across grade levels. Each year, the results of the IOWA tests are provided to parents and teachers. Parents are able to evaluate their students' progress year to year, and teachers are able to analyze students results in order to help form instruction.

There are several unique aspects of the makeup of the student body at St. Madeleine Sophie School. One, over 40% of students here have been assigned Student Support Plans (SSP) and two, between 20-25% of the student body turns over each year. In addition, more than 30% of enrolled students qualify for assessment in the local District's Title III ELL program. To date, no specific study of the effects of these factors on the data collected for Science has been undertaken at St. Madeleine Sophie.

Currently, IOWA testing in Science has not been normed to Next Generation Science Standards (NGSS) although instruction throughout the United States is transitioning to NGSS. Toward this end, Middle School Science instruction at St. Madeleine Sophie began the transition to kits that were normed to NGSS in 2015-16 and intermediate grades (3-5) began using NGSS normed Science kits as a part of their instructional cycle in 2017-18.

In addition to the IOWA tests, teachers at St. Madeleine Sophie use a variety of assessment tools for formative and summative assessment of Science. These include exit slips, reflective questioning, projects, written and oral assessments, teacher generated quizzes, Science notebooks, worksheets, experiments and class discussions. To date, there have been no formal discussions between grade levels to coordinate and evaluate assessment in Science nor have Professional Learning Communities (PLC's) for teachers of Science been instituted. Currently, there are no formal, school-wide assessments in Science at St. Madeleine Sophie that utilize Next Generation Science Standards.

In the spring of 2017, The Archdiocese of Seattle Office for Catholic Schools completed a year-long study of Science materials and instruction throughout the Archdiocese. Two members of the teaching staff at St. Madeleine Sophie served as members of the Science Standards Committee. The stated purpose of the Science Standards Committee was *to assist all schools in the Archdiocese to develop a process to implement Science practices and review standards for the annual in-depth study.* The tool-kit that was to be published would include information to help schools to analyze curriculum and assessment data, use curriculum standards and identify instructional methodology to support all students.

The Science Tool-Kit that was published on August 1, 2017, begins with a section of resources to help schools find examples of assessments that are national, norm-referenced, criteria-referenced, and/or standards based. Resource Two links teachers to the State of Washington Comprehensive Assessment Program where samples of practice tests are available for 5th, 8th and High School Biology. The state recommends that students practice all three tests in order to become familiar with the types of questions

that will be used to assess NGSS in the future. In January of 2018, Middle school students took the practice 5th Grade Science test (sample questions available in evidence room) with the following results.

6th Grade - percent of questions correct - 44%

7th Grade - percent of questions correct - 50%

8th Grade - percent of questions correct - 63%

Middle school students will take the 8th Grade and High School tests in January 2019 and those results will be added to our data tables.

IOWA Test Results for Science (2010-2017)

(Note-IOWA tests are not normed to Next Generation Science Standards -NGSS)

Year	2005 Norms	1	2	3	4	5	6	7	8
2010-11	Standard Scores	x	164.2	196.9	221.8	232.8	220.4	249.2	261.3
	GE		2.6	4.6	6.4	7.3	6.3	8.7	9.9
	NPR		84 (35)	98(13)	99 (36)	96 (13)	52 (8)	79 (10)	78 (18)
2011-12	Standard Scores	x	153.3	183.3	217.8	239.5	241.6	250.8	261.5
	GE		2	3.7	6.1	7.9	8	8.9	10
	NPR		45 (18)	66 (31)	82 (14)	99 (30)	88 (13)	68 (10)	76 (8)
2012-13	Standard Scores	x	161.8	192.2	197.9	224.3	256.4	272.2	257
	GE		2.5	4.2	4.6	6.6	9.4	11.4	9.5
	NPR		76 (17)	94 (21)	68 (27)	87 (13)	99 (29)	99 (13)	70 (13)
2013-14	Standard Scores	x	162	192.7	212.7	212.6	248.8	270.8	273.5
	GE		2.5	4.3	5.7	6	8.7	11.3	11.7
	NPR		77 (17)	95 (18)	96 (19)	74 (32)	96 (10)	99 (26)	92 (15)

<i>Test Norms Change</i>	2011 Norms		2	3	4	5	6	7	8
2014-15	Standard Scores	x	165.3	184.6	208.7	218.3	225.3	254.1	259.6
	GE		2.6	3.8	5.3	6.1	6.6	9.2	9.8
	NPR		68 (21)	67 (16)	71 (20)	65 (19)	57 (27)	70 (11)	64 (28)
2015-16	Standard Scores	x	154.9	197.8	211.7	207.3	239.8	233	264.2
	GE		2.1	4.6	5.6	5.3	7.9	7.3	10.2
	NPR		46 (19)	83 (18)	76 (14)	53 (20)	71 (21)	53 (27)	67 (13)
2016-17	Standard Scores	x	148.1	187.4	212.6	213.4	222.9	239.2	239
	GE		1.7	3.9	5.7	5.7	6.5	7.8	7.8
	NPR		32 (19)	71 (20)	77 (20)	60 (17)	55 (17)	58 (23)	46 (25)
2017-18	Standard Scores	x	154.1	181.5	205.9	224.8	220.5	230.7	246.7
	GE		2	3.6	5.2	6.6	6.3	7.2	8.5
	NPR		46	63	71	72	53	51	54

ITBS and report cards provide information to teachers, administrators, parents, students and other stakeholders regarding how well students are performing in Science. The school Principal and Associate Principal review all ITBS results and make 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 are designed as needed.

Data on student understanding of concepts in Science is gathered from ongoing classroom assessments. These assessments serve an important role in helping students meet national Science standards. This data is recorded in the Teacher Gradebook on PowerSchool and reported on trimester report cards. Teachers use formative and summative tools to assess student performance; individually and collectively. Analysis of assessment is used as a basis for instruction and curricular decision-making. Teachers identify students who

have difficulty meeting standards in Science. They confer with the Inclusion Team, administrators and other teachers to determine plans of intervention. Revised and enhanced assessment tools will better track student progress as students strive to meet Science Standards.

Significant accomplishments:

- ITBS results in Science are reviewed and analyzed by the Administration and classroom teachers.
- The Administration delegated two staff members to serve on the Archdiocesan Science Committee, which helps to ensure that St. Madeleine Sophie can successfully collect data based on Next Generation Science Standards (NGSS).
- The data from ITBS and classroom assessments indicate that most students meet or exceed curriculum standards for Science.

Goals:

- Implement school-wide assessments that address NGSS.
- Complete a longitudinal study of student progress in meeting NGSS that addresses both the transitory nature of the student population at St. Madeleine Sophie as well as students served by the Inclusion Team.
- Institute a system that encourages best practices in data analysis.

TASK 2 – USING CURRICULUM STANDARDS

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

Washington state schools adopted the Next Generation Science Standards (NGSS) in 2013 and St. Madeleine Sophie School began the process of adopting the standards in 2015. Science was first taught in the school using the *Full Option Science System™ (FOSS)* Second Edition program. Modules used are listed in Table A.

Table A: FOSS Kits used by grade.

Grade Level	FOSS Modules	Grade Level	FOSS Modules
Kindergarten	<ul style="list-style-type: none"> • Trees • Wood and Paper • Fabric • Animals Two by Two 	5 th Grade	<ul style="list-style-type: none"> • Water Planet • Models and Design

1 st Grade	<ul style="list-style-type: none"> • Balance and Motion • Air and Weather • New Plants 	6 th Grade	<ul style="list-style-type: none"> • Chemical Interactions • Diversity of Life • Populations and Ecosystems
2 nd Grade	<ul style="list-style-type: none"> • Solids and Liquids • Pebbles, Sand and Silt 	7 th Grade	<ul style="list-style-type: none"> • Chemical Interactions • Diversity of Life • Populations and Ecosystems
3 rd Grade	<ul style="list-style-type: none"> • Water • Sun, Moon and Stars 	8 th Grade	<ul style="list-style-type: none"> • Chemical Interactions • Diversity of Life • Populations and Ecosystems
4 th Grade	<ul style="list-style-type: none"> • Earth Materials • Environments 		

In 2015, the Middle School department began adopting new NGSS by piloting Carolina Science Curriculum. The first year 2015-16, *Space Systems* was introduced. In 2016-17, Chemistry was implemented in the classroom through *Matter and Its Interactions*. In 2017-18 the students studied Biology through *Structure and Function* and will also explore *Weather and Climate* during the third trimester. These three scientific domains will be rotated on a yearly basis, so every student in grades 6-8 will learn the material. During the 2017-18 school year, Carolina Science Curriculum was given to classroom teachers for review; 3rd (*Weather and Climate Patterns*), 4th (*Changing Earth*), and 5th (*Earth and Space Systems*) Grades. Teachers feel that the curriculum will be a positive upgrade to the Science program. *FOSS* continues to be used in Kindergarten, 1st, 2nd, and 3rd Grades, but will be replaced with appropriate Carolina modules over time.

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 Science comprehension. 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 report cards are standards-based.

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

Aligning the Science program to the Next Generation Science Standards is an important goal for St Madeleine Sophie. After evaluating several Science programs, *Carolina Biological* provided the most comprehensive Science kit option aligned with NGSS. After adopting Carolina Biological kits in several classrooms, teachers look for on-going professional development to ensure the science kits are best utilized, while enhancing student progress toward clearly defined and measurable SLEs and standards.

Significant accomplishments:

- Teachers have identified and begun adopting new Archdiocesan and state standards in Science.
- Report cards have been aligned to the standards and these standards are central to driving the curriculum.

Goals:

- Support adoption of the Carolina Science programs in all grades.
- Provide training and structured 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.

The staff implement a variety of best practices when designing, planning, and extending Science lessons. Research-based instructional techniques including inquiry, collaborative learning, simulations, models, and making Science relevant are interwoven into each lesson.

In each classroom, teachers provide background knowledge and vocabulary, work with the students to create predictions, then allow students time to become familiar with the concepts and learn by experimenting. Teachers will introduce the purpose/standard of the lesson to students, then let students reach a conclusion on their own through their experimentation before discussing as a class. Students are heterogeneously grouped and encouraged to question, talk, and work with each other. This allows the teacher to meet with each group asking inquiry-based questions to further the students' experimentation. Students ask leading questions to help guide discussion, while the teacher helps lead the lesson as needed to ensure the students reach the end goal. After a period of hands-on time, students review vocabulary, read from the textbook, and work on extension activities to dig deeper into the Science concepts. Students are encouraged to ask questions, compare predictions to the final outcome, and carry out extension activities to further their understanding of the Science concept.

In addition to experiments, teachers use a variety of resources to support Science development in each of our students. Textbook resources, online videos and presentations, and extension activities are additional strategies that encourage students to see and experience Science in many different ways. Students are able to engage in an activity, test it out, then see it applied in real life and not just in the abstract.

Evaluation of students' work in the classroom consists of both formative and summative assessments. Most of the teacher's feedback comes from observing students during experiments, and classroom or small group discussions. These observations help the teacher to break down the lesson into smaller concepts, extend the lesson with a more complex piece or real-life application, or continue on as planned. Other formative assessments consist of exit slips, journal reflection questions, teacher observations, lab books, and worksheets. At the end of each unit, teachers use summative assessments in the form of end-of-unit projects, unit tests, and written assessments. Teachers use the results of these assessments to further guide instruction. Teachers then decide whether the concept needs to be retaught, extended, or if the class is ready to move on to the next concept.

Teachers are excited to teach Science and most are comfortable teaching the kits they have. As the Science standards are shifting to NGSS, teachers are learning new Science kits and continue to teach older kits. Teachers use a combination of *FOSS Kits*, *Smithsonian Kits from Carolina Biological*, and various teacher-created materials and activities. With these various curricula come various pre-made lessons. Some kits have very extensive lessons with built-in vocabulary. This makes it easier for a teacher, whether trained in Science or not, to teach a Science lesson. Other kits have a broader lesson, assuming students and teachers are familiar with the vocabulary and concepts leading up to that unit. These kits require the teacher to do more research, find more resources, and provide the students with the background knowledge before starting a kit.

Many teachers look for Professional Development (PD) in order to stay current with the Science standards, learn more about teaching Science, as well as learn how to best implement the newest Science kits and lessons. Teachers have taken advantage of various PD opportunities, when possible, to enhance students' experience in the classroom. From NGSS Training, Robotics guidance, STEM education, and Tech in the Classroom instruction, teachers seek creative ways to implement the most current research and techniques in their classrooms. With our recent piloting of *Carolina Biological* kits, teachers are becoming familiar with the NGSS and the Science kits, but are looking for ways to receive training and instruction on how to best use the Science kits.

Teachers at St. Madeleine Sophie additionally pull from a variety of resources, aside from the kits, to teach the standards to the students. In addition to PD, there is collaboration between Science teachers in different grades regarding assessment strategies and standards. Teachers will help each other to plan or get feedback on teaching Science. Cross-grade collaboration is key in helping new teachers become familiar with St. Madeleine Sophie's Science curricula, as well as keeping teachers accountable and in alignment with each other regarding pace and methods of teaching. Teachers observe each other to make sure they are all on the same page, as well as request observations from Administration, who will give feedback in areas of need for growth.

Significant accomplishments:

- Science teachers 3-8 have received one or more new Carolina Biological Science kits, directly linked to the current Science standards.
- Teachers collaborated to align Science practices to standards-based report card

Goals:

- Provide Professional Development to help staff transition to new standards and curriculum.
- Obtain updated, all new Science kits for grades K-3.

TASK 4 – SUMMARY OF FINDINGS

St. Madeleine Sophie School works hard to provide a challenging, comprehensive and relevant Science 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 Science: report cards have been aligned with NGSS, Science kits aligned with NGSS have been adopted in some classrooms, scores on standardized tests have improved, and teachers continue to use research-based pedagogy to improve students' knowledge and performance of Science. 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 Reading (aligning report cards to the state standards and increased discussions between colleagues regarding best practices, common terminology, and assessment) St. Madeleine Sophie School has designated two staff members to be part of the curriculum committee. The knowledge gained from their experiences has been instrumental in our decision to do Science as our in-depth, and 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:

- Implement school-wide assessments that address NGSS.
- Support adoption of a consistent and complimentary Science program in all grades.
- Provide Professional Development to help staff transition to new standards and curriculum.

Of our three identified goals, we believe that **aligning the K-8 science curriculum and instruction to Next Generation Science Standards (NGSS)** will have the greatest impact on student learning. This would allow us to meet our goal of improving Science curriculum within our school and aligning our curriculum with currently accepted standards.

TASK 5 – ACTION PLAN

Action Plan for St. Madeleine Sophie School

School Code: E834

Goal #3 (From the In-Depth Study and Chapters 3C, D, F and G) **Align the K-8 science curriculum and instruction to Next Generation Science Standards (NGSS)**

Rationale for this Goal: Since Science skills are foundational to life skill success in a global community, 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 proficient in concept understanding, there are steps that can be taken to increase student success, especially in light of the constantly evolving knowledge and skills base in the discipline. Choosing to align the local curriculum with the adopted Next Generation Science Standards (NGSS) as the area of in-depth study will provide the opportunity to seek out the resources and methods needed for general instruction, but also assist in identifying available tools for remediation and intervention. Implementing these tools will also give students, staff and parents insight into Science 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 Science.

Alignment with mission, philosophy, SLEs: The school faculty oversees an ongoing process of curriculum development geared to mastery according to the capability of the individual child. The teaching methods used are varied and contemporary; an outgrowth of sound learning theory. The curriculum is animated by teachers, students, and parents working in concert to bring meaningful learning experiences to children.

Realizing the human need for identity, relatedness, and purpose, and while recognizing parents' role as the primary educators of their children, we propose a graduate who is striving to become: A responsible person ...capable of confidently and competently asking critical questions, responding to meeting just needs, protecting personal rights, and respecting and reverencing all of creation.

Within the Curriculum Framework Goals that serve as the foundation of our educational mission:

GOAL III calls the student to “know and apply the core concepts and principles of religion, mathematics, the natural and social sciences, and the arts.” Similarly, GOAL IV proposes a graduate who can “think analytically, logically and creatively” in order to “integrate experience and knowledge in forming reasoned judgments and solve problems.”

As a person who SERVES, I:

- *Name and appreciate the abundance of my daily blessings.*

As a person who LEADS, I:

- *Listen actively and critically to become a proactive problem solver.*

As a person who LOVES, I:

- *Can demonstrate compassion, acceptance, empathy and respect for others and for all of creation.*
- *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	Adopt a school wide science curriculum tied to Next Generation Science Standards in order to improve Science learning.
Activity #	<ol style="list-style-type: none"> 5. Establish an ad hoc Science committee. 6. Identify all materials available for Science instruction that are currently used, review alignment with NGSS, identify gaps in the curriculum, research and purchase new materials. 7. Identify and adopt assessment tools to help monitor student learning over time in Science that will replace data gathered with the ITBS test. 8. Create a document that provides an overview of the school Science program K-8
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time to meet and review Science curriculum ● Cost of new curriculum (Varies with implementation goals but \$10,000 per year over the next three budget cycles.) ● Cost of testing program (Dependent upon stand alone or a module added to current assessments. Cost per student, up to \$7 per student tested - materials and scoring.) ● Time to create a Science program document
Person(s) Responsible for Implementation	Science teachers Administration in collaboration with Leadership team
Process for Monitoring	<ul style="list-style-type: none"> ● Determine a schedule to report to all interested parties how the new science curriculum has been implemented. ● Feedback on effectiveness of implemented curriculum ● Student and teacher feedback on engagement
Baseline Assessment	<ul style="list-style-type: none"> ● Grades 1-8 Iowa test results ● Current Model ● Staff perspective on current program
Ongoing Assessment	<ul style="list-style-type: none"> ● State NGSS aligned assessments and ongoing classroom assessments. ● Staff discussion ● Student survey ● Assessment results
Timeline Start/Stop	August 2019-June 2022
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

Strategy #2	Provide Professional Development that identifies best practices in Science methodologies and create a plan for integration of curriculum at all grade levels.
Activity #	<ol style="list-style-type: none"> 3. Make a plan for professional development to support teachers in implementing new Science curriculum 4. All Science teachers have opportunity to observe other effective programs at Archdiocesan schools.
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Stipends for trainers providing training (\$500 per day) ● Release time for teachers to attend Professional Development (\$200 per day plus registration.) ● Time for staff to collaborate on lesson planning ● Materials for effective Science instruction.
Person(s) Responsible for Implementation	Science teachers and administration, in collaboration with Leadership team and level groups.
Process for Monitoring	<ul style="list-style-type: none"> ● Science teacher team feedback ● Evaluation of student engagement on new activities introduced. ● Student data on attainment of Science standards. ● Develop a survey that will allow teachers to report on various aspects of training.
Baseline Assessment	<ul style="list-style-type: none"> ● Teacher survey on current Science classroom practices ● Current Science curriculum model
Ongoing Assessment	<ul style="list-style-type: none"> ● Online evaluation of training effectiveness ● Staff discussion ● Monitor new strategies teachers use and their relative effectiveness.
Timeline	June 2020 - ongoing
Start/Stop	
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

Strategy #3	Develop science resources to be used with students performing above and below standard.
Activity #	<ul style="list-style-type: none"> ● Classroom teachers will collect baseline Science assessments to identify students who fall above or below standard. ● Develop a progress monitoring system that outlines a cyclical schedule of data collection, data interpretation, differentiation of instruction based on the data, evaluation of results that provides monitoring and support of all students
Cost or Resources & Sources	<ul style="list-style-type: none"> ● Time for teachers to progress monitor, collaborate, and review data. ● Assessment resources ● Classroom teachers
Person(s) Responsible for Implementation	All Science teachers and Administration Inclusion Team
Process for Monitoring	<ul style="list-style-type: none"> ● Formal and informal assessments ● Teacher feedback on level of engagement ● Department meetings ● Faculty meetings
Baseline Assessment	ITBS Science Scores (or new assessment)
Ongoing Assessment	<ul style="list-style-type: none"> ● Review of curriculum ● Teacher generated assessments ● Regular use of the data by staff.
Timeline Start/Stop	October 2020 - June 2021
Process for Communicating to Shareholders	<ul style="list-style-type: none"> ● Report out to parents through classroom newsletters ● Report at Back-to-School Night ● Report to School Commission

