



WCEA *Western Catholic
Educational Association*

IMPROVING STUDENT LEARNING

A Self Study for:

**Assumption-St. Bridget School
6220 32nd Ave. NE
Seattle, WA 98115**

Continuous School Improvement Focused On High Achievement of All Students

2011

Preface

Assumption-St. Bridget (ASB) School is the parish school for both Assumption and St. Bridget parishes. As a Catholic school, we have at the heart of our mission both faith formation and academic excellence. Historically, two hallmarks of our school have been an extraordinary level of commitment from parents and staff and impressive dedication to ongoing improvement. Our work on accreditation has been enhanced by these important priorities. The completion of this self study has been a collaborative effort. With input from students, parents, colleagues, administrators, and other shareholders, the faculty and staff of ASB School have dedicated time and energy to representing our school clearly and honestly in this document. Through this collaboration, we have identified significant accomplishments and areas for future growth, and we have prioritized goals for the immediate future.

As we complete this document, we want to thank Kay Purcell, Assistant Superintendent and WCEA Elementary Commissioner, for her support throughout the process. We look forward to sharing our work with the visiting team, and we are grateful for their willingness to share their expertise with us as we continue to work toward improving learning for all of our students, present and future. We give special thanks to Mr. Steve Stutz, visiting chair team, for his guidance and affirmation through this self-study process.

Self-study Committee Assignments

Assessment of the school's Catholic identity

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Organization for student learning

* Steve Dougherty, Eric Dresbeck, Linda Reid, Christine Cahill, Ashley Salber

Data analysis and action

* Anne Wahlgren, Marty DeLong, Ryan Connell, Lori Mandell, Elisa Wirkala, Jennifer Pelkey

SLEs and standards-based curriculum

*Kathleen Conklin, Mark Dougherty, Chris Eusebio, Mike Szott, Mary Jo Marshall, Betty Wegman

Instructional methodology

* Tia Birmingham, Erin Harvey, Jan Myers, John Bahlman, Mark Hastings, Christa Caballero

Support for student spiritual, personal & academic growth

* Dylan Pouley, Lori Landes, Kathleen Spaulding, Anne Moshier, Robin Hendricks

Resource management and development

* Cecelia Davison, Megan Michalson, Marilu Byrne, Kathryn Almy, Judy Lynn Pouley, Bob Bollard

In-depth study in language arts

* Abby Drake, Beth Peterson, Carolyn Kunz, Christina Gonzales, Kathy Dougherty, Michaela Gill

Leadership team

Kathi Hand, Jeff Pozarski, Jeanette Hurley, Trissa Hodapp

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Faculty and Staff 2011-2012

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Tia Birmingham	Seventh grade	Lori Mandell	Kindergarten
Bob Bollard	Office	Mary Marshall	Fourth grade
Marilu Byrne	Technology	Megan Michalson	Development
Christa Caballero	Second grade	Anne Moshier	Kindergarten
Christine Cahill	Third grade	Jan Myers	Fourth grade
Kathleen Conklin	First grade	Mary Patneau	Administrative
Ryan Connell	Science		assistant
Mary Davidson	Fourth grade	Jennifer Pelkey	Fourth grade
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Kathy Dougherty	First grade	Heidi Pouley	Sixth grade
Mark Dougherty	Fifth grade	Judy Lynn Pouley	Second grade
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Chris Eusebio	Third grade	Ashley Salber	Second grade
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Jennifer Ginder	Sixth grade	Kathleen Spaulding	Drama
Christina Gonzales	Third grade	Laurel Throssell	Library
Kathi Hand	Principal	Anne Wahlgren	First grade
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Mark Hastings	Third grade	John West	Facilities
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CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

In preparation for the self-study process, Assumption-St. Bridget (ASB) School staff members began evaluating the schoolwide learning expectations (SLEs) in February 2010 and completed the new SLEs in September 2010. Throughout the 2010-2011 school year, the staff worked to articulate those SLEs in greater detail. They developed eighth-grade benchmarks for each SLE and began to identify grade-level indicators of progress toward the SLEs. Staff members all received the new accreditation protocol in the spring of 2010 so that they could become familiar with it. The leadership team was formed, and used the timeline provided in the protocol to create a working timeline for the self-study process. The assistant superintendent gave an overview of the accreditation process to the entire staff during the August in-service in 2010. Staff members indicated their three top choices for committees. The leadership team formed committees based on staff interests, areas of expertise, and roles at ASB School. Chairs for each committee were identified. Committees began meeting in October to identify the data and resources that they would need. A timeline was created for data collection, distribution of surveys and questionnaires, discussion questions, and writing drafts. The timeline was adapted as needed throughout the year to meet the goal of having a complete draft of chapter three completed by June 2011.

While parents were not included on committees, they were invited to participate in other ways. All families received the parent survey via email. The principal updated parents about the SLEs and the self-study process through newsletters and at Curriculum Nights and other meetings. A community forum was planned for February 23, 2011. Unfortunately, the meeting had to be cancelled due to snow. With a busy spring calendar, the leadership team decided to combine part of the agenda for the shareholders' meeting with the mandatory registration meetings in the spring. In these meetings, parents reviewed the mission and philosophy statements and gave feedback about the SLEs. Their input reinforced ASB School's existing mission, philosophy, and SLEs. The school community will continue to review these documents as part of the strategic planning process that follows accreditation. Parent feedback from the parent survey and registration meetings was very helpful for committees. The staff of ASB School includes several people who are current parents in the school, alumni of the school, or alum parents. Their long-term perspective on the school was very helpful throughout the self-study process.

Surveys were an important source of information for the self-study process. Teachers, parents, and students were all surveyed. To provide more detailed information for self-study committees, teachers also completed longer questionnaires. Several committees had conversations with the pastors to gather data. Results of each survey were shared with staff members. The results of the parent survey were also posted on the school website. Time was given at faculty meetings for committees to compile the data using the appendix of the protocol or their own method. After groups had time for data analysis and discussion of the prompts, they began writing their drafts. Initial drafts were brought to the entire faculty at meetings to get feedback in the spring of 2011. Revised drafts were then submitted to the leadership team in June.

During the summer of 2011, the leadership team revised and edited the self study with feedback from the visiting-team chair. They especially focused on clarifying the evidence used to support

conclusions and on citing that data throughout the document. Self-study teams then continued to refine their documents during August in-service. Target goals were identified during in-service and shared with the pastors and leadership groups. The leadership team created the action plan and completed the document. After edits, the entire staff signed off on the self-study document.

The main challenges in completing the self study were finding adequate time and interpreting the new protocol. Collecting data and using the discussion questions took more time than originally thought and committees would have benefitted from having more time for editing and revising drafts. Much time was spent analyzing the SLEs and creating benchmarks for the first SLE. Completing that work earlier in the self-study process would have allowed more time to focus on the protocol and analysis of data. The most challenging part of the self study was completing the task to the level desired, while still managing the full-time schedules of teachers and staff.

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.

Assumption-St. Bridget (ASB) School's administrators, faculty, and staff seek to work collaboratively and effectively with all of the school's other shareholders in continuously improving the learning environment and opportunities for students. It is in that spirit that the students, parents, pastors, and faculty and staff of ASB School participated in the accreditation self study beginning in the spring of 2010.

All faculty and staff lent their voice and talent to the self-study process. The leadership team was formed in the spring of 2010. Every person on the staff served on a self-study committee. Two teachers came new to the school in the fall of 2011; while they did not assist in writing the self study, they read the document and had the opportunity to raise questions and contribute their ideas to the final version.

Committees began their work in the fall of 2010 by using the protocol discussion prompts to develop an outline of the information they had to decide what data would need to be collected, and to identify resources that would provide necessary data. Committees interviewed relevant shareholders, developed questionnaires, and formulated questions to be included in the parent, staff, and student surveys. Committees worked on initial drafts through the late fall and winter, primarily using faculty meeting time and in-service days.

As committees wrote their sections of the self study, they received feedback from the leadership team and from the entire staff. Beginning in the spring of 2011, the faculty and staff began reviewing drafts of the self study. Each person received a section of the document, the writing prompts used by the committee, and the visiting team reading criteria. They were then given time to read individually and note feedback and questions on a revision form. Faculty and staff were then divided into groups to discuss each section. Notes from each discussion group as well as the

brief general discussion by the whole faculty that followed group work, were given to the committee to be used for further revision. Each committee submitted a revised draft in June. Also in June, the faculty reviewed and prioritized goals for the improvement of student learning identified in the self study. They revisited those priorities in August 2011. The entire faculty and staff had multiple opportunities to provide their feedback on the self-study document.

Parent input was crucial in gathering data for the self study. Parents responded to an online survey in the fall of 2010. Although the community forum had to be cancelled, parents had the chance to review and give feedback on the school's mission statement, philosophy, and revised SLEs at the annual registration meetings in April 2011. Teachers also completed surveys in the fall of 2010 as well as questionnaires designed to gather specific input for committees in the winter of 2011. Students and the School Commission were surveyed in the spring of 2011.

Prior to beginning the self study, faculty and staff revised the SLEs to make sure that they were relevant and measurable. Working in groups, they used the school's philosophy and mission statement as a foundation for the review. The discussions resulted in the modification of some SLEs and the elimination of others. Work groups submitted their proposed SLEs at the end of the 2009-2010 school year. The following summer, a committee of five teachers and administrators met to look for common themes in the lists. From these, they drafted the revised SLEs, which were reviewed by the entire faculty and staff during the in-service week prior to the 2010-2011 school year. Comments from this review led to a final revision before the principal disseminated the draft to parents for their feedback. The faculty and staff began working on rubrics for measuring student progress toward the SLEs by establishing eighth grade outcomes with the intent of creating benchmarks for each grade level. This work is ongoing.

To keep shareholders involved in ongoing systematic analysis of ASB School's effectiveness, shareholders will be surveyed yearly using modified versions of the accreditation surveys. These surveys will provide data that can be analyzed to determine perceptions of the school's effectiveness in a variety of categories over time. The accreditation findings will also be used in the strategic planning process to develop a new five-year plan. This process includes all the shareholders in the school.

Evidence:

- Committee meeting notes
- Faculty meeting agendas
- Survey results
- School Commission minutes
- Registration meeting presentation
- Principal's communication to families
- Revised draft of SLEs

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

Assumption-St. Bridget (ASB) School is a K-8 school located in the Bryant neighborhood, a residential area in northeast Seattle. It serves students from both Assumption and St. Bridget parishes. Assumption School opened in the fall of 1947 and consisted of grades one through four, with classes held in the church basement. The Sisters of Saint Dominic of the Congregation of St. Thomas Aquinas staffed the school. The characteristics of their charism were a contemplative focus, active apostolate, strong community life, and love of the Church.

By December of 1949, Assumption School opened its new school building with an enrollment of 344 students in grades one through seven. The school continued to grow. In 1968, Assumption Parish was divided, and St. Bridget Parish was established in the Laurelhurst neighborhood. The understanding was that Assumption School would be a co-parish school and serve the families of both parishes. Assumption School became known as Assumption-St. Bridget School on July 1, 1994.

As the school grew, so did the facilities. Eventually the entire block between NE 62nd Street and NE 65th Street was purchased, and an all-purpose hall and gym were constructed in 1974. In 1995, the middle school wing was completed, along with seismic upgrades to the main building. ASB School purchased Mary House, directly across the street from the school's main entrance, in 2000. It provides space for offices, storage, and meetings.

Since the 2005 self study, ASB School administrators have developed more systematic methods for gathering school data. They have put together an ongoing data portfolio, covering student demographics, student achievement, and faculty and staff demographics. The business manager has also created a summary of key enrollment and financial data. Moving forward, the data portfolio will be expanded to include results of annual student, parent and staff surveys, family service hours, staff professional development, and technology. An annual timeline has been established to continuously update these areas so that trends and changes can be measured.

In the 2010-2011 school year, ASB School had two classes of each grade, with enrollment in each grade capped at sixty students. The student enrollment has remained close to the capacity of five-hundred-forty students. In 2010-2011, five hundred forty-five students were enrolled. Of that, two hundred forty-six were female and two hundred fifty-nine were male. The student population consisted of six Hispanic students, seven Asian students, one black student, three Hawaii/Pacific Islander students, twenty-eight multiracial students, and four hundred eighty-nine white students. These numbers reflect the racial makeup of northeast Seattle, which is a primarily white, upper-middle, and upper class area (City.data.com).

During the 2009-2010 school year, fifty-five percent of the students were members of St. Bridget Parish, forty percent were Assumption parish members, and five percent were from out of parish. These percentages indicate a slight change in parish affiliation since the last self study, as Assumption Parish has experienced an increase of families with school-age children.

In three of the past five years, ASB School has not been able to accept all parish students in kindergarten. However, ASB School is experiencing a lower kindergarten enrollment for the 2011-2012 school year. Seattle Public School's change in school assignments and the state of the local economy are possible variables for this downturn in enrollment. Looking at demographic data, school leaders do not see this as a continuing enrollment trend, but they continue to monitor it closely.

Regardless of parish affiliation, parents choose to send their children to ASB School for a variety of reasons. According to results of the 2010 parent survey, parents choose to send their children to ASB School for its academic excellence, Catholic values, and Catholic faith formation. Other considerations include discipline, safe environment, sense of community, and the desire to attend a parish school.

ASB School is a parish school made up of lay administrators, teachers, and staff. No religious order is represented at the school at this time. The faculty and staff at ASB School are dedicated to helping the school fulfill its mission statement and philosophy. The results of the 2010 teacher survey show a commitment to the Catholic faith and Christian values. Included in this are multiple opportunities for personal faith formation and growth. In accordance with the guidelines set forth by the archdiocese, ASB School teachers are working towards catechetical certification.

ASB School faculty and staff seek to learn and implement the most current research on teaching and learning in order to meet the needs of ASB School students. The results of the ASB School teacher survey confirm that the teachers at ASB School not only base their instruction on curriculum standards set forth by the state and archdiocese but also use these standards and formal and informal assessment measures to differentiate instruction. Ongoing professional development is a priority at ASB School. To that end, sixty-eight percent of the faculty holds advanced degrees.

Teachers at ASB School use a variety of formal and informal assessments to measure student progress toward curricular goals and to evaluate academic programs. Students take the *Iowa Tests of Basic Skills* (ITBS) in grades one, two, three, five, six, and eight. This norm-referenced test compares ASB School students' performance to local and national norms. Students in grades four and seven take the *Measurements of Student Performance* (MSP), which is the Washington state assessment. On this test, their performance is measured against an established standard. Historically, ASB School students perform at above-average levels on these assessments.

Most ASB School graduates continue their education at Catholic high schools. Of the graduating class of 2011, 92% of the students attended Catholic high schools, including Bishop Blanchet High School, Seattle Preparatory School, Holy Names Academy, and O'Dea High School. Students not attending Catholic high school typically attend Roosevelt High School, Nathan Hale High School, or a non-Catholic private school. Although ASB School does not formally track the high school performance of its graduates, 82.5% of the parents surveyed felt that their children were well prepared for high school, both academically and emotionally. Communications from the high schools indicate that ASB School graduates excel in academics and extracurricular activities, including leadership and service.

As ASB School begins its sixty-fourth year, it continues to be a school where Catholic values are emphasized and practiced, and its students learn to live their faith. The 2010 parent surveys show that 93% of the parents see a respectful relationship between their students and the faculty and staff of ASB School. The 2011 student survey responses to a similar question show that a majority of students in grades K-8 believe they are respected by both their classmates and teachers. Most importantly, the students, along with their families, teachers, and staff believe that they are important to ASB School.

Evidence:

- 2010 Parent Survey
- 2011 Teacher Survey
- 2011 Student Survey
- ASB School Data Portfolio
- NCEA data collection tool
- City.data.com

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.

The prior accreditation identified many important strengths within the Assumption-St. Bridget (ASB) School community. Since that accreditation, teachers, administrators, pastors, and parents have worked hard to maintain those strengths, which included excellent teachers, strong academic programs, highly-involved parents, a commitment to educating the whole child, strong professional development, and high staff retention. During the past six years, ASB School has used prior accreditation findings to ensure high achievement of all students. In the 2005 self-study document, the school community identified four target goals for school improvement. The Visiting Committee supported the action plan without revision.

Target goal one called for the school staff to develop a process for curriculum review and revision to ensure that a comprehensive curriculum was in place across all grade levels. That curriculum guides the learning of all students. Since the last accreditation, teachers and administrators have developed curriculum outcomes in religion, social studies, science, and math. The language arts curriculum review began as part of the self-study process in 2010-2011, and it will continue in 2011-2012. Like other schools in the Archdiocese of Seattle, ASB School will follow the protocol for doing one in-depth study each year, and that will be the process for curriculum review in the coming years. Another important step in accomplishing target goal one will be to use a consistent format for articulating curriculum by using one format for curriculum mapping. This need is reflected in this self-study document.

Through this curriculum work, teachers have articulated student learning outcomes, identified and eliminated redundancies within the curriculum, and identified outcomes that were not adequately addressed. Clear outcomes support the high achievement of all students by making clear the goals of the instructional program at ASB School.

Target goal two was the differentiation of instruction, both to meet diverse learning needs of students and to create more support for students with special needs. Work toward this goal has directly impacted the high achievement of all students. One important step toward this goal has been professional development for teachers and administrators. Professional development to support differentiation has included *Schools Attuned*, differentiated instruction, personalizing learning, formative assessment, and standards-based instruction in math. These classes and workshops have increased teachers' understanding of students' diverse needs and expanded their repertoire of instructional strategies. Teachers describe their efforts to differentiate instruction on end-of-year reflections, and differentiation is addressed in formal observations as well as classroom walk-throughs by administrators.

ASB School has adopted *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), a reading assessment, in grades kindergarten through four. This has helped teachers identify students whose pre-reading or reading skills are below grade-level benchmarks, so that those students can receive appropriate interventions. Screening tools have also been adopted, including the *Gesell Developmental Observation* (GDO) for incoming kindergartners and *Slingerland® Pre-reading Screening* for incoming first graders.

ASB School has an increasing number of students with special learning needs. Professional development has increased teachers' understanding of those needs and their skills in meeting the needs. In addition, the school hired a full-time reading support teacher to provide reading instruction to some students (especially in grades kindergarten through three) and to support teachers in meeting the needs of students of concern. The reading support teacher, along with the school counselor and administrators, assists teachers in designing appropriate modifications and interventions for students. In addition, the reading support teacher and counselor monitor accommodation plans for students with diagnosed learning needs, in order to facilitate communication among teachers and parents as they support student learning.

Technology has also increased teachers' abilities to meet students' needs. In 2007, ASB School received a grant to purchase SMART Boards and document cameras for eighteen classrooms. This technology, together with the purchase of additional netbooks for student use, has allowed teachers to integrate technology into instruction and to take better advantage of the many technology resources that individualize instruction and provide feedback for students.

Target goal three called for the Schoolwide Learning Expectations (SLEs) to be more fully integrated into the school. The SLEs are visible throughout the school, referenced in instruction, and described on the school website. Teachers and other staff members spend time in staff meetings sharing ways to bring the SLEs to life for students and identifying how they are lived throughout the school. Students have opportunities to reflect on their progress toward the SLEs. In designing tools to measure student progress toward the SLEs, teachers and administrators identified elements of the SLEs that were not measurable. Since the last accreditation, the school

staff has revised the SLEs and has begun work on grade-level benchmarks toward each SLE. This continues to be an area of growth for ASB School so that the SLEs can be more fully used to support student learning, and it is identified as a goal in this self-study document.

Target goal four called for ASB School to prioritize school needs and develop a plan to enhance funding sources so that those needs could be met. This long-term planning is essential for supporting student learning, to make sure that the school is available to parish families in the future and that student learning is supported with appropriate spaces, technology, and other resources. ASB School leaders have worked toward this goal through the strategic planning process. Directed by the School Commission and principal, shareholders came together to share their vision for the future of the school. The School Commission developed a five-year plan to address needs in the areas of curriculum, technology, facilities, attraction and retention of teachers, and relationships among the school and its parishes. This document has provided a roadmap for the past five years. During the spring of 2012, ASB School will begin another strategic planning process which will incorporate the goals from the accreditation findings as well as other strategic goals.

Throughout these past six years, faith formation has also continued to be a focus for the ASB School community in implementing prior accreditation findings. As noted in the self study, teachers have increased instructional time for religion and aligned their curriculum with the archdiocesan curriculum. Schoolwide themes each year help the community focus on core values. Teachers and administrators have used the Catholic identity standards (as articulated by the Western Catholic Educational Association) to evaluate the school and identify areas for improvement. The percentage of teachers participating in catechetical certification has increased. All of these examples support the education of ASB School students in a setting and culture that is clearly Catholic.

The goals from accreditation findings and five-year plan are monitored by the principal and School Commission. The principal shares progress toward these goals with the community through letters to families, presentations to the School Commission and Governance Council, and presentations to parents at annual registration meetings. Staff members work on these goals at staff meetings and share progress toward them with colleagues and administrators. At times other priorities emerge and priorities may have to shift. Strategic planning is a continual process so that the school can respond to changing needs without changing the fundamental direction of the school, as identified by its mission, philosophy, and SLEs.

Evidence:

- Previous self study and *Report of Findings*
- Previous action plan and annual updates
- Annual reports to WCEA Elementary Commissioner
- SLEs and example lessons

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

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

Assumption-St. Bridget (ASB) School is highly effective at infusing the Roman Catholic faith into all aspects of school life, putting into practice the values and ideals expressed in the school’s mission statement and philosophy. These documents accurately reflect the core principles and values of the Catholic faith. The school’s Catholic identity is visible within the school building and integrated into the curriculum at each grade level. Prayer, Masses, retreats and service are other meaningful components that contribute to ASB School’s Catholic identity.

When surveyed, parents consistently pointed to the tone set by the faculty and staff in creating a community rooted in Gospel values. In responding to a survey question about what parents liked best about the school, one parent noted the “emphasis on Catholic values and strengthening Catholic faith formation through scripture, sacraments, and Church,” while another highlighted that the “most Catholic things about the school are not taught, they are lived.” Teachers model Catholic values in their interaction with students and each other. As highly-qualified professionals, they plan lessons that engage students in a variety of ways that expand the knowledge and understanding of the Catholic faith.

Since the previous accreditation in 2005, ASB School has strengthened the faith life and Catholic identity of the school in a variety of ways. Classes plan and prepare liturgies for the school community throughout the year, with special emphasis on feast and holy days. Additionally, once a month, students also attend the daily parish Mass with one or two grades at a time. It is an opportunity for the priest to direct the homilies toward a specific age group. These homilies help students grow in their understanding of Catholic teachings and traditions. Daily Mass also helps students and parishioners connect with one another by celebrating the Eucharist, voicing special intentions in prayer, and worshipping together as one community.

A ministry team was established in 2005 to provide spiritual leadership to the teachers and the school community. The ministry team assists teachers and students in planning liturgies. The team develops themes that are visually present throughout the school, at liturgical celebrations, during faculty retreats, and in the classrooms.

Changes made to increase weekly time spent teaching religion have also strengthened ASB School’s Catholic identity. The increase in time allows more opportunities for classroom discussions whereby students grow in the understanding of Catholicism and deepen their relationship with God. Kindergartners experience a Montessori-based faith formation, *Catechesis of the Good Shepherd*. Based on scripture and liturgical celebrations, it builds understanding of their faith in developmentally appropriate ways. *Steps to Respect* (grades K-8), *Second Step*

(grades K-8), and *Talking about Touching* (grades K-3), help students develop self-awareness, social and communication skills, and effective conflict-resolution skills. These programs support the religion curriculum as they help students build the skills they need to live Gospel values.

Since the prior accreditation, religion textbooks were evaluated to determine their effectiveness. Multiple textbook series were assessed and the *Called to Faith* series was purchased for grades kindergarten through five. Because sixth and seventh grades primarily use the Bible as text, a new series was not adopted. Eighth grade adopted a new textbook series, *Blest Are We*, which increased the focus on church history. These updated materials ensure that students receive authentic Catholic doctrine and theology lessons.

Prayer is central to ASB School and daily prayer is a part of the school routine. Student Council members lead the daily morning announcements and assemblies with prayer. Students pray at various times throughout the day using both memorized and spontaneous prayer. In a student survey conducted in the spring of 2011, a middle-school student responded with a comment, “My faith journey has changed. I feel God is my friend. We pray every morning and at the end of the day. God is a big part of my life.” Faculty meetings and other school meetings begin with prayer. Every Thursday morning staff members have the opportunity to gather for prayer. Results from the Catholic identity survey administered to teachers in the Spring of 2011 indicate “Prayers to Learn and Maintain” for each grade level from the archdiocesan religion curriculum are not taught or reviewed consistently at all grade levels. To align instruction and practice with the Archdiocesan guidelines, teachers must become more intentional about teaching and reviewing appropriate prayers for their grade level. This ensures that students have a repertoire of traditional and nontraditional prayers to use for reflection and growth in their relationship with God.

Another indicator of Catholic identity is the widespread use of signs and sacramentals throughout the school. A display at the entrance of the school reflects the current liturgical season and serves as a welcome to all who enter. Bulletin boards throughout the school often demonstrate student understanding of particular religion lessons, themes from *Steps to Respect* or *Second Step*, or liturgical seasons. Crucifixes and statues of Mary are present in each classroom and in many other areas throughout the school.

All classrooms have prayer spaces with sacramentals and prayers for student use. At this time the prayer areas in each classroom provide a rich visual reminder of the Catholic faith and the students are encouraged to interact with the spaces. The Catholic identity survey revealed that some teachers use their prayer areas to frequently engage students in prayer and reflection, while for others its use is more sporadic. Teachers will create an atmosphere in which the prayer areas are used more actively by students and teachers, both independently and during lessons. Prayers, sacramentals, and colors could change periodically with the curriculum and liturgical seasons, encouraging fuller participation and interaction. A variety of age-appropriate prayers could surround the prayer area as visuals, including those grade-level prayers required by the Archdiocese.

As the primary religion educators of their children, parents partner with teachers to support their children’s faith formation. Teachers communicate the religion curriculum to families through

Curriculum Night presentations, regular newsletters, and emails. Homework assignments create opportunities for parents and children to discuss what is being studied in the classroom. *At Home with Our Faith*, a publication aimed at family spirituality, is sent home monthly in the school's communications packet. Parents are invited to attend school liturgies and other celebrations. Opportunities for adult faith formation in both parishes are advertised to school parents. Families are encouraged to participate in social and service activities in their parishes as well as the school. Parish activities are advertised through the school newsletter.

In the parent survey, 52% of respondents believe the school effectively provides opportunities for them to help their children grow in faith. Forty-one percent agreed that ASB School provides opportunities for parents to grow in their own faith. Teachers, administrators, and pastors continue to look for ways to enhance the faith development of all members of the community.

Religion teachers ensure that the students receive the best religious education by maintaining their qualifications through professional development. They work to become stronger leaders in religious education by staying current and updated with the Church teachings. Teachers and administrators attend the archdiocesan professional development days. All religion teachers are required to complete catechetical certification, and all teachers are encouraged to participate in this program. As of August 2011, of the teachers and support staff who teach religion, 76% are currently enrolled in the catechetical certification process. Currently, two teachers who teach religion have completed the catechetical certification program and five other teachers who do not teach religion have begun the program. Administrators support teachers in this program by communicating information, paying fees, and providing release time. ASB School also allocates funds for other professional development that increases teachers' knowledge and skill in the teaching of religion.

Teachers at ASB School work to ensure the integration of Catholic values and core beliefs across the curriculum. Lessons highlight stewardship, justice, and moral decision-making. For example, kindergartners learn how to care for animals in their science unit, "Animals Two by Two". As first graders celebrate Black History Month, their learning is reinforced with teachings and examples of justice from the stories of Jesus. The fifth graders study the life cycle of salmon and practice stewardship by caring for young salmon through their early stages of life. The seventh graders read a spiritually-based novel, *The Bronze Bow*, to better understand the times in which Jesus lived and to reflect on their own faith. Music teachers prepare students to participate fully in songs and responses at Mass, and students create religious art. The social studies curriculum in the intermediate and middle grades includes exploration of various cultures with different religions, which provides teachers the opportunity to help students compare and contrast these religions with Catholicism.

Students at every grade level put their faith in action through service and stewardship to the school and to the wider community. According to a parent survey in the fall of 2010, 83% indicated that ASB School has a strong service-oriented outreach to the Church and the civic community. Students also noted the emphasis on service in a spring of 2011 survey. Seventy-five percent of middle-school students agreed or strongly agreed with the statement that opportunities are provided for Christian service. At the kindergarten level, students participate in varying classroom projects such as making paper ornaments for the Lake City Food Bank Giving Tree.

The first-grade classes sponsor a cereal drive which benefits the University Food Bank, while second grade raises funds for Whale Tales, an organization that works for environmental conservation. The third graders visit the elderly at Ida Culver House. The fourth graders create and sell “Kards for Kids,” and the funds raised from the sale benefit schools in St. Bridget’s sister parish in Malawai. Once a week, a rotating group of sixth graders volunteers at Northwest Harvest. Weekly, the seventh graders come before school begins to make sandwiches for Francis House. Seventh graders also complete twenty hours of service each year and eighth graders complete thirty hours of service a year. In addition, as local and global needs arise, students work to help by fundraising or otherwise providing aid. In recent years, students have held bake sales, food and clothing drives, and penny drives to raise funds for relief work in New Orleans, Indonesia, Haiti, and Japan.

Survey data from teachers, parents, and students affirms the strength of ASB School’s Catholic identity. Key factors in the strengthening of Catholic identity since the previous accreditation include the development of a ministry team which began at the end of our previous accreditation, updated textbooks, and continued opportunities for service. Data suggest three ways in which Catholic identity can be further strengthened. First, teachers can increase opportunities for prayer in the classroom by enhancing the use of prayer spaces and consistently teaching the prayers outlined in the archdiocesan curriculum. Second, the school can continue to nurture its partnership with parents to enhance the faith development of all members of the community. According to the parent survey conducted in the fall of 2010, only 40 % of parents felt the partnership was more than somewhat effective. Third, the school needs to continue encouraging and supporting all religion teachers in completing catechetical certification. Archdiocese of Seattle policy requires all teachers of religion to complete a three-year catechetical certification program by the sixth year of continuous employment in a Catholic school. According to data supplied by the archdiocese, 76% of the religion teachers and support staff who teach religion are enrolled in the certification process and only two teachers have completed the program.

Significant accomplishments:

- Increased opportunities to attend Mass
- Standardized instructional time for religion according to archdiocesan guidelines.
- Updated textbooks were purchased.
- Provided students many opportunities for service.
- Development of the ministry team.

Goals:

- Increase opportunities for structured prayer in the classroom.
- Nurture the partnership with parents with parents to enhance the faith development of all members of the community.
- Complete catechetical certification for all religion teachers.

Evidence:

- Sacramentals and prayer areas throughout the school
- School routines incorporate prayer throughout the day.

- Records of participation in catechetical certification
- Class schedules allocate appropriate instructional time.
- Records of student service hours
- Staff in-service records
- Liturgy schedule
- All-school and classroom newsletters are posted on the website.
- Communication through Archdiocesan monthly newsletters is provided.
- Curriculum Night handouts are provided to parents.
- Schoolwide religious bulletin boards are displayed.
- Parish events communicated with school through newsletters

B. DEFINING THE SCHOOL'S PURPOSE

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

Assumption-St. Bridget (ASB) School's mission statement reflects the teachings of the Roman Catholic Church in having "the responsibility to proclaim the Good News of Jesus through the education of children in the Catholic tradition." ASB School supports parents as the primary educators of their children and works with them to build a faith community, develop critical-thinking skills, and provide service to others.

During the self-study process, all shareholders were included in information about the self-study protocol and process. Although the community forum was cancelled due to snow, input was gathered from the parent community at the spring registration meetings. The mission and philosophy statements were not changed. Feedback from the shareholders affirmed that the mission, philosophy, and Schoolwide Learning Expectations (SLEs) all reflect the Catholic identity of ASB School. Beginning in January 2012, the School Commission will begin the development of the next five-year plan. The mission and philosophy will be reviewed again as part of that process.

Revision of the SLEs began in the 2009-2010 school year. The staff first analyzed how well the SLEs reflected ASB School's mission and philosophy. They also worked to make the SLEs specific and measurable. Feedback was compiled in April of 2010, and teachers were invited to participate over the summer to synthesize the feedback into a new set of SLEs. Those changes were then brought to the entire faculty for review and input. The revised SLEs were then shared with shareholders, and teachers began aligning lessons with the SLEs.

Throughout the 2010-2011 school year, teachers and staff integrated the SLEs into their teaching in a variety of ways for students. Teachers reflected on how the SLEs were integrated into their lessons. Activities and lessons connected to the SLEs ranged from creating classroom goals, reflections during various religious seasons of the year, critical-thinking skills, to problem-solving as an entire class. SLEs are posted throughout the school, are on the school website, and are discussed in school and class newsletters.

The staff of ASB School is in the process of creating clear ways to assess and report student progress toward the SLEs. The staff created benchmarks at all grade levels for the first SLE. During the 2011-2012 school year, the staff will create benchmarks at all levels for the remaining SLEs. At that point, common rubrics can be created and ways to report student progress will be developed. These tools will help teachers share student progress with parents. In the parent survey, 71.7% of respondents stated that ASB School effectively communicates academic standards and their child's progress toward them. Questions about communicating student progress toward SLEs will be included on future surveys.

In addition to having clear expectations for curriculum, ASB School's administration informs staff members about governing authority expectations in a variety of ways. All staff receive a handbook at the beginning of the year and major changes are discussed. Administration also shares expectations from the Archdiocese of Seattle through emails, faculty meetings, and distribution of flyers and brochures. A copy of the Archdiocese of Seattle *Policies and Procedures Manual* is in the faculty room.

Through analysis of teachers' and shareholders' feedback about the mission, philosophy, and SLEs, it is evident that all three are aligned with each other and reflect the spirit and Catholic identity of ASB School. By continuing to review these guiding documents and integrate them into the daily life of staff and students, ASB School demonstrates its ongoing commitment to teaching the whole child and proclaiming the Good News of Jesus.

Mission Statement

As a Catholic parish school, Assumption-St. Bridget School has the unique responsibility to proclaim the Good News of Jesus through the education of children in the Catholic tradition in a school that strives to be accessible and affordable to all who desire this education. While maintaining high educational standards, the school creates learning opportunities that support parents as the primary educators of their children; builds a faith community; develops ethical and moral thinking; provides service to the entire community; and addresses the ways in which children learn.

Philosophy

We strive to effectively teach the whole child through seeing each child as a unique individual with particular learning strengths, needs and preferences, as well as a powerful personal history. Our goal is to create students who are lifelong learners with a broad worldview and the skills and confidence to be leaders and role models of Catholic teaching.

We commit ourselves to continuous development in our understanding of the learning-assessing-teaching process and in the refinement of our skills as teachers and administrators in implementing best educational practices based upon research, self-assessment, and experience.

We commit ourselves to providing diverse ways in which students can experience themselves as challenged, supported and successful in their present lives; which build the moral, social,

intellectual, and personal skills for productive living and leadership as adults; and which provide the foundation for ethical thinking, self-direction and a commitment to continued personal growth.

Schoolwide Learning Expectations (SLEs)

The faculty and staff, in consultation with the ASB School community, developed the Schoolwide Learning Expectations. These guide decisions to ensure that practices are aligned with the school's mission and philosophy.

Each student of Assumption-St. Bridget School will be a(n):

1. Reflective Person of Faith

- a. Demonstrates understanding of Catholic faith, teachings and traditions
- b. Demonstrates knowledge of scripture and church history
- c. Participates in prayer and liturgical celebrations
- d. Demonstrates a commitment to service and justice

2. Respectful and Contributing Member of Local and Global Community

- a. Demonstrates respect and care for self, others and all of God's creation
- b. Demonstrates an understanding of individual and cultural differences
- c. Acts with integrity and takes responsibility for choices
- d. Resolves conflicts peacefully and respectfully

3. Competent and Confident Learner

- a. Demonstrates a strong foundation in the basic knowledge and skills in all subjects
- b. Uses technology appropriately and responsibly as a tool for learning
- c. Thinks critically and creatively

4. Self-directed Learner

- a. Develops self-awareness of learning style, strengths, and challenges
- b. Takes responsibility for own learning
- c. Uses study skills and time-management strategies
- d. Sets and works toward goals

5. Effective Communicator

- a. Listens purposefully
- b. Speaks articulately
- c. Reads with fluency and comprehension
- d. Writes appropriately for audience and purpose
- e. Works collaboratively

Significant Accomplishments:

- Revised SLEs to be objective and measurable
- Collaborated to establish clear benchmarks for each SLE at the 8th-grade level
- Worked to make SLEs understandable for all ages

- Incorporated the new SLEs into lessons and activities throughout all grades

Goal:

- Complete benchmarks and rubrics for the SLEs, allowing teachers to assess student progress toward the SLEs and communicate that progress clearly to parents.

Evidence:

- Teacher lesson plans cross-referenced to curriculum standards and SLEs.
- School displays of Mission and Philosophy statements and SLEs.
- 8th-grade benchmarks for SLEs & level benchmarks for SLE 1
- Curriculum standards and standards-based assessments.
- Curriculum binders & curriculum maps
- Meeting notes (Leadership Team, registration meetings incorporating stakeholder’s mtg.)
- Principal’s weekly staff bulletin showing focus of staff meetings
- Class newsletters that include references to SLEs

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

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

Student achievement at Assumption-St. Bridget (ASB) School is supported by highly effective teachers and support staff who work to deliver quality instruction. There are two classroom teachers at each grade from kindergarten through eight, and full-time classroom aides in grades kindergarten through four. Since the last accreditation, a reading support teacher and a primary support teacher have added expertise to improve student learning. The reading support teacher works mainly with students in grades kindergarten through five, and provides limited support to middle school students. A student support team made up of classroom teachers, the reading support teacher and school counselor, helps identify students who have special needs and works with parents and teachers to plan for meeting their needs.

ASB School’s administration supports student learning in a variety of ways. First, it works to ensure that the curriculum-development process results in a challenging and relevant curriculum for students. Second, it acts as a resource for teachers, providing instructional guidance as necessary to help teachers deliver quality lessons. Through observations and subsequent feedback to teachers, administrators ensure that quality instruction is available to each student. Observations are both formal (twice in the first year for new teachers and once every three years for experienced teachers) and informal. In observations, students should be able to state the teacher’s learning target and purpose for the lesson. Finally, administrators allocate time for teachers to work collaboratively and they set priorities for staff meetings and schoolwide professional development.

Teachers collaborate regularly, using staff meeting time on several Mondays each month and common planning time during the day. Time for collaboration is organized in several ways. For example, teachers meet as grade-level teams to plan instruction and assessments, and discuss the learning needs of individuals and groups of students. Following the revision of the school's master schedule for the 2009-2010 school year, teachers at each grade level have a minimum of one hour per week of common planning time during the school day. At least once a month, faculty meeting time is dedicated to level meetings; teachers in grades K-2, 3-5, and 6-8 meet to discuss relevant curricular and non-curricular issues. Teachers also meet as professional learning communities (PLCs), and each PLC chooses a focus for its work. Middle-school teachers meet in grade-level teams regularly. Teachers value the planning time, with 74% of teachers agreeing or strongly agreeing with the statement that staff meeting time is used in ways that contribute to student learning.

One of the hallmarks of ASB School is a commitment to professional development, and research in best educational practice affirms the impact of professional development on student achievement. Schoolwide professional development priorities are set by the principal and vice principal. The action plan from the previous self study, research-based best practices, and faculty and staff input are the three main considerations for professional development decisions. Additionally, teachers analyze the results of standardized tests and other assessments to determine areas in which professional development can have an impact student learning. Professional development over the past several years has focused on professional learning communities, differentiated instruction and learning, learning targets, curriculum mapping, standards-based math instruction, and the use of formative and summative assessment. While these professional-development opportunities have helped teachers expand their knowledge and skills, the ASB School faculty have not analyzed the impact of specific professional development initiatives on individual learners and grade-level groups.

ASB School is highly effective in regularly assessing student learning and reporting student progress to the school community. Seventy-seven percent of respondents to the parent survey said they receive frequent feedback about their child's academic progress. At the midpoint of each trimester, progress reports are sent home to communicate student learning to parents and guardians, and report cards are sent home at the end of each trimester. Teachers also communicate academic and social progress to parents and guardians via email, notes sent with students, and/or phone calls. Classroom newsletters are sent out electronically and posted on the school website, communicating to parents the content covered in class, learning expectations, and classroom-specific news and notes. Once a year, students in grades one, two, three, five, six and eight are assessed using the *Iowa Test of Basic Skills*, while students in four and seven grades take Washington state's *Measurements of Student Progress*. Individual results are sent to parents, and a summary of the school's results are published in the principal's regular letter to parents. Additionally, the results are posted on the school website. Classroom teachers hold formal conferences once a year to communicate student progress. Conferences are teacher-led in kindergarten and first grade and student-led in second grade through eighth grade. Additional conferences are held throughout the year as needed based on teacher or parent request.

In seeking to provide a well-rounded education that incorporates the needs of all learners, ASB School offers rich and varied extracurricular opportunities. Enrichment programs such as band,

choir, CYO sports, foreign languages, science club, chess, speech team, fall play, and spring musical allow students to expand their learning beyond the classroom in activities in which they have a desire to participate.

As a two-parish school, the administrative structure of ASB School is unique. The role of canonical administrator rotates every two years between the Assumption Parish pastor and the St. Bridget Parish pastor. The principal meets monthly with both pastors to discuss issues relevant to the school.

ASB School has three advisory bodies: the Governance Council, School Commission, and Parent Board. The pastors are advised by a Governance Council that is made up of four members from each parish. The pastors and the Governance Council support high student achievement by providing input on and approving a budget for the school, hiring the principal, and making sure ASB School is accessible to all parish families. The Governance Council has a key role in making sure that the interests of both parishes are protected in matters relating to the school. For example, the Governance Council has developed an admissions policy that gives equal access to the school for members of both parishes. The council has also worked hard to clarify commitments that parish families must meet in their parishes in order to maintain their eligibility for in-parish tuition and parish priority in admissions. In the 2010-2011 school year, a parent reflection was added to the registration process. Parents use the reflection to describe their parish involvement, and pastors sign off on the reflections. New parish families meet with their pastor to discuss their reflections, as do families whose parish involvement is questioned.

The School Commission supports student achievement in its advisory role to the principal. Members are appointed by the principal and include parents, parishioners, representatives from the Parent Board, and members from each parish's Pastoral Council. The commission assists the principal in creating a budget that supports the mission of ASB School and the high achievement of all students. This includes funding for teacher salaries, professional development, and teacher resources, including textbook replacement and technology updates. The School Commission is committed to working toward competitive salaries and benefits to ASB School's faculty and staff. The commission also advises the principal in developing policies and in strategic planning. The commission leads the development and implementation of the school's five-year plan, and commission members at times serve on task forces that explore topics to be studied in depth.

The Parent Board supports high student achievement in a number of ways. One of their roles is to recruit volunteers for the school. These volunteers run many extra-curricular activities, giving students opportunities to explore diverse interests and develop their talents. Other volunteers assist school staff in ways that help the school function efficiently. The Parent Board also recruits volunteers to assist with fund-raising activities to raise money for the operating budget of the school. In 2010-2011, the Parent Board's budgeted goal was \$291,750 for the operating budget. This financial support allows for enhanced programs. The biggest Parent Board fundraisers are the annual auction and the fall gift wrap sale.

In looking at data extrapolated from surveys of parents, students and the School Commission as well as interviews with the administration, the various advisory bodies support high student achievement at ASB School. The surveys of the School Commission indicated that a strength of

ASB School is the resources made available to students by the advisory bodies. In interviews with the principal and vice principal, each said that the strong support of the advisory bodies is invaluable in supporting student learning. The parent surveys show ASB School supports student achievement by regularly assessing student learning and reporting progress to the school community. Student surveys show that with the resources and support provided by the advisory groups, teachers are highly effective in creating an environment that supports high achievement of all students.

Significant accomplishments:

- Made available a variety of professional development to all faculty and staff
- Communicated assessment of student progress and reporting of student progress to the community
- Made supporting student learning a priority by the Governance Council, School Commission and Parent Association.

Goals:

- Analyze the specific impact of professional development on individual and grade level groups of students at ASB School.

Evidence:

- Annual budget
- School Commission notes
- Governance Council notes
- Parents' Board notes
- Professional development course lists
- Best practices research
- Marketing plan
- Websites
- *Iowa Tests of Basic Skills* score reports
- *Measurements of Student Progress* score reports
- Report cards and progress reports
- Formative assessments
- Summative assessments
- Surveys (parent, staff, School Commission student, teacher)
- Notes from registration meetings in spring 2011 which includes stake holder meeting notes
- Principal "walk through" forms
- Active Parish Membership: Self-Reflection

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

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

Assumption-St. Bridget (ASB) School uses educationally sound practices to collect and examine assessment data. Teachers regularly use a variety of assessment tools, both formative and summative, to measure student learning, plan appropriate instruction, and guide curricular changes. Formative assessment monitors student learning with the explicit intent of providing ongoing feedback that can be used by teachers to inform instruction and by students to identify their learning strengths and challenges. Teachers use a wide variety of formative assessments, from pre- and posttests to exit tickets. In a questionnaire completed in 2011, teachers described examples of how they use data from formative assessments to modify instruction. Second grade teachers use the *Words Their Way* developmental spelling inventory as a pre-assessment in spelling. This assessment is given five times a year, and the results are used to group students and create differentiated learning targets for student groups. In fourth-grade math, teachers use daily assignments to determine if students need small-group instruction on learning targets. Similarly in fifth through eighth grade math, teachers use daily check points or exit tickets to monitor student understanding. In eighth grade algebra, the teacher uses results of pretests to identify student mastery of skills to the skills that need review. In middle-school social studies, a warm-up question gives the teacher feedback about the students' mastery of the previous day's learning target. In these and many other ways, teachers analyze formative assessments to determine whether students have met learning targets.

Screening assessments provide valuable information to teachers as they determine instructional groups. In 2009, kindergarten teachers and the reading support teacher were trained in using and interpreting the *Gesell Developmental Observation* (GDO). The GDO provides the teachers with data about students' cognitive, neuro-motor, and behavioral developmental stages. This data is used to guide decisions about students' readiness for kindergarten. For the first time, teachers used the GDO to screen all incoming kindergartners for the 2011-12 school year. Data from the assessment guides class placement decisions, and it provides teachers with information about developmental strengths and potential challenges. The GDO is new to ASB School, but teachers and administrators have found the data to be helpful to date.

In 2010, first-grade teachers began administering the *Slingerland® Pre-reading Screening* to incoming first graders. This test evaluates the students' auditory, visual, and kinesthetic –motor strengths. The 2011 screening results indicate that 25% of the incoming first graders will benefit from a preventive program of reading instruction. Teachers also use this data to form appropriate instructional groups for reading. By identifying potential reading challenges early, teachers can group students appropriately and design interventions that support the high achievement of all students. This is one of the many ways teachers make efforts to intervene so students will achieve at or above grade level standards.

Assessment data also assists teachers in determining math placement for eighth graders. In eighth grade, students are placed in one of three classes: integrated math, algebra, and intermediate algebra. Their placement is based on performance on an algebra placement exam, the *Iowa Algebra Aptitude Test*. The results of this test, along with teacher recommendations based on observation data, fluency with basic skills, and prior class performance, are used to determine which math class would best serve each student's academic needs.

ASB School faculty members use a variety of summative assessments to assess student learning and drive instructional decisions. Rubrics are often used in conjunction with these assessments. Examples of the summative assessments used by ASB School faculty include:

- Projects
- Chapter and unit tests
- Demonstrations
- Portfolios
- Performance assessments
- Lab reports
- Student reflections

As they do with formative assessments, teachers throughout the grades also use summative assessments to modify instruction. They analyze chapter or unit tests and continue to reteach concepts and skills when students demonstrate a lack of understanding. Some of the ways teachers analyze tests is by looking for a trend in specific errors as a class or as individual students. When data suggests that students need assistance, teachers may also recommend that the students work with the primary support teacher or the reading support teacher for additional instruction as needed. For example, classroom teachers and the reading support teacher analyze DIBELS scores to determine who will need intervention. Second-grade teachers also use summative assessments to facilitate student reflection about what each student has learned or still needs to learn. They pull a small group during math centers to work on both math and other content-area skills where students did not meet academic benchmarks. After analyzing testing data and noticing a trend that many students struggle with an academic standard, the seventh-grade language arts teachers return to the standard and uses that assessment to guide students' instructional activities and the material is retaught in a different way. In eighth-grade science, the teacher analyzes quizzes and final tests to measure growth toward the standard, as well as to measure mastery.

Standardized assessments also provide important data about student learning. Since the last accreditation, ASB School has begun using the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) as a common assessment in kindergarten through fifth grade. DIBELS is a battery of tests that measures student progress in the skills necessary for reading fluency. DIBELS benchmark assessments are given three times a year to grades kindergarten through four. Prior to adopting DIBELS, teachers used a variety of assessments, but the lack of a consistent measure made it difficult to track student progress over the years. Also, some students with reading deficits were not being identified at younger ages, so remediation was much more difficult. DIBELS is also used at the beginning of fifth grade, to identify students who need continued focus on reading fluency. They continue being assessed until they reach grade-level benchmarks.

While teachers administer the DIBELS assessment in the fall, they also use the DIBELS results from the previous spring to determine which students might need additional support immediately. Teachers use the DIBELS Data Entry System online to enter students' scores. The Data Entry System produces charts and graphs that facilitate teachers' analysis of the scores. Teachers analyze the data by noting if students are meeting or below the standards as recommended by DIBELS. DIBELS benchmarks and the students' individual scores are shared with students and their parents.

Classroom teachers and the reading support teacher also use DIBELS data to develop students' goals and to practice strategies for improvement. The data helps teachers match students with books at their appropriate instructional level. Additionally, this information helps direct future instruction; for example, after administering the Oral Reading Fluency section, teachers can provide interventions directed to students in need of extra support in fluency. Reading groups or literature circles can be established based on abilities in fluency, comprehension, and retelling. Also, this data helps to direct daily lesson decisions and learning targets. Teachers can also differentiate reading materials and/or strategies used in other subject areas. DIBELS scores are also one important factor used in deciding which students receive intervention from the reading support teacher.

DIBELS data helps ASB School teachers see the students' overall strengths and weaknesses in all five fundamental skills as stated by the National Reading Panel, and by standards set by the state of Washington and ASB School. While individual teachers have determined strengths and weaknesses for their classes, a formal analysis of schoolwide achievement has not been completed by the entire faculty.

Other standardized assessments provide more summative data about student achievement. The *Iowa Test of Basic Skills* (ITBS) is given in the spring to students in first, second, third, fifth, and sixth grades, while eighth-graders complete the test in the fall. The Washington state assessment, *Measurements of Student Progress* (MSP), is given in the spring to students in fourth and seventh grades. The MSP battery covers math, reading and writing. Whereas the ITBS is norm-referenced and measures students' progress against their peers, MSP is criterion-referenced and measures student progress against a set of learning standards. The administration communicates the ITBS and MSP averages by grade level to parents and other shareholders through the weekly newsletter and on the school's website. Parents receive a detailed summary of their child's results, usually included with the final report card. Results on these assessments are used to identify areas of relative strengths and weaknesses for these the individual student and class, leading to possible changes by teachers in grade-level curriculum and/or instructional strategies and materials.

Since both the ITBS and MSP are given at the end of the school year, teachers often use that data to make decisions about their instruction and sometimes use it to modify instruction for a specific cohort of students. Teachers have also used scores to focus on a particular benchmark. During the 2009-2010 school year, the second-grade team analyzed their students' first-grade math ITBS scores. They saw a trend of low problem-solving scores in multi-step story problems, and they set a goal to increase student proficiency in solving multi-step story problems. This was the focus of their professional learning communities (PLC) time. Teachers developed a multi-

step story problem assessment and gave it to the students in the fall, winter, and spring. Students demonstrated growth in their ability to solve multi-step problems. In fourth grade, teachers use the data from the MSP to evaluate and adjust their curriculum and instruction as necessary. For example, after the teachers analyzed the data from the 2007-08 WASL, they determined a need to focus more on organizational content and style in writing during the 2008-09 school year. Teachers focused on that more in their curriculum and instruction and established a more intentional teaching of the *6+1 Trait® Writing* process. The sixth- and seventh-grade teachers also analyze MSP data and pinpoint specific areas for improvement in math instruction. Eighth-grade teachers analyze MSP results to support students in the areas where they may have difficulties in order to prepare them for high school.

Since the last self study, ASB School has begun using the ASB School Standardized Test Data Tracking form to record scores from the ITBS and MSP. ASB School began to subscribe to the Interactive Results Manager in 2009, a tool that assists teachers and administrators in disaggregating ITBS data. While these tools make it easier to identify trends in scores for individual students and groups of students, its usefulness in analyzing trends is limited because it only provides two years of data. Nevertheless, teachers spend time reviewing assessment data individually and in grade-level teams. Some faculty meeting time is spent on this process. Although teachers have access to test results, the responses to the teacher questionnaire indicate that use of this data to drive instruction has been inconsistent. ASB School could benefit from a formal system for disaggregating and analyzing information. Teachers could benefit from establishing more systematic procedures for disaggregating and analyzing assessment data. As more years of assessment data become available, teachers will be able to better identify trends. This would enable ASB School to clearly identify students' learning needs and to better provide for the high achievement of all students. The administration communicates ITBS and MSP data to parents and other stakeholder through the weekly newsletter and on the school website.

ASB School has used analysis of standardized assessment data to drive curricular change. During the 2007-08 school year, ASB School focused on improving student performance in mathematics based on both the change in state and national math standards and the fact that several grades had ITBS scores that showed math as a low area for a high number of students. For example, the average National Percentile Rank (NPR) for math computation for sixth grade in 2006-07 was the fifty-eighth percentile. A math committee was formed to provide leadership in revising the curriculum and evaluating textbooks. A new math curriculum was adopted in grades K-5. Furthermore, the teachers participated in professional development for math curriculum mapping. Another example is the hiring of a reading support teacher during the 2008-09 school year. The decision to create this position came after completing an analysis of the student body, which showed a significant number of students with academic or learning concerns. The school developed a goal that all students would be reading at or above grade-level benchmarks by the end of second grade. Therefore, hiring a reading support teacher should help the school either achieve the goal or have interventions in place to help all students achieve grade-level benchmarks.

While ASB School does not have a formal system for identifying students within the top and bottom 25% of their class, teachers informally identify high-achieving students and students in need of support. To support students in both the top and bottom quartiles, ASB School has both a

reading and a primary support teacher on staff, classroom aides in kindergarten through fifth grade, and parent helpers who work in the classrooms, as well as three math classes in grades five and eight. In first grade, the reading support teacher assists with students in the top quartile by providing enrichment activities. The reading support teacher works with students in need of intervention instruction in the kindergarten through fourth grade. The reading support teacher works with classroom teachers to identify and track students who are in need of help in specific areas, both behavioral and academic. The primary support teacher works in the kindergarten through third grade classrooms providing both enrichment and intervention instruction in all subject areas as needed and helps teachers prepare and/or administer specific lessons and projects. Classroom aides provide additional help and one-on-one support for students as needed, as well as support to the classroom teacher. The middle school supports students by providing them the opportunity to ask for help through three daily study-hall periods, offered Monday through Friday. The eighth-grade math classes are ability grouped, both to prepare the bottom quartile for skills needed in high school and to continue to challenge the top quartile. As reported in the student survey, 85% of middle school students agree or strongly agree that they feel successful while 50% agree or strongly agree that their school work is challenging. Although ASB School has many ways in which it supports students, it could develop a more systematic method for identifying, tracking, and supporting students who perform in the top and bottom quartile.

ASB School has significant resources in place to assist students who are not at grade level. Teachers regularly provide extra help outside and during school hours with one-on-one assistance as well as keeping in close contact with parents, tutors and specialists working with those students. For example, first grade teachers provide intervention in reading using Slingerland® Approach for those not at grade level. In primary and intermediate grades, kindergarten to fifth grade, the DIBELS test is administered and tracked using DIBELS Data Entry System to help teachers identify those students who are below grade level in reading. Based on the strategies listed, the teacher decides what will best help each student. In the middle school, teachers may utilize outside resources to best assist students with specific accommodation plans. For example, students who qualify for services participate in programs offered through the Seattle Public Schools and other agencies.

Administration also analyzes other data to evaluate the impact on instruction. Since the last accreditation, ASB School has had a stable enrollment with full or nearly full classes in each grade level. While not necessarily indicative of a trend, the kindergarten class in 2011-12 school year has a significantly lower enrollment than past years. While too early to tell, the loss of the tuition for 16 additional students could impact the resources available to students. Annually, the principal shares the school's financial data with all families and shareholders in mandatory registration meetings. An analysis of the financial data every spring ensures that the school has the resources necessary to provide quality education.

The faculty at ASB School effectively uses formative and summative assessments to guide instruction and to make curricular decisions. This data is used to make decisions in support of students at the top and bottom quartile on a classroom and schoolwide level. Assessment data also influences decisions about schoolwide professional development and curriculum changes. While the school has a solid foundation in assessment practice to promote student learning, ASB

School would benefit from greater emphasis on analyzing assessment data in order to promote school improvement and ensure all students are achieving at their highest level.

Accomplishments:

- Used formative assessments based on learning targets.
- Used data from DIBELS to track student achievement and to provide appropriate interventions.
- Identified trends in data to differentiate on a classroom level.

Goals:

- Disaggregate and analyze student achievement data in systematic and strategic ways, so that it can be used to support high achievement of all students.

Evidence:

- Completed teacher questionnaires
- Examples of formative assessments
- Examples of summative assessments
- Teachers' lesson plans and notes about differentiated instruction based on assessment results
- Reading support teacher plans
- Primary support teacher plans
- Examples of leveled groups
- Curriculum maps
- ITBS, MSP, and DIBELS scores
- Slingerland® Pre-reading Screening
- *Gesell Developmental Observation (GDO)*

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

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

Assumption-St. Bridget (ASB) School faculty is highly effective at developing, evaluating, and revising curriculum standards based on Washington state standards (Seattle Archdiocesan standards for religion curriculum) to ensure a continuum of learning for all students. The goal has been to create a continuum of learning for students that is comprehensive and allows for differentiation for all learners so that they make acceptable progress. Teachers at ASB School define acceptable progress as students demonstrating understanding and application of curriculum standards. This is done through standardized tests, summative assessments, rubrics, projects, end-of-chapter tests, student self-evaluation, teacher-student interviews, and informal observations. Responses to the 2011 teacher questionnaire indicate that 100 percent of the grades have curriculum maps for reading, language arts, and math. Seventy-eight percent of the grades have religion and social studies curriculum maps. Throughout the school year, adjustments and modifications are made to the curriculum maps to accommodate student needs with the knowledge that curriculum standards are still achievable. Curriculum standards for language arts, religion, and science were developed before the last self study; however, the faculty evaluates and adjusts the curriculum to fit the needs of its current learners. They will be reevaluated in upcoming self-studies. The faculty has been reviewing the language arts curriculum and will use state curriculum standards to ensure continuity across grade levels (see language arts in-depth study).

Professional development is a priority for the administrators, teachers, and staff of ASB School. By continuing to educate the faculty and staff on learning styles, curriculum options, best teaching practices, and the social and emotional needs of children, ASB School develops and maintains curriculum standards that are challenging, comprehensive, and relevant to all students. ASB School staff members regularly attend workshops, take classes, and work in professional learning communities to enhance knowledge and practice of core subject areas. Examples include training in the Slingerland ® Approach to Language Arts in the primary grades, the Slingerland ® Pre-Reading Screening, Schools Attuned, the Gesell Developmental Observation (GDO), and instruction and implementation of learning targets. A professional math instructor has spent time working with the staff to develop standards-based math instruction and curriculum maps. She has also provided grade-level coaching and offered workshops throughout the year. This commitment to professional development results in the modification and improvement of teaching to the standards at ASB School.

Standardized assessments used at ASB School include the *Iowa Tests of Basic Skills (ITBS)*, *Measurements of Student Progress (MSP)*; formerly *Washington Assessment of Student Learning*), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Teachers continue to learn how to interpret and use test data through professional development, and faculty meeting time is used to review student scores and look for trends. By looking at trends of successes and areas for improvement, teachers are able to plan instruction that targets student needs and challenges students of varied abilities.

ASB School has used Schoolwide Learning Expectations (SLEs) to guide instruction and assessment for many years. During the 2009-2010 and 2010-2011 school years, the faculty and staff spent time modifying the SLEs. Revisions were made in to have more measurable SLEs. The revised SLEs are posted throughout the school and are reflected in the student work that is displayed. Students are taught the SLEs in age-appropriate ways in each class and subject area. Staff members worked last year to develop benchmarks for student achievement of the SLEs, with the goal of developing grade-level indicators for each SLE as well. When these tools are completed, students, teachers, and parents will be able to measure student progress toward the SLEs more clearly. These benchmarks and assessment tools will be developed for ASB School.

Multiple assessments are used to measure progress toward curriculum standards. The faculty uses informal and formal assessments across subject areas and grade levels to measure progress for all students. Informal assessments include journals, observations, class discussions, and entry and exit slips. Formal assessments include pre- and posttests, lab reports, formal written and oral reports. Both formative and summative assessments are used to guide instruction in the classroom. Standardized tests such as DIBELS, ITBS, and MSP are used across grade levels to better understand student performance and learning. Teachers and administrators look at test data to better understand trends for individuals, specific groups of students, and the student body as a whole. Trends are examined at a schoolwide level during faculty meetings. At grade level and cross-grade-level meetings, teachers examined trends specific to the students taught at each level. The faculty has used ITBS and MSP data to help identify which areas of the curriculum are strong and which areas may need greater emphasis to ensure success for all students. For example, in first grade, spelling scores on the ITBS were high, but in eighth grade spelling was an area of concern. While first graders struggled with math computation, these scores were improved in the upper grades. This examination of data allows ASB School faculty to better understand, plan for, and incorporate learning experiences that will target the needs of students across grade levels.

Teachers have identified students who struggle to meet curriculum standards. Classroom teachers use both formal and informal assessments to identify the areas of concern for these students. Teachers work to provide modifications, accommodations, and interventions. Classroom teachers work in partnership with parents, the reading support teacher, and/or the counselor to ensure that what a student needs to be successful has been put into place. If further evaluation or assistance is needed and cannot be provided by ASB School staff, the teacher and/or student support team makes recommendations to the parents. They also assist in finding resources that best address the student's needs.

Faculty and staff at ASB School have worked to identify students needing support for many years. Since the last self study, the system for identifying and providing intervention to these students was refined to ensure that all students have the opportunities and support needed to be successful. ASB School's student support team, made up of the principal, vice-principal, classroom teachers, reading support teacher, and school counselor worked to develop a more comprehensive system, focusing on the academic, social, emotional, and physical needs of individual students. There are levels to indicate the degree to which the student needs support, and teachers can use a student reflection developed by the student support team in to determine a student's level of need.

Teachers receive information about students' needs that have an accommodation plan or that teachers had identified s, as well as interventions that were successful or not successful from previous teachers. Teachers work with the parents, students, and the reading support teacher, counselor, or outside tutors as needed. If a student is formally diagnosed as having a learning disability, an accommodation plan is developed. The accommodation and intervention plan includes the support provided at school as well as what may be needed outside the school to ensure success. Plans are evaluated and modified at particular points throughout the school year based on a timeline developed by the student support team.

This system of identification began in the 2009-2010 school year. It has three levels of identification based on the areas of reading, writing, math, content subjects, self-management, organization, self-advocacy, speech and social development. Students at level one independently and consistently perform at grade level in most areas. Level two students perform at grade level in one or more area some of the time or with assistance. Level three students perform at grade level inconsistently or with much assistance. As of the 2010-2011 school year, about 11% of the student population were identified as level two and 17% were identified as level three.

While these levels have been helpful, the definitions need to be refined. Further analysis will lead to more fully developed interventions and accommodations for students. Of the identified level two and three students, one student received formal assistance from Seattle Public Schools at the beginning of the 2010 school year. According to teacher interviews and information from the student support team, thirty families are seeking outside services for these level two and three children, including tutoring and speech and language therapy. ASB School staff will continue to gather and analyze data to better identify the individual needs of each student of concern, as well as identify trends across grade levels.

The majority of students who had academic concerns were struggling with language arts. Currently, ASB School staff is able to offer small-group support for students who have difficulty with language arts in grades kindergarten through three. Dynamic reading groups are offered across grade levels to meet student needs. Outside tutoring and language services are encouraged when needed. According to teacher reflections, math was the second largest area of academic concern for these struggling students. The primary support teacher offers math intervention when needed. In eighth grade, students are placed in one of three math classes based on academic performance, placement tests, and teacher recommendation. Teachers provide outside resources to parents when necessary. During the 2010-2011 school year, ASB School adopted a new math curriculum. The staff also began to look at standardized test scores more closely. Both the new

curriculum and analysis of the standardized test scores will contribute to being able to better meet the needs of all students, including those identified as students of concern.

For students who struggle with behavioral, social or emotional needs, family, or medical issues, counseling support is provided to both small groups and individuals based on teacher and parent recommendations. The classroom teacher makes modifications, interventions, and accommodations for individuals as necessary. Seattle Public Schools offers specific interventions to students who qualify. Students who need these resources are able to leave during the school day to receive the intervention and support offered, as determined by parents, teachers, and administration.

It is the classroom teacher's responsibility to monitor each student's progress toward the curriculum standards and SLEs, as well as report concerns to the student support team. Plans are adjusted based on the progress of each student. This can include adding new modifications, increasing or decreasing interventions that are provided, and moving students off a plan when it is appropriate to do so. For students who are working with learning disabilities, this also includes planning instruction that will help them work to their full potential.

Reporting of acceptable progress toward curriculum standards is essential. According to the most recent parent survey, 77% of respondents felt that teachers provided frequent feedback to students and parents concerning academic progress. Additionally, 71% of respondents believed that ASB School effectively communicates academic standards and their student's progress toward them. As the new SLEs are implemented, reporting on student progress needs to reflect these new SLEs. Concurrently, completing curriculum maps based on the new state standards leads to a necessary revision of report cards, progress reports, and informal reporting to ensure accurate reflection of the current standards.

The ASB School administration, teachers, and parents are committed to helping all students meet the school standards; it is also important to meet the needs of the high-achieving students in the school. Maintaining a challenging curriculum is a priority for ASB School. In the primary grades, students are placed in dynamic reading groups to provide reading material appropriate to each level. Student-directed learning across grade levels allows students to work at levels appropriate to their needs. These include the third-grade long-range study, fourth-grade Native American museum, fifth-grade national park reports, and middle-school science fair projects.

Students are offered multiple opportunities to demonstrate achievement outside of the core subjects. Music and drama are part of the school curriculum, and band, drama, and choir are offered as extracurricular activities. Science club is offered after school as an opportunity to increase student learning. Art is an academic subject in the middle school, and an after-school enrichment opportunity in the primary and intermediate grades. In the middle school, activities such as math team and speech team provide students with academic challenges and competitive practice. Students in kindergarten through grade five go to the library each week. Middle school do not have a scheduled library time, but do check out books before school, during lunch recess, and after school. Students are given the opportunity to participate in a marathon through the physical education curriculum.

In analyzing the data, it is apparent that ASB School offers a challenging, comprehensive curriculum that meets the needs of many of its learners. Students are offered multiple opportunities to participate in activities specific to their interests, as well as develop into well-rounded individuals. There is a contingent of students that struggle at ASB School. While ASB School staff provides support to these students, the data shows a need for continued revision of the student-support process. Also, as new SLEs have been adopted, further revision of assessment and reporting of progress will be necessary.

Significant Accomplishments:

- Revised the SLEs so that they are clear and measurable for students.
- Aligned the social studies and math curricula to current Washington state standards and created curriculum maps in both of these subjects.
- Developed a system for identifying students with social, emotional, and academic concerns. The faculty develops, implements, and monitors plans for these students.
- Ensured that all students received the services and educational practices that helped them be successful.
- Broadened repertoire of assessment tools, including but not limited to: DIBELS, MSP, ITBS, *Gesell*, and the *Slingerland*® *Pre-Reading Screening*.

Goals:

- Develop appropriate tools to measure student progress toward the SLEs and to better educate the students about the meaning and relevance of the SLEs.
- Increase standards-based reporting of acceptable progress to students, parents, and shareholders, including progress toward the SLEs.
- Refine the system for identifying students of concern to make it more useful for teachers.

Evidence:

- Curriculum maps for math at each grade level.
- Student work and explanation of how the work meets particular Schoolwide Learning Expectations
- Use of ITBS, MSP, and DIBELS data to drive instruction
- Formative assessment including rubrics, student reflection, mid-chapter/unit examinations, projects
- Summative assessments including tests, essays, projects
- Discussion of SLEs in classrooms with students, including specific targets for lessons
- Student accommodation plans and their revisions, including timeline for monitoring accommodation plans developed by the student support team
- Support including one-on-one or small-group instruction
- Faculty meeting notes and accreditation committee notes
- Teacher lesson plans and classroom newsletters
- Schoolwide communication including the weekly newsletter and principal's letter
- Progress reports and report cards
- Teacher/parent/school communication

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

The staff at Assumption-St. Bridget (ASB) School is highly effective in applying research-based instructional techniques to improve student learning. This research extends to the effective application of a variety of assessment tools used to modify instruction and curriculum to help students achieve the SLEs and curriculum standards. The successful integration of technology and Catholic values throughout the curriculum has ensured the effectiveness of classroom instruction and student achievement, and produces a well-rounded individual upon graduation.

Across the K-8 curriculum, lessons are designed and developed to embrace Catholic values. They are integrated throughout curriculum in a number of ways: prayer experiences on schoolwide and classroom levels, opportunities for service and participating in stewardship, and the integration of Catholic values in any subject within daily lessons as content allows. Ethical choices are continually being presented to students across all grade levels and in various situations. Examples of this can be seen in literature classes when students are analyzing a character's choice in a novel, or in social studies class as they learn about the ethical (or unethical) choices made by leaders, to the simplest of daily decisions. The teacher survey shows that along with the instruction on ethical decision-making skills, the principles of Catholic Social Teachings are also taught and put into practice throughout the grade levels. Students learn and practice how to treat each other with respect and dignity through programs and curricula, such as the new *Call to Faith* series in K-5, the *Second Step* and *Steps to Respect* programs. Physical education classes also incorporate these principles and philosophies on a daily basis through noncompetitive games that foster teamwork and sportsmanship rather than winning. These values are further extended to non-school sponsored extracurricular activities such as Catholic Youth Organization athletics, Scouts, Campfire Girls and after-school clubs. Sportsmanship, dignity for others, responsibility, and accountability are key components of these programs. Students in fifth through eighth grades also get the opportunity to explore Catholic values on a personal level through camp and retreat experiences, focusing on each student as a vital part of the ASB School community and emphasizing the respectful and Christian atmosphere and community that helps all students learn.

The expectations of the governing authority regarding teaching and learning are well defined and met at ASB School. Teachers are directed to meet teaching and learning standards and improve student learning as stated through contracts, state-standard expectations, and expectations of the Archdiocese of Seattle. Support is given through in-service and staff meeting time to understand the workings of curriculum mapping, creating the initial maps, and revising them. According to the staff survey, 88% of teachers agree that ASB School provides information and financial support for professional development opportunities that support student learning. In order to guarantee student success on standards, staff is encouraged throughout the year to revisit maps,

complete diary mapping at regular intervals, and make adjustments as needed. Student progress toward standards is communicated to parents with mid-term progress reports and report cards each trimester.

ASB School staff members have participated in many types of professional development to ensure that the needs of all students are being met. Some of the ways that the staff engages in research based development include, but are not limited to:

- Slingerland® Training
- DIBELS Training
- Professional Certification
- RIC(*Reading Inventory for the Classroom*)
- *Schools Attuned*
- *Gesell Institute of Human Development*
- Multiple intelligences
- Differentiated instruction

The staff also participates in staff development about instructional methodologies to help ensure that the needs of all students are met. These have included:

- writing daily learning targets and identifying the progression of learning, based on research by Robert Marzano and Rick Stiggins
- differentiating instruction and standards-based instruction
- working in Professional Learning Communities (PLCs) so that small groups can work on a particular focus area to strengthen student learning. Some examples of this work have been revising report cards to more accurately reflect curriculum standards; creating rubrics in math and science that can be used across grade levels to guarantee equitable and viable content for all students. These meetings have been documented, with results shared and reflected upon each year.

Curriculum mapping in math has been completed in K-8 and is continuing in other curriculum areas. The math curriculum maps have given teachers insight on standards between grades, and on how they align with the state. These maps direct students to achieve mastery of grade-level content. One goal of ASB School staff is to have curriculum maps for all subject areas K-8 by the next accreditation. This could be completed as part of the in-depth study each year.

The SLEs were rewritten at the end of the 2010 school year and revised over the summer. ASB School is in the process of having staff, faculty, and students become familiar with the changes through posters in every classroom and by showing student work throughout the school that exemplifies the SLEs. Benchmarks for eighth graders have been completed for all SLEs, and the staff is in the process of creating benchmarks at all levels for the rest of the SLEs. The next step will include developing rubrics and assessments to measure the SLE, and reporting progress toward the SLEs more clearly in the report card.

A schedule for teacher observation and evaluation is in place at ASB School. Teachers who are new to the school are evaluated twice in their first year by an administrator. Other staff members are formally observed at least every three years, as required by archdiocesan policy. Peer observations are encouraged as a tool for teacher sharing and reflection. Faculty and staff

complete a professional goal sheet as well as a personal self-reflection to encourage personal and professional growth. Observation checklists were revised to include information about daily learning targets.

Teachers at ASB School have been highly effective in the development and use of a wide variety of formative and summative assessments that are used to direct and evaluate instructional and learning processes. The teacher survey shows that formative assessments are used throughout the grades. These include but are not limited to: student journals, observations, pre-test, post-test, discussion groups, daily worksheets, rubrics, group projects, classroom participation, discussions and/or activities. Formative and summative assessments are also encouraged as a tool to shape curriculum mapping to make the same learning accessible to all students. In-service support has been given by both ASB School and the Archdiocese of Seattle such as Backwards Design class sponsored by the Archdiocese, “Personalizing Student Learning” teaching how to create assessments and assess their effectiveness. Students perform and demonstrate their individual understanding of the concept or standard being taught during each lesson through various avenues which could include projects, discussion, or written or oral articulation of the day’s learning target and goal for the day or lesson. The teacher will then monitor and adjust lessons to meet the needs of the students and ensure progression toward meeting the given learning target. The “Classroom Walk-Through” observation forms reflect the expectation of the implementation of the learning targets into the classroom by listing areas to record the target’s presence and student responses to questions about what they are learning. These targets help students know what is expected from them by the end of the learning and direct their focus to information or tasks that are being presented. The student survey reflects that the majority of students agree that teachers set high standards for them and that they know what is expected of them.

Standardized tests such as the MSP, ITBS, text-based assessments, and end of the chapter and unit tests are used by teachers as summative assessments for their students’ learning. In addition, teachers assess class presentations, final projects and activities, and written reports to monitor student achievement in a particular curricular area. Time is given during staff meetings to analyze information from previous ITBS and WASL (MSP) scores to adjust or enhance areas of the curriculum where a more targeted focus of instruction is needed. An example of this analysis would be in math computation skills. The overall school scores were lower than anticipated. As a staff, results were discussed and strategies to improve were identified and implemented.

Not only is a technology class taught at each grade level, it is also integrated throughout the curriculum to aid in student achievement in a variety of ways. Due to a grant in 2007, SMART Boards and document cameras were introduced into the classrooms in the fall of 2007. This technology has proved to be a powerful tool to speak to different learning strengths through visual, interactive, and auditory experiences. The few netbooks that were available were used consistently. To help make access to technology more equitable, netbooks were purchased and are accessible to all grade levels. The purchase of additional netbooks during the 2010-2011 school year have put other learning tools in students’ hands much more readily by tripling the number of netbooks that are available to students. This technology helps to address the many needs of the diverse learning population. An average of 76% of students in grades 6 through 8 reflected in the student survey that they could use technology well within different subject areas. Tools such as online quiz makers, style guides, and interactive science labs through FOSS web

learning help struggling students experience learning in a different way and challenge the high achieving student to go to the next level. The school bought a license for *Criterion Online Writing Evaluation Service* for the 2010-2011 school year. Students used the online program to organize ideas and get feedback on their drafts. The program analyzes students' writing for common grammar and spelling errors, but also gives suggestions for content as well. Teachers were able to see feedback that was given to students and the number of times a student submitted any piece of writing for feedback. Teachers could then focus on other traits of writing and identify topics for lessons and small group work. The program allows the teacher to create prompts and choose the level of scoring rubric used to evaluate the students' writing. Integration of this program in grades six through eight was varied as it was the first year of the program. Student surveys show varying degrees of satisfaction with the tool. The most helpful component for the three grades was the aid in making corrections for conventions. Seventh graders found the tool most helpful. This was in large part due to the high use of the program by the teachers and the comfort level gained by the students as they used the tool. *Criterion* allows for easy differentiation for students at the appropriate level.

In analyzing the information from teacher surveys and from math curriculum-map work, teachers at ASB School feel that in order to ensure the high achievement of all students, they will need to complete curriculum maps for all subjects. Additionally, teachers will establish rubrics to facilitate the students' mastery of the SLEs in order to create well-rounded individuals upon graduation.

ASB School has been highly effective in applying research-based knowledge about learning and instructional techniques to improve learning for their students; it is a common focus at staff meetings. Through the effective application of a variety of assessment tools used to modify instruction and curriculum, teachers help students achieve the SLEs and curriculum standards. The successful integration of technology and Catholic values throughout the curriculum has ensured the effectiveness of classroom instruction and student achievement and produces a well-rounded individual upon graduation.

Accomplishments:

- Completed math curriculum maps in 2009 in grades K-8.
- Increased the number of netbooks so that availability is more equitable
- Revised SLEs and identified eighth-grade benchmarks
- Implemented daily learning targets

Goals:

- Create rubrics to measure progress toward SLEs.
- Complete curriculum maps for all grade levels in all subjects.

Evidence:

- SLE posters displayed throughout the school
- Lessons are being designed to meet a specific SLE.

- Textbooks
- Lessons plans
- Learning targets displayed during lessons
- Formative and summative assessments
- Grade-level standards (Archdiocese /State)
- Clubs, After-school activities and groups
- CYO behavior contract
- *Steps to Respect, Second Step*
- Math differentiation, standards based assessment, and curriculum mapping workshops
- Professional development workshops: *Schools Attuned*, *Slingerland®*, Catechetical Certification, *Gesell Institute* (located in end of year teacher professional reflections packet)
- Brain research summer reading
- End-of-year reflections
- *Criterion*
- Math curriculum mapping & standards based reporting (5th grade)
- In-depth studies (SS in 2005, LA in 2011)
- Technology
- Federal funds for Staff Development (evidence available via the office)

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

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

The administration and staff of Assumption-St. Bridget (ASB) School are dedicated to supporting all students in achieving the highest levels of faith-formation and personal and academic growth. Students achieve at their highest levels through a variety of curricular and extra-curricular activities and opportunities. These activities and opportunities are provided to the students through a collaborative effort between the parent community and the administration and staff. These opportunities create a diverse learning environment and curriculum at ASB School that, in turn, makes ASB School highly effective at ensuring the spiritual, personal and academic growth of its students.

ASB School supports the spiritual growth of students and staff in various ways, as exemplified through:

- Morning prayer over the intercom and prayer in classrooms
- Planning and participation in liturgies and prayer services
- Religion classes and integration of Catholic values into all subjects
- Service opportunities throughout the year
- Retreats

- Reconciliation during Lent

In addition, in 2005 ASB School established a ministry team to help strengthen and enhance the Catholic identity of the school. The primary role of this team is to provide overall support and a commitment to the ongoing spiritual growth of students, staff and parish relationships. They assist in displaying bulletin boards and other visible reminders of the school's Catholic identity and commitment to spiritual growth. Pastors support the spiritual growth of students by presiding at liturgies and coming in to speak to religion classes when they are invited. While the relationship between the school and parishes is present, according to the parent survey in fall 2010, only 40% of parents felt ASB School was providing opportunities for parents to grow in their own faith. Based on this data, ASB School can provide further outreach in this area.

ASB School supports personal growth of students in the classroom and all school programs. Within the classroom, teachers help students understand their own learning strengths, using frameworks for understanding differences that include *Schools Attuned*, multiple intelligences, and learning styles. The curriculum includes *Second Step*, *Steps to Respect*, and *Talking about Touching*, which provide students with interpersonal skills, including assertiveness, problem-solving, conflict resolution, and personal safety. These and other programs are used to address bullying issues and Internet safety. The school counselor (.8 FTE) assists teachers in implementing these programs and in addressing concerns that arise. She also teaches students at all grade levels with a guidance curriculum that includes teaching empathy, emotion management, impulse control, effective communication, decision-making, problem-solving and friendship skills. The school counselor is available as a resource for parents and staff, as well as for students. ASB School complies with all Safe Environment policies of the Archdiocese of Seattle, including the training requirements for students, staff, and volunteers.

ASB School provides academic support to students in a variety of ways. Teachers are available before and after school and during recess times to help students individually and in small groups. Middle-school teachers supervise study halls before and after school and at lunch recess; they are available to assist students during this time. The reading support teacher is a resource to parents and teachers in addressing a student's learning needs, and works with students. The student support team assists teachers in addressing the needs of individual students. The team includes the reading support teacher, counselor, principal and vice-principal, along with the appropriate teachers.

ASB School provides for the physical health of students in a variety of ways. The school secretary is a nurse; he maintains health records and communicates health concerns to teachers and staff members. He also takes the lead in dealing with student injuries and illnesses, assisted by other office personnel. Parents are notified promptly of significant injuries, especially head injuries and exposure to allergens. Most members of the staff are certified in CPR and first aid, through workshops provided by the school. Staff members have also had training in food allergies and use of epi-pens. In some cases, students have special needs that require some physical accommodation, such as the use of assistive technology. Staff members work with parents to ensure those needs are met. Teachers include physical limitations and chronic illnesses in the student concern forms that they pass on to the following year's teachers. ASB School also has a comprehensive emergency plan, and students participate in regular drills.

ASB School has a strong commitment to professional development as a way to assist teachers and staff members in helping all students achieve the SLEs. Along with including professional development in the school's regular budget, ASB School receive federal funding through Title IIA, which is earmarked for professional development. This has allowed for more training than the school could afford on its own. Examples of professional development paid for through title monies includes National Middle School Association workshops, Slingerland® training, and coaching for fifth-grade math teachers on implementing a standards-based approach to instruction and assessment. ASB School also receives a small amount of Title IID funding, earmarked for technology; that has been used to purchase a document camera and software for reading instruction.

Students at ASB School have opportunities to participate in numerous extracurricular activities, including athletic and non-athletic activities. These programs are coordinated by either staff members or parent volunteers, and they allow students to grow intellectually and creatively and to explore their own interests. Students identify and work toward personal and group goals within a supportive and cooperative setting. Catholic Youth Organization (CYO) programs are offered through the school and includes soccer, basketball, cross-country, track and field, volleyball and baseball. A parent volunteer serves as CYO coordinator, with administrative support from a school staff member. Parent and community volunteers serve as coaches and coordinators. In the 2010-2011 school year student participation in the CYO sports offered by the school ranged from 48% to 98% depending on the particular sport. Other school sponsored and staff-coordinated extra-curricular programs include speech team, yearbook, fall play, spring musical, band, school choir, and after-school world language classes. In "chill lounge," middle-school students are supervised as they socialize in an informal environment during lunch recess. Extended Care is offered before and after school; it provides a safe and fun environment for students from kindergarten to grade six.

ASB School encourages its parent community to assist in the extracurricular activities, both in determining the types of programs that are offered and in the actual coordination of some extracurricular activities. Parent volunteers coordinate and supervise Science Club, robotics, and Chess Club. Parents are vital to the success and execution of CYO athletics and regularly assist ASB School staff members with the execution of many of the staff-coordinated extracurricular activities. Parent volunteers also coordinate the Art Parents program, a cocurricular program for art enrichment in grades one through five. The Parent Board assists in recruiting volunteers for these and other school activities.

Other opportunities for parent involvement include:

- Serving on advisory groups (School Commission, Governance Council, and Parent Board),
- Volunteering in classrooms
- Providing expertise and/or instructional resources to teachers (e.g. as guest speakers)
- Assisting with traffic management before school
- Working on fund-raising and development activities
- Supporting school and parish service projects
- Serving as drivers and chaperones for school activities

Parents also provide financial support through fund-raising activities. Their support enables ASB School to provide students with a balanced curriculum, appropriate instructional resources, and diverse extracurricular programs. This financial support has provided funding for K-8 fine and performing arts, an integrated K-8 technology program, and the support of a school counselor. As parents are the primary educators of children, it is important for parents to be involved not only in the at home support that a child may need, but also through the many programs at ASB School that are parent driven.

With the help of parental contributions made through the ASB School auction the administration has been proactive in the integration of technology into the classrooms in all nine grade levels. With the recent purchase of eighty-four netbook computers, ASB School moved to a student-to-computer ratio of about three students to every one computer. The access to technology that ASB School provides its students reflects the dedication that the administration, the staff, and the parent community have to technology and its integration into the curriculum. Each classroom has a SMART Board and a document camera, which assists teachers in the delivery of instruction to the students. The school currently employs a technology coordinator who also teaches technology in grade four, six, seven, and eight. A second instructor teaches the remaining grades. Their responsibilities include technology instruction for students in grades K-8 and the management of all the computers and technology resources. Of the parents responding to the accreditation survey, 74% rated the technology education that their children receive at ASB School as effective or highly effective.

One goal of technology at ASB School is that students will use it as a tool in all curriculum areas. Increasing the number of available computers helps in this. However, teachers vary widely in their knowledge of and comfort with technology as an instructional tool. To integrate technology more fully, professional development needs to support teachers in building their skills. Teachers also need access to software and web-based resources that will enhance student learning and enable them to better meet the needs of diverse learners. Also, as the school's technology resources have increased, so has the need for successful management of those resources. The staff survey indicates a high level of frustration with technology. When asked to rate their agreement with this statement, "I have access to the technology that I need to work effectively," over 47% of all respondents either disagreed or strongly disagreed. Comments indicate that technology is too often not accessible to them or not working reliably. A focus on the sound management of technology and professional development for staff will increase ASB School's effectiveness in the use of the school's technology.

The administration is highly effective in creating an environment in which students can achieve at high levels through the implementation and commitment to both extra-curricular activities and curricular development. The collaboration with the parent community is evident through the expansive and successful CYO programs at the school; the supplemental chess, art, science and language programs; fund raising efforts such as the school auction, gift wrap program and scrip program; and through the work of parent volunteers on the school commission, dedication to development and financial planning of ASB School. It is through these strategies and dedicated efforts that the administration of ASB School ensures parental and community involvement in the activities offered to students. It is through these activities and the dedication to its curriculum

that ASB School is highly effective in ensuring that students achieve spiritual, personal and academic growth. It is clear through survey results that the areas of growth that need to be focused on moving forward by the school are in the faith formation opportunities that the school currently offers to the parent community and the development of a technology plan that can address the further integration of technology into all subject areas through professional development related to technology and the management of all the school's technology.

Significant accomplishments:

- Continued high level of parent support and community involvement supporting broad and curricular and extracurricular programs that advance the school's goals.
- Provided a large number of diverse activities to the students of ASB School before and after school.
- Developed a successful ministry team to guide staff and students in faith formation.

Goals:

Develop and implement a technology plan that ensures appropriate access to technology for students and staff and effective integration of technology into all curriculum areas.
To provide further support in parent faith formation.

Evidence:

- CYO rosters
- CYO championship banners displayed in the gym
- Technology outcomes
- Netbooks and computer carts
- SMART Boards in each classroom
- Parent hours reporting form
- Annual reports
- Auction catalogs
- Membership lists for School Commission, Governance Council, and Parent Board
- List of extra-curricular offerings
- Yearbook
- Student art work
- Program from school musical, posters and videos of productions
- Examples of classes and professional development opportunities taken by staff members
- Bulletin boards in hallways
- Art work from class-planned liturgies and prayer services
- Health records
- Emergency plan

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

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

Assumption-St. Bridget (ASB) School is highly effective at managing resources and planning in ways that support the high achievement of all students. The management and use of resources reflect sound financial practices, responsible stewardship and cost-effective spending. A strategic planning process is in place to ensure that the school community is working toward the school mission, philosophy and schoolwide learning expectations (SLEs).

ASB School has its own business manager, separate from the parish business offices. The business manager works closely with the principal, School Commission, and Finance Committee to monitor the budget and ensure that accounting procedures are in alignment with archdiocesan guidelines. The business manager and principal monitor finances on a monthly basis, and the principal and Finance Committee chair make a financial report to the School Commission each month. At annual registration meetings in the spring, the principal presents an overview of the school's finances to the parent community.

The budget process is led by the principal, in consultation with the pastors, School Commission, Governance Council, Finance Committee and business manager. Budget planning begins in late fall, when the principal and School Commission begin to identify priorities for the following year. As they monitor the budget, they look for factors that will impact the budget and identify school improvement priorities that require funding. In early January, the principal, business manager and the chair of the Finance Committee project the operating budget for the next year, with projections based on historical data. Special attention is paid to enrollment projections, tuition levels, salary increases, fundraising income, and parish subsidies. The School Commission uses this draft as a starting place to develop a budget, in consultation with the principal, pastors, and Governance Council. After completing this process, the proposed budget is submitted to the Governance Council, which recommends approval to the pastors.

ASB School is effective in planning for the future financial stability of the school. Since the last accreditation, ASB School has hired a new principal, business manager and development director. Administrators have taken several steps to ensure the financial health of the school. Purchasing is now done centrally to increase control over costs of instructional materials and other supplies. The budget now includes reserves for maintenance and capital improvements. Changes have been made to implement sound accounting practices, manage the budget, cut expenses, and increase fund-raising efforts. Cash reserves have increased. These steps help provide the resources needed to support the learning of all students. Since 2006 these actions have resulted in the following increases.

	2006-2007	2010-2011	% increase
Net profit or loss	(\$283,015)	\$293,992	204%
Cash	\$231,364	\$831,475	259%
Endowment funds	\$ 54,663	\$195,498	258%

The principal, pastors, and School Commission place a high priority on fiscal issues because they are critical in order to maintain the resources needed to maximize student learning and carry out the mission of the school.

School administrators and the School Commission have a long-standing commitment, confirmed again in June 2011, to provide competitive salaries for teachers. As a result, ASB School attracts and maintains a highly qualified and effective faculty. This, in turn, provides stability in planning and maintaining cohesive instructional programs. Professional development is provided in many ways throughout the year. ASB School is fortunate to include among its faculty subject-area specialists in art, drama, music, technology, library, and physical education. In addition, the staff includes a full-time reading support teacher, a part-time (50%) primary-support specialist, and a part-time (80%) counselor.

Access to quality instructional materials and technology is also a priority for ASB School. As state standards change and the curriculum is redeveloped, textbooks are replaced to better align with the SLEs. Due to the generous support of ASB School fund-a-need, in both 2008 and 2010, the school now has approximately two hundred computers for student use. Thanks to a grant from the E. L. Wiegand Foundation in 2007, eighteen classrooms have a SMART Board and document camera, which also enhance student learning. These technology resources provide many ways for teachers to differentiate instruction and increase the learning of all students, yet they also strain an infrastructure that is outdated and inadequate for current needs. Teachers and students rely on working technology as an integral part of supporting student learning. Both human and financial resources need to be allocated to maintain, upgrade and provide support for this technology. This has been a priority in 2011. The principal has contracted with an outside company to provide technology support because the technology needs require more time than the current staff can support.

Funds for the 2010-2011 annual operating budget come from five major sources:

- Tuition and fees - 68% (\$2,656,828)
- Parish subsidies and scholarships- 7% (\$272,664)
- Annual Fund – 6% (\$216,000)
- Parent Board fundraisers – 12% (\$456,200) (auction, fund-a-need, gift-wrap sale, flower sale)
- Other - 7% (\$285,346) (scrip program, golf tournament, restricted donations)

As stated above, the main source of income is tuition. The mission of the school articulates a commitment to keeping tuition levels affordable for parish families. The principal, pastors and

School Commission make every effort to keep tuition increases reasonable, and this has been especially important since the recession began in 2008. The principal and School Commission have kept tuition increases at a consistent level in order to make them somewhat predictable for families. Tuition increases for the past four years are as follows:

Year	2007 - 2008	2008-2009	2009-2010	2010-2011
% increase	8%	6%	4%	4%

For the 2011-2012 school year, in-parish tuition for one child is 74% of the actual cost of educating each student. This percentage has remained relatively flat, fluctuating only 2% on average over the past five years. Parish families receive a tuition discount for additional children. The School Commission monitors the impact of this discount on the budget, weighing the financial impact on larger families with the impact on the school budget. If the number of larger families increases, the size of the discount may be adjusted.

The leaders at ASB School stand by the commitment to make an ASB School education available to all Assumption Parish and St. Bridget Parish families, regardless of their ability to pay. Given the economic downturn, more families have requested financial aid. Families requesting aid are required to complete a two-part, comprehensive application, which is prioritized by the Fulcrum Foundation. Data from the applications are summarized and analyzed by the business manager, and the final decision on financial aid distribution is made by the principal after a thorough review of the applications. For the fiscal year 2010-2011, \$124,800 was budgeted for financial assistance to families. In addition, due to the generosity of the 2009 ASB School fund-a-item support for tuition assistance, an additional \$33,135 was allocated for a total of \$157,935.

Since tuition does not cover the actual cost per student, ASB School relies on parish support and various fund-raising and development efforts in order to make up that difference. Beginning in 2006, the school principal, School Commission, and development director have focused on educating families about this gap. The full cost is included on the Annual Fund pledge form and the Registration Contract. Families are encouraged to find ways that they can help make up that difference. Fund-raising activities are one important way to do this. In addition, a major focus has been on increasing participation in the Annual Fund. All families are required to sign an Annual Fund pledge as part of their registration, but no required contribution is set. At spring registration meetings, families are asked to make this decision after careful discernment. Quarterly or monthly gifts are encouraged, and monthly gifts may be paid through electronic funds transfer. This chart shows that the school's efforts have resulted in increased participation in the Annual Fund.

Year	2007 - 2008	2008-2009	2009-2010	2010-2011
Amount	\$221,873	\$235,932	\$224,076	\$260,325

These increases in the Annual Fund have come mainly from current school parents, who also support the school’s auction, giftwrap sale, and scrip program. ASB School also solicits Annual Fund gifts from parents of alumni, grandparents of students both past and present, St. Bridget and Assumption parishioners, and friends of ASB School. Currently the principal, development director, and Development Committee are exploring ways to increase support from these constituents, including a kick-off event for the Annual Fund. They are also seeking sponsorships and grants from businesses and foundations. Expanding the school’s base of support will help ensure its long-term health. In addition, these partnerships enhance the learning experiences of students while providing opportunities to broaden and strengthen relationships with organizations and corporations committed to excellence in education.

Planning is critical to make sure that ASB School continues to have the human, instructional, physical, and financial resources to carry out the school’s mission and student achievement of the SLEs. The principal and School Commission lead the strategic planning process. The current strategic plan (2007-2012) was developed by task forces that studied the school’s needs in the areas of technology, facilities, faculty attraction and retention, parish relations, curriculum, and development and financial resources. These groups were made up of staff and parents, with input from parents, parishioners, faculty and staff, and community members. ASB School has worked to accomplish the goals in the current five-year plan (2007-2012). Some areas of the plan called for in-depth studies to be completed by additional task forces. These included study of adding world language to the K-8 curriculum, adding a reading support teacher to the staff, and examining ways to enhance benefits for faculty and staff. As these groups complete their work, they have reported their findings to the School Commission. The School Commission then considers their input for future planning. The progress of the five-year plan is monitored by the principal and the School Commission. During the 2011-2012 school year, the School Commission and principal will lead a strategic planning process for the next five-year plan, which will incorporate goals from the accreditation process as well as additional strategic goals.

In looking ahead at the health of the school, several issues present challenges. Enrollment at ASB School is high and has remained constant (98 % of full capacity which is 540 students) over the last five years.

Year	2007 - 2008	2008-2009	2009-2010	2010-2011
# Students	529	531	529	535

Studies of demographic data over the past five years show a long-term stability in the areas of Seattle from which the school draws families. Parish populations have also remained healthy. In the 2010-2011 school years, the school had to turn away nine parish families for kindergarten due to a lack of space. This creates definite challenges, particularly in a school that serves two parishes. However, the kindergarten enrollment for 2011-2012 has dropped dramatically, with an enrollment of forty-four students in kindergarten rather than full enrollment of sixty students. In interviewing families and studying demographics, reasons for this decrease are varied. Data show a short-term demographic drop in the Seattle area, and the number of kindergarten-aged children at St. Bridget Parish was smaller than usual. The two main variables, though, are economic conditions and a change in Seattle Public Schools school assignment process. This

change guarantees families that their children can attend their neighborhood school. ASB School draws from neighborhoods with desirable elementary schools. This means that families worried about the financial commitment know that they have a good public-school option. The majority of the families that declined their spot in kindergarten for 2011-2012 chose their neighborhood public school.

The pastors, principal, and School Commission have examined enrollment variables in detail. At this point, enrollment is anticipated to be back at normal levels for the 2012-2013 school year. However, the principal and development director are adjusting marketing and outreach to potential families in a variety of ways, including advertisement at area preschools and direct mailings to parish families. The pastors, principal, and School Commission will continue to investigate enrollment issues and consider these variables in future planning. The development office has been instrumental in updating the school website to attract new families and to provide pertinent information to current families.

ASB School also faces challenges with aging facilities and limited space. The school has eighteen classrooms, two for each grade. Two of these classrooms are located in the Father Arnold Fox Center (FAFC), which was originally built as a parish hall. The school also uses two rooms on the ground floor of the Assumption Parish building; currently these are used for drama and music classes. The gymnasium serves as a physical education classroom. In grades six through eight, at least two teachers share every room. The school library is another shared space and is used by various groups. In August 2000, ASB School purchased Mary House, a house across the street from the school, which provides office, storage, and meeting space. Staff members work cooperatively to share spaces to provide individual and group instruction and assessment.

Both the previous and current five-year plan called for a capital campaign to provide more adequate space for school programs. Capital projects in both Assumption and St. Bridget parishes postponed such a campaign until 2007, when a master plan process began. The master plan was completed in 2008. It calls for a major building project that would address some of the challenges of the current facility while also adding additional space. While 90.6% of parents surveyed state that the ASB School facilities are kept clean and safe, many see the need for facility improvement. Parent comments from the survey include, "The building size is clearly too small to fit the population," and, "I think the facility holds some curriculum back. For instance, I can see the faculty making great use of a science lab and an art room." Although a fund-raising feasibility study had been planned for the 2008-2009 school year, changes in the economy forced delay. The pastors, principal, and School Commission have been studying this option. The current plan is that the feasibility study will be done in the 2011-2012 school year. The master plan also identified maintenance priorities. Until this project is complete, ASB School must continually evaluate what the priorities should be for space allocation, capital projects, and general day-to-day maintenance of the school facilities.

Another area for growth at ASB School is its endowment. Earnings from the small endowment are used to build the corpus. The current endowment is approximately \$248,000. Increasing the

endowment would create another revenue source for the school, which would assist in maintaining school programs while still keeping tuition at affordable levels.

Resource management and development continues to be a priority for ASB School. The school benefits from sound budgeting and business practices. ASB School's financial aid program continues to allow the school to be affordable and accessible to parish families. Faculty and staff attraction and retention continue to be a priority and are achieved through competitive salaries. The generous support of the ASB School community has ensured successful fundraisers. To exercise improved financial stewardship and ensure the viability of the school, ASB School would benefit from increasing the Endowment Fund and broadening the support base. Teacher survey results indicate frustration with technology and facilities. Addressing these challenges would further benefit the school, programs, and the students.

Significant Accomplishments:

- Increased financial stability of the school since the last accreditation, especially in building savings and reserves.
- Allocated appropriate resources for the tuition assistance program to ensure that all parish families that wish to attend the school can, regardless of their ability to pay.
- Maintained a commitment to equitable salaries for teachers and staff.
- Maintained an effective budget which incorporates daily accounting and sound financial business practices is developed annually and managed effectively.
- Continued strong support of school fundraisers.
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Goals:

- Develop a long-term financial plan to ensure the financial health and stability of the school to maintain student programming.
- Ensure access to appropriate technology for all students and staff.
- Develop a plan for facilities and ongoing maintenance needs to ensure the physical environment of the school is adequate for students, teachers and programming.

Evidence:

- Five-year plan
- Annual Report
- Annual school budget (FY 2008 – 2011)
- Income statements and balance statements for the past 5 years
- Purchasing contracts
- Technology inventory
- Annual Fund solicitation letter
- School website
- Picture of the Pocket and Mary House classrooms

- 2011-2012 registration slideshow
- Registration contract
- Annual Fund pledge form
- Master plan
- Teacher survey results
- OSPI Enrollment numbers
- 2010-2011 Facilities Log

CHAPTER 4 –ACTION PLAN

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

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

Significant Accomplishments:

3A: Assessment of the School’s Catholic Identity

- Increased opportunities to attend Mass
- Standardized instructional time for religion according to archdiocesan guidelines.
- Updated textbooks were purchased.
- Provided students many opportunities for service.
- Development of the ministry team.

3B: Defining the School’s Purpose

- Revised SLEs to be objective and measurable
- Collaborated to establish clear benchmarks for each SLE at the 8th-grade level
- Worked to make SLEs understandable for all ages
- Incorporated the new SLEs into lessons and activities throughout all grades

3C: Organization for Student Learning to Support High Achievement of All Students

- Made available a variety of professional development to all faculty and staff
- Communicated assessment of student progress and reporting of student progress to the community
- Made supporting student learning a priority by the Governance Council, School Commission and Parent Association.

3D: Data Analysis and Action to Support High Achievement of All Students

- Used formative assessments based on learning targets.
- Used data from DIBELS to track student achievement and to provide appropriate interventions.
- Identified trends in data to differentiate on a classroom level.

3E: SLEs and Standards-Based Curriculum to Support High Achievement of All Students

- Revised the SLEs so that they are clear and measurable for students.
- Aligned the social studies and math curricula to current Washington state standards and created curriculum maps in both of these subjects.
- Developed a system for identifying students with social, emotional, and academic concerns. The faculty develops, implements, and monitors plans for these students.
- Ensured that all students received the services and educational practices that helped them be successful.
- Broadened repertoire of assessment tools, including but not limited to: DIBELS, MSP, ITBS, *Gesell*, and the *Slingerland*® *Pre-Reading Screening*.

3F: Instructional Methodology to Support High Achievement of All Students

- Completed math curriculum maps in 2009 in grades K-8.
- Increased the number of netbooks so that availability is more equitable
- Revised SLEs and identified eighth-grade benchmarks
- Implemented daily learning targets

3G: Support for Student Spiritual, Personal, and Academic Growth

- Continued high level of parent support and community involvement supporting broad and curricular and extracurricular programs that advance the school's goals.
- Provided a large number of diverse activities to the students of ASB School before and after school.
- Developed a successful ministry team to guide staff and students in faith formation.

3H: Resource Management and Development to Support High Achievement of All Students

- Increased financial stability of the school since the last accreditation, especially in building savings and reserves.
- Allocated appropriate resources for the tuition assistance program to ensure that all parish families that wish to attend the school can, regardless of their ability to pay.
- Maintained a commitment to equitable salaries for teachers and staff.
- Maintained an effective budget which incorporates daily accounting and sound financial business practices is developed annually and managed effectively.
- Continued strong support of school fundraisers.
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Appendix F: In-depth Study

- ITBS scores are routinely above the national average.
- Most ASB School students meet or exceed standard on the MSP/WASL tests.
- There is consistent use of DIBELS to monitor students' progress in reading and identify those in need of additional reading instruction in kindergarten through fifth grade.

- All ASB School teachers and classroom aides have been trained in the design of curriculum maps, and all grade levels have a curriculum map in place for language arts.
- Consistent use of DIBELS in kindergarten through fifth grade has helped ensure that reading instruction is appropriate to students' needs.
- ASB School students continue to demonstrate strong writing skills across curriculum areas and on a variety of assessments.
- Teachers take part in professional development opportunities based on personal need and interest, grade level, and the needs of individual classes.
- Middle school students use *Criterion Online Writing Evaluation Service* as a means of improving ownership and awareness of editing and proofreading skills.
- Starting in the fall of 2008, ASB School has employed a full-time reading support teacher to provide reading intervention for students in need of additional instruction.

Significant Goals:

3A: Assessment of the School's Catholic Identity

- Increase opportunities for structured prayer in the classroom.
- Nurture the partnership with parents with parents to enhance the faith development of all members of the community.
- Complete catechetical certification for all religion teachers.

3B: Defining the School's Purpose

- Complete benchmarks and rubrics for the SLEs, allowing teachers to assess student progress toward the SLEs and communicate that progress clearly to parents.

3C: Organization for Student Learning to Support High Achievement of All Students

- Analyze the specific impact of professional development on individual and grade level groups of students at ASB School.

3D: Data Analysis and Action to Support High Achievement of All Students

- Disaggregate and analyze student achievement data in systematic and strategic ways, so that it can be used to support high achievement of all students.

3E: SLEs and Standards-Based Curriculum to Support High Achievement of All Students

- Develop appropriate tools to measure student progress toward the SLEs and to better educate the students about the meaning and relevance of the SLEs.
- Increase standards-based reporting of acceptable progress to students, parents, and shareholders, including progress toward the SLEs.
- Refine the system for identifying students of concern to make it more useful for teachers.

3F: Instructional Methodology to Support High Achievement of All Students

- Create rubrics to measure progress toward SLEs.
- Complete curriculum maps for all grade levels in all subjects.

3G: Support for Student Spiritual, Personal, and Academic Growth

- Develop and implement a technology plan that ensures appropriate access to technology for students and staff and effective integration of technology into all curriculum areas.
- To provide further support in parent faith formation.

3H: Resource Management and Development to Support High Achievement of All Students

- Develop a long-term financial plan to ensure the financial health and stability of the school to maintain student programming.
- Ensure access to appropriate technology for all students and staff.
- Develop a plan for facilities and ongoing maintenance needs to ensure the physical environment of the school is adequate for students, teachers and programming.

Appendix F: In-depth Study

- Implement a standardized reading assessment at the middle school level.
- Develop a systematic process to review and analyze standardized test scores on a yearly basis, including disaggregating the data by subtests and subject areas.
- Create a continual process for examining and updating the language arts curriculum K-8.
- Coordinate and align language arts best practices and instructional strategies more deliberately across grade levels so that students experience consistent terminology and methods and all skills are covered. (An example of this would be to implement common writing assessments. This also includes a more consistent approach to teaching and encouraging good writing mechanics and proofreading skills.)

Critical Goals:

1. Develop and implement a technology plan that ensures appropriate access to technology for students and staff and effective integration of technology into all curriculum areas.

Students, parents, teachers, and staff members all agree that proficiency with technology is critical in today's world. Technology provides teachers with valuable instructional resources to meet the needs of students at all levels of achievement. In addition, technology often engages students in learning at a deeper level. Effective use of technology, however, requires that the tools be working well and that teachers have the background knowledge to use them effectively. In surveys, teachers and staff identified technology challenges as a significant barrier. Developing a technology plan will allow ASB School to set priorities for maintaining infrastructure, keeping all technology in working order, and providing professional development for teachers. Accomplishment will make sure that students at ASB School

develop the skills to use technology in responsible and effective ways that support their learning.

2. Disaggregate and analyze student achievement data in systematic and strategic ways, so that it can be used to support high achievement of all students.

In order to support the high achievement of all students, teachers and administrators at ASB School must continually evaluate the effectiveness of the curriculum and instruction. More consistent and strategic analysis of data will strengthen this evaluation. Data from standardized assessments and classroom-based assessments will be gathered over time and examined in more systematic ways. This will show which students are not making acceptable progress in meeting curriculum standards, and it will help teachers measure the effectiveness of instruction and curricular changes.

3. Develop similarly formatted curriculum maps in all subject areas across grade levels.

Through the design and development of curriculum maps in all subject areas across grade levels, ASB School faculty will be able to effectively ensure coverage of all standards. Curriculum maps will aid in purposeful lesson planning so that skills being taught are appropriately reviewed without omission and /or too much overlap. It will also help teachers use consistent language across grade levels. The maps will also facilitate communication about the curriculum with parents and other shareholders.

4. Create rubrics to measure progress toward Schoolwide Learning Expectations (SLEs).

By developing tools to measure the SLEs, ASB School faculty will be able to more effectively help students progress toward meeting the SLEs because they will be able to provide students with specific feedback on performance. Student progress can be accurately communicated to students and parents, and students will be able to set goals and monitor their own progress toward meeting the SLEs by the time they graduate from ASB School.

5. Refine the system for identifying and communication information regarding students of concern.

Since the last accreditation, ASB School has developed a system of identifying students of concern, tracking their progress, and communicating their needs from one teacher to the next. While the process has evolved over time, greater clarification would help teachers use the system more consistently. By refining the system of identifying students of concern, ASB School teachers will be better able to differentiate instruction and provide appropriate accommodations that would lead to higher student achievement.

Improving Student Learning for Catholic Schools

Action Plan for Assumption-St. Bridget School

Goal #1: (from Chapter 3-G) Develop and implement a technology plan that ensures appropriate access to technology for students and staff and effective integration of technology into all curriculum areas.

Rationale for this Goal: Students, parents, teachers, and staff members all agree that proficiency with technology is critical in today’s world. Technology provides teachers with valuable instructional resources to meet the needs of students at all levels of achievement. In addition, technology often engages students in learning at a deeper level. Effective use of technology, however, requires that the tools be working well and that teachers have the background knowledge to use them effectively. In surveys, teachers and staff identified technology challenges as a significant barrier. Developing a technology plan will allow ASB School to set priorities for maintaining infrastructure, keeping all technology in working order, and providing professional development for teachers. Accomplishment will make sure that students at ASB School develop the skills to use technology in responsible and effective ways that support their learning.

Alignment with mission, philosophy, SLEs: ASB School students will be competent and confident learners. (SLE 3)

Strategy #1	Form a technology committee made up of parents, teachers, and staff members, and determine process for developing the plan.
Activities #	<ol style="list-style-type: none"> 1. Form committee with parents, teachers, and staff. 2. Review accreditation surveys and develop questionnaires to obtain more details information from shareholders. 3. Draft technology plan as part of the strategic planning process.
Cost or Resources & Sources	<p>\$0</p> <p>Time commitment of committee members</p>
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Principal, vice-principal and School Commission 2. Technology committee chair and vice-principal 3. Technology committee chair and vice-principal
Process For Monitoring	<p>Monthly reports from technology committee to School Commission and school administrators</p> <p>Annual progress reports from technology committee to faculty and staff</p>
Baseline Assessment	Needs assessment and accreditation survey data

Ongoing Assessment	Semi-annual review of progress by School Commission and principal
Timeline Start/Stop	January 2012 to June 2015, with ongoing monitoring and reporting
Process for Communicating to Shareholders	Reports to School Commission/School Commission minutes Technology committee reports to staff Report from principal at annual registration meetings for parents Annual reports regarding five-year plan

Strategy #2	All staff and students will have equitable access to technology, including computers, SMARTBoards, server, and internet access by the spring of 2013.
Activities #	<ol style="list-style-type: none"> 1. Create inventory system so that everyone on the staff knows what technology is available. 2. Survey teachers and staff members to determine their technology priorities. 3. Prioritize purchases of additional equipment. 4. Plan appropriate professional development. 5. Include plan for maintenance and planned replacements.
Cost or Resources & Sources	<p>Contract with outside provider to maintain and support current levels of technology.</p> <p>Purchase of additional SMART Boards and document cameras for the classrooms that currently do not have them. (drama, music, and fifth-grade math room in church building)</p> <p>Funding from operating budget and auction fund-a-need</p>
Person(s) Responsible For Implementation	Technology committee, vice-principal, and principal
Process For Monitoring	For 2011-2012 school year, the vice-principal will update all staff at meetings and/or via email, and the inventory will be available to all staff.
Baseline Assessment	Accreditation surveys and initial surveys by technology committee
Ongoing Assessment	Regular monitoring of the inventory by the technology committee and vice-principal
Timeline Start/Stop	Fall 2011 through spring 2013
Process for Communicating to Shareholders	<p>Monthly reports/emails to staff</p> <p>Technology committee reports at School Commission meetings</p> <p>Principal's report to families at annual registration meetings</p>

Strategy #3	Provide effective professional development for all staff so that they can use the technology efficiently and integrate technology into all classes.
Activity #	Form technology professional development team to coordinate professional development and share resources with teachers and staff members. At least one member of this team will serve on the technology committee. This team will plan technology professional development at two staff meetings each month.
Cost or Resources & Sources	Federal funds for title IIA and IID Operating budget funds
Person(s) Responsible For Implementation	Technology professional development team Principal and vice-principal
Process For Monitoring	Staff meeting agendas
Baseline Assessment	Survey teachers to determine their proficiency levels with programs and to learn how and how often they use technology in each class.
Ongoing Assessment	Repeat of initial survey; analyze results to show growth and set future goals
Timeline Start/Stop	January 2012-June 2015 / could also be ongoing, based on professional development goals from staff
Process for Communicating to Shareholders	Technology committee reports at School Commission meetings Principal's report to families at annual registration meetings

Goal #2: (from Chapter 3-D) Disaggregate and analyze student achievement data in systematic and strategic ways, so that it can be used to support high achievement of all students.

Rationale for this Goal: In order to support the high achievement of all students, teachers and administrators at ASB School must continually evaluate the effectiveness of the curriculum and instruction. More consistent and strategic analysis of data will strengthen this evaluation. Data from standardized assessments and classroom-based assessments will be gathered over time and examined in more systematic ways. This will show which students are not making acceptable progress in meeting curriculum standards, and it will help teachers measure the effectiveness of instruction and curricular changes.

Alignment with mission, philosophy, SLEs: ASB School students will be competent and confident learners. (SLE 3)

Strategy #1	Develop protocols for analyzing data from standardized tests.
Activities #	<ol style="list-style-type: none"> 1. Form data team to develop protocols and plan professional development for staff. 2. Set aside staff meeting time for teachers at each level to analyze data and share it with the staff, 3. Use protocols as part of annual data portfolio.
Cost or Resources & Sources	Data team meeting time 5-7 hours Staff meeting time 3-5 hours/year Professional development funds from operating budget and/or Title IIA funds
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Principal 2. Principal & data team 3. Data team
Process For Monitoring	Annual review of data by administrators, faculty and staff Principal's report to School Commission
Baseline Assessment	2010-2011 assessment data
Ongoing Assessment	Annual review of standardized testing data
Timeline Start/Stop	Fall 2011, ongoing
Process for Communicating to Shareholders	Principal's letters to parents and Curriculum Night presentations School Commission meetings

Strategy #2	Collect and analyze student learning data in all curriculum areas.
Activities #	<ol style="list-style-type: none"> 1. Grade-level professional learning communities (PLC's) collect student learning data and use it to adjust instruction throughout the school year, 2. Teachers identify data that they will use to evaluate their professional goals; this collection and analysis is part of their professional portfolio for the year.
Cost or Resources & Sources	\$0 Staff meeting time
Person(s) Responsible For Implementation	Principal and vice-principal Administrative team

Process For Monitoring	Reports from PLC meetings Formal and informal sharing of data and analysis at staff meeting
Baseline Assessment	Accreditation survey and questionnaire regarding use of data in decision-making
Ongoing Assessment	Monitoring PLC reports and sharing at staff and level meetings Individual feedback on end-of-year professional reflections
Timeline Start/Stop	January 2012 / ongoing
Process for Communicating to Shareholders	Formal and informal sharing at staff meetings School Commission reports

Goal #3: (from Appendix F: In-depth study) Create a continual process for examining and updating the language arts curriculum K-8.

Rationale for this Goal: Identifying clear standards will allow teachers to better differentiate instruction for various groups of students. Students will have a stronger understanding of their own progress toward the standards

Alignment with mission, philosophy, SLEs: ASB School students will be competent and confident learners and effective communicators. (SLE 3 and 5)

Strategy #1	Evaluate current language arts outcomes along with other standards and identify key language arts outcomes K-8.
Activities #	Collect current ASB School outcomes, common core standards, and EALRs. Revise outcomes as needed, K-8.
Cost or Resources & Sources	Identify essential standards in writing curriculum. (Teacher time.) Learn strategies for creating curriculum maps in language arts. (Professional development- cost of presenter.) Resources: Common Core Standards (no cost), OSPI resources (no cost),
Person(s) Responsible For Implementation	Administration and language arts teachers.
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps
Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.

Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

Strategy #2	Create similarly formatted curriculum maps for writing that identify essential standards, resources, scope and sequence for language arts.
Activities #	Professional development on creating curriculum maps. (money from professional development fund) Drafts of curriculum maps. (time) Create modified drafts each fall for writing curriculum maps and communicate to shareholders.
Cost or Resources & Sources	Identify essential standards in writing curriculum. (none) Learn strategies for creating curriculum maps in language arts. (Professional development- cost of presenter.) Resources: Common Core Standards (no cost), OSPI resources (no cost), professional development (money from professional development fund)
Person(s) Responsible For Implementation	Language arts committee
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps
Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.
Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

Strategy # 3	Repeat strategy #2 for all other areas of language arts.
Activities #	Professional development on creating curriculum maps. (money from professional development fund) Drafts of curriculum maps. (time) Create modified drafts each fall for language arts curriculum maps and communicate to shareholders.
Cost or Resources & Sources	Identify essential standards. (none) Apply strategies for creating curriculum maps in language arts. (time) Resources: Common Core Standards (no cost), OSPI resources (no cost), professional development (money from professional development fund)
Person(s) Responsible For Implementation	Language arts committee
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps
Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.
Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

Improving Student Learning for Catholic Schools

Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Person Responsible
October 2011	3	Collect baseline data of language arts scores.	Vice-principal
October 2011	1	Create technology inventory system.	Administration and technology committee
November 2011	2	Form data team.	Administration
November 2012	1	Create technology professional-development team	Administration and staff
February 2012	1	Survey teachers and staff about technology priorities	Administration and technology Committee
May 2012	1	Prioritize purchases of additional equipment.	Administration and technology Committee
January 2012	3	Create language arts committee	Staff
January 2012	1	Form the technology committee	Administration and staff
January-May 2012	2	Collect and analyze student- learning data.	PLCs
January 2012	1	Survey teachers and staff regarding technology proficiencies	Administration and technology professional-development team

Spring 2012	1	Review technology surveys and develop questionnaires.	Technology committee chair and vice-principal
May 2012	2	Teachers analyze and report data related to professional goals.	Teachers
August 2012	3	Provide training on language arts' standards.	Language arts committee and administration
September 2012-December 2013	3	Draft curriculum maps for writing.	Teachers
January-May 2013	3	Align and revise curriculum maps K-8 for writing.	Teachers
Spring 2012	3	Examine common core standards for language arts.	Language arts committee and staff
Fall 2012	3	Collect data and compare to baseline data.	Homeroom and language arts teachers
Fall 2012	1	Draft technology plan	Technology committee chair and vice-principal
Fall 2012	3	Revise writing curriculum maps as needed	Language arts teachers and staff
2012-2015	1	Provide regular technology reports to faculty and staff	Technology chair
2013-2015	3	Create curriculum maps for other areas of language arts	Language arts teachers and staff

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

The recently-completed self study was impacted by the 2006 self-study process at Assumption-St. Bridget School. First of all, previous self-study experience showed the value of the process. The school staff saw the benefit of looking at the school as a whole, beyond the limits of any one person's job, affirming the school's strengths and identifying ways to better support all students in achieving the schoolwide learning expectations (SLEs). Fifteen current staff members came to ASB School since the last accreditation, so this process helped them learn more about the school and about how they support its mission and SLEs. Another impact is that staff and other shareholders have learned more about the value of working toward shared goals. They know that the goals identified in the current self study will benefit students and that everyone needs to be involved in accomplishing those goals.

The new action plan will be monitored by the administration, with input from the entire faculty and staff. Annual accreditation reports will continue to provide a checkpoint, as staff members identify progress with the goals and strategies. This checkpoint also provides a time to evaluate effectiveness of the strategies and amend the plan as needed. School administrators will share these progress reports with pastors and leadership groups, and a summary will also be provided to parents in the principal's letter and on the school website, as well as at Curriculum Nights in the fall and registration meetings in the spring.

Shareholders will be involved in the implementation of the action plan in varied ways. The strategies for each goal involve the school staff directly, as they collect data on students learning, serve on committees, and provide information to those work groups. Other shareholders will also be involved, particularly in the technology committee, to make sure that the committee members have the desired expertise in technology. Pastors will be updated through monthly meetings with the principal. The principal will also report progress at regular meetings of the Governance Council, School Commission, and Parent Board. Elements of this action plan will also become part of the school's new five-year plan, and all shareholders will be invited to participate in that planning process.

ASB School is instituting regular annual surveys of students, parents, and staff members, beginning in the 2011-2012 school year. Data from these surveys will be used to evaluate the action plan's impact on student learning. Data from standardized tests and other assessment tools will also be used to show the impact of increased integration of technology into the curriculum, greater focus on student learning data, and articulation of the language arts curriculum.

Survey findings and data assessment, together with input from appropriate shareholders, will be used to reassess priorities and provide direction for new strategies and for future goals. In the short term, these directions will be set by the school staff, in collaboration with pastors and leadership groups. In the longer term, they will be used in the next accreditation to evaluate the effectiveness of this action plan and to assist in setting goals for the future.

Resources to support the action plan will be funded primarily through the school's operating budget. These include budget items for technology maintenance and planned replacements, as well as professional development. Areas for professional development include integration of technology, data-driven instruction, and language arts. Some of this funding may also come from Title IIA funds. Additional funds for specific technology funds may also come from the ASB School auction's fund-a-need. Prior management of school resources and budget, along with the increased support of the Annual Fund and the success of other fund-raisers, are indicators that the school can provide the financial support for this action plan.

An analysis of the action plan did not show major impediments to the accomplishment of the action plan. Time pressures and competing demands for the attention of teachers and administrators always provide challenges, but the goals and strategies are realistic, and the timeline should allow for success.

Evidence:

- Previous self-study document
- Previous *Report of Findings* from visiting team
- Annual progress reports to WCEA Elementary Commissioner, sent since last accreditation
- Copies of presentations for registration meetings
- Fiscal year reports
- Budget reports

IN-DEPTH STUDY

Preface

Teachers and staff of Assumption-St. Bridget (ASB) School met in the spring of 2010 to discuss possible subjects for the focus of the in-depth study. Consensus was quickly reached that language arts would be the best focus. Other core areas of math, science, and social studies had been reviewed more recently than language arts, and teachers and staff felt that it would be beneficial to review the curriculum in the essential skills of reading and writing.

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.

Students at ASB School take the *Iowa Test of Basic Skills (ITBS)* in first, second, third, fifth, sixth, and eighth grade. Students in these grades take the ITBS in the spring, with the exception of eighth grade, who takes it in the fall. ITBS scores have consistently been above average range in reading and language.

The chart below lists core reading and language ITBS scores for the past four years listed as National School Norms. This measures ASB classes by percentile against other public and private schools. For example, the first score of ninety-five for first grade reading in spring 2008 indicates that 95% of ASB's first graders scored higher than the National School Norm on that test.

ASB School ITBS Core Scores in Reading and Language 2007-2011				
	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
First Grade				
Reading	95	90	83	90
Language	96	83	85	87
Second Grade				
Reading	94	83	83	84
Language	81	75	79	81
Third Grade				

Reading	94	81	83	85
Language	95	81	84	86
Fifth Grade				
Reading	97	80	78	73
Language	99	80	78	80
Sixth Grade				
Reading	99	84	79	85
Language	<i>Not available.</i>	78	75	76
Eighth Grade				
*Eighth grade takes the ITBS in the fall, thus there are no scores yet from 2011.				
	2008 - 2009	2009 - 2010	2010 - 2011	
Reading	89	86	85	
Language	85	82	82	

Students in fourth and seventh grade take the *Washington Measurements of Student Progress (MSP)*, formerly known as the *Washington Assessment of Student Learning (WASL)*. The vast majority of students at ASB School meets or exceeds the standard on both the reading and writing portions of this test.

The chart below indicates the percentage of students meeting or exceeding standard on the MSP/WASL over the past four years.

ASB School MSP/WASL				
Percentage of Students Meeting or Exceeding Standard 2008-2010				
	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Fourth Grade				
Reading	98%	96%	92%	
Writing	97%	96%	87%	
Seventh Grade				
Reading	98%	93%	90%	

Writing	97%	100%	100%	
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In the spring of 2009, ASB School began subscribing to the Interactive Results Manager for the ITBS. This allows a great deal of options for viewing and tracking testing data for individual students, classes, subtests, or subgroups. This online resource will prove useful in the future to help ASB teachers and staff better understand and analyze student performance on ITBS.

When looking at subtest data, one trend is that scores in spelling and capitalization tend to be somewhat lower than other areas of reading and language. This trend is small; it begins in third grade, and continues through the middle school grades. Both of these tests emphasize proofreading skills. However, the gap is small and ASB School students continually perform well on standardized tests and classroom assessments. Most teachers would agree that reading comprehension, vocabulary, and other subtests are of greater importance in helping students learn to read and write successfully. Nevertheless, spelling and capitalization are areas for all ASB School teachers to review, reinforce, and hold students more accountable for using them correctly.

The chart below indicates performance on several subtests over the past three years, which helps highlight this trend. Scores are listed as National School Norms. This chart does not include all grades, just a sampling to illustrate this trend. Bold scores indicate where this trend of lower scores on spelling and capitalization stands out.

ASB School ITBS Scores			
Disaggregated by Reading and Language Subtests 2008-2011			
	2008 - 2009	2009 - 2010	2010 - 2011
First Grade			
Vocabulary	86	80	85
Reading Comprehension	85	77	88
Spelling	83	83	86
Third Grade			
Vocabulary	81	80	85
Reading Comprehension	81	84	85
Spelling	74	76	76
Capitalization	81	83	86
Usage and Expression	83	84	87

Sixth Grade			
Vocabulary	84	76	84
Reading Comprehension	82	79	83
Spelling	70	64	72
Capitalization	70	62	70
Usage and Expression	82	83	81

Eighth Grade		
	Fall 2009	Fall 2010
Vocabulary	88	83
Reading Comprehension	88	84
Spelling	80	77
Capitalization	82	77
Usage and Expression	84	82

Each year, individual student scores on the ITBS or MSP are recorded on the ASB School Standardized Test Data Tracking Form. Teachers review ITBS results each year to identify subtests that show weaker skills for the grade they teach and to identify individual students who are not meeting the grade level standards and may be in need of additional instruction. To address the weaker subtests, teachers often provide additional instruction or put more focus on these areas as necessary. To address the needs of individual students, teachers provide additional instruction and support and often meet with parents to develop a plan to address the student's problem areas. It would be valuable if this yearly review was more substantial and included looking at scores in small groups so that staff could support each other and share insights into the trends and possible causes for these trends. It would also be helpful to more deliberately disaggregate and track data by subtest to pinpoint the areas of greatest growth or concern. As the staff becomes more skilled at looking for trends, disaggregating data, and using the data to see a positive impact on student learning, they can continue to modify instruction to address areas that need improvement.

Since the fall of 2007, kindergarten through fifth grade teachers have been using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to track progress in reading. DIBELS benchmarks align with many curriculum standards and help to identify students who may be in need of additional reading instruction. In kindergarten through third grade, students are assessed at least three times per year. This data is used to identify students in need of more reading instruction. In fourth and fifth grade, all students are tested in the fall and spring.

Students not exceeding the year-end benchmarks are assessed in the winter as well. Having a consistent record of data for students from kindergarten through fifth grade is helpful for teachers to plan instruction; to track growth across grade levels for students, parents, and teachers to see; and to identify students in need of more support or direct instruction. However, there is currently no similar reading assessment for the middle school grades; this would be a valuable step to help monitor students' reading skills as they progress to higher levels.

Scores from standardized assessment play a role in designing and evaluating curriculum and instruction. Teachers use Washington state standards to plan curriculum. Teachers in kindergarten through fourth grade report that the DIBELS assessment aligns with their curriculum standards, and they are able to use the data to drive their reading instruction. Fourth, fifth, and seventh grade teachers use ITBS data to determine areas of the curriculum that need additional focus and instruction. Fifth and eighth grade teachers use the WASL/MSP data from the previous year to identify areas of the curriculum that need additional focus and instruction. From the data provided by ITBS and MSP/WASL scores, as well as consistent use of DIBELS assessments, it is clear that ASB School has many significant accomplishments in the realm of analyzing curriculum assessment data. There are also some important goals to work toward.

Significant accomplishments:

- ITBS scores are routinely above the national average.
- Most ASB School students meet or exceed standard on the MSP/WASL tests.
- There is consistent use of DIBELS to monitor students' progress in reading and identify those in need of additional reading instruction in kindergarten through fifth grade.

Goals:

- Implement a standardized reading assessment at the middle school level.
- Develop a systematic process to review and analyze standardized test scores on a yearly basis, including disaggregating the data by subtests and subject areas.

TASK 2 – USING CURRICULUM STANDARDS

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

In December 2010, the teachers and aides for each grade level at ASB School completed a survey about their language arts curriculum and instruction, including the submission of curriculum maps, curriculum standards, resources used in instruction, and lists of instructional

strategies. The data collected from these surveys was analyzed by the in-depth study committee to arrive at many of the conclusions drawn in Task 2.

ASB School provides a thorough and challenging language arts curriculum aligned with Washington state and archdiocesan standards. Teachers use standards to help them plan the scope and sequence of their language arts curriculum for the year. At this point, most grade levels can identify their essential standards; however there is not currently a building-wide document identifying the scope and sequence of standards for each grade level.

As part of the school's curriculum alignment in math, teachers received training during the 2008-2009 school year in the design of curriculum maps, including diary mapping as a means to track what is taught each year. Since this training, teachers have begun to work on writing curriculum maps in other subject areas and are in varying stages of completing this process. All grade levels have a working curriculum map for reading, writing, and other language arts skills. However, the format and depth of these curriculum maps varies widely by grade level.

For both reading and writing instruction, teachers use a wide range of resources, including textbooks, workbooks, novels and other pieces of literature, online resources, and reference materials. In order to find and address gaps and overlaps, it might be helpful for the entire staff to compare materials being used as part of a curriculum-mapping process.

In the primary grades, reading instruction focuses on teaching students the building blocks of reading fluency and comprehension. Phonemic awareness is the first step for kindergarten and first grade students to learn how to read and spell. The next step is teaching alphabetic principles and phonics. As they progress, students read from a growing variety of sources, both fiction and nonfiction. They also learn to read for a range of purposes. DIBELS assessments are used regularly in kindergarten through fifth grade to help teachers monitor student progress and make adjustments to reading instruction. In middle school, students continue to expand their reading skills and take greater ownership of their reading choices and understanding. Students begin using textbooks in many subject areas more frequently as a tool for learning, and students continue to read a wide range of fiction, often related to what they are learning in religion, social studies and other classes.

In the primary grades, writing instruction begins with letter formation and spelling instruction, or encoding. As they progress, students learn to write complete sentences and paragraphs. Students are taught to consider purpose and audience when they write. At the intermediate level, students learn about the *6+1 Trait® Writing* as a means of identifying their strengths and weaknesses as writers; they continue to use this system in later years. Students also learn more about the stages of the writing process, including the importance of prewriting and thoroughly revising their writing. Students complete several research projects that involve significant writing. For example, fifth grade students complete a large written report on a national park, and in eighth grade students write a major research paper on a topic in American history. A major focus at the middle school level is essay-writing; graduates leave ASB School capable of writing multi-paragraph essays with a thesis statement and cited evidence.

Language arts skills are emphasized in many subject areas. ASB School teachers strive for ways to incorporate elements of the Catholic faith into their language arts curriculum. Religion class offers another platform for teachers to emphasize valuable literacy skills. For example, in eighth grade religion class, students write several essays throughout the year about topics in Church history or other elements of their faith. Teachers in subjects such as science and social studies also have high expectations for students in reading and writing; students in these classes write often and are expected to show strong ideas, organization and editing just as they would in language arts class. Language arts skills are truly incorporated and expected across the curriculum and are critical for student success.

From the data provided by teacher surveys and curriculum maps, it is clear that ASB School has many significant accomplishments in the realm of using curriculum standards. There are also some important goals to work toward.

Significant Accomplishments:

- All ASB School teachers and classroom aides have been trained in the design of curriculum maps, and all grade levels have a curriculum map in place for language arts.
- Consistent use of DIBELS in kindergarten through fifth grade has helped ensure that reading instruction is appropriate to students' needs.
- ASB School students continue to demonstrate strong writing skills across curriculum areas and on a variety of assessments.

Goal:

- Create a continual process for examining and updating the language arts curriculum K-8.

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.

In December 2010, the teachers and classroom aides for each grade level at ASB School completed a survey about their language arts curriculum and instruction, including the submission of curriculum maps, curriculum standards, resources used in instruction, and lists of instructional strategies. The data collected from these surveys was analyzed by the in-depth study committee to arrive at many of the conclusions drawn in Task 3.

Teachers at ASB School use a wide variety of best practices in their language arts instruction. Many teachers have received training and professional development in the Slingerland® reading program and *6+1 Trait® Writing*. Teachers in kindergarten through fifth grade have been trained in DIBELS Next, the latest version of DIBELS. In recent years, teachers and classroom aides have been trained in backwards-designed curriculum, curriculum-mapping, and learning targets. Teachers and classroom aides are encouraged to attend conferences and workshops addressing a

wide range of language arts topics. The administration is supportive of funding these opportunities and many teachers take advantage of them. Teachers often share new knowledge gained at these workshops at staff meetings and in-service time.

Although teachers use a wide range of best practices in language arts instruction, there is not schoolwide consistency in defining which strategies are introduced or reinforced in each grade. Different teachers emphasize different strategies based on their training and interest. A more defined scope and sequence for language arts would help ensure effective, consistent, and comprehensive instruction from kindergarten through eighth grade. One way to accomplish this would be to implement common writing assessments across the grade levels.

Assessment in language arts is based on best practice. DIBELS and reading logs are examples of reading assessments in the primary grades. Higher-level thinking comprehension questions and journal responses are two examples of reading assessments consistently used in the middle school. In all grades, oral response and discussion questions are used in conjunction with summarization and retelling.

The *6+1 Trait® Writing* method is used as instructional strategy for writing in the middle school grades. Teachers regularly use rubrics, scoring guides, or checklists to assess writing to make sure students are clear about expectations. This is also a means of helping students learn to take ownership of their writing. Self-assessments and reflections are also means of accomplishing this.

Beginning in the fall of 2008, ASB School has employed a full-time reading support teacher. DIBELS and other classroom assessments allow teachers to identify students who are in need of additional reading instruction. The reading support teacher is able to provide reading intervention instruction to these students. She works with individual or small groups of students to provide additional reading instruction to these students outside of regular classroom instruction. The reading support teacher primarily works with students in kindergarten to third grade to address reading concerns as soon as possible. She is also available to work with higher-achieving students who would benefit from more challenge in their reading. Another part of the reading support teacher's job is to collaborate with teachers, parents, and other outside professionals to create and monitor accommodation plans for students who have special needs related to any area of academic performance. She also maintains files for students of concern at all grade levels and facilitates communication between parents, teachers, and students in regards to these students.

Although testing data for the school is strong and stable, teachers have noticed the trend of somewhat lower scores in spelling and other proofreading skills. Teachers have implemented a variety of changes to address this. These include adopting new programs, increasing instructional time spent on those skills, and better communication with teachers at the grade level above and below. One significant example of a new program is the middle school's subscription to *Criterion Online Writing Evaluation Service*, beginning in the fall of 2010. This website allows students in grades six through eight to submit work online and receive electronic feedback about their writing in the early stages of the writing process. *Criterion* has proven to be a valuable tool, but it is still relatively new and being used inconsistently across grade levels and subject areas. It will be important to continue using it to gauge its effect. Despite recent efforts, it is still

important to continue focusing on this area for improvement. If all teachers were trained in a specific instructional strategy related to teaching the mechanics of writing, students would likely benefit from more consistent and explicit instruction.

Finally, it is worth noting that reading/literature and English/language arts were ranked by parents as the two subjects most effectively taught at ASB School in the fall of 2010. This is a strong indication that the ASB School community is pleased with the effectiveness of the school’s current instruction in language arts.

<i>“How would you rate the education your child is receiving in the following subjects?”</i>	Highly Effective	Effective	Somewhat Effective or Ineffective
Reading/literature	54.8%	39.2%	6%
English/language arts	50.3%	41.8%	7.9%

From the data provided by teacher surveys listing and describing instructional resources and strategies, it is clear that ASB School has many significant accomplishments in the realm of instructional methodology. There are also some important goals to work toward.

Significant Accomplishments:

- Teachers take part in professional development opportunities based on personal need and interest, grade level, and the needs of individual classes.
- Middle school students use Criterion Online Writing Evaluation Service as a means of improving ownership and awareness of editing and proofreading skills.
- Starting in the fall of 2008, ASB School has employed a full-time reading support teacher to provide reading intervention for students in need of additional instruction.

Goal:

- Coordinate and align language arts best practices and instructional strategies more deliberately across grade levels so that students experience consistent terminology and methods and all skills are covered. (An example of this would be to implement common writing assessments. This also includes a more consistent approach to teaching and encouraging good writing mechanics and proofreading skills.)

TASK 4 – SUMMARY OF FINDINGS

There are many significant strengths of ASB School’s language arts program that impact student learning positively. Testing data indicates that ASB School students learn how to read and write effectively, and parent feedback reinforces this conclusion. ASB School provides a thorough and

challenging language arts curriculum aligned with Washington state standards. Language arts skills are emphasized in many subject areas and teachers use a wide range of research-based best practices. ASB School teachers and staff take part in many professional development opportunities that enhance their ability to teach language arts effectively.

The strengths listed above have positively impacted student learning because the administration, teachers, staff, and students of ASB School make language arts a priority. It is a subject area that is valued in the ASB School curriculum, and teachers are knowledgeable about best ways to teach it. They continually strive for ways to improve their curriculum and instruction. This attitude and approach is certainly replicable in other subject areas. Considering the factors described above, ASB School is highly effective in providing a rigorous and meaningful language art curriculum.

It is clear that the most important goal to work toward is to create similarly formatted curriculum maps that identify essential standards, resources, scope and sequence for language arts. ASB School effectively teaches language arts, and students graduate as skilled readers and writers. However, the curriculum and instruction in language arts is not as clearly articulated as it should be, resulting in gaps and overlaps. A clearly defined schoolwide language arts curriculum would expose students to more consistent messages, terminology, and instruction, therefore increasing learning. This would address many of the needs discovered and goals outlined in this in-depth study.

Evidence List:

- Teacher survey results
- Curriculum maps for reading and writing in grades K-8
- DIBELS score reports
- ITBS score reports
- WASL/MSP score reports
- Student concern files
- Accommodation plans
- Information about students who receive additional reading instruction
- Curriculum materials such as textbooks and novels
- Student work samples
- Professional development documentation

TASK 5 – ACTION PLAN

Action Plan for Assumption-St. Bridget School

Goal #3: (from Appendix F: In-depth study) Create a continual process for examining and updating the language arts curriculum K-8.

Rationale for this Goal: Identifying clear standards will allow teachers to better differentiate instruction for various groups of students. Students will have a stronger understanding of their own progress toward the standards

Alignment with mission, philosophy, SLEs: ASB School students will be competent and confident learners and effective communicators. (SLE 3 and 5)

Strategy #1	Evaluate current language arts outcomes along with other standards and identify key language arts outcomes K-8.
Activities #	Collect current ASB School outcomes, common core standards, and EALRs. Revise outcomes as needed, K-8.
Cost or Resources & Sources	Identify essential standards in writing curriculum. (Teacher time.) Learn strategies for creating curriculum maps in language arts. (Professional development- cost of presenter.) Resources: Common Core Standards (no cost), OSPI resources (no cost),
Person(s) Responsible For Implementation	Administration and language arts teachers.
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps
Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.
Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

Strategy #2	Create similarly formatted curriculum maps for writing that identify essential standards, resources, scope and sequence for language arts.
Activities #	Professional development on creating curriculum maps. (money from professional development fund) Drafts of curriculum maps. (time) Create modified drafts each fall for writing curriculum maps and communicate to shareholders.

Cost or Resources & Sources	Identify essential standards in writing curriculum. (none) Learn strategies for creating curriculum maps in language arts. (Professional development- cost of presenter.) Resources: Common Core Standards (no cost), OSPI resources (no cost), professional development (money from professional development fund)
Person(s) Responsible For Implementation	Language arts committee
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps
Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.
Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

Strategy # 3	Repeat strategy #2 for all other areas of language arts.
Activities #	Professional development on creating curriculum maps. (money from professional development fund) Drafts of curriculum maps. (time) Create modified drafts each fall for language arts curriculum maps and communicate to shareholders.
Cost or Resources & Sources	Identify essential standards. (none) Apply strategies for creating curriculum maps in language arts. (time) Resources: Common Core Standards (no cost), OSPI resources (no cost), professional development (money from professional development fund)
Person(s) Responsible For Implementation	Language arts committee
Process For Monitoring	Collect drafts and completed list of standards for each grade level. Collect drafts and completed curriculum maps

Baseline Assessment	Results from parent and student survey showing understanding of outcomes.
Ongoing Assessment	Yearly survey results and identified trends. Revised curriculum maps each fall.
Timeline Start/Stop	Spring of 2012 to begin training on identifying essential outcomes and creating curriculum maps. Fall 2012 Complete drafts of curriculum maps.
Process for Communicating to Shareholders	Share final curriculum maps on website.

