

REPORT OF FINDINGS

ST. MADELEINE SOPHIE SCHOOL – E834
4400 - 130TH PLACE SE
BELLEVUE, WA 98006
ARCHDIOCESE OF SEATTLE



IMPROVING STUDENT LEARNING 2012

**A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

FEBRUARY 12 – 14, 2019

REPORT OF FINDINGS

for
St. Madeleine Sophie School – E834

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PREFACE

We, the Visiting Committee, wish to commend you, the pastoral coordinator, administration, faculty, staff, parents, and student body of St. Madeleine Sophie School for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at St. Madeleine Sophie School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, pastoral coordinator, principal, faculty, staff, parents and students for your warm and gracious hospitality and for braving some snowy Seattle weather to make this visit happen. We appreciated your inclusive culture that focuses on the love of Christ.

May the Christ we serve bless you with every success as you journey into your future.

*I am confident of this,
that the one who began a good work in you
will continue to complete it until the day of Christ Jesus.*
Philippians 1:6

Chapter 1: Introduction

A. How the Self Study was Conducted

The Visiting Committee observed that St. Madeleine Sophie School well planned the development of their Self Study. They formally began the process of drafting the Self Study in May 2017, although it is evident to the Visiting Committee that the school already features a climate of on-going reflection and self-improvement. During parent and faculty meetings the shareholders articulated their involvement in the Self Study process.

Following the initial meeting with the Superintendent to kick off their Self Study process, the Self Study leadership team comprised of faculty and administration was formed. The team was reflective of the larger community in terms of background and experience at the school. They met regularly to review the previous Self Study from 2013, annual updates to the action plan, the report of findings, and to begin the writing process.

During the fall of 2017 and spring of 2018, the leadership team met regularly. The leadership team solicited the input of community shareholders, including parents, faculty and staff, students, School Commission, and the Pastoral Staff, through surveys. The faculty, staff, and other stakeholders became involved in Self Study working groups.



Throughout the 2018 calendar year, the working groups assessed data, reviewed shareholder feedback, and convened to write drafts of their assigned parts of the Self Study. The teams presented their narrative chapters and the Action Plan was summarized with the full faculty and staff in whole group meetings that took place in March, May, August, and October.

During the shareholder meetings with faculty, parents, and students, the Visiting Committee verified shareholder involvement in the Self Study process. Members of the School Commission affirmed the school's Action Plan and Critical Goals as presented in the Self Study and reported that they felt parent feedback was well represented in the document.

The Self Study noted that perhaps because of the school's unique cultural make-up and wide-ranging diversity, it seemed difficult to gather input from a significant majority of the shareholders and community. They noted that the greatest challenge in completing the Self Study process was soliciting and keeping the interest of many during the process. With a small administrative and teaching staff, most involved had to take on a tremendous amount of additional responsibilities. Despite these challenges, the school benefitted from the writing the Self Study as an opportunity to look deeply at their current programs, set meaningful goals for growth, and reconfirm their own local plan.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *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.*

The Visiting Committee observed that St. Madeleine Sophie School was highly effective in involving all shareholders in the Self Study process. The Visiting Committee found evidence that several alumni families were involved in the Self Study process and these same families were represented at the shareholder meetings during the visit.

Starting in the fall of 2017 the faculty and staff reviewed and updated the Mission and Philosophy statements and Schoolwide Learning Expectations (SLEs). The school has an active and engaged School Commission. Members of the School Commission were involved in the Self Study process and will remain involved in ongoing systematic analysis of the school's effectiveness and progress towards completion of the Action Plan.

During faculty planning workshops, the staff discussed each SLE and created lists of what was successful in supporting student growth in each area. The Mission and Philosophy Statements as well as the SLEs are frequently referred to and shared in the weekly family packet. The written SLEs and correlating graphics are published annually in the school parent handbook and posters and representations of the SLEs are placed in classrooms throughout the school.

In the fall of 2017, shareholders provided feedback to the school through the Self Study surveys. Parents, students, School Commission, and Parish Staff and Leadership were given the surveys.



The core leadership team analyzed the responses and reported the trends and findings to the faculty, school community and other shareholders through reports and the school newsletter.

The Visiting Committee is confident that the school will be highly effective as they continue to involve all shareholders in their ongoing systematic analysis of school effectiveness.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed St. Madeleine Sophie School invited all shareholders to be involved when creating the school's Self Study and this was reflective of the school's history. The school's founding Pastor involved parish shareholders in the founding of this school and this involvement has remained consistent. The Visiting Committee verified during the three day visit that the school collaborated closely with members of the community to create an environment that is ever changing and adapting to the diverse needs of its population.

As it relates to data, the Self Study provided information regarding the school enrollment starting at just 42 students, later reaching its highest numbers of 200 students. Since then it has stabilized to 180 – 200 students. Fluctuation in enrollment occur intentionally due to maintaining classroom balance and distribution of learning support resources.

As they built their numbers, they had to adjust the way they gathered data, analyzed trends and updated instructional programs. As the school has grown they have incorporated the use of various norm referenced and criterion referenced assessments including the IOWA and STAR. Use of these assessments was intentional and well founded on the needs of their learners.

Financially the parish and the school incurred debt in the effort to build and expand the school facilities. This debt has been consolidated and is being managed and planned effectively.

Throughout the formation of St. Madeleine Sophie School, they have consistently used information, feedback, and support from the staff and surrounding districts. The recent faculty and staff survey data indicates high job satisfaction and high retention rate. The parent meeting confirmed these findings with their overall support and praise of the faculty and staff. The parents expressed how St. Madeleine Sophie School “does not place process over student” and that they are pleased to always see growth. Parents furthered commented that they appreciate how each faculty member knows their children. This is a testimony to the satisfaction the parents have of the school culture, the faculty, and the administration.

The impact of St. Madeleine Sophie School's mission and ministerial work go well beyond the classroom walls based upon what the Visiting Committee observed.



B. Use of Prior Accreditation Findings to Support High Achievement of All Students

Accreditation Factor #2: *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.*

The Visiting Committee observed that St. Madeleine Sophie School is effective in utilizing their prior accreditation findings to propel continued school improvement to support high achievement for all students. The Action Plan items that were identified in their 2013 Self Study have mostly been accomplished and the school has indicated in their Self Study that their work toward a few of these goals continues. The culture of the school is one of ongoing and regular reflection and they are focused on supporting the high achievement of all students.

Some examples of their on-going reflection and progress toward previous goals include staff participation in Response to Intervention (RTI) training, professional development from specialists in their fields of study, work with the Special Olympics of Washington programs, Get Into It inclusion curriculum, Young Athletes Curriculum grades PK-2, and Unified Robotics.

Since the last accreditation, the school has added Walk to Math placement, establishing a Student Safety Patrol, and service efforts such as peer mentors and aides to support students. To ensure that reading skills were achievable for every student, St. Madeleine Sophie School purchased additional instructional materials. They also began participating in Bellevue school's Global Reading Challenge and selected the STAR assessments to help them better measure student growth and achievement. Additionally the faculty and staff collaborated to develop and refine grade level rubrics to support the Walk to Read program.

Staff volunteered to serve on each of the archdiocesan committees designed to develop updated core subject standards. The staff also attend optional high school curriculum alignment professional development programs. Conversations with the staff also shed light into the continuous collaboration among grade level teachers and outside resources to match curriculum in a consistent format.

The Self Study indicated that while the school progressed through their first three goals, reaching milestones of proficiency and success, it became clear that they would need to focus continued attention on their two auxiliary goals.

The Visiting Committee observed through newsletters and conversations with shareholders that the school is highly effective in communicating progress toward their previous Action Plan. They are highly effective in involving all shareholders in their mission to serve all students.



Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

Accreditation Factor #3: *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The Visiting Committee observed that St. Madeleine Sophie School is highly effective in providing opportunities for spiritual formation of students, faculty, and parents. St. Madeleine Sophie School provides several opportunities for prayer and the sacraments. The community participates in weekly Masses, daily prayer, and service opportunities. The staff utilizes an approved religion curriculum aligned to Archdiocese religion standards.

Through surveys 98.6% of parents reported that the school provides an atmosphere in which Christian values and attitudes are emphasized and practiced. The majority of 5th and 8th grade students achieved at least an advanced level on the ACRE assessment, which further validated the parents' impression of the school's atmosphere. The Visiting Committee verified this sentiment in the student meeting, students stated that one of the things they like best about St. Madeleine Sophie School is that it is Catholic, and that they have opportunities to live out their faith.

The Catholic faith is steeped in the culture of St. Madeleine Sophie School through a variety of traditions and enrichment opportunities. At each school Mass, a staff member leads a prelude as an additional teaching opportunity to support the yearly theme. The weekly Masses are student centered with strong student participation as lectors, cantors, musicians, gift bearers, and altar servers. The St. Madeleine Sophie School community also participates in traditions such as the 8th grade Saint Museum, All Soul's Day Book of Life, daily Advent prayer & song, weekly Stations of the Cross during Lent, and May Crowning. Sacramentals and signs also permeate the St. Madeleine Sophie campus through prayer tables, St. Madeleine Sophie images, artwork to represent the SLEs, and even a first-class relic. Student work is on display in the classrooms to represent Catholic identity.

The parent community participates in the school Masses and faith traditions at St. Madeleine Sophie School. In addition, families participate in Whole Community Catechesis where students and other Parish youth participate in Faith Formation activities alongside their parents. School parents have also participated in the Rite of Christian Initiation of Adults. Staff members also have opportunities to grow in faith through staff retreats, staff prayer, and various special liturgies. Staff also participate in the Christ in the Classroom series for catechetical certification.

Service is a valued component of the religious formation at St. Madeleine Sophie School. The seventh-grade class participates in the Missionary Discipleship Institute (MDI) which give students opportunities to develop and take part in service projects. In addition, students participate in the Diaper Drive and Thirty Pieces of Silver to support their sister schools in Guatemala. Older students do service projects at the Eastside Baby Corner and a local nursing home.



St. Madeleine Sophie School has been effective in identifying areas that they feel could be improved including service learning throughout all grades in the school. The Self Study includes a goal related to this area of growth.

B. Defining the School's Purpose

Accreditation Factor #4: *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 Visiting Committee observed that St. Madeleine Sophie School's mission and philosophy is highly effective in reflecting Catholic identity through their commitment to partner with parents to educate children in an environment of Catholic faith and moral values. St. Madeleine Sophie places a high priority on welcoming a diverse community to their school. The school strives to be accessible both academically and financially to any family desiring a Catholic education. To accomplish this mission, the staff at St. Madeleine Sophie School take a student-centered approach in utilizing varied instructional methods and a curriculum to promote mastery. St. Madeleine Sophie School supports this effort through inclusive admission guidelines, tuition sliding scale with review, and Student Support Plans.

St. Madeleine Sophie School is highly effective in using SLEs and curriculum standards to define the mission. In order to articulate the school's role in developing "active members of the Church and responsible citizens of the world," the four root SLEs state that each graduate "should be prepared to, in faith, Serve, Lead, Love, and Learn". Under each of these four SLEs are five to six detailed indicators to define the SLE and guide the school's curriculum, methodology, and programs. The SLEs are thoroughly integrated throughout the curriculum and school programs. SLEs are visibly placed in classrooms, they are named in learning targets, faculty have instituted SLE lunches with the principal, and SLEs appear in school art work. Students are given regular opportunities to reflect on the SLEs and complete surveys on the SLEs. Recently the school has developed a goal setting framework giving students the opportunity to further reflect on the SLEs. Students know the SLEs by heart and are able to give several examples of how they live out each SLE. Students state that the SLEs help them to work to the best of their ability. The Visiting Committee observed in the student meeting and at Mass that the students are comfortable sharing and demonstrating their knowledge of the SLEs.

St. Madeleine Sophie School is highly effective in communicating their mission, philosophy statement, and SLEs through family and faculty handbooks. These handbooks clearly state the school's ideals and provide further explanation to stakeholders. This communication is shared online, via hard copy, and through the weekly "Family Packet". St. Madeleine Sophie School is deeply rooted in their mission and is highly effective in consistently reflecting on where improvements or adjustments are needed. Since the SLEs were first adopted in 2003 they have been periodically reviewed by all shareholders.



C. Organization for Student Learning to Support High Achievement of All Students

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that the educational program at St. Madeleine Sophie School is highly effective in their organization for student learning to support the high achievement of all students. The program is guided by the school Administration team, priest on assignment, and has significant input and support from the Parish Pastoral Associate for Administration, the School Commission, Parents' Club, and faculty and staff. The Administration and Faculty consistently work together to use assessment tools, staff development, and organizational structures to support the high achievement of all students.

St. Madeleine Sophie School streamlines the curriculum to provide rigorous and accessible instruction for all students. Faculty and staff work cohesively to assess student progress and to offer appropriate differentiation throughout the school year. While speaking with students, the Visiting Committee noted that students felt the administration and faculty are involved and supportive of their success. Students shared that they appreciate the way that St. Madeleine Sophie School cares about the way they learn, and that students with different learning styles can all be in the same classroom.

St. Madeleine Sophie School is proactive in enhancing their physical environment and campus by adding three new buildings which allow for space for a science lab, music room, art room, and classroom space for fifth through eighth grade. The Visiting Committee observed that the classrooms featured furniture and flexible seating options for students that met their needs.

Previously, the school identified an area of improvement to be the Mathematics program. The Visiting Committee observed the Walk to Math program in action, noting students walking to different grade level classrooms for their math instruction. As a result of this focus through workshops, professional development, and streamlined curriculum through the help from the school's Math Specialist, the school began to offer more intensified Math instruction via the Walk to Math program.

St. Madeleine Sophie School communicates high achievement by all students to the shareholders regularly. The Visiting Committee observed evidence of student achievement through assessment tools such as the IOWA Form E (IOWA), Star Math, Reading and Early Literacy assessments, as well as curriculum-based assessments. The results of these assessments are communicated regularly to families through report cards once per trimester, and through the PowerSchool Online Parent Portal. Families with students in grades 4-8 have access to the teacher gradebook at any time so that they may track student progress continuously. In a meeting with parent shareholders the Visiting Committee noted that parents felt St. Madeleine Sophie School effectively communicates student learning progress with families.



St. Madeleine Sophie School provides the implementation of individualizing student support across grade levels. The Director of Student Life and Inclusion, the Inclusion Teacher, and inclusion instructional staff play important roles in this process. The Visiting Committee observed faculty working closely with the inclusion team to modify instruction appropriately to meet the needs of all students. Students whose performance is assessed as below, approaching, or significantly above grade level standard receive individualized instruction and support. The Visiting Committee observed that accommodations and/or modifications to curriculum are recorded in Individual Student Support Plans. Additionally, the Visiting Committee observed that students who receive accommodations may qualify to work with other specialists, provided by parents, school districts or insurance funds, including Speech and Language Pathology, Physical Therapy, Occupational Therapy, instructional aide support, curriculum tutor or behavior specialist support.

D. Data Analysis and Action to Support High Achievement of All Students

Accreditation Factor #6: 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.

The Visiting Committee observed that St. Madeleine Sophie School is effective in their use of educational assessments to support the high achievement of all students. Assessment results are used to make changes to curriculum, place students in appropriate classes/coursework and to create Student Support Plans for individual students. The Visiting Committee observed faculty working closely with the Director of Student Life and Inclusion as well as the school's Inclusion Teacher to modify instruction appropriately to meet the needs of all students. Included in the Self Study their fifth critical goal addresses their desire to institute a framework for systematic use of assessment data to inform instruction and reporting.

St. Madeleine Sophie School uses two standardized assessments, the Iowa Form E (IOWA) and Star Assessments (STAR) by Renaissance Learning. In addition to these tests, St. Madeleine Sophie School utilizes textbook and teacher-generated assessments tools to measure student learning. IOWA tests are administered each fall for Grade 1 through 8. The results are analyzed and shared with families prior to conferences in November. Copies of the results are also saved in cumulative student files to provide a longitudinal picture of each student's academic strengths and needs.

St. Madeleine Sophie School has chosen to use the IOWA and STAR assessments, rather than the Measure of Academic Progress (MAP) test that has been adopted by the Archdiocese of Seattle Catholic Schools. This choice was intentional based upon the needs of their students. While speaking with administration and faculty, the Visiting Committee noted that this decision was made because the IOWA test allows for better implementation of accommodations and modifications for students with Student Support Plans.

St. Madeleine Sophie School uses STAR to measure students' reading and math progress. Students take this test at least five times a year to provide frequent data points to guide instruction and



intervention. While speaking with faculty, the Visiting Committee noted that faculty has found the Star Assessments to be beneficial to help modify their math and reading instruction, as well as offer additional academic support.

Based on data gathered from these assessment tools, St. Madeleine Sophie School identified math and reading as subject areas of improvement. The school implemented a Walk to Math program to allow for students to move to the appropriate grade level for their current math abilities. For Reading, the school has implemented a Walk to Read program where students are able to receive instruction at their current reading level. In middle school, a Language Arts Lab has been added to support all students with grammar and writing instruction as a primary focus.

St. Madeleine Sophie School uses the National Catholic Education Association ACRE test as a way to measure progress in the area of faith formation. The test is administered to grades 5th and 8th. The school has adopted new edition texts for the 2017-2018 school year that align with the Archdiocesan standards.

Because of the unique needs and number of the student population, aggregate data and trend analysis are challenging for the school. St. Madeleine Sophie School effectively addresses individual need and customizes instruction and assessment based upon those needs, but they have work to do in the area of whole school analysis.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that St. Madeleine Sophie School is highly effective in incorporating Catholic School values throughout the curriculum and the lived experience at school. They have made sure the standards are comprehensive and relevant by aligning their curriculum to a local curriculum framework, common core state standards, NGSS, Archdiocesan and state of Washington standards, and their SLEs. They also utilize assessments that align with these standards to measure progress toward mastery. Their standards based grading approach further emphasizes mastery of their standards based curriculum. Students are afforded the opportunity to demonstrate progress toward mastery and classrooms featured climates where students were comfortable trying their skills as they approached mastery but were not quite there yet.

St. Madeleine Sophie School has been very intentional when hiring new teachers in the last few years to ensure that they are supporting the mission of the school and reaching all learners. The majority of new teachers hired in primary and intermediate departments have special education certification as well as general education certification. Additionally the inclusion mission continues to grow with the development of a director and additional teacher. The school has been successful at building strong relationships with schools districts and private agencies in order to create support plans for students. With 35% of their student population having service plans in



place, the school is clearly living their mission to support all children. In addition to that, continuous professional development for teachers have supported instructional growth and consistency among grade levels and student growth for all.

St. Madeleine Sophie School holds students accountable to the SLEs by blending them into the everyday curriculum, classroom exercises, and school experiences. Students are awarded with recognition and a principal's lunch when identified as a student living out the SLEs. As highlighted by the students, winning the award is not something students seek to achieve but instead live their life as Christ would, and the reward is an added bonus. In church during Mass, students review their SLEs along with the church lesson, then students live out their SLEs by serving during Mass.

To ensure students are reaching their standards and SLE goals, staff use formative assessments that include performance-based activities, student reflections, teacher observations, and or mid chapter quizzes. Supplemental programs and standardized testing are used formatively including Accelerated Reader, STAR Reading and Math, and IOWA testing.

To ensure progress for all students the formative and summative assessments are tied into Student Support Plans. These student support plans are put together by the Director for Student Life and Inclusion, teachers, parents, and outside supporting agencies. They include but are not limited to such strategies such as testing for learning disabilities, accommodations, modifications, scribing, and math manipulatives. An example of ensuring student progress in 1st grade is group reading with each student sounding out their sight words.

St. Madeleine Sophie School uses technology in a variety of functions such as scanners, printers, and other devices to assist students with low vision, hearing, speech, etc. In the realm of classroom instruction, a great example of classroom technology use as told by the science teacher is the ability of their program to read the examples in Spanish to an English as a Second Language student.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *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 highly effectively in their implementation of research-based instructional methodologies and instructional practices that meet the needs of a diverse student population. They have used data to inform the purchase of a new comprehensive K-3 reading, writing, and spelling curriculum adopted from Houghton Mifflin Harcourt. In addition, 1st – 5th grades adopted a new Math curriculum, Math Connects in 2010. In in the fall of 2016-2017 St. Madeleine Sophie School added the Big Ideas Math program in Middle school. The staff members have consistently participated in professional development to improve their practice. Three teachers have received training in the Guided Language Acquisition Design (GLAD) program from Bellevue School District to develop specific use with English Language Learners. The visiting team was told by the teachers that they are encouraged by the administrative team to attend professional development that supports their instruction. Teachers work collaboratively



participating in PLCs to develop the Journeys curriculum map across grade levels. Additionally, the inclusion team, attends trainings to stay up to date in the latest research-based methods and strategies for classroom to meet the needs of an academically diverse student body.

To support the learning process, St. Madeleine Sophie School has effectively integrated technology into each classroom. All teachers are provided with Apple MacBook Air laptop computers and every classroom has a projection system as well as document cameras. Over 90% of classrooms utilize Mimio boards and have access to a variety of web based instructional and assessment programs. In 4th – 8th grade, students have various Chromebooks and in pre-K through 8th students have iPads. In middle school, students can enroll in a Technology elective that focuses on training lower school students on effective use of the Google Suite. The teachers noted that they appreciate how they are able to use technology to differentiate their instruction and gather data from online assessments and other tools.

St. Madeleine Sophie School has effectively integrated the SLEs into their instruction. The students articulated that the SLEs are something that they work on through classroom projects and within their leadership opportunities. Additionally, the students were intent on letting the visiting team know that they are able to practice their leadership and service to others through learning about the SLEs. The Visiting Committee felt that the school was highly effective in this area, but the school had identified this as one of their Critical Goals.

G. Support for Student Spiritual, Personal, and Academic Growth

Accreditation Factor #9: *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.*

The Visiting Committee observed that St. Madeleine Sophie School is effective in offering school support programs and service-learning opportunities rooted in Catholic values. The spiritual growth of students is a high priority for staff and parents. Students begin and end the day in prayer, attend and prepare weekly Mass, participate in presentations on the school theme, and participate in traditions and celebrations of the liturgical seasons. St. Madeleine Sophie School is rooted in the Gospel values and is true to their mission to serve a diverse population of children. The Visiting Committee noted that all students were active participants in Mass and many were given the opportunity to play a role in the celebration of the Eucharist.

St. Madeleine Sophie School is effective in implementing emergency procedures to ensure the safety and security of all students. Each classroom contains an emergency backpack and in a separate location a 3-day supply of emergency food and water is stored. Procedures for fire, earthquake, and lockdown events are regularly practice and many staff members are prepared with first aid, CPR, and other emergency training. All staff members and volunteers are required to complete the Archdiocese Safe Environment training in order to work with students. The campus is fenced off and signage directs visitors to check in at the front office. Staff members wear



lanyards for identification and primary students who have to leave the classroom do so with a buddy. Classroom doors are always shut and locked. The students shared with the Visiting Committee that they always feel safe physically and emotionally at the school.

St. Madeleine Sophie School is highly effective in providing services, resources, and activities to help all students achieve at high levels in both curricular and non-curricular areas. Students have many opportunities for stewardship within the classroom and school. In the younger grades all students have jobs to contribute to the classroom organization and in the upper grades students can also join the Safety Patrol program. Students also have opportunities to participate in Mass as liturgical Master of Ceremony and altar servers. At the middle school level students have enriching opportunities through elective classes which allows them to express their creativity in a topic of their choosing. Students at St. Madeleine Sophie School have opportunities to participate in the school musical, Geography Bee, Global Reading Challenge, Robotics Program, and Environmental Camp. Fitness, sportsmanship, and teamwork opportunities are also an important part of the programs offered at St. Madeleine Sophie School. Students can participate in the Moveathon, Field Day, a ropes course, and a variety of CYO sports. The Special Olympics Young Athletes Program is also integrated into physical education classes for grades PreK-2.

The social and emotional health and safety of students is as important as their physical safety. Staff and students help create an atmosphere of community and connectivity through welcoming rituals, established classroom rules, and attentiveness to the needs of others. Within this nurturing environment, teachers coach students in social skills as well as academic 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. During the visit, one of the students mentioned that St. Madeleine Sophie School "feels more like a family, because everyone knows you and loves you". 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.

The Visiting Committee observed that St. Madeleine Sophie School is highly effective and dedicated to delivering its mission. Spiritual growth is at the heart of who they are as a school community. 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. Pastoral coordinator, Principal, School Commission, Parents' Organization, and faculty all play important and defined roles in the organizational structure of St. Madeleine Sophie School.

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 role of Director of Student Life and Inclusion has been expanded to meet the range of learners. The role of a certified Inclusion



Support Teacher has been added to implement 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. During the student meeting, a student mentioned that the inclusive environment is their favorite thing about the school and are happy that “they are all looked at equally”. A hallmark of St. Madeleine Sophie School 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.

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.

H. Resource Management and Development to Support High Achievement of All Students

Accreditation Factor #10: *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.*

The Visiting Committee observed that St. Madeleine Sophie School effectively manages its financial resources to ensure sustainability while supporting high achievement of all students. The principal, Pastoral Coordinator, Pastoral Associate for Administration (PAA), Parish finance council, and the School Commission work together to monitor the budget and ensure the use of Archdiocesan-approved accounting practices.

St. Madeleine Sophie School is effective in planning for long-term viability. Strategic planning is done keeping the mission and vision in mind while considering recommendations and priorities identified by the original Task Force and School Commission. A reserve account with a target around 5-10% of each year's budget has been set up to ensure long-term stability of the school.

St. Madeleine Sophie School has been effective in implementing a financial management system. The formation of the school's annual budget begins in late September in collaboration with the principal, administrative associates, financial staff, and PAA. Budget records, actual cost of education, action statements from financial plans, salary and benefit proposals, and other school improvement needs guide the formation of the budget. Fundraising, development, and parish subsidy figures are projected in January and tuition figures are set through a review process with School Commission. The budget is reviewed by the Parish Finance Council throughout the spring and is approved by June.



St. Madeleine Sophie School is effective in ensuring resources are sufficient to sustain the school's program and ensure academic excellence for all. The school's annual fund raises over \$120,000 per year and additional fundraising efforts raise around \$130,000. Efforts are concentrated on initiatives with a higher financial return compared to the time involved. The "Moveathon" is one fundraiser implemented within this model which nets around \$47,000 for just one morning event. St. Madeleine Sophie School also redesigned the auction which had been very dependent on time and resources. Instead of the big live and silent auction, St. Madeleine Sophie School now has a smaller silent auction with a raise-the-paddle and BINGO game. Funds raised through these endeavors support the current year's operating budget and the school as expressed the desire to plan budgets with actual fundraising figures.

Chapter 4: The Action Plan

A. Design and Alignment of the Action Plan with the Self Study Findings

Accreditation Factor #11 (*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 institutional and/or governing authority expectations.*)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the eight most significant determined by the VC)

1. St. Madeleine Sophie School is blessed with a dynamic, loving, and collaborative faculty and staff who demonstrate Christ's love and compassion to their students. The students and parents resoundingly reported that they feel their teachers believe in them, love them, and challenge them to be the best version of themselves each day.
2. St. Madeleine Sophie School has allocated resources and developed their inclusion program to include a Director of Student Life and Inclusion.
3. St. Madeleine Sophie School has interwoven the SLEs into all aspects of the students' experience on campus which has a direct impact on each student.
4. St. Madeleine Sophie School and parish are strongly connected and work together in partnership to evangelize and deepen the faith life of families.
5. St. Madeleine Sophie School features a culture of commitment to the school's inclusive mission and is lived out through all shareholders.
6. St. Madeleine Sophie School and parish work in partnership to make Catholic education affordable and accessible to all parish families through their unique sliding scale tuition matrix.
7. St. Madeleine Sophie School features standards-based assessments and report cards that are reflective of student needs and individual student growth.



8. St. Madeleine Sophie School has successfully incorporated a Walk to Math and Walk to Reading Program that enables their unique population to maximize their growth potential through targeted instruction.

Critical Goals (identified by school)

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.)

The Visiting Committee observed that St. Madeleine Sophie School is highly effective in identifying critical goals that are focused on improving student learning. They have built their Action Plan in a manner oriented toward student learning and growth.

The school has been highly effective in aligning their Action Plan in a manner that addresses their goals and supports high achievement for all students. The Visiting Committee commends the school for their focus on data, their desire to meet the needs of the whole child including their social and emotional well-being, and their continued dedication to Catholic identity.

St. Madeleine Sophie School has effectively designed an Action Plan that includes specific assessments that are designed to monitor growth in student learning.

OPTION A: *Modification of a critical goal:*

N/A

OPTION B: *Critical Goal Identified by the Visiting Committee:*

N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *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 Visiting Committee observed that St. Madeleine Sophie School has effectively implemented and restructured their previous Action Plan and therefore the Visiting Committee feels that they will be highly effective in implementing and monitoring this new Action Plan. Their plan is well grounded in data gathered from all shareholders and this has contributed to campus-wide buy-in and commitment to the plan. Likewise, the teachers are given leadership roles and the administration gives the instructional team a voice in the self-improvement process. The administration also recognizes that the teachers need time and professional development to implement the new curriculum and the Action Plan. The Visiting Committee felt confident after meeting with all shareholders that the teachers are well supported to accomplish their Action Plan.

St. Madeleine Sophie have shown their ability to set goals and reflect on areas for improvement. They have shown their commitment to providing Catholic education for families striving for one. The administration and staff have affirmed their commitment to continuous improvement of the school and developing the whole child within the walls of St. Madeleine Sophie School.

The school has highly effective means of communication in place presently to communicate the progress that they make toward accomplishing their Action Plan with all shareholders. The school's plan for evaluating the goals of their Action Plan on the basis of their impact on student achievement is effective. The school has planned for the resources that are needed to accomplish their Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed three days of joyful instruction while visiting St. Madeleine Sophie School. We especially appreciated the school's focus on inclusion and meeting the diverse and unique needs of every child. The parents, students, teachers, and parishioners we met shared that this is a community school where every student matters. The Visiting Committee affirms that St. Madeleine Sophie School is well poised to continue growing, reflecting, adapting, and progressing toward high achievement for all students. Many shareholders indicated that they would like St. Madeleine Sophie School's reputation to broaden so that others can come to know the school beyond inclusion, because as they shared, the school is committed to high achievement for all students.

St. Madeleine Sophie School is, as one shareholder suggested, "A one in a million school". We commend you for your attention to the ministry of Catholic education.

