

## Preface

The Sacred Heart School community welcomes the Western Catholic Educational Association Visiting Committee. We look forward to the opportunity to share our story with you. We are grateful for your time and commitment to this accreditation process.

The accreditation process has been an opportunity to work together as a community for the betterment of our school. We strive to make self-review an ongoing process at Sacred Heart School with regular and occasional surveys of our parents, staff, and other shareholders as well as through the creation and implementation of our five-year strategic plan. However, the accreditation self-study provided an opportunity for us all to work together and to look at the school as a whole.

We are grateful to the entire school staff, all of whom worked collaboratively to make this document possible. We would also like to thank the parents of Sacred Heart School, especially our school commission members, for their feedback and support throughout this process. We are grateful to Kay Purcell, Assistant Superintendent from the Office for Catholic Schools, for helping us to kick off our self-study process and keeping us on track with reminders and feedback. Finally, we are grateful to Fr. Steve Sallis, our pastor, and Fr. Patrick Ritter, our former pastor, who provided feedback, counsel, and prayer to support us throughout this journey.

Ultimately, this self-study document is a kind of prayer. It is a prayer of thanksgiving for all the blessings that God has given to us. It is a prayer of praise for His presence here with us. And it is a prayer of petition for the wisdom to know His will, the courage to do it, and the humility to see that all good things come from Him.

*Jesus meek and humble of heart,  
I ask that I may love you more and more.*

*O Heart of Jesus, burning with love for me,  
May my heart burn with love for you.*

*O Sacred Heart of Jesus,  
May you be known and loved throughout the world.*

*Amen.*

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## Faith & Community & Excellence

### **Mission Statement**

Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community.

### **Vision Statement**

Sacred Heart School builds an active partnership between school, parish, and family. Sacred Heart School graduates leaders who are exceptionally well prepared to meet the challenges of college preparatory education with a commitment to Catholic service to others.

### **Our Living Values**

- Faith: Believing all things are possible through God the Father, Son, and Holy Spirit.
- Hope: Embracing the future with confidence in God.
- Love: Offering support, acceptance, and compassion to all.
- Respect: Building relationships on trust, honesty, and integrity.
- Gratitude: Appreciating and stewarding the many talents and blessings we receive.
- Service: Engaging in active, generous, compassionate care to others



## Schoolwide Learning Expectations

*Revised: Accreditation 2012*

### *A Sacred Heart School Student Strives To Be...*

#### **1. An Active Catholic Who**

- Understands Catholic beliefs and traditions
- Demonstrates a working knowledge of the Bible
- Makes moral decisions based on his or her faith
- Embodies faith through reverent participation in Mass, prayer, and sacraments
- Serves others and works for social justice in the world

#### **2. An Engaged Learner Who**

- Works toward personal excellence
- Demonstrates problem solving skills
- Experiences and engages in the arts
- Uses inquiry, analysis, and technology to understand the world
- Practices effective organization and study habits

#### **3. An Empowered Individual Who**

- Sets, implements, and evaluates personal goals
- Respectfully advocates for herself, himself, and others
- Acts with integrity and respect
- Leads by example
- Identifies and lives a healthy lifestyle
- Participates in the community with civic responsibility

#### **4. An Effective Communicator Who**

- Actively listens
- Clearly conveys ideas in written and oral forms
  - Engages in constructive collaboration

## 2013-2014 Sacred Heart School Staff

Fr. Steve	Sallis	Pastor
David	Burroughs	Principal
Connie	Gray	Vice Principal
Bridget	Lawler	Math Specialist/VP for Prof. Dev.
Susana	Knapp	Director of Admissions
Theresa	Daigle	Director of Development
Kari	Boyd	Counselor
Amy	Davis	ESS Director
Kerry	Wyman	Receptionist
Ann Marie	Thompson	Health Room
Carrie	Morrisey	Development Assistant
Julie	Thoensen	Pre-K
Aurora	Paz	Pre-K Aide
Mary	Davis	KB
Nancy	Adamonis	KB Aide
Kristin	Maloney	1A
Emily	Kirwan	1B
Sharon	Reding	1st Grade Aide
Kelli	Heinrich	2A
Caitlin	Elsner	2B
Kate	Suhrbier	2nd Grade Aide
Deb	Dennehy	3A
Jayme	Harris	3B
Suzie	Nelson	3rd Grade Aide & ESS
Barbara	McGrath	4A
Brooke	Hayter	4B
Sarah	Fleming	4th Grade Aide
Carl	Sheffield	5A
Janice	Slater	5B
Jenn	Olvey	5th Grade Aide
Barb	Ennis	K-5 Spanish
Vicki	Jones	MS Spanish/6A HR
Gena	McReynolds	MS LA & SS/6B HR
Dan	Sarlitto	MS Science/6C HR
Marissa	Ward	MS Math/7A HR
Brandon	Schmid	MS Math/7B HR
Kaleen	Covington	MS LA & SS/8A HR
Zack	Cunningham	MS LA, SS & Rel/8B HR
Rosemarie	Engman	ARC/ 8C HR
Mike	Brown	MS Math

Rachel	Bergere	MS Religion
Sally	Wood	Art K-8
Kathy	Hooper	Library
Cassi	McDougall	Music K-8
Tim	Murphy	Physical Education K-8
Cheryl	Perrella	Reading Specialist
Britt	Boyd	6-8 Drama (Thursdays)
David	McReynolds	IT
Nancy	Schoeggl	IT



# Sacred Heart School

## SELF STUDY COMMITTEES

### **Leadership Team**

David Burroughs, Principal

Connie Gray

Karen Geary

Bridget Lawler

Carl Sheffield

Zack Cunningham

### **Student/Community Profile**

David Burroughs

Connie Gray

Bridget Lawler

### **Progress Report on Previous Recommendations**

David Burroughs

### ***QUALITY OF THE SCHOOL PROFILE***

#### **Assessment of the School's Catholic Identity**

Barb McGrath

Nancy Adamonis

Kelli Heinrich

Rachel Bergere

Karen Geary

Tim Murphy

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

David Burroughs

Connie Gray

Bridget Lawler

#### **Organization for School Learning to Support High Achievement for all Students**

Carl Sheffield

Barb Ennis

Emily Kirwan

Caitlin Elsner

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

Sue DeGioia

Claudia Jorissen

Dan Sarlitto

Brandon Schmid

#### **SLE's and Standards Based Curriculum to Support High Achievement of all Students**

Rosemarie Engman

Cassi McDougall

Kaleen Covington

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

Vicki Jones

Kristin Maloney

Jayne Harris

Laurel Nyquist

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

Gena McReynolds

Kari Boyd

Deb Dennehy

**Resource Management and Development to Support High Achievement of all Students**

Janice Slater

Zack Cunningham

**School Improvement Plan**

Entire Staff/Leadership Team

**Process to Implement and Monitor Plan**

Entire Staff/Leadership Team

**Editor**

Leadership Team

## **Chapter 1**

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

The process of preparing for the self-study at Sacred Heart School began with a visit from Kay Purcell, archdiocesan WCEA commissioner, in the spring of 2012. Kay gave a presentation to the entire staff about the new protocol and answered questions about the process.

A few staff members volunteered on accreditation teams in order to support other schools in the archdiocese and gain firsthand knowledge of the new protocol. They brought back important insights into the new protocol.

When writing the self-study, the staff was divided into teams, each responsible for gathering evidence and writing an initial draft of one section. Those drafts were then reviewed and edited by the entire staff at a series of staff meetings. They were then shared with the parent and pastoral leadership and then the entire school community for feedback. Feedback was solicited from the general parent population via e-mail, two parent meetings and from the parent leadership at school commission meetings. Then another staff member edited each section to produce harmony of style and wording, to ensure that the prompts were being adequately answered, and to add additional information related to new programs. This revised draft was once again shared at a staff meeting, with the school commission, and published to the school website for final comments. The writing and editing of the self-study was intentionally decentralized and involved as many staff as possible in order to encourage widespread understanding of and participation in creating the final document. In preparation for the accreditation visit, teams were assigned to create bulletin boards with evidence connected to each of the SLEs.

Surveys were conducted last year with the staff, parents, parent leadership, and students. These surveys were specific to the accreditation process. These groups were surveyed using Survey Monkey (with the exception of some primary students whose surveys were administered in class). Sacred Heart School has surveyed parents annually for the last six years. In addition, we began surveying new parents last year as well as teachers at the local Catholic high schools who teach our graduates, among other occasional surveys as needed. These surveys are reviewed by administration, staff, and school commission as appropriate in order to improve curriculum, instruction, facilities, and programming.

The mission statement, philosophy and living values of the school were revised five years ago as a joint project between the staff and school commission with opportunities for input from the

larger parish and parent community. During the 2012-2013 school year, the school's SLEs were revised in order to make them easier to assess and better aligned with the current reality of the school.

Dr. Anne Frederick, Director for Parish and School Faith Formation, visited our school and reviewed our religion curriculum and teaching as well as the school's mission and philosophy. After identifying many strengths of the school, she suggested adding a reflection component to our middle school service program, adding a component to our eighth grade Rite of Passage Experience program, and making sure that our school's mission and philosophy were visible throughout the school, which we have done.

The challenges faced were finding the time for all of the various groups to meet to undertake the significant work required to prepare the self-study and deciding when to cut off the inclusion of new developments at the school into the self-study. Since we have continued to conduct surveys and make changes to our school in response, there was a temptation to continue updating the self-study.

## **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.*

Sacred Heart School's administration and teachers communicate information about student learning and faith formation to all shareholders through the weekly newsletter, *From the Heart*, the parish bulletin, teacher's newsletters, the school website, the Parent and Student Handbook, and at annual Back to School and State of the School meetings. Parents were informed about the accreditation process through the *From the Heart*, teacher newsletters, and the most recent State of the School and Back to School meetings. Input was solicited from all shareholders through surveys conducted last year in preparation for the accreditation as well as ongoing surveys over the last six years. The surveys were administered to parents, students and staff through Survey Monkey (with the exception of students in kindergarten through third grade who took pen and paper surveys). More focused surveys were also conducted with the School Commission and Parents' Club board members. Survey results were reviewed and discussed by the teams who wrote each section with overall parent and student survey results being shared with and discussed by the staff and school commission.

This self-study and the report of the visiting team will be published to all shareholders on the school's website as are the documents from the previous accreditation.

### **Evidence:**

Surveys

School website

Teacher newsletter

Parent and Student Handbook

School commission agendas

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## Chapter 2

### A. SCHOOL PROFILE

Sacred Heart School provides an excellent academic education in an environment of faith and virtue for all of its students pre-kindergarten through 8<sup>th</sup> grade. Under the direction of Father Gerald T. Moore, Sacred Heart School opened as the only Catholic school on the eastside in 1952. The first day of school was September 24, 1952; 314 students in kindergarten through sixth grade Sacred Heart School were enrolled and under the guidance of the Sisters of Saint Joseph of Newark. Between 1952 and 1970, enrollment at Sacred Heart School moved up and down as the grade levels offered changed and additional Catholic schools were built in the area. In the 1960s, the neighboring parishes of St. Monica on Mercer Island, St. Louise in Bellevue and St. Brendan in Bothell were opened and built schools. To alleviate over-crowding at Sacred Heart, a number of students were assigned to these new parish schools. In 1974, the Sisters of St. Joseph no longer staffed the school. Between 1974 and 1982, two principals from other religious communities directed the school. Since 1982 the school has been led by lay administrators.

#### SACRED HEART SCHOOL TODAY

Sacred Heart School's current enrollment is 414 in pre-k through eighth grade. While we saw a small decline during the recession, our enrollment has remained relatively steady over the last seven years. Ninety-two percent of our students are Catholic, and we are proud of the diversity of our social, economic, and ethnic community. In recent years we have seen an increase in the Hispanic population as well as students coming from multi-racial backgrounds. Overall, the school's ethnic minority population has increased in recent years. In 2012-13, the school had a population of 73.7% White, 3.4% Black, 6.8% Hispanic, 5.3% Asian, 0.5% Native American/Native Alaskan and 10.4% who stated they were on more than one race or multiracial. In looking at census data, these numbers are more reflective of the city of Bellevue than the city Clyde Hill where we are actually located.

Sacred Heart School has 268 families representing a range of occupations and educational backgrounds. Parents' professions range from service-oriented jobs to positions in the high-tech industry. Educational experiences range from high school diplomas to doctoral degrees. The majority of our families reside in two-parent households and are members of Sacred Heart Parish. As was evidenced on our parent survey, Catholic Values (43.5%) and Catholic Faith Formation (12.9%) were some major reason parents chose to send their students to Sacred Heart School. When parents were specifically asked what they like best about Sacred Heart School, a faith based education, Catholic values being taught, and integration faith into the classroom were frequently mentioned. In addition, so was the sense of community throughout the school,

parents, educators, and administrators working together for the benefit of the children and the excellent faculty and staff. In recent years, Sacred Heart School has benefitted from the growth of Amazon, Google, and Microsoft; it has become a school of choice for many of the families needing to relocate for these companies.

Using the SLEs as a guide, our students are consistently striving towards personal excellence. Many of our 8<sup>th</sup> grade graduates go onto Catholic high schools, including O’Dea, Holy Names, Seattle Prep, Bishop Blanchet, Eastside Catholic, and Forest Ridge. We also have a few students who choose to go onto Bellevue High School or other public schools each year.

During the 2012-13 school year, there were thirty teachers, pre-kindergarten through eighth on staff. Twenty six were full-time teachers. There are three teachers on staff who do not hold a WA State Teaching Certificate; two were hired because of the unique skills they brought to our school, and the third is currently working toward their certification. All teachers have their Bachelor’s degree and sixty seven percent of the teaching staff has earned a Master’s degree in their teaching discipline. All teaching staff members are expected to be working towards their catechetical certification within one year of their hire date, with some exceptions made for non-Catholics who are not regular classroom teachers. Sacred Heart School covers the cost of any classes taken towards certification. Students and classroom teachers are supported by eight instructional assistants, including an instructional aide in each kindergarten classroom. In addition to the three administrators, one of whom also serves as the Math Specialist, and a sixth tenths part-time counselor, there is a support staff of seven people who serve in various roles.

In September of 2010, Sacred Heart School opened a half-day Pre-Kindergarten program in what used to be the old school office. The classroom is self-contained with its own bathroom. The decision was made to limit enrollment to sixteen students each year in order to provide have adequate room for all of the learning stations, to allow table groups of four, and to prevent the pre-kindergarten program from becoming a pre-requisite for the kindergarten. Sixteen students provide a good core for our kindergarten while there is still plenty of room for new students. We have had a waiting list for the program every year since it was opened. While we could quickly fill the program with siblings, in order to grow enrollment, we strive for an equal balance between current families and parishioners, or members of other Catholic parishes.

The staff of Sacred Heart School is committed to both individual and school-wide professional development. Our Vice Principal of Professional Development is responsible for establishing the staff development schedule and communicating it to staff (Appendix A-8). Each year \$5,000 is allotted for professional development. Sacred Heart School also takes advantage of the Title II funds available through the Bellevue School District. Each spring, the three administrators determine the focus for the coming school year; the Vice Principal of Professional Development completes and submits the paperwork to the Bellevue school district. Since 2008, most of our in-house professional development has been on Differentiation Strategies, including the adoption of a new Common Core Reading program in K-5 which included a built-in differentiated program.



Since 2010, Sacred Heart School has participated in the Archdiocesan ITBS Consortium and takes the Iowa Test of Basic Skills in grades two through eight each October. Scores are closely monitored and tracked to see if the changes made to the curriculum/program have been effective. While the three administrators are primarily responsible for reviewing the scores, all teachers have access to the information. Our Reading Specialist works with students at the fiftieth percentile and below in kindergarten through fifth grade. Students are broken into smaller learning groups in both Math and Reading and all teachers are trained in differentiated instruction. In reviewing ITBS data, students at Sacred Heart School score at or above the 80<sup>th</sup> percentile in most areas. Data analysis efforts indicate that some of the lower schools may be attributed to students who have special learning needs. Recent changes to our reading program, especially in the primary grades where it has been fully implemented, appear to be reflected in a positive way in our reading scores. Changes in the way spelling is taught in the fifth grade last year had a direct impact on the middle school scores. Students who test at or below the twenty-fifth percentile on the fall ITBS may be re-tested again the spring to see what progress they have made. The Gates-MacGinitie Reading Test is also administered in the fall and then again in the spring in first through eighth grades. Classroom teachers use other types of formal and informal assessments such as quizzes, tests, projects and reports. Results of all assessments are used to assess curriculum and instructional needs. Curriculum needs for the coming year can be presented by the faculty of Sacred Heart School to the administration of the school for review.

There are designated classrooms for middle school (sixth through eighth) science and Spanish as well as art, music, and library. Physical education classes take place in the gym. Spanish is offered in grades pre-kindergarten through fifth in their regular classrooms. Students also receive guidance lessons throughout the year, which are taught by our school counselor. A school lunch program is provided by an outside vendor and served daily in the gym. The playground areas are plentiful, safe, and functional for recess. Through the generous donations of our Parents' Club, new big toy equipment was added to both the upper and lower lot two years ago.

Technology is an integral tool used in the instruction and learning at Sacred Heart School. Each classroom has an interactive ActivBoard and a docu-camera. All teachers are assigned their own computers. There are one hundred five netbooks available for student use in the middle school and each primary pod is joined together by a computer pod with ten computers which students use for enrichment activities, keyboarding, writers workshop, etc. (Fifth grade is separated so they each have their own pod with ten computers). We have a part time technology consultant and part-time technology staff person on staff to assist with our technology needs. Sacred Heart School uses Power School as its student-information system.

If a student has an apparent academic concern, teachers work with parents and students to build skills and work towards meeting standards. Goal setting conferences are held in October for students to set academic and personal goals for the trimester (S.M.A.R.T. Goals) and additional conferences can be held throughout the year at the request of the parent of the teacher. Report

cards are sent home at the end of each trimester. In addition, first through eighth grade parents have access to their student's grades and missing assignments online anytime at PowerSchool. At the end of the school year, teachers in first through eighth grades administer exams in major subject areas. All students in kindergarten through seventh grade are required to complete summer math and reading review assignments which are provided by Sacred Heart School. Students in fifth through seventh grades are expected to complete a Spanish review packet.

Surveys indicate that students in kindergarten through third grade feel safe, happy, and cared for by their teachers and classmates. Students in fourth through eighth grades feel like they belong at Sacred Heart School and are treated with respect by their teachers and the administration and that their teachers encourage them to do their best.

**Evidence:**

Annual parent surveys 2008-2012  
2012 teacher survey  
2012 student survey  
2021 school commission and pastor survey  
Other school surveys  
Sacred Heart School enrollment data

## **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.*

Since the last accreditation visit in 2008, Sacred Heart School has used the findings of the prior self-study and Visiting Committee Report to guide improvement and make substantial changes in the school.

The first goal identified by the school was curriculum mapping for all grades, kindergarten through eighth. This process has been completed for all grades. At the time that this goal was written the school did not have a pre-kindergarten program. However, the pre-kindergarten teacher and aide were a part of the school's curriculum mapping process and our completed curriculum maps begin with pre-kindergarten and continue through the eighth grade. The curriculum maps are used to drive instructional planning and are updated regularly by the teachers. The school's curriculum maps ensure that the standards are all being addressed and that there are no gaps or unnecessary overlap in the curriculum or instruction.

The school identified developing and implementing, "a schoolwide system to address a variety of learning needs," as another goal. Since the last accreditation, significant time and resources have been spent better preparing the instructional staff to offer differentiated instruction to all students. Significant amounts of professional development time and resources have been directed to differentiated education. For example, five years ago many of the current teachers were trained through a program called "Schools Attuned" to better understand and work with students' different learning styles. We have brought to the school Richard Cash and Torrey Volk to give presentations on instructing both gifted and struggling students. Several teachers have attended individual workshops on various topics related to differentiation. The school has made changes to the reading specialist's job in order to give her the time to provide intensive support for struggling readers in grades first through fifth, has introduced the Academic Resource Class and a study skills homeroom curriculum in middle school, and has created a "materials management" program for grades third through fifth, among other improvements. As a result of these changes, Sacred Heart School is able to serve effectively a population of diverse learners.

The final goal identified by the school was to adopt a "unified course of study (for religion) across grades in order to achieve more consistent flow between grade levels." After the last accreditation, Sacred Heart School purchased Benzinger's *Call to Faith* series for use in teaching religion throughout the school. All grades, kindergarten through eighth, now use this same textbook series. The school uses the archdiocesan prayer list to track mastery of the required prayers. Last year the school began administering the Assessment of Children Religion

Education (ACRE) test in the fifth and eighth grades to assess learning in this area. Since the arrival of our new pastor last year, the school adopts a special focus each year to guide religion instruction at the school. Last year's theme was the Sacred Heart of Jesus and this year's is the saints.

These changes also address the first goal identified by the Visiting Committee, which was to, "Develop and implement a set of checks and balances to ensure that Catholic doctrine is taught and assessed in a systematic, formalized manner on a regularly scheduled basis in accordance with the Archdiocesan time allotments for religion." The school annually reviews time allotments for all subject areas, including religion, and this year added an additional two hours and fifteen minutes to the school week in order to ensure adequate time for instruction in all areas. Also, since the arrival of our new pastor, the school has increased the number of school Masses from about one and half per month to at least three per month.

The next goal identified by the Visiting Committee was, "Evaluation of the communication and relationship between administration and faculty to enhance teaching and learning." This goal has been addressed through weekly all-school faculty meetings and regularly scheduled grade-band meetings (pre-kindergarten through second grade, third through fifth grade, and sixth through eighth grade). Administrators generally lead the all-staff meetings and one administrator attends and participates in the grade-band meetings. The school has added a part-time vice-principal for professional development to oversee professional development and the mentor program for new teachers. Also, the principal and vice-principal have divided up oversight of the school (pre-kindergarten through fifth and sixth through eighth) in order to be able to be more available to teachers.

The final goal from the Visiting Committee was for the school to create, "A stronger partnership between school and parish regarding shared employees and facilities." In the past six years there have been significant changes in the both school and parish personnel. During the most recent renovation of the school a storage and work room was added to the school building for use by the parish faith formation program which uses classrooms at the school on Sundays. The school and parish share a bookkeeper, and the school and parish both use the services of the maintenance team (which is funded almost entirely by the school's budget). The school's IT personnel work with the parish staff as needed. The school's second grade teachers assist with the preparation of students for First Communion and First Reconciliation through the parish faith formation program. Last year when the parish was without a middle school youth minister, three of the school's teachers led youth group meetings until a new youth minister was hired. The entire parish and school staff gather together twice a year, once for a retreat the week before school starts and again for a party at Christmas time. The principal meets weekly with the pastor, the pastoral assistant for administration, and pastoral associate to discuss issues related to the management of the school and parish as well as monthly meeting with the entire pastoral staff. The school is a ministry of the parish and the relationship between the school and parish staff is one of mutual support and commonality of purpose.

**Evidence:**

Curriculum maps

Professional Development records

Previous Self-Study and Report of Findings

Pervious Action Plan

Staff meeting minutes

Religion textbooks

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## Chapter 3

### 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.*

Sacred Heart School is first and foremost a Catholic community. Sacred Heart School's mission statement, revised in 2009, expresses the commitment "to provide an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community."

Both Sacred Heart Parish and Sacred Heart School share the vision of "an active partnership between school, parish, and family." Faith is at the heart of all that we do inside and outside the classroom. We are guided by the Catholic "Living Values" of faith, hope, love, respect, gratitude and service.

The recently revised Schoolwide Learning Expectations (SLEs) define the spiritual, academic, social, and emotional characteristics that a student of Sacred Heart School will strive towards and attain throughout his/her years of attendance. The school's mission statement, philosophy, Catholic Living Values, and SLEs lay a foundation for students and their families and are included in relevant school documents, posted on the website, and throughout the school building.

Sacred Heart School provides regular opportunities for the community to experience prayer and the sacraments. Our new pastor (as of July 2012), Fr. Steve Sallis, has strengthened our Catholic identity by increasing the opportunities for liturgy and the sacraments at Sacred Heart School. Students and faculty attend Mass during the school day at least three times a month, and parents are encouraged to attend. Classes take turns leading the Masses. Classes take turns leading the masses which are planned by the classroom teacher, Fr. Steve, and the music teacher. The students learn about that day's readings, the liturgical season, and the saint if it happens to fall on a feast day. In May, the whole school participates in a May Crowning program beginning at the school Mass and followed by a procession to the statue of Mary near the school and culminating in prayer, hymns, and the crowning of Mary. The Sacrament of Reconciliation is offered to students during Advent and Lent. The second grade teachers support the students who are preparing for First Reconciliation and First Communion through their active involvement in the parish preparation process including conducting reviews with the students, being involved with the retreat, and helping to lead the students at the First Communion Masses. Beginning last year, sacramental preparation takes place outside of the school with a major part of the preparation taking place at home.

Students who are not Catholic, but wish to be, as well as Catholic students who have not received their sacraments but are older than second grade, are identified by teachers or staff members and connected with the parish faith formation program in order to be prepared to

receive the sacraments. Teachers have also been involved in the process by leading scripture discussion with student catechumens during the Liturgy of the Eucharist at school Masses.

Each morning the school joins together in a prayer to the Sacred Heart of Jesus which is led over the intercom by student council members. Students pray at various times throughout the day in their classes including before eating lunch (for middle school), in the lunch room (for primary) and in physical education class.

Retreats are a regular part of our school program. The sixth grade has a one-day, offsite retreat intended to bring them together as a class, discuss the transition to middle school, and provide a spiritual kick-start to the year. Seventh grade students participate in a one-day service retreat. For example, last year's seventh grade students travelled to St. Charles Parish in Burlington, Washington to learn about the lives of migrant workers and to assist with organizing and operating the church's food bank and a meal distribution. Eighth grade students participate in an overnight retreat at Camp Hamilton focused on a spiritual theme. This year's was our call to be saints. During the retreat the students write a class mission statement and set goals for the class. The majority of our second grade students also participate in the First Communion retreat led by the parish faith formation program. The school and parish staffs also participate together in an annual retreat at the start of each school year. Last year our pastor affirmed the charisma of the Sacred Heart of Jesus and made it the focus of the retreat resulting in a renewed emphasis around the school in pictures and prayer. This year's retreat theme was "the saints". This theme has also been carried into the school in art, prayer, and instruction.

Religion curriculum is coordinated throughout the school. Each grade level, kindergarten through eighth grade, uses Our Sunday Visitor's *Call to Faith* textbook series which is on the list of approved texts from the archdiocese. Each grade level created a curriculum map that outlines how religion instruction and curriculum are connected to the archdiocesan benchmarks, as well as the SLEs. The pre-kindergarten has an innovative and challenging religion curriculum including their "Are You Smarter than a Pre-k Student?" challenge where the students' fathers are invited to come in and compete against their child in a quiz game about many of the things found in a Catholic church, from vestments and chalices to monstrances and tabernacles. Sacred Heart School educators also teach the scripture stories and prayers that are recommended for each grade level by the archdiocese. They use the Archdiocesan Prayer Checklist to track mastery by grade level. In an example of cross-curriculum learning, students across the grade levels learn the Sign of the Cross and other prayers in their Spanish classes.

Teachers at Sacred Heart School use a variety of instructional strategies in their religion instruction and apply age appropriate critical thinking opportunities for their students. There are several traditional religion projects and programs that are a part of our school culture. For example, there is the All Saints' Parade for primary students to learn about saints and All Saints Day. The students come to school on All Saints' Day dressed as a saint, participate in a procession during which they share the name of their saint with the whole school, and then engage in a variety of age-appropriate activities related to their saint in class (e.g., written reports, oral sharing). The primary grades' (kindergarten through third) Peacemaker Program allows students to learn about and incorporate Catholic virtues into their lives. The program teaches about one of the school's Living Values each month and then recognizes students at a



monthly assembly in church who have exemplified that virtue. In third grade students learn about prayer space and create a prayer table in their own homes. The fourth grade students are presented with their own Bibles, blessed by the pastor, and the students then use these Bibles throughout middle school. The fifth grade class presents one of three different medieval passion plays (adapted for fifth grade students) to the school every Good Friday. During Lent, the seventh grade students create a contemporary Living Stations of the Cross for the school and parish community to walk throughout the campus.

All of the students in the school (with the exception of pre-kindergarten) are part of a family group comprised of students in every grade and led by one or more eighth grade students and one or two staff members. Along with attending school masses together, these family groups gather a few times each year to learn about a different aspect of Catholic Social Teaching and its connection to a project in the school (e.g., Catholic Relief Service's Rice Bowl program or the school's annual Shoe Liturgy).

Religion teachers regularly include learning benchmarks in their lesson plans from the Archdiocesan Religious Education Curriculum. Sacred Heart School teachers use a variety of assessments in their lesson plans. Beginning last year, the school has started administering the ACRE (Assessment of Catechesis Religious Education) test of religious knowledge in grades five and eight. Data from this test was used to shape curriculum and instruction in religion for this year.

Religion is taught across the curriculum in various academic subjects. For example, the sixth grade students read a biography of a peacemaker in language arts, and then present their "peacemaker" to the school at The Peacemaker Wax Museum. This year, in art class, all of the students made large paper icons of various saints, one for each grade, that were displayed in the entry to the school and then narthex of the church for All Saints' Day. Not only did the students learn about icons, but the saints they were depicting as well. In middle school physical education class, the weekend's gospel readings are discussed and referred to during warm-up time and students learn the Prayer of St. Francis.

Beginning this year, for students in kindergarten through eighth grade, Sacred Heart School is using RCL Benziger's *Family Life* program. As this is a new program for the school, we started the year with two parent meetings to introduce the program and answer questions and provided a link to parents so that they could view the program materials. In response to parent requests, the human reproduction portion of the program will be offered as an optional, after school program to students in grades sixth through eighth who did not receive it previously. In support of this program, Sacred Heart School also teaches the "Talking about Touching" (grades kindergarten through third) and "Called to Protect for Youth" (seventh) programs to help protect our students against abuse.

While not specifically religious programs, the school's counselor supports our mission by teaching programs that promote Christian values and how to treat others such as the conflict resolution and social skills programs "Kelso's Choices" and "Second Step". She also offers the North Star program for girls in sixth grade to promote self-esteem and friendship skills, among other programs.

Instructional staff follows the archdiocesan requirements for catechetical and instructional competence. All teachers, including those who do not teach religion, are expected to work toward catechetical certification, with some exceptions made for non-Catholic staff. Currently, nine have completed their certification. New staff members are informed of this requirement but are not expected to begin the process until the completion of their first year. Annual records are maintained for progress toward certification. The school pays the cost for all catechetical certification classes. The school provides materials such as *Catholic Teacher* magazine and *We Believe* for ongoing Catholic formation. All staff is informed of local opportunities for further catechetical training. In addition, our principal serves as an instructor for the catechist certification program.

Sacred Heart School recognizes the parents as the primary educators of their child's faith and strives to support parents in this role. Through the school website and "From the Heart" newsletter, parents are informed about and invited to join the school in liturgical celebrations and events. Parents frequently attend school masses and sit with their child's class. It is common to see parents serving as Eucharistic ministers at school Masses, participating in the Living Stations of the Cross, attending the passion play offered by fifth grade during Holy Week, or attending the pre-k through third All Saints' Parade, for example. A daily "Three Minute Retreat" is available for parents and staff on the school website to promote their prayer life.

Sacred Heart School promotes learning about the Catholic faith through the physical environment of the school. Each classroom has a crucifix and a statue of Our Lady. Many also feature pictures or statues of saints. A picture of Our Lady of Guadalupe is present in the entryway of the school as well as an art glass window of the Sacred Heart of Jesus in the lobby of the school. Statues of Mary and St. Francis are found outside the school building. Pictures of Pope Francis and Archbishop Sartain in the school's lobby promote a connection to the larger church.

Sacred Heart School is involved in a variety of projects that give students the opportunity to work together and individually on service to their community. Some of these school wide projects include adoption of families at Christmas, a winter clothing drive, food drives throughout the year to support our local food bank, and providing sweatshirts and playground equipment to a school in Nicaragua. The students serving on the student council play an active role in finding and implementing service projects for the school as needs arise in the community and nation. The whole school participates in the Catholic Relief Service's Rice Bowl program. The program and rice bowls are given during a Family Meeting and students return the bowls at a school wide Holy Thursday prayer service.

Some service projects are grade-specific. For example, the fourth grade has routinely scheduled visits to The Gardens nursing home where students socialize with residents of the Alzheimer's unit. Small groups of sixth grade students make weekly visits to volunteer at the Renewal Food Bank in Bellevue. The first grade has led pajama drives in support of an orphanage in China.

Service learning is a required part of the middle school curriculum. The sixth grade must complete two hours each trimester and the seventh and eighth grade students must complete at

least six hours each trimester for a total of twenty hours for the year. Many middle school students earn more than the required number. At the end of each trimester, middle school students who complete more than six hours (sixth grade) and thirteen hours (seventh and eighth) receive the St. Margaret Mary Service Award which is presented at an assembly as well as noted on their report card.

Some service projects contain a theological reflection aspect that include the Corporal Works of Mercy and Catholic Social Teaching principles. For example, during a Family Meeting (led by the eighth graders) in November, Sacred Heart students learn about the Catholic Social Teaching of “Options for the Poor and Vulnerable” and how it relates to their shoe donations for Treehouse. During the month of November and first part of Advent, students earn money to pay for new shoes to donate to Treehouse, a program that supports foster children in the Seattle area. Students bring these shoes to the Shoe Liturgy on the Feast of St. Nicholas, because of his connection to charity and shoes, where they are blessed by the priest and sent on their way to Treehouse. Through this, the students clearly see the relationship between serving others and the call to be a disciple of Jesus. Sacred Heart School students reflect on the service they have given the school and community in a variety of ways. Sacred Heart School students also actively participate in school masses as readers, singers, and altar servers. The value of serving one’s school and greater community is clearly an area where Sacred Heart School students excel.

The staff of Sacred Heart School strives to bring the Good News of Jesus into the total education experience and promote life-long service and lives of faith in our students. According to the student survey (see appendix) ninety two percent of students agree that teachers help them develop their faith and ninety-three percent say religion classes help develop their faith. Parish and school staff have helped students and parents come into full communion with the church. We had ten adults and eighteen children in the last three years. Their connection to our faith does not end with graduation, recent alumni of Sacred Heart School have gone on ten parish-sponsored mission trips to Tijuana, eight to the Dominican Republic and one to West Virginia.

**Significant Accomplishments:**

New religion curriculum adopted K-8 in 2011

Frequency of school Masses increased to three times a month

All school morning prayer over intercom each morning

Increased emphasis on and encouragement of catechetical certification of instructors

Revised mission statement and SLEs

Religion curriculum mapping

Incorporation of Catholic Social Teaching in school family activities

As a result of beginning of the year retreat, staff adaptation of personal mission statements and increased school wide emphasis on Sacred Heart of Jesus and the saints

**Goals:**

Documentation of mastery of prayers

Improved faith formation and increased prayer opportunities for parents

Formalization of a comprehensive K-8 service program including reflection

**Evidence:**

Religion textbooks

School Mission, Vision, and Living Values

Family group activity lesson plans

School website

Our Lady of Guadalupe performance script

Passion Play script

Shoe liturgy photos

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

*The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Archdiocesan curriculum standards, and other governing authority expectations.*

### **Mission Statement**

Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community.

### **Vision Statement**

Sacred Heart School builds an active partnership between school, parish, and family. Sacred Heart School graduates leaders who are exceptionally well prepared to meet the challenges of college preparatory education with a commitment to Catholic service to others.

### **Our Living Values**

Faith: Believing all things are possible through God the Father, Son, and Holy Spirit.

Hope: Embracing the future with confidence in God.

Love: Offering support, acceptance, and compassion to all.

Respect: Building relationships on trust, honesty, and integrity.

Gratitude: Appreciating and stewarding the many talents and blessings we receive.

Service: Engaging in active, generous, compassionate care to others.

The Mission, Vision, Living Values, and Schoolwide Learning Expectations (SLEs) of Sacred Heart School reflect our motto: Faith, Community, Excellence. They reflect both the kind of people we want our students to be and the kind of community we are working to create. Together with their parents and Sacred Heart Parish, we endeavor to form young men and women of strong faith, knowledge, and virtue who lead lives marked by creativity, intellectual curiosity, and service to others.

Sacred Heart School revised its Mission and Vision statements five years ago in conjunction with the creation of a five-year strategic plan. In addition, the school created a list of its Living Values to more fully define who we are as a community. This process was led by the school commission and included the pastor, principal, vice-principal, director of technology and representatives of the teachers and instructional aides. Presentations were made to the entire staff and parent community a few times during the process to gather feedback. Once the process was completed,

the Mission, Vision, and Living Values were published along with the strategic plan in a brochure and posters were created to display them throughout the school.

The Mission, Vision, and Living Values reflect the school's understanding of itself as a ministry of the parish. Our Mission Statement makes clear that our primary purpose is to serve "the families of Sacred Heart Parish." The school's Vision Statement makes clear our commitment toward building, "an active partnership between the school [and] parish." The "active partnership" that is at the heart of our Vision Statement extends to parents as well. The school recognizes that parents are the primary educators of their children and the school is here to assist them in that God-given role. So, we seek to bring together the school, parish, and families in partnership in order to educate and form students of our school and to encourage parents to be more active in their faith lives as well. In doing so, Sacred Heart School is a ministry of education and evangelization for Sacred Heart Parish and the Archdiocese of Seattle.

The understanding of the school as a ministry of the parish and the "active partnership" between the school and parish reflects significant changes since the school's last accreditation. One of our goals from the prior accreditation visit was, "A stronger partnership between school and parish regarding shared employees and facilities." We believe that this has been accomplished, not only because there have been significant changes in personnel since the last accreditation but because the school has intentionally worked to make clear to everyone that it is a ministry of the parish, not an independent or private school. That is reflected not only in our new Mission and Vision statements but in the life of the school. One physical representation of the change in relationship was the inclusion of storage and work room for the parish faith formation program in the school's remodeling three years ago. The school principal now meets weekly with the pastor, parish administrator and pastoral associate to discuss times of importance for both the school and parish.

When we began our current self-study process, the school staff and school commission felt that the Mission, Vision, and Living Values still accurately reflected our community and the decision was made by consensus not to make any changes to them. However, we did feel that it was necessary to update our SLEs.

The process of updating the school's SLEs involved the entire staff over the course of several meetings. We began with the end in mind as the staff brainstormed about the kind of person we wanted our students to be when they graduate from Sacred Heart School. From the list that was generated the "top line" SLEs were created: An Active Catholic, An Engaged Learner, An Empowered Individual, and An Effective Communicator. The entire staff was then divided into small groups to work on generating the specific SLEs under each of these headings. The groups researched and discussed SLEs from other schools and went through another round of brainstorming in order to generate a proposed set of SLEs. The staff then gathered again to sift through all of the proposals, eliminate duplicates, and finally develop a consensus around a list of SLEs that we felt best reflected the Mission, Vision, and Living Values of our school. During

this process a few “rough drafts” were shared with the pastor, school commission and larger parent community to solicit their input. Revisions were made based on their feedback. When the SLEs were finalized, they were published in the school’s weekly newsletter, the Staff and Parent Handbooks, on the school’s website, and on posters throughout the school.

After the revision of the SLEs was completed, teachers in kindergarten through second grade, third through fifth grades, and sixth through eighth grades worked in level teams in the 2012-13 school year to develop measureable rubrics for teachers to assess student achievement of the SLEs and for students to complete on-going self-evaluations of their progress in achieving the SLEs. This process has provided clear learning objectives with SLEs for instructional lessons. Using these outcomes, teachers regularly assess student progress during and after a lesson of study.

Our newly-revised SLEs reflect the school’s Mission, Vision, and Living Values in a variety of ways. They begin by emphasizing our Catholic faith, which is at the heart of our Mission and Vision. The SLEs encourage both a solid intellectual foundation in the Catholic faith as well as a lived practice of it, which develops a connection between our students and their families and the life of the parish. The SLEs also encourage “empowered individuals” who demonstrate a concern for others in our local school and parish community as well as the larger community of Seattle and the world. Finally, the SLEs encourage and support academic excellence as “engaged learners” and “effective communicators.”

Sacred Heart School publishes a handbook for both our staff and our parents and students. These handbooks are reviewed and updated annually by the vice-principal and posted on the school’s website. Throughout the year any additions or changes to the handbook are presented to the staff at weekly staff meetings and to parents at either the Back to School Night or the State of the School meeting. They are also distributed via e-mail to the staff, and published on the school website and in the school’s weekly newsletter, *From the Heart*. New parents receive an orientation led by our admissions director in the late spring before they enter school in the fall so that they are informed of their obligations and most important programs and policies of the school.

### **Significant Accomplishments:**

Revision of school’s SLEs, Mission, Vision, and Living Values  
Creation of a five-year strategic plan for the school  
Improved relationship between the school and parish and a vision of the school as a ministry of the parish

### **Goals:**

New report cards that reflect the SLEs  
Greater parent awareness of and involvement with the SLEs

**Evidence:**

School Mission/Vision/Living Values Posters

Strategic Plan brochures

SLE rubrics

School website



## **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.*

Following our school's motto of "Faith, Community, Excellence", Sacred Heart School is organized to support high achievement for all students. Programs, policies, and structures are in place to support spiritual, personal, and academic excellence for every student.

Sacred Heart School's strong Catholic identity is fostered by the interaction of our entire community. Our pastor sets our theme each year at the annual school and parish staff retreat. Last year's theme was the Sacred Heart of Jesus and this year's is the saints. These themes are taken over into the environment and the curriculum of the school. Fr. Steve interacts regularly with students at our school Masses, during classroom visits, while planning and preparing for class Masses, and through his attendance at school programs and events. In addition, he regularly interacts with teachers and staff through individual meetings about a wide variety of matters. Our pastor provides invaluable assistance in marketing our school by talking about the school and the importance of Catholic education at Mass, by being actively involved in the school Open House, meeting with our admissions director, and by personally inviting individual families to apply to the school.

The school commission, in its capacity as an advisory council to the pastor and principal, works to create an effective plan for deepening our faith, developing our curriculum and faculty, maintaining our facilities, and managing our finances. Monthly reports are made by commission members on marketing, technology, facilities, fundraising and events, and the school's budget. The principal delivers a monthly report on the school including finances, program, curriculum, and accreditation updates. In addition the school commission discusses and makes recommendations about policies and programs for the school. The commission member who oversees marketing meets regularly with our admissions director and works closely with her on the Open House and other marketing efforts (e.g., advertising, parish bulletin, postcards). All school commission members actively participate in recruitment by leading tours at the Open House. The school commission also creates and reviews a strategic plan every five years to "ensure proper planning for the future advancement and excellence of the school."<sup>1</sup> Time at each meeting is given to reviewing the school's progress in achieving some part of the strategic plan (Catholic Faith and Identity, Instruction and Staff, Facility, Finance, Marketing and Administration and Governance). Reports are made to the school commission by the admissions and development directors as appropriate and as needed. The minutes from the School Commission meetings are published online, as well as upcoming dates that are open to all

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<sup>1</sup> Sacred Heart School Commission mission statement.

interested members. In addition, the school commission reviews the results of the annual school survey (and other smaller surveys) to look for trends, identify issues that need to be addressed, and monitor the success of programs and policies.

The school's budget is created through the collaboration of the principal, the school commission, and the parish finance council to support and enhance the opportunities for learning and growth of all students. Over the last six years the school has reshaped its budget in response to parent surveys and comments, staff feedback, and standardized test scores in order to increase the support of all of our students. For example, we added a school counselor based on parent surveys and staff feedback and the Academic Resource Class after reviewing the needs and progress of our intermediate and middle school students whose standardized test scores were below the 50<sup>th</sup> percentile. We updated all of the textbooks throughout the school in response to staff feedback and a review of standardized test scores. Spanish was introduced to grades one through five in order to support the academic goals of our middle school program and to respond to parent feedback about the importance of learning a second language. The budget has also supported the faith development of our school community by purchasing a single religion curriculum for the entire school, supporting yearly retreats for the middle school students and staff, paying for catechetical certification for all teachers, as well as providing religious art and artifacts for the facilities and students (e.g., holy cards and medals for feast days, statues of saints and crucifixes for the classrooms and other work areas). While not directly a part of the budget, the school's schedule was changed and time was added this year to support an increase in school Masses to at least three times per month and to accommodate an increase in time for classroom instruction in a variety of subjects including physical education, science, religion, and primary Spanish.

The parents' club supports high achievement of our students by organizing "several social activities, volunteer opportunities, and fundraisers each year to promote excellence in our school."<sup>2</sup> Each year the parents club sponsors presentations that are designed to help parents support their children's social, emotional, spiritual, and academic growth (e.g., social media safety and a series of book discussions on positive discipline, the power of validation, and self-esteem by our school counselor). For the last two years, the parent's club has supported teacher and staff excellence through the Teacher and Staff Excellence Awards. These awards highlight those teachers and staff who work to promote high learning and quality work going on in our school. Parents' club members are actively involved in school fundraisers and participate in the Open House as tour guides.

Under the leadership of the vice-principal, the parent service board also supports high achievement by recruiting, organizing, and training parent volunteers for a variety of roles around the school. Along with volunteers for various fundraisers, the service board also oversees volunteers who contribute directly to the academic achievement, safety, and well-being of our students. Parents volunteer in the classrooms and library as assistants to the teacher, in the health

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<sup>2</sup> Sacred Heart Parent's Club mission statement

room to assist our health room coordinator, and as supervisors in the lunch room and on the playground, among other roles.

Sacred Heart School administrators have created organizational structures that have strengthened student learning. In order to allow for more consistent involvement and more focused supervision, the vice-principal oversees the primary grades, pre-kindergarten through fifth, while the principal oversees the middle school, grades six through eight. Over the last two years, the administration has provided time and instruction in creating curriculum maps in all grade levels and content areas. Under the guidance of our principal and vice principals, teachers update and review these curriculum maps each year ensuring that we meet Common Core and state standards, and the high standards of our student learning expectations (SLEs). The principal and vice principals also review lesson plans, student work, and class activities to ensure that work being done in the classroom is driven by data and tied to best-practices. Review of faculty and staff by our administrative team is on-going throughout the year including formal observations and evaluations. All-staff meetings are held every Tuesday after school under the direction of the vice-principal for professional development. These meetings begin with prayer and spiritual reflection. All-school staff development, discussion of new policies and programs, and review of feedback from parents and test scores take place at these meetings. Grade band (pre-kindergarten through second, third through fifth, and sixth through eighth) meetings take place on at least a monthly basis for common planning and review, each one led by an administrator. The school's schedule was redesigned this year to provide the primary and intermediate teachers with additional common planning time while their students are being taught by specialists (art, music, physical education, library, and Spanish).

Staff development is now and has historically been a high priority as it has a direct impact on the high achievement of all students. Teachers regularly attend the in-service presentations provided by the archdiocese and review the information when they return to school. Additionally, the school has on staff a vice principal of professional development, whose primary role is to bring in-service opportunities and classes to the attention of the teaching staff and to facilitate the attendance of teachers at the in-services. Guest speakers and instructors are brought on to the campus to update the staff in areas such as child development, learning differences, differentiated instruction, and improving math competency. The vice principal of professional development collaborates with the reading specialist, to provide numerous opportunities to learn about a new multifaceted approach to the teaching of reading in kindergarten through grade five. The professionalism and excellence of the staff can be attributed in part to the willingness to model the goal of life-long learning for our students through these numerous educational opportunities. The vice-principal for professional development also has designed and oversees a mentor program for all new teachers, both those who are new to teaching and those who are new to Sacred Heart School. These new teachers are paired with a mentor for one to three years, attend regular meetings throughout the year, and observe each other's classes. This program has

had a positive effect on the incorporation of new teachers into the school community and significantly enhanced the support they need in order to be highly effective teachers.

Academically, students have the opportunity for high achievement in a variety of ways. First, our LEAD 21 reading curriculum allows students to be divided into groups based on reading level. The grouping is flexible, though, and students have multiple opportunities throughout the year to move up to the next reading group. Students reading below grade level are supported outside the classroom by the reading specialist in order for them to advance. To provide differentiated instruction in math, students in the first and second grade work in small groups weekly with the math specialist while the remainder of the group is broken into smaller groups with their teacher, teacher aide, or parent assistant. Grouping is flexible based on assessments and classroom observations. Students in grades three through five are assessed at the end of the year and in the fall and are grouped depending on the needs of the students. This year, the math specialist works with the advanced math classes in grades four and five. Students have the opportunity to be further challenged while covering the same curriculum with an emphasis placed on deeper problem solving. In middle school, students are also assigned to a math class based on ability, and the math classes move at a pace that is best for each group of students. At the end of each year students are assessed and the results are used for placement for the following fall.

In order to support as broad a range of learners as possible, the school has support systems in place to provide academic support for student learning. The Academic Resource Class (ARC) is a course designed for students in sixth through eighth grade who benefit from five days a week of core curriculum support. This class pre-teaches, re-teaches and provides repetition of key concepts instructed in subject courses. This is an elective, graded course that focuses on executive skills, study skills, and curriculum support all in a risk-free, supportive learning environment. Second, Peer to Peer is an after-school program designed for any middle school student who would benefit from homework support. Students can work independently, in study groups or one on one with a student peer leader or teacher. This is offered once a week for sixth grade and once a week for seventh and eighth grade. Third, Material Management Club (M-n-M Club) is offered five days a week after school for students in grades three through eight who need extra assistance with organization skills. Finally, all teachers in grades one through eight offer after school office hours at least twice a week for students to receive extra assistance, clarification or academic support. The school also includes reading and math specialists who work with the primary and intermediate grades to support both students in need of extra support or additional challenge in math or remediation in reading.

Students in kindergarten through third grade are recognized for their high achievement in living out the school values of gratitude, love, service, faith, hope and respect through the Peacemakers program. Students from each class who display these virtues are recognized at a monthly assembly with the vice principal of the lower school, their teachers and peers. Some classes are invited to reflect on how they are progressing towards the student learning expectations through

a self-assessment each week or month. Starting in third grade students write S.M.A.R.T. (specific, measurable, attainable, realistic, and timely) goals each trimester for themselves and monitor

Communication of information keeps the entire Sacred Heart Community focused on supporting our students in reaching their highest potential. Each week the “From the Heart” newsletter is published by a parent volunteer by means of Constant Contact to keep our school community informed about school policies, academic achievement, upcoming events, fundraising programs, and more. One of our primary resources for communication is through electronic means including email, Edmodo, and e-newsletters. A student’s individual progress is also communicated with parents using Power School. Power School is a web-based information system that provides parents, students, and teachers the ability to communicate and monitor a student’s academic progress. Parents can login and see daily scores of class work, tests, and projects. In addition to Power School, teachers use other traditional means of communication, such as report cards, telephone calls, and in-person meetings to further communicate with parents. As part of a student’s academic and spiritual progress, the school conducts student-led parent-teacher conferences in the fall. In order to more effectively communicate expectations and goals to parents right from the beginning of the year, our Back to School Nights (one for pre-kindergarten through fifth and one for sixth through eighth grades) has been moved to the second and third evenings of the school year. Every spring, our administration team also presents a State of the School meeting that is open to all members of the Sacred Heart School and Parish. At this meeting, important ideas, information, and new initiatives are presented and feedback is solicited so that parents are informed and involved. Sacred Heart School is a community of faith where students, parents, faculty, and staff all work together and understand the importance of academic and spiritual development towards achieving success. Annual parent surveys are conducted for the whole school community as well as a special survey for new families that is sent out thirty days into the new school year. Individual surveys of parents and staff about specific topics (e.g., fundraising, mid-winter break, homework) are also conducted as needed. For the last two years a survey has been conducted of the local Catholic high schools to solicit feedback about the relative strengths and needs of our graduates. Although the number of responses has been small, we have received some useful specific feedback through these high school surveys which has helped us to better prepare our students.

### **Significant Accomplishments:**

- Addition of a Vice Principal of Professional Development to the administrative team
- Vice-principal overseeing the primary and intermediate grades
- Adoption of LEAD 21 in Kindergarten through fifth grade
- Continuing support of both a reading and math specialist as part of the faculty
- Continued strength of the math and reading curriculum
- Pilot of the ARC program in grades six and seven

- Peer to Peer program

**Goals:**

- Continue to develop a structure and time for teachers to regularly analyze ITBS scores and make decisions in curriculum and instruction that are data driven.
- Further curriculum development in the areas of social studies and science.
- Further development of the use of SMART goals throughout the school.

**Evidence:**

- School commission mission statement and meeting minutes
- School Mission and Vision
- Parent's club mission statement
- Classroom observations
- Sacred Heart School website

## **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.*

Sacred Heart School's standards-based curriculum and instruction is regularly reviewed using ongoing formal and informal student assessments in combination with teacher observations of student performance and parent feedback. Student performance assessment methodologies and associated data vary by teacher, subject and grade. Assessment methods include traditional and non-traditional, formative and summative approaches such as standardized tests, teacher-made tests, projects and activities that touch on a variety of learning styles, and student observations. Educationally sound assessment processes are used to track student progress and make decisions on how to address individual student and class needs. The favored assessment choice changes from grade to grade, and teacher to teacher. For instance, pre-kindergarten employs observational assessments frequently while third grade favors more traditional, written testing. All primary and intermediate grade teachers use formative and summative tests to different degrees.

Students in grades second through eighth take the Iowa Test of Basic Skills each fall. This test is used to identify performance trends in students and link strengths and weaknesses to specific curriculum areas. The ITBS allows teachers to analyze how well individual students and whole classes are learning in addition to understanding overall learning trends throughout the school. Students in third, fifth, and seventh grade take the Cognitive Abilities Test as well. While the ITBS test measures what students have learned, the CogAT measures the student's aptitude. The CogAT is very helpful when assessing a student's progress as it provides a predicted score for each student in every category of the ITBS test. Teachers and administrators can then compare the student's predicted score versus his or her achieved score. This allows the school to see if a student is not only learning (which can be seen with the ITBS scores alone) but if they are learning at or above their predicted potential. Some students may score low in a particular section of the ITBS test, but still be outperforming their predicted score. This allows the school to have a more precise picture of how an individual student or class is performing than the ITBS alone. Students who score in the 25<sup>th</sup> percentile or below in any of the tests in the core areas of the ITBS (reading, language, and mathematics) are retested in the spring to check for growth and develop a plan for the summer if needed.

Sacred Heart School takes advantage of the Interactive Results Manager (IRM) as a part of the archdiocesan consortium. This program allows teachers and administrators to view ITBS and CogAT scores, compare a student's or grade's growth from year to year, and break down and compare student scores based on a variety of factors such as gender or number of years the student has attended Sacred Heart School.

ITBS scores are sent home to parents each year along with the first trimester report cards. Scores for each grade are posted to the school's website for all parents to review. The vice principal includes information in the school bulletin about ITBS, CogAT, and other standardized scores

each year. The school's scores are presented to the school parents at the annual State of the School Meeting in the spring. Trends in ITBS scores are presented to and discussed with the school commission.

All students in first through eighth grade take the Gates-MacGinitie reading achievement twice a year (fall and spring). These scores are compared by teachers to the students' ITBS scores to check for consistency, trends, and are used to help identify students who may need additional reading support.

Students who scored below the 50th percentile on ITBS in two reading areas were "flagged" as needing reading intervention and students who scored below the 50th percentile in one reading area were marked as needing monitoring in their regular language arts classes. Students in the primary grades who need reading intervention receive that support from the school's reading specialist, who works with students individually or in small groups in her classroom. In the case of students requiring intensive intervention, parents are notified by the reading specialist and a program is designed and reviewed by both the parents and reading specialist to advance the child towards grade level standards. The reading specialist sends a progress report that identifies student goals and intervention to parents, classroom teachers, vice-principal and principal on a monthly basis. At the end of each trimester a detailed summary of program goals and accomplishments is sent to the classroom teacher and vice-principal. In the sixth through eighth grade language arts classes, students whose ITBS scores flagged them as needing reading intervention were placed together in a language arts section in order to provide those students with more direct instruction and additional support. As a result of standardized test scores, individual student performance data, and feedback from teachers and parents, it became clear that there were some students who continued to struggle and required more intensive remedial support to be successful in grades sixth through eighth. A pilot program is being implemented (the Academic Resources Class) to assist these students with classroom performance and overall educational growth. Many of those students who had previously received support from the reading and math specialist are participating in this pilot program.

In the area of mathematics, additional data is gathered and recorded electronically in grades kindergarten through fifth with programs called XtraMath and Math Whizz. In addition to assessment, both of these programs provide ongoing practice and instruction in various areas of mathematics. XtraMath focuses specifically on the four basic operations of addition, subtraction, multiplication, and division of whole numbers. Math Whizz addresses math computation, including fractions and decimals, as well as math concepts and problem solving. Teachers are able to view a student's achievement and progress online with both programs as well as monitor the amount of time they spend using these programs. In seventh grade, the Orleans-Hanna test is given as a prognosis of Algebra readiness.

In the spring of 2013 the school began administering the Assessment of Children Religious Education (ACRE) test in the fifth and eighth grades. This test assesses the students' knowledge of the Catholic faith and their attitude towards their faith and various moral issues.

Teachers assess student awareness and achievement of the Student Learning Expectations (SLEs) in a variety of ways. For example, at the end of each unit, some teachers have their



students update a portfolio that involves assessing personal strengths and weaknesses. Students use a rubric that specifically includes the math-related SLEs. In the middle school, students include in their service reflection a description of how they demonstrated one or more of the SLEs in the course of their project. Beginning this year, the eighth grade students will include a reflection on the SLEs as a part of their Rite of Passage Experience (ROPE) presentation. Related to SLEs, students set S.M.A.R.T. goals at the beginning of each trimester and these are reviewed periodically to determine if and when they have been met or at the end of the trimester whichever comes first. When setting goals, students are asked to identify at least two strengths as well as two areas for improvement. Students use the SLEs to help guide S.M.A.R.T. goal setting. When a goal is mastered, student accomplishments are celebrated. Although SLEs were updated in the 2012-2013 academic year, teachers have been consistent in the past of encouraging students to be self-evaluators, and of praising students for going back over their work, and of being an active Catholic by showing virtues that Jesus wants us to use.

The Peacemaker program in kindergarten through third grade extends throughout the school year with each student being awarded a Peacemaker Award certificate and pin for exhibiting Christ-like behavior. This program encourages and teaches the school's "Living Values": faith, hope, love, respect, gratitude, gentleness and service.

Sacred Heart School uses data analysis as a basis for improving student learning. For example, if a student is performing academically below expectation his or her teachers will meet together to discuss the evidence (e.g., standardized test scores, classroom tests, teacher observations, school counselor observations) and begin to formulate a plan for addressing the issue. After this, the student's teacher or teachers will call a conference with his or her parents to discuss the academic concerns and propose a student support plan. Further assessment by outside specialists may also be suggested at this point (e.g., an educational psychologist or pediatrician). Students who have a student support plan are then monitored for growth using various data from the school and will have their student support plan updated each year.

On a school-wide basis, decisions are made using the educational data collected by the school in order to improve the overall curriculum and instruction. For example, three years ago the school's reading specialist was reassigned from working primarily as a third reading teacher in each primary grade to working intensively with students who were struggling in reading after reviewing standardized test scores, individual student performance data, and feedback from teachers and parents. It became clear that there were some students who were continuing to struggle year after year and needed more intensive remedial support to be successful in this critical educational area. Since this change, the academic progress of the students who work with the reading specialist has improved, significantly in many cases, based on their standardized test scores, classroom performance, and feedback from parents and teachers.

Changes have also been made to the textbooks the school uses in order to better support student learning. New mathematics textbooks were purchased in 2009 for fifth and sixth grade to address deficiencies that had been noted by middle school teachers in the students' math skills with the previous textbooks. The new textbooks were chosen to fill the "gaps" that the middle school math teachers had noticed in all of their students. New language arts textbooks were adopted in the primary and intermediate grades based on teacher observations and standardized test scores.

The LEAD 21 program was chosen after extensive research by the primary and intermediate teachers. The classroom teachers have found this program to be a very effective reading program. It has the added advantage of having built-in differentiation along with whole group instruction. However, after the first year of using LEAD 21, a curricular decision was made to supplement LEAD 21 with additional phonics instruction. This decision was based on teacher observation of student performance.

Last year it was noted that many fifth grade students were experiencing a drop in their ITBS scores in the areas of capitalization and punctuation. The students' scores were higher at the beginning of fifth grade than they were at the beginning of sixth grade, but then rebounded in seventh grade. The fifth grade teachers worked together last year to develop and implement a plan to address this problem by making more time for daily oral language in their curriculum and provided more practice in proofreading and editing. Based on this year's ITBS scores, the changes they made were effective as the current sixth grade students did not experience this same drop in scores. Further monitoring will be necessary to make sure that the positive changes have been maintained.

In order to address the loss of student skills over the summer break each year, the school has developed a summer program for all students. Students are required to complete the "Summer Skills" math booklet for their appropriate grade or to use Math Whizz for 45 minutes or more each week as well as to complete the summer reading assignment created by the teachers in each grade level. This requirement is waived for students who participate in an outside academic program during the summer such as Kumon or a summer school course.

Data analysis also has implications to professional development. Sacred Heart School supports various professional development opportunities that are intended to translate into improved teaching methods and student learning. Torrey Volk, a professional math trainer, provided staff development in 2011-2012 to share differentiation strategies in math. Richard Cash provided additional differentiation strategies across the curriculum and with a focus on gifted students. Professional development was provided to the primary and intermediate teachers in LEAD 21 by John Slagle and Michelle Buck during the first two years of the program's use. This focus on differentiated instruction is the result of an increasing number of students at Sacred Heart School who have student support plans and a desire to serve them more effectively.

**Significant Accomplishments:**

The ITBS and Gates-MacGinitie tests are an excellent source of data that is used regularly by teachers.

The use of the IRM has been especially effective to allow teachers and administrators to disaggregate the data from these assessments and view year-to-year trends.

New math and reading curriculum was purchased and is currently being implemented that aligns with Washington State and National Common Core Standards.

Curriculum maps for each subject have been completed and are updated regularly.

Adoption of Summer Language Arts/Reading and Math programs.

**Goals:**

Increase consistency and alignment of assessment practices for core classes across the school

Begin to us ACRE data to analyze religion instruction and curriculum

**Evidence:**

ITBS and CogAT test scores

Gates-McGinitie test scores

iRM longitudinal displays

Math Whizz reports

Teacher newsletters

*From the Heart*

## **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.*

Sacred Heart School creates curriculum and assessment standards based on the Archdiocesan and State of Washington standards including the Common Core and Essential Academic Learning Requirements (EALRs). We build onto this foundation using our Schoolwide Learning Expectations (SLEs) and the governing authority expectations to craft academic standards that are based in rigor, grounded in our Catholic faith, and ensure continuity from pre-kindergarten through eighth grade.

By using multiple assessments, both summative and formative, we ensure that our measurements of acceptable progress towards our academic standards are data-driven and meet the expectations of the SLEs, Common Core, EALRs, and the archdiocesan and governing authority criteria. Formative assessments include performance-based activities, student reflections, teacher observations, and mid-unit tests. In addition to teacher evaluations, students also self-assess their progress towards achievement of the SLEs in kindergarten through eighth grade. Supplemental programs and standardized testing are used formatively, including Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAt), and Gates-MacGinitie testing each fall for second through eighth grades. Individual Reading Inventories and the Woodcock-Johnson Revised reading tests are given to students upon request by the classroom teacher. The ITBS and CogAt are also used as a summative assessment to look at student achievement over the course of a year and to help teachers identify areas for curricular program development. Other summative assessments include unit projects, essays, end of unit/chapter tests, end-of-year mastery tests in math, LEAD 21 Reading quarterly assessments, Lexia reports, XtraMath, and Math Whizz in grades kindergarten through eighth grade, a science fair for grades fifth through eighth grade, Culture Fair for fourth grade, and Congressional Hearings for eighth grade.

The variety of formative and summative assessments, tied to the continuum of learning, allows Sacred Heart School to identify students in each quartile. This enables the faculty to identify students not making acceptable progress in a timely manner and provide appropriate support systems for these individuals and groups of students. After a student is identified, a Student Support Plan (SSP) team is formulated at the request of the classroom teacher. The team includes student's teacher, parents, administration, and specialist if needed. An SSP is developed based upon assessment data, teacher's observations, and off-site testing when appropriate. A typical

SSP lists strategies that will be used to improve learning in specific disciplines. Examples of accommodations include: preferential seating, providing study skills training/learning strategies (“Materials Management Club”), audio books, extra time for tests, allowing typewritten or computer printed assignments, additional copies of textbooks for home use, calculator access for math class/tests, dictation when needed, scribing when available, and accommodations as prescribed by a learning specialist. The SSP is implemented with the full participation of faculty, students, parents, and all other relevant school members.

Teachers at Sacred Heart School have many resources available to them when formulating and implementing plans for students. Classroom teachers communicate with their student’s previous teachers at the beginning of each school year using transition reports to help them understand and prepare for their incoming students, especially those with SSPs. In the classroom, teachers differentiate instruction by providing a variety of extra assistance including leveled reading, direct instruction, re-teaching, one-on-one work with the teacher or classroom aide, and revised tests. In addition, many teachers at Sacred Heart School have been trained in the “School’s Attuned” program which provides insight in creating individualized instruction and adaptation of the SSPs. The school librarian adds new video and audio resources for students every year, and communicates with teachers to understand their classroom needs. Local learning specialists provide off-campus assistance for some students and work closely with students’ teachers. Sacred Heart School’s faculty routinely makes accommodations for students based on student needs and their SSPs.

The faculty at Sacred Heart School has worked together to improve reading instruction and intervention. The school adopted the LEAD 21 program in 2010 because of its variety of resources and differentiation in the classroom. The LEAD 21 reading program differentiates students into four tiered groups and then uses leveled texts to improve lower-level readers and provide extra challenge for higher readers. Sacred Heart School is also blessed to have a full-time reading specialist for first through fifth grades to assist with intensive reading support for struggling students. Students in grades first through fifth performing in the lower fifty percent of ITBS reading scores work one-on-one with the reading specialist using supplemental programs to increase reading skills. The reading specialist sends monthly reports to parents, teachers, and administration about each student’s growth. In sixth through eighth grade struggling readers are encouraged to participate in the Academic Resource Program which provides additional support for students in language arts and mathematics. In addition, all students can receive academic support through the Peer to Peer homework support program, schedule office hour help with individual teachers, join the Material Management club or with teacher recommendation work with an outside tutor. Students with learning differences have the option to take ARC as an elective course.

Classroom teachers use a variety of resources to ensure struggling students make acceptable progress in math. The first through fifth grades work with the math specialist to provide instructional support for students based on need. Instructional aides also provide extra assistance and instruction for students. They are utilized for direct instructional support in the classrooms, and help provide accommodations for at-grade-level and lower quartile students in math who have SSPs. Teachers and instructional aides provide a variety of support opportunities for students not making acceptable progress including re-teaching, test reviews, Math Club, and

Math Whizz and XtraMath (online mathematics practice and instruction). In order to meet the academic needs of all students, mathematics classes for grades six through eight have been grouped according to ability using test results, grades, and teacher observations. This allows the teachers to provide targeted skills instruction, especially for those students not making acceptable progress in math.

Classroom teachers evaluate the success of these plans based on the variety of formative and summative assessments. Teachers use assessment data to analyze the needs of students, identify their successes and needs of accommodations. Students not making acceptable growth are specifically tracked for evidence of improvement. Each year the faculty analyzes assessment data, especially the ITBS and CogAT results, for their current students and students taught during the previous year. This allows teachers to evaluate the success of accommodations plans in conjunction with each student's current teacher. Each year a student's SSP is reviewed and adjustments made if needed.

All SSPs are kept in a folder on the network and in a binder in the vice-principal's office. Modifications to SSPs occur at the beginning of each school year and as needed thereafter. Teachers at Sacred Heart School work with administrators, the reading and math specialists, the school counselor, parents, outside professionals, and students to modify plans in order to increase acceptable progress by all students.

In analyzing the Math ITBS scores (see Appendix A), and using survey data, a targeted goal to increase computation has been noted. The school implemented Xtramath and Math Whizz, computer-based additional tutorial programs, in grades Kindergarten through eighth grade two to three times a week for at least thirty minutes a week. In grades sixth through eighth, targeted instruction in math "spirals back" to refresh ideas and integrate them into the next concepts being taught.

In analyzing the Reading ITBS scores (see Appendix B), and using survey data, a targeted goal to increase stronger remediation support has been noted and implemented during the 2012-2013 school year. The need for a learning support program for sixth through eighth grade was evaluated and planned out. The ARC program is being piloted during the 2013-2014 school year. A study skills program was also integrated into the sixth through eighth grade homeroom class this year to boost note taking skills, study habits, and time management.

In analyzing the data, it became apparent that programs used to assist disaggregated groups are effective, as evidenced by the high percentage of students in the top quartile and the low percentages of students in the bottom quartile in all subject areas. Parent and student survey responses also rated the programs as effective. A high percentage of students in grades fourth through eighth reported that they are challenged in their classes.

The whole school staff, with input from parents and the school commission, revised the school's SLEs as part of the accreditation process. Teachers in kindergarten through second grade, third through fifth grades, and sixth through eighth grades worked in level teams in the 2012-13 school year to develop measureable rubrics for teachers to assess student achievement of the SLEs and for students to complete on-going self-evaluations of their progress in achieving the

SLEs. This process has increased understanding of providing clear learning objectives for instructional lessons. Using these outcomes, teachers regularly assess student progress during and after a lesson of study.

**Significant Accomplishments:**

Revision of SLEs  
ITBS and CogAt data analysis through the use of the Interactive Results Manager (IRM)  
Gates-MacGinitie reading assessment fall and spring quarters  
Grades 1-5 Reading Specialist  
Grades 1-5 Math Specialist  
Academic Resource Class for middle school  
Accelerated math program for grades first through eighth  
High number of students in top quartile for all core subject area  
Student Support Plan program for lower quartile students in kindergarten through eighth grade  
LEAD 21 Reading program in in grades kindergarten through fifth  
Differentiated instruction in-services provided for staff  
Instructional aide in grades pre-kindergarten through fifth  
Middle school home room study skills program  
Peer to Peer homework support program 6-8  
Material management Club 3-8  
Office hour teacher support K-8  
Transition reports for reading and math

**Goals:**

Further implementation of the SLEs in classroom instruction  
Development of more assessment tools for the SLEs  
Incorporation of the SLEs into the school's report cards

**Evidence:**

Common Core and Washington State EALR's curriculum standards implemented into academic and specialist subject that incorporate Catholic Values.  
Parent survey  
Student survey  
Analysis of data collected by staff  
Rubrics used to measure achievement of SLE's  
Rubrics used to measure academic knowledge  
ITBS test results  
CogAt test results  
Gates-MacGinitie test results  
Lexia reports

## **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.*

**“Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community.”** In keeping with this mission, Sacred Heart School integrates our Catholic identity into the entire curriculum. Kindergarten through eighth grade students participate in an annual Advent pageant which tells the story of the birth of Jesus through song, scripture, and acting. The art teacher assigns students faith-infused projects to create, such as the saint mosaics that were created by each grade to support our school’s focus on the saints this year. In sixth grade, the students lead a prayer service for the Feast of Our Lady of Guadalupe and present a re-enactment of this story for the school at Mass. Preparation for this program incorporates both Spanish and religion classes. Students learn how to problem solve and self-advocate through lessons taught by our school counselor to all grades. Pre-kindergarten students challenge their fathers each year to a competition called “Are You Smarter than a Pre-K Student?” The quiz competition focuses on what the students have learned in religion. Each month the kindergarten through third grade students learn about one of the school’s Living Values through a program called Peacemakers. Students are selected by their teachers to be recognized for embodying that month’s virtue in a particular way. Then in sixth grade, students learn about a notable peacemaker in history and share a brief biography as they create a Wax Museum in the gym. In math, middle school students learn about percentages by using the church donation forms.

Catholic values are also integrated throughout the entire school year. Each school day begins with a prayer over the school-wide intercom led by the student council. Students and staff also pray before lunch, before staff meetings, assemblies, religion class, and in each period of middle school. Teachers assess students’ knowledge of archdiocesan required grade level prayers throughout the school year. Students also learn many of these prayers in Spanish, extending their knowledge of Spanish and the experience of their faith. The school attends Mass at least three times per month, including holy days of obligation and Ash Wednesday. Throughout the year, each class has the opportunity to lead a Mass where students are lectors, gift bearers, altar servers, and choir members. Students are also given the opportunity to participate in the Sacrament of Reconciliation at school each year either during Advent or Lent. Each spring, the fifth grade dramatizes a passion play, the story of Christ’s passion, death, and resurrection. The seventh grade hosts a Living Stations of the Cross. All students attend both of these events and they are also shared with the community. Student “families” (comprised of students in grades kindergarten through eighth) meet throughout the year to learn about Catholic social teaching, pray together, and encourage service and community. These student families are led by eighth graders who help to plan, organize and conduct these meetings.

Sacred Heart School empowers its students to live out their Catholic values through service. Sixth grade students serve each week at the Renewal Food Bank in Bellevue. First grade students



host an all school pajama drive for the World Association of Children and Parents. Fourth grade visits The Gardens, a retirement community, each week to visit with residents. This year the kindergarten classes have taken on a service project of praying for different staff members during October and May. Every year on the Feast of Saint Nicholas, our students participate in a Shoe Liturgy at which they donate a pair of shoes that are then given to foster children through an organization called Tree House. All middle school students are required to complete mandatory service hours each school year and those student who exceed that number in a trimester receive the St. Margaret Mary Service Award.

Along with formation in virtue and the Catholic faith, Sacred Heart School provides an excellent academic education by meeting or exceeding all of the standards set forth by Washington State's Office of School Public Instruction (OSPI) and the Superintendent of Catholic Schools. Sacred Heart School supports the high achievement of all of its students in a variety of ways including frequent and varied assessment of students, curriculum mapping, ongoing professional development of the staff, and the inclusion of many specialist teachers and instructional aides.

Working together with our eleven primary teachers are eight full and part-time instructional aides in grades pre-kindergarten through fifth. Sacred Heart School is also fortunate to have specialist teachers in the areas of math, reading, art, music, library, Spanish, physical education, and drama. In addition, a part-time school counselor teaches guidance lessons and supports teachers in the classroom.

Teachers are actively engaged in research-based staff development to ensure that the needs of all their students are being met. Sacred Heart School's Vice Principal of Professional Development has been overseeing programs to support our differentiation instruction and provide teachers and staff with strategies and tools to ensure differentiated within each subject level. In the last five years differentiation has been a major focus of the school's professional development. We have had visiting presenters who have conducted in house workshops including Schools Attuned, Richard Cash (differentiation strategies in all areas), Torrey Volk (differentiation in Math) and LEAD 21 curriculum presentations. Additionally, Title II money and resources from the school's budget have allowed teachers to attend workshops and conferences to gain more training and strategies (*See Appendix A*). In addition to these workshops, Sacred Heart School also provides a mentoring program. New teachers and teachers who are new to the school are required to participate in this program to ensure their instructional success as well as support them in their first three years. Current teachers are also able to participate in this program. As a result of these professional learning communities, new teaching techniques have been implemented across grade levels to impact student learning. Archdiocesan policy requires that all religion teachers must hold or be working toward archdiocesan catechetical certification. It has been the practice at Sacred Heart School to ask all teachers to earn their catechetical certification, with some exceptions made for non-Catholics who are not regular classroom teachers. Sacred Heart School staff is up-to-date with both Safe Environment Training and CPR.

Curriculum mapping was one of the school's goals from our last accreditation. We now have curriculum maps in place throughout the school. Teachers use long-range curriculum mapping to ensure continuity of instruction and learning and that there are no gaps or unnecessary overlap between grades. By developing curriculum maps across grade levels, previous and future

teachers are able to establish a solid curriculum that is consistent between grades and from year to year. These maps are vertically aligned with the pre-kindergarten through eighth grade curriculum, making all teachers aware of grade-level objectives. In the process of vertically aligning the curriculum maps, our staff realized that some concepts were not being mastered by all students. As a result, we purchased new spelling and science books. Along with curriculum mapping, Sacred Heart School holds grade band meetings (kindergarten through second, third through fifth, and sixth through eighth) to ensure that all teachers are aware of the academic and social needs of their students across grade levels. These meetings take place bimonthly, and meeting minutes are submitted to all administrators and staff.

All of our teachers use assessments on a daily basis to make data-driven decisions when creating lesson plans and units and to modify instruction as needed. Teachers use a variety of methods to check for understanding to gather student data: student whiteboards, warm-ups, visual observation, oral discussion, quizzes, daily homework, science labs, students' writing samples, and ActivExpressions "clickers". For example, the warm-up activities in drama class include goals that the students are trying to achieve. At the conclusion of the activity students are asked to self-evaluate their achievement of the goals. Middle school math students correct their homework together with the teacher each day in order to check for understanding. First grade students use a rubric to self-assess their writing. The school's music teachers sing a greeting to each student in grades kindergarten through third at the beginning of class and the student is asked to sing back the greeting to the teacher as a way of evaluating his or her skill.

Student achievement of the SLEs is assessed through a variety of rubrics and other tools that have been created by teachers. The school's SLEs were revised and updated last year, so this is an ongoing process.

These daily assessments are supported by the school's administration of standardized testing including the Iowa Test of Basic Skills (second through eighth grade), Cognitive Abilities Test (third, fifth, and seventh grades), the Assessment of Children Religious Education (grades five and seven), the Gates-MacGinitie reading test (grades first through eighth), and the Orleans-Hanna Algebra Readiness Test (seventh grade). While analyzing our ITBS scores, the Sacred Heart School teaching staff determined that math computation was an area of relative weakness for the school. As a result, Math Whizz and XtraMath have been implemented to support and supplement the math curriculum. In reading, the test scores reflected that struggling readers were not showing the improvement we would have hoped to see. Therefore, Sacred Heart School implemented the Lead 21 program, which supports and challenges all students at their appropriate reading level. It also accelerates students reading below level by providing instructional support to move them toward grade-level proficiency. Since the implementation of this program four years ago, primary class reading comprehension scores have risen an average of a year and half each school year. Additionally, our reading specialist works one-on-one with students who scored below the 50th percentile on the ITBS and Gates-MacGinitie given in the fall. In middle school, Wordly Wise was implemented to strengthen the students' knowledge of vocabulary. The positive results of this addition can be seen in the ITBS vocabulary scores of the current eighth grade. From fifth to sixth grade the students' score grew a year, as expected, but from sixth to seventh they grew one year and five months and from seventh to eighth they grew two years and four months. This year their vocabulary scores were twenty points higher than

predicted by the CogAT test. A new program was added to the middle school this year to better support students who are struggling in mathematics and language arts. The Academic Resource Class is a five-day-per-week class of no more than eight students who receive additional support in these areas through pre-teaching and re-teaching material as well as study and organization strategies. Results of this new program are being closely monitored through parent and teacher feedback, standardized test scores, and classroom performance.

Educational technology is incorporated throughout the school in support of high student achievement. All classrooms have an ActivBoard and, with the exception of pre-kindergarten either a computer “pod” (grades kindergarten through fifth) or carts of laptops and netbooks available for student use (grades sixth through eighth). Technology is not taught as a separate skill but is integrated into the students’ everyday learning. For example, the kindergarten classes take virtual trips to other countries as a part of their social studies curriculum using their ActivBoards. Math Whizz and Xtra Math are online programs that supplement the students’ math textbooks. LEAD 21 has an online reading component. Middle school students view on the ActivBoard and discuss current news updates produced by CNN.

**Significant Accomplishments:**

Teaching staff and administration revised the SLEs with parent input  
Cross curricular curriculum maps (pre-kindergarten through eighth) in all subject areas

**Goals:**

Further implement SLE rubrics in all classrooms pre-kindergarten through eighth  
Incorporate SLEs into report cards

**Evidence:**

SLE’s  
Treehouse Newsletter acknowledging our shoe donation  
SLE rubrics  
Stations of the Cross student made symbols  
Parent, Student, and Staff survey results  
Copy of Kelso’s Choices  
Schedule of Mass and Prayer Service schedule  
Template of student led Mass  
Our Lady of Guadalupe program  
School-wide Student Families PowerPoint  
Script of Passion Play

## **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 Schoolwide Learning Expectations, Archdiocesan curriculum standards, and other governing authority expectations.*

**“Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community.”** With this as our mission, we strive to meet the needs of all Sacred Heart students spiritually, personally, and academically. All students have opportunities to participate in programs and services that support their development as a whole person (intellectually, spiritually, physically, and artistically). In turn, participation in these programs enhances their academic growth.

The spiritual growth and faith formation of our students is at the heart of our school community. Faith is an integral focus that can be seen all throughout each student's school day, guiding them and is woven into everything we do as a school. Every morning begins with an all-school prayer over the intercom led by members of the student council. Prayer then extends throughout each day with, for example, prayers tables in the classrooms, prayer before lunch, prayers in each middle school class. Students attend Mass at least three times a month, including holy days of obligation. Most of these Masses are student led. Students in third through eighth grade have the opportunity to participate in the Sacrament of Reconciliation either during Advent or Lent. Our pastor is active in the school, leading Masses and other prayer opportunities, visiting classes and teachers, leading prayer at school events, leading staff retreats, and meeting regularly with the school administration.

In addition to the more traditional prayer and liturgy opportunities, there are curricular activities that promote the students' spiritual growth such as the seventh grade's Living Stations of the Cross, the sixth grade's Our Lady of Guadalupe presentation and the fifth grade's Passion Play. The Peacemakers Program for grades kindergarten through third teaches about the school's Living Values and recognizes different students each month who embody that virtue. All Saint's Day is celebrated with a pre-kindergarten through third grade parade of saints for the school.

All students participate in service projects including both all-school projects like the Shoe Liturgy on St. Nicholas Day and food drives for the Renewal Food Bank as well as grade-specific programs such as the fourth grade weekly visits to The Gardens senior living community and the seventh grade service retreat. All of the students in grades six through eight are required to participate in service projects each year as a part of their religion grade. Students who serve for thirteen hours or more in a trimester receive the St. Margaret Mary Service Award.

As a ministry of Sacred Heart Church, the school actively partners with and promotes the activities of other parish programs to spiritual growth of our students. The parish offers a youth group for students in grades six through eight, Vacation Bible School in the summer for primary students, and Children's Liturgy of the Word at Sunday Masses. Sacramental preparation for

First Holy Communion and First Reconciliation is provided through the parish faith formation program with the active participation of the second grade teachers, vice-principal, and principal. Students or parents who wish to receive sacramental preparation outside of this program, for example Baptism or First Holy Communion after second grade, are referred to the parish faith formation program.

Academic enrichment is provided to all of our students through a variety of field trips and in-school programs and assemblies. Sixth grade students participate in a four-day environmental education program at Camp Hamilton. Fourth grade students spend the day visiting Tillicum Village and learning about Native American life. Seventh grade students take part in an overnight trip to Olympia and Mt. St. Helen as a part of their Washington State History Curriculum. A biennial, optional opportunity for seventh and eighth graders to travel to Washington, D.C. under staff leadership is also available. The Young Authors Convention promotes literacy and writing by bringing authors and storytellers to the school to educate and inspire our students. A science fair (grades fifth through eighth), culture fair (fourth grade), and Peacemaker Wax Museum (sixth grade) are student-led opportunities for the whole school to learn in fun and interesting ways. The Whitman Massacre Mock Trial (seventh grade) and Congressional Hearings (eighth grade) are unique opportunities for students in those grades to learn about our history and government. The Global Reading Challenge is a program for fourth and fifth grade students designed to challenge avid readers. Teams of students read ten books chosen by the King County Library System and meet together to discuss them. Then they compete against teams from other schools in a quiz designed to test their knowledge and recall of these books. All students now receive Spanish instruction, beginning in pre-kindergarten. The amount of instructional time increases as students move up in grades with middle school students receiving 150 minutes of class per week.

Sacred Heart School provides a number of extra-curricular activities to enrich our students' personal, physical, and academic growth. These activities include the Playmakers drama program, chess club, an after-school art program, a student yearbook team, the talent show, student council, fifth grade safety patrol, Girl Scout troops, speech team, and a state science fair. The CYO sports program offers cross country (kindergarten through eighth grades), soccer (kindergarten through eighth grades), basketball (fourth through eighth grades), and volleyball (fifth through eighth grades). Beginning last year, the school's music teacher runs both a beginning and advanced bands that meet before school.

Discipline at Sacred Heart School is intended to be clear, fair, and Christian. All teachers have clear classroom rules and a well-established process for handling day-to-day disciplinary issues. A digital discipline notification has been created in order to facilitate communication between the school and home. The principal, vice-principal, and school counselor become involved with serious or ongoing disciplinary issues as needed. Discipline at Sacred Heart School is intended to be a part of the education and formation that we provide. We recognize that children are learning and growing in faith and virtue. They, like all of us, make mistakes from time to time. Discipline is an opportunity to provide further moral formation in partnership with the student's parents.

The Extended School Services (ESS) program is a childcare option for kindergarten through eighth grade students before (7:00-8:20 a.m.) and after school (3:15-6:00 p.m.). ESS supports the

academic needs of students through the availability of resources including computers, the library, and a quiet study room with staff offering homework help. This program also supports the personal growth of students by providing a nurturing environment where students experience social time both with their peers and students in other grades. Participants may choose between a variety of activities including physical games in the gymnasium, outdoor play, and games and crafts in the library. ESS improves the accessibility of CYO sports and school clubs and activities by providing students with a safe place to spend time before and after practices, meetings, and rehearsals. In recent years, the ESS program has made significant changes to advance the quality of care through lower student-to-staff ratios by implementing a new registration system and increasing staff.

Federal Title II program funds are used to support high achievement of all students at Sacred Heart School. Each year the school's program is assessed and a plan is put into place for how the funds will be used by a representative from the Bellevue School District who works closely with Vice-Principal of Professional Development. The funds are dispersed throughout the year for staff to attend workshops, classes, host in-house speakers, and buy various materials and tools to educate staff.

Sacred Heart School provides a variety of resources for the mental and physical health of students. Students have access to a large gym equipped with a variety of equipment and participate in physical education classes anywhere from 60 to 150 minutes per week, depending upon the grade. An emphasis on good sportsmanship, prayer, and Gospel values are part of physical education class, too. Sacred Heart School has a dedicated, well-supplied health room. The health room is staffed by a part-time health room coordinator and parent volunteers who care for students needing medical attention, conduct hearing and vision screenings, manage immunization records, and oversee care plans for all students with ongoing or short-term medical concerns. All staff receives regular in-servicing on allergies and Epipens. Several staff members have also been trained in diabetes care and agreed to be Parent Designated Adults who can assist students with their diabetes care.

Beginning in the 2012-2013 school year, students, parents and teachers have access to a licensed school counselor to address any personal, emotional, social, or academic concerns that may arise and receive emotional or trauma support when needed. The school counselor also provides guidance lessons throughout the school year to all students in pre-kindergarten through eighth grade: the *Second Step Program* for grades pre-kindergarten through eighth and *Kelso's Choices* for grades kindergarten through fifth. Our counselor also leads the *North Star* program for our sixth grade girls, a curriculum which teaches girls to be empowered and self-confident.

The parent community at Sacred Heart School for students is an abundant resource. Each grade level has two Classroom Community Coordinators (CCCs). The CCCs (formerly called room parents) are volunteers that oversee an entire class to ensure community is kept intact and communication is open and clear within each grade band. They have a number of responsibilities including planning class parties, organizing field trip parent drivers, and communicating with the teacher while relaying important information to parents.

Parent volunteers are essentially a team working together to support the teachers as they educate the students of Sacred Heart School. Out of care, concern, and safety of all students, every volunteer at Sacred Heart School is required to be current with the Archdiocesan Safe Environment training and are required to pass a background check. Parent volunteers help in a number of ways including recess and lunch room supervision, assisting teachers in the classroom or with clerical duties, staffing the library and health room, and running a variety of fundraisers and social events. Each year parents lead a series of entrepreneurship classes created by Junior Achievement.

The Parents Club is led by a board of volunteers who meet monthly. Parents Club coordinates the social activities and fundraising events to promote excellence in our school. The Service Board, overseen by the vice-principal, coordinates all of the service activities and volunteer jobs at the school.

SHS is very fortunate to have current technology in place at Sacred Heart School; however; it is an ongoing continual upgrading and maintenance process to meet the growing demands of technology and how it relates to education and is integrated in the classroom. Technology has been integrated into the curriculum at Sacred Heart School in a number of ways. Each classroom is equipped with an ActivBoard, a projector, a document camera, and a DVD player. All classrooms in kindergarten through fifth grade are equipped with computer pods; while netbooks and laptops are available to students in the sixth through eighth grades.

**Accomplishments:**

The addition of a part-time school counselor.

Wide variety of specialists available to students including art, math, reading, music, PE, drama, and library

Implementation and analysis of curriculum maps in order to meet state standards

Spanish taught for all students 1-3 times per week

**Goals:**

Encourage students to actively participate in required grade level prayers, as well as current Mass responses, both in and out of school

Encourage more frequent Sunday Mass attendance by all school families

Maintaining technology throughout the school, providing maintenance when needed and develop a technology plan with curriculum maps for each grade level

Incorporate regular professional development time for subject and/or department meetings

**Evidence:**

List of curricular and co-curricular activities

Team rosters; all sports and other activities

Trophy case displaying awards and accomplishments

From the Heart, a weekly newsletter sent to parents

Kelso's Choices Posters throughout school, re-enforcing positive conflict management skills

Longitudinal ITBS test scores

## **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, Archdiocesan curriculum standards, and other governing authority expectations.*

Sacred Heart School strives to be a wise steward of all of our resources. As our mission states, we exist to provide “an excellent academic education in an environment of faith and virtue for families of Sacred Heart Parish and the surrounding community.” With this in mind, we seek to both offer the best possible education and formation for all of our students and to keep our tuition as affordable as possible. We strive to serve as broad a range of students and families as possible, both in terms of academic abilities and financial status.

In order to ensure the good stewardship of our resources, the school follows the proper bookkeeping and accounting practices and procedures set forth in the Archdiocese of Seattle Parish Accounting Policies Manual. The parish bookkeeper monitors all aspects of the school’s finances. Along with the principal, the pastoral assistant for administration and pastor also receive and review monthly updates on the school’s finances. One member of the school commission is given the task of providing monthly financial updates to the commission and leading discussions related to the school’s fundraising policy, finances, tuition rates, and major capital expenditures.

In addition to providing financial oversight and advice, the school commission also is directly involved in the development of the annual budget. The commission member who is responsible for school finance leads the development of the school’s annual budget along with the school administration. The school’s budget is developed by the school administration and school commission and then presented to the parish finance council and the pastor for final approval. The initial budget is developed in the late winter, and then presented to the finance council in the spring. Revisions are made to the budget based on actual enrollment and changes in personnel during the summer and presented again to the school commission and pastor in September. Financial reviews are conducted by the archdiocese approximately every three years.

When preparing the annual budget, the school commission and administration are mindful of the needs of Sacred Heart School’s students, parents, and staff as revealed in the annual school parent survey (and any additional surveys), the school’s ITBS scores, and feedback from the staff. For example, the job of our reading specialist was redesigned after reviewing the school’s ITBS reading scores and the progress of those students who were not meeting standard (below the 50<sup>th</sup> percentile). It was determined that her time would be better spent addressing the needs of our struggling readers in an intensive way rather than as a part of each of the primary grade’s reading teams. Also, based on feedback received from staff and parent surveys, as well as a review of our standardized test scores, the school decided to increase the number and hours of our instructional aides. Six years ago there were only two full-time aides in kindergarten, a part-time shared aide in first grade and a part-time shared aide who floated between the second and third grades. Since that time we have increased our aides to include a full-time shared aide in

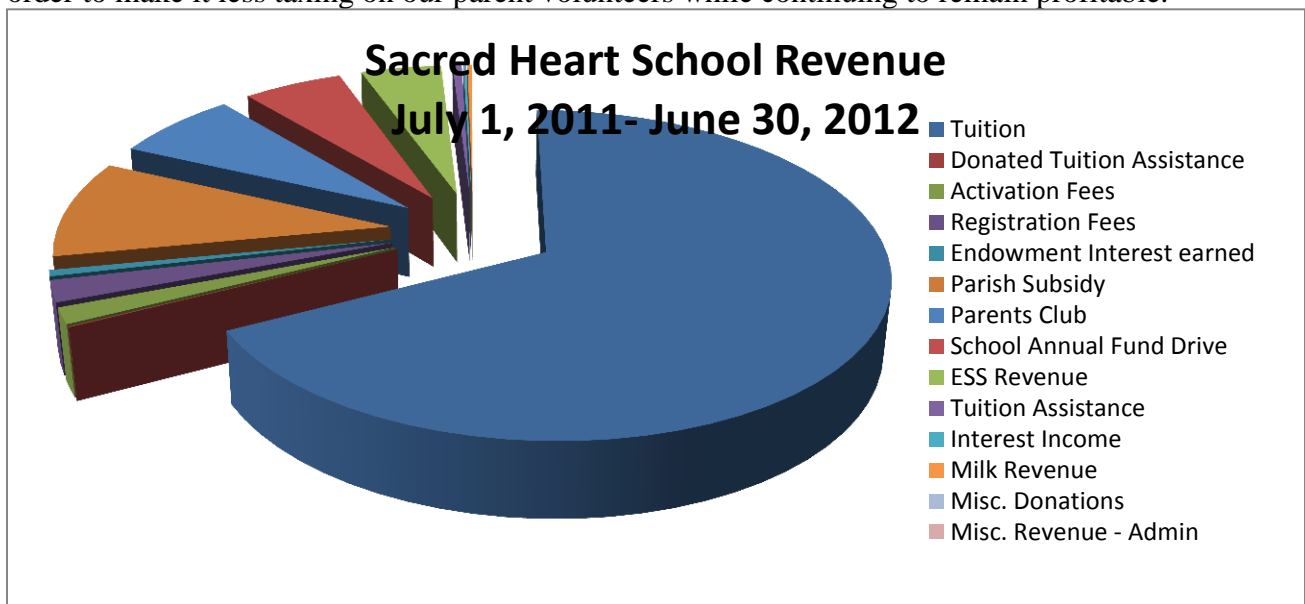


first grade and shared part-time aides in each of the grades second through fifth, and part-time aide in pre-kindergarten.

In planning the budget, the school commission and administration are also guided by the school’s five-year strategic plan which lays out goals in the areas of Catholic Faith and Identity, Instruction and Staff, Facility, Finance, Marketing, and Administration and Governance. Progress toward these goals is regularly reviewed at school commission meetings. This strategic plan was developed six years ago through the collaboration of the school administration, school staff representatives, pastor, and school commission. The plan was then published to the entire school community in a brochure. The school commission has begun a review of the strategic plan in preparation for the creation of a new one next year.

Along with communicating the school’s finances to the above mentioned groups, the pastoral assistant for Administration published a parish and school annual report to the entire parish and school community for five of the last six years. This task has been taken on beginning this year by the school’s development director.

Sacred Heart School has a diversity of sources of income. Tuition accounts for about 73% of the school’s income. Parents’ Club fundraising (7%), the school’s development office (6%), parish support (9%) and income from the extended school services program (5%) make up the balance of the school’s income. Parents’ Club fundraising includes scrip sales, a magazine drive, a jog-a-thon, and the gala auction. Three years ago the school created a development office in order to meet two of the goals in our strategic plan. The office now has one full-time and one half-time employee who oversee the school’s annual fund, endowment, parish annual appeal, Grandparents’ and Grandfriends’ Day, alumni and parish relations, and provide logistical support for the gala auction and other fundraisers. This year the development office took on a greater role in coordinating the auction as part of a larger plan to redesign the way that the auction is run in order to make it less taxing on our parent volunteers while continuing to remain profitable.



Sacred Heart School does not receive any direct support from the archdiocese or the Fulcrum Foundation. Each year we choose to opt-out of Fulcrum Foundation funding in order to allow more resources to be used for schools that do not have the resources we do. However, the archdiocese and the Fulcrum Foundation greatly benefit Sacred Heart School through the support they provide in many areas including human resources, standardized testing, in-service opportunities and more. By pooling our endowment with the Fulcrum Foundation, we are able to better diversify the school's endowment investments and ensure a better rate of return on our money than would otherwise be possible.

In addition to adding a development office to the school, we also added an admissions office five years ago. This was done in order to meet one of the goals of our strategic plan and in response to the need perceived by the administration and school commission to have someone dedicated to admissions full-time. Our admissions director oversees the admissions process and all of the school's marketing efforts. This includes the Open House in November, high school admissions for our eighth grade students, and maintaining student records. She regularly fields questions by telephone and email regarding the school and admissions, gives tours to prospective families, and coordinates the admissions process including school visits, assessment testing, and all of the associated paperwork. The admissions director is assisted in her work by a parent volunteer who serves as the Open House Coordinator and a member of the school commission whose area of responsibility is marketing for the school. This commission member makes regular reports to the school commission about the school's marketing and enrollment. As a result of insights to our enrollment trends that were discerned by our admissions director and marketing committee, the decision was made four years ago to add a pre-kindergarten program to the school as a preparation and feeder program for our kindergarten. It has been full with a waiting list since it opened.

The admissions office and marketing committee have made a few important changes over the last six years to improve the school's marketing. The school's logo was redesigned to be more contemporary and easily identifiable and is now used consistently throughout the school and the school's marketing materials. Car stickers were created and are given to all school staff and families to help promote school pride and increase the school's visibility in the surrounding community. The school's website was also redesigned to be more visually appealing and easier for both current and prospective families to navigate. Marketing materials including brochures, banners, posters, and advertisements have been created and used effectively. Through bulletin advertising, the school has been attracting more parish families to the school as well as families from other local parishes that do not have a school.

Tuition is set annually by the administration and school commission. The school commission's policy for the last three years has been to raise the tuition by 5% each year in order to allow parents to plan ahead, for the school to meet its needs and continue to grow, and to avoid swings in tuition increases that can be caused by varying the tuition increase from year to year. However, the annual tuition increase is still reviewed in light of the proposed budget. Fees are also considered each year in order to ensure that sufficient revenue is collected to pay for the specific expenses with which they are associated (e.g., sixth grade Camp Hamilton Outdoor Education, eighth grade overnight retreat, field day lunch). Last year the school commission also reviewed the structure of the school's tuition rates in order to create a tuition structure that more

accurately represented our desire to support large families. The discount rate for the second and third child's tuition was increased and tuition has now been capped at three children.

Along with a discounted rate of tuition for multiple children, the school also provides tuition assistance for those families who qualify. This assistance is provided from Parents' Club fundraising, endowment income, and other directed donations. Tuition assistance is provided to families on both a short-term (a year or less) and long-term basis. Sacred Heart School is committed to serving our parish and the surrounding community. Any family who supports the mission of Sacred Heart School, desires a Catholic education, and is otherwise qualified will not be turned away because of an inability to pay the full tuition.

Through the creation of prudent annual budgets, Sacred Heart School has been able to set aside necessary reserves in case of an emergency, while at the same time updating the school's facilities and materials. Four years ago the parish successfully completed a capital campaign that resulted in the expansion of the school facility with science and art rooms, a pre-kindergarten classroom, a new reading specialist room, and an administrative wing that includes offices, the health room, meeting space and work rooms. In addition, the school's budget has been increased in order to better fund more proactive replacement of items such as furniture, flooring, and textbooks in the school. Our successful Parents' Club fundraising has been instrumental in our ability to keep updating the school. Over the past six years we have, for example, replaced all of the textbooks in the school, installed ActivBoards in all classrooms, replaced the flooring in all of the classrooms that predated the capital campaign, refurbished the school theater, and replaced an old playground "big toy" with a new one that is more age-appropriate for the students who use it. The school commission now includes a member who is responsible for reviewing the school's facilities and reporting about any issues to the full school commission.

The school's resources have been used to make sure that our staff is well-trained and able to provide the best possible education and formation for our students. Four years ago the school added a part-time vice-principal for professional development, who also serves as the school's math specialist. This person created and oversees the school's mentoring program for new teachers, teachers who are new to the school, and those who are in a new position in the school. She also oversees the professional development programs of the school including ensuring that our federal professional development funds are well-used each year. The school supports regular in-service training for the school staff both on and off site. Sacred Heart School supports all of our teachers in earning their catechetical certification by paying for all classes. Each year begins with a full day retreat led by the pastor that includes both the school and parish staff.

**Significant accomplishments:**

- Hiring a fulltime admissions director
- Hiring a fulltime and part-time employee in the development department
- Establishing a marketing committee
- Adding a pre-kindergarten program to the school

**Goals:**

- Continue to build and maintain community awareness to increase enrollment
- Continue to plan for growth and improvement of facilities

**Evidence:**

School budget

Parents' Club budget

Parents' Club meeting agendas and minutes

Development Office mailings

Annual appeal letters

## 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.*

Each section of Chapter 3 ends with a list of accomplishments and goals which are compiled below. Since committees worked independently of one another, there may be redundancy in both the Significant Accomplishments and the Significant Goals. The following lists include the Significant Accomplishments and Significant Goals identified in Chapter 3, Sections A through H, but do not include the results of the in-depth analysis of reading.

#### SIGNIFICANT ACCOMPLISHMENTS

- New religion curriculum adopted K-8 in 2011
- Frequency of school Masses increased to three times a month
- All school morning prayer over intercom each morning
- Increased emphasis on and encouragement of catechetical certification of instructors
- Revised mission statement and SLEs
- Religion curriculum mapping
- Incorporation of Catholic Social Teaching in school family activities
- As a result of beginning of the year retreat, staff adaptation of personal mission statements and increased school wide emphasis on Sacred Heart of Jesus and the saints
- Revision of school's SLEs, Mission, Vision, and Living Values
- Creation of a five-year strategic plan for the school
- Improved relationship between the school and parish and a vision of the school as a ministry of the parish
- Addition of a Vice Principal of Professional Development to the administrative team
- Vice-principal overseeing the primary and intermediate grades
- Adoption of LEAD 21 in Kindergarten through fifth grade
- Continuing support of both a reading and math specialist as part of the faculty
- Continued strength of the math and reading curriculum
- Pilot of the ARC program in grades six and seven
- Peer to Peer program
- The ITBS and Gates-MacGinitie tests are an excellent source of data that is used regularly by teachers.
- The use of the IRM has been especially effective to allow teachers and administrators to disaggregate the data from these assessments and view year-to-year trends.

- New math and reading curriculum was purchased and is currently being implemented that aligns with Washington State and National Common Core Standards.
- Curriculum maps for each subject have been completed and are updated regularly.
- Adoption of Summer Language Arts/Reading and Math programs.
- Revision of SLEs
- ITBS and CogAt data analysis through the use of the Interactive Results Manager (IRM)
- Gates-MacGinitie reading assessment fall and spring quarters
- Grades 1-5 Reading Specialist
- Grades 1-5 Math Specialist
- Academic Resource Class for middle school
- Accelerated math program for grades first through eighth
- High number of students in top quartile for all core subject area
- Student Support Plan program for lower quartile students in kindergarten through eighth grade
- LEAD 21 Reading program in in grades kindergarten through fifth
- Differentiated instruction in-services provided for staff
- Instructional aide in grades pre-kindergarten through fifth
- Middle school home room study skills program
- Peer to Peer homework support program 6-8
- Material management Club 3-8
- Office hour teacher support K-8
- Transition reports for reading and math
- Teaching staff and administration revised the SLEs with parent input
- Cross curricular curriculum maps (pre-kindergarten through eighth) in all subject areas
- The addition of a part-time school counselor.
- Wide variety of specialists available to students including art, math, reading, music, PE, drama, and library
- Implementation and analysis of curriculum maps in order to meet state standards
- Spanish taught for all students 1-3 times per week
- Hiring a fulltime admissions director
- Hiring a fulltime and part-time employee in the development department
- Establishing a marketing committee
- Adding a pre-kindergarten program to the school

## **SIGNIFICANT GOALS**

- Documentation of mastery of prayers
- Improved faith formation and increased prayer opportunities for parents
- Formalization of a comprehensive K-8 service program including reflection
- New report cards that reflect the SLEs
- Greater parent awareness of and involvement with the SLEs
- Continue to develop a structure and time for teachers to regularly analyze ITBS scores and make decisions in curriculum and instruction that are data driven.
- Further curriculum development in the areas of social studies and science.
- Further development of the use of SMART goals throughout the school.

- Increase consistency and alignment of assessment practices for core classes across the school
- Begin to use ACRE data to analyze religion instruction and curriculum
- Further implementation of the SLEs in classroom instruction
- Development of more assessment tools for the SLEs
- Incorporation of the SLEs into the school's report cards
- Further implement SLE rubrics in all classrooms pre-kindergarten through eighth
- Incorporate SLEs into report cards
- Encourage students to actively participate in required grade level prayers, as well as current Mass responses, both in and out of school
- Encourage more frequent Sunday Mass attendance by all school families
- Maintaining technology throughout the school, providing maintenance when needed and develop a technology plan with curriculum maps for each grade level
- Incorporate regular professional development time for subject and/or department meetings
- Continue to build and maintain community awareness to increase enrollment
- Continue to plan for growth and improvement of facilities

The Leadership Team and teachers identified the following Critical Goals to move forward into the Action Plan.

### **CRITICAL GOALS**

**The first Critical Goal is** to improve faith formation and to provide increased prayer opportunities for the parents of Sacred Heart School. As the primary educators of their children, parents are interested in their own faith formation and religious knowledge, not only for their own faith development, but to assist them with their child's faith formation as well.

**The second Critical Goal is** to complete a systematic review of reading support in grades Kindergarten through eighth grade especially the effect it is having on student learning across the curriculum. We have recently implemented a differentiated reading program, LEAD 21, in grades Kindergarten through fifth. In addition, we have added personnel to directly support students with reading difficulties in the middle school. (ARC). We want to make sure the programs we have in place are making a difference in the learning of our students.

**The third Critical Goal is** to create new report cards that reflect assessment of the Schoolwide Learning Expectations. Teachers will regularly assess student progress during and after a lesson of study. Growth on the SLEs will be communicated to students and parents.

**The Fourth Critical Goal is** to increase consistency and alignment of assessment practices for core classes across the school.

**The Fifth Critical Goal is** further curriculum development in the areas of social studies and science.



## Appendix G-1

### Action Plan Template: Used for Every Action Plan

**Action Plan for** Sacred Heart School

**Goal #1:** (From Chapter 3) to improve faith formation and to provide increased prayer opportunities for the parents of Sacred Heart School.

**Rationale for this Goal:** Parents are the primary educators of their children, so improving the religious knowledge and faith formation of our parents will help them better educate their children in their faith.

**Alignment with mission, philosophy, SLEs:**

Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue for Pre-K through 8<sup>th</sup> grade families. By providing faith formation for our parents we are strengthening each child's foundation.

SLE's: 1.1 & 1.4 An active Catholic who understands Catholic beliefs and traditions and embodies faith through reverent participation in Mass, prayer, and sacraments.

<b>Strategy #</b>	To provide additional opportunities for prayer and faith formation for parents at Sacred Heart School.
<b>Activity #</b>	Prayer opportunities for school parents throughout the year.  Parent faith formation opportunities each trimester.  Prayer and faith resources and ideas included in From The Heart and homeroom newsletters.  Create opportunities to encourage more frequent attendance at school masses, Sunday masses, and the Sacrament of Reconciliation.
<b>Cost or Resources &amp; Sources</b>	Speakers, Hospitality, Prayer resources for parents such as books, CD's, pamphlets.  No cost for digital mailings.
<b>Person(s) Responsible For Implementation</b>	Pastor, Pastoral Assistant for Stewardship, Parents Club , and School Administration  Pastor, Parents Club, and Adult Faith Formation Director  School Administration, and classroom teachers  Pastor, School Administration, Pastoral Assistant for Stewardship, and Teachers
<b>Process For Monitoring</b>	1- 2 Parents Club will monitor and report back about opportunities offered.  School Commission will review the From the Heart, classroom newsletters, and Sacred Heart website.  Principal will present at State of the School meeting about the attendance change based on surveys.
<b>Baseline Assessment</b>	Conduct a survey of parent needs, mass attendance, and their understanding of their Faith.
<b>Ongoing Assessment</b>	Follow up with an annual survey, Use Acre results, and record attendance at each event; provide an opportunity for feedback after each event.

<b>Timeline Start/Stop</b>	Start with a survey in the Spring of 2014 and end with a survey in Spring of 2016
<b>Process for Communicating to Shareholders</b>	The use of From the Heart, at the State of the School annual meeting, classroom newsletters, and Annual report.

## Appendix G-1

### Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
<b>June – August 2014</b>	Create prayer opportunities for parents throughout the school year	Activity #1: Provide parents with prayers they use as they begin as their children begin a new school year	Time to gather resources.	School Administration  Pastor  Classroom Teachers	
<b>September 2014</b>	Provide parents with prayer resources	Activity #3: Provide each family with a copy of Prayers for the Catholic Child	Cost of ordering the booklets	School Administration	
<b>September 2014 – June 2015</b>	Provide parents with the prayers their child will be learning during the school year	Activity #3: Provide prayer resources	Time	School Administration  Classroom Teachers	Parents will be asked for feedback on the usefulness of the information as part of annual Parent Survey which typically sent out in November.
<b>September 2014 – June 2015</b>	Using a portion of each From the Heart to provide Family/Parent Prayer and Faith Resources	Activity #3: Provide prayer and faith resources and ideas in the From the Heart	Time to prepare information	School Administration	Resources will include specific prayers, books, website links, phone apps

<b>March 2015 – June 2015</b>	Create prayer opportunities for parents throughout the school year	Activity #1: Provide parents with opportunities to gather together to pray and discuss their faith	Hospitality, Books, CDs	Parents Club  School Administration  Adult Faith Formation Director  Pastor	
<b>Month/Year</b>	<b>Goal</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
<b>June – August 2015</b>	Establish a calendar of parent Faith Formation activities for the 2015-16 school year	Activity #2: Provide parent Faith Formation opportunities each trimester	Time to create calendar	School Administration  Pastor  Parents' Club  Adult Faith Formation Director  Pastoral Assistant for Stewardship	
<b>August – September 2015</b>	Schedule at least one parent Faith Formation activity for the first trimester	Activity #2: Provide parent Faith Formation opportunities each trimester	Speaker/s fees, hospitality	School Administration  Parents Club	
<b>September – November 2015</b>	Advertise the first trimester faith formation activity that has been scheduled in the school's weekly From the Heart, as well as teacher newsletters	Activity #3: Faith resources included in the From the Heart and homeroom newsletters	Time	School Administration  Classroom Teachers	Parents will be provided a Feedback Slip during the presentation and asked to share something new they learned, as well as provide us with other topics they would like to hear about.
<b>October - November 2015</b>	Schedule another parent Faith Formation activity for second trimester	Activity #2: Provide parent Faith Formation opportunities each trimester	Speaker/s fees, hospitality	School Administration  Parents Club	
<b>January – March 2016</b>	Advertise the second trimester faith	Activity #3: Faith resources included in the	Time	School Administration	Parents will be provided a Feedback Slip

	formation activity that has been scheduled in the school's weekly From the Heart, as well as teacher newsletters	From the Heart and homeroom newsletters		Classroom Teachers	during the presentation and asked to share something new they learned, as well as provide us with other topics they would like to hear about.
<b>March - April 2016</b>	Schedule another parent Faith Formation activity for third trimester	Activity #2: Provide parent Faith Formation opportunities each trimester	Speaker/s fees, hospitality	School Administration Parents Club	
<b>April – June 2016</b>	Advertise the third trimester faith formation activity that has been scheduled in the school's weekly From the Heart, as well as teacher newsletters	Activity #3: Faith resources included in the From the Heart and homeroom newsletters	Time	School Administration Classroom Teachers	Parents will be provided a Feedback Slip during the presentation and asked to share something new they learned, as well as provide us with other topics they would like to hear about.
<b>June 2016</b>	Get feedback from parents on first year of parent Faith Formation opportunities	Activity #2: Provide parent Faith Formation opportunities each trimester	Time	School Administration Parents Club	Using survey feedback, begin to create schedule for the following school year.
<b>Month/Year</b>	<b>Goal</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
<b>August – December 2016</b>	Use survey results, feedback from parents and input from parish staff to discuss ways we can encourage more frequent attendance at weekend masses	Activity #3: More feedback attendance by school families at weekend masses	Time	School Administration Pastor Adult Faith Formation Director Pastoral Assistant for Stewardship	
<b>November 2016 – June 2017</b>	Create a children's choir that would perform at one of the weekend	Activity #3: Create opportunities to encourage more frequent attendance at	Time Possibly cost of accompanist and choir director for practices	School Administration Pastor Parish Choir	

	masses	weekend masses		Director	
<b>December 2017 – June 2017</b>	Use survey results, input from parents leaders and teachers, create a plan for increasing parent attendance at school masses	Activity #3: Create opportunities to encourage more frequent attendance at school masses	Time	School Administration  Parents' Club,  Classroom Teachers	
<b>January – March 2017</b>	Create an opportunity for families whose children are going through the Sacrament of Reconciliation to become more involved in this process.	Activity #3: Create opportunities to encourage more frequent attendance at The Sacrament of Reconciliation	Retreat costs, hospitality costs, resources	School Administration  Adult Faith Formation Director  Classroom Teachers	Ideas may include parent education opportunities on the same days students are receiving their formation.

## Appendix G-2

### Action Plan Template: Used for Every Action Plan

**Action Plan for** Sacred Heart School

**Goal #2:** ( From In-Depth Study) To complete a systematic review of reading support in grades Kindergarten through eighth grade especially the effect it is having on student learning across the curriculum.

**Rationale for this Goal:** We have recently implemented a differentiated reading program, LEAD 21, in grades Kindergarten through fifth. In addition, we have added personnel to directly support students with reading difficulties in the middle school. (ARC)

**Alignment with mission, philosophy, SLEs:**

Sacred Heart School is a Catholic community which provides an excellent academic education.

SLE's: An Engaged Learner – 2.1, 2.4, 2.6; An Empowered Individual- 3.1, 3.2, An Effective Communicator-4.2.

<b>Strategy #</b>	To assess our Reading Intervention program.
<b>Activity #</b>	<p>Conduct an annual survey from parents whose children receive reading support.</p> <p>Review Gates MacGinite and ITBS scores.</p> <p>Re-administer the ITBS in the spring for students who received reading support.</p> <p>Survey the classroom teachers about what they observe in the classroom anecdotally.</p> <p>Review data from the beginning of the implementation of LEAD 21 to present</p>
<b>Cost or Resources &amp; Sources</b>	<p>No cost</p> <p>Resources – Reading Specialist, ARC teacher, Survey Monkey, iRM, assessment data.</p>
<b>Person(s) Responsible For Implementation</b>	<p>Reading Specialist and ARC teacher – 2,3,4</p> <p>Administration 1-5</p>
<b>Process For Monitoring</b>	<p>Administration and School Commission will review trimester reports, benchmark assessments from LEAD 21, ITBS scores, GATES MacGinite scores, and student progress binders.</p>
<b>Baseline Assessment</b>	<p>ITBS scores from the Spring of 2014</p>
<b>Ongoing Assessment</b>	<p>ITBS scores, LEAD 21 Benchmark assessments, GATES MacGinite</p>
<b>Timeline Start/Stop</b>	<p>Start with a survey in the Spring of 2014 and end with a survey in Spring of 2016</p>
<b>Process for Communicating to Shareholders</b>	<p>Trimester Report Cards, Parent/Teacher conferences, Annual update from administration at State of the School Address.</p>

**Appendix G-2  
Action Plan Timeline**

<b>Month/Year</b>	<b>Goal</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
<b>March 2014</b>	Review Gates-MacGinitie and ITBS scores	Establish a baseline set of standardized tests scores for students receiving additional reading support	Time	Reading Specialist  Academic Resource Class (ARC) teacher	
<b>Spring 2014</b>	Create an annual survey for parents whose children who receive additional reading support K – 8 <sup>th</sup> grade	Activity #1: Establish a baseline of parents satisfaction with the reading support program	Time	School Administration	
<b>Spring 2014</b>	Use ITBS to assess students who have been receiving additional reading support this year	Assess progress of students involved in reading support programs	Costs will include cost of scoring ITBS, as well as possibly new testing materials	Reading Specialist  ARC teacher	Results of testing will also be shared with parents
<b>Spring 2014</b>	Graph the difference in fall 2013 and spring 2014 ITBS scores for any students receiving additional reading support	Establish a baseline in order to be able to do a systematic review of the additional reading support offered to students K-8 <sup>th</sup> grade	Time	Reading Specialist  ARC Teacher	
<b>Spring 2014</b>	Create an survey for classroom teachers whose children who receive additional reading support K – 8 <sup>th</sup> grade	Gather information from classroom teachers about the progress students receiving	Time	Reading Specialist  ARC Teacher	

		additional reading support are making in their classrooms			
<b>June 2014</b>	End of year review for students receiving additional reading support this school year	Review Student Progress Binders to assess how well students did meeting their goals	Time	Reading Specialist ARC Teacher	Set student goals for the new year
<b>May – November 2014</b>	Determine effectiveness of K-5 Lead 21 program from time of implementation to present	Review Lead 21 assessments, as well as standardized testing for students receiving additional reading support	Time	School Administration	Attention will be given to the amount of growth students are making from year to year
<b>September 2014</b> <b>September 2015</b>	Continue to provide reading support for students	Any 1 <sup>st</sup> – 7 <sup>th</sup> student who received support the prior year will begin the year receiving additional reading support	Time	Reading Specialist ARC Teacher	
<b>Fall 2014</b> <b>Fall 2015</b>	Administer both Gates-MacGinitie and ITBS	Determine which students will receive additional reading support for the school year ahead	Costs will include cost of scoring ITBS, as well as possibly new testing materials.	Reading Specialist ARC Teacher Classroom Teachers	
<b>Winter 2015</b> <b>Winter 2016</b>	Review Gates-MacGinitie and ITBS scores	Continue graphing standardized tests scores for students receiving additional reading support	Time	Reading Specialist Academic Resource Class (ARC) teacher	
<b>Spring 2015</b> <b>Spring 2016</b>	Administer annual survey for parents whose children who receive	Get feedback from parents who students are receiving additional	Time	School Administration	



	additional reading support K – 8 <sup>th</sup> grade	reading support. Questions will be directed a parents who are new to the program, as well as parents who have been part of the program from more than one year			
<b>Spring 2015</b> <b>Spring 2016</b>	Use ITBS to assess students who have been receiving additional reading support this year	Assess progress of students involved in reading support programs	Costs will include cost of scoring ITBS, as well as possibly new testing materials	Reading Specialist  ARC teacher	Results of testing will also be shared with parents
<b>Spring 2015</b> <b>Spring 2016</b>	Graph the difference in fall 2014/2015 and spring 2015/2016 ITBS scores for any students receiving additional reading support during the 2013-14 school year	Establish a baseline in order to be able to do a systematic review of the additional reading support offered to students K-8 <sup>th</sup> grade	Time	Reading Specialist  ARC Teacher	
<b>Spring 2015</b>	Create an survey for classroom teachers whose children who receive additional reading support K – 8 <sup>th</sup> grade	Gather information from classroom teachers about the progress students receiving additional reading support are making in their classrooms	Time	Reading Specialist  ARC Teacher	
<b>April/May 2016</b>	Assess effective of reading support offered in K – 8 <sup>th</sup> grades	Use data gathered between the spring of 2014 and spring of 2016 to determine if the reading support offered has made a	Time	School Administration Reading Specialist ARC Teacher	

		difference to our overall reading program			
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## Appendix G-3

### Action Plan Template: Used for Every Action Plan

**Action Plan for** Sacred Heart School

**Goal #3:** ( From Chapter 3E ) Create new report cards that reflect assessment of the Schoolwide Learning Expectations and better communicate growth to students and parents

**Rationale for this Goal:** Using these outcomes, teachers regularly assess student progress during and after a lesson of study. Greater parent and student awareness of and involvement with the SLEs

**Alignment with mission statement, philosophy, SLEs:**

Sacred Heart School is a Catholic community which provides an excellent academic education in an environment of faith and virtue.

SLE's: An Active Catholic, An Engaged Learner, An Empowered Individual, An Effective Communicator

<b>Strategy #</b>	To create new report cards that reflect assessment of the Schoolwide Learning Expectations and better communicate growth to students and parents
<b>Activity #</b>	Review all SLE rubrics and assessments being used in the school  Determine if there are gaps in assessment of SLEs in particular, grades, subject areas and SLEs  In grade level bands develop SLE rubrics that address any gaps  Determine how best to communicate the results of the SLE assessments on the report card  Add the SLE assessment results to the report cards
<b>Cost or Resources &amp; Sources</b>	Printing costs Resources – School Administration, Classroom Teachers, Specialists Grade Level Band meeting times
<b>Person(s) Responsible For Implementation</b>	School Administration, Classroom Teachers, Specialists, Students
<b>Process For Monitoring</b>	Check in at Grade Level Band meetings (Each administrator is assigned to a grade level band) Lesson Plans
<b>Baseline Assessment</b>	Survey teachers to find out how they are incorporating assessment of the SLEs in their Lessons Plans at this time
<b>Ongoing Assessment</b>	As part of the goal setting process, students will reflect on their achievement on each of the SLEs and make goals for the coming trimester. They will also meet with their homeroom teacher for feedback. Eighth grade students will be asked to reflect on the SLEs as part of the Right of Passage

	presentation at the end of their 8 <sup>th</sup> grade year.
<b>Timeline Start/Stop</b>	Start with a survey in the Spring of 2014 and end with a survey in Spring of 2016
<b>Process for Communicating to Shareholders</b>	New report cards will be shared with parents through school and teacher communication. Assessment of the SLEs will be shared the first year during Parent/Teacher conferences.

### Appendix G-3 Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
<b>Spring 2014</b>	Review all current SLE assessments and rubrics used in the school for gaps	In Grade Level Bands (K-2, 3-5, and 6-8) teachers will review current SLE rubrics and assessments. Grade bands will report to the whole staff for discussion and review	Time	Teachers	
<b>Spring 2014</b>	Introduce to parents the process and purpose of assessing students using the SLEs	Introduce process and process of SLE assessment during State of the School meeting	Time	School Administration	
<b>Fall 2014</b>	Assess student and parent awareness and understanding of the SLEs	Survey students and parents on their awareness of the SLEs	Time	School Administration	
<b>Fall 2014</b>	Create age-appropriate SLE assessments and rubrics to address any gaps	In grade level bands, teachers create additional SLE additional rubrics and assessments to address gaps	Time	Classroom Teachers	Information will also be shared with specialists
<b>October/November 2014</b>	Introduce parents to how assessment of student progress on the SLEs is being done	During Parent-Teacher-Student Conferences, teachers will share the SLEs	Time	Teachers	

		we are working on, what is being used to assess progress and how students are progressing			
<b>October/November 2014 End of First Trimester</b>	Students will create an SLE goal for coming trimester	Students will create a S.M.A.R.T. goal on the SLE of their choice for the Second Trimester. Teachers will provide feedback	Time	Homeroom Teacher  Students	
<b>September 2014 – June 2015</b>	Check in with teachers to see how assessments are working they are using	During Grade Level Band Meetings and classroom visits, teachers will share how they are assessing SLEs during their lessons.	Time.	School Administration Teachers	
<b>December 2014</b>	Grade Level Band check in to first trimester assessment went	Grade Level Band Teachers meet to discuss to review rubric and how it worked during the first trimester	Time	Classroom Teachers  Specialists	
<b>January – June 2015</b>	Students will be able to identify the SLEs included in a lesson	Teachers will continue to have students assess their use of their SLEs	Time	Classroom Teachers  Specialists	
<b>Spring 2015</b>	Create new report cards that allow for SLE assessment	Determine how best to communicate the results of the SLE assessments on the report card	Time	Teachers	
<b>Spring 2015</b>	Students will create an SLE goal for coming trimester	Students will create a S.M.A.R.T. goal on the SLE of their choice for the Third	Time	Homeroom Teacher  Students	

		Trimester. Teachers will provide feedback			
<b>June 2015</b>	Eighth grade students will reflect on the two SLEs we focused on this year during their Right of Passage (ROPE) experience	Students will meet with their principal and their eighth grade teachers to discuss how the SLEs have helped them as a learner and a person	Time	Principal 8 <sup>th</sup> Grade Homeroom Teachers Students	
<b>Summer/Fall 2015</b>	Create New Report for Power School	Work with IT staff to add report card and SLE standards into Power School	Time	School Administration IT Staff	
<b>Fall 2015</b>	Communicate SLE progress using the report card	Teachers will begin assessing student progress on SLEs in both a formative and summative manner	Time	Classroom Teachers Specialists	
<b>September 2015 – June 2016</b>	Check in with teachers to see how they are using SLE rubrics	During Grade Level Band Meetings and classroom visits, teachers will share how they are incorporating the SLE rubrics into their lesson plans.	Time.	School Administration Teachers	
<b>November 2015</b>	Assess students, staff and parents awareness and understanding of the SLEs	Survey students, staff and parents and on their awareness of the SLEs and how we communicate our assessment of their student's progress	Time	School Administration	

<b>June 2016</b>	Eighth grade students will reflect on the four SLEs during their Right of Passage (ROPE) experience	Students will meet with their principal and their eighth grade teachers to discuss how the SLEs have helped them as a learner and a person	Time	Principal 8th Grade Homeroom Teachers Students	
<b>Fall 2016</b>	Assess students, staff and parents awareness and understanding of the SLEs	Survey students, staff and parents and on their awareness of the SLEs and how we communicate our assessment of their student's progress	Time	School Administration	

## **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 School Wide Learning Expectations, Archdiocese curriculum standards (local curriculum standards where Archdiocesan standards don't exist) and other governing authority expectations.*

Sacred Heart School has the capacity to implement the preceding Action Plan to ensure high achievement for all its students of the Schoolwide Learning Expectations (SLEs) and the Archdiocesan and state curriculum standards.

Our first Action Plan puts at the forefront our primary purpose: to be a Catholic school. Our goal has always been to work in partnership with our parents in the education of their children; however, we know that some parents don't feel qualified to be their child's catechist. We also hear from parents that they wish they had the opportunity to learn as much about their faith as their children do. We recognize that our parents lead busy lives, so why not share the resources we have. In the end, our goal is the same, to help our students develop a strong faith life. The more often students see that modeled for them, particularly at this age, the more likely it is that they will as well.

The second Action Plan will require gathering a significant amount of data. The process is already in place for us to track students who receive additional reading support, but we have not done a systematic review of how we support students below the 50<sup>th</sup> percentile since we invested in the new Lead 21 Reading program, which is just used in grades kindergarten through fifth. We pride ourselves on being able to help students who are below grade level, but this will provide us with some concrete data on exactly what is working and perhaps, what is not.

The third Action Plan is a continuation of the work we did as part of our 2008 Self Study and the creation of our Schoolwide Learning Expectations. In reviewing our SLEs for this Self Study, we felt they still reflected the kind of person we want our students to be when they graduate from Sacred Heart School. The SLEs are posted throughout the school and teachers are aware of how they are integrated into student learning. During the 2012-13 school year, teachers worked in grade level bands to create measureable rubrics which they use to assess student achievement of the SLEs and students use to complete on-going self-evaluations of their progress in achieving the SLEs. This goal is the natural progression of the work the teachers have done. Adding a standards-based assessment for each of the SLEs to our report cards is another means of sharing our mission with one of our largest shareholders, our parents.

The Leadership Team will create an annual calendar and work with the school and parish staff to ensure that our Action Plans are carried out. We will assess the progress of the Action Plans

during teacher/staff meetings and through our annual WCEA reporting each fall; and we will communicate progress at School Commission meetings and through our weekly family bulletins.

Completing our action plan will require funds from our annual school budget.

**Evidence:**

2006 Self Study

2012 Parent Surveys

2012 Self Study



# In-depth Study

## *Reading*

### **PREFACE**

Sacred Heart School has a highly effective reading program that is comprehensive and research based. It is built to expand literacy, ensure equality, achieve acceleration and refine differentiation for all students. Components of the program are phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language development, critical thinking skills, inquiry skills, and writing. Development of these components allows students the ability to access information, question, evaluate, collaborate, and communicate effectively in today's world. The reading program at Sacred Heart School allows all students equality of access to standards based content. Instructional methods and approaches are designed and implemented to accelerate the literacy growth of all learners to proficiency and beyond. At Sacred Heart School, students in grades three through eight exceed the national average in meeting the Common Core standards and rank in the top 18% of the nation in reading Iowa Test of Basic Skills (ITBS) scores. The quality of the reading program at Sacred Heart School is evident in the success of our graduates as high school students. 88.9% of high school teachers surveyed report that Sacred Heart School alumni are exceptionally well prepared academically.

#### **Task 1: Analyzing Curriculum Assessment Data**

*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.*

A variety of evidence supports the high achievement of Sacred Heart School students in the area of reading. Sacred Heart School collects and uses national, norm-referenced, criteria-referenced, and/or standards-based assessment data which include: Iowa Test of Basic Skills (ITBS), Gates-MacGinitie, Cognitive Abilities Test (CogAT), Woodcock Reading Battery III (WRBIII), Quantitative Reading Inventory (QRI-3), and Lead 21 Quarterly Benchmark Assessments. In addition, Sound Partners, Rewards, Comprehension Benchmark, Read Naturally, Lexia performance data, and Wordly Wise are used as supplemental standards based programs to inform instruction.

Sacred Heart School has used the ITBS for over 10 years as a standardized measure to monitor and track student achievement over time. In the fall of 2010 the school chose to add CogAT, allowing us to compare a student's predicted ability with performance. In the spring of 2011, Sacred Heart School joined the Seattle Catholic Archdiocese Interactive Results Manager (iRM) consortium. In compliance with the Archdiocesan iRM consortium, Sacred Heart School rescheduled standardized testing dates from spring to fall. In the fall of 2012, the school added

the Gates MacGinitie to the iRM, which allows us to monitor and track growth over time and to analyze reading ability in an untimed testing environment. Students, who are referred to the reading specialist for further evaluation, are assessed using additional instruments including WDRB, QRI-3, Read Naturally, Comprehension Benchmark, Sound Partners, Rewards, Read Naturally, and Lexia performance data.

In addition to national norm-referenced testing and standardized assessment measures, teachers use a variety of both formative and summative data to measure student performance in reading. Formative assessments include Lead 21 Benchmark Assessments, student conferencing, observational notes, anecdotal assessments, checklists, classroom assignments, and student assessment of S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely). Summative assessments include tests, quizzes, end of unit projects, rubrics, and portfolios. Collected data is reviewed by administration and staff formally at the beginning and end of the year and informally as needed throughout the school year. In kindergarten through fifth grade Lead 21 Benchmark Assessments are given and reviewed at the end of each unit to facilitate changes in differentiated groups.

Testing data shows that Sacred Heart School has a large population of strong readers who rank in the top 18% in the nation as of 2012. Sacred Heart School total reading scores have increased 4.5% since 2009 (four year average). In addition, data shows the number of SHS students in the top quartile exceeds the archdiocesan average by 13%. Testing data also shows that SHS has a lower than average number of students in the lower two quartiles, and are below the archdiocesan average of struggling readers by 8%. In looking closer at this data, there are a total of 31 students in the lower two quartiles (Fall 2012). Out of these 31, only eight students rank in the lowest quartile. In reviewing data over time (2010-2012), ten students were identified in the lowest quartile at some point over the three year time frame. Six of those ten have shown significant increase in ITBS total reading scores. Of that ten, nine have received past support from the reading specialist, six are currently receiving support, and one has never received support (administrative/parental decision). Seven out of the ten have received independent evaluations. Five out of the ten have current Student Support Plans (SSP). Six out of the ten are performing above predicted ability as indicated by the CogAT. The data indicates that intervention strategies at SHS are effective for meeting the needs of struggling readers.

### Reading Total 2012-2013

	2	3	4	5	6	7	8	K-8	School	Diff	Diocese	Dio. #
75th-99th %ile	26	35	38	30	32	32	14	207	68.8%	13%	55.3%	3028
50th-74th %ile	9	8	11	8	9	8	10	63	20.9%	-5%	26.2%	1433
25th-49th %ile	4	3	2	5	3	4	2	23	7.6%	-5%	12.7%	695
1st-24th%ile	2	3	0	1	0	1	1	8	2.7%	-3%	5.8%	315
<b>Total Students</b>	41	49	51	44	44	45	27	301				5471

SHS reading program functions with the support of a reading specialist in the primary and intermediate grade levels. This support takes the form of reading curriculum overview, classroom collaboration, and individual intervention to provide a quality reading program that is research based and meets the needs of the students of Sacred Heart School. As a leader in the reading community, the reading specialist develops, implements, and evaluates the reading program in general and designs instruction for identified students. She assesses the reading strengths and needs of students and provides information to teachers, parents, and specialized personnel in order to provide an effective reading program. Students with specific learning issues are closely monitored. Specific goals and measures are identified to ensure student growth. On a daily basis, the reading specialist provides intensive reading intervention for students identified as struggling by administration, teachers, and parents, in conjunction with review of national, norm-referenced, criteria-referenced, and/or standards-based assessment data, formative and summative data, and formal and informal assessments. If a child is not making acceptable growth, families are referred to outside agencies for further evaluation and services.

Sacred Heart School reviews data and uses information to evaluate instruction, direct curricular changes and inform program development. Looking at the large number of students in the top quartile and wishing to also meet the needs of benchmark readers and those not performing at grade level standard, the school adopted a new reading program in the fall of 2011 in kindergarten through fifth grade. Sacred Heart School selected Wright Group Lead 21, a new reading program that provides instructional materials and approaches designed to accelerate the literacy growth of a wide range of readers in the classroom. The LEAD 21 program provides: inquiry based learning opportunities to advance students' comprehension, understanding, and skills to higher levels of Bloom's Taxonomy. The program uses differentiated instruction through the use of varied texts, student groupings and instructional supports in order to provide literacy instruction from intervention for some to enrichment for all. The LEAD 21 curriculum

change will undergo an annual program review and will be formally evaluated after the first five years of implementation (2016).

In 2012, the decision was made to shift the reading specialist's focus from small group instruction to individualized intensive reading intervention for individual students in grades one through five. The purpose of this shift was to provide intervention at an early age, ensuring individualized support for those students who are not performing at grade level standard and for students identified as struggling by administration, teachers, and parents, in conjunction with review of assessment data. Even though there are no groups of students at Sacred Heart School not making acceptable progress, there are individual students who have student support plans (SSP). Recognizing the needs for additional student support in grades six through eight, the school decided to pilot an Academic Resource Class (ARC) in the middle school beginning in the fall of 2013. This program will be made available to students in sixth and seventh grade and is designed to support students in math and language arts. This program will take the place of Spanish, music, art and drama classes. Students qualify based on a combination of standardized test scores, grades, teacher recommendations, and independent assessments. This program will provide the support necessary for some students to fully access the curriculum and to be successful in their classes.

Through ongoing reading program evaluation, additional reading support changes have been made. Instructional assistants have been added to each grade level to teach reading groups, thereby lowering student teacher ratio and maximizing the effectiveness of the reading program. A required student summer reading program for all grades has been adopted in order to prevent students falling behind during summer break. As a result of teacher evaluation and assessments, kindergarten, first grade, and second grade have added Modern Curriculum Press (MCP) phonics program to supplement LEAD 21 and increase phonics and decoding skills. Students also take advantage of Reading A-Z. Kindergarten through fifth grade students are encouraged to use the online interactive Lexia reading support program. Grades four and five have adopted Spelling Connections (SC) for spiraling of word analysis. Grades six, seven, and eight have expanded the structural analysis component to include *Wordly Wise* and *Greek and Latin* root word study. These grades also configured class schedules into pacing groups to meet the needs of students who require a slower pace and more direct instruction. The school also began more active promotion of motivational reading enrichment activities through the school library: second grade- 100 Book Club, third grade-Sasquatch Award Readers, fourth & fifth-King County Library System Global Reading Challenge teams, and sixth grade Challenge book competition. The kindergarten and first grade classroom teachers also encourage the Book-it reading incentive program.

Sacred Heart School has an educationally sound and highly effective process to collect student data in reading. The school disaggregates and analyzes student performance data. Sacred Heart School shows a high level of competence in the use of data analysis as a basis for instructional/curricular improvement.

## **Significant Accomplishments:**

Adoption of Wright Group - McMillan McGraw LEAD 21 Reading Program.  
The reading specialist role was changed to focus on those requiring intensive intervention.  
The school has implemented the use of classroom aides in all classrooms in Kindergarten through fifth grade.  
Smaller class size in middle school Language Arts  
Academic Resource Class  
A smaller cap was set for kindergarten enrolment

## **Goal:**

Meet the reading needs of the large number of advanced level readers at SHS.

## **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 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.*

Sacred Heart School utilizes a challenging, comprehensive, and relevant reading curriculum to prepare students to meet Washington State and National Common Core standards, Archdiocesan standards, and Schoolwide Learning Expectations (SLE). Sacred Heart School students demonstrate achievement in meeting these standards. Appendix – “Meeting Common Core Standard 2012” shows that SHS students in grades three through eight exceed the national average in meeting the Common Core standards. As a school total, SHS exceeds the national average by 19%.

Sacred Heart School teachers work collaboratively and individually to develop assessments that are tied to the curriculum standards and SLEs. Sacred Heart School uses a variety of assessment tools to measure and track student progress through the use of summative and formative assessments. Some of these include formal and informal assessments, student observation, pre-tests and post-tests, project-based assessments, rubrics, and self-evaluation/reflection. These provide ongoing data to inform about student growth.

The reading curriculum at Sacred Heart School is driven by the Washington State Essential Academic Learning Requirements (EALRs), and the school SLEs. In Kindergarten through grade five, teachers use the Wright Group LEAD 21 curriculum, designed to meet the Common Core standards. The reading content incorporates fifty percent fiction and fifty percent nonfiction. Theme-based instruction includes content from social studies, science and humanities for each grade level. It is organized around an inquiry model that emphasizes questions and weekly focus questions. Individual grades supplement this curriculum with genre studies, novel studies, literature circles, Reading A-Z, phonics instruction, and readers' theater. In grades six

through eight, the reading curriculum is currently tied to the Washington State EALRs. The curriculum combines reading, writing, vocabulary, and grammar in order to learn and reflect on real-world themes. A variety of fiction and non-fiction literary forms are explored in order to expand the student's learning. Literary elements such as conflict, theme, reading strategies, plot, voice, mood/tone, and character development are examined. Wordly Wise is used to improve vocabulary. Within the reading curriculum all grades continue to develop technology skills both intra-network and online.

Catholic identity and faith formation are very important across the curriculum at SHS. In reading classes teachers use many types of literary materials to teach the subject and also instill formation and meet Archdiocesan standards. Resources include the Bible, prayers, church doctrine, Catholic social teaching, the history of the church, current events, and the lives of holy people.

Pre-kindergarten through third graders read about saints and then choose a saint to portray for All Saints Day. On that day they hold an All Saints Day parade and assembly.

Third graders each research their saint and write a report.

Fourth grade reading project includes reading the Biblical account of the Passion of Jesus during Holy Week. This reading project includes breaking the text down into its segments, reading, discussing, summarizing and illustrating.

Fifth grade study the Passion of Christ through Readers Theater, as well as the Sacraments and Corporal and Spiritual Works of Mercy.

Sixth graders read a biography of a peacemaker and create a wax museum of these great people.

Seventh graders read Gospel of Luke and reflect on the Stations of the Cross .

Eighth graders read the Acts of the Apostles and reflect on Catholic social teachings to provide Catholic leadership in the student families.

At Sacred Heart School teachers modify and adjust curriculum maps according to ongoing review of the Common Core, state and archdiocesan standards. Curriculum maps are located in a network folder allowing teachers and administrators to review, evaluate, and ensure a spiraling curriculum without undue repetition. Curriculum maps are used as a guideline when developing instructional plans. The reading specialist oversees reading curriculum maps for kindergarten through fifth grade and grade level teams collaborate to ensure standards are met.

Even though there are no groups of students at Sacred Heart School not making acceptable progress, there are individual students who have student support plans (SSPs). These students with specific learning issues are closely monitored. Specific goals and measures are identified to ensure student growth. If a child is not making acceptable growth, families are referred to outside agencies for further evaluation and services. By closely examining the data on a regular basis the reading specialist follows student progress and identifies students in need of academic support. Refer to Appendix –“Reading Students in Bottom Quartile”

**Identify 1-2 significant accomplishments of the school in the area of Acceptable Progress by All Students that have had a positive impact on student learning.**

1. Curriculum mapping has been standardized.
2. The inclusion of Catholic identity and faith formation across the reading curriculum.

**Identify 1 goal, not a strategy, which needs to be accomplished in the area of Acceptable Progress by All Students that will have a significant positive impact on student learning. Be sure that the data and data analysis that leads to your conclusion is included in the narrative.**

Goal: Incorporate Common Core State Standards in English, Language Arts & Literacy for all grade levels in conjunction with social studies.

### **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.*

The Sacred Heart School teaching staff uses a variety of instructional techniques to meet the needs of all learners. In kindergarten through grade five, the LEAD 21 program provides all students with equity of access to standards based grade level content and makes sure that all learners have equal opportunities to be full participants within the grade level community. It enhances and expands the effectiveness of differentiated instruction through the use of varied texts, student groupings, and instructional support during literacy instruction. In addition, all grades include supplemental literacy and word analysis materials. In grades six through eight, teachers provide rich literary experiences through the use of authentic literature to include in-depth analysis, comprehension skills, vocabulary development, narrative elements, and fluency.

In 2009-2010, Sacred Heart School began to evaluate reading programs for the Kindergarten through fifth grade reading program. Data analysis was used to determine acceptable progress for all students in achieving curriculum standards. Areas identified as needing improvement were structural analysis, a systematic approach in phonics development with a consistent cuing system, as well as an increase in non-fiction literature. Areas of strength identified were the authentic literature and a love of reading among the students at Sacred Heart School. The reading program is the primary instructional tool that Sacred Heart School uses to teach children to learn to read and ensure they reach reading levels that meet or exceed grade level standards. In evaluating programs, the teachers chose a core program that fit the needs of learners at Sacred Heart School, is research based, and will provide long-term benefits in reading acquisition and development for students. Teachers, under the direction of the reading specialist, evaluated several major reading programs: Imagine It! by SRA 2008, LEAD 21 Wright Group 2011, and Journeys by Houghton-Mifflin Harcourt 2011. Teachers were encouraged to teach a “sample” lesson, study the scope and sequence program, white papers, and the instructional manual to see how each program would fit the needs of Sacred Heart School. The teaching staff met to compare notes and a unanimous decision was made to adopt the Wright Group LEAD 21 program. The implementation of the Wright Group Lead 21 reading program began in the year 2011-2012. The success of the program will be reviewed and evaluated yearly by teachers, staff, and administration.

Wright Group LEAD 21 is a comprehensive, research-based core kindergarten through fifth grade literacy program built to expand literacy, ensure equality, achieve acceleration and refine differentiation for students. LEAD 21 honors core literacy competencies (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language development and writing) while encompassing 21st century literacy skills such as the ability to access, question, evaluate, collaborate and communicate effectively in the age of today's information explosion.

Sacred Heart School teachers use standardized test scores and other assessment data to guide and differentiate instruction in order to provide best practices. The combination of ITBS, CogAT, Gates-MacGinitie, teacher observation, classroom performance, independent assessment, the LEAD 21 program assessments (kindergarten through fifth grade), and classroom assessments (middle school) provides teachers a solid snapshot of individual student performance. With this information, they implement the reading program, differentiate, and plan for individual student success. The variety of assessment measures that are utilized to meet the different learning styles of students are formal, informal, observational, self-evaluative, oral, and written. Student support plans (SSPs) are developed and implemented to provide differentiated tools to match learning styles for those who qualify based on evaluations. Teachers evaluate mastery of concepts and then plan for remediation or progression to the next step. In 2010 an organizational skills club was implemented in grades four through eight. This has been expanded to third through fifth grade and is in place in homeroom for all students in grades six through eight.

To enhance student learning, Sacred Heart School plans staff development activities driven by assessment data. Teachers and staff are encouraged and frequently take advantage of professional development opportunities. Teachers have been provided with a variety of opportunities, both in-house and outside, to facilitate life-long learning and remain current with instructional methodologies in the area of differentiated instruction, reading, and curriculum development. (See Reading Staff Development chart and Appendix A-8). The Vice Principal for Professional Development assists in supervision, evaluation and staff support. In the 2012-2013 school year, teachers used video recorded lessons and evaluated performance along with the administrative team. Review of video recorded teaching sessions allows for instructional self-evaluation and increased teaching effectiveness.

The Sacred Heart School staff utilizes a wide variety of professional resources to ensure that they are providing the best education for their students. They hold membership in professional learning communities such as the International Reading Association, the International Dyslexia Association, National Council of Teachers of English, Association of Curriculum and Instruction, National Teachers of English, and the Washington Organization for Reading Development. These associations provide Sacred Heart School staff with access to current research, resources and support. In addition, Edmodo, an online educational community, is used by many teachers for learning community support. Our SSPs focus on neurodevelopmental constructs and are a result of our training in the Schools Attuned program. This program provides metacognitive strategies for students and teachers to help manage learning.

In the summer of 2011, all staff participated in summer professional reading and collegial discussion. Books included The Whole Brain Child and Smart but Scattered. Both selections



focused on strategies to integrate knowledge of brain development into the learning environment. Some Sacred Heart School teachers have taken advantage of the Northwest Catholic Educational Leadership Institute and have been trained in “Habits of the Mind, Across the Curriculum” which will allow teachers to move forward with best practices in school leadership that will have a positive impact on student learning.

#### **TASK 4 – SUMMARY OF FINDINGS**

##### **Accomplishments:**

Adoption of Wright Group McMillan McGraw LEAD 21 Reading Program in grades kindergarten through fifth.

Staff is trained in differentiated instruction and current research in brain development to meet the needs of all types of learning styles.

Curriculum mapping has been standardized.

##### **Goal Summary:**

- Meet the reading, which includes the large number of advanced level readers at Sacred Heart School.
- Incorporate Common Core State Standards in English Language Arts & Literacy for all grade levels.
- Enhance professional growth in reading methodologies, research, and best practices yearly in order to continue to provide outstanding leadership in the educational community.

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# Appendix A-1

## School Profile – Basic Information

Sacred Heart School PK-8 425-451-1773  
School Name Grades School Phone

9450 NE 14<sup>th</sup> St Bellevue WA 98004  
Address City State Zip

David L. Burroughs dburroughs@sacredheart.org 425-974-0418  
Principal E-mail address Home Phone

Fr. Steve Sallis Bellevue School District  
Pastor Public School District

\_\_\_\_\_  
Director of Education for Religious Community in School Religious Community

\_\_\_\_\_  
Address City State Zip

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

Who is the chair/president? Jamie Reding

Do you have a Preschool Program? X Yes \_\_\_ No

What are the hours of operation? 8:30-11:30 Monday – Friday with a Lunch Bunch option available for families daily between 11:30 and 12:00 at an additional cost of \$3.50 per day.

Do you have an Extended Day Program? X Yes \_\_\_ No

What are the hours of operation? Before school hours are 7:00-8:10am daily; after school hours are 3:15-6:00pm daily. Our Extended School Service (ESS) programs is also frequently open on half days until 3:00pm.

What are the fees? \$280.00 for full time (35 or more hours a month) care

How many families participate? Due to a lack of space in our school building, we had to limit the number of families who could participate in the ESS program. The number of families who participate varies on a monthly basis, but an average it is 134 families.

For which grades do you have waiting lists? One student each in first grade, second, fifth and seventh grade.\_\_\_\_\_

Do you have an approved Technology Plan?  Yes  No

## Appendix A-2

### School Profile – Current Enrollment Information 11/5/12

	Male	Female	Total
<b>Preschool</b>			N/A
<b>Pre-K</b>	8	8	16
<b>K</b>	16	28	44
<b>1</b>	31	21	52
<b>2</b>	18	23	41
<b>3</b>	24	25	49
<b>4</b>	24	27	51
<b>5</b>	17	27	44
<b>6</b>	25	19	44
<b>7</b>	28	17	45
<b>8</b>	18	8	27
<b>Total</b>	209	204	413

	Catholic	Non-Catholic	Total
<b>Black</b>	14	0	14 (3.4%)
<b>Hispanic</b>	28	0	28 (6.8%)
<b>Asian</b>	20	2	22 (5.3%)
<b>Hawai'ian / Pacific Islander</b>	0	0	0
<b>Native American / Native Alaskan</b>	2	0	2 (0.5%)
<b>White</b>	284	20	304 (73.6%)
<b>Of more than one race or Multiracial</b>	39	4	43 (10.4%)
<b>Other</b>	0	0	0
<b>Total</b>	387	26	413

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2008-2009	25 Boys/22 Girls	No information readily avail.	No information readily avail.

2009-2010	17 Boys/22 Girls	17 Boys/18 Girls	17 Boys/18 Girls
2010-2011	19 Boys/16 Girls	14 Boys/15 Girls	14 Boys/15 Girls
2011-2012	26 Boys/26 Girls	23 Boys/23 Girls	23 Boys/23 Girls
Current Year	18 Boys/9 Girls	13 Boys/8 Girls	12 Boys/8 Girls

## Appendix A-3

### School Profile – Instructional Staff (2012-2013)

Name	Grade Subj.	Cath./ Non-Cath.	Highest Degree	Teacher License	Catech . Cert.	Total Yrs. Exp.	Exp. at SHS	Ethn.	M /F
Adamonis, Nancy	KB Aide	C	MBA	WA Certification Elementary Ed.	SALT Cert.	5	5	C	F
Bergere, Rachel	MS Religion & LA	C	BA	WA Residency Teacher K-8	YR 1,2,3	6	6	C	F
Covington, Kaleen	MS 8 LA & SS	C	MFA Creative Writing	WA Residency Teacher LA – 6-12	YR 1	10	3	C	F
Cunningham ,Zack	MS 8 LA & SS	C	BA History	WA Continuing SS – 6-12	None	6	4	C	M
Davis, Mary	Pre-K	C	MIT	WA Continuing K-8	None	4	3	C	F
DeGioia, Sue	K	NC	BA +45	WA Continuing	YR 1,2,3	25	15	C	F
Dennehy, Deb	3	C	BA	WA Professional Cert.	YR 1,2	19	13	C	F
Douglass, Kim	Drama	NC	BA Music Minor in Theater	None	None	29	5	C	F
Elsner, Caitlin	2	C	MIT	WA Residency Teacher, EC, , Elem. Ed	None	1	1	C	F
Engman, Rosemarie	4	C	M.Ed C & I Reading Specialist	WA Continuing K-12, 4-12 Literacy	YR 1,2,	25	25	C	F
Ennis, Barb	Spanish								F
Fleming, Sarah	4 <sup>th</sup> Aide	C	MA Literature	Not Certified	None	8	1	C	F
Geary, Karen	K	C	M.Ed. Reading	WA Professional	YR 1,2,3	11	8	C	F

				Cert. , Elem. Ed					
Harris, Jayme	3	C	MIT	WA Continuing K-8 Elem. Ed.	Enr. YR 1	2	2	C	F
Heinrich, Kelli	2	C	BA Interdisip . Arts & Sc.	WA Continuing K-8 Elem. Ed.	YR 1	4	4	C	F
Hooper, Kathy	Library	C	BA	WA Continuing K-8 Elem. Ed	YR 1,2	13	12	C	F
Jones, Vicki	MS 7 Spanish	NC	M.Ed. Library	WA Professional Cert., K-8 EE	None	14	2	C	F
Jorissen, Claudia	MS Math	NC	BA +90	WA Standard K-12	None	39	6	C	F
Kirwan, Emily	1	C	MIT	WA Professional Cert., K-8 EE	YR 1,2	6	6	C	F
Lawler, Bridget	Math 1-5 VP Pro.Dv	C	M.Ed. C & I	WA Continuing K-8 Elem. Ed.	YR 1,2	25	17	C	F
Maloney, Kristen	1	C	MIT	WA Residency Teacher, EE	Enr. YR 1	3	3	C	F
McDougal, Cassie	Music K-8	NC	BA Music	WA Professional Cert. K-12 Music	None	9	1	C	F
McGrath, Barb	4	C	MIT	WA Continuing Teacher, Elem.Ed K-8 Health 4-12 Psych. 4-12	Re-Certif.. In progre ss	16	6	C	F
McLeod, Paula	K Aide	NC	AA Business Admin.	None	None	12	12	C	F
McReynolds , Gena	6 LA SS	C	Fifth Year	WA Continuing PK-12	Renew In prog.	30	10	C	F
Murphy, Tim	PE	C	BA History	WA Continuing K-12	None	26	23	C NA	M
Nelson, Suzie	3 <sup>rd</sup> Aide ESS	NC	AA	None	None	20	13	C	F
Nelson,	5 <sup>th</sup> Aide	C	MIT	Substitute	None	4	1	C	F



Katie				WA Continuing (expired)					
Nyquist, Laurel	MS Science	C	MIT Science	WA Residency 7-12 Science	YR 1	11	4	C	F
Perrella, Cheryl	Reading Specialist	C	M.Ed.	WA Professional Teacher, 4-12	YR 1,2,3	22	20	C	F
Reding, Sharon	1 <sup>st</sup> Aide	C	BBA	None	None	1	1	C	F
Sarlitto, Dan	6 Religion, Math, Sci	C	MIT MS Geology	WA Professional Certificate, Science, Math	YR 1,2, P of 3	17 Corp 7 Tch	4	C	M
Schmid, Brandon	MS Math & SS	C	BA Sociology	Working Towards BA Ed. Elem.Ed..	YR 1	9	7	C	M
Sheffield, Carl	5	C	M.Ed C&I	WA Standard K-9	Pre CCP Certified				M
Slater, Janice	5	C	M.Ed C & I Science	WA Professional Certificate, K-8 Science	YR 1,2,3	11	10	C	F
Suhrbier, Kate	2 <sup>nd</sup> Aide	C	High School	None	None	1	1	C	F
Thoensen, Julie	Pre K Aide	C							F
Wood, Sally	Art K-8	C	MIT	WA Continuing K-8 Elem. Ed.	None	2	1	C	F

## Appendix A-4

### School Profile – Support (non-teaching) Staff (2012-2013)

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Boyd, Kari	School Counselor	8+ (3 days a week)	~135	3.5	M.Ed Guidance Counseling ESA Certified
Burroughs, David	Principal	8+	~220	5	MA Ed. Administration MA Nonprofit Admin. MA Theology Member of Instruc. Staff for Catechist Program
Davis, Amy	ESS Director	8+	~200	6	BA Community Psychology
Gray, Connie	Vice Principal Head of Lower School	8+	~220	6	M.Ed. Elem.. Education Continuing Administration Certif.
McReynolds, David	IT Support	10-12	Varies – as needed throughout year.	2 years	BA in Business Information Systems. Network administration experience with NT, 2000, 2K3, 2K8, Exchange 5.5, 2000, 2K3 and 2K8. Programming in C++, VB, HTML, javascript and PHP.
Schoeggl, Nancy	IT Support	3		1	BA Mathematics Minor in Computer Science
Thompson, Ann Marie	Health Room	5	180	11	BA Psychology
Wyman, Kerry	Secretary	7	~176	3	BA in International Business and a minor in History.
Knapp, Susana	Admissions Director	+8	~220	3	BA with a Major in Finance and Minor in International Business
Daigle, Theresa	Development	8	180	8mos.	None

## Appendix A-5

### School Profile – Participation in IDEA

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

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

1. Has your LEA carried out this “child find” requirement in your school?      Yes     No
2. If yes, how many children were actually identified as having a disability?     7 students
3. If No, have you ever requested the LEA to do a “child find?”  
and had that request denied?      Yes     No
4. Of those children identified with a disability, how many have  
    had a formal Instructional Service Plan (ISP) developed by the LEA?     5 students
5. Of those children currently enrolled in your school and having an ISP with specified services identified,  
    how many are receiving?  
  NO specified services 1  
  SOME specified services 4  
  All Specified services
6. Of those children with disabilities currently enrolled in your school, how many are receiving  
    the specified services in your school? 7
7. How many are receiving those services at a public school or neutral site?     0
8. For those receiving services at a public school or a neutral site, is    transportation    being  
    provided at no cost to the child’s parents?     Yes        No
9. How many of the children identified as eligible for services through ‘child find’ transferred to  
    the public school? 0
10. How many of the children identified eligible for services through ‘child find’ chose to remain  
    in your school and forego receiving the specified services? 2 students
11. How many children with disabilities, who applied to your school within the past three years,  
    were unable to attend because your school does not offer services that meet their specific needs?  
2 students

## Appendix A-6

### School Profile – Participation in Federal Programs

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

1. How many students are eligible for Title IA services? **0**
2. How many students are receiving Title IA services? **0**
3. What services are being offered at your school for Title IA students? **none**

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

1. What is your per-pupil allocation for Title IIA services? **\$5.48 per child.**
2. What is your total Title IIA allocation for School Year 2012-2013?  
**\$79.33(carryover)+ 411 x \$5.48 = \$2252.28**
3. Have you developed/filed an approved Title IIA Staff Development plan? **X Yes** \_\_\_ No
4. Attach a copy of your staff development plan to this section.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

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

1. What is your per-pupil allocation for Title IID services? **\$ 0 per child.**
2. What is your total Title IID allocation for School Year 2012-2013? **\$ 0**
3. How will you be using these resources?

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

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

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

1. What is your per-pupil allocation for Title IVA services? **\$ 0 per child.**
2. What is your total Title IVA allocation for School Year 2012-2013? **\$ 0**
3. How are you using these funds?

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

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

3. Describe the services that are provided for your target population.

## Appendix A-7

### School Profile – Standardized Testing Program (GE, NPR, etc.)

<b>Reading</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2009	Did not take	81	77	80	32*	31*	79
2010	Did not take	80	87	88	73	84	84
2011	Did not take	83	81	86	86	75	85
2012	80	85	85	84	88	86	78
2013	79	84	87	88	79	86	87

<b>Math</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2009	Did not take	80	73	79	30*	26*	80.5
2010	Did not take	76	84	82	75	83	88
2011	Did not take	80	71	85	80	79	83
2012	75	83	76	80	81	82	79
2013.	76	83	82	80	79	81	83

<b>Lang. Arts</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2009	Did not take	72	80	86		39*	75.5
2010	Did not take	73	88	91	68	79	79
2011	Did not take	67	80	87	82	70	84
2012	72	73	76	82	79	81	71
2013	74	75	80	86	79	83	84

<b>Core</b>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2009	Did not take	78	78	84			79
2010	Did not take	78	89	89	73	83	85
2011	Did not take	78	78	87	84	75	86
2012	74	81	80	83	84	85	77
2013	75	82	84	86	80	85	87

**In 2009, our 6<sup>th</sup> and 7<sup>th</sup> graders only took the WASL, so the number represents the number of students who Met the Standard. In 2009, 43 sixth graders took the test and 40 seventh graders. Language Arts in equates to Writing.**

## Appendix A-8

### School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

#### Staff Development for 2008 - 2009 Theme: Differentiation Strategies

##### Activities/Cost:

“All Kind of Minds” Schools Attuned Training for entire staff / \$37,500

#### Staff Development for 2009 - 2010: Theme: Differentiation Strategies

##### Activities/Cost:

“All Kinds of Minds” School Attuned Training for new staff - \$6000

All other Workshops, Conferences, Classes/\$8,440.47

#### Staff Development for 2010- 2011 : Theme: Differentiation Strategies

##### Activities/Cost:

Classroom Management –Sherie Williams August 2010– Catapult Learning - \$ 2000

Differentiating for Gifted and Advanced Learners- Richard Cash – August 2010 - \$2300

All About Differentiation Strategies in Math – K-8 Torrey Volk -\$3000

Managing the Differentiated Classroom – Richard Cash; March 2011/ \$2800

All other Workshops, Conferences, Classes/\$6,649.58

#### Staff Development for 2011- 2012 : Theme: Differentiation Strategies & Curriculum Mapping



Activities/Cost:

Year long LEAD 21 Training for Reading/\$ 0.00 with adoption of curriculum

Jane Schaefer and Traits of Writing - \$0 – in house

Curriculum Mapping all subject areas/\$ 0- in house

All other Workshops, Conferences, Classes/\$5,508.62

**Staff Development for Current School Year: Theme: Self Study for Accreditation and Differentiation Strategies**

Activities/Cost

Review of SLE's, Self Study Committees, Internet Safety- \$ 0 – In House

All other Workshops, Conferences, Classes/\$5,000

## APPENDIX B-1 ENROLLMENT

### GRADE ENROLLMENT OVER TIME (2004-2013)

Year	PK	K	1	2	3	4	5	6	7	8
2004		39	51	55	50	54	55	47	49	48
2005		41	44	51	54	52	56	53	46	53
2006		41	42	41	50	52	51	49	41	47
2007		38	43	45	47	56	50	43	49	44
2008		38	38	46	46	51	57	45	42	48
2009		33	42	40	44	44	40	53	39	40
2010	16	37	38	41	41	41	43	35	53	35
2011	16	44	47	46	50	41	44	47	32	52
2012	16	44	52	41	49	51	44	44	46	27
2013	16	32	45	51	43	47	50	47	38	45

Enter the current year in the box above. All years will recalculate. Enter grade enrollment in the appropriate boxes.

### TOTAL PK-8 ENROLLMENT OVER TIME

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
448	450	414	415	411	375	380	419	414	414

The years in these boxes are calculated from the first set of data entry (yellow box). Note: enrollment is PK - 8.

## APPENDIX B-2 FINANCES

### Per Pupil Cost Over Time

Year	2008	2009	2010	2011	2012	2013
Amount	7,952	8,607	8,885	8,340	8,713	9,208
% Increase		8.24%	3.23%	-6.13%	4.47%	5.68%

Enter the Per Pupil cost. The % increase or decrease will automatically calculate.

### First Child's Tuition Over Time

Year	2008	2009	2010	2011	2012	2013
Amount	5,328	5,542	5,819	6,155	6,510	6,835
% Increase		4.02%	5.00%	5.77%	5.77%	4.99%

Enter the First Child tuition. The % increase or decrease will automatically calculate.

### Tuition as a % of Per Pupil Cost

Year	2008	2009	2010	2011	2012	2013
%	67.0%	64.4%	65.5%	73.8%	74.7%	78.1%

Manually enter this information

### Budget Surplus/Deficit (Bottom Line)

Year	2008	2009	2010	2011	2012	2013
\$	6,980	62,342	79,919	1,486	252,843	36,229

Manually enter this information

## Appendix B-3

### Analysis of Test Results: Comparison with Diocesan Data

In the spaces below, put the number of students in each grade who score in that quartile. Total the numbers to compare with the number of students taking the test / number in school. Calculate the percent of students scoring in each quartile by dividing the number in “2-8” with the total 2-8. Compare that with the Diocesan results.

<b>Reading</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	31	29	37	39	27	27	35	225	70.8%	16.2%	54.6%	2316
50-74%	9	5	6	9	9	9	6	53	16.7%	-9.2%	25.9%	1100
25-49%	3	5	4	2	10	2	4	30	9.4%	-4.3%	13.7%	581
1-24%	6	3			1			10	3.1%	-2.7%	5.8%	245
Total	52	42	47	50	47	38	45	318				4242

For the groups in each grade who scored at or below the 25<sup>th</sup> %, what are their weakest areas of performance?

2	Second grade students who scored below the 25 <sup>th</sup> percentile in reading also scored below the 25 <sup>th</sup> percentile in Vocabulary and Reading Comprehension
3	Third grade students scored below the 25 <sup>th</sup> percentile in reading also scored below the 25 <sup>th</sup> percentile in Vocabulary
4	
5	
6	The sixth grade student who scored below the 25 <sup>th</sup> percentile in reading also scored below the 25 <sup>th</sup> percentile in Vocabulary and Reading Comprehension
7	
8	

<b>Language Arts</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	28	21	25	29	32	25	32	192	60.2%	11.9%	48.3%	2046
50-74%	12	12	13	18	6	11	10	82	25.7%	-3.5%	29.2%	1235
25-49%	6	4	7	2	5	1	3	28	8.8%	-6.3%	15.1%	641
1-24%	5	5	2		4	1		17	5.3%	-2.1%	7.4%	314
Total	51	42	47	49	47	38	45					4236

For the groups in each grade who scored at or below the 25<sup>th</sup> %, what are their weakest areas of performance?

2	Second grade students who scored below the 25 <sup>th</sup> percentile in Language also scored below the 25 <sup>th</sup> percentile in Spelling and Word Analysis.
3	Third grade students who scored below the 25 <sup>th</sup> percentile in Language show expressed difficult in Capitalization and Punctuation. As a result of our fall 2012 and 2013 ITBS scores, as well as conversations with our second and third grade teachers, we have begun to look at how to address this.

4	Fourth grade students who scored below the 25 <sup>th</sup> percentile in Language also scored below the 25 <sup>th</sup> percentile in Usage and Expression and Spelling. The Spelling program changes in fourth grade to include more use of the high frequency words.
5	
6	Sixth grade students who scored below the 25 <sup>th</sup> percentile in Language also scored below the 25 <sup>th</sup> percentile in Capitalization.
7	
8	

<b>Math</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	27	26	24	30	26	25	30	188	58.9%	13.4%	45.5%	1922
50-74%	14	11	18	13	14	8	8	86	27.0%	-1.5%	28.5%	1203
25-49%	9	4	3	6	4	5	6	37	11.6%	-6.0%	17.6%	743
1-24%	1	1	2	1	2		1	8	2.5%	-5.9%	8.4%	355
Total	51	42	47	50	46	38	45	319				4223

For the groups in each grade who scored at or below the 25<sup>th</sup> %, what are their weakest areas of performance?

2	In general, our Math Total scores looked good. In looking at specific skills, we did have some second graders scoring below the 25 <sup>th</sup> percentile in Math Computation.
3	
4	In general, our Math Total scores looked good. In looking at specific skills, we did have some fourth graders scoring below the 25 <sup>th</sup> percentile in Math Computation.
5	
6	In general, our Math Total scores looked good. In looking at specific skills, we did have some sixth graders scoring below the 25 <sup>th</sup> percentile in Problem-Solving and Data-Interpretation.
7	
8	In general, our Math Total scores looked good. In looking at specific skills, we did have some eighth graders scoring below the 25 <sup>th</sup> percentile in Problem-Solving and Data-Interpretation.

<b>Science</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	28	27	33	32	26	27	31	204	63.8%	12.9%	50.9%	1663
50-74%	15	9	10	13	14	9	11	61	25.3%	-5.3%	30.6%	1000
25-49%	8	4	1	4	4	2	2	25	7.8%	-4.0%	11.8%	384
1-24%		2	3	1	3		1	10	3.1%	-3.6%	6.7%	218
Total	51	42	47	50	47	38	45					3265

For the groups in each grade who scored at or below the 25<sup>th</sup> %, what are their weakest areas of performance?

2	
3	Third grade students who scored below the 25 <sup>th</sup> percentile in Science also scored below the 25 <sup>th</sup> percentile in Scientific Inquiry.
4	Fourth grade students who scored below the 25 <sup>th</sup> percentile in Science also scored below the 25 <sup>th</sup> percentile in Scientific Inquiry.
5	
6	Sixth grade students who scored below the 25 <sup>th</sup> percentile in Science also scored below the 25 <sup>th</sup> percentile in Life and Physical Science.
7	
8	Eighth grade students who scored below the 25 <sup>th</sup> percentile in Science also scored below the 25 <sup>th</sup> percentile in Life and Physical Science.

<b>Social Studies</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	31	31	31	34	25	24	28	204	63.9%	15.1%	48.8%	1599
50-74%	14	5	14	10	14	11	11	79	24.8%	-5.5%	30.3%	992
25-49%	3	4	2	5	4	3	2	23	7.2%	-5.4%	12.6%	413
1-24%	3	1		1	4		4	13	4.1	-4.2%	8.3%	271
Total	51	41	47	50	47	38	45	319				3275

For the groups in each grade who scored at or below the 25<sup>th</sup> %, what are their weakest areas of performance?

2	We saw some consistency between second grade students who scored below the 25 <sup>th</sup> percentile in Social Studies and those who also scored below the 25 <sup>th</sup> percentile in History.
3	
4	
5	
6	There was no consistent pattern among sixth grade students who scored below the 25 <sup>th</sup> percentile in Social Studies and those who also scored below the 25 <sup>th</sup> percentile in History, Government and Society and Geography.
7	
8	Eighth grade students who scored below the 25 <sup>th</sup> percentile in Social Studies also scored below the 25 <sup>th</sup> percentile in History and Economics.

<b>Composite</b>	2	3	4	5	6	7	8	2-8 #	School %	Diff.	Dio. %	Dio. #
75-99%	27	29	33	34	27	27	32	209	67.0%	14.7%	52.3%	1684
50-74%	15	6	11	11	9	9	8	69	22.1%	-6.4%	28.5%	919
25-49%	5	3	2	3	7	2	3	25	8.0%	-5.5%	13.5%	436
1-24%	1	3	1		2		2	9	2.9%	-2.7%	5.6%	181
Total	48	41	47	48	45	38	45	312				3220

## Appendix B-4

### Analysis of Test Results: Curricular Areas over Time

**Summary:**

This table identifies which sub-category tests were red flagged by grade and year, thus needing attention by previous year teacher (test taken in fall).

  =see end page for analysis (\*\* Bold sub-categories need special attention)

ITBS SUB-CATEGORY	2010	2011	2012	2013
<b>TESTS</b>				
Vocabulary				
Reading Comprehension		7th		
Reading Total	3rd			3rd
<b>Word Analysis</b>	3rd		2nd	3rd
Listening			8th	
<b>Spelling</b>		7th	5th	
<b>** Capitalization</b>	3rd	3rd	3rd	3rd
<b>Punctuation</b>	3rd	3rd	4th	3rd
Usage and Expression	3rd			
<b>** Language Total</b>	3rd	3rd	2nd	3rd
Concepts & Estimation	3rd			
Prob. Solv. & Data Interp.	4th			6th
<b>** Math Computation</b>	5th	3rd	6th	
<b>Math Total</b>	3rd		4th	
Core Total	3rd			
<b>** Social Studies</b>	6th	7th	8th	
Science				
<b>Maps &amp; Diagrams</b>		4th	8th	
Reference Materials				
Sources of Information				
Total Composite	3rd			

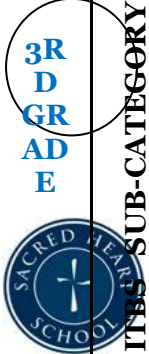
The following pages break down these results by grade and year.

Following these pages of 'Scores Over Time', are charts and graphs that show school wide trends of the percentage of students within **all** the ITBS quartiles. These charts and graph not only consistency of the percentage of students scoring within a quartile but also shows SHS strengths.

**# of students in each sub-test / per year / per quartile**

# of students in each sub-test / per year / per quartile


3	34	34	37	29	23	23	28	25	26	27	24	24	30	31	33	33
012	43	30	38	24	24	24	25	26	30	21	22	23	27	32	33	29

ITBS SUB-CATEGORY TESTS	ITBS QUARTILES																total # of students per year	
	Top Quartile (75-99%)				Mid Quartile (25-74%)				Low Quartile (1-24%)									
 3RD GRADE ITBS SUB-CATEGORY TESTS	2013	27	27	29	N/A	2	1	1	2	2	2	2	2	2	2	2	42	
	2012	31	30	33	19	36	28	8	4	1	6	8	4	8	8	6	6	49
	2011	39	28	35	55	55	43	7	7	9	8	6	5	5	8	4	8	50
	2010	22	25	26	18	27	11	18	7	3	2	0	7	3	4	7	2	41
	2013	13	13	10		N/A	16	39	4	6	8	5	4	5	0	9	3	42
	2012	10		10	33	88	88	71	7	4	7	3	3	6	8	2	8	49
	2011	9	14	1	31	12	26	89	6	0	3	9	2	0	6	9	4	50
	2010	15	11	0	14	11	12	11	1	3	7	0	2	1	3	6	4	41
	2013	22	23	33	55	N/A	35	64	4	5	3	2	1	1	3	1	2	42
	2012	33	23	33	22	04	4	3	2	1	2	3	3	3	2	0	2	49
	2011	22	11	11	44	44	41	82	2	3	1	0	1	2	0	0	1	50
	2010	44	44	39	99	44	18	37	5	6	4	4	6	6	1	3	4	41
	Vocabulary																	
	Reading Comprehension																	
	Reading Total																	
	Word Analysis																	
Listening																		
Spelling																		
Capitalization																		
Punctuation																		
Usage and Expression																		
Language Total																		
Concepts & Estimation																		
Prob. Solv. & Data Interp.																		
Math Computation																		
Math Total																		
Core Total																		
Social Studies																		
Science																		
Maps & Diagrams																		
Reference Materials																		
Sources of Information Total																		
Composite																		



	<b>2011</b>	28	29	29	23	19	22	24	26	21	18	16	17	28	26	21	23	28	29	29
	<b>2010</b>	29	28	30	22	28	28	29	26	22	25	24	25	27	27	23	25	31	29	28
Mid quartile	<b>2013</b>	12	13	10	15	23	22	14	20	19	19	18	19	21	16	16	11	14	13	13
	<b>2012</b>	7	20	13	23	21	19	23	23	17	27	22	24	22	18	14	22	21	20	18
	<b>2011</b>	11	10	10	17	21	22	15	17	18	21	25	23	12	12	19	14	13	10	12
	<b>2010</b>	11	11	10	17	11	12	11	14	17	10	26	14	12	13	14	15	9	11	10
Low quartile	<b>2013</b>	1	0	0	3	1	2	5	2	2	2	4	2	1		3	1	2	1	1
	<b>2012</b>	1	1	0	4	6	8	3	2	4	3	7	4	2	1	4	0	0	0	0

	<b>2013</b>	3	2	3	2	2	3	2	2	3	3	2	3	3	3	3	3	3	3	4
	<b>2012</b>	5	9	9	9	8	0	5	9	1	0	3	0	5	4	2	0	4	5	4



	<b>2011</b>	3	3	3	2	2	3	3	2	4	3	1	2	2	4	2	5	1	3	1
	<b>2010</b>	0	1	0	1	1	0	0	0	1	5	0	1	1	0	3	0	0	0	2
 <b>ITBS SUB-CATEGORY TESTS</b>	Vocabulary																			
	Reading Comprehension																			
	Reading Total																			
	Spelling																			
	Capitalization																			
	Punctuation																			
	Usage and Expression																			
	Language Total																			
	Concepts & Estimation																			
	Prob. Solv. & Data Interp.																			
	Math Computation																			
	Math Total																			
	Core Total																			
	Social Studies																			
	Science																			
	Maps & Diagrams																			
	Reference Materials																			
	Sources of Information Total																			
	Composite																			

# of students in each sub-test / per year / per quartile



		ITBS QUARTILES																
		low quartile				Mid quartile				Top Quartile								
5TH GRADE	ITBS SUB-CATEGORY TESTS	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010	total # of students per year
			Vocabulary	0	2	1	2	3	3	1	2	1	1	2	1	2	2	
	Reading Comprehension	0	2	1	0	0	0	0	1	0	2	2	2	1	0	5	0	4
	Reading Total	1	1	1	2	2	1	2	1	1	1	1	1	3	3	3	3	4
	Spelling																	4
	Capitalization					2	3	0	2	1	3	2	3	1	7	9	3	4
	Punctuation					1	3	0	1	1	3	2	6	1	6	9	2	4
	Usage and Expression					1	1	1	2	1	1	1	3	2	2	2	2	4
	Language Total																	4
	Concepts & Estimation																	4
	Prob. Solv. & Data Interp.																	4
	Math Computation																	4
	Math Total																	4
	Core Total																	4
	Social Studies																	4
	Science																	4
	Maps & Diagrams																	4
	Reference Materials																	4
	Sources of Information Total																	4
	Composite																	4
	total # of students per year																	3

# of students in each sub-test / per year / per quartile

QUA	RTIL Top Quartile	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010	
		5	7	7	2	2	7	8	3	2	9	1	8	6	9	5	6	4
		3	3	3	2	2	2	2	2	2	2	2	2	3	2	3	2	4
		2	0	2	2	2	2	3	6	7	9	4	4	6	3	9	4	4

  <b>ITBS SUB-CATEGORY TESTS</b>	2011	3	3	3	2	2	2	2	3	2	2	2	2	3	2	3	2	3	3	4	
		3	2	4	2	8	5	8	0	8	7	2	7	1	2	2	9	1	1	0	7
	2010	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	3
		9	8	9	9	6	4	7	5	8	5	4	5	7	5	1	9	8	9	6	5
	2013	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	4
		1	5	9	3	5	7	2	1	4	0	7	8	5	8	8	6	0	4	6	5
	2012	1	1	1	2	2	2	1	1	1	2	1	1	1	1	1	1	1	1	1	4
		2	3	2	1	1	0	7	7	4	0	4	7	1	4	0	7	6	4	1	4
	2011	2	1	1	3	2	2	2	2	2	2	2	2	2	2	1	1	1	2	1	4
		0	4	4	2	4	4	6	8	6	0	0	0	0	0	9	8	4	0	8	7
	2010	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	3
		3	2	2	9	1	7	5	7	5	8	8	8	6	7	1	3	6	4	6	5
	2013	1	5	1		5	2	2	4	3	6	2	2	2	4	3	1	1	1	2	4
																					5
	2012	0	1	0	1	1	1	1	0	1	0		1	0	1	0	1	1	0	0	4
																					4
	2011	1	1	0	2	2	0	1	0	2	2		2	0	4	1	4	2	2	0	4
																					7
	2010	3						3	3	2	2	3	2	2		3	3	1	2	3	3
																					5
Vocabulary																					
Reading Comprehension																					
Reading Total																					
Spelling																					
Capitalization																					
Punctuation																					
Usage and Expression																					
Language Total																					
Concepts & Estimation																					
Prob. Solv. & Data Interp.																					
Math Computation																					
Math Total																					
Core Total																					
Social Studies																					
Science																					
Maps & Diagrams																					
Reference Materials																					
Sources of Information Total																					
Composite																					
total # of students per year																					



<b>TOP QUARTILE</b>	2013	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	3	
		6	4	7	2	3	1	7	5	6	4	4	5	7	4	7	5	2	2	7	8
	2012	2	3	3	2	1	3	2	2	3	3	2	2	2	2	3	3	3	3	3	4
		9	0	2	7	9	1	6	9	1	1	3	9	9	5	0	0	1	0	5	
2011	3	3	3	2	2	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	
		4	1	4	7	4	1	0	0	8	2	1	2	5	8	4	6	4	1	1	

  <b>ITBS SUB-CATEGORY TESTS</b>	Mid quartile	2010	1 5	1 9	1 3	1 6	1 3	1 9	1 5	1 6	1 7	1 7	0 0	3 4	3 1	3 4	0 0	2 7	2 4	3 1	5 3		
		2013	1 2	1 2	1 1	1 5	1 3	1 6	1 1	1 5	1 1	1 4	3 0	1 4	1 4	1 1	1 3	1 3	1 5	1 8	1 4	1 1	3 8
		2012	1 3	1 0	1 8	1 1	2 1	1 8	1 5	1 1	1 1	9 9	4 4	9 9	1 1	1 3	1 2	1 9	8 8	0 0	1 1	1 2	4 5
		2011	1 1	1 8	1 3	1 5	2 0	1 8	1 4	1 4	1 4	9 7	1 1	1 9	1 1	1 3	1 4	1 2	1 5	1 3	1 3	1 2	3 1
		2010	1 4	1 5	1 3	1 7	2 1	1 4	1 3	1 8	1 1	1 7	1 6	7 7	1 5	1 1	1 6	1 1	1 9	1 3	1 6	1 2	5 3
	low quartile	2013		2		1	2	1		1	1							1	2	1		3 8	
		2012	2	1	1	1	1	2	2	0	2	0	5	0	0	1	1	1	1	0	0	4 5	
		2011	1	1	2	5	1	1	1	2	3	1	2	3	2	4	0	1	2	1	2	3 1	
		2010	1	1	0	1	0	1	0	0	1	1	5	0	0	1	3	2	0	0	0	5 3	
		Vocabulary																					
		Reading Comprehension																					
		Reading Total																					
		Spelling																					
		Capitalization																					
		Punctuation																					
	Usage and Expression																						
	Language Total																						
	Concepts & Estimation																						
	Prob. Solv. & Data Interp.																						
	Math Computation																						
	Math Total																						
	Core Total																						
	Social Studies																						
	Science																						
	Maps & Diagrams																						
	Reference Materials																						
	Sources of Information Total																						
	Composite																						
	total # of students per year																						

# of students in each sub-test / per year / per quartile

# of students in each sub-test / per year / per quartile

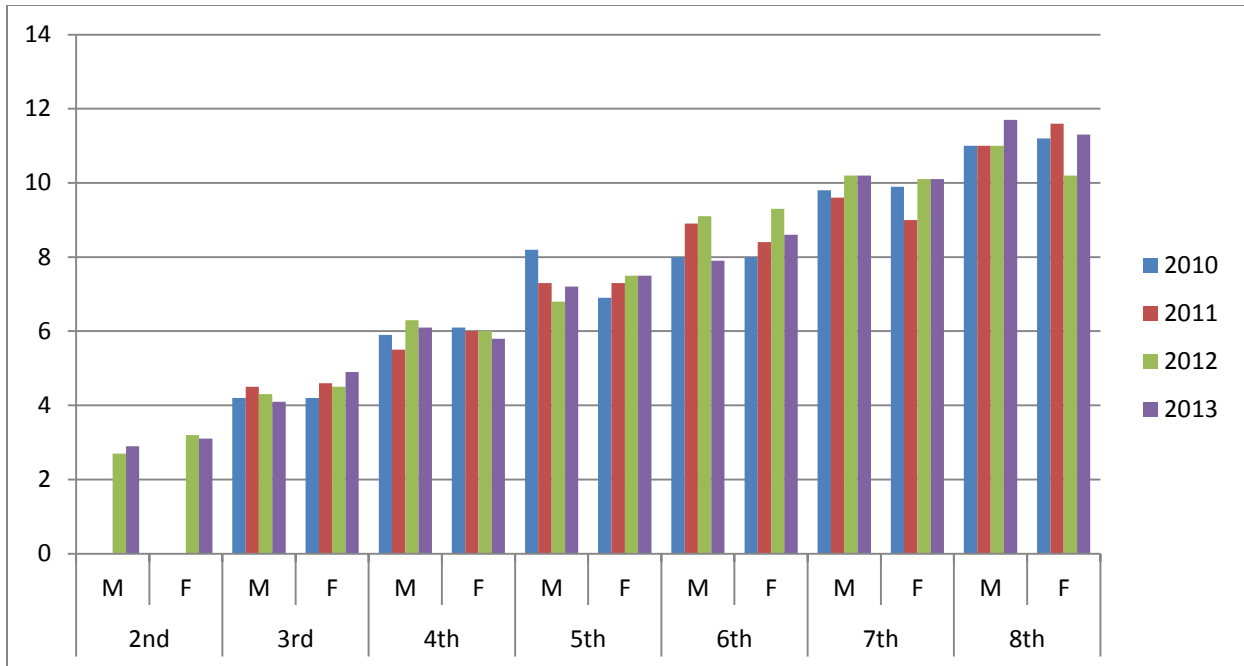
ITBS QUARTIL FC	Top Quartile	2013	3 4	3 4	3 5	2 8	2 7	3 1	3 0	3 2	3 2	2 4	2 9	3 0	3 4	2 8	3 1	2 9	2 6	3 0	3 2	4 5	
		2012	1 6	1 4	1 4	1 0	1 4	1 3	1 7	1 1	1 9	1 6	1 4	1 8	1 3	1 8	1 6	1 3	1 0	1 0	1 2	1 2	2 7
		2011	3 6	3 2	3 5	3 2	2 9	3 4	3 4	3 4	3 7	3 4	3 2	3 3	3 4	3 4	4 0	2 9	3 6	3 2	3 1	3 9	5 2
		2010	3 6	3 2	3 5	3 2	2 9	3 4	3 4	3 7	3 4	3 4	3 2	3 3	3 4	4 0	2 9	3 6	3 2	3 1	3 3	3 9	5 2

	Mid quartile					low quartile													
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		2020							
	2	2	2	2	1	1	1	1	2	2	2	1	2	2	2	2	2	2	3
	3	1	1	1	7	6	3	5	3	3	7	5	4	1	3	1	1	1	4
<b>ITBS SUB-CATEGORY TESTS</b>	2	1	1	2	2	2	2	3	2		1	1	1	2	2	1	2	2	2
Vocabulary			1						1						4	1	1	1	2
Reading Comprehension	1	2	1		3	0	1	1	1	1	2	2	2	1	3	0	2	1	1
Reading Total	0	0	0		0	0	0	0	0	0	2	5	1	0	1	0	3	0	0
Spelling	2	0	0		2	0	0	1	0	0	0	1	3	2	0	1	0	2	5
Capitalization																			
Punctuation																			
Usage and Expression																			
Language Total																			
Concepts & Estimation																			
Prob. Solv. & Data Interp.																			
Math Computation																			
Math Total																			
Core Total																			
Social Studies																			
Science																			
Maps & Diagrams																			
Reference Materials																			
Sources of Information Total																			
Composite																			
total # of students per year																			

## Appendix B-5

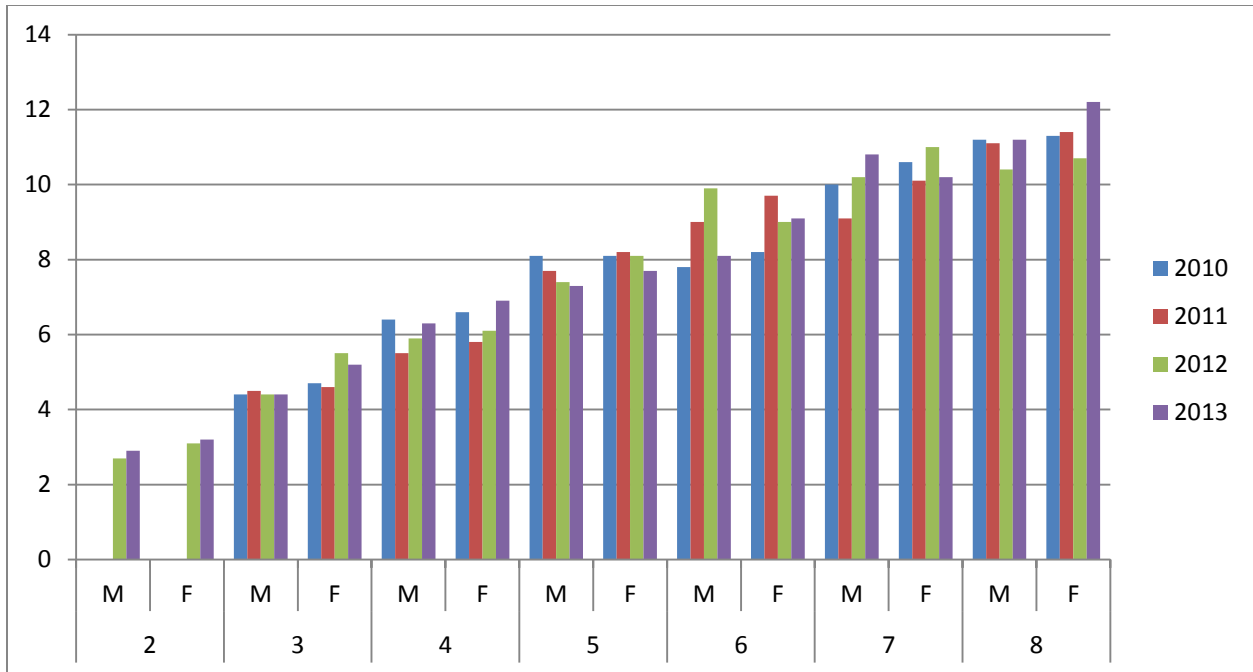
### Vocabulary

	2nd		3rd		4th		5th		6th		7th		8th	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
20102			4	4	5	6	8	6	8	8			1	
0			.	.	.	.	.	.	.	.	9.	9.	1.	
1			2	2	9	1	2	9	0	0	8	9	0	11.2
0			4	4	5	6	7	7	8	8			1	
2			.	.	.	.	.	.	.	.	9.	9.	1.	
0			5	6	5	0	3	3	9	4	6	0	0	11.6
1			4	4	6	6	6	7	9	9	1	1	1	
2	2	3	4	4	6	6	6	7	9	9	1	1	1	
0	.	.	.	.	.	.	.	.	.	.	0.	0.	1.	
1	7	2	3	5	3	0	8	5	1	3	2	1	0	10.2
2	2	3	4	4	6	5	7	7	7	8	1	1	1	
0	.	.	.	.	.	.	.	.	.	.	0.	0.	1.	
1	9	1	1	9	1	8	2	5	9	6	2	1	7	11.3
3														



### Reading Comprehension

	2		3		4		5		6		7		8	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2010			4.4	4.7	6.4	6.6	8.1	8.1	7.8	8.2	10.0	10.6	11.2	11.3
2011			4.5	4.6	5.5	5.8	7.7	8.2	9.0	9.7	9.1	10.1	11.1	11.4
2012	2.7	3.1	4.4	5.5	5.9	6.1	7.4	8.1	9.9	9.0	10.2	11.0	10.4	10.7
2013	2.9	3.2	4.4	5.2	6.3	6.9	7.3	7.7	8.1	9.1	10.8	10.2	11.2	12.2



### Reading Total

	2		3		4		5		6		7		8	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2010			4.3	4.4	6.1	6.3	8.2	7.5	7.9	8.1	10.1	10.4	11.2	11.4
2011			4.5	4.6	5.4	5.9	7.5	7.8	9.0	9.4	9.5	9.8	11.2	11.7
2012	2.7	3.2	4.3	5.0	6.1	6.0	7.0	7.8	9.7	9.3	10.2	10.8	10.8	10.5
2013	2.8	3.1	4.2	5.0	6.2	6.3	7.3	7.7	8.1	8.9	10.9	10.3	11.6	12.1



