



**WCEA** *Western Catholic  
Educational Association*

# **IMPROVING STUDENT LEARNING**



**A Self Study for:**

**All Saints Catholic School  
641 5<sup>th</sup> Avenue  
Lewiston, ID 83501**

*Continuous School Improvement Focused On High Achievement Of All Students*

**2011**

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## ASCS Personnel and Positions

Aitken, Kelly ..... First Grade Aide  
Albright, Jill ..... Kitchen Assistant  
Allen, Karra ..... Preschool, ASAP, Recess Duty  
Arrasmith, Tamara ..... Preschool Aide, ASAP, Recess Duty  
Botts, Vanessa ..... Spanish Teacher  
Bross, Ben ..... Music, Choir, Band  
Carlson, Jim ..... Bus Driver  
DeBarbrie, Julie ..... Reception / Office Manager  
Edmundson, Karen ..... Second Grade Teacher  
Gossage, Sandy ..... First Grade Teacher  
Hammrich, Denise ..... Principal  
Heard, Cindy ..... Third Grade Aide / Intervention Teacher  
Holthaus, Catherine ..... Fourth Grade Teacher  
Jackson, Tina ..... Third Grade Teacher  
Jones, Tonia ..... Sixth Grade Teacher  
Jorgenson, Jean ..... Bookkeeper  
Kaufman, Ernie ..... Head Cook  
Madden, Tina ..... Kindergarten Teacher  
Mann, Barb ..... Custodian  
Remacle, Amanda ..... Preschool Lead Teacher  
Sandahl, Stogy ..... P.E. Teacher, Library, Technology  
Stellmon, Cindy ..... Librarian  
Uptmor, Lorene ..... Fifth Grade Teacher

## Mission

All Saints Catholic School, a vital ministry of All Saints Catholic Parish, is committed to assisting families in educating the whole person, helping our children grow in knowledge and love of God, academic achievement, service of neighbor, and discovery of their God-given gifts.

## Philosophy

**We believe All Saints Catholic School is a vital ministry of All Saints Catholic Parish.** By providing an environment where Catholicism permeates all aspects of school life, we lay the foundation for potential leaders of the parish community. We encourage all school families to attend Mass and participate fully in parish life.

**We believe families have the primary responsibility for the spiritual and academic education of their children.** The teachers and staff of All Saints Catholic School support, enhance and complement this role. We provide opportunities and expect families to be actively involved in their child's education.

**We believe in educating the whole person.** Since we are all created in God's image and likeness, we value and honor the unique gifts and talents of each individual. Our classroom teachers are dedicated to educating the whole child: spiritually, physically, intellectually, emotionally and socially. In addition, we provide specialty classes that enhance the unique abilities of our students.

**We believe Catholic education helps children grow in knowledge and love of God.** Through daily religious education, liturgical celebrations, and the integration of faith into the entire curriculum, our children are instilled with the values, heritage and traditions of the Catholic Church. We provide sacred experiences which foster a relationship with the living God.

**We believe in providing a superior academic education.** We strive to help each child fulfill their potential and attain academic excellence. By providing a challenging curriculum aligned with Idaho state standards, diocesan requirements, and accredited by the Western Catholic Education Association, we develop life-long learners who think critically, logically and creatively.

**We believe it is our Christian duty to serve our neighbors.** In the spirit of the Sisters of St. Joseph of Carondelet, our founding order, we identify and work toward meeting the needs of our "dear neighbor." "Whatever you do for the least of my brothers, you do unto me." – Matthew 25:40

**We believe God has graced each individual with unique and special gifts.** We help children to discover the gifts God has bestowed upon them and encourage each child to use these gifts for the good of all.

## Schoolwide Learning Expectations

(What students are expected to know, understand, value, and be able to do)

ASCS will be assisting families in educating the whole person:

### Spiritually:

- Developing knowledge of scripture, Catholic teaching, and tradition
- Participating in sacraments, liturgies, prayer, and devotions
- Demonstrating a spirit of service in school, church, family, and community

### Physically:

- Actively participating in physical activities to develop skills and improve physical ability and condition
- Demonstrating a knowledge of the human body and good health habits

### Intellectually:

- Performing grade level skills proficiently or to full potential
- Demonstrating creative thinking, effective problem solving, and higher level thinking skills
- Communicating effectively through written and oral communication
- Participating in the fine arts
- Utilizing technology effectively
- Establishing goals and working toward successful outcomes

### Emotionally:

- Maintaining a positive self-image as a child of God
- Demonstrating a responsible decision making attitude
- Taking responsibility for his/her own actions
- Using his/her own talents to the best of their ability
- Having knowledge of and implementing character virtues

### Socially:

- Interacting appropriately with others and acting as a positive example among peers
- Respecting people, property, and the environment
- Exhibiting good sportsmanship

# CHAPTER 1 – INTRODUCTION

## A. HOW THE SELF STUDY WAS CONDUCTED

The self study leadership team of All Saints Catholic School (ASCS) consisted of Denise Hamrlich (principal), Tonia Jones (6<sup>th</sup> grade teacher), Marcia Ney (shareholder/parishioner), and Dr. Dave Massaro (Lewis Clark State College, professor of education). This team met regularly throughout the self study to establish timelines, assign tasks, and monitor progress. At least two members of the leadership team were present at every weekly work session. Drafts were sent to the leadership team periodically for their review.

The self study began August 25, 2009, during the first professional development day of the year. Each weekly faculty meeting during the 2009-2010 school year was designated to work on the self study in assigned committees. Work continued throughout the summer of 2010 on a weekly basis. At the beginning of the 2010-2011 school year, meetings were conducted two-three times a week. The draft was ready for final submission December 2010. After this, evidence will continue to be gathered to support the self study for the March visit.

Some parents assisted in the draft writing committees. However the major role of ASCS parents was providing feedback which led to revision of the mission statement, philosophy, and School Wide Learning Expectations (SLEs). Drafts of each were sent to the school board as well as to parents for feedback. All comments were thoughtfully discussed and considered by the leadership team and staff. Revisions were made to the wording of the mission statement, philosophy, and SLEs where deemed necessary. For example, “the integration of faith into the entire curriculum” was added to the philosophy paragraph on helping children grow in knowledge of God.

Parent surveys also provided input and insight into strengths and current challenges in existing programs. The 2009 survey indicated that 94% of the parents who participated in the survey were pleased with the spiritual formation the school provides while the 2010 survey had 100% satisfaction. From survey feedback, unstructured social situations such as recess and want for additional Catholic activities were noted as areas to address. Adjustments were made in the lunch recess schedule and additional Catholic rituals such as Eucharistic Adoration and the Living Rosary were added. Information gathered from the surveys continues to be analyzed by the staff, the Enrollment and Retention Committee, and the school board (refer to the WCEA Accreditation Surveys binder).

A major obstacle encountered was how to involve more parents in the data driven analysis of the self study. Another issue which arose involved the time constraints and scheduling of busy parents and staff. Many schedules did not allow for regular attendance at all meetings. Regular attendance was necessary in order to keep the drafting process consistent and efficient. The small core of contributors was able to maintain the integrity of this process. Less than 5% of the parents made comments regarding the revision of the mission statement, philosophy, and the creation of the SLEs. The majority of this feedback was positive and all comments were presented to the staff and leadership team for consideration.

## **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.*

### **Chapter 1 – Overview of the Process** (Names in bold are those who chaired each committee.)

A. – How the Self Study Was Conducted: Principal: **Denise Hammrich**; Teachers: Sandy Gossage, Catherine Holthaus, and Tina Madden

B. – Involvement and Collaboration for Shareholders in Completing the Self Study: Principal: **Denise Hammrich**; Teachers: Karen Edmundson, Sandy Gossage, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina Madden, and Lorene Uptmor; Librarian: Cindy Stellmon

### **Chapter 2 – Context of the School**

A. – School Profile: Principal: **Denise Hammrich**; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina Madden, Amanda Remacle, and Lorene Uptmor; Librarian: Cindy Stellmon; Office Staff: Julie DeBarbrie and Jean Jorgenson; Member of the Founding Order: Sr. Pat Rosholt; Former Employee: Jeanne Osborne

B. – Use of Prior Accreditation Findings: Principal: **Denise Hammrich**; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina Madden, and Lorene Uptmor; Librarian: Cindy Stellmon

### **Chapter 3 – Quality of the School’s Program**

A. – Assessment of the School’s Catholic Identity: Teachers: Ben Bross, Karen Edmundson, Tina Jackson; Librarian: **Cindy Stellmon**; Deacon Fred Schmidt; Parents: Matt Johnston and Lisa Tuell; School Board Member: Rachel Gehring; Leadership Team Member: Dr. David Massaro

B. – Defining the Schools’ Purpose: Teachers: Sandy Gossage, **Tonia Jones**, Tina Madden, Stogy Sandahl; Member of the Founding Order: Sr. Pat Rosholt; Leadership Team Member: Dr. David Massaro

C.- Organization for Student Learning: Principal: Denise Hammrich; Teachers: **Sandy Gossage**, Tonia Jones, Tina Madden, Stogy Sandahl; Leadership Team Member: Dr. David Massaro

D. – Data Analysis and Action: Cindy Heard, **Catherine Holthaus**, Amanda Remacle, and Lorene Uptmor; Leadership Team Member: Dr. David Massaro

E. – SLEs and Standards-Based Curriculum: Principal: Denise Hammrich; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina

Madden, Amanda Remacle, and **Lorene Uptmor**; Librarian: Cindy Stellmon; Leadership Team Member: Dr. David Massaro

F. – Instructional Methodology: Principal: Denise Hammrich; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, **Tina Jackson**, Tonia Jones, Tina Madden, Amanda Remacle, and Lorene Uptmor; Librarian: Cindy Stellmon; Leadership Team Member: Dr. David Massaro

G. – Support for Student Spiritual, Personal, and Academic Growth: Principal: Denise Hammrich; Teachers: **Karen Edmundson**, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina Madden, Amanda Remacle, and Lorene Uptmor; Librarian: Cindy Stellmon; Leadership Team Member: Dr. David Massaro

H. – Resource Management and Development: Principal: Denise Hammrich; Office Staff: **Julie DeBarbrie** and Jean Jorgenson; Leadership Team Members: Dr. David Massaro and Marcia Ney

In-Depth Study for Math: Principal: **Denise Hammrich**; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, Tina Madden, Amanda Remacle, and Lorene Uptmor; Librarian: Cindy Stellmon; Math Consultant: Dr. Jan Goodheart; Leadership Team Member: Dr. David Massaro

Action Plan: Principal: Denise Hammrich; Teachers: Karen Edmundson, Sandy Gossage, Cindy Heard, Catherine Holthaus, Tina Jackson, Tonia Jones, **Tina Madden**, and Lorene Uptmor; Librarian: Cindy Stellmon; Leadership Team Member: Dr. David Massaro

The faculty of All Saints Catholic School (ASCS) met prior to the start of the 2009 – 2010 school year. The current mission was drafted, revised, and sent to shareholders, including parents and school board, for review and comment. The feedback was then discussed resulting in changes to the original statement. This process continued with the rewriting of the existing philosophy and the creation of the Schoolwide Learning Expectations (SLEs).

Many shareholders were involved in assessing student progress and spiritual growth. Surveys were given to parents, students, staff, school board, and pastor. The parent survey data was compiled by the principal, analyzed by the Enrollment and Retention Committee, and then shared with the school board. As a result of feedback received, math continued to be an area of focus. Additionally, positive feedback was received regarding the newly adopted religion curriculum. Student surveys were analyzed by the teachers and it was realized that some questions were confusing and misinterpreted by the students. The plan is to revise the current survey to be more understandable.

A variety of shareholders were involved in data analysis. Results of all test scores were carefully analyzed by the principal, teachers, and math consultant. Parent survey results were evaluated by the Enrollment and Retention Committee. The Finance Committee analyzes all budgetary matters, looking for ways to be good stewards of all resources.

Once the Action Plan was drafted, the school board and pastor were provided a copy to review and comment. A notice of the availability of this draft was noted in the school's weekly newsletter and the parish bulletin inviting shareholders to study and make recommendations.

The Action Plan has recently been established and implemented. Shareholders will be updated at the annual State of the School Address. Regular monitoring of the success of the Action Plan will be conducted through parent surveys.

## CHAPTER 2 – CONTEXT OF THE SCHOOL

### A. SCHOOL PROFILE (with supporting data)

In 1884, the Sisters of St. Francis of Newcastle, Minnesota, opened St. Aloysius Academy in downtown Lewiston on 5<sup>th</sup> and D Streets. Thirteen years later, the Visitation Sisters built an academy where All Saints Catholic School (ASCS) presently stands. Building on the initial efforts of these two orders, the Sisters of St. Joseph of Carondelet developed the Catholic educational system currently in place at All Saints Catholic School. The charism of the Sisters of St. Joseph of Carondelet is meeting the needs of “our dear neighbor” through unity and reconciliation.

Although we have no full time religious employed at the school today, we do have two priests who share the responsibility of celebrating a children’s Mass each Friday. Reconciliation services are also offered twice a year during Advent and Lent. We benefit from the services of sisters, retired priests, and two deacons as well as religious guidance and supervision from the Diocese of Boise. The charism of the school today is to be a Christ-centered community reflecting God’s image. Our school motto is “*Praying, Learning, Serving.*”

All Saints Catholic School is located in Lewiston, Idaho which rests at the confluence of the Snake and Clearwater Rivers and borders Washington. The current population is 31,000. Lewiston is a rural agricultural community that is also supported by industries such as Clearwater Paper, St. Joseph’s Regional Medical Center, ATK/CCI Speer, and tourism. As with the nation, our community has been affected by a declining economy.

The school’s mission states that it is a vital ministry of All Saints Catholic Parish. It is part of the North Central Deanery of the Diocese of Boise. Our parish is in a transitional phase combining three parishes into one. Currently we consist of four stations under the name All Saints Catholic Community. Our student population of 159 students is drawn from a large geographic community including the Idaho towns of Peck, Culdesac, Lapwai, and Lewiston, and the Washington communities of Clarkston and Asotin.

The Lewiston Catholic Community generously supports our Catholic school. Each of the three church locations subsidizes a portion of the cost of educating our Catholic youth and participates in our fundraisers that include the A.C.T.I.O.N. (All Christians Together In One Need) Auction and SCRIP. Our students and alumni serve in their parishes as lectors, Extraordinary Ministers of the Eucharist, altar servers, hospitality ministers, and participate in religious education programs and other ministries. Other ways in which our students serve the parish community include: Living Stations of the Cross, hosting two soup suppers, writing letters to priests, sisters, seminarians, and parish senior citizens, and creating prayer cards, Epiphany home blessing cards, and prayer wreaths. The 6<sup>th</sup> grade class sets up tables and chairs for various parish functions and volunteers to change the missalettes. During Catholic Schools Week, our students help prepare and participate in Mass at each of the three churches. Maintaining a relationship with our parishes reflects our school’s philosophy.

According to the most recent data, the median household income in Lewiston was \$36,600. The percentage of persons living below poverty was 12%. The population according to 2006 statistics was 95% White, 1.6% Native American, and 1.9% Hispanic. The graduation rate of Lewiston students from high school was 86%, and 19.6% have a bachelors degree or higher. The homeownership rate was 66.8% in the year 2000. The social-economic status of our school

and parish families is a true representation of the community at large with 11% of our school families being eligible for free or reduced lunches.

All Saints Catholic School's curriculum is aligned with Idaho State Standards and the Diocesan Curriculum Guidelines. We believe in meeting the needs of all students through differentiated instruction. Analysis of student performance drives teacher planning and instruction. Assessment tools include state standardized tests, curriculum assessments, student samples, and teacher anecdotal notes. This year's high school graduating class indicates that 100% of our former students are graduating while 67% made the honor roll. Annually our 4<sup>th</sup> and 6<sup>th</sup> grade students take the Idaho State's Direct Math Assessment. In the winter of 2009, 90% of our 6<sup>th</sup> grade students scored proficient or advanced, and 74% of our 4<sup>th</sup> grade students scored proficient or advanced. The 5<sup>th</sup> grade students participated in Idaho's Direct Writing Assessment and 93% of the students scored proficient or advanced. The spring MAP results for grades 3 through 6 indicate that 96% of students are proficient or advanced in Reading, 91% proficient or advanced in Math, and 96% proficient or advanced in Language.

The staff and administrators of ASCS are a dedicated group committed to fulfilling the mission and philosophy of our school. Our educators are certified with the State of Idaho, hold a Diocese of Boise Catechist Certificate, and are members of the NCEA. Their years of experience vary from two years to 38 years. Individual staff members work to enrich their own individual growth and development by attending workshops and in-services, taking courses, and attending the annual Partnerships in Education Conference, as well as the Diocesan Fall Conference and Workshops. We collaborate weekly to keep current on educational issues. Our math consultant, a professor at Lewis Clark State College, conducts a monthly math in-service in which the teachers receive college credit. The diversity of the staff is reflective of our community with 95% being White. There are three males on staff, and our Spanish teacher's homeland is Puerto Rico.

Currently 75% of the total staff is Catholic. Of the certified staff, 88% are Catholic. Those who are Catholic are active in their parishes and are encouraged to have a ministry within their parish. Some of the ministries they are involved in are music, hospitality, liturgy committee, Extraordinary Ministers of the Eucharist, ministers to the homebound, religious educators, baptismal prep, and lectors. Representatives from the school attend the parish staff meetings. Each week the school has an article in the parish bulletin highlighting school events. The pastor is very supportive of the school and has recently committed to visiting a different classroom each month of the school year.

Our school does face the challenge of transitioning from three parishes to one. We are currently one school serving three widespread churches and a station. Making ourselves actively seen in all three locations can be difficult. ASCS is also challenged by enrollment. We currently are not at full capacity.

## **Evidence**

- Completed forms from Appendix A
- Completed surveys (parent, student, priest, staff)
- Demographic data
- Professional Development syllabus with math consultant
- “Peace” of School News in parish bulletin
- Test Data
- Catholic Schools Week liturgy form
- History of the Sisters of St. Joseph of Carondelet

## **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.*

This is the initial accreditation submission for All Saints Catholic School. Therefore, there are no prior accreditation findings.

During the past three to five years All Saints Catholic School (ASCS) has enhanced student learning through various means. These include literacy and math professional development, character education, Schoolwide Learning Expectations (SLEs), adoption of new math and religion curriculum, and parent surveys.

Professional development through The Literacy Learning Network, was initiated in 1998. This teaching model focused on teaching through modeling using the teaching learning cycle. The teaching learning cycle starts with assessing what students know and are able to do. Teaching is then structured to meet the needs of students in their Zone of Proximal Development. After guided and independent practice, student learning is then evaluated and the cycle continues. It is felt that this is an effective teaching strategy due to ASCS's strong reading and language scores on the Measures in Academic Progress (MAP). In 2008, the focus changed from literacy to math using the same model. Over the past three years the percentage of students proficient in math has increased.

ASCS's character education program was established in 2003. A number of staff attended a statewide conference in Boise, Idaho. This provided the opportunity to apply for a grant which was received. The money from this grant provided funds to identify eight character education virtues which are directly linked to Scripture, Catholic social justice teachings, and the Catechism of the Catholic Church. Each virtue is highlighted monthly through various activities inside and outside of school. These virtues are complimented by the SLEs.

As a part of the accreditation process, ASCS established the SLEs in 2009. The SLEs were introduced to the students and continue to be an area of focus. This is accomplished during morning circle, in class discussions, and take-home activities which are tied to character education virtues. As indicated in the action plan, a monitoring system will be developed during the summer of 2011.

For the past three years ASCS has been conducting annual parent surveys to assess what the parents see as strengths and challenges of the school. The data from these surveys are analyzed by various shareholders including the Enrollment and Retention Committee, the ASCS School Board, teachers, and staff. These groups then use this information to address areas for growth.

One of the positive outcomes of the annual parent surveys was the adoption of a new religion curriculum. Faith formation has always been central at ASCS. The new diocesan approved curriculum provides a consistent scope and sequence for all grades.

## **Evidence**

- MAP scores
- Teaching Learning Cycle
- Schoolwide Learning Expectations (SLEs)
- Parent surveys
- Scope and sequence from religion curriculum
- Character education posters and bulletin board
- Character education overview
- SLEs take-home activities

## 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.*

All Saints Catholic School prides itself in nurturing a strong Catholic identity. This is achieved through daily teaching from a Diocesan approved curriculum and vast prayer opportunities including weekly Mass. The school also looks beyond the classroom by providing service activities and opportunities to encourage school families to remain actively involved in the parish. Through the school’s evangelization several families and individuals have joined the Church.

At All Saints Catholic School (ASCS) the core text of our religious instruction is Finding God by Loyola Press. This text, approved by the Diocese of Boise, references Scripture and Church documents including the Catechism of the Catholic Church, Catholic Social Teaching themes, and the General Directory for Catechesis. All classroom teachers are certified by the Diocese of Boise, with ten hours of faith formation required annually to renew certification. Currently teachers have the opportunity to complete this requirement at our annual diocesan conference, through parish adult education opportunities, and school staff retreats. A goal is to increase school-provided opportunities for staff and parent faith formation.

The school community begins each day gathered in the gym for prayer led by our principal. This time includes reading from Scripture, special intentions, and songs of worship. Prayer is woven into the fabric of each classroom’s daily experience. In addition to morning, mealtime, and end-of-day prayer, students learn that Catholic Christians are called to respond in prayer to many situations that arise in daily life. Playground conflicts, a siren or helicopter at the neighboring hospital, family illnesses, deaths, and crises in the local or global community are examples of instances that call the members of the school community to private or group prayer. ASCS students learn to pray in many forms including memorized, spontaneous, meditative, and communal prayer.

The school celebrates weekly Mass with the entire student body and invites parents and the parish community to join us. All school support staff are encouraged to attend school Masses, but attendance varies week to week. The liturgy is prepared by one of the first through sixth grade classes with students acting as lectors, hospitality ministers, musicians, and servers. Readings of the day as identified by the United States Conference of Catholic Bishops (USCCB) are used, with music chosen to enhance those readings. In addition to weekly school liturgical celebrations, students are honored to prepare and lead the Sunday Liturgy in each of the three local churches at least once a year. The sixth grade class recently had the unique privilege of preparing the memorial Mass for a classmate’s deceased father. Students are invited to attend the noon parish Mass offered at our neighboring church on All Saints Day, Immaculate Conception, and Ash Wednesday. A goal is to have a children’s Mass celebrated on these days. The opportunity to celebrate Mass together fosters in the students a sense of being vital, active participants in Eucharistic celebrations.

Students in grades two through six celebrate Reconciliation twice a year, during Advent and Lent. Students and staff join the St. Stanislaus community for Eucharistic Adoration on the first

Tuesday of each month. Parents are encouraged to join in this prayer. Other opportunities for community worship include all-school rosaries and student retreats. Retreats are organized by “family groups” that include students from all grade levels.

During Advent, a special daily Advent prayer is shared in the gym, led by students from various classes. The Advent concert is a time of community worship, including Scripture readings and sacred music. On Ash Wednesday each class makes an Alleluia banner which is hidden and then brought out for the Easter celebration. Sixth graders present a living Stations of the Cross at all three churches, as well as for the student body. The third graders also lead the Stations for the St. Stanislaus community once during the season.

One of the major founding orders of All Saints Catholic School was the Sisters of St. Joseph of Carondelet. Their charism is to address the needs of the “dear neighbor.” ASCS has sought to follow their example of evangelization by involving our students, staff, and families in schoolwide, classroom, and individual service work.

ASCS serves the community in many ways. Examples of schoolwide service are the creation of prayer wreaths with personal messages sent to those in need, and a pen pal program with senior parishioners. Individual classes initiate service projects as well. Some examples include setting up tables and chairs for parish and community events, making Epiphany home blessing cards for parishioners, and praying for special intentions. Individual school families are encouraged to participate within their church community. The families of ASCS reach out to the parish by participating in liturgical ministries and parish life. The school accepts up to five hours of this service to be applied toward their school service requirement. Once a month the school staff volunteers to cook and serve dinner at the Salvation Army.

As stated in the school philosophy, “we value and honor the unique gifts and talents of each individual.” ASCS honors these as gifts from God that were given for the good of the community. Once a month individual students from each grade are recognized at a “Gifts of the Spirit” ceremony at the end of Friday Mass. Every student is honored once during the school year.

Expectations for Catholic faith formation are outlined in the “Curriculum Guidelines for Catholic School Religious Education Programs” published by the Diocese of Boise. Daily religion classes focus on grade level objectives in the areas of: Church teaching and Scripture, Liturgy and Sacraments, Prayer, Morality, Church as Christian Community, Ecumenism, Service, and vocabulary. Teachers are familiar with their grade’s guidelines to ensure that those expectations are met in their classrooms. Understanding our identity as Catholic Christians is an ongoing endeavor for students, staff and parents. A parent newsletter that aids in adult faith formation accompanies the curriculum and is sent home regularly. In addition, a three minute retreat is posted on the school website for additional prayerful reflections. ASCS families are also provided [A Parent Guide to Prayer](#). Parent surveys indicated an overwhelmingly favorable response in regards to faith formation offered at ASCS. The school recognizes the importance of the relationship between student, family and school in fostering a strong sense of who we are as Catholic Christians.

## **Conclusion**

### **1. Accomplishments**

- Attitude of reaching out in service to our “dear neighbor”
- Emphasis on prayer throughout the day, in a variety of styles
- Sacramental opportunities
- Adoption of a uniform religion curriculum
- Recognition of the Holy Spirit’s unique gifts to each child (Gifts of the Spirit)

### **2. Goals**

- Celebrate Mass on All Saints Day, Immaculate Conception, and Ash Wednesday
- Additional faith formation opportunities for staff and parents
- Increased support staff, parent, and community participation at weekly school Mass

### **Evidence**

- Sacramentals and prayer corners on display in the classrooms and in the hallways
- Evidence of prayer (morning, mealtime, end-of-day, Adoration guide, picture of Living Rosary, lesson plans, CD with meditation)
- Principal leading all-school morning prayer
- List of teachers who have catechist certification
- Catechist certification guidelines
- Religious education curriculum guidelines from Diocese
- Scope and sequence from Finding God
- Parent newsletter from curriculum
- Pictures from service projects (singing, placemats, prayer wreath, etc.)
- Teacher and staff in-service records
- Liturgy preparation form
- Gifts of the Spirit picture and award
- Living Stations of the Cross program
- List of family groups and retreat schedule
- Pen pal list
- List of memorized prayers
- Picture of Advent prayer
- Alleluia banner
- Staff sign up for working at Salvation Army
- Epiphany home blessing card
- Weekly family envelope newsletter
- Programs from Advent and spring concerts
- Jesse Tree ornament
- Prayer intention form
- First Communion and Confirmation lists
- Display board of SLE’s
- List of parish liturgical ministers with school families highlighted

## **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.*

Revising our mission and philosophy has been an ongoing process at All Saints Catholic School (ASCS). These are reviewed yearly by shareholders and all staff. In 2009 the staff looked at other Catholic school mission statements, gathered information from past, present, and future stakeholders, including an interview with a sister from the order of St. Joseph of Carondelet, the founding order of our school. Using this information, the staff revised the mission statement which was then sent out to parents and priests. Once feedback was received and further revisions made, the philosophy was revised according to the key components taken directly from the mission. The revised philosophy was sent to shareholders for feedback. The final revision was then sent to the school board. This was an ideal time to review these statements as the three parishes that support our school are uniting into one parish.

All Saints Catholic School's Schoolwide Learning Expectations (SLEs) were developed during the 2009 – 2010 school year and are an extension of the mission and philosophy statements. ASCS is committed to assisting families in educating the whole person: spiritually, physically, intellectually, emotionally, and socially. An acronym for the five major components (S.P.I.E.S.) was created to assist students in learning and understanding the SLEs. These five components were then expanded to reflect the school's expectations for each student graduating from ASCS. The staff worked to write the expectations in appropriate language that was measurable and could be understood by students and their parents. The SLEs create an applicable extension of the school's mission and philosophy which are committed to educating the whole person. The SLEs are implemented in numerous ways including morning circle, lesson plans, parent activities, student discussions, and teacher observations. As this is the first year the SLEs have been implemented, a goal is to better enlighten the parents and parish community as we continue to grow in the understanding of them. A system for monitoring student progression and growth is addressed in the action plan to be incorporated during the 2011-2012 school year.

The staff ensures that the curriculum is the basis of student learning by following the Diocesan Curriculum Guidelines that meet and go beyond Idaho State Standards. Curriculum is chosen to align with these standards. The chosen curriculum provides differentiated instruction with opportunities for learning at all levels. To ensure that teachers are adhering to the standards and following the curriculum, they are evaluated regularly using the Charlotte Danielson model.

ASCS is a parish school. It is part of the educational mission of the parish for which the pastor is the canonical administrator. He delegates, according to diocesan policy, administrative responsibilities to the school principal, who is accountable to him. Accordingly, the ASCS Board is an "advisory" or "consultative" board. The board cooperates in the policy-making process by formulating and adapting, but never enacting policy.

There are many expectations of the school board. They are expected to develop ownership and stability for the future, offer financial advice, develop and defend policy, serve as a public relations resource, enable the principal to spend adequate time as the spiritual and educational

leader, provide parents with a voice for their children's education, and encourage strategic planning.

The purpose of the finance committee is to ensure the financial stability of the school. Their responsibilities are to oversee development of the annual budget, present the annual budget to the board for approval, ensure accurate tracking/monitoring/accountability of the school's finances, and review financial audits and major grants.

The governing authorities' expectations of ASCS are to conform to authentic Catholic teaching, strive for academic excellence, and have fair and just admissions and hiring policies. All classroom teachers hold Idaho state teaching certificates and catechist certification through the Diocese of Boise. The diocese also requires all staff and volunteers to take the Safe Environment training. The governing authorities expect ASCS to be good stewards of resources to ensure financial stability of the school.

The mission, philosophy, and SLEs are addressed each year. Shareholder input has not indicated any glaring omissions in ASCS's directional documents. However, these documents are continually reviewed and updated based on student need and input from the shareholders. One of the areas which has been given particular emphasis is supporting families with their own faith development; specifically with the Character Education Program that has a strong family component.

## **Conclusion**

### **1. Accomplishments**

- The creation of the SLEs
- The implementation of the SLEs
- The direct correlation between our mission and philosophy statements

### **2. Goals**

- Continued awareness and understanding of the SLEs by the school and parish community
- Develop a system to monitor student progression toward achievement of SLEs

## **Evidence**

- Letter to parents asking for feedback
- Mission and philosophy displayed in the school
- Poster of S.P.I.E.S. (SLEs)
- Diocesan Curriculum Guidelines
- Idaho State Standards
- Teacher evaluation rubric
- School Board input of mission, philosophy, and SLEs

## **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.*

All Saints Catholic School (ASCS) is a diocesan school under the guidance and support of the Bishop of the Diocese of Boise and Superintendent of Idaho Catholic Schools. The organizational structure at ASCS is designed so that the pastor, principal, school board, teachers, staff, Foundation, and parent organization help each child fulfill his/her potential. Together they help students to gain and maintain a strong Catholic identity.

ASCS is governed locally by our pastor. His primary role at ASCS is that of oversight and input relative to decision making, policies, and procedures. The principal facilitates the everyday actions for the school and is in frequent communication with the pastor about the status of the school. She is advised by the school board comprised of ten voting members. Three representatives from each of the three churches are selected by the pastor. One parent representative is voted in by school families. The school board makes recommendations concerning school policies and functions. Teachers and staff provide input about the direction of the school and facilitate the realization of the school's mission, philosophy, and vision. ASCS is also supported by the parent group, the Guardian Angels. The school is spiritually, academically, and financially supported by the Foundation Board, whose goal is to manage long term financial investments such as scholarships, endowments, and building funds. Greater awareness of the function of the Foundation Board along with increased membership will benefit the long term financial security of the school.

The school board at ASCS promotes high achievement of all students through numerous roles and responsibilities. After the initial research is conducted by the staff, the school board provides input into curriculum adoption. Another important responsibility of the school board is the annual budget approval, which provides the necessary funding for highly qualified staff and materials. The school board develops a strategic plan for maintaining optimal enrollment and retention including effective marketing and public relations for the school. Optimal enrollment provides adequate funding and class size conducive to a quality educational program. The organizational structures of ASCS would benefit from pooling their resources to form a team of grant writers to provide greater financial support for high achievement of all students.

Guardian Angels provides volunteers and additional financial support to enhance our school and curriculum by supplying materials and services that are not within the yearly budget constraints. This parent group provides additional funding for the Spanish program, the Lionel Hampton Jazz Festival, McCall Outdoor Science School, the 4<sup>th</sup> grade river trip, and sponsors intramural sports, to name a few. These additional programs enhance high achievement of all students.

As an administrator, the pastor plays an active role on the hiring committees for all teaching and administrative positions. He is responsible for overseeing administrative policy and plays an important role in communicating the Catholic identity of our school. He provides meaningful liturgical celebrations, oversight of sacramental preparation, and regular classroom visits. His energetic public advocacy of the school positively impacts student recruitment and retention.

The administration of ASCS includes the principal, the administrative assistant, and the bookkeeper. They each play a different but important role in the school community. The principal impacts high achievement of all students through staff development, test score analysis, classroom observations, and continual curriculum review. She helps keep the mission and philosophy of ASCS at the forefront of all that we do. Not only a mentor, she is an active participant in providing a high quality Catholic education. She and the administrative support staff provide a welcoming and encouraging environment for our students and parents. The administration is directly involved in recruitment and retention. They provide information to the parish and community at large through bulletin announcements, media advertisements, and various bulk mailings. Through careful management, the administrative assistant and bookkeeper ensure good stewardship of financial resources thus keeping the tuition affordable for potential and current families. In addition, the principal meets with all perspective and new families to introduce them to the culture of the school and to answer any questions they might have.

The principal and all classroom teachers hold an Idaho Teaching Certificate and a Diocese of Boise Catechist Certificate. The principal also holds a Master's Degree in Curriculum and Instruction and administrative credentials with an Educational Specialist Degree. The instructional staff take part in a myriad of professional development opportunities including but not limited to the Diocesan Fall Conference, parish workshops, Partnership in Education Conference, professional development in math with a math consultant, Learning Network Seminars, Bureau of Educational Resources (BER) conferences, Teaching American History, and seminars provided through the local public school district, as well as keeping current with the Idaho State Standards through the Idaho Math Initiative.

Both of the preschool teachers at ASCS are Idaho State Certified in elementary education. The lead preschool teacher also has a Special Education endorsement. In addition to teaching, the assistant preschool teacher also serves as primary playground duty supervisor and is the facilitator of the After School Adventures Program (ASAP).

ASCS is blessed with a highly qualified instructional support staff. The physical education instructor and literacy intervention teacher both hold teaching certificates. Library, Spanish, and music specialists are highly trained in their fields of expertise. They take part in conferences, seminars, and subscribe to professional journals. All of these experiences support high academic achievement for all students.

## **Conclusion**

### **1. Accomplishments**

- Guardian Angels provides funds for various academic and supplemental resources
- Highly qualified and dedicated staff
- Foundation Board financial support
- Ongoing Professional Development

### **2. Goals**

- Establish a grant writing team
- Increase Foundation Board membership and awareness

## **Evidence**

- Meeting minutes, policies
- Student/Parent Handbook
- Strategic Plan
- By-laws and Mission Statements
- Brochures, website
- School Board Handbook

## **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.*

All Saints Catholic School (ASCS) collects, disaggregates, analyzes, and reports student assessment data through various means. The school uses educationally sound assessment processes to collect data as a basis for instructional/curricular improvement. Through annual Idaho state directives, the following assessments are conducted and data collected: Idaho Reading Indicator (IRI), Measures of Academic Progress (MAP), \*Direct Math Assessment (DMA), \*Direct Writing Assessment (DWA). Other means used to collect data include: Math Connects curriculum diagnostic and placement assessment, Standardized Testing and Reporting (STAR) reading assessments, teacher generated tests, attendance, report cards, conferences, progress reports, and teacher/parental contact.

Data is collected through the use of several sources. AIMSweb is used to analyze data for the Idaho Reading Indicator (IRI). This test is administered to students in kindergarten through third grade. Northwest Evaluation Association (NWEA) DesCartes is used to analyze Measures of Academic Progress (MAP) data in the areas of reading, math and language. These reports provide teachers with a guideline to differentiate instruction to assist students in reaching their potential. A goal is to increase the use of data contained in NWEA's DesCartes to improve student achievement.

Due to low student numbers, disaggregation is difficult to achieve while maintaining student confidentiality.

Data has been disaggregated in the following areas:

- Weakest area of performance in reading, math, and language proficiency, spring 2010 (Refer to Appendix B-3)
- Comparison to Diocesan data from fall and spring scores for 2010 (Refer to Appendix B-3)
- Analysis of test results: curricular areas for 2007-2010 (Refer to Appendix B-4)
- Analysis of bottom quartile by gender for 2006-2010 (Refer to Appendix B-5)
- Analysis of RIT scores by gender for fall 2010 (Refer to Appendix B-5)
- IRI analysis of Kindergarten (Refer to Appendix B-4)

After thorough analysis of information, the data is used to target curricular areas for improvement. The data from the MAP testing from NWEA Class Breakdown By Goals Report is used to assist classroom teachers in developing short and long term goal plans to improve student achievement. IRI test reports are also available for individual student evaluation. Teachers are able to provide students with differentiated instruction with the use of these reports. Some examples of differentiated instruction include working with the literacy intervention teacher, utilizing Read Naturally, and grouping students according to academic needs.

ASCS used MAP scores to drive instructional curriculum change and professional development in the math program. Upon careful analysis of school achievement trends, it was determined that math would be the area of focus. This was further substantiated by current performance outcomes which showed 96% of the students in grades three through six proficient or advanced in reading and language, with 91% proficient or advanced in math. After a full year of curriculum study, one of the steps taken was to adopt a new math curriculum, Math Connects. By utilizing the results from the MAP and Math Connects Diagnostic Assessment, with the assistance of the math consultant, trends present in the math program are continuously being analyzed. Additional math literature was made available to students and teachers for curriculum enhancement through a donation from St. Mary's League, a local women's parish group.

In addition to analyzing academic data, analysis has been done on enrollment, finances and other data, to view the impact on providing a high quality Catholic education. A trend analyzed was the decrease in enrollment over the past ten years. The advantage of lower enrollment is that smaller class size provides more time for one-on-one and small group instruction. The challenge of lower student enrollment is that we are called to be more vigilant in the use of appropriated funds to obtain essential materials for a quality Catholic education.

### **Conclusion:**

#### **1. Accomplishments**

- Professional development provided by the math consultant to improve math scores
- Analysis of test scores to develop long and short term instructional plans and goals to improve student achievement
- Adoption of new math curriculum, Math Connects providing continuity in grades K-6

#### **2. Goals**

- Increased use of data contained in NWEA's DesCartes to improve student achievement

### **Evidence**

- Charts and graphs located in Appendix B
- Other data analysis charts and forms
- Annual class/subject summary of students in bottom or top quartile
- Textbook or teacher-made test results based on curriculum standards
- Professional development syllabus written by the math consultant

\* State discontinued assessment as of school year (SY) 2010-2011 due to budget constraints.

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

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

All Saints Catholic School (ASCS) continually works toward clearly defining and measuring Schoolwide Learning Expectations (SLEs), diocesan, and state standards. Acceptable progress is defined as meeting or exceeding *proficient levels* set by the State of Idaho and Diocese of Boise. Proficient levels are specific in the following formal assessments: Measures of Academic Progress (MAP) produced by Northwest Evaluation Association (NWEA), Idaho Reading Indicator (IRI) using the Pearson/AIMSweb System, Direct Writing Assessment (DWA), and Direct Math Assessment (DMA), which were both implemented by the Idaho Department of Education. Collectively, teachers are assessing in the classroom with informal assessments that may include: journaling, curriculum based measures, peer editing, observations, individual conferences, running records, anecdotal records, diagnostic assessments, STAR-R, Accelerated Reading (AR), and Accelerated Math (AM).

Evaluations of formal assessments are used as a guide to assist teachers in curriculum planning and differentiated instruction to best meet or exceed proficient levels. Students demonstrate acquired knowledge and skills through selected responses, essays, individual or group projects, etc. (Grade level projects may be viewed in the classroom evidence boxes.) Knowledge is evaluated through unit tests created by the curriculum, school wide writing rubrics, records of reading progress, and independent rubrics created for specific projects. Continuous informal assessment conducted by the classroom teacher as well as teacher/parent contact drives student achievement of proficient levels.

Students who are not achieving at their level of expectation are taught through a scaffolding process. The process moves through simple observations, parent conferences, one-on-one assistance, evaluation of growth, and when necessary, the Teacher Assistance Team (TAT) meeting. Open lines of communication, present among staff members, provide students with continuity and ongoing levels of assistance. If necessary, assistance will continue through Title I referral, special services referral, and implementation of service plans.

Governing authority expectations, along with state and diocesan standards, are met through formal and informal assessments. Standardized assessment data collected from the Northwest Evaluation Association (NWEA), and AIMSweb is analyzed to identify student needs. MAP testing is administered semi-annually, and the IRI is administered three times a year. These assessments allow us to monitor growth made throughout the school year. DesCartes is also available through NWEA to guide teachers in goal setting. Teachers will investigate the feasibility of using DesCartes. In addition to the aforementioned formal assessments, formative and summative assessments are used to guide classroom instruction. All data is utilized to differentiate instruction and group students along with assessing the credibility of existing curriculum to meet standards. An example would be a change in math proficiency levels from 81% to 91%.

The Schoolwide Learning Expectations (SLEs) have recently been implemented and relate directly to the established school philosophy. SLEs provide a focus for guidance in monitoring progress and growth in accordance with formal and informal assessments. A monitoring system will be developed and implemented for assessing progress in these areas. The action plan goal is to have the monitoring system developed and in place by 2011-2012 school year.

<b>SLE</b>	<b>Philosophy Paragraphs</b>
• Spiritual	• 1,2,3,4,5,6,7
• Physical	• 3,5,7
• Intellectual	• 1,2,3,5
• Social	• 2,6,7
• Emotional	• 1,3,4,6,7

## **Conclusion**

### **1. Accomplishments**

- Students show growth from fall to spring as seen across grade levels using DesCartes, Dynamic Reports, AIMSweb, for MAP and IRI. Teachers measure growth on Direct Writing Assessment and Direct Math Assessment
- Evaluate assessments to identify school wide skill levels, academic accomplishments, and areas of need
- Scaffold process developed to meet the needs of students experiencing difficulty

### **2. Goals**

- Investigate the use of DesCartes to improve classroom instruction
- Develop a system to monitor student progression toward achievement of SLEs

## **Evidence**

- Idaho State standards for the academic curriculum and the diocesan standards to incorporate Catholic values
- Student explanations of the SLEs
- Data from formal and informal assessments
- Display boards of SLE accomplishments
- TAT referral form

## 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.*

At All Saints Catholic School (ASCS), multiple opportunities are provided for community worship and participation in the sacraments throughout the school year. Through prayer and service opportunities, students are prepared to be life-long contributing members of God's Kingdom. We continually strengthen Catholic identity by using the newly adopted core religion text, Finding God, approved by the Diocese of Boise that references scripture and official church documents. In addition to the textbook, Finding God provides supplemental materials that include guided reflections, audio scripture stories, and music. Students' awareness of their Catholic identity is not limited to "religion class" but is integrated throughout the school day. This is also strengthened through weekly Mass, monthly Eucharistic Adoration, daily prayer, participation in the sacraments, and student retreats. Evangelization and service are an integral part of the school experience, with students, staff, and families encouraged to meet the needs of "Our Dear Neighbor."

As stated in the philosophy, we strive to help each child fulfill his/her potential and attain academic excellence. Educating the whole person is achieved through a variety of instructional methods and materials. Just as it is believed each child is uniquely gifted, the individual gifts of the teachers are called upon to provide diverse learning experiences. Teaching philosophies represented at the school include Howard Gardner's Theory of Multiple Intelligences, Jean Piaget's Theory of Developmental Stages, John Dewey's Theory of Scientific Inquiry, Lev Vygotsky's Theory of Zone of Proximal Development, and Bloom's Taxonomy. Specific methodologies implemented in the school include John Van de Walle's Student-Centered Mathematics, Lucy Calkins' Writing, The Daily 5 by Gail Boushey & Joan Moser, The Six Traits Writing, and The Learning Network's Teaching Learning Cycle.

These philosophies and methodologies allow us to meet the individual needs of the students. Using a variety of materials, the students are engaged in tactile activities, scientific inquiry, cooperative learning, discussions, critical thinking, and problem solving. In addition, technology is used to support instruction in all grades. This is done in a variety of ways that include teacher modeling by using the digital format of the math curriculum, utilizing websites to support instruction, demonstrating with virtual manipulatives, graphing, creating Power Points, word processing, and developing brochures. Supplemental software programs are also available for individual student use. These diverse learning opportunities help students maximize their individual potential while discovering God and all His wonder.

The Teaching/Learning Cycle as presented by The Learning Network, has been the framework for use of formative assessment to monitor instruction and enhance learning. The model begins with assessing and evaluating what the child knows and is able to do. From there, instruction is designed to meet the needs of individual learners at their zone of proximal development. This recursive model is ongoing and provides evidence of student progress toward the learning objective, as well as identifies the next teaching points.

An example of how the Teaching/Learning Cycle is utilized in the primary grades is through the Idaho Reading Indicator (IRI), a formal formative assessment. This assessment is aligned to Idaho State Standards and administered three times a year: fall, winter, and spring. After each assessment, the data is evaluated to identify what students know as well as areas of individual need. From this data, the teachers design individual and group instruction to meet student needs. The intervention teacher is available for additional support when needed. Progress is monitored along the way through informal formative assessments such as observations, anecdotal notes, running records, and other research-based assessments to document growth.

The intermediate grades also utilize the Teaching/Learning Cycle with their formal formative assessment, the Measures of Academic Performance (MAP). This assessment is aligned with state and diocesan standards and is administered in the fall and in the spring and assesses student knowledge in reading, language, and mathematics. In addition, the fifth grade is assessed in science. The results are broken down into components which are evaluated to determine students' strengths and needs. Teachers use this data to differentiate individual and group instruction. Informal formative assessments provide continued monitoring. These include STAR-R, Accelerated Reader, Accelerated Math, curriculum assessments, observations, and anecdotal notes. See appendix B-3 for weakest areas of performance in reading, language, and mathematics.

Summative assessments are used to identify the level of student understanding, mastery of standards, and program effectiveness. Chapter tests and end of year tests inform the teachers of student knowledge and understanding. These assessments are also used to determine mastery of content standards. Another way summative assessments are used is to identify whether teaching strategies and instruction were effective and to determine schoolwide goals. For example, data trend analysis indicated mathematics as an area for potential growth thus leading to review and adoption of a new math curriculum, Math Connects, with the support of a math specialist. Refer to Appendix A-7.

Each year a schoolwide goal is determined, and ASCS brings in a content area consultant to share research-based information through professional development, dialogue, classroom visits, and reflections. For the 2010 – 2011 school year, the current focus is on differentiated instruction in the content area of math. The math consultant meets with and continues to observe each classroom teacher to help design and implement a research-based curriculum that will help all students meet or exceed the standards set by the State of Idaho and the Diocese of Boise. During weekly faculty meetings teachers and staff share research-based information gleaned from various seminars, workshops, and classes attended throughout the year.

As stated in the mission statement, All Saints Catholic School has a core belief in assisting families in educating their children. One way this goal is accomplished is by sharing research-based information about teaching and learning. This is realized through parent teacher conferences, parent night, math night, school website, and weekly newsletters. Parents are directed to educational websites and are involved in curriculum adoption.

## **Conclusion**

### **1. Accomplishments**

- Adoption of new math curriculum
- Adoption of new religion curriculum
- Continual use of the Teaching/Learning Cycle
- Brings in content area consultant to share research-based information through professional development
- Intervention teacher

### **2. Goals**

- Better meet student achievement in math through differentiated instruction

## **Evidence**

- Student work aligned to standards and/or SLEs
- Samples of summative and formative assessments aligned to the standards/SLEs
- Staff Development Program
- Copy of the Teaching/Learning Cycle
- Methodology resources

## **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.*

All Saints Catholic School (ASCS) considers its Mission Statement a number one priority in supporting student spiritual, personal, and academic growth. The school is committed to assisting families in educating the whole person, helping children grow in knowledge and love of God, academic achievement, service of neighbor, and discovery of their God-given gifts.

Spiritual growth is core to all that is done at ASCS. The school day begins with a schoolwide prayer in the gym led by the principal, which sets the tone for a Christ-centered day. Many opportunities are provided for faith formation. These include but are not limited to: weekly Friday Mass, monthly Eucharistic Adoration, Saints of the Month presentations, Reconciliation, Stations of the Cross, Rosary, and student retreats. Many of these are prepared and led by students. These opportunities are provided to the students during the school day. Parent surveys indicate a high level of satisfaction in spiritual formation of students. Refer to survey notebook.

Multiple support services are in place for student personal growth. All students and their families participate in the Character Education program where character virtues are emphasized throughout the school day as well as at home. Optional opportunities in sporting and non-sporting extracurricular activities include; intramural sports, student council, band and choir, Missoula Children's Theatre, Catholic Daughters and Idaho Register contests, and an end of the year talent show. In addition, students are exposed to many diverse cultural experiences through fieldtrips, guest speakers, 4<sup>th</sup> Grade Mini Pow Wow, and the Lionel Hampton Jazz Festival. The luxury of having a bus and driver available to transport students is beneficial.

Individual personal growth needs of students are addressed in a variety of ways. The discipline policy, outlined in the school handbook, focuses on individual accountability with additional support provided as needed. A list of mental health professionals and community agencies is available for referral, consultation, and classroom visits. The existing referral process does not always meet the immediate and long term needs of students. Due to this, ASCS student services could be enhanced through having the readily available services of a counselor. Although the teachers are highly qualified, currently there is no teacher on site holding a special education endorsement. With the continually changing referral and implementation process for special education, more professional training in this area would benefit both staff and students.

Due to the need for all day child care, ASCS adopted an optional all day kindergarten in 1997. This program provides a child care option but also supports academic and social growth. During this additional time, curricular enhancements are offered, such as expanding units of study, Spanish, one-on-one support with the teacher or intervention teacher, and cross-grade activities.

A need for after school care was recognized and the After School Adventures Program (ASAP) was established in 1998 for students in grades preK-6. This program reflects the "whole child" philosophy by providing opportunities for spiritual, personal and academic growth. Students are given time for prayer, physical activity, a healthy snack, and homework. Academic assistance is

facilitated by the program coordinator and assistant who are both certified teachers. They maintain an open line of communication with the administration, teachers, and parents keeping the students' best interests in mind.

In striving for academic excellence, a number of extra-curricular activities are offered, including Knowledge Bowl, Math Counts, Math Festival, History Fair, and McCall Outdoor Science School. Through the Weigand Foundation grant, a computer lab was established and each classroom was equipped with a bank of computers and a Smartboard. Technology is used to enhance the curriculum throughout the school day. Students utilize the technology available through the math curriculum, Accelerated Reader, and Microsoft Office Suite, etc.

Through federal funds ASCS is able to provide services to support students' academic growth. The intervention teacher manages these funds to achieve maximum benefit for the students. Refer to Appendix A-6 for school's participation in federal funds. In addition to managing federal funds, the intervention teacher works directly with the classroom teacher to assist all students requiring supplemental support. Students with special needs are referred to the local school district for testing. Service plans are developed for qualifying students and may include consultation between public school special education instructors and the classroom teacher. Students may also receive services at a public school with transportation provided by their families.

The federally supported breakfast and hot lunch programs provide nutritious meals and educate the students in healthy living. The cooks live the spirit of "our dear neighbor" by customizing meals and informing the administration and teachers of any dietary or personal concerns.

The ASCS Mission Statement affirms the role of the family as having the primary responsibility for the spiritual and academic education of their children. Parents are required to fulfill 30 hours of service per family. This may be achieved throughout the year in a myriad of ways such as assisting in the classroom, chaperoning field trips, stuffing envelopes, organizing fund raisers, playground upkeep, maintenance, playground supervision, lunchroom monitoring, etc. Close contact is maintained with the families through a weekly newsletter. The newsletter contains information about upcoming events, family oriented activities, faith formation, SLEs, and student recognition which gives families the opportunity to be active partners in the education of their children.

## **Conclusion**

### **1. Accomplishments**

- Intervention teacher on staff
- Faith formation opportunities for students
- After School Adventure Program (ASAP)
- Weigand Foundation grant to support technology

### **2. Goals**

- On-site availability of counselor
- Professional training in special education

## **Evidence**

- List of co- and extra-curricular activities available to students
- Intramural sports roster/schedule
- A.S.A.P. handbook and attendance roster
- School's technology plan
- Free and reduced lunch/ breakfast evidence
- All day kindergarten roster and activities
- List of mental health professionals and community agencies
- List of field trips
- School newsletter
- Parent service hours sign up form
- Band and choir rosters
- Referral form for special education
- Professional development syllabus for math
- Character Education overview map

## **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.*

All Saints Catholic School (ASCS), under the direction of the Diocese of Boise, employs sound financial practices. The resources available to the school are sufficient to sustain the school program. The office manager, in conjunction with the principal and the established Finance Committee, develops the annual budget that is presented to the school board in January and approved by the board in February. It is based on enrollment from which the projected tuition income is ascertained. Increasing student enrollment to assist in the financial security for the school is a goal. From detailed past records the school is able to project the expected income from fundraisers. Approximately twenty percent of the school's budget comes from the three Lewiston churches. Tuition provides fifty percent of the budget, while fundraisers support thirty percent of the budget.

The bookkeeper maintains all business transactions. The books are reconciled monthly, and the budget is presented to the school board during the monthly meetings. As a further precaution, the bookkeeper who writes the checks is not allowed to sign them. Each check requires two signatures. The school's accountant attends monthly financial meetings and is available for direction and support. In addition, the accountant also helps to prepare the year end report. The school is included in the parish audit, and any recommendations from the audit are then addressed. All financial records are stored according to Diocesan policy. In the event of an emergency, funds are available to cover all expenses for a three month period. The Foundation Board provides financial support for scholarships and specific needs for the school.

Each year parents are invited to attend an information meeting on the state of the school. The current budget, as well as the budget for the upcoming school year, is presented by the school board president. Time is allotted for questions and answers. Monthly Finance Committee meetings are also open to all shareholders. A state of the school letter is provided for all school families and parishioners at the end of the school year. In addition, a yearly report is submitted to the Superintendent of Catholic Schools and the Bishop of the Diocese of Boise.

Future plans for the school revolve around the parish plan to sell the current facilities and move to a new location. Consequently, the Lewiston Catholic Community has been involved in an active capital campaign, and the school is preparing to carry out the mission in the new location. The school and its Foundation Board have set up new school building accounts in which donations are regularly received.

To improve ASCS's financial stewardship, continual marketing of the school is conducted to maintain a healthy enrollment. Financial assistance is available for families in need to enable their children to receive a Catholic education. As a matter of justice, ASCS endeavors to provide fair and just wages. The need to stay current with technology and curricular materials is recognized. The Weigand Foundation Grant provided funding for much of the technology of ASCS. A proposal for a new grant was recently submitted.

## **Conclusion**

### **1. Accomplishments**

- Established Finance Committee
- Weigand Foundation Grant provided cutting edge technology for each classroom
- Financial support from Foundation Board

### **2. Goals**

- Write another Weigand Foundation Grant for technology
- Increase student enrollment

## **Evidence**

- Five years of budgets, financial reports, tuition schedules
- Strategic plan for the school
- Alumni involvement in the school
- Technology consisting of computer, Smart Boards
- Current textbooks and supplemental materials
- Parent Budget meeting Power Point
- State of the School letter
- Peace of School News

## In-Depth Study for Math

### Task 1: Analyzing Curriculum Assessment Data

Evidence documenting student learning is confirmed by test scores. Students in kindergarten through second grade are assessed in a variety of ways including end of chapter tests and quarterly oral/written assessments. In 2009, with the new math curriculum, a math diagnostic test was administered tri-annually. This established a baseline which will be used to analyze future trends. Data from the third grade Measures of Academic Progress (MAP) assessments indicates respectable progress for students in grades kindergarten through second. When looking at math trends supplied by DesCartes, for grades three through six over the past three years, at least 91% of the students at ASCS performed at proficient or advanced levels on MAP assessments. During those three years, all but one graduating sixth grade student attained proficiency in mathematics.

Several of the students who scored basic or below on the math MAP assessment were referred to the Teacher Assistance Team (TAT) for advice on interventions, adaptations, accommodations, and possible special education referral. Students who were identified as Title I received additional assistance through Accelerated Math and monitored by classroom teachers. The majority of the students scoring below proficient were female.

Analysis of test data indicates computation and estimation as the sub-test with the greatest potential for growth. This was a contributing factor in researching and selecting the new math curriculum. Math Facts in a Flash was also purchased to enhance and support students in these areas. Using research based information from Van de Walle, an internationally recognized author of best practices in teaching mathematics, and the math consultant, the sequence and method in which computation is taught was restructured. All of the classroom teachers completed six college credits from Lewis Clark State College in math curriculum development. Five of the ASCS certificated staff have successfully completed the Mathematical Thinking for Instruction (MTI) course, which is required for Idaho state certification by 2014. This course focuses on the understanding of computation and multiple approaches in problem solving.

ASCS began utilizing the Northwest Evaluation Association (NWEA) MAP assessment as the primary means for collecting standardized data in the 2002-2003 school year. Eventually, the Idaho State Department of Education contracted with NWEA to construct a standardized assessment aligned with Idaho state standards. When Idaho changed vendors, ASCS continued to follow the Diocese of Boise's decision to remain with NWEA. The NWEA goal framework connects the content from Idaho state standards to the MAP test, ensuring the content of the assessment is pertinent to the curriculum being taught at ASCS.

In summary, with at least 91% of students performing at proficient or advanced levels, there is high achievement among the vast majority of the students. For those students not meeting this goal, ASCS identifies and provides supplemental assistance to support their continued growth. Although ASCS math scores are rated among the top in the state of Idaho, math is the area which indicates the most potential for growth, particularly in number and operations. This is especially true when comparing ASCS math scores to those of other schools in the Diocese. For this reason, math was selected to be the primary area of focus for the in depth study. ASCS teachers could also benefit from using data collected from DesCartes to better differentiate instruction for those students scoring below proficiency.

## Conclusion

### 1. Accomplishments

- Adoption of new math curriculum
- Assistance provided by math consultant

### 2. Goals

- Utilizing data collected from DesCartes to better differentiate instruction in grades 3-6 in number and operations

## Task 2: Using Curriculum Standards

In keeping with the philosophy of a quality Catholic education, diocesan standards meet or exceed Idaho state standards. All Saints Catholic School's (ASCS) curriculum is aligned with these standards. Once math was identified as an area of focus, research was conducted on various math programs. Through this extensive process, the focus was narrowed to two programs, Math Connects and Investigations. At that point, it was confirmed that both of these programs aligned with the diocesan standards. Math Connects was selected because of the balance between problem solving and computation. Digital curriculum support was also a key factor in the selection. Examples of this include online math books, digital manipulatives, games, and school to home tutorials.

ASCS has identified essential math standards for each grade level. These were derived from Idaho state standards. The Lewiston School District's essential learnings were used as a guide in identifying objectives that every ASCS student should have mastered in each grade level. Although ASCS expectations often exceed these essential learnings, this is the guide which established minimum benchmarks that all children are expected to achieve. The Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment is linked to state and diocesan standards. The MAP is administered biannually.

The importance of a comprehensive curriculum alignment prompted a review of the newly adopted math curriculum from kindergarten through sixth grade. At the end of the 2009-2010 school year; teachers reviewed vocabulary and concept development for unnecessary repetition or areas of concern. As a result of the review, it was determined that any understated concepts in Math Connects would be supplemented by the teacher in order to meet or exceed diocesan standards.

A major reason for the selection of Math Connects was the fact that it provided all the essential features required for a curriculum map. Each lesson identifies objectives which have been mapped to state and diocesan standards, math vocabulary, lesson resources, technology, and strategies for reaching all learners. Every chapter also provides diagnostic, formative, and summative assessments of learning.

In conclusion, ASCS students are being taught math utilizing Math Connects, a curriculum that aligns with the state and diocesan standards. Student learning is evidenced in high achievement as reflected in anecdotal records, formal classroom evaluations, progress reports, and report cards. Ninety-one percent of the students at ASCS in grades 3-6 are performing at proficient or advanced levels in math on the MAP assessment. Students not meeting standards are provided supplemental resources to assist learning. One option currently in place for Title I students only is the Accelerated Math program, developed by Renaissance Learning. The individualized format of this program would benefit students needing additional support as well as those who are in need of a challenge.

## **Conclusion**

### **1. Accomplishments**

- Adoption of Math Connects
- Analyzing curriculum to supplement areas of need

### **2. Goals**

- Provide Accelerated Math for all students

## **Task 3: Instructional Methodology**

Two years ago, Teaching Student-Centered Mathematics written by John A. Van de Walle was purchased as a best practices resource. This research based source was recommended as a means to improve instructional methodology and support current math curriculum. The math consultant, as well as the Lewis Clark State College (LCSC) Education Department, highly recommended this resource to help support high achievement in mathematics. In addition, several All Saints Catholic School (ASCS) teachers visited local public schools to observe the implementation of Van de Walle's best practices. These include: (1) Create a mathematical environment, (2) Pose worthwhile mathematical tasks, (3) Use cooperative learning groups, (4) Use models and calculators as thinking tools, (5) Encourage discourse and writing, (6) Require justification of student responses, (7) Listen actively. These practices gave definition and enhanced what was already in place. They are also reinforced in the Mathematical Thinking for Instruction (MTI) course that is required for Idaho state certification by 2014.

Each classroom at ASCS creates a constructivist mathematical environment. This is achieved by creating an environment where students feel comfortable trying out new ideas, seeking advice from other students and teachers, and explaining their thinking. Students are reminded often to reflect upon their answer and check to see if their answer makes sense.

By recognizing each student's zone of proximal development, ASCS teachers are able to pose worthwhile mathematical tasks. This allows students to wonder why things are, to ask questions, to search for solutions, and to resolve what does not make sense. Students are encouraged to understand that there are different ways to solve the same problem.

At ASCS, cooperative learning groups create a mathematical community in each classroom. Students are grouped in a variety of ways to enhance the learning experience of each child. This creates an opportunity for each child to share ideas, compare and evaluate methods, and

reconcile discrepancies in answers. By working together, skills and concepts are reinforced as students share their learning with their peers.

Models are utilized in preschool through sixth grade, providing students with opportunities to explore individual approaches to solving questions and give meaning to solutions. Examples of models found in ASCS classrooms include manipulatives such as base-ten blocks, counters, clocks, shapes, and interlocking cubes, along with pictures and diagrams. The new math curriculum, Math Connects, employs virtual manipulatives. Each class also utilizes the digital version of the textbook. Students and parents have access to additional resources via the Math Connects website. We embrace Van de Walle's theory that, "Models give learners something to think about, explore with, talk about and reason with."

Various approaches in encouraging discourse and writing are visible in ASCS classrooms. Students are asked daily to provide verbal responses and feedback to their peers. Math journals are employed in some classrooms for various uses such as defining vocabulary, reflection, or evidence of learning.

Students are taught to justify their responses orally or in writing. This is achieved by creating a safe environment where students are comfortable with taking risks. Teachers pose questions to scaffold student learning and to promote confidence and self-worth.

Active listening is threefold; teachers listen to students, students listen to teachers, and students listen to students. All parties value, respect and learn from one another. By encouraging thinking and sharing, a foundation for mathematical understanding is built.

Since the 2008 school year, ongoing professional development at ASCS has addressed the seven strategies identified by Van de Walle. Throughout the year, the math consultant facilitates monthly trainings, classroom observations, and personal dialogue. Best practices are identified and improved upon to promote growth and high achievement for all students.

As a result of the combination of professional development and focusing on best practices, the scores on the Measures of Academic Progress (MAP) assessment reflect an increase in student proficiency levels. In 2007, 88% of ASCS students scored proficient or advanced in math. During subsequent years this percentage has increased to 91% or above. Although the ASCS teachers actively employ the seven best practice strategies, a recent focus has been on increasing student growth in numbers and operations through differentiated instruction, an area of need as indicated in Appendix B-3.

Other professional staff development opportunities have been provided to ASCS teachers in the past three years to help them become more effective math teachers. Five of our certificated staff have successfully completed the Mathematical Thinking for Instruction (MTI) course. This course focuses on the understanding of computation and multiple approaches in problem solving. Our fourth grade teacher attended Idaho State Direct Math Assessment (DMA) training with other regional schools, while the sixth grade teacher helped score the sixth grade DMA. The DMA is a performance based assessment focused on problem solving. In addition, the sixth grade teacher serves as the math coach for the school. She coordinates trainings, observations, dialogues with teachers, implements new curriculum support, and gathers data used for trend analysis. Upon the adoption of the new math curriculum, a representative from Macmillan/McGraw-Hill provided teacher training which introduced us to the program's

highlights. We look forward to seeing how our professional staff development efforts impact student learning.

In conclusion, through the implementation of Van de Walle's best practices, new math curriculum and significant professional development, student proficiency levels have improved as reflected by our test scores. Through diligence and dedication, we expect to continue to experience an increase in student understanding and confidence in being mathematical thinkers.

## **Conclusion**

### **1. Accomplishments**

- New curriculum
- Ongoing professional development

### **2. Goals**

- Improve student growth in numbers and operations to support high academic achievement for all, focusing on differentiated instruction

## **Task 4: Summarize your Findings**

In summary of the findings for All Saints Catholic School (ASCS), several significant accomplishments have had a positive impact on student learning. The adoption of Math Connects has provided students with a more comprehensive curriculum which aligns with state and diocesan standards. A positive aspect appreciated by teachers, parents, and students alike is the availability of high quality technology. These digital resources directly support and enhance lessons taught in the classroom.

Ongoing professional development has always been a major focus at ASCS. Teachers attend classes, workshops and seminars to further their understandings and keep current on new research and best practices. In addition, support provided by our math consultant gives the teaching staff at ASCS new ideas and approaches to teaching math. Her introduction of Teaching Student-Centered Mathematics by John A. Van de Walle has been a valuable resource.

Student learning is also impacted by careful analysis of ASCS's math curriculum. Teachers have compared vocabulary and concept development across all grade levels. This analysis led to the modification of the curriculum to avoid unnecessary repetition and to supplement understated concepts.

Of the three goals previously identified in Tasks 1, 2, and 3, increased focus on differentiated instruction to improve student growth in number and operations will have the greatest impact on student learning. As stated in ASCS's philosophy, "We strive to help each child fulfill their potential and attain academic excellence." The teachers realize that in order to achieve this goal, various methodologies and resources must be employed. The math consultant's experience in both special education and gifted/talented programs enables her to provide the teachers with invaluable assistance and supplemental materials related to numbers and operations.

### **Significant Accomplishments:**

- Attitude of reaching out in service to our “dear neighbor”
- Emphasis on prayer throughout the day, in a variety of styles
- Sacramental opportunities
- Adoption of a uniform religion curriculum
- Recognition of the Holy Spirit’s unique gifts to each child (Gifts of the Spirit)
- The creation of the SLEs
- The implementation of the SLEs
- The direct correlation between our mission and philosophy statements
- Guardian Angels provides funds for various academic and supplemental resources
- Highly qualified and dedicated staff
- Foundation Board financial support
- Ongoing Professional Development
- Professional development from the math consultant to improve math scores
- Analysis of test scores to develop long and short term instructional plans and goals to improve student achievement using DesCartes
- Adoption of new math curriculum, Math Connects providing continuity in grades K-6
- Intervention teacher
- Math coach for staff
- Faith formation opportunities for students
- After School Adventure Program (ASAP)
- Weigand Foundation grant to support technology
- Assistance provided by math consultant
- Analyzing curriculum to supplement areas of need
- Ongoing professional development
- Established Finance Committee
- Adoption of new religion curriculum
- Continual use of the Teaching/Learning Cycle
- Brings in content area consultant to share research-based information through professional development

## **Goals:**

- Celebrate school Mass on All Saints Day, Immaculate Conception, and Ash Wednesday
- Additional faith formation opportunities for staff and parents
- Increased support staff, parent, and community participation at weekly school Mass
- Continued awareness and understanding of the SLEs by the school and parish community
- Develop a system to monitor student progression toward achievement of SLEs
- Establish a grant writing team
- Write another Weigand Foundation Grant for technology
- Increase Foundation Board membership and awareness
- Increased use of data contained in NWEA's DesCartes to better differentiate instruction in grades 3 through 6 in number and operations
- On-site availability of counselor
- Professional training in special education
- Increase student enrollment
- Improve student growth in numbers and operations to support high academic achievement for all, focusing on differentiated instruction
- Provide Accelerated Math for all students
- Better meet student achievement in math through differentiated instruction

## 5 Critical Goals:

- Celebrate school Mass on All Saints Day, Immaculate Conception, and Ash Wednesday
- Continue awareness and understating of the SLEs by the school and parish community
- Develop a system to monitor student progression toward achievement of SLEs
- Establish a grant writing team
- Improve student growth in number and operations to support high academic achievement for all, focusing on differentiated instruction

In order to nurture Catholic identity, a critical goal for All Saints Catholic School (ASCS) is to provide students with the opportunity to observe Mass on days of special Catholic significance. With the addition of Mass on All Saints Day, Immaculate Conception, and Ash Wednesday the students would have the opportunity to further their exposure to Catholic tradition and rituals at their level of understanding.

The SLEs were recently established and introduced to the students and other stakeholders during the 2010-2011 school year. As reflected in the ASCS mission statement and philosophy, we believe in educating the whole child. Increased familiarity with the SLEs gives the students a framework to see what is of value as a lifelong learner.

The development of a rubric to monitor student progression toward the achievement of the SLEs will allow teachers to assess the effectiveness of instruction at ASCS. It will also allow students the opportunity to self-assess and create personal goals. Data from the assessment will be used to make appropriate changes to promote high achievement of all students.

The establishment of a grant writing team will allow us the opportunity to apply for money to be spent on curriculum support materials not included in the annual fiscal budget. These materials could include items such as Accelerated Math, updated Accelerated Reader, support literature in all subject areas, and upgrades to existing technology. Acquisition of supplemental materials through grants would provide additional means to individualize instruction, meeting the needs of all students.

Based on MAP results and daily curriculum assessments, we have identified improving student growth in number and operations as a goal area. Differentiated instruction will help students to learn at their Zone of Proximal Development. The theory of Zone of Proximal Development by Lev Vygotsky states that students learn best when working at their ability level. Improving growth in number and operations will boost student achievement in all areas of math.

## 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.*

#### Action Plan for All Saints Catholic School

**Goal #1:** Celebrate school Mass on All Saints Day, Immaculate Conception, and Ash Wednesday.

**Rationale for this Goal:** In order to nurture Catholic identity, a critical goal for All Saints Catholic School (ASCS) is to provide students with the opportunity to observe Mass on days of special Catholic significance. With the addition of Mass on All Saints Day, Immaculate Conception, and Ash Wednesday, the students would have the opportunity to further their exposure to Catholic tradition and rituals at their level of understanding.

**Alignment with mission, philosophy, SLEs:** According to the mission statement, All Saints Catholic School (ASCS) is committed to assisting families in helping their child develop spiritually. As stated in ASCS’s philosophy, “We believe Catholic education helps children grow in knowledge and love of God.” This goal aligns itself with the established “**Spiritual**” Schoolwide Learning Expectation (SLE).

Strategy # 1	Contact priests for availability as approved by the pastor
Activities	1. Contact pastor for approval 2. Schedule priests for Masses
Cost or Resources & Sources	1-2. No cost
Person(s) Responsible For Implementation	1. Principal 2. Principal and Office Manager
Process For Monitoring	1-2. School Mass calendar
Baseline Assessment	1-2. Prior to school year 2010-2011, only grades 3-6 attended noon parish Mass
Ongoing Assessment	1-2. Mass schedule
Timeline Start/Stop	1-2. Current school year. Ongoing.
Process for Communicating to Shareholders	Family newsletter, school calendar, parish bulletins, and school website

Strategy # 2	Plan children's Mass
Activities	1. Assign Masses to grades responsible for that week 2. Plan children's Mass 3. Practice for Mass
Cost or Resources & Sources	1-3. No cost
Person(s) Responsible For Implementation	1. Principal and Office Manager 2. Classroom teachers and scheduled priest 3. Classroom teachers and students
Process For Monitoring	1. Mass schedule 2-3. Copies of Mass plans
Baseline Assessment	1-3. Prior to school year 2010-2011 students did not prepare Mass for these feast days
Ongoing Assessment	1. Mass schedule 2-3. Copies of Mass plans
Timeline Start/Stop	1-3. Current school year. Ongoing.
Process for Communicating to Shareholders	Family newsletter, school calendar, parish bulletins, and school website

Strategy # 3	Students reflect upon the meaning of the feasts
Activities	1. Students write or draw their interpretation of the feasts prior to attending Mass 2. Students reflect by writing or drawing after attending Mass
Cost or Resources & Sources	1. No cost
Person(s) Responsible For Implementation	1. Classroom teachers
Process For Monitoring	1. Reflections
Baseline Assessment	1. Pre-Mass reflection
Ongoing Assessment	1. Post-Mass reflection
Timeline Start/Stop	1-3. Current school year. Ongoing.
Process for Communicating to Shareholders	Family newsletter, parish bulletins, and school website

**Goal #2:** Develop a system to monitor student progression toward achievement of SLEs.

**Rationale for this Goal:** The development of a system to monitor student progression toward the achievement of the SLEs will allow teachers to assess the effectiveness of instruction at ASCS. It will also allow students the opportunity to self-assess and create personal goals. Data from the assessment will be used to make appropriate changes to promote high achievement of all students.

**Alignment with mission, philosophy, SLEs:** According to the mission statement, All Saints Catholic School (ASCS) is committed to assisting families in educating the whole person. As stated in ASCS’s philosophy, “Our classroom teachers are dedicated to educating the whole child: spiritually, physically, intellectually, emotionally, and socially.” This goal aligns itself with the established SLEs.

Strategy # 1	1. Identify measurable criteria
Activities	1. Brainstorming and selection of top criteria 2. Define grading scale using S+, S, S-, and N 3. Modify report card to include SLE criteria
Cost or Resources & Sources	1-3. No cost
Person(s) Responsible For Implementation	1-2. Principal, classroom teachers, and support staff 3. Principal and classroom teachers
Process For Monitoring	1-3. Completed SLE monitoring form and modified report card
Baseline Assessment	1-3. Current report card
Ongoing Assessment	1-3. Completed SLE monitoring form and modified report card
Timeline Start/Stop	1-3. Summer 2011 and in place by end of first quarter 2011
Process for Communicating to Shareholders	1-3. Weekly newsletter, website, report cards, conferences, and parent night

Strategy # 2	1. Student self-assessment
Activities	1. Create student friendly reflection form grade appropriate 2. Introduce and implement with students
Cost or Resources & Sources	1-2. No cost
Person(s) Responsible For Implementation	1-2. Principal, classroom teacher, and support staff
Process For Monitoring	1. Reflection form 2. Completed student reflection
Baseline Assessment	1-2. Prior to school year 2010 student assessment of SLEs were not developed or in use
Ongoing Assessment	1-2. Student implementation of reflection forms
Timeline Start/Stop	1. January – June 2012 2. September 2012, ongoing
Process for Communicating to Shareholders	1-2. Weekly newsletter, website, report cards, conferences, and parent night

**Goal #3:** Improve student growth in number and operations to support high academic achievement for all, focusing on differentiated instruction.

**Rationale for this Goal:** Based on MAP results and daily curriculum assessments, we have identified improving student growth in number and operations as a goal area. Differentiated instruction will help students to learn at their Zone of Proximal Development. The theory of Zone of Proximal Development by Lev Vygotsky, states that students learn best when working at their ability level. Improving growth in number and operations will boost student achievement in all areas of math.

**Alignment with mission, philosophy, SLEs:** According to the mission statement, All Saints Catholic School (ASCS) is committed to assisting families in helping their child’s pursuit of academic achievement. As stated in ASCS’s philosophy, “We believe in providing a superior academic education. We strive to help each child fulfill their potential and attain academic excellence.” This goal aligns itself with the established “**Intellectual**” Schoolwide Learning Expectations (SLEs).

Strategy # 1	Provide differentiated instruction to support high achievement for all students in number and operations
Activities	1. Identify student needs for differentiated instruction 2. Monthly individual teacher consultations with math consultant 3. Locate and implement appropriate resources
Cost or Resources & Sources	1. Assessment resources provided by <u>Math Connects</u> - no cost 2. Math consultant’s consultation fees (\$2250.00) - Title I funds 3. School day or after hours – no cost
Person(s) Responsible For Implementation	1. Classroom teachers 2. 6 <sup>th</sup> grade teacher, principal, and math consultant 3. Classroom teachers, principal, and math consultant
Process For Monitoring	1-3. Classroom observations, assessments and student performance on daily work
Baseline Assessment	1-3. Current MAP test results and <u>Math Connects</u> diagnostic test
Ongoing Assessment	1-3. Annual review of MAP test results and <u>Math Connects</u> diagnostic tests 1-3. Quarterly review of textbook and teacher-made tests
Timeline Start/Stop	1-3. Current school year. Ongoing.
Process for Communicating to Shareholders	Annual state of the school report, report cards, and school website

Strategy # 2	Provide additional time and resources to master math facts.
Activities	<ol style="list-style-type: none"> <li>1. Regular timed computations for grades 1-6</li> <li>2. Piloting Rocket Math in 4<sup>th</sup> grade for potential use in all classes</li> <li>3. Research computer based timed math software</li> </ol>
Cost or Resources & Sources	<ol style="list-style-type: none"> <li>1. 15 reams of copy paper (\$62.10) – operating budget</li> <li>2. Rocket Math classroom licensed disk (\$95) – curriculum budget</li> <li>3. Time for research. School day or after school. No cost.</li> </ol>
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. 4<sup>th</sup> grade teacher</li> <li>3. Classroom teachers and principal</li> </ol>
Process For Monitoring	1-3. Classroom observations, assessments and student performance on daily work
Baseline Assessment	1-3. Current MAP test results, timed tests, and <u>Math Connects</u> diagnostic test
Ongoing Assessment	<ol style="list-style-type: none"> <li>1-3. Annual review of MAP test results, timed tests and <u>Math Connects</u> diagnostic tests</li> <li>1-3. Quarterly review of textbook and teacher-made tests</li> </ol>
Timeline Start/Stop	1-3. Current school year. Ongoing.
Process for Communicating to Shareholders	Annual state of the school report, report cards, school website

### Action Plan Timeline

<b>Month/Year</b>	<b>Goal # 1</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
September 2010	Celebrate school Mass on All Saints Day, Immaculate Conception, and Ash Wednesday.	1. Contact priests for availability as approved by the pastor	No cost	Principal	
		2. Schedule priests for Masses	No cost	Principal and Office Manager	
October-November 2010 (ongoing)		1. Plan children's Mass for All Saints Day	No cost	Classroom teachers and scheduled priest	
		2. Practice for Mass	No cost	Classroom teachers and students	
		3. Pre and Post reflection upon understanding of All Saints Day	No cost	Classroom teachers	
December 2010 (ongoing)		1. Plan children's Mass for Immaculate Conception	No cost	Classroom teachers and scheduled priest	
		2. Practice for Mass	No cost	Classroom teachers and students	
		3. Pre and Post reflection upon understanding of Immaculate Conception	No cost	Classroom teachers	
March 2010 (ongoing)		1. Plan children's Mass for Ash Wednesday	No cost	Classroom teachers and scheduled priest	
		2. Practice for Mass	No cost	Classroom teachers and students	
		3. Pre and Post reflection upon understanding of Ash Wednesday	No cost	Classroom teachers	

<b>Month/Year</b>	<b>Goal #2</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
Summer 2011	Develop a system to monitor student progression toward achievement of SLEs.	Strategy #1. Identify measurable criteria	No Cost	Principal and classroom teachers	
		1. Brainstorming and selection of top criteria	1-3. No cost	1-2. Principal, classroom teachers, and support staff	
		2. Define grading scale using S+, S, S-, and N		3. Principal and classroom teachers	
		3. Modify report card to include SLE criteria			
January - June 2012		Strategy #2. Create student self-assessment of SLEs	No Cost	Principal, classroom teachers, and support staff	
		1. Create student friendly reflection form grade appropriate	No Cost	1-2. Principal and classroom teachers	
September 2012 (ongoing)		2. Introduce and implement with students	No Cost		

Month/Year	Goal #3	Strategy or Activity	Cost	Person Responsible	Other
September 2010 -May 2011	(from Appendix F - Task 1) Improve student growth in number and operations	1. Identify student needs for differentiated instruction (Daily)	1. No cost	1. K-6 classroom teachers	
		2. Administer timed tests (Weekly)	2. Printer paper - 1 ream - Cost \$4.14	2. 1st, 2nd, 3rd, 4th, 5th, and 6th grade teachers	
		3. Locate and implement appropriate resources (As needed)	3. Cost unknown until resource is identified	3. K-6 classroom teachers for locating resources	
<b>In Addition to What is Listed Above:</b>					
September 2010		1. Administer diagnostic test from <u>Math Connects</u>	1. Assessment resources provided by <u>Math Connects</u> - No cost	1. Classroom teachers	
		2. Locate and implement Rocket Math	2. Rocket Math (\$95) for 4th grade	2. 4th grade teacher	
October 2010		1. Administer MAP Assessment	1. \$1400	1. Classroom teachers	
November 2010		1. Monthly individual teacher consultations with math consultant	1. \$375 consultation fee	1. Math consultant, K-6 grade teachers, and principal	
January 2011		1. Administer diagnostic test from <u>Math Connects</u>	1. Assessment resources provided by <u>Math Connects</u> - No cost	1. Classroom teachers	
		2. Monthly individual teacher consultations with math consultant	2. \$375 consultation fee	2. Math consultant, K-6 grade teachers, and principal	
February 2011		1. Monthly individual teacher consultations with math consultant	1. \$375 consultation fee	1. Math consultant, K-6 grade teachers, and principal	
March 2011		1. Monthly individual teacher consultations with math consultant	1. \$375 consultation fee	1. Math consultant, K-6 grade teachers, and principal	
April 2011		1. Monthly individual teacher consultations with math consultant	1. \$375 consultation fee	1. Math consultant, K-6 grade teachers, and principal	

May 2011		1. Administer diagnostic test from <u>Math Connects</u>	1. Assessment resources provided by <u>Math Connects</u> - No cost	1. Classroom teachers	
		2. Monthly individual teacher consultations with math consultant	2. \$375 consultation fee	2. Math consultant, K-6 grade teachers, and principal	
		3. Administer MAP assessment			

## **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.*

All Saints Catholic School (ASCS) has many assets to ensure success of our Action Plan, which is supported by our shareholders. The first goal is to celebrate school Mass on All Saints Day, Immaculate Conception, and Ash Wednesday. Fr. Les Kish, pastor of All Saints Catholic Community, recognizes the importance of having Mass available to our students on these feast days. ASCS is also fortunate to have three local retired priests who may be called in to celebrate Mass with the students. This would incur no cost to the school and is enthusiastically supported by staff and parents.

Goal two is to develop a system to monitor student progression toward achievement of the Schoolwide Learning Expectations (SLEs). There is no overhead in regard to cost, as teachers need only to develop a monitoring system and modify report cards. Teachers are willing to use part of their summer to make these modifications. A realistic time line has been established to develop and implement an effective and efficient monitoring system.

Improving student growth in number and operations to support high academic achievement for all is the third goal. Financial costs are manageable within the constraints of the operating budget and utilization of Title I funds. Math Connects and consultation with the math consultant will help to ensure success toward this goal for ASCS students.

While implementation of the Action Plan falls mostly under the responsibility of the principal and staff, other shareholders will also be involved. A priest will preside at Mass on the designated feast days. Parents will be involved in assisting their children with the SLE self-assessment process. The school board is responsible for approving the budget.

There are minimal impediments that would cause ASCS difficulty in implementing the Action Plan. If no retired priests were available on a given feast day, we would be unable to achieve goal one. Unforeseen reductions in Title I funds would cause a need to find alternate funding for our professional development, therefore affecting the success of goal three.