

REPORT OF FINDINGS

St. Philomena School E710
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ARCHDIOCESE OF Seattle



IMPROVING STUDENT LEARNING 2012

A SELF STUDY PROCESS FOR CATHOLIC ELEMENTARY SCHOOLS

October 11, 2016 - October 13, 2016

for St. Philomena School E710



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PREFACE

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

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

We wish to thank all of you, pastor, principal, faculty, staff, parents and students for your warm and gracious hospitality.

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

Chapter 1: Introduction

A. How the Self Study was Conducted

The Visiting Committee observed that the St. Philomena School leadership team consisting of the Principal, Vice-Principal, and the Dean of Academics began the study in June of 2015 with the formation of the committees. Information was mailed to the faculty and staff in July; and a schedule was developed in August for accreditation work days during the year.

The Self Study process was presented to the School Commission and the parent PEP Club meetings in September. Throughout the year, these groups were given monthly updates.

The faculty and staff reviewed the mission and philosophy and the SLEs. Any changes were presented to the School Commission and PEP Club in October, 2015.

Surveys to the students, parents, School Commission and the Pastor were given in November. The results were analyzed at the December faculty meeting. From January to June 2016, the group wrote the self study. The School Commission and parents were kept abreast of the progress at the monthly meetings. The document was completed in August of 2016.

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

Accreditation Factor #1: The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.

St. Philomena School has a highly effective plan that addresses the goals for the school for the next five years. The Visiting Committee observed that all school instructional staff and other shareholders were involved in data review, analysis and dialogue regarding the significant

St. Philomena School

accomplishments and goals. The Self Study process occurred in a faith environment of ongoing systemic analysis of the school's effectiveness in the six Key Self Study Outcomes.

The Principal is committed to keeping all shareholders involved in ongoing systematic analysis of the school's effectiveness. This is accomplished by monthly PEP Club and School Commission meetings, both attended by the Pastor, and weekly meetings with the Parish Business Manager.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that the school was highly effective in compiling and analyzing their data. They reflected on the increased diversity at St. Philomena School due to the changing demographics of the cities that they serve. The school is focusing on increasing the Hispanic population. St. Philomena has increased the population of the school community, especially with the opening of their four-year old Pre-Kindergarten program which has been a great feeder for Kindergarten. With the increase in enrollment it has directly affected their yearly budget, which they watch carefully. Due to the increase in enrollment, the school has added support staff. Next, due to the increase in enrollment, the staff of St. Philomena noticed that there were more academic gaps or deficiencies in reading and/or math. With this they have been adding programs to close these gaps. Finally, with the increase in population, the school realized the need for a redesign of the space and to update some of the technology in the school. They are still looking at other ways to help with the increase in enrollment.

Overall the students, parents, faculty, staff, School Commission and Pastor are satisfied with the school. According to the students the school successfully teaches about the Catholic faith. Parents have high satisfaction ratings in all subject areas. A consensus amongst all the groups was needing more space, specifically a gym. They also would like to see improved technology, a possible foreign language program, and the Pastor would like to see more families involved in the life of the parish and more consistent Mass attendance.

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

Students Accreditation Factor #2: The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

The Visiting Committee observed that St. Philomena School has been highly effective in their completion of all the goals from the previous Action Plan. At the end of their last accreditation they had three goals in their action plan. Since then, they added a fourth goal that was derived from goal #2.

St. Philomena School has been highly effective in using their prior accreditation findings to support high achievement of all students. They strengthened their science curriculum (goal #1) by creating long-range curriculum plans and adjusting the curriculum as needed to meet the specific needs of the class. They also purchased a new science curriculum that is STEM-based. During the 2011-2012 school year the reports cards were revised and updated (goal #2) to reflect the school's SLEs. The report cards were also revised to reflect the Common Core Standards in ELA and math. Due to the revision of the report cards in ELA, the school added a goal (#4) to implement Common Core lesson planning. St. Philomena School has also been highly effective in goal #3, which is to provide professional development in the area of differentiated instruction by attending many workshops on this topic.

The faculty has given extensive education to the parents on the Common Core standards and standards-based grading. They even held a parent meeting to explain the model that emphasized the Common Core Standards. St. Philomena School has communicated their progress to their shareholders in a variety of ways.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

The Visiting Committee observed that Saint Philomena School has been effective at preserving and improving their identity as a Catholic school. Faculty, staff, parents, and parish faith communities are all clearly dedicated to providing a Catholic foundation for each and every student, inside and outside the classroom.

Opportunities for students, faculty, staff, and the principal to grow in their Catholic formation happens frequently at St. Philomena School. Each morning faculty and staff begin the day with prayer. Students lead prayer over the intercom for the student body at the beginning and end of each day. Each Friday includes a Mass, or prayer service for the entire school community, with a rotating schedule of what class will serve as liturgical ministers. Intermediate and upper grades also lead Eucharistic Adoration. Four times a year the school community also comes together to pray the rosary led by students. School families are also welcomed and encouraged to participate in the faith formation of the school. Families are invited to participate in all weekly Masses, and special religious events.

Sacraments are also an instrumental part of second through eighth grade. The Pastor, Deacon and second grade teacher prepare students as a part of the religion curriculum about the sacraments they receive together as a group. Second grade through eighth grade also regularly participate in the Sacraments of Reconciliation and the Eucharist. Liturgical seasons are also integrated into

special prayer services, including student-led Stations of the Cross and a dramatization by eighth graders of the events of Good Friday.

Students and families also participate in many service programs including school-wide projects, and classroom based projects. Each class initiates at least one community service project yearly. These service projects include many opportunities to participate in local, national, and global causes. Each student is required to complete a specific number of service hours, including a written reflection for intermediate and upper grades.

Since the last accreditation, St. Philomena School has worked diligently to create and implement a spiraling religion curriculum based on USCCB recommendations. The Archdiocese of Seattle also formed a committee, which included two staff members from St. Philomena School, to create new religion standards. These standards were adopted at St. Philomena School. The staff is currently reviewing a religion series that is aligned with these standards.

The Pastor also strongly encourages families to attend Sunday Mass. Each September he trains all third grade students in religion class to be altar servers. He celebrates weekly Mass for the school and attends all School Commission and PEP Club meetings. His active role and presence at all school events and activities is a fundamental piece of the school's Catholic Identity.

St. Philomena School has set goals to improve their Catholic Identity. The first goal is for all religion teachers to complete their three year Catechetical certification. Another area of improvement is to provide additional faith formation for school parents, which is noted in the five-year plan. Lastly, the school would like to continue to seek out new opportunities for students to live out the school's mission of service.

B. Defining the School's Purpose

Accreditation Factor #4: The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

The Visiting Committee observed St. Philomena School has effectively defined their school's purpose within their school community. In the fall of 2015 the school principal, faculty, staff, and other shareholders reviewed the school's mission and philosophy statement. It was deemed that the mission statement was still a true reflection of the school's Catholic identity and purpose. The philosophy statement was slightly revised in order to reflect the mission statement and SLEs. In October of 2015 parents and shareholders were allowed to give input and they updated SLEs during a PEP Club meeting. All three documents were then finalized.

SLEs and curriculum standards are the driving forces in supporting high achievement of all learners. St. Philomena School standards include Common Core, Next Generation Science, Archdiocese of Seattle Religion, and Washington State EALRS. Standards and SLEs are

St. Philomena School

identified on lesson plans, at the beginning of a lesson, and posted on assignments and assessments. Teachers also modify assessments as determined necessary for students based on their learning needs in order to help meet the needs of all students.

The School Commission helps to review, edit and update the school's policies under the guidance of the principal. These updates are then communicated by the principal to faculty for feedback. Once a policy is updated it is posted in the school handbook. Ninety percent of the policies have been updated since the last accreditation, and the other ten percent will be finished this year. The handbook is published on the school website and sent to school families every August.

St. Philomena School's SLEs reflect the mission of the school. Each trimester, SLE awards are given to students who exemplify each expectation. A character development portion of the report card was also realigned to the SLEs.

St. Philomena School has identified the need to make the parents, students and the parish community aware of the governing-authority expectations and their implications.

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

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

The Visiting Committee observed that St. Philomena School is highly effective in creating an atmosphere where students learn Catholic morals and values, while also experiencing a challenging and grounded academic curriculum where there is a high achievement of all students.

Teachers establish a learning environment that focuses on best teaching practices, summative and formative assessment, strong relationships and effective communication to parents. Professional development is a priority to teachers on a wide variety of topics that help all students learn. During the 2015-2016 school year, each faculty meeting started with a short professional development session lead by a faculty member. Teachers meet with other faculty and staff to discuss Catholic Identity, student progress, concerns, curriculum development, school events, and the assessment of the effectiveness of existing programs.

The school administration provides support to students and teachers through planning, observations, establishing safety procedures, and establishing and supporting discipline and intervention. The administration examines continuous improvement efforts, needed resources, and works to ensure financial stability by budgeting appropriately. The Pastor provides support through helping with fiscal management of the school and parish, visiting classrooms, and building a positive relationship between school and parish.

Shareholders advise and support the school through the School Commission, PEP Club, and

Pastoral Finance Council. These groups are updated on the progress of school goals, student achievement, and Catholic Identity. The School Commission also provides expertise and experience in business, finance, marketing, and social media. To further support and dedicate their commitment to St. Philomena School, the School Commission has created a five year plan to further the success of the school. Communication to shareholders includes the church bulletin, school and teacher newsletters, and the school website and Facebook page.

St. Philomena School has identified the need to enhance student learning through the further implementation of the five-year plan and the Catechetical certification of all religion teachers.

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

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

The Visiting Committee observed that the faculty of St. Philomena School has engaged in highly effective use of data to make instructional and curricular improvements. The school's self study document contains evidence of data analysis and disaggregation as the basis for making decisions related to the school's faith formation, curriculum, support for students, professional development and staffing.

The faculty gathered formative and summative data to assess the effectiveness of the religion program. After analysis and discussion, the school identified character education as an area in need of growth. The resulting "God With Skin" program seeks to reinforce for students that all people are part of God's family and are to be treated with kindness, compassion and understanding. For the current school year, school administration has planned faculty meeting time to review data related to implementation of the archdiocesan religion standards, implementation of which began in 2015. Looking to the future, the school has a plan in place to analyze data from the Assessment of Youth/Children Religious Education (ACRE). Students in grades five and eight will take the test in April 2017. Professional Learning Communities will continue to disaggregate this data.

The school has effectively used standardized test data to help make curriculum decisions, student support, and staffing. Until 2013, St. Philomena School used the Iowa Test of Basic Skills (ITBS) to gather test data on students in grades three through eight. The school relied on a parent-developed Excel program to disaggregate information. Teachers, students and parents could view reading, writing and math data from year-to-year, and the data was shared with families during conferences. The tool allowed teachers to track individual growth as well as see the growth of the entire class using publisher-provided reports.

St. Philomena School adopted Common Core State Standards (CCSS) for the 2012-2013 school year. In 2013, the school switched standardized testing to the California Test of Basic Skills

(CTBS). In the two years following the shift to CTBS, national percentile rankings in math and reading increased by more than 10 percentage points. The faculty believes that the switch to CTBS provided more accurate standardized assessment data that was aligned with Common Core Standards.

Among other areas, the school has effectively used the data to review math and writing curricula. To further the school's aim of total alignment with CCSS in math, the school used test data to identify gaps, then began investigating textbook series that were Common Core aligned. In 2014, Go Math! implementation began in grades K-5, and Go Math! was added in grades 6-8 in 2016.

St. Philomena School used CTBS data to identify writing as an area of growth. The faculty then identified Six Traits Writing as a program that would allow teachers to better deliver writing instruction that supports the CCSS for writing, particularly those related to narrative, argumentative and informative writing.

St. Philomena School has implemented programs to improve student learning and better meet the needs of students across the learning continuum.

For 2016-2017, the school used data to develop five math classes in middle school that would meet the individual student needs and abilities. Previously, students were placed in a math class that corresponded with their grade level.

Using data from standardized testing, Response to Intervention (RTI) assessments, and other sources, faculty identified individual students who needed additional support. The school offered support to students during the day and after school through the Mandatory After School Homework (MASH) program, tutoring, peer mentoring, modified assignments, various formative and summative assessments, in-class accommodations and dedicated resource teachers. The school is tracking specific students through Educational Adjustment Plans. To best implement data-driven decisions, the administration at St. Philomena School provided professional development to ensure that the initiatives were supported. The staff received training for the implementation of Six Traits Writing, differentiated instruction, RTI implementation, and topics related to CCSS.

When data showed that primary and intermediate students were struggling with reading, the school hired a part-time reading resource teacher. The school hired additional classroom aides to provide in-class assistance to all students. Based on standardized assessment data and demographic data, the school began working with the local school district to implement Title I services for students needing math support. The Title I teacher works four days per week.

St. Philomena School has effectively used data to improve student learning, and sees the value in maintaining data analysis as part of professional learning.

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

St. Philomena School

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

The Visiting Committee observed that St. Philomena School has been highly effective in helping students make progress toward clearly defined SLEs and providing challenging, comprehensive, and relevant curriculum standards. The religion curriculum is aligned with the Archdiocese of Seattle's religion curriculum. Additionally, the faculty has worked to incorporate Catholic values into all curricular areas. For example, ELA units include a component of Catholic social teaching, social studies classes have included information about Catholic social teachings, and social studies classes have included information about the founding of the Catholic Church in America and around the world. Curricular integration is augmented by weekly celebration of Eucharist as a school community.

In addition to the archdiocesan religion curriculum standards noted above, the school has effectively built a set of standards that are challenging, comprehensive and relevant for all students. Reading, ELA and math classes have been aligned with CCSS since 2013. The social studies curriculum is based on Washington State's grade level standards, and the science curriculum follows the Next Generation Science Standards. Teachers have created year-long plans based on these standards, and use Planbook.com to create lesson plans that are shared with administration.

Student progress toward SLEs is measured on the personal development section of the report card. Students are assessed on their development and growth in their faith, active learning, and servant leadership. Standardized test data is one tool the school uses to measure students' progress toward achievement of curriculum standards. The school used the CTBS for the previous two school years, and is participating in archdiocesan-mandated Measures of Academic Progress (MAP) testing for the 2016-17 school year. Additionally, teachers use varied assessments that match the needs of students, including verbal interviews and tiered assessments as needed. Traditional forms of assessment, including daily homework assignments, tests, and in-class assessments, are also used to ensure students are making progress.

The school has been highly effective in identifying students who are not making acceptable progress. Using data from multiple sources, the school has identified individual students who needed additional support, then offered support to students during the day and after school through the MASH program, tutoring, peer mentoring, modified assignments, various formative and summative assessments, in-class accommodations and dedicated resource teachers. Teachers use tiered assignments and assessments to best fit the learning needs of their students. The school is tracking specific students through Educational Adjustment Plans.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

The Visiting Committee observed that the faculty and staff of St. Philomena School is highly effective at applying research-based knowledge about teaching and learning to support high achievement of all students. Faculty and staff model Catholic values throughout the school day. Each morning, the staff gathers for prayer to "set the tone for the day." Staff take pride in modeling Catholic values through their interactions with each other, with the students, and with the families of St. Philomena School. Involvement of faculty and staff in their parishes is high, with members participating in activities ranging from youth ministry to Eucharistic ministry. A goal is for all religion teachers to complete their Catechetical certification.

The administration at St. Philomena School has used professional development resources to build knowledge of researched-based instructional methodology that has enhanced student learning. In 2011, the school embarked on a shared learning experience to develop clear and meaningful learning targets. Professional development was based on the book *Learning Target: Helping Students Aim for Understanding in Today's Lesson*. The administration built on that experience the following year by having staff read *A Handbook for the Art and Science of Teaching* as the school sought to expand the repertoire of instructional strategies.

St. Philomena School adopted CCSS in 2012 to ensure that students had access to a rigorous and challenging curriculum. Subsequently, the school has used assessment results to identify areas of the curriculum in further need of improvement and identified specific instructional strategies to address the needs. To better help teachers implement the standards, the administration over the past two years used *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*. PLC focused on using strategies outlined in the book to help teachers develop lessons that encouraged discussion, develop questioning techniques to synthesize student learning and transfer knowledge across subject areas.

The principal has supported teachers as they refine their understanding and implementation of new and varied strategies by providing feedback through classroom observations. He notes specific strategies observed in brief (5-7 minutes) walk-throughs, and uses the data as the basis for teacher evaluations, as well as to shape professional development decisions.

The school has used standardized assessment data and other assessments to identify struggling students and students ready for enrichment. Beginning in the fall of 2016, the school modified its middle school math classes to offer five separate classes into which students were placed according to their learning needs. This replaced the grade-level classes. The school is highly effective in identifying students who are not making acceptable progress.

The school has effectively integrated technology as a tool to foster high achievement. Classrooms are equipped with interactive whiteboards, document cameras, iPads, and desktop or laptop computers. A computer lab has 32 desktop computers, and a cart of 28 Chromebooks is

St. Philomena School

available for student use. Teachers employ the technology in small-group and whole-class activities, as well as individual use. Students take Accelerated Reader tests and MAP tests using the varied technology resources. In upper grades, students use Google accounts to share documents, communicate with teachers, and create presentations. Edmodo, a web-based educational site, is available for students in grades 6-8.

Technology assists in assessment as the school employs MobyMax, a web-based program, to gather performance data in math and language, and STAR reading assessments, taken three times a year. Additionally, the school uses technology to differentiate instruction.

St. Philomena School has identified the need to further implement and use data from MAP and data gathered during walk-through observations to guide curricular improvements, and keep a continual focus on implementing RTI and Education Adjustment Plans.

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.

St. Philomena School is highly effective in offering school support programs, service learning opportunities, and extracurricular activities rooted in Catholic values. The Visiting Team observed classroom instruction and the use of the RTI model to identify and assist students with special needs. The comprehensive approach using RTI allows St. Philomena School to address both learning and behavioral problems and improve overall academic achievement. St. Philomena School offers academic support by effectively utilizing Title I funds from the Highline School District. The school has hired a Title I teacher working approximately 20 hours per week both during and after school in support of their students. St. Philomena School also uses Title II funding via Highline School District for continued professional development.

St. Philomena School provides services, resources, and activities to help all students achieve at high levels in both curricular and non-curricular areas. The school provides resources to students with special learning needs, as well as those with greater learning aptitude. The school uses a comprehensive assessment strategy including the use of STAR Reading, standardized test scores, DIBELS testing, math screenings, and other measures to identify students requiring additional support. Once an identification has been determined, the RTI process helps guide instruction and provides necessary supports for the student both in and out of school. The MASH program was established to help struggling students in grades five through eight to receive additional support in meeting academic expectations.

Students have many opportunities to become responsible citizens and lifelong learners by

participating in a wide variety of extracurricular activities. The school provides a safe environment for all students to be successful in exploring their God-given talents. St. Philomena School has implemented emergency procedures to ensure safety and security of their students.

St. Philomena School recognizes the importance of supporting those students with varied achievement capabilities. After taking a math assessment, middle school students are placed in sections called: Math 1, Math 2, Math 3, Pre-Algebra or Algebra I. This program allows students to participate in appropriately leveled math classes based on their academic capability.

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

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

The Visiting Committee observed that St. Philomena School is highly effective in managing its financial resources in a prudent and careful manner, with checks and balances to ensure acceptable business practices are maintained. St. Philomena School monitors resources and plans so the SLEs and Archdiocesan curriculum standards are met. The financial management system utilized includes the parish bookkeeper interacting with the principal on financial matters on a regular basis. In addition, the School Commission, Pastor and board members meet monthly and review all financial matters. This practice brings together different shareholders to review and recommend resource allocations.

The process of establishing an annual budget begins with a small group of School Commission members, including the parish bookkeeper under the direction of the school principal. The budget committee meets from December through February to develop the budget and present it to the School Commission and the Parish Finance Council. Once the budget is finalized, it is presented to school parents in March at the Parent Contract Meeting. This demonstrates St. Philomena School's commitment to transparency of all financial matters impacting their parents and the parish.

St. Philomena School has used the budget process to identify fund allocation to create and maintain financial viability while supporting academic standards. Faculty salaries are currently at 98% of the 2016 Washington State Salary Scale. By maintaining fiscally responsible practices, St. Philomena School can attract and retain a highly qualified faculty. Additionally, St. Philomena School has utilized a part-time development director hired in 2012 to improve development efforts. This has led to increased fundraising activities used to benefit the students. These funds have been used to establish a state-of-the-art science classroom, the Pre-Kindergarten program, add a fence around the school for security, after-school enrichment

programs, and additional iPads. Other fundraising efforts include: an Annual Campaign, SCRIP Program, and the Lee Jenkins Endowment Fund.

St. Philomena School uses the Lee Jenkins Endowment Fund to assist families with tuition assistance. This commitment demonstrates the school's goal to provide a quality Catholic education to as many families as possible. St. Philomena School has developed a five-year strategic plan in alignment with the Archdiocese of Seattle's plan to help with the future viability of the school.

Chapter 4: The Action Plan

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

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

Schoolwide Lists of Significant Accomplishments and Critical Goals

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

1. To implement new SLEs with buy-in from teachers, students, parents, and the community
2. To create and implement a school development plan
3. To infuse Catholic values into all subject areas of the curriculum
4. To implement new religion curriculum standards
5. To implement Common Core Math and ELA
6. To learn and implement research-based instructional methodology to enhance student learning
7. To establish Educational Adjustment Plans
8. To develop of an extensive school club program

Critical Goals (identified by school)

1. The implementation, data tracking and data analysis of the MAP testing
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
3. The implementation of the 2016-2021 five-year plan
4. The continued use of data to improve and evaluate instruction to support student achievement and further drive curricular changes.

5. For all religion teachers to have their Catechetical certification
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 Visiting Committee observed that the school is highly effective in identifying critical goals that are focused on improving student learning. A significant amount of involvement from shareholders was used to identify significant goals. Faculty and staff met to discuss the list of goals created throughout the Self Study process and found consensus on the three selected goals that are outlined in the Action Plan.

The St. Philomena School community is diligent, collaborative, and committed to academic excellence. There has been communication among the staff, parish leadership, and parents to ensure that the needs of the learning community have been identified. The five critical goals and subsequent three Action Plans are the culmination of an extensive Self Study and reflect the consensus of the school community.

The Action Plan aligns with and addresses the school's critical goals in order to support the high achievement of all students. The shareholders have developed realistic goals that will positively impact student learning and achievement of the Student Learning Expectations. We encourage all shareholders to work together to continue building the spirit of collaboration and community that is evident at St. Philomena School.

OPTION A: Modification of a critical goal:

N/A

OPTION B: Critical Goal Identified by the Visiting Committee:

N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

The Visiting Committee observed that St. Philomena School is highly effective in implementing the previous Action Plan. The Plan outlined in this Self Study clearly defines the monitoring processes which include communication to shareholders and the involvement of the shareholders. The goals will be evaluated on the basis of their impact on student learning. The progress of the Action Plan will be closely monitored and these findings will be communicated

to the shareholders through School Commission meetings, weekly newsletters, and the website.

St. Philomena School has a viable and comprehensive plan to achieve their goals. The pastor is very supportive of the school. The dedicated principal, leadership team, faculty, staff, and parents have the ability to accomplish these goals. The Visiting Committee sees no impediments in accomplishing the Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed a very welcoming and Christ-centered environment at St. Philomena School. We thank the school for its hospitality and we truly enjoyed meeting with the shareholders. The students were delightful. Their appreciation of the education they were receiving, both spiritually and academically, and the love of their school was evident.

The parent support is very strong. While meeting with the parents, it was noted that they are thankful for the commitment of the pastor, principal, faculty and staff. They truly appreciate the solid education both spiritually and academically that their children are receiving.

The pastor, principal, faculty, and staff are integral to the development of the school as a community of faith and learning. You are to be commended for creating an environment centered on the Gospel values and focused on the high achievement of all students.

We wish you the best as you move forward with you energetic endeavors in the ministry of Catholic education and are proud to recognize you as our colleagues.