



**St. Philomena  
Catholic School**

# **IMPROVING STUDENT LEARNING**

**A Self Study Process for  
St. Philomena School**

**October 11-13, 2016**

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## **Preface**

St. Philomena Catholic School is located on the campus of St. Philomena Parish Church in Des Moines, WA. St. Philomena School is a Pre-Kindergarten through 8th grade Catholic Elementary School under the Archdiocese of Seattle Catholic Schools Office.

The curriculum stresses academic achievement within a Christian community where the child feels that he/she is loved and respected by his/her peers as well as the teacher. United with each other in meaningful liturgy and prayer, the students can further come to an understanding of the Christian life. At St. Philomena, we are attempting to "teach as Jesus did."

## **St. Philomena School Philosophy**

The St. Philomena Parish Catholic School Community is committed to teaching, modeling, and promoting the Catholic faith in addition to providing a challenging and contemporary academic curriculum infused with the Gospel message of Christ and the traditions of the Catholic Church.

- We encourage the growth of each student in a nurturing environment, recognizing his or her diverse gifts and talents.
- We challenge all students to take academic risks as they prepare to meet the needs of an ever-changing world.
- We prepare our students to live their faith daily as reflective, contributing citizens in service to their church and to their communities.

## **St. Philomena School Mission Statement**

Our mission is to teach, model, and promote Gospel values in all areas of a balanced curriculum so that the teachings of Christ become our focus and Christ Himself, our constant point of reference.

## ***St. Philomena Catholic School's Student Learning Expectations***

### **A St. Philomena Catholic School Student is...**

#### **a student of Catholic faith who...**

- acquires knowledge of faith, traditions, and authentic teachings
- participates in liturgical, sacramental, and prayer experiences
- develops strategies for moral and ethical decision-making
- practices the Golden Rule

#### **an active learner who...**

- acquires a solid academic foundation
- develops a strong work ethic
- utilizes technology to enhance learning
- practices academic risk-taking
- communicates clearly, confidently, and skillfully

#### **a servant learner who...**

- responds to Christ's call to serve
- demonstrates respect for the diversity of all God's children
- models a Christian attitude

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**ST. PHILOMENA SCHOOL FACULTY & STAFF 2016-2017**

PRINCIPAL	Dr. Steve Morissette
VICE-PRINCIPAL (& Middle School)	Mrs. Mary Ruth
ADMINISTRATIVE ASSISTANT	Mrs. Chris Korzeniecki
DEVELOPMENT DIRECTOR	Mrs. Pam Blood
PREKINDERGARTEN	Mrs. Jill Hilstad
INSTRUCTIONAL AIDE	Mrs. Melody Anderson
KINDERGARTEN	Mrs. Mary Horn
INSTRUCTIONAL AIDE	Mrs. Carol Kane
INSTRUCTIONAL AIDE	Mrs. Zeeni Thomson
GRADE 1	Mrs. Nicole Womac
INSTRUCTIONAL AIDE/KIDS' CLUB	Mrs. Angie Mendez
GRADE 2	Miss A'ndria Salcedo
INSTRUCTIONAL AIDE	Miss Marlys Hunt
GRADE 3	Mrs. Amy Apthorp
INSTRUCTIONAL AIDE/RESOURCE TEACHER	Mrs. Wendy Desotel
GRADE 4	Mrs. Teri O'Connor
GRADE 5	Mr. Tyler Evans
INSTRUCTIONAL AIDE	Mr. Sam Morissette
GRADE 6 (Middle School)	Mrs. Christina Barton
GRADE 7 (Middle School)	Mrs. Shannon Foster
GRADE 8 (Middle School)	Mrs. Meghan Hoyer
LIBRARY TEACHER	Mrs. Katy Korzeniecki
MUSIC	Miss Marlys Hunt
PHYSICAL EDUCATION	Mr. Matt Gregory
TITLE 1 TEACHER	Mrs. Katy Korzeniecki
BAND	Miss Frances McKamey
LIBRARY MANAGER	Mrs. Ginny Hunt
COMPUTERS	Mr. Matt Gregory
OFFICE ASSISTANT	Mrs. Pat Incrocci
BOOKKEEPER	Mrs. Kara Montplairsir
KIDS' CLUB DIRECTOR	Mrs. Angie Mendez
HOT LUNCH COORDINATOR	Mrs. Eileen Hamling
MAINTENANCE	Mr. Derrin Walter

**ST. PHILOMENA PARISH ADMINISTRATION**

	Parish # 206.878.8709
PASTOR	Rev. Stephen Woodland
DEACON	Jerry Graddon
RECEPTIONIST	Jennifer Duarte
PARISH BUSINESS MANAGER	Kara Montplairsir
ADMINISTRATIVE ASSISTANT	Candy Adams
DIRECTOR OF RELIGIOUS EDUCATION	Holli Neigel
TEEN CONFIRMATION	Kara Montplairsir
YOUTH MINISTER	Steve Morissette
FACILITIES	Darrin Walter
SPANISH MINISTRY	Isabel Gomez

## **Self Study Committees**

Leadership Team—Dr. Morissette, Mary Ruth, Meghan Hoyer & Kathleen Fogarty

Chapter 1—Dr. Morissette

Chapter 2—Dr. Morissette

Chapter 3A—Assessment of the School’s Catholic Identity—Mary Horn, Teri O’Connor, Christina Barton, & Mary Ruth, leadership facilitator

Chapter 3B—Defining the School’s Purpose—Nicole Womac, Amy Apthorp, Marlys Hunt, & Kathleen Fogarty, leadership facilitator

Chapter 3C—Organization for Student Learning to Support High Achievement for All Students—A’ndria Salcedo, Angie Mendez, Meghan Hoyer, & Kathleen Fogarty, leadership facilitator

Chapter 3D—Data Analysis—Jill Hilstad, Matt Gregory, & Dr. Morissette, leadership facilitator

Chapter 3E—High Achievement by All Students to Support Clearly Defined SLEs and Curriculum Standards—Ginny Hunt, Frank Crosswhite, & Mary Ruth, leadership facilitator

Chapter 3F—Instructional Methodology to Support High Achievement of All Students—Nicole Womac, Teri O’Connor, Meghan Hoyer, & Kathleen Fogarty, leadership facilitator

Chapter 3G- Support for Student, Spiritual, Academic and Personal Growth- Wendy Desotel, Becky Legge, Christina Barton, Amy Apthorp- Mary Ruth Leadership facilitator

Chapter 3H—Resource Management and Development to Support High Achievement of All Students—Dr. Morissette, Kara Montplairsir, & Dr. Morissette, leadership facilitator

Action Plan—Faculty & Dr. Morissette, leadership facilitator

In-Depth Study—Faculty & Dr. Morissette, leadership facilitator



**St. Philomena  
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## **CHAPTER 1 – INTRODUCTION**

### **A. HOW THE SELF STUDY WAS CONDUCTED**

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

## **Chapter 1- Overview of the Process**

### **A. How the Self Study was Conducted**

The St. Philomena School Self-Study process began in June of 2015 with the creation of the leadership team and the creation of chapter committee teams. The information was emailed to the faculty and staff in early July. Time was set aside at the August teacher in-service days to discuss the teams and the overall process. At the in-service days, a faculty meeting schedule for the school year with meetings set aside to work on accreditation was given to the faculty and staff. The leadership team consisted of the principal, vice-principal, and the fifth grade teacher who was also the Dean of Academics for the 2015—2016 school year.

The Self-Study process was presented to the School Commission at the September 2015 meeting. The process was also explained to school parents at the September 2015 PEP Club meeting. There were monthly updates at both the School Commission and PEP Club meetings throughout the school year. The pastor attends both School Commission and PEP Club meetings and was well aware of the self-study process and its progression.

The faculty and staff started the Self-Study process with the review of the school's mission statement, philosophy, and SLE's. Changes to the mission statement, philosophy, and SLE's were discussed and debated at length. It was decided upon, with a majority rule, that the mission statement and philosophy did not need to be changed because it still accurately reflected the strong essence of the school. Many changes, however, were made to the SLE's in terms of making them easier for the students to understand. These changes were then brought to both the October School Commission meeting and October PEP Club meeting for input from shareholders. After all input was collected, the updated SLE's were finalized in late October 2015.

In November of 2015, the faculty and staff, under the direction of the Leadership Team, compiled questions for the student, parent, and School Commission surveys. Students in kindergarten through eighth grade were given a paper survey; their results were then compiled and analyzed by the faculty and staff at a faculty meeting in late November. The parent survey was done online through Survey Monkey; approximately one hundred surveys from the parents were collected and analyzed by the faculty in early January 2016. The School Commission, including the pastor, completed a paper survey at the November 2015 School Commission meeting. These results were analyzed by the faculty and staff at a faculty meeting in December 2015.

From January 2016 through June 2016, the chapter committees spent time writing the various chapters for the self-study. There were whole group discussions from the faculty and staff on chapters 3A through 3G to gather input and data to help the committees write their sections. The School Commission was kept abreast of chapters at the School Commission meetings as well as parents through the PEP Club meetings. The document was completed in August of 2016.



In June of 2015, the vice principal's husband was diagnosed with stage IV pancreatic cancer, and, as a result, her workload was greatly impacted, as she went from working full-time to working two hours a day. Her husband passed away in November of 2015; she was not at school from early November 2015 until early January 2016, still only working two hours a day when she returned. This limited her ability to fully take part of the Leadership Team during the Self-Study process.

## **Chapter 1- Overview of the Process**

### **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.*

Throughout the Self-Study process, St. Philomena School has involved all shareholders in many aspects that pertain to data review, analysis, and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing, and monitoring goals for improvements in student learning.

The St. Philomena School faculty and staff were paramount in the reviewing, analyzing, and writing of the Self-Study document. Students, parents, the School Commission, and the Pastor were informed and involved in the process as it progressed. Information about the Self-Study document was discussed and presented at School Commission meetings, PEP Club meetings, in the weekly newsletter, and on the school's website.

School Commission and parents gave their input and ideas in the revision of the philosophy, mission statement, and the SLEs. As the self-study chapters were written, the Pastor and School Commission were kept apprised of the information through reports given by the principal at the School Commission meetings. The School Commission went through a thorough review of the chapter on budgeting and resources, as this chapter related directly to the work that they do for the school.

The principal reviewed the previous Action Plan with school parents at a PEP Club meeting and with the School Commission at a School Commission meeting. The progress was reviewed and discussed. Ideas and items for the current Self-Study Action Plan were previewed at the Parent Contract meeting in March and finalized in June after much discussion.

The School Commission and Pastor, under the guidance of the principal, spent the 2015-2016 school year rewriting and reworking the Five Year Strategic Plan which addresses the goals for St. Philomena School for the next five years. Many of the goals of the Five Year Plan have a direct correlation to the Self-Study including the high achievement of students and a strong commitment to Catholic Identity. There is also a focus on creating and implementing goals that aim to improve student learning in the Five Year Plan.

The principal is committed to keeping all shareholders involved in ongoing systematic analysis of the school's effectiveness. The school has designated faculty meetings set aside to further the work of the accreditation process by aligning the faculty's Professional Learning Committees to the follow-through and implementation of the Action Plan.

The principal addresses student achievement, student progress, and overall school improvement at each monthly PEP Club meeting and School Commission meeting, both attended by the Pastor.

The principal meets weekly with the Parish Business Manager to review and discuss financial matters to help with the overall financial responsibility to help with the continual sustainability of the school.

Furthermore, the new Five Year Strategic Plan will be revealed to the school parents at the October PEP Club meeting. The principal with guidance from the School Commission and Pastor will work to see that this plan is implemented and carried out within the timeframe and guidelines that have been established.

## **Evidence**

- St. Philomena School weekly newsletters
- P.E.P. Club Board meeting notes
- St. Philomena School Handbook
- School Commission minutes
- St. Philomena Parish bulletins
- Online survey results



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## **CHAPTER 2 – CONTEXT OF THE SCHOOL**

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

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

### **A. School Profile**

St. Philomena Catholic School opened in the fall of 1963 under the guidance of four Sisters of Notre Dame de Namur: Sister Francis Julie, Sister Raymond Francis, Sister Mary Christopher, and Sister Joseph, plus one lay teacher, Mrs. Mildred Downey. The charism of this order is “to make known God’s goodness”, and so they also dedicated themselves to the Christian education of the poor, especially girls. St Philomena School opened with grades 1- 5, and the dedication of the school took place on April 19, 1964.

By 1969 the school had expanded to include grades six, seven, and eight. In 1973, during a period of economic decline both regionally and nationally, the sisters were called back to their mother house in Belmont, California. Despite the economic difficulties, the school’s parents decided they would do what was necessary to keep the school open. With the aid of the pastor, a lay-led faculty was hired and a School Commission was established. In 1986 the kindergarten program was instituted, and in 1996 the extended-day program, known as Kids’ Club, began. In 2012, a four-year old PreKindergarten was opened. At the present time, the school is staffed by a dedicated, entirely lay, faculty.

St. Philomena School annually updates the school profile and school information and reports these findings to the Archdiocese of Seattle and the School Commission. The information is analyzed and then used to make important decisions about the need for changes and improvements to help the high achievement of students.

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The parish and school are situated in the city of Des Moines which is located south of Seattle, Washington and has a population of approximately 31,000. St. Philomena School is a parish-based commuter school that draws students from many zip codes including the cities of Burien, Normandy Park, Des Moines, SeaTac, Federal Way, Auburn, Kent, Renton, Tacoma, and Tukwila. Over the past five years, these towns have become much more culturally diverse which is reflected in the increased diversity at St. Philomena School.

In the 2015-2016 school year, St. Philomena School’s student population was 59% non-white. The diversity rate has steadily grown over the past six years from 43% to the current 59%.

The breakdown of the diversity rates is as follows: Asian-18%, Hispanic-14%, Black-9%, Pacific Islander-1%, Multi-racial-17% and White-41%. The diversity rates for St. Philomena School reflect the city of Des Moines, Washington, which lists its diversity rates as: 11% Asian, 9% Black, 15% Hispanic, 2% Pacific Islander, 2% Multi-racial, 1%

American Indian, and 60% white. St. Philomena Parish is designated parish for Hispanic ministry with a large and viable Hispanic population. The Hispanic population has also increased at St. Philomena School from 11% in 2011 to 14% in 2016. A main goal of the Seattle Archdiocesan strategic plan is to continue to increase the Hispanic population in Catholic schools. The administration and School Commission are aware of this and are working with the Hispanic ministry of the parish and the Archdiocese to continue to increase the Hispanic population in the school.

With its strong academic reputation, the school has also drawn a small population of non-Catholic students, which is currently 14% and has remained in the 11% to 14% range in the past six years.

According to statistics from the City of Des Moines, 56% of the population of Des Moines is 44 years and younger, this is representative of the families that comprise St. Philomena School. The City of Des Moines reported a population rate of 6.5% of children under the age of five who live in city limits. Over the past six years, the kindergarten program at St. Philomena School has been averaging 28 to 30 students per class.

Approximately thirteen percent of St. Philomena School students receive free and/or reduced lunch. This percentage has remained fairly consistent over the past six years.

To help recruit young students to the school, St. Philomena School opened a four-year old PreKindergarten program in the 2012-2013 school year. This program is housed in the Kids' Club building on campus. Approximately \$15,000 was raised as part of the SPLASH Auction Paddle Raise to help with the start-up costs of the PreKindergarten program. During the spring of 2012, a teacher and part-time aide were hired and in September of 2012, twenty-two students were the inaugural class of the St. Philomena School PreKindergarten program. Since the inception of the PreKindergarten program the class average has remained at twenty students. The program has also been a great feeder for kindergarten with a retention rate of 85 to 90%.

A trend that St. Philomena School has experienced is an overall enrollment increase of approximately 25% since 2011; part of this was due to the addition of the PreKindergarten program with the additional increase coming from intense marketing and recruitment by the St. Philomena School administration. The population totals since 2011 are: 222 in 2011, 242 in 2012, 260 in 2013, 275 in 2014, and 281 in 2015. The St. Philomena School administration is constantly aware of the enrollment challenges, and continues to market and recruit new students for the school with the help of the faculty and staff, School Commission, and pastor; this goal is reflected in the current strategic plan that was developed for the school. Enrollment numbers directly affect the yearly budget, so they are watched very carefully. With the increased enrollment, additional support staff have been hired in the primary grades to help with the larger class sizes.

The current St. Philomena School principal has served at the school since 2010 and in that time the teaching faculty and support staff has remained very consistent and has

provided stability for St. Philomena School. There was some change over with the faculty in the spring of 2015 when the sixth grade teacher left to take care of her newborn child but came back on a part-time capacity; the fifth grade teacher accepted a vice principal job at another local Catholic school; and the seventh grade teacher retired.

All instructional staff are Washington State certificated; approximately fifty percent have Master's degrees; and all religion teachers are working on their Catechetical Certification for religious instruction. The school administrative staff consists of a principal and part-time vice principal. The instructional staff is made up of thirteen faculty members. The support staff includes the school's administrative assistant/business manager, a full-time office aide, a full-time instructional aide/resource teacher, two part-time kindergarten aides, a part-time PreKindergarten aide, the director of Kids' Club, a part-time development director and five Kids' Club aides.

The St. Philomena School faculty has a strong grasp on the overall achievement of the students who attend the school. The faculty, staff, and administration of St. Philomena School track enrollment numbers, the number of graduates attending Catholic high schools, trends in school-wide scores on standardized tests and various assessments, and trends or changes in trends on the parent, student, and teacher surveys.

In general, about 60% of St. Philomena School 8<sup>th</sup> grade graduates attend the local Catholic high schools. While some of those graduates choose to attend Kennedy Catholic High School in nearby Burien, others venture into Seattle to attend Holy Names Academy, Seattle Preparatory or O'Dea High School or into Tacoma to attend Bellarmine Preparatory School. The high schools report that St. Philomena students are very well prepared for Catholic high school. The school does not track high school GPAs, because the high schools do not have a mechanism that would allow this. Our school staff does periodically receive newsletters from the Catholic high schools that list members of the honor roll. A noticeable trend over the last six years has been a decreased number of 8<sup>th</sup> grade students who are attending Catholic high schools. This decrease is likely due to the improvement of the local public high schools and their inclusion of additional honors programs. Another reason for the decline may be the often prohibitive cost of attending a Catholic high school.

In regards to trends in standardized testing, St. Philomena School transitioned from the Iowa Test of Basic Skills (ITBS) to the California Test of Basic Skills (CTBS) test in the 2013-2014 school year. The decision to switch was based on the fact that the CTBS test was aligned with Common Core standards. St. Philomena School adopted the Common Core standards in the 2012-2013 school year. St. Philomena School tests students in third through seventh grade, and traditionally, St. Philomena School students perform well on standardized tests. Over the past four years the average scores for reading are as follows: 2011 (ITBS) – 69<sup>th</sup> percentile, 2012 (ITBS) – 67<sup>th</sup> percentile, 2013 (CTBS) – 82<sup>nd</sup> percentile, and 2014 – (CTBS) – 81 percentile. In the area of math the scores are as follows: 2011 (ITBS) – 59<sup>th</sup> percentile, 2012 (ITBS) – 59<sup>th</sup> percentile, 2013 (CTBS) – 79<sup>th</sup> percentile, and 2014 – (CTBS) – 75<sup>th</sup> percentile.

The major trend that occurred was the increase in scores for reading and math from the ITBS test to the CTBS test. This was likely attributed to the fact that the St. Philomena School curriculum is aligned with the Common Core standards and the CTBS test. Previously, the ITBS was not aligned with the curriculum being used and implemented at St. Philomena School.

In 2013, the decision was made to change from the ITBS to the CTBS standardized test; it was also determined by the faculty and staff that St. Philomena School eighth graders would no longer take part in the standardized testing due to the fact that many of the eighth grade students were taking the high school entrance exams.

In January of 2015, the Office of Catholic Schools for the Archdiocese of Seattle informed all Catholic elementary schools that there would be one agreed upon test that would be administered to all students in the Archdiocese. The decision made by a committee and finalized by the superintendent was that the Northwest Evaluation Association's Measure of Academic Progress (MAP) test would be administered starting in September of 2016. St. Philomena School will be adopting and administering the test to students in kindergarten through seventh grade starting in September 2016.

The staff has noted a larger proportion of applicants with academic gaps or deficiencies in reading and/or math. It has also been noted that the school is admitting students who require more accommodations and teacher attention than in previous years. In response to this trend, the school partnered with the Highline School District and hired a Title I teacher to service eligible students who live in that school district. During hours paid for entirely by St. Philomena School, that teacher is working with low-scoring students who reside in other school districts.

The school has also implemented the Mandatory After School Hours (MASH) program in which students in fifth through eighth grade who are struggling stay after school for one hour every Tuesday, Wednesday, and Thursday to have a quiet place to do homework, get assistance with their academic assignments, and additional help for long-term projects.

Space is at a premium at St. Philomena School. There is one classroom per grade, a music room that is shared by band, choir, and music classes, a computer lab, and a library. The eighth grade classroom was redesigned as a science lab in 2011 thanks to over \$35,000 donated at the Paddle Raise at the annual SPLASH Auction. Each classroom has a mounted video projector, document camera, and interactive white board. The hot lunch program uses the parish hall and occasionally has to compete with funeral receptions and parish classes or programs. There is not a gymnasium at St. Philomena School; the outdoor undercover playground area is the only place that is used for physical education during inclement weather; otherwise physical education is held on the blacktop and/or field.

## **Surveys**

Students in kindergarten through eighth grade were given the opportunity to voice their opinions about various aspects of St. Philomena School through a student survey. The student surveys indicated that the students really like learning about their Catholic faith, going to Mass as a school, and learning more about God. They feel their teachers are kind, caring, and nurturing people. The students feel their classmates treat them with respect and overall are accepting. The students related that at times some students can say mean things, but they felt the teachers and administration deal with this accordingly. They commented about how much they like being with their friends, and students in kindergarten through fifth grade really like ST (Spatial-Temporal) Math, an online spatial math program. Students also responded they would like a gym, more recess, and more non-uniform days.

St. Philomena School parents were able to provide their feedback through an online survey conducted via Survey Monkey. The parents listed academic excellence, Catholic values, and a safe place to learn as the top three reasons they send their child to St. Philomena School. In regards to the education their children were receiving in subject matter, parents felt that the teaching of religion was 97% highly effective or effective; math was 92% highly effective or effective; reading was 96% highly effective or effective; English was 97 % highly effective or effective; science was 96% highly effective or effective; social studies was 92 % highly effective or effective; technology was 86% was highly effective or effective; music was 84% highly effective or effective; and PE was 80% highly effective or effective. 90% of the parents feel the academic demands of the school are just right, and 77% think their students receive the right amount of homework. The parents stated they feel teachers and administration are easily accessible, and they treat the students with respect. They also believe the teachers and administration have a good handle on discipline. The parents overwhelmingly expressed the need for a gym as an area for improvement. Also mentioned was the need to continue to improve technology.

The St. Philomena School faculty and staff surveys indicated that they feel the school does an excellent job in the areas of academic and religious instruction and faith formation of the students. They stated that the school has a safe and positive environment and has a good reputation. They feel the administration is supportive and provides them with adequate professional development and has a solid handle on discipline. They are appreciative of the parental involvement but would like to see a wider range of parents involved in their child's education, rather than just the ones that continually volunteer.

The School Commission was given time at a School Commission meeting to fill out their surveys. The teaching of the Catholic faith, academics, teacher involvement in the lives of their students, and the relationship between the Pastor and the school were given high remarks. The School Commission is very satisfied with the administration and the running of the school. Their greatest areas of improvement included more space, a possible foreign language program, and a gym.



The pastor stated that he believes the school is an anchor for the community and helps shape the parish's priorities. He commented about his strong and consistent working relationship with the administration. He is very happy with the academic and spiritual development of the students and also believes the administration, faculty, and staff are the most effective area for supporting high achievement in students. He stated that it begins and ends with them. He would like to see more families involved in the life of the parish and more consistent Mass attendance, but he also stated it is much better than it used to be.

## **Evidence**

- Appendix A
- Parent, Student, School Commission/P.E.P. Board surveys
- Demographic Data from the City of Des Moines website and the United States Census Bureau



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## **CHAPTER 2 – CONTEXT OF THE SCHOOL**

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

## Chapter 2: Context of the School

### 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.*

St. Philomena School has used the findings of the previous accreditation to drive student achievement and school improvement.

**Action Plan Goal #1** - To complete the curriculum continuum document in the subject area of science and to strengthen the science curriculum.

By completing the curriculum continuum for science, teachers created long-range curriculum plans that detailed the learning in the subject area of science for each grade level for the school year. Long-range plans were based on a calendar template, and identified the state standards for each concept. These long-range curriculum plans were set, and the teachers adjusted curriculum as needed to meet the specific needs of the class. These plans allowed the teachers to create a spiral curriculum, paced throughout the year, and made sure that all standards were being met. The long-range curriculum plans strengthen the science curriculum plus helped in the implementation of additional Foss kits and Foss science textbooks, additional Foss kit training for teachers, a school-wide development of summative and formative science assessment tools, and the creation of a lab-based science classroom. In the last few years our focus has turned toward STEM-infused science activities and learning the new Next Generation Science Standards. In the summer of 2016, a new hands-on interactive science curriculum, "Interactive Science" from Pearson Publishing was purchased. This is a STEM-based series that includes interactive textbooks, science kits, and is aligned to the Next Science Generation Standards.

**Action Plan Goal #2** - To revise and update the St. Philomena School report cards to reflect and incorporate the St. Philomena School Student Learning Expectations. The report cards were also revised to reflect Common Core standards in ELA and math in the 2011-2012 school year.

The revised and updated report cards which reported on students' progress toward mastery of the SLEs occurred during the 2011-2012 school year. Reflecting upon learner growth in the SLE areas as well as in pure academics more accurately presented the fullest picture of progress of St. Philomena students. The creation of trimester SLE awards was also established in the same school year. The report cards were revised to reflect the Common Core Standards in ELA and math. This has included a great deal of professional development for the faculty and extensive education for the parents on Common Core standards and standards-based grading.

**Action Plan Goal #3** - To provide the faculty and staff with additional professional development in the area of differentiated instruction.

In June 2012, the principal and vice principal attended a three-day workshop on Response to Intervention (RTI). During the Teacher In-service Days that August, they presented the information to the faculty and staff plans to make St. Philomena School an RTI school. Time was set aside at faculty meetings during the school year to help the faculty understand RTI. In June of 2013, the faculty and staff attended a two-day training on RTI. Time was set aside during the August In-service Days to help the faculty with the RTI implementation and plans were set in place for the 2013-2014 school year to help St. Philomena School become fully immersed in RTI. Additional professional development has included workshops on differentiating instruction, modifying curriculum, and incorporating various assessments that meet the needs of all students. The entire faculty has also attended the Archdiocese of Seattle Summer Institutes for diversifying learner needs over the past three years.

**Action Plan Goal #4** (Added Goal is a derivate of Goal #2) - To implement ELA Common Core lesson planning.

The faculty started the implementation of ELA unit planning three years ago. A group of teachers went to the Seattle University Institute on ELA planning in 2013. In 2014, the entire faculty attended the follow-up workshop. Over the past three years we have collaborated on writing and implementing ELA unit plans. The thematic unit plans were also incorporated into history, religion, and music. The administration presented in-service days on unit planning and held a parent meeting to explain and model the planning that emphasized the Common Core standards. The school continues to make this a major component of our teaching and of our goal to implement Common Core Standards.

The faculty, staff, parent community, pastor, and School Commission has been kept apprised of the progression of our goals through the weekly newsletter, the school's website, and PEP Club meetings.

### **Evidence:**

- Previous Self Study and Report of Findings
- Previous Action Plan
- Annual reports to WCEA Elementary Commissioner
- St. Philomena School weekly newsletters
- ITBS scores, CTBS scores
- Curriculum outlines
- School Commission meeting minutes
- Schoolwide Learning Expectations



**St. Philomena  
Catholic School**

## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

### **A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY**

## Chapter Three – Quality of the School Program

### A. ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY\*

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

St. Philomena Catholic School remains committed to the school's mission statement to "teach, model, and promote Gospel values in all areas of a balanced curriculum so that the teachings of Christ become our focus and Christ Himself, our constant point of reference." At St. Philomena School the teachers, staff, parents, and parish faith community are firmly committed to providing a balanced, personal, and lasting Catholic foundation for each student. The school philosophy highlights the faith-based and Christ-centered educational environment created by teaching to the intellect, educating the heart, and forming the character of each student through truth, service, and justice. In 2015, the Schoolwide Learning Expectations (SLEs) were revised to further incorporate the goals of the mission and philosophy--to teach each child to learn, love, live, lead, and serve with Jesus Christ in both heart and mind.

At St. Philomena School, the community lives out the mission each day through a variety of prayer opportunities, beginning with school-wide, student-led morning prayer over the intercom at the start of each school day and then again at dismissal. Faculty, staff, and administrators meet daily before school starts to pray together and begin the day focused on faith and common purpose.

In addition to daily religion classes, students learn about and live their faith in numerous ways. The school community attends weekly Mass on Fridays, with each class, on a rotating basis, serving as liturgical ministers. In addition, the intermediate and upper grade classes lead Eucharistic Adoration services several times each year. Students also lead monthly prayer services, featuring a God with Skin theme that emphasizes how all should see God in each person. Students, faculty, and staff come together in community to pray the rosary together four times a year, with the prayers led by students.

Living the sacraments is a major focus at St. Philomena School, as all students in grades 3 through 8 regularly participate in the Sacraments of Reconciliation and the Eucharist. As part of the 2nd grade religion curriculum, students study and learn about these blessed sacraments, as they prepare to receive them for the first time, together as a group. The priest and deacon work together with the teacher in order to prepare our young students for this special time in their faith lives. All younger students have the opportunity to receive a special blessing during Mass.

Families are encouraged to participate in all weekly Masses and other prayer experiences. A few examples include the annual Grandparents Day Mass, in which all grandparents and special family members are invited to celebrate and pray together and receive a throat

blessing for the feast of St. Blasé. For the Feast of St. Francis, families are invited to bring their pets for a special blessing of the animals. Our pastor strongly encourages Sunday Mass attendance whenever he has the opportunity to speak to the school children and parents.

Special seasons in the liturgical year are celebrated, including special prayer services during Advent celebrating each of the four weeks of preparation. During Lent, the school community participates in student-led Stations of the Cross prayer services and an enhanced “reader’s theater style” dramatization by the 8th graders on Good Friday. On Holy Thursday, each classroom celebrates a Last Supper Seder Meal.

Since the last visit, the staff has worked diligently to create spiraling religion curriculum standards based on USCCB recommendations and has purchased new textbooks. The following year, the Archdiocese of Seattle formed a committee to create new religion standards for the archdiocesan schools. Two of our staff members served on this committee. Once those new standards were complete, St. Philomena School adopted them. This was not difficult, as they were similar to the ones we had created. We are currently working on implementing these standards in our religion classrooms. The Archdiocese had not yet recommended a textbook series, but we have found that the current texts match the standards fairly well. In addition, the staff is currently reviewing a series which is aligned with the new standards. Religion is taught daily across the grade levels and all students attend Mass together on Fridays at least three weeks a month. On the fourth Friday, a Eucharistic Adoration service is attended by the entire school.

The Archdiocese of Seattle has implemented a program for teachers to acquire knowledge of the Catholic Faith, particularly with regards to the Catechism of the Church. St. Philomena School teachers are required to participate in this three-year program in order to receive certification as school catechists. St. Philomena School recognizes the importance of this certification program and has identified the requirement of all religion teachers to complete this program as one of its critical goals. This will increase each teacher’s catechetical formation and deepen their faith life thus improving their ability to teach the faith to their students. After completion of the program, teachers take part in a re-certification process within a five-year period. Each school year, the teachers have the opportunity to come together to further deepen their own personal faith through a beginning of the school year retreat and other offerings throughout the school year. There are professional development days available for our school educators to further develop their own spirituality.

The school maintains an active partnership with parents. The faculty and staff believe that frequent and varied communication is vital to building and maintaining that partnership. All new families are invited to a New Family Night before school begins, in which they are welcomed into the school culture and introduced to their buddy family, who will mentor them throughout their first year in the school. Before school begins, parents and students are invited to an Ice Cream Social and a Meet & Greet day in order to become familiar with the teachers and staff and other school families. Early in the school year, parents attend a Curriculum Night in which parent and student expectations along with

the curriculum for that grade level are presented. Throughout the year, parents are invited to attend monthly PEP (Parents, Educators, and Parishioners) Club meetings as a way to maintain their connection and involvement with the school. All of these events begin with prayer so that the constant focus remains on our Catholic identity. Parents are required to fulfill commitment hours (volunteer hours) in which they give back their time to the school. Implementing additional faith formation for the school parents is noted in the new revised five-year plan.

Teachers communicate regularly with parents about their child's academic, spiritual, and behavioral progress through Friday work packets, report cards, progress reports, and formal and informal parent-teacher-student conferences. In a weekly newsletter, each teacher and the principal, communicate what is happening in their classrooms and in the school and parish communities. Each teacher and staff member has a school email account in which parents can communicate openly with teachers regarding their child. Parents are encouraged to attend weekly Friday Mass and monthly prayer services and other special religious services such as rosary prayer services, Stations of the Cross prayer services, and Adoration of the Blessed Sacrament prayer services along with the school children.

The pastor for St. Philomena School is very involved in the school. Starting each September, he trains all third grade students, as part of their religion class, to be altar servers. He celebrates weekly school Masses and attends all School Commission and PEP Club meetings. Father is actively involved with all school events and activities and is an integral part of the school's Catholic identity.

St. Philomena students and families participate in a variety of service-oriented outreach programs. Each class initiates at least one community service project per year. Some of these include: raising money for our sister school in Guatemala, collecting Christmas shoeboxes for Operation Christmas Child, collecting school supplies for schools in need, maintaining school grounds with litter-pick up, and adopting a needy family for Christmas. School-wide community service outreach projects include: participating in a walk-a-thon for cancer research; contributing to Catholic Relief Services Rice Bowls; donating to a Thanksgiving food drive for local families; bringing food for weekly collections at Mass for the Des Moines Food Bank; collecting baby items for a local Pregnancy Aid agency; giving to a penny drive for reduction of parish debt, Gloria's Angels, the St. Vincent de Paul Society, and other charities; and helping with tuition assistance fund-raising and other local, national, and international charities. The school Service Club supports the St. Vincent de Paul Society, makes sandwiches for the St. Martin de Porres men's shelter in Seattle, fills Jared Boxes for Seattle Children's Hospital, and makes baby blankets for the Pregnancy Aid charity. In addition, each St. Philomena student is required to complete a specific number of individual service hours each year. In the intermediate and upper grades, a written reflection focuses on how the work impacted themselves and others and must accompany their service record. The school is continually looking at new ideas and opportunities to help the students become disciples of mission-driven service work and prides itself on being servant leaders in our local and world-wide community.



There are many outward and visible signs and sacramentals of the Catholic faith that permeate the atmosphere at St. Philomena School. These include crucifixes, a display case with information about our patron saint, St. Philomena, a wooden carving of Mary, pictures of Jesus and Pope Francis in the main office and faculty lounge, and an ever-present cross on the front of the school building. There are also prayer tables in each of the classrooms that clearly display items such as statues of the Virgin Mary, St. Philomena, and other saints, a Bible, rosaries, prayer books, and other sacramentals. The tables also include liturgical season items such as Advent wreaths, candles, and Rice Bowls. Additionally nativity scenes are displayed in the classrooms, front hallway, and library during the Advent and Christmas seasons.

St. Philomena School students participate in weekly Masses, daily prayer both via the intercom and in the classrooms, monthly prayer services led by individual classes, recitations of the rosary, Adoration of the Blessed Sacrament services, Stations of the Cross services, Advent and Lenten Penance services, a Holy Thursday Seder Meal, Advent wreath lighting, and school family activities that focus on the liturgical seasons.

The St. Philomena administration, teachers, and staff understand and value the mission of St. Philomena School. The school is Catholic first and all other educational and social activities flow from that belief. The school personnel live their faith both inside and outside of the classroom, and they are committed to this endeavor. One example is that our middle school science teacher was instrumental in rewriting the CYO Camp Hamilton environmental education curriculum standards to incorporate the new Archdiocesan religion standards and Pope Francis's "laudato si."

## **Significant Accomplishments**

- Implementing new religion curriculum standards
- A variety of service-oriented outreach programs
- The Pastor of St. Philomena School is very involved in the school.
- Multiple opportunities to live out the Catholic faith

## **Goals**

- For all religion teachers to have their Catechetical certification
- To implement additional faith formation for the school parents.
- To continually look at new ideas and opportunities for students to become disciples in mission-driven service work

## **Evidence**

- Catholic identity surveys (C-6)
- Sacramentals and prayer corners on display in the classrooms
- School routines that incorporate prayer throughout the day

- Teachers who have catechist certification according to Arch/diocesan norms
- Parent component in the Religion program in place
- Student/parent/staff service records
- Staff in-service records



**St. Philomena  
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## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

### **B. DEFINING THE SCHOOL’S PURPOSE**

## **B. DEFINING THE SCHOOL'S PURPOSE**

**Accreditation Factor #4** (Key Self Study Outcome #3; ACS WASC Category-Based Criteria A.1, A.2, A.3)

*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.*

In the fall of 2015, the school administration, faculty, staff, and other shareholders reviewed and updated the school's mission and philosophy statements. After careful consideration of the over 25-year-old mission statement, it was decided that this mission statement was still a true reflection of the school's commitment to its Catholic identity and the teaching of the Gospel values, and so the decision was made to keep it intact and unchanged. At this meeting, the philosophy statement was slightly revised to be reflective of the mission statement and SLEs.

At the October 2015 PEP Club Meeting, the mission statement, philosophy, and updated SLEs were presented to the parents and other stakeholders for their input and feedback. After the input was collected from both of these meetings, the mission statement, philosophy, and updated SLEs were finalized.

The School Commission helps define the school's purpose with a constant focus on the policies and procedures of the school. At the monthly School Commission meeting, a policy from the handbook is reviewed, then edited and updated. The principal brings the updated policies to the faculty for their input. Once the updated policy is finalized, the changes are made to the school's handbook. Since the last accreditation visit, the School Commission has updated approximately 90% of all the policies and should complete the other 10% within the next year. A hard copy of the school's handbook is given to all faculty, staff, and School Commission members. An updated electronic version of the school's handbook is sent to all school families every August and is posted on the school's website.

School Commission meeting updates are reported by the principal to the faculty at faculty meetings. There is a School Commission report at every P.E.P. Club Board meeting by the P.E.P. Club/School Commission liaison. This liaison also reports P.E.P. Club information to the School Commission at every meeting. The principal gives a report about school improvement at School Commission meetings, P.E.P. Club Board meetings, and to the parent community at general P.E.P. Club meetings.

Along with the Common Core State Standards, Next Generation Science Standards, Archdiocese of Seattle Religion Standards, and Washington State EALRS, the SLEs are the driving forces in the creation of teacher lesson plans to support the high achievement of all learners. These standards are identified in teacher's lesson plans, are often referred to at the beginning of a lesson, and identified on worksheets and assessments.

There is a concerted effort by the faculty to identify the SLEs that are targeted in each lesson. Teachers intentionally identify the objective of each lesson by visually displaying and discussing the learning target, so that the children understand what they are learning. In the primary grades, the student can point to a cross, which represents “a student of the Catholic Faith,” a book, which represents “an active learner,” or a heart which represents “a servant leader.” In the intermediate and middle school, students refer to the SLEs through discussion and target skills.

Right before our prior accreditation, a new tool was developed to measure student progress in achieving the SLEs. Each trimester, a total of thirty students are selected and recognized with an SLE Award for having demonstrated the characteristics of “A student of the Catholic Faith,” “An Active Learner,” or “A Servant Leader.” One student from each grade is selected by the teacher for each of the three SLEs, and they are presented with a certificate at a prayer service. Teachers continually observe students and keep running records of which SLEs have been addressed and demonstrated.

The character development portion of the report card was also redesigned to align with the SLEs. This ensures that the teachers are reflecting on the students’ growth in the areas specified by the SLEs and that the students are aware of the expectations in terms of their own growth and development.

Based on teacher observations and students’ performance on assessments and daily work, it is sometimes determined that modified assessments are necessary for a particular student to meet his/her specific learning need. Many teachers also use tiered lessons and assessments to help meet the needs of all students. Although the faculty is committed to differentiated instruction and assessment, it continues to be a goal of the faculty to improve on what is already being done.

## **Significant Accomplishments**

- Reaffirmed existing mission statement
- Created a new philosophy statement
- Developed new, current, and measurable Schoolwide Learning Expectations
- Implemented new SLEs with buy-in from teachers, students, parents, and the community

## **Goals**

- Make parents, students, and parish-community members fully aware of the governing-authority expectations for our school, as well as the implications of those expectations.

## **Evidence**

- Mission and philosophy statements
- Sample of ELA Unit Plans

- SLEs
- SLE binders
- Learning Target goals
- Student and parent knowledge of SLEs



**St. Philomena  
Catholic School**

## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

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

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

**Accreditation Factor #5** (Key Self Study Outcomes #2 & #3; ACS WASC Category- Based Criteria A.2, A.3, A.4, A.5, A.6, A.7)

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

The mission statement is the driving force used to support the high achievement of all students at St. Philomena Catholic School. The faculty and staff, administration, School Commission, and the pastor work in partnership to create an environment of positive learning in which the morals and values of the Catholic Church are intertwined with a solid and challenging academic curriculum.

The teaching faculty and support staff are committed to supporting high achievement by implementing various teaching strategies, differentiated learning structures, best teaching practices, and summative and formative assessments. Further, they are committed to having a positive home/school partnership that is built on effective communication and mutual trust and respect. The school's faculty and staff are professionals who keep current with up-to-date staff development in academics, religion, and annual Safe Environment refresher courses, as well as First Aid/CPR training every other year.

Professional staff development has been, and will continue to be, a priority at St. Philomena. Teachers have attended many professional development workshops, institutes, and graduate level classes. Some of the topics have included: unit planning, Common Core State Standards for math and ELA, *Daily Five*, Next Generation Science Standards implementation, and using iPads in the classroom to name a few. They have also joined professional learning communities, focusing on learning targets and various forms of instruction and assessments as part of the school's faculty meetings. Additionally many of the school's faculty and administration have served at the archdiocesan level on curriculum committees and special projects. At the archdiocesan Teacher Excellence Day in 2014, the St. Philomena School faculty led the articulation discussion on writing for participating Catholic school teachers from other schools. The professional development of the faculty and staff is intentionally designed to support high achievement by all students.

The faculty and staff see themselves as facilitators, as well as role models, in guiding religious education and developing the desire for learning within the students and their parents. Members of the faculty recently reviewed their own level of catechetical training and renewed their commitment to certification in that program. Most teachers have completed year one and two of the program and one is fully certified. Faculty and staff members share in school governance through attendance and input at grade-level meetings and weekly staff meetings. Faculty meetings focus on curriculum development; planning of school events, particularly ones which promote our Catholic identity; and assessing the effectiveness of existing programs. During the 2015-2016 school year, every faculty meeting started with a 5 to 10 minute professional development session.



Teachers took turns sharing with their peers a new strategy, assessment, website, or other teaching tool that they have used in their classroom.

The faculty and staff have an active voice in curriculum and building management decisions. Overall, they feel empowered to be effective instructional leaders. Faculty and staff perform their duties in an atmosphere that is ripe with trust, cooperation, and respect. They interact with each other daily, seeking advice or sharing ideas. The faculty and staff exhibit a level of professionalism that is commendable, and are very respectful of family privacy and of issues that require confidentiality.

St. Philomena's administrative staff supports the teaching staff in many ways as they together seek to attain high achievement by all students. Many opportunities are provided for effective staff development; classroom walkthroughs and consistent, school-wide discipline and intervention policies are in place. There is high awareness of the need for safety for everyone and this is supported by the existence and practice of emergency drills and procedures. Members of the administration help with the continual improvements to curriculum and assessment. Financial stability that comes from sound fiscal budgeting procedures helps sustain this support.

The administration recognizes the importance of involving the entire learning community when considering school policy and addressing student needs. The administration seeks input from archdiocesan resources, and it gathers information from other school principals by attending the annual principal's retreat, archdiocesan and deanery principal meetings, and during frequent informal contact with other principals throughout the year. The administrative team is available to, and frequently visits with, the Pastor, parents, students, staff, and parishioners at school and during social and sporting events. Written school and archdiocesan policies assist the major school/parish groups in defining their responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Examples of these include the Faculty Handbook, the Archdiocesan Policy Handbook, and P.E.P Club Constitution and Bylaws.

The main focus of the School Commission is reviewing new and existing policies and procedures in order to help ensure a positive and effective learning environment for St. Philomena students. Several members have expertise in business and financial management and give much assistance during the budgeting process. The Commission has taken on the task of marketing the school through advertising, promotional materials, and social media. They work as a liaison between the school and parish communities, establishing a common bond of mutual support. The School Commission has invested itself into the long-term success and viability of the school by creating a five year plan that address the areas of curriculum, instruction, assessment, faculty and staff, family spiritual life, development, and facilities. The further implement of the updated five year plan with the help of the School Commission is a goal for the school.

The pastor of St. Philomena Parish and School supports the mission of the school and the high achievement of students through his focus on the formation and development of the

students' faith lives. He provides ample opportunities for students to attend Masses and Eucharistic Adoration services and to receive the sacrament of reconciliation; he visits with students in their classrooms; and he is a role model of Catholic values and morals. The pastor has taken a very active role in the fiscal management of the school and parish and strengthened the bond between the parish and school. He frequently speaks positively about the school at weekend Masses and invites parishioners to attend school events and participate in various fundraisers.

The key advisory and support groups within the school/parish structure include the School Commission, PEP Club, and the Pastoral Finance Council. Monthly meetings are held to keep these shareholders apprised of the progress toward attaining school goals, student progress, and maintaining the Catholic identity of the school. The pastor is the spiritual leader of the parish and is supportive of the school's ministry. One member of the School Commission also attends parish meetings and reports back to the School Commission and PEP Board. Every January, a subcommittee of the School Commission works with the principal to establish the budget for the next school year. The Pastoral Finance Council is involved in the process by establishing the dollar amount of the parish subsidy that will be included in the school budget and provides feedback when the budget is presented to them. These parish groups are kept informed as the budget is established. In March, parents are required to attend a budget meeting where the current process is explained, questions are answered, and new tuition contracts are distributed.

Communication is very important to the support of student learning. The church bulletin includes school announcements in order to notify parishioners of school news and upcoming events. School parents receive a weekly, electronic school newsletter that includes a principal's note and school-wide information such as CYO, library, and other special events. They also receive a weekly, comprehensive newsletter from their child's teacher(s) that includes information on curriculum issues for the week, SLEs, and upcoming classroom events. The school website provides up-to-date information about the school to current and prospective parents. In the last few years, the school's Facebook page has become a great way to promote, inform, and market the school to the community. In addition to all of these communication tools, parents are able to communicate with the principal and staff via email or telephone.

## **Significant Accomplishments**

- Professional development in Next Generation Science standards and Common Core math and ELA implementation
- Social media to help promote, inform, and market the school to the community
- The School Commission has invested itself into the long-term success and viability of the school.
- The faculty and staff have an active voice in curriculum and building management decisions.
- The Pastor of St. Philomena Parish and School supports the mission of the school and the high achievement of students.

## **Goals**

- For all faculty that teach religion to be catechetically certified
- The further implement of the five year plan with the help of the School Commission

## **Evidence**

- St. Philomena School weekly newsletter
- School Commission minutes
- St. Philomena School faculty meeting agenda/minutes
- P.E.P. Club minutes and reports, P.E.P. Club Constitution and Bylaws
- St. Philomena Parish bulletins
- Faculty Handbook, the Archdiocesan Policy Handbook



**St. Philomena  
Catholic School**

## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

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

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

**Accreditation Factor #6:** *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

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

St. Philomena School uses sound assessment procedures to collect data about faith formation and to strengthen its Catholic identity. Students in PreK through eighth grade take religion quizzes and tests in both written and oral form. Religion teachers record student progress in terms of the instructional material that is aligned with the religion curriculum. Students in all grades receive feedback on religion class assignments and assessments, and student progress is reported to parents. The personal development section of the report card reflects the moral character of each student and is aligned with the school's SLEs. Students participate in a wide variety of religious experiences such as Mass, adoration of the Blessed Sacrament, rosaries, and prayer services which help shape the moral and religious character of the students. In-class discussion during religion classes is also used as a formative assessment piece for the faith formation of the student. The faculty, as part of faculty meetings, discusses the overall effectiveness of the religion program.

St. Philomena School has adopted the newly updated Archdiocesan religion standards in 2015. These new standards were implemented for the 2015-2016 school year. Faculty curriculum meetings are designated for the 2016-2017 school year to discuss the new standards and their effectiveness. In April of 2017, fifth and eighth grade students will be taking the ACRE (Assessment of Children/Youth Religious Education) religion test as newly mandated by the Archdiocese. Results from the ACRE test will provide additional data to measure the effectiveness of the school's faith formation and help strengthen the school's Catholic identity.

Professional development for religion teachers is offered through the Archdiocese of Seattle through workshops, in-services, and the Catechetical Certification program. The second grade teacher has completed the certification program, and many of the teachers and principal are finishing up year three. The goal is for the entire faculty to be catechetically certified.

St. Philomena School uses educationally sound assessment processes to collect, disaggregate, and analyze student performance data in relationship to standardized testing and other forms of formative and summative assessments.

The ITBS test was given annually in the spring to all students from third grade through eighth grade. An Excel program that allows the tracking and graphing of the ITBS data

was developed by a school parent. Students, parents, and teachers were able to view individual progress in the areas of reading, writing, and math from year to year. The up-to-date data was shared each year at the fall parent-student-teacher conferences. Along with tracking an individual student's data, their individual growth, and their growth in comparison to the average growth of the class, teachers were also able to track the progress of entire classes with this assessment. This data was used to guide the decisions for curriculum changes. The data was also used to improve student learning by identifying students who qualified for Title I assistance and those who could benefit from support from a resource assistance program.

St. Philomena School transitioned from the Iowa Test of Basic Skills (ITBS) test to the California Test of Basic Skills (CTBS) test in the 2013-2014 school year. The decision to change was based on the fact that the CTBS test was aligned with Common Core standards. St. Philomena School transitioned to Common Core standards in the 2012-2013 school year. St. Philomena School tests students in third through seventh grades, and, traditionally, St. Philomena School students perform well on standardized tests. Over the past four years the school's average scores for reading are as follows: 2011 (ITBS) – 69<sup>th</sup> percentile, 2012 (ITBS) – 67<sup>th</sup> percentile, 2013 (CTBS) – 82<sup>nd</sup> percentile, 2014 – (CTBS) – 81<sup>st</sup> percentile. In the area of math the school's average scores are as follows: 2011 (ITBS) – 59<sup>th</sup> percentile, 2012 (ITBS) – 59<sup>th</sup> percentile, 2013 (CTBS) – 79<sup>th</sup> percentile, 2014 – (CTBS) – 75<sup>th</sup> percentile. These percentile scores represent St. Philomena School students on a national level in comparison to other students who took the same test.

Time was set aside at faculty meetings to start reviewing and analyzing the test scores data. One the faculty desegregated the data from the CTBS scores, a major trend that was noted was the increase in scores for reading and math from the ITBS test to the CTBS test. This was likely attributed to the fact that the St. Philomena School curriculum is aligned with the Common Core standards as is the CTBS test. Previously, the ITBS was not aligned with the curriculum being used and implemented at the school. The Excel tracking system was discontinued for the CTBS test due to the fact that new scoring tools were provided by CTBS.

In January of 2015, the Office of Catholic Schools for the Archdiocese of Seattle informed all Catholic elementary schools that there would be one agreed upon test that would be administered to all students in the Archdiocese. The decision made by a committee and finalized by the superintendent was that the Northwest Evaluation Association's Measure of Academic Progress (MAP) test would be administered starting in September of 2016. St. Philomena School will be adopting and administering the test to students in kindergarten through seventh grade starting in September 2016. St. Philomena School has identified, as one of its goals in the Action Plan, the implementation, data tracking, and data analysis of the new MAP testing. The implementing, tracking and analyzing data from the MAP testing will allow the St. Philomena School administration and faculty to have a clear picture of student's abilities. The school will disaggregate and analyze student performance data and use the analysis

as a basis for instructional/curricular improvement. The use of the data will also help with the differentiation of instruction to help students on an individual level.

All students participate to some degree in the STAR Reading and Accelerated Reader programs. STAR Reading tests are given at least once each trimester. Student scores from the test are used to help establish the student's reading level, and most teachers use this information to help students choose library books for growth and enjoyment.

The disaggregation and analysis of the collected data of student performance is directly correlated with the school's RTI tiered system. In the 2013-214 school year St. Philomena School become fully immersed in RTI (Response to Intervention). Comprehensive RTI implementation contributed to more meaningful identification of learning and behavioral problems, improved instructional quality, provided all students with the best opportunities to succeed in school, and assisted with the identification of learning disabilities and other disabilities. A comprehensive assessment plan was put into place by the faculty which includes such assessments as STAR Reading, standardized testing scores, Diebels testing, reading inventories, readiness tests, sight word testing, and math screening tests. Education Adjustment Plans were derived from the school's emphasis on RTI and focus on the specific needs for students who require additional differentiation and adjustments to their individual learning program. PLCs (Professional Learning Communities) meet on a monthly basis as part of faculty meetings to discuss students' needs and abilities and to review their adjustment plans. Additionally, an electronic RTI recording sheet has been created to track each student's assessments, which allows for further desegregation and analysis.

St. Philomena School has seen an increase in the number of students who have special needs. The school's philosophy is that it should be open to as many students as can reasonably be served, especially for parish families and students baptized and brought up in the Catholic faith. The school policy is not to exclude a student simply because his or her test scores may be lower than desired. St. Philomena tries to help every student as much as possible. Because there are more students with special needs among the school population, the staff as a whole continues to try to find ways to deliver targeted instruction by trained professionals to small groups of students who need extra assistance. It is not expected that the number of students who require more academic help will decrease. Because of this, St. Philomena School realizes the importance of a constant focus of differentiated instruction for students and has identified the need to further expand the use of the Education Adjustment Plan for individual students and further enhance the various tiers of the school's RTI model by creating specialized programs as a goal in the Action Plan. The further expansion of the Education Adjustment Plan will enhance the differentiated instruction provided for St. Philomena School students.

St. Philomena School used an analysis of data to drive curricular change to support students who are not at grade level. The school staff has sought to assist struggling students in a variety of ways over the last few school years. ITBS and CTBS test scores, along with RTI assessments, were reviewed and analyzed by the faculty to determine which students would require additional assistance. Assistance has been offered to

students during and after the school day through the MASH (Mandatory After School Homework) program, tutoring, peer mentoring, modified assignments and grading programs, variations in formative and summative assessments, in-class accommodations, and dedicated resource educators. Teachers are continually trying to improve the aid given to those students that are in need of help.

Additional instructional aides have been hired for the primary and intermediate grades to help with in-class assistance. A part-time resource teacher was hired to help the primary and intermediate struggling students with their reading acquisition skills. A Title 1 teacher, provided through the local school district, works four days a week to assist all students who qualify for Title 1 in the area of math. Subsequently, students with diagnosed learning difficulties receive additional tutoring services through the local school district that occur during and after the school day.

St. Philomena also offers support for high-achieving students. Math classes in the middle school are leveled to challenge all students. Eighth graders who qualify take a high school-level Algebra 1 course. St. Philomena School has also implemented the “Walk to Math” philosophy for first through fifth grade, where students will be placed in higher level math classes based on their abilities. Other opportunities such as enrichment assignments and projects are included to better meet the needs and abilities of the highest achievers in all grade levels.

St. Philomena School used disaggregation, data analysis, and trends to improve students learning and drive curricular improvements. In the area of religion and Catholic identity, formative and summative data from faculty discussion and student performance was analyzed to measure the effectiveness of the religion program. From this data came the need to add a character education program which is titled “God with Skin.” The focus of the “God with Skin” program is to reinforce that all are part of God’s family and are to be treated all with kindness, compassion, and understanding. The focus is to create an atmosphere and an environment where faculty, parents, parishioners, and students treat everyone with kindness, compassion, and understanding. Each month there is a theme that correlates with a word of character, and classes present the character component and infuse it with prayers at a monthly prayer service. Teachers also discuss the theme during their religion classes.

The use of data was instrumental with the implementation of Common Core standards which begin in the 2012-2013 school year. In the area of reading, St. Philomena School students performed fairly well according to the ITBS and CTBS testing results. For reading the school’s average scores were as follows: 2011 (ITBS) – 69<sup>th</sup> percentile, 2012 (ITBS) – 67<sup>th</sup> percentile, 2013 (CTBS) – 82<sup>nd</sup> percentile and 2014 – (CTBS) – 81<sup>st</sup> percentile. The percentile scores represent St. Philomena School students on a national level in comparison to other students. It is believed that the reading results from 2013 and 2014 are directly correlated to the alignment of the school’s reading program and the Common Core reading skills. Once the testing was in alignment with the standards, the faculty was able to analyze the data much more effectively. A complete review of the reading and literacy program is scheduled for the 2017-2018 school year.



In the area of math, data was used to help with curricula changes and the implementation of a new math program. The faculty tracked math scores for both the ITBS and CTBS test results. The school's average math results are as follows: 2011 (ITBS) – 59<sup>th</sup> percentile, 2012 (ITBS) – 59<sup>th</sup> percentile, 2013 (CTBS) – 79<sup>th</sup> percentile, 2014 – (CTBS) – 75<sup>th</sup> percentile. The percentile scores represent St. Philomena School students on a national level in comparison to other students. As with the reading scores, the ITBS test was not aligned to the Common Core standards and did not necessarily reflect what was being taught in the classroom and tested by the ITBS test. Once the school switched to the CTBS test and the curriculum and testing was properly aligned, the results were more reflective of actual classroom instruction and learning.

The faculty participated in many professional development opportunities when Common Core standards were first introduced to align the existing math textbooks to the standards. However, after additional disaggregation of math data, a need to find a new math series that was completely aligned to the Common Core standards was identified. The faculty spent an entire school year reviewing and dissecting various math series and the Go Math! series was selected and implemented beginning in the fall of 2014 for kindergarten through fifth grade. The sixth through eighth grade component of the Go Math! series was added in September of 2016. A math night for parents was held during the 2014-2015 school year to help parents have a better understanding of the new math program and of the Common Core math skills. Additionally different videos and lessons have been part of several monthly PEP Club meetings to keep parents informed about the math program.

In the summer of 2016, the school renamed middle school math classes from grade levels to Math 1, Math 2, Math 3, Pre-Algebra, and Algebra 1. This allows for better fluidity and movement between the classes and allows the school to meet the needs of middle school math students on a more individualized level.

A major decision in transitioning from the ITBS to the CTBS test was that the ITBS did not have a writing component. The CTBS did have such an area, and the writing component of the CTBS test was aligned with Common Core writing standards. The data from the CTBS test finally provided St. Philomena School with summative data about the achievement of the students in the area of writing. This data was used to further enhance the school's writing program. The faculty was provided with professional development in the *6 Trait Writing Program*. This gave the teachers an opportunity to provide the students with writing instruction that focused on the foundational pieces of writing. Designated materials including over one hundred picture books were purchased for the teachers to help implement the *6 Trait Writing Program*. In addition, the staff implemented the Common Core writing standards that focused on narrative, argument, and informative writing. The faculty attended a three day institute that focused on the book, "*The Core Six Essential Strategies*." The faculty then participated in a year-long faculty read on the book, which includes very detailed information on Common Core writing, the implementation of writing in the classroom, and the application for instruction.

The first goal from the previous accreditation's Action Plan was to complete the curriculum continuum document in the subject area of science and to strengthen the science curriculum. Data used from the ITBS, and then subsequently the CTBS, tests was initially used to help with the realignment of the science program. In completing the curriculum continuum for science, teachers created long-range curriculum plans that detailed the learning in the subject area of science for each grade level for the school year. Long-range plans were based on a calendar template, and identified the state standards for each concept. These long-range curriculum plans were set, and the teachers adjusted curriculum as needed to meet the specific needs of the class. These plans allowed the teachers to create a spiral curriculum, paced throughout the year, and made sure that all standards were being met. The long-range curriculum plans strengthened the science curriculum and helped in the implementation of additional Foss kits and Foss science textbooks, additional Foss kit training for teachers, a school-wide development of summative and formative science assessment tools, and the creation of a lab-based science classroom.

In the last few years, the school's focus has turned toward STEM- infused science activities and learning the new Next Generation Science Standards. After school science and STEM clubs were established. In the summer of 2016, a new hands-on interactive science curriculum was purchased. This STEM-based series includes interactive textbooks, matching science kits, and is aligned to the Next Science Generation Standards. With the implementation of this new science curriculum, St. Philomena School has identified the alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science and across other curricular areas as part of the Action Plan in relationship from our self-study. The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

The administration at St. Philomena School has made a concerted effort to make professional development a school-wide process that puts the focus on data and student learning; this included the establishment of professional learning communities. The additional professional development in differentiated instruction has helped all students at every level of learning to acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively. The faculty recognizes the need to continue to use data to improve and evaluate instruction to support student achievement and further drive curricular changes. This continual effort will allow the faculty to make improvements and changes for the betterment of the school that is rooted on facts and statistical information.

## **Significant Accomplishments**

- CTBS testing aligned with Common Core Standards
- The improvements to the science program including STEM alignment
- Common Core Standards-based math textbooks
- Implementation of 6 Trait Writing section in the library
- The implementation of RTI and the MASH program
- Professional development in Core Six Essential strategies, 6 Trait Writing, and Go Math!
- The establishment of Education Adjustment Plans
- Implementation of new religion standards

## **Goals**

- The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science
- To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.
- The implementation, data tracking, and data analysis of the MAP testing
- The continued use of data to improve and evaluate instruction to support student achievement and further drive curricular changes

## **Evidence**

- ITBS and CTBS test scores
- School Commission minutes
- Faculty meeting minutes
- RTI documentation
- Education Adjustment Plan



## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

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

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

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

At St. Philomena School all students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards. We live out our mission each day through a variety of prayer opportunities, beginning with school-wide, student-led morning prayer over the intercom at the start of each school day and then again at dismissal. Faculty, staff, and administrators meet daily before school starts to pray together and begin the day focused on our faith and purpose.

In addition to daily religion classes, students learn about and live their faith in numerous ways. The school community attends weekly Mass on Fridays with each class, on a rotating basis, serving as liturgical ministers. In addition, the intermediate and upper grade classes lead Eucharistic Adoration services several times each year. Students also lead monthly prayer services, featuring a God with Skin theme that emphasizes how we should see God in each person. Students, faculty and staff come together in community to pray the rosary together four times a year, with the prayers led by students.

Special seasons in the liturgical year are celebrated, including special prayer services during Advent celebrating each of the four weeks of preparation. During Lent, we participate in student-led Stations of the Cross prayer services and a “reader’s theater style” dramatization by our 8th graders on Good Friday. On Holy Thursday, each classroom celebrates a Last Supper Seder meal.

Religion class is an everyday occurrence with twenty to thirty minute periods in pre-kindergarten through 5<sup>th</sup> grade and forty-five minute classes for middle school students. The religion curriculum is aligned with the Archdiocese of Seattle’s standards.

The faculty has made a concerted effort to infuse Catholic values into all subject areas of the curriculum. English Language Arts unit plans include a component of Catholic identity; science classes have included information on Catholic teachings; and social studies classes have included information about the founding of the Catholic Church, both worldwide and in the United States.

St. Philomena School has a curriculum continuum that is based on the Seattle Archdiocesan benchmarks for religion; Common Core standards for reading, English language arts and math; Washington State Grade Level Standards for social studies; and Next Generation Science standards. Using these learning standards, teachers have created long range plans for each subject in each grade level for the entire school year. These are mapped out onto a calendar template where the Common Core, Washington State and Archdiocesan standards are listed for each concept taught in each grade. In the

summer of 2016, the school purchased a subscription for Planbook.com for all teachers to help with their curriculum long range planning and their daily lesson planning.

Once the plans are in place and the school year is underway, teachers make any necessary curriculum adjustments based on the needs of a particular class. Some teachers have found that the long range plans make it easier for them to plan further in advance, as well as pace their teaching throughout the year and create a spiral curriculum while being assured that all standards are being met.

Assessment is a necessary and on-going part of the learning process. St. Philomena teachers use a variety of tools, both summative and formative to continually and adequately assess every student's learning. The school calendar is built around three 12-week trimesters. Progress reports are prepared and sent home at the midway point of each trimester, and report cards are prepared and sent home at the end of each trimester. These documents report academic progress, work habits, and personal development. In addition to these more formal reports, corrected student work is sent home frequently in order that parents or guardians are fully aware of the successes and challenges their student is having in the classroom. Teachers are constantly observing their students and taking note of whether the teaching techniques being used are having the desired effect. In some grades, students are given the opportunity on some assignments to compose a written reflection that assesses their own work and redo assignments. Most teachers also use rubrics to assess students' writing and projects. The personal development section of the report card is aligned to the SLEs. Students are assessed on their development in the areas of their Catholic faith, active learning, and servant leadership.

The California Test of Basic Skills (CTBS) was given in grades 3-7 from 2013 through 2015 in order to gather information about the individual student's academic growth and areas of strength and weakness. In addition, this commonly-used standardized assessment helps identify trends that steer curriculum development, staff development, and textbook adoptions. St. Philomena School will start to administer the MAP testing in September 2016, as mandated by the Archdiocese.

Many teachers use project-based assessments that accommodate and celebrate many different types of learning styles. Most teachers use tiered assignments and assessment to best fit the learning needs of the students in their class. For example, teachers may use verbal interviews to assess a student's understanding of a specific concept or idea in areas across the curriculum. They also use traditional forms of assessment such as textbook tests, class assignments, and homework.

Technology is a major part of the learning process at St. Philomena School. The St. Philomena School faculty recognizes the importance of students learning through a wide variety of technology. There are thirty-two desktop computers in the computer lab running the Windows operating system in which students work on word documents and PowerPoint presentations. The school also has close to sixty iPads that are available for student and classroom use; and twenty-eight Chromebooks to use in the classroom. In 2012, St. Philomena School became an approved Google Educational Facility. Students are assigned Google email accounts that allow for easier communication with the

teachers, online assignments, and more consistency between school and home capabilities. The students learn through the use of Google presentations and Google docs. St. Philomena School instituted the online ST Math program in 2013. ST Math is game-based instructional software for kindergarten through fifth grade students. It is designed to boost math comprehension and proficiency through visual learning. As one of just four STEM programs ready to scale nationally, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. All students in kindergarten through 5<sup>th</sup> grade receive one-hour per week of ST Math instruction.

St. Philomena School incorporated the MobyMax online program in 2014. MobyMax is an online integrated curriculum and teacher productivity system. St. Philomena School students use the MobyMax program for math, reading and English Language Arts. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. All subjects and student data work seamlessly together. Scope and sequence and all reporting flow from Common Core standards.

The 8<sup>th</sup> grade classroom has Moby wireless graphic tablets. These wireless interactive tablets allow the students to write information on their learning pads that is then projected on the front classroom boards. It is used as a tool for collaboration, interactive instruction, sharing ideas, review, and design. The Moby system also includes individual pulses which are hand-held devices that allow student input to the teacher's computer anonymously for immediate feedback.

St. Philomena works to provide support for students with difficulties; specifically, those who have been identified as not making acceptable progress in one or more areas of the curriculum. Some of these students have been diagnosed by their doctor or the local public school district with specific learning disabilities. Others are identified by teachers or parent observation as working below grade level for a variety of reasons. Testing is done in collaboration with the local school district to determine the nature of the student's learning difficulty. If the student qualifies for services through the local public school district, a plan is then determined by the district and St. Philomena School along with the input from the student's parents. If the student does not qualify for additional services, St. Philomena School creates an Educational Accommodation Plan and does its best to provide in-house resources to help the student. Accommodations can include modified instruction; additional tutoring; and the MASH (mandatory after school homework) program for fifth through eighth grade students is also available. St. Philomena School report cards also indicate if a student is on a modified curriculum plan.

Professional Learning Communities, established as part of the school's faculty meetings, included a designated time allotted for assessment of students through the RTI model. In the 2013-2014 school year St. Philomena School become fully immersed in RTI

(Response to Intervention). During PLCs the faculty discussed individual students, their needs and their abilities. Additionally at faculty meetings, time was allotted for the discussion and disaggregation of data in regards to programs. Based on the data, St. Philomena School instituted such programs as Walk to Math, additional Title 1 services, additional resource teacher time and the after school MASH program for fifth through eighth grade students.

If students are not making acceptable progress, St. Philomena School offers a summer school program taught by St. Philomena teachers. The purpose of St. Philomena summer school is to provide extra academic support for students who did not pass certain subjects during the school year; students who are new to St. Philomena; or students who desire more practice with core learning concepts and skills during the summer break.

## **Significant Accomplishments**

- A concerted effort to infuse Catholic values into all subject areas of the curriculum
- The God with Skin program
- The infusion and implementation Common Core standards for reading, English language arts and math
- The implementation of new religion standards
- The start of implementation of the Next Generation Science standards
- The increased technology including Google, ST Math, MobyMax and the Moby systems

## **Goals**

- The continual focus on upgrading and improving technology
- To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.

## **Evidence**

- School Commission notes
- Faculty notes
- Education Adjustment Plans
- God with Skin documentation
- RTI documents



- A copy of the school's curriculum standards incorporating Catholic values
- Curriculum maps or other methods used to track curriculum across the grades of data collected by the school addressing SLEs, standards, and expectations
- Report cards



**St. Philomena  
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## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

### **F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

## **F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

**Accreditation Factor #8** (Key Self Study Outcomes #3 & #4; ACS WASC Category- Based Criteria A.4, A.6, B.2, B.3)

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

The mission at St. Philomena Catholic School is *To teach, model, and promote Gospel values in all areas of a balanced curriculum so that the teachings of Christ become our focus and Christ Himself, our constant point of reference.* Therefore, Catholic values are woven into every part of a student's daily life. The St. Philomena faculty and staff model these values by the way they treat and speak to their students and one another.

Each morning the faculty and staff begin their day together in prayer. The opportunity to pray together helps set the tone for the day and spills over into how the staff treat one another and how the staff interact with the students.

Currently, nearly all faculty and staff are practicing Catholics. A number of staff members are active members in their parishes, including St. Philomena Parish. Within their own parishes staff members participate in many parish ministries including: being lectors; Eucharistic ministers; youth ministers; assisting with sacramental prep; participating in St. Vincent de Paul; and other parish events. Teachers are informed and supported in their role as an apostolic and ministerial worker of the Roman Catholic Church through monthly Archdiocesan newsletters; the Office of Catholic Schools website; and weekly parish bulletins. Religion teachers have completed, or are working towards, their Catechetical certification through the Archdiocese of Seattle.

At St. Philomena School much time and energy has been devoted to learning about and implementing research-based instructional methodology to enhance student learning. During the 2011-2012 school year the administration worked with the faculty on the implementation of concise learning targets. The book *Learning Target: Helping Students Aim for Understanding in Today's lesson* was used as the catalyst for this professional development. Today at St. Philomena School' learning targets are an integral part of the daily teaching and lesson planning.

During the 2012-2013 school year, the faculty read the book *A Handbook for the Art and Science of Teaching* by Robert Marzano and John Brown. This book was discussed over the course of the year at faculty meetings and ideas were implemented throughout the school year to help the teachers become more effective in the areas of target goals and instructional strategies.

Over the last two years, the faculty has read and implemented strategies from the book *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* by Harvey F. Silver and R. Thomas Dewing. Through staff meetings and PLC (professional

learning communities) time the faculty discussed how to use the strategies outlined in this book to capture students' interest; deepen students' understanding of each strategy presented in the book; use discussion and questioning techniques to extend student thinking; and to ask students to synthesize and transfer their learning from one subject to another. Through this learning other professional learning has happened such as: close reading, using text-based evidence, and different ways to teach vocabulary. The faculty participated in a school in-service day designated to the close reading strategy, which is related to one of the six essential strategies.

During the 2015-2016 school year the faculty read and implemented strategies from the book *Teaching the Core Skills of Listening & Speaking* by Eric Palmer. Teachers have used these research-based strategies to teach and assess their students when they are presenting information. Throughout the building, posters with the phrase, "PVLEGS," are posted and used to teach and assess poise, voice, life, eye-contact, gestures, and speed when speaking and presenting.

Some of the other instructional methodology that has been a focus of the faculty and staff since the prior accreditation visit are: close reading; inquiry-based research; adoption of the Common Core State Standards in math and ELA; 6-Traits Writing; differentiated learning; collaborative learning; and using iPads in the classroom. Many teachers have attended workshops on: using children's literature in the classroom; how to use iPads in the classroom; The Daily 5; National Science Education Standards; and autism in the classroom. To help educate the parents, the faculty have held a math night, ELA night, spoken to the parents at PEP Club meetings, and have shared information in their newsletters.

In terms of curriculum, a curriculum cycle was created after the last accreditation visit. Each year the faculty does an in-depth study on a particular subject area to make sure the school is up-to-date with current practices and best teaching strategies in that area. Additionally, updating materials are also part of this curriculum review.

In September of 2014, St. Philomena School became one of five schools in the Archdiocese of Seattle to be involved in Catapult's Learning Walkthrough Program. This is a program for conducting effective and focused walkthroughs that are grounded in research-based teaching strategies. The administrator spends five to seven minutes walking through the classroom with an iPad and checking off the different strategies that are occurring in the classroom. The school then receives data back which is used to help the school shape its professional development. During the 2015-2016 school year, this program was used as the basis for individual teacher evaluations; this process will be continuing for the current school year.

During the 2011-2012 school year standards-based report cards were implemented. This major shift in grading and assessment was explained to parents at the monthly PEP Club meetings, through the principal's and teachers' newsletters, at Curriculum Night, and at parent-teacher conferences.

St. Philomena uses a variety of developmentally appropriate and research-based assessments to modify curriculum and instruction to help all students achieve the SLEs and curriculum standards. Four years ago, teachers attended a two day in-service on how to implement and use RTI (response to intervention) to identify and support students with learning and behavior needs. Through this work, a student adjustment plan document was created to be passed from teacher to teacher to document any changes that were made to help support the student and enhance their learning. These forms are updated after conferences and at the end of the year before they are passed along to the next year's teacher. St. Philomena School has a Title 1 teacher and a resource teacher that work with students who need extra assistance.

Classroom teachers use a variety of assessments to meet the learning needs and styles of their students. Assessments vary from teacher-created formative assessments to summative assessments, testing for competency across the curriculum and the Common Core Standards. Some more informal assessments used by teachers are: thumbs up thumbs down; exit slips; think-pair-share; and classroom discussions and debates.

A need for additional student support after school was identified as a major necessity during the 2013-2014 school year for students in grades 5-8. Based on this need, MASH (mandatory after school help) was created. The 5-8th grade teachers take turns supervising and helping students who attend MASH. MASH can be assigned to students for a short period of time to get caught up on work, or for a longer period of time if needed. At MASH students receive extra help from teachers and have a structured place to do their assigned work.

St. Philomena School became an official Google educational school in 2012. Students in grades 3<sup>rd</sup> -8<sup>th</sup> at St. Philomena Catholic School have a Google account. These accounts are used to type documents; create Google slide presentations; and the upper grade students use it to communicate and share documents with their teachers. Students in the 7<sup>th</sup> and 8<sup>th</sup> grade each have a username and password for the educational website, called Edmodo. This website is used to post homework assignments, announcements, and is an avenue for students and teachers to communicate as needed.

Each classroom has an interactive whiteboard, document camera, speaker system, set of 6 iPads, and a printer. Classrooms also have desktop computers and/or laptops for the students to use. In the computer lab there are thirty-two desktop computers available for student use. Also, there is a cart with twenty-eight Google Chromebooks for students to use. Technology is used with the whole class; in small groups; and with individual students. Teachers and students use the document cameras and interactive whiteboards to present information to the class. iPads and laptops are used for both small group and individual instruction. Students can take AR (Accelerated Reader) Tests; work on a specific skill or assignment; or use a teacher approved app. Technology has helped many of our struggling students work on specific skills or show information in different ways; and some students use the laptops and desktop computers to type most of their assignments if handwriting is a challenge. There are computers available to students after school at MASH.

The faculty and staff have identified what improvements are needed in curriculum and instruction to support the high achievement of all students by looking at assessment data trends and classroom experiences. Until the 2015-2016 students in grades 3-8 took the CTBS standardized assessment. During 2016-2017, schools in the Seattle Archdiocese will start taking the MAP test. The web-based program, MobyMax, is used to assess students three times a year in language and math. Students grades K-8 also take the STAR Reading assessment three times a year. This data is looked at by the administration, classroom teachers, and grade level groups. When looking at individual scores and grade level scores, trends are noted and interventions are set in motion.

## **Significant Accomplishments**

- Much time and energy has been devoted to learning about and implementing research-based instructional methodology to enhance student learning
- The implementation of the Catapult's Learning Walkthrough Program
- Greater use of technology to track student progress by using STAR Reading and MobyMax.
- Creation of MASH for 5-8th Grade students.
- Creation and implementation of the Educational Adjustment Plan
- Becoming a Google educational school

## **Goals**

- The implementation and use of data from the MAP testing
- Continuing to use the data from the Catapult Walkthrough Program to help with better alignment of the school's professional development opportunities
- Continual focus on RTI and the Education Adjustment Plan

## **Evidence**

- Student work aligned to standards and/or SLEs
- Samples of summative and formative assessments aligned to the standards/SLEs
- Teacher lesson plans
- Faculty notes
- School Commission meeting notes
- PEP Club meeting notes
- Data from the Catapult Walkthrough Program



**St. Philomena  
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## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

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

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

**Accreditation Factor #9:** *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

Within the St. Philomena 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; national and Archdiocesan curriculum standards; and other governing authority expectations. St. Philomena School is committed to providing a variety of services to promote the spiritual, personal, and academic growth of each student.

The Catholic identity of the school is evident in all of its programs and service learning opportunities and is supported by a faith-filled community of parents, students, faculty and staff. The school's Catholic values are the guidepost by which everything else follows. Catholic values permeate the co-curricular activities through the sacred texts and pieces that are chosen for the Masses and choir performances; prayer before all musical rehearsals; the good sportsmanship oath recited by the teams before each CYO game or event; and positive student and family activities.

Currently the school offers academic support programs funded by Title I via Highline School District. The Title 1 teacher works approximately twenty hours a week helping with both in-class and pull-out services. Additionally, several students receive individual tutoring through the Highline School District during the school day and after school. Title II funds are made available through the Highline School District each year for teacher professional development which helps support programs and student learning.

Athletic programs are offered through the parish Catholic Youth Organization (CYO). The CYO program is a vital part of the school and parish. Sports offered include soccer; basketball; volleyball; track; and cross country. There is a CYO report as part of the monthly PEP Club meetings.

Parent volunteers also play a vital role in and out of the school building as a resource for students. Parents work in the classroom; help with the hot lunch program; do recess duty; and help with school activities. The PEP Club (Parents, Educators and Parishioners) is made up of all parents, and it runs such activities and events as the Autumn Fest; the Book Fair; the Holiday Bazaar; the wreath sales; and a variety of others.

All students have weekly access to the computer lab to allow teachers to teach technology skills and integrate technology throughout all curricular subject areas. In every classroom, the curriculum is infused with technology. In all grades, as well as the library and music room, there is an Elmo document camera and projector that teachers use to



support their daily instruction in addition to interactive whiteboards. Not only are these used to project information from textbooks; they also allow teachers to easily incorporate the Internet into various lessons.

St. Philomena School offers an extensive after school clubs program. Students can choose from such clubs as martial arts; Lego club; speech club; geography club; chess club; art club; service club; board game club; STEM Club; intramural sports; science club; and Student Council.

Band and choir are only two of the non-sport activities that are available to students. Both of these groups meet twice weekly before school. Students who participate in these groups demonstrate their skills and talent through a variety of concerts and events throughout the year. The Christmas Band and Choir Concert has been an annual event for over 20 years, and the Fine Arts Festival has been in place for almost that long. The middle school choirs serve as the music ministers during all Friday school Masses.

The Geography Bee, Spelling Bee, Boy Scouts, Girl Scouts, and the Washington D.C. trip are also non-sport activities offered to students. Students are also fortunate to be able to perform in the parent-sponsored Variety Show held during Catholic Schools Week.

St. Philomena School provides a variety of resources and services to help students with special learning needs, including students with greater learning aptitude. St. Philomena School offers academic support programs funded by Title I via Highline School District as stated above. In the 2013-2014 school year St. Philomena School become fully immersed in RTI (Response to Intervention). RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation contributed to more meaningful identification of learning and behavioral problems; improved instructional quality; provided all students with the best opportunities to succeed in school; and assisted with the identification of learning disabilities and other disabilities. A comprehensive assessment plan was put into place by the faculty which included such assessments as STAR Reading; standardized test scores; DIBELS testing; reading inventories; readiness test; site word testing; and math screening tests. Student Education Adjustment Plans were derived from the school's emphasis on RTI and focus on the specific needs for students who require additional differentiation and adjustments to their individual learning. PLCs (Professional Learning Communities) as part of faculty meetings have been set up on a monthly basis to discuss students' needs and abilities and to review their adjustment plans.

We have also implemented the Mandatory After School Homework (MASH) program in which students in fifth through eighth grade who are struggling stay after school for one hour every Tuesday, Wednesday and Thursday to have a quiet place to do homework, get assistance with their academic expectations and additional help for any longer term projects.

The presence of computers and Internet in the classrooms makes it convenient for teachers and students alike to access the STAR Reading and Accelerated Reader programs. As part of the STAR Reading program, all students take a diagnostic reading test three times per year to measure vocabulary and comprehension skills. In addition, students in the primary and intermediate grades are required to make use of the Accelerated Program in order to build their reading skills.

St. Philomena School recognized the need to support students with higher achievement capabilities and through the work with RTI implemented the Walk to Math program. In Walk to Math, students are eligible to participate in a high level math class based on their academic capabilities. Students are given a math assessment to gain an understanding of their abilities and then are placed in a higher level math class including an Algebra class that meets the requirements of ninth grade math. In the summer of 2016, we renamed our middle school math classes; they are now referred to as Math 1, Math 2, Math 3, Pre-Algebra and Algebra 1. This allows for better fluidity and movement between the classes and allows the school to meet the needs of middle school math students on a more individual level.

St. Philomena School understands the importance of safety to each student's well being and has created a thorough and detailed emergency plan. A comprehensive safety binder which includes safety plans for fire drills, earthquake drills and lock-down drills is updated every year. Safety drills are reviewed with the students consistently. Safety improvements such as additional cameras have been added to the school.

## **Significant Accomplishments**

- The extensive after school club program
- The implementation of the "Walk to Math" philosophy
- The realignment of middle school math classes
- The increased parent sponsored activities and events

## **Goals**

- The continual use and integration of technology to support student growth
- To update and upgrade safety binders
- To continue to grow the after school club program

## **Evidence**

- School Commission meeting notes
- Weekly newsletters from the school and from the teachers
- Faculty notes
- Report cards



**St. Philomena  
Catholic School**

## **CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM**

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

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

**Accreditation Factor #10:** *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The pastor, principal and School Commission develop, implement and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations and both national and Archdiocesan curriculum standards. The SLEs direct St. Philomena School to provide an excellent academic and Catholic program that educates the whole child and shapes students who are engaged in their own education. Maintaining a strong Catholic identity is vital to the school and is an established priority. Resources are allocated in the school budget for religion materials, faith formation for faculty and students, support of sacramental programs and service.

St. Philomena School has effectively developed, implemented and monitored a financial management system. The parish bookkeeper interacts with the principal on a regular basis to discuss all financial matters. The School Commission, of which the pastor is a member, meets monthly and reviews all financial statements. In addition, the Parish Finance Council also reviews the school's monthly financial statements. The budget is developed through a small group of School Commission members including the parish bookkeeper under the direction and guidance of the principal. The budget committee meets from December through February to develop the budget to present to the School Commission and Parish Finance Council.

The financial budget plan focuses on predicted enrollment; funding; salaries; benefits; and operating expenses. St. Philomena School's operating budget is supported primarily by tuition and contract fees, which represent 67% of the total income. Fundraising activities comprise 17% of the budget; the St. Philomena Parish subsidy represents about 9% of the budget; 3% of the budget is generated from program fees; and the final 4% of the budget comes from interest, donations, and the hot lunch program. The School Commission and administration allocates sufficient resources to maintain a well-qualified staff. Faculty salaries are at 98% of the 2016 Washington State Salary Scale.

Once the budget is finalized and approved the principal presents the entire budget to the school parents at the Parent Contract Meeting every March. The presentation includes a detailed PowerPoint presentation that goes over the budgetary process, revenue, expenses and tuition. The principal also presents the budget presentation to the School Commission, faculty and staff, and to the Parish Finance Council. The parish bookkeeper closes each school year and reports the financial results. The parish also produces an annual report for the Archdiocese, and this report is shared with the parish community.

The principal, School Commission, and bookkeeper work to ensure that resources are sufficient to sustain the school's program, carry out the school's purpose, and support

student achievement. Academically, students are supported in the learning process through the purchase of updated textbooks; added curricular programs; classroom educational resources; library books; science materials; technology; and field trips. Monies are allocated in the budget for additional technology upgrades and new purchases. Twenty-two new laptops were purchased in the summer of 2016 along with eighteen new iPads. Part of the new strategic plan is the implementation of a yearly technology plan. Revenue to support the programs and purpose is collected through tuition and fees in addition to fundraising.

A designated part-time development director was hired in 2012 and has greatly increased the school's development efforts. With the hiring of a development director came the creation of a development plan that outlined the school development efforts. The ever-expanding development efforts are extremely important to the financial viability of St. Philomena School. Fundraising activities represent a significant percentage of the total budget (approximately 17%). Each year there is SPLASH (St. Philomena: Leadership, Action, Scholarship, Heritage) Auction which nets over \$100,000. At the SPLASH Auction there is a separate paddle raise to support a special project, which is designated for a specific need. A Book-A-Thon is also held at the auction to fund the purchasing of new textbooks. Since the last accreditation, the paddle raise has allowed the school to create a state-of-the-art science classroom; establish the PreKindergarten program; add a fence around the school grounds for safety; remodel the school library; paint the interior of the school; and purchase forty iPads, a 3D printer, and sound systems for the classrooms. The paddle raise in 2016 raised over \$27,000 to help with science kits; after school club enrichment; additional iPads; and safety improvements. 70% of proceeds from SPLASH go towards the operating budget for the following school year's budget, 20% of the proceeds go towards tuition assistance and 10% of the proceeds are allocated to a Long Term development Fund designated for emergencies, currently this fund's value is \$275,000.

St. Philomena School has a very successful SCRIP Program, which generates nearly \$1,000,000 in sales and earns between \$45,000 and \$48,000 annually for the school budget.

The Lee Jenkins Endowment Fund was established in 2009 to help ensure the future financial viability of the school by providing additional tuition assistance funds. The Lee Jenkins Endowment Fund is monitored by the Endowment Committee which is a subcommittee of the School Commission. The Committee meets quarterly to make any necessary decisions regarding reallocation of funds. Currently the Endowment Fund is valued at \$975,000. Over the past three years, \$105,000 from the Endowment Fund helped with tuition assistance.

An Annual Campaign was established in 2012 as a way to help with the future long-term viability of the school. Since that time the Annual Campaign has generated \$70,000. Proceeds from the Annual campaign are designated for the Lee Jenkins Endowment Fund, school facilities, and the operating budget.

A spaghetti dinner was held in 2012 to help with the medical costs of a school parent who, at the time, was battling breast and bone cancer. This magical night raised over \$20,000 to help the parent and her family with their medical bills. Since then the dinner has morphed into a fundraising event with proceeds helping alumni children attend St. Philomena School through the Marilyn Byers Fund; and helping families with critical financial difficulties through the Gloria Strauss Scholarship Fund.

The administration and School Commission understand the need for long term viability to ensure the future of St. Philomena School. A five-year strategic plan was developed for the last accreditation. Since that time many of the goals were brought to fruition. During the 2015-2016 school year the School Commission under the direction of the principal created a new five year strategic plan that was in alignment of the strategic plan of the Seattle Archdiocese's Catholic Schools. The new five year plan will be presented to the school's shareholders in October of 2016; this plan will help with the future viability of the school.

The administration and School Commission help to identify areas of need which meet the criteria of the school's purpose (as defined by the school's mission and philosophy statements and the SLEs) and work to support those needs through the allocation of available resources. They are very proactive in their approach and this approach to budgeting and planning reduces the likelihood of financial emergencies.

## **Significant Accomplishments**

- The hiring of a development director
- The establishment of the Annual Campaign and Spaghetti Dinner
- The growth of the Lee Jenkins Endowment Fund
- The clarification, utilization and transparency of the budgetary process
- The creation and implementation of a school development plan

## **Goals**

- Implementation of the 2016-2021 five-year plan
- To continue to monitor the school's development plan for the future viability of the school

## **Evidence**

- St. Philomena School's Development Plan
- 2016-2021 Five Year Strategic Plan
- School budgets
- Parish and School financial reports
- School Commission minutes
- P.E.P. Club minutes
- SCRIP reports



**St. Philomena  
Catholic School**

## **CHAPTER 4 –ACTION PLAN**

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

## **Chapter 4: The Action Plan**

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

**Accreditation Factor #11** *(The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.)*

### **Significant Accomplishments**

#### **Assessing the School's Catholic Identity**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Assessing the School's Catholic Identity that have had a positive impact of faith formation and student achievement:

- Implementing new religion curriculum standards
- A variety of service-oriented outreach programs
- The pastor for St. Philomena School is very involved in the school.
- Multiple opportunities to live out the Catholic faith

#### **Defining the School's Purpose**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Defining the School's Purpose that have had a positive impact of faith formation and student achievement:

- Reaffirmed existing mission statement
- Created a new philosophy statement
- Developed new, current, and measurable Schoolwide Learning Expectations
- Implemented new SLEs with buy-in from teachers, students, parents, and the community

#### **Organization for Student Learning**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Organization for Student Learning that have had a positive impact on faith formation and student achievement:

- Professional development in Next Generation Science standards and Common
- Core math and ELA implementation
- Social media to help promote, inform, and market to the community
- The School Commission has invested itself into the long-term success and viability of the school



- The faculty and staff have an active voice in curriculum and building management decisions
- The pastor of St. Philomena Parish and School supports the mission of the school and the high achievement of students

## **Data Analysis and Action to Support High Achievement of All Students**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Data Analysis and Action to Support High Achievement of All Students that have had a positive impact of faith formation and student achievement:

- CTBS testing aligned with Common Core Standards
- The improvements to the science program including STEM alignment
- Common Core Standards-based math textbooks
- Implementation of 6 Trait Writing section in the library
- The implementation of RTI and the MASH program
- Professional development in Core Six Essential strategies, 6 Trait writing and Go Math!
- The establishment of Education Adjustment Plans
- Implementation of new religion standards

## **High Achievement by All Students toward Clearly Defined SLEs and Curriculum Standards**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of High Achievement by All Students toward Clearly Defined SLEs and Curriculum Standards that have had a positive impact of faith formation and student achievement:

- A concerted effort to infuse Catholic values into all subject areas of the curriculum
- The God with Skin program
- The infusion and implementation of Common Core standards for reading, English language arts and math
- The implementation of new religion standards
- The start of implementation of the Next Generation Science standards
- The increased technology including Google, ST Math, MobyMax and the Moby systems

## **Instructional Methodology to Support High Achievement of All Students**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Instructional Methodology to Support High Achievement of All Students that have had a positive impact of faith formation and student achievement:

- Much time and energy has been devoted to learning about and implementing research-based instructional methodology to enhance student learning
- The implementation of the Catapult's Learning Walkthrough Program
- Greater use of technology to track student progress by using STAR Reading and MobyMax.
- Creation of MASH for 5-8th Grade students.
- Creation and implementation of the Educational Adjustment Plan
- Becoming a Google educational school

## **Support for Student Spiritual, Personal and Academic Growth**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Support for Student Spiritual, Personal and Academic Growth that have had a positive impact of faith formation and student achievement:

- The extensive after school club program
- The implementation of the "Walk to Math" philosophy
- The realignment of middle school math classes
- The increased parent sponsored activities and events

## **Resource Management/Development to Support High Achievement of All Students**

The faculty and staff of St. Philomena School recognize several accomplishments in the area of Resource Management/Development to Support High Achievement of All Students that have had a positive impact of faith formation and student achievement:

- The hiring of a development director
- The establishment of the Annual Campaign and Spaghetti Dinner
- The growth of the Lee Jenkins Endowment Fund
- The clarification, utilization and transparency of the budgetary process
- The creation and implementation of a school development plan

## **Goals**

### **Assessing the School's Catholic Identity**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Assessing the School's Catholic Identity which will have a significant positive impact of faith formation and student achievement:

- For all religion teachers to have their Catechetical certification
- To implement additional faith formation for the school parents.
- To continually look at new ideas and opportunities to have the students become disciples of mission-driven service work

### **Defining the School's Purpose**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Defining the School's Purpose which will have a significant positive impact of faith formation and student achievement:

- Make parents, students, and parish-community members fully aware of the governing-authority expectations for our school, as well as the implications of those expectations.

### **Organization for Student Learning**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Organization for Student Learning which will have a significant positive impact of faith formation and student achievement:

- For all faculty that teach religion to be catechetically certified
- The further implement of the five year plan with the help of the School Commission

### **Data Analysis and Action to Support High Achievement of All Students**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Data Analysis and Action to Support High Achievement of All Students Identity which will have a significant positive impact of faith formation and student achievement:

- The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science

- To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.
- The implementation, data tracking and data analysis of the MAP testing
- The continued use of data to improve and evaluate instruction to support student achievement and further drive curricular changes

### **High Achievement by All Students toward Clearly Defined SLEs and Curriculum Standards**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of High Achievement by All Students toward Clearly Defined SLEs and Curriculum Standards which will have a significant positive impact of faith formation and student achievement:

- The continual focus on upgrading and improving technology

### **Instructional Methodology to Support High Achievement of All Students**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Instructional Methodology to Support High Achievement of All Students which will have a significant positive impact on faith formation and student achievement:

- The continual focus on upgrading and improving technology
- To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.

### **Support for Student Spiritual, Personal and Academic Growth**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Support for Student Spiritual, Personal and Academic Growth which will have a significant positive impact on faith formation and student achievement:

- The continued use and integration of technology to support student growth
- To update and upgrade safety binders
- To continue to grow the after school club program

### **Resource Management/Development to Support High Achievement of All Students**

The faculty and staff of St. Philomena School have identified a goal that needs to be accomplished in the area of Resource Management/Development to Support High Achievement of All Students which will have a significant positive impact of faith formation and student achievement:

- Implementation of the 2016-2021 five-year plan
- To continue to monitor the school's development plan for the future viability of the school

## **Chapter 4 – Action Plan**

### **Critical Goals**

1. **The implementation, data tracking and data analysis of the MAP testing.** The implementing, tracking and analyzing data from the MAP testing will allow the St. Philomena School administration and faculty to have a clear picture of student's abilities. The school will disaggregate and analyze student performance data and use the analysis as a basis for instructional/curricular improvement. The use of the data will also help with the differentiation of instruction to help students on an individual level.

2. **To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.** The further expansion for the use of Education Adjustment Plan will further enhance the differentiated instruction provided for St. Philomena School students.

3. **The implementation of the 2016-2021 five-year plan.** This updated five year plan will help plan for the future viability of the school.

4. **The continued use of data to improve and evaluate instruction to support student achievement and further drive curricular changes.** This continual effort will allow the faculty to make improvements and changes for the betterment of the school that is rooted on facts and statistical information.

5. **For all religion teachers to have their Catechetical certification.** This will increase each teacher's catechetical formation and deepen their faith life thus improving their ability to teach the faith to their students.

Goal from In-depth Study

6. **The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science.** The alignment of the Next Generation Science Standards and the further development of STEM learning is essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

### **Action Plan for St. Philomena School:**

#### **Improving Student Learning for Catholic Schools**

**Appendix G-1**  
**Action Plan Template: Used for Every Action Plan**

**Action Plan for St. Philomena School**

**Goal #1:**

The implementation, data tracking, and data analysis of the MAP testing.

**Rationale for this Goal:** The implementing, tracking, and analysis of data from the MAP testing will allow the St. Philomena School administration and faculty to have a clear picture of students' abilities. The school will disaggregate and analyze student performance data and use the analysis as a basis for instructional/curricular improvement. The use of the data will also help with the differentiation of instruction to help students on an individual level.

**Alignment with mission, philosophy, SLEs:** Implementing, tracking data and analyzing data from the MAP test will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To implement the MAP testing in reading, ELA and math.
Activity #1	Administer the MAP testing three times a year (Sept., January and April).
Cost or Resources & Sources	Needed resources include the MAP tests
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 <sup>th</sup> grade
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.
Process for Communicat-	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter.

ing to Shareholders	Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.
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Strategy # 2	To track and analyze data from the MAP tests.
Activity #1	To review and disaggregate the testing results from the MAP results.
Cost or Resources & Sources	Needed resources include MAP testing results for students in K-8 <sup>th</sup> grade based on the three testing periods.
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be setting time aside at faculty meetings and in PLC's to insure that the teachers have the time to disaggregate the data from the MAP tests.
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 3	To take the disaggregated data from the MAP tests and make instructional and curricular improvements.
Activity #1	The faculty will take the disaggregated data and first look at individual student performance to help create differentiated learning opportunities for the students. Additionally the faculty will take the MAP disaggregated data and begin making curricular changes.
Cost or Resources & Sources	Data from the MAP testing
Person(s) Responsible For	Administration and faculty

Implementation	
Process For Monitoring	The administration will be setting time aside at faculty meetings and in PLCs to insure that the teachers have the time to disaggregate the data from the MAP tests.
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math.
Ongoing Assessment	Periodic assessment of test results three times a year.
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

## Goal #2:

To create specialized programs that meet the needs of all students by expanding the use of the Education Adjustment Plan for individual students and further enhancing the various tiers of the school's RTI model.

**Rationale for this Goal:** The further expansion of the use of Education Adjustment Plan will further enhance the differentiated instruction provided for St. Philomena School students.

**Alignment with mission, philosophy, SLEs:** Implementing, tracking data and analyzing data from the MAP test will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	To further expand the use of the Education Adjustment Plan for individual students and further enhance the various tiers of the school's RTI model.
Activity #1	Data will be used from the MAP testing to further expand the use of the Education Adjustment Plan and help create better instruction for struggling students.
Cost or Resources & Sources	Needed resources include the MAP test data, Education Adjustment Plan and additional professional development on serving students with special learning difficulties
Person(s) Responsible	Administration and Faculty



For Implementation	
Process For Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 <sup>th</sup> grade, reviewing and analyzing the data and overseeing the use of the Education Adjustment Plan
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Education Adjustment Plan
Timeline Start/Stop	The initial testing will start in September, then in January, and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Education Adjustment Plan after each testing period
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To take the Education Adjustment Plan and help create additional differentiated learning opportunities for students.
Activity #1	To review and disaggregate the Education Adjustment Plan and then faculty will create different opportunities in the classroom and within the school for struggling students to learn.
Cost or Resources & Sources	Needed resources include the MAP test data, Education Adjustment Plan and additional professional development on serving students with special learning difficulties
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be responsible for making sure the testing is done correctly for students in K-8 <sup>th</sup> grade, reviewing and analyzing the data and oversee the use of the Education Adjustment Plan; and then monitor the implementation of differentiated learning opportunities
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Education Adjustment Plan
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Education Adjustment Plan after each testing period

Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.
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Strategy # 3	To take the disaggregated data from the MAP tests; the Student Accommodation Plans; and the differentiated instruction opportunities; and create new specialized programs that meet the needs of all students
Activity #1	To review and disaggregate the Education Adjustment Plan and then as a faculty create different opportunities in the classroom and within the school for struggling students to learn by creating specialized learning programs.
Cost or Resources & Sources	Needed resources include the MAP test data, Education Adjustment Plan and additional professional development on serving students with special learning difficulties
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be setting time aside at faculty meetings and in PLCs to insure that the teachers have the time to work on the creation of specialized learning programs.
Baseline Assessment	The use of the results will help the St. Philomena School faculty create a baseline assessment of each student in regards to their reading, ELA and math abilities.
Ongoing Assessment	Periodic assessment of test results three times a year, review of the Education Adjustment Plan
Timeline Start/Stop	The initial testing will start in September, then in January and the final assessment will be administered in April; the faculty will begin reviewing and expanding the Education Adjustment Plan after each testing period
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration. The St. Philomena School website will also be used as a communication tool.

### Goal #3:

The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science.

**Rationale for this Goal:** The further implementation of the Next Generation Science Standards and the further development of STEM learning is essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

**Alignment with mission, philosophy, SLEs:** Implementing the Next Generation Science Standards and furthering developing STEM learning will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	The alignment of the Next Generation Science Standards to the overall science curriculum.
Activity #1	Map out the subject of science using the standards and current curriculum information.
Cost or Resources & Sources	Needed resources include: Next Generation science standards, books on curriculum mapping from Heidi Hayes Jacob, and binders for the completion of the curriculum document.
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the continuum is completed through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current curriculum document will give St. Philomena School a starting point that will be built upon until completion of the document.
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages have already been started with the new science textbooks. . Additions and changes will be made to reflect revisions accomplished in correlation with the curriculum cycle.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created science curriculum continuum beginning fall of 2017. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To strengthen the science curriculum.
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Activity #1	To provide additional training for the implementation of the Pearson science kits to infuse more STEM into the curriculum
Cost or Resources & Sources	Needed resources include: Pearson kits, additional science teacher resources.
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be responsible for making sure the training is provided and that the teachers are effectively using the kits in their classrooms.
Baseline Assessment	The use of the Pearson kits will give St. Philomena School additional information to help infuse more STEM into the overall curriculum
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete implementation to be finished by June 2017.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full implementation of the newly created science Pearson kits beginning fall of 2016. The St. Philomena School website will also be used as a communication tool.

Strategy # 3	To strengthen the science curriculum.
Activity #1	To create a schoolwide development of summative and formative science assessment tools.
Cost or Resources & Sources	Needed resources include: Next Generation Science standards, resources of formative and summative assessment, additional teacher science resources
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be responsible for making sure that formative and summative assessment tools are being used intentionally and effectively through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current formative and summative assessments will give St. Philomena School a starting point that will be built upon until completion of the document and help with the new standards and additional STEM activities
Ongoing	Periodic assessment of goal setting, planning, and evaluating.

Assessment	
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete document to be completed by June 2017.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created summative and formative science assessment tools beginning fall of 2016.



**St. Philomena  
Catholic School**

## **CHAPTER 4 –ACTION PLAN**

### **B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN**

#### **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.*

St. Philomena School demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Common Core curriculum standards and other governing authority expectations.

The administration will be responsible for making sure the Action Plan is implemented and completed through on-going faculty meetings, in-services, observations, School Commission meetings, and P.E.P. Club meetings. This will be done through a process of continual planning, organization, and follow-through. Faculty meetings, in-service days, and professional staff development opportunities will be utilized as a way of keeping the Action Plan on target.

The shareholders will be involved in the Action Plan implementation through discussions and strategizing sessions at School Commission meetings P.E.P. Club Board meetings, P.E.P. Club meetings, and St. Philomena Parish staff meetings. The School Commission will monitor the significant goals to help with long range planning. The Wednesday parent communication envelope, the St. Philomena School website, and the St. Philomena Parish bulletin will be used as a way to communicate the Action Plan and the progress of the Action plan to all the shareholders.

The evaluation of the impact of the Action Plan as it relates to student achievement will come in the form of different evaluation methods. Progression interim reports and executive summaries will be created to collect data, analyze the data, and answer the questions about the Action Plan itself. The data will then be examined to find how the results will create a correlation between the completion of the Action Plan and that of student achievement. Creating a document that is data-driven to show the progress of the Action Plan can give insight into the correlation of the completed items and student achievement. These evaluation methods will determine whether the components identified as critical to the success of the program are being implemented, especially in the area of student achievement.

Results stemming from the evaluation methods will be used to identify the school's priorities and identify what further action needs to be taken for school improvement as it relates to student achievement. The administration, faculty, and School Commission will work in collaboration to review the results of the evaluations and decide how to make additional improvements to increase student achievement. Any additional resources needed to complete the Action Plan and move the Action Plan forward will be determined through the evaluation results and will then be decided upon by the collaborative boards and shareholders. The school's administration, faculty and staff, and consultative boards do not currently see or foresee any impediments to implementing the

Action Plan and are very confident that the Action Plan will be completed and the critical goals achieved.





## Appendixes and In-depth Study

## Improving Student Learning for Catholic Schools



### Appendix A-1 School Profile – Basic Information

St. Philomena School PreK-8 206.824.4051  
 School Code School Name Grades School Phone

1815 S 220<sup>th</sup> St Des Moines WA 98198  
 Address City State Zip

Dr. Steve Morissette smorissette@stphil.com 253.307.2312  
 Principal E-mail Address Home Phone

Fr. Steve Woodland Highline School District  
 Pastor Public School District

N/A N/A  
 Director of Education for Religious Community in School Religious Community

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

Who is the chair/president? Kari Steadman

Do you have a Preschool Program?  Yes  No

What are the hours of operation? N/A

Do you have an Extended Day Program?  Yes  No

What are the hours of operation? 6:30 AM to 6:00 PM

What are the fees? \$5.00 or \$8.00 hors a day depending on usage

How many families participate? Approximately 60 to 70

For which grades do you have waiting lists 4<sup>th</sup> and 7<sup>th</sup> grade

Do you have an approved Technology Plan?  Yes  No

## Improving Student Learning for Catholic Schools

### Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
<b>Preschool</b>	0	0	0
<b>Pre-K</b>	10	8	18
<b>K</b>	15	12	27
<b>1</b>	11	19	30
<b>2</b>	12	20	32
<b>3</b>	19	12	31
<b>4</b>	9	17	26
<b>5</b>	18	10	28
<b>6</b>	23	6	29
<b>7</b>	14	15	29
<b>8</b>	12	16	28
<b>TOTAL</b>	143	139	278

Race and Ethnicity	Catholic	Non-Catholic	Total
<b>Black</b>	3	20	23
<b>Asian</b>	47	5	52
<b>Hawaiian / Pacific Islander</b>	3	0	3
<b>Native American / Native Alaskan</b>	0	0	0
<b>White</b>	109	7	116
<b>Other</b>	81	3	84
<b>TOTAL RACE</b>	243	38	281
<b>Hispanic</b>	37	0	37
<b>Non-Hispanic</b>	206	38	244
<b>TOTAL ETHNICITY</b>	243	38	278

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2012	24	12	10
2013	29	17	16
2014	29	18	17
2015	29	17	17
Current Year	28	18	18

## Improving Student Learning for Catholic Schools

### Appendix A-3

**Adhere to Diocesan Policy in publishing this appendix  
School Profile – Instructional (Teaching) Staff**

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Apthorp, Amy	3 <sup>rd</sup>	Catholic	MA	Yes	No	18		Caucasian	F
Barton, Christina	6 <sup>th</sup>	Catholic	MA	Yes	No	11	5	Caucasian	F
Evans, Tyler	5 <sup>th</sup>	Catholic	MA	Yes	No	1	1	Caucasian	M
Gregory, Matt	PE/ Tech	Catholic	BA	No	No	9	6	Caucasian	M
Hilstad, Jill	PreK	Catholic	BA	Yes	No	5	4	Caucasian	F
Horn, Mary	K	Catholic	MA	Yes	No	11	5	Caucasian	F
Hoyer, Meghan	8 <sup>th</sup>	Catholic	BA	Yes	No	18	17	Caucasian	F
Hunt, Marlys	Music	Catholic	BA	No	No	2	2	Caucasian	F
Morissette, Steve	7 <sup>th</sup>	Catholic	EdD	Yes	No	27	7	Caucasian	M
O'Connor, Teri	4 <sup>th</sup>	Catholic	BA	Yes	No	21	21	Caucasian	F
Ruth, Mary	6 <sup>th</sup> /8th	Catholic	MA	Yes	No	30	29	Caucasian	F
Salcedo, A'ndria	2 <sup>nd</sup>	Catholic	MA	Yes	Yes	14	14	Caucasian	F
Womac, Nicole	1 <sup>st</sup>	Catholic	BA	Yes	No	7	6	Caucasian	F
Foster, Shannon	7 <sup>th</sup>	Catholic	MA	Yes	No	5	1	Caucasian	F

## Improving Student Learning for Catholic Schools

### Appendix A-4

#### Adhere to Diocesan Policy in publishing this appendix School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Anderson, Melody	PreK Aide	5.0	180	1	BA
Desotel, Wendy	Aide/Resource	7.5	170	5	H.S.
Hamling, Eileen	Hot Lunch Coordinator	5.0	158	5	BA
Hunt, Ginny	Library Manager	7.5	170	18	BA
Incrocci, Pat	Office Assistance	7.5	180	30	H.S.
Kane, Carol	Aide	4.0	170	4	MA
Korzeniecki, Chris	Admin. Assistant	7.5	190	10	BA
Korzeniecki. Katy	Librarian/Title 1	7.0	150	3	BA
Mendez, Angie	Aide	7.5	180	20	H.S.
Morissette, Samuele	Aide	7.5	170	6	H.S.
Thomson, Zeeni	Aide	4.0	170	1	BA
Walters, Derrin	Maintenance	2.0	150	18	BA

## Improving Student Learning for Catholic Schools

### Appendix A-5 School Profile – Participation in IDEA

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

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

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

## Improving Student Learning for Catholic Schools

### Appendix A-6 School Profile – Participation in Federal Programs

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

1. How many students are eligible for Title IA services?   20
2. How many students are receiving Title IA services?   20
3. What services are being offered at your school for Title IA students?  
Small group instruction, one-on-one instruction, tutoring and in class assistance.

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

1. What is your per-pupil allocation for Title IIA services? \$ N/A per child.
2. What is your total Title IIA allocation for School Year  15  -  16 ?  
\$  13,500
3. Have you developed/filed an approved Title IIA Staff Development plan?  X   
Yes    No
4. Attach a copy of your staff development plan to this section. Needs Assessment Plan is included in this document.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

#### Title II, Part D – Enhancing Education Through Technology

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

Participation in the Highline Public Schools Title II Part A: Teacher and Principal Training and Recruiting Grant requires a needs assessment be completed by each school to identify specific funding priorities.

Please complete the fields below and return **two copies** to Highline Public Schools:

- Send a **signed hard copy** to the address on page 2 of this document
- Send an **electronic copy of this original Word document** (not a PDF or protected Word document) to Chris Larsen:  
christopher.larsen@highlineschools.org

**School:** St. Philomena School

**Name of Contact Person:**

**Contract Period:** September 1, 2016 to August 31, 2017

#### **Student Data Analysis**

Describe the learning needs of all student groups in your school including those whose academic achievement is at lower levels than other students.

- We have a percentage of students who require individual accommodations to meet their learning styles, learning challenges and behaviors. These accommodations include modified curriculum, resource help, and technology assistance.
- We also have a percentage of students who require individual accommodations to offer a curriculum that challenges them and pushes their academic capabilities.
- The remaining students require a strong and challenging curriculum that is tied to the Common Core Standards for ELA and math, the WA state standards for social studies, the Next Science Generation Standards.

#### **Teacher Professional Development Needs**

- Describe what content knowledge/skills teachers at your school need to improve classroom instruction.
- Based on the needs listed above in Question #1, identify your priorities for professional development for teachers for 2016 – 2017 using Title II Part A funding.
  - We need continual professional development on incorporating STEM activities and lessons into our overall science curriculum and on the new Next generation Science Standards



- We are always looking at professional development that is aligned with differentiated instruction to meet the needs of our various students and their learning styles and challenges.
- Continued professional development on Common Core implementation. Especially in the areas of speaking and listening skills.

### **Principal Professional Development Needs**

- Describe what content knowledge/skills principals at your school need to provide instructional leadership.
- Based on the needs listed above in Question #1, identify your priorities for professional development for principals for 2016 – 2017 using Title II Part A funding.
  - Additional assistance in helping with the further implementation of STEM and the Next Generation Science Standards.
  - Additional assistance in helping with the further implementation of differentiated instruction to meet the needs of our various students and their learning styles and challenges.
  - Additional assistance in helping with the further implementation of Common Core standards, especially in the areas of speaking and listening skills.

### **Summary of Professional Development Needs**

Describe how these professional development activities are expected to have a measurable and positive impact on student academic achievement.

Professional development in the areas of differentiated instruction, Common Core ELA and Math, Next Generation Science Standards and STEM will continue to impact our curriculum; the way we instruct students; and the way we assess students. It will allow us to gain additional insight and skills in regards to the standards and how we teach them and assess them. It will also help us as we look towards the new MAP Assessments and how we use them at St. Philomena School.

Using Title II Part A funding, are there additional professional development needs for your school? If so, please identify.

<b>Date:</b>	<b>5/26/16</b>
<b>Principal Signature: Dr. Steve Morissette</b>	

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

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

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

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

Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers

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

## Improving Student Learning for Catholic Schools

### Appendix A-7

**Adhere to Diocesan Policy in publishing this appendix  
School Profile – Standardized Testing Program (GE, NPR, etc.)**

#### National Percentile Rank

<b>Reading</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	N/A	68	69	60	67	79	N/A
2013	N/A	65	61	69	73	66	N/A
2014	N/A	56	82	86	90	92	N/A
2015	N/A	88	73	69	92	86	N/A
Current Yr.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Math</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	N/A	63	71	47	47	65	N/A
2013	N/A	63	52	68	69	67	N/A
2014	N/A	59	80	66	78	92	N/A
2015	N/A	84	76	86	72	83	N/A
Current Yr.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Lang. Arts</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	N/A	66	68	67	67	76	N/A
2013	N/A	66	60	62	79	70	N/A
2014	N/A	57	84	80	76	95	N/A
2015	N/A	88	68	70	84	86	N/A
Current Yr.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Core</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	N/A	70	72	57	66	78	N/A
2013	N/A	65	60	66	77	70	N/A
2014	N/A	66	87	83	87	92	N/A
2015	N/A	93	63	82	89	92	N/A
Current Yr.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

# Improving Student Learning for Catholic Schools

## Appendix B – Data Analysis Templates:

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

### Appendix B-1 Data Analysis – Enrollment Trends Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2011	0	0	21	30	25	27	27	22	20	25	25
2012	0	20	23	21	30	25	26	29	23	20	25
2013	0	23	30	32	26	26	26	26	30	25	22
2014	0	21	29	32	27	27	28	31	24	29	29
2015	0	18	27	30	32	31	26	28	29	29	28
2016	0	20	18	27	29	29	32	27	29	32	29

### Total Enrollment Over Time

2011	2012	2013	2014	2015	Current
222	242	260	277	278	272

# Improving Student Learning for Catholic Schools

## Appendix B-2 Finances

### Per Pupil Cost Over Time

Year	2011	2012	2013	2014	2015	Current Year
Amount	\$5,755	\$5,955	\$6,145	\$6,461	\$6,719	\$6,921
% Increase						

### First Child's Tuition Over Time

Year	2011	2012	2012	2014	2015	Current Year
Amount	\$4,000	\$4,140	\$4,244	\$4,456	\$4,634	\$4,773
% Increase	3%	3.5%	3.0%	5.0%	4.0%	3.0%

### Tuition as a % of Per Pupil Cost

Year	2011	2012	2013	2014	2014	Current Year
%	66%	67%	66%	67%	68%	67%



# **In-Depth Study**

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**An In-Depth Study in Science**

**by:**

**St. Philomena School**

**1815 S 220<sup>th</sup> St**

**Des Moines, WA 98198**

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

**2015-2016**

## **Preface**

There were various factors were taken into consideration in choosing science as the focus of St. Philomena School's in-depth curriculum study. Science was also the focus of the in-depth study for the last accreditation; however, with the school's growing emphasis on STEM, the faculty felt it was necessary to focus on science due to new standards and new curriculum changes.

## **TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA**

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

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

St. Philomena School had been administering the Iowa Test of Basic Skills (ITBS) to students in grades 3 through 8 in the area of science for many years; however, the desegregation of the scores to drive instruction or improve student learning using the tests scores did not occur until 2011, after the last accreditation. Previously individual science scores for the students were reviewed by the faculty and administration, and accommodations were made for students who were having difficulty in the area of science. The ITBS was the only norm-referenced, summative assessment used to assess science. This test was only given to 3<sup>rd</sup> through 8<sup>th</sup> grade students. As a result, there was currently no summative assessment data available to demonstrate kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students' achievement.

In 2011, St. Philomena School purchased a Class Performance Profile from ITBS that desegregated the science scores on class levels and for science content skills. ITBS scoring data was disaggregated to show the skills within the different subject areas. Science was broken down into the following skill areas: Scientific Inquiry, Life Science, Earth & Space Science, and Physical Science.

An analysis of this new data showed that the third, sixth, seventh, and eighth grade students at St. Philomena scored higher than similar groups across the nation. It was also noted the fourth and fifth graders were on par with students of their grade level based on the national percentile. Out of this information came a discussion regarding the possible reasons for the differences between 4<sup>th</sup> and 5<sup>th</sup> grade and the other grades in overall science scores. In reviewing all ITBS content scores for 4<sup>th</sup> and 5<sup>th</sup> grade students, including the core subject areas of reading and math, the science scores seemed to be more of a reflection of those individual students' abilities, rather than a reflection of the overall science program.

In studying the ITBS scores over a period of several years for 6<sup>th</sup> through 8<sup>th</sup> grade students, the St. Philomena faculty noted the trend of ITBS test scores dropping slightly in the 6<sup>th</sup> grade due to the variety of questions being asked on the ITBS test which are not taught because of the science focus for that particular grade level. It was however noted that by the time the students have reached 8<sup>th</sup> grade they have studied all the science disciplines and the ITBS test scores rise as a result of knowing such content areas.

<b>ITBS Science Scores Spring 2012</b>	Grade	National Rank	Percentile
	3 <sup>rd</sup>	71	
	4 <sup>th</sup>	54	
	5 <sup>th</sup>	54	
	6 <sup>th</sup>	75	
	7 <sup>th</sup>	71	

In 2012, St. Philomena School transitioned from the ITBS test to the CTBS test and still administered the science test as part of the overall standardized testing. In the first year of the transition, the students' scores were similar to those of when taking the ITBS tests.

<b>CTBS Science Scores Spring 2013</b>	Grade	National Rank	Percentile
	3 <sup>rd</sup>	59	
	4 <sup>th</sup>	56	
	5 <sup>th</sup>	66	
	6 <sup>th</sup>	83	
	7 <sup>th</sup>	67	

The data also indicated that the St. Philomena students' greatest area of science content knowledge was in the area of earth science, followed by life science, and then physical science. This alerted the faculty that there needs to be a concerted effort in the teaching of physical science skills across the entire science curriculum to improve the overall physical science scores and achievement of all students.

The CTBS test only assesses content skills, not the application of those skills. The St. Philomena staff has chosen to find other areas of formative and summative assessment that will include the kindergarten through 2<sup>nd</sup> grade level students who are not assessed through CTBS testing. This data shows students are achieving in the area of science, but there is a need to know what specific disciplines are strongest so that intentional focus can be placed in the other areas as well. There is also a desire and need to find a way to assess application of science skills across all grade levels.



## **TASK 2 – USING CURRICULUM STANDARDS**

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

The Seattle Archdiocese has chosen to adopt the Washington State Grade Level Learning Standards for science, and St. Philomena School adheres to their recommendations and uses these standards to guide the school's science curriculum. The St. Philomena staff has worked diligently to align the science curriculum with the Washington State Grade Level Learning Standards in science in kindergarten through 8<sup>th</sup> grade. In order to accomplish this task, the science teachers studied the Washington State Standards and matched them with the FOSS kits that St. Philomena School currently uses. Each grade level from kindergarten up to 5<sup>th</sup> grade has two FOSS kits that cover different science disciplines within their standards. These include the disciplines of life science, earth science, physical science, and scientific reasoning and technology.

During this alignment process it was discovered that, although there were concepts in each grade level that were not covered by the FOSS kits, the science teachers were already supplementing and enhancing their curriculum in order to fill these holes. The faculty however wanted to create a truly inquiry-based science program which would mean purchasing additional Foss kits. There was a discussion about purchasing more kits to meet the standards and the decision was made to incorporate the purchasing of additional kits in the 2011 SPLASH auction's Paddle Raise or Fund-an-Item.

The middle school curriculum was investigated when long-range curriculum plans were developed to meet Washington State standards several years ago. As the long-range plans and standards were being reviewed, it was discovered that the content areas of rocks, minerals and fossils, human health, heredity and evolution, atoms, and interactions of matter were not being covered in the middle school grade levels. At that time the additional content areas were added to the middle school science curriculum. It was also noted the middle school science program was still meeting the current standards set forth by the state.

The establishment of curriculum based on standards, incorporation of the SLEs, and development an inquiry-based science program has improved student achievement. The science discipline lends itself well to meeting the needs of all learners. Inquiry-based science meets the needs of the visual, oral, and kinesthetic learner. Students who have typically struggled in the past with core instructional areas tend to like science, and especially FOSS, because of the hands-on experiential learning. Science helps most groups make acceptable progress because all students are able to take part in the investigations and they can verbalize their findings with their group. Volunteers and aides are often brought in to support the younger grades to help all groups of students be successful. Modifications, such as leveled tests, are also given in order for all students need them to accurately show what they have learned. Cooperative groups are established heterogeneously to support and teach each other.

Cooperative group learning during investigations has helped students be and feel more successful in science. Inquiry-based learning by “doing” rather than just reading from a textbook helps the students to understand the science concepts being taught and to internalize them. This type of instruction is helping the students to remember and be successful in communicating their new learning.

In the last few years, the school’s focus has turned toward STEM- infused science activities and learning the new Next Generation Science Standards. After school science and STEM clubs were established. In the summer of 2016, a new hands-on interactive science curriculum was purchased. This STEM-based series includes interactive textbooks, matching science kits, and is aligned to the Next Generation Science Standards. With the implementation of this new science curriculum, St. Philomena School has identified the alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science and across other curricular areas as part of the Action Plan. The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science is essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM-related jobs.

### **TASK 3 – INSTRUCTIONAL METHODOLOGY**

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

St. Philomena uses a variety of developmentally appropriate and research-based assessments to modify curriculum and instruction to help all students achieve the SLEs and curriculum standards. Four years ago, teachers attended a two day in-service on how to implement and use RTI (Response To Intervention) to identify and support students with learning and behavior needs. Through this work, a student adjustment plan document was created to be passed from teacher to teacher to document any changes that were made to help support the student and enhance their learning. These forms are updated after conferences and at the end of the year before they are passed along to the next year’s teacher. St. Philomena School has a Title 1 teacher and a resource teacher who work with students who need extra assistance.

Classroom teachers use a variety of assessments to meet the learning needs and styles of their students. Assessments vary from teacher-created formative assessments to summative assessments, testing for competency across the curriculum and the Common Core Standards. Some more informal assessments used by teachers are: thumbs up thumbs down, exit slips, think-pair-share, and classroom discussions and debates.

Assessment is a necessary and on-going part of the learning process. St. Philomena teachers use a variety of tools, both summative and formative, to continually and adequately assess every student’s learning. The school calendar is built around three 12-week trimesters. Progress reports are prepared and sent home at the midway point of each

trimester, and report cards are prepared and sent home at the end of each trimester. These documents report academic progress, work habits, and personal development. In addition to these more formal reports, corrected student work is sent home frequently in order that parents or guardians are fully aware of the successes and challenges their student is having in the classroom. Teachers are constantly observing their students and taking note of whether the teaching techniques being used are having the desired effect. In some grades, students are given the opportunity on some assignments to compose a written reflection that assesses their own work and redo assignments. Most teachers also use rubrics to assess students' writing and projects. The personal development section of the report card is aligned to the SLEs. Students are assessed on their development in the areas of their Catholic faith, active learning, and servant leadership.

In the past, summative assessments were the main forms of assessment used in our science classes. St. Philomena faculty uses summative assessments in the form of tests and quizzes. For instance, when a teacher wants to know if the students can identify all the parts of a tree, the planets in the solar system, or the physical and chemical properties of a piece of matter, there has also been a concerted effort made to implement many formative assessment strategies into that assessment. Rather than only relying on summative data, such as paper and pencil tests, teachers are using formative assessment as well. Some of these formative assessment strategies are as simple as a thumbs up/thumbs down spot-checking to the more elaborate hands-on-learning experiences that culminate in a project that is assessed using a rubric grading scale. Additionally, many teachers have begun to use science journals to record predictions, data, and conclusions.

To help improve teacher understanding of assessment, the entire staff has been using learning targets since the 2011- 2012 school year. Research has shown that if students know what they are going to be learning then they will better understand the purpose and direction of the lesson being taught. Through the implementation of learning targets, the faculty has seen students more actively engaged in the lessons and are more commonly asking the teachers what they will be learning each day. Put simply, the students are more motivated and confident when they know what they are supposed to be learning.

The middle school science teacher has gone to various teacher workshops over the past few years to help enhance the effectiveness of her science curriculum. Some of these workshops were held at the zoo, the aquarium, and other local science museums. She has also attended several national conferences on science and geography and, upon her return, has related the current trends in science to the entire faculty. In the last few years we have implemented an after school science club and an afternoon STEM club. The middle school science teacher has spent the past three years learning STEM. She has been trained through the state of Washington and has facilitated many in-services for the St. Philomena School faculty on STEM.

The professional development that the faculty has undertaken has had an impact on student learning in many ways: students are being given the opportunity to be assessed in various ways that meet their learning styles and their learning needs; students are able to actively recite and comprehend the target of what each lesson is about, giving them

ownership of the learning that is occurring in the classroom; and students are receiving instruction that is differentiated on many levels and in many forms creating better avenues of learning for individual students.

The purchase a new hands-on interactive science curriculum will have the greatest impact on student learning, because it will strengthen the science skill content in the area of STEM. This STEM-based series includes interactive textbooks, matching science kits, and is aligned to the Next Generation Science Standards.

## **TASK 4 – SUMMARY OF FINDINGS**

In the past six years since the staff has found that there has been improvement in student learning and students are being affected positively. There is an increased enthusiasm for science learning and many students say that science is their favorite subject because of the hands-on visual exploration they actively take part in during science investigations. The students are learning inquiry skills and how to ask questions based on their curiosity about the investigation rather than watching a demonstration and replicating the outcome. The students that tend to struggle in other academic areas are often able to experience a high level of success through the hands-on science learning and utilization of the multiple intelligences. This new enthusiasm for science has occurred because of the additional Foss kits, the creation of the science lab classroom, the integration of science technology such as a 3D printer and the Mobi Max system, new science equipments, the creation of afternoon science and STEM clubs and the new hands-on interactive science textbooks.

In every science classroom, students are working cooperatively together in heterogeneous learning groups to solve science problems and draw conclusions based on their investigations. The students are learning to listen, cooperate, and compromise with each other. They are taking on assigned group roles and fulfilling the expectations of those roles. The faculty has seen positive and powerful discussions and explanations within and between the cooperative learning groups. The students are also learning how to work with and assess their peers in constructive ways. Every student is increasing their behavioral skills of patience, respect for each other, and cooperation. The benefits of cooperative learning is easily and naturally moving into use in other curriculum areas throughout St. Philomena School too.

With the implementation of this new science curriculum, St. Philomena School has identified the alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science and across other curricular areas as part of the Action Plan. The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science is essential to the success of the science program and are helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

## TASK 5 – ACTION PLAN

### Goal #3:

The alignment of the Next Generation Science Standards to the overall science curriculum and the further development of STEM learning in the subject area of science.

**Rationale for this Goal:** The further implementation of the Next Generation Science Standards and the further development of STEM learning is essential to the success of the science program and helping St. Philomena School students be well prepared for career opportunities in STEM related jobs.

**Alignment with mission, philosophy, SLEs:** Implementing the Next Generation Science Standards and furthering developing STEM learning will help the students acquire a solid academic foundation through a standards-based, balanced curriculum; acquire knowledge of faith, traditions, and authentic teachings of the Catholic Church; and practice academic risk-taking through critical and creative thinking, problem solving, and working cooperatively.

Strategy # 1	The alignment of the Next Generation Science Standards to the overall science curriculum.
Activity #1	Map out the subject of science using the standards and current curriculum information.
Cost or Resources & Sources	Needed resources include: Next Generation Science Standards, books on curriculum mapping from Heidi Hayes Jacob, and binders for the completion of the curriculum document.
Person(s) Responsible For Implementation	Administration and Faculty
Process For Monitoring	The administration will be responsible for making sure the continuum is completed through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current curriculum document will give St. Philomena School a starting point that will be built upon until completion of the document.
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages have already been started with the new science textbooks. . Additions and changes will be made to reflect revisions accomplished in correlation with the curriculum cycle.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings, and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created science curriculum continuum beginning fall of 2017. The St. Philomena School website will also be used as a communication tool.

Strategy # 2	To strengthen the science curriculum.
Activity #1	To provide additional training for the implementation of the Pearson science kits to infuse more STEM into the curriculum
Cost or Resources & Sources	Needed resources include: Pearson kits, additional science teacher resources.
Person(s) Responsible For Implementation	Administration and faculty
Process for Monitoring	The administration will be responsible for making sure the training is provided and that the teachers are effectively using the kits in their classrooms.
Baseline Assessment	The use of the Pearson kits will give St. Philomena School additional information to help infuse more STEM into the overall curriculum
Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete implementation to be finished by June 2017.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full implementation of the newly created science Pearson kits beginning fall of 2016. The St. Philomena School website will also be used as a communication tool.

Strategy # 3	To strengthen the science curriculum.
Activity #1	To create a schoolwide development of summative and formative science assessment tools.
Cost or Resources & Sources	Needed resources include: Next Generation Science standards, resources of formative and summative assessment, additional teacher science resources
Person(s) Responsible For Implementation	Administration and faculty
Process For Monitoring	The administration will be responsible for making sure that formative and summative assessment tools are being used intentionally and effectively through on-going faculty meetings, in-services, and observations.
Baseline Assessment	The use of the current formative and summative assessments will give St. Philomena School a starting point that will be built upon until completion of the document and help with the new standards and additional STEM activities

Ongoing Assessment	Periodic assessment of goal setting, planning, and evaluating.
Timeline Start/Stop	The initial stages of completion will be started in the fall of 2016 with a complete document to be completed by June 2017.
Process for Communicat- ing to Shareholders	The communication will be through School Commission meetings, P.E.P. Club meetings and through the weekly Wednesday newsletter. Communication between students, families, staff, and administration will be further enhanced by full usage of the newly created summative and formative science assessment tools beginning fall of 2016.