Bellevue, Washington

SACRED HEART SCHOOL
WCEA SELF-STUDY
2019-2020

WCEA Western Catholic Educational Association
Catholic Schools Accrediting Commission

IMPROVING

STUDENT

LEARNING

A Self Study for:

Sacred Heart School
9450 NE 14th Street
Bellevue, WA 98004

Continuous School Improvement Focused On High Achievement Of All Students

2020

Preface

The Sacred Heart School (SHS) Community welcomes the Western Catholic Educational Association Visiting Committee. We look forward to the opportunity to share our community and our story with you. We are very grateful for the time and expertise that you are giving to this accreditation process. Your presence is a gift to our school.

The accreditation process has been an opportunity to work together as a community for the betterment of our school and for us all to learn more deeply about the many great things that happen here at SHS. We strive to make self-review an ongoing process at our school with regular review of data and programs with our staff and parent leadership. SHS is committed to striving for excellence for our students and staff.

We are grateful to the entire school staff, all of whom worked together to create and review this document by working collaboratively together. We would also like to thank the parents of SHS, especially our parent leadership, for their feedback and support throughout this process. Finally, we are grateful to Deacon Sam Basta, Fr. John Madigan, and all the parish staff for their support and encouragement in this self-study process and for their ongoing partnership in education and evangelization.

Ultimately, this document is a kind of community prayer. It is a prayer of thanksgiving for all the many blessings that the Lord has given to us and praise for his presence with us. It is also a prayer of petition for the wisdom to know his will in all things and the courage to do it.

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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Our Mission

Sacred Heart School is a Catholic community of faith, service, and academic excellence.

Our Vision

Sacred Heart School is committed to providing an excellent academic education in a welcoming environment of faith and virtue. We accomplish this by building an active partnership between our families, school, and parish. Graduates of Sacred Heart School are servant leaders who are well prepared to embrace the life that God calls them to live.

Sacred Heart School Student Learning Expectations

A Sacred Heart Student Is...

An Active Catholic Who

- Understands Catholic beliefs and traditions
- Demonstrates a knowledge of the Bible
- Serves others
- Participates reverently in Mass, prayer, and sacraments

An Engaged Learner Who

- Works toward personal excellence
- Uses inquiry and analysis
- Shows creativity in his or her work
- Practices effective organization and study habits

An Effective Communicator Who

- Actively listens
- Engages in constructive collaboration
- Clearly conveys ideas in written and oral forms
- Respectfully advocates for self and others

An Empowered Individual Who

- Makes moral decisions based on his or her faith
- Demonstrates problem-solving skills and perseverance
- Sets and works to achieve personal goals
- Acts with integrity, patience, and respect

Sacred Heart School Staff 2019-2020

Fr. John	Madigan	Pastor
David	Burroughs	Principal
Nicole	Pickett	Vice Principal
Amy	Davis	Dean of Students, ESS Director
Kerry	Wyman	Office Manager
Julie	Thoensen	Pre-K Teacher
Paula	McLeod	Pre-K Aide
Jessika	Blower	Pre-K Aide (Afternoon)
Karen	Geary	Kindergarten Teacher (KA)
Mary	Dickerson	Kindergarten Teacher (KB)
Christine	McCabe	Kindergarten Aide (KA)
Kathleen	Kerrick	Kindergarten Aide (KB)
Caroline	Daly	1st Grade Teacher (1A)
Emily	Kirwan	1st Grade Teacher (1B)
Sharon	Reding	1st Grade Aide
Megan	McGinnis	2nd Grade Teacher (2A)
Sara	Salem	2nd Grade Teacher (2B)
Kate	Howard	2nd Grade Aide
Anne	Etter	3rd Grade Teacher (3A)
Jayme	Canfield	3rd Grade Teacher (3B)
Stephanie	Arildson	3rd Grade Aide
Emma	Metzger	4th Grade Teacher (4A)
Ethan	Granlund	4th Grade Teacher (4B)
Kim	Short	4th Grade Aide
Caitlin	Elsner	5th Grade Teacher (5A)
Ann Marie	Huisentruit	5th Grade Teacher (5B)
Angie	Jones	5th Grade Aide
Joe	Daly	5th Grade Aide, Tech Support
Victoria	Finney	K-4 Spanish, Reading Specialist
Sally	Hartmann	Art Teacher
Claudia	Jorissen	3rd-5th Math Specialist
Randall	Kimbrough	PE Teacher
Beth	Klein	Reading Specialist
Laura	Leach	Admissions Director
Rebecca	Lucarelli	Music Teacher
Deanna	Simons	Educational Technology Specialist, MS Electives
Michelle	Sneifer	Library
Britt	Boyd	MS Electives, MS Social Studies, Music
Macie	Chambers	MS Math & Science, 6th Grade Homeroom
Kaleen	Covington	MS Language Arts & Social Studies, 8th Grade Homeroom
Rosemarie	Engman	MS ARC, 8th Homeroom
Gena	McReynolds	MS Social Studies & Language Arts, 6th Grade Homeroom

Christa	Murad	MS Religion & Social Studies
Katie	Niemer	MS Language Arts, Science & Social Studies, 6th Grade Homeroom
Rachel	Schriber	MS ARC & Language Arts, 8th Grade Homeroom
Lindsay	Steer	5th-8th Spanish
Marissa	Ward	MS Math, 7th Homeroom
Kaja	Works	MS Science, 7th Homeroom
Kari	Boyd	School Counselor
Tegan	Clise	Auction Director
Katy	Gregg	Development Director
Aysia	Hernandez	ESS Assistant Director
Nancy	Schoeggl	IT Director
Ann Marie	Thompson	Health Room Coordinator

Self-Study Committees

Leadership Team

David Burroughs, Principal
Nicole Pickett, Vice Principal
Amy Davis, Dean of Students
Karen Geary, Kindergarten Teacher

Gena McReynolds, MS SS/LA Teacher
Caitlin Elsner, 5th Grade Teacher
Jayme Canfield, 3rd Grade Teacher
Lindsay Steer, 5th-8th Grade Spanish Teacher

Committee	Lead	Members
A. Assessment of the School's Catholic Identity	Karen Geary	Joe Daly Sally Hartmann Christine McCabe Christa Murad Sara Salem
B. Defining the School's Purpose	David Burroughs	Nicole Pickett
C. Organization for Student Learning to Support High Achievement of All Students	Megan McGinnis	Anne Etter Victoria Finney Ethan Granlund Paula McLeod Michelle Sneifer Kerry Wyman
D. Data Analysis and Action to Support High Achievement of All Students	Kaja Works	Macie Chambers Beth Klein Claudia Jorissen Nancy Schoeggl Lindsay Steer Kaja Works
E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students	Caroline Daly	Stephanie Arildson Mary Dickerson Angie Jones Emma Metzger Rachel Schriber
F. Instructional Methodology to Support High Achievement of All Students	Marissa Ward	Jessika Blower Jayme Canfield Caitlin Elsner Sharon Reding

		Kim Short
G. Support for Student Spiritual, Personal, and Academic Growth	Rosemarie Engman	Britt Boyd Kari Boyd Aysia Hernandez Kate Howard Julie Thoensen Ann Marie Thompson
H. Resource Management and Development to Support High Achievement of All Students	Randall Kimbrough	Tegan Clise Amy Davis Katy Gregg Laura Leach Becky Lucarelli Gena McReynolds
In-Depth Study: Language Arts	Deanna Simons	Kaleen Covington Ann Marie Huisentruit Kat Kerrick Emily Kirwan Katie Niemer
Action Plan	David Burroughs	Entire Staff
Capacity to Implement and Monitor the Action Plan	David Burroughs	Nicole Pickett

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CHAPTER 1
Introduction

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Sacred Heart School (SHS) staff first undertook preparations for our self-study with an all staff in-service day in March of 2018 where we discussed our roles and were assigned committees. The entire staff was included from the beginning of the process. Everyone from the Office Manager to the Health Room Coordinator to part-time Instructional Aides joined committees and contributed to the self-study. The scope of involvement was widened by making sure that everyone not only worked to develop their own section but regularly reviewed and provided feedback on other sections as well. The writing and editing of the self-study were intentionally decentralized in order to encourage widespread understanding of and participation in the creation of the final document. Although we had changes in school staff as well as pastoral leadership during the creation of the self-study, everyone worked together to mindfully integrate new staff into committees as seamlessly as possible. We found that many of our newest employees were highly productive contributors to the formation of our narrative and provided a fresh perspective.

Committee work included exploring the discussion questions, reviewing data (including surveys, budget information, and MAP scores), and developing each section of the narrative, in addition to peer review for other committees. In the fall of 2019, we began brainstorming and discussing possible goals for our action plan as we continued working on drafts of the narrative. Members of the leadership team were spread throughout the committees and administrators continuously checked in with the committees to answer questions and provide guidance.

Our Leadership Team met in the spring of 2018 and subsets of the team met frequently throughout the entire process. More recently, the Leadership Team met as a whole to plan for the visit, prepare the Introduction and Context of the School chapters, and design the self-study binder.

Surveys of students, staff, and parents were conducted in 2018-2019 for the purpose of gathering feedback to assist in the accreditation process. In addition to regularly surveying parents, we have surveyed new families annually since the last accreditation. We also gather information from local Catholic high schools regarding graduates of SHS, along with additional surveys as needed. This information is reviewed by administration, staff, and School Commission as appropriate for continuous improvement in the areas of curriculum, instruction, facilities, and programing.

When the discourse surrounding our accreditation preparations brought to light that it was time to consider updating our Mission, Vision, and Student Learning Expectations, we discussed potential changes as a staff and put our ideas out to our parent community and School Commission for feedback. We received thoughtful comments and made revisions which accurately reflect our current values and goals. Similarly, we provided our parent community with a draft of the self-study and asked them to share their thoughts and feedback. Committee work and the writing process was regularly discussed at monthly School Commission meetings.

These steps, along with surveys, ensured that our parent community had the opportunity to be involved in the development of our self-study.

Fortunately, we did not encounter any major setbacks while completing our self-study. In prior accreditation periods, we found it challenging to find time for various groups to meet, so we made sure to designate staff meeting times as well as 5 full-day in-service days to ensure adequate time to properly apply ourselves to this process. This worked as planned and we had sufficient time to collaborate.

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 shareholders receive information regarding student learning and faith formation in a variety of ways, including SHS's weekly newsletter, *From the Heart,* weekly teachers' newsletters, the school website, the Policy and Procedure Manual, parent-teacher conferences, and Back to School night. Parents received regular updates throughout the accreditation process in *From the Heart*, teachers' newsletters, and Back to School night. Information and feedback were solicited from shareholders via online surveys specific to the accreditation process, as well as ongoing surveys over the past six years. Additional surveys of School Commission and Parents' Club board members were conducted. Survey results were made available to all staff as they worked in committees to write the self-study.

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 newsletters
- Policy and Procedure Manual
- Committee meeting agendas
- Committee Meeting Notes
- Leadership Team Notes

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CHAPTER 2
Context of the School

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

Under the direction of Father Gerald T. Moore, Sacred Heart School (SHS) opened as the only Catholic school on the Eastside in 1952. The first day of school was September 24, 1952. Three hundred fourteen students in kindergarten through sixth grade were enrolled under the guidance of the Sisters of Saint Joseph of Newark. Between 1952 and 1970, enrollment fluctuated as the grades offered by the school 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 overcrowding at SHS, a number of students were assigned to these new parish schools. In 1974, the Sisters of Saint Joseph ended their presence at SHS. 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's current enrollment is over 390 students in pre-kindergarten through 8th grade. The school has seen small but steady growth over the last four years with a small decline in enrollment in the current year. Applications continue to be strong throughout the year and some grades are currently in a wait list situation. We have more than 30 applications for our pre-k program for the 2020-2021 school year, and as a result, we are preparing to expand the program and nearly double its size for next year. We also have seen an increase in kindergarten applications for the 2020-2021 school year.

Eighty-three percent of our students are Catholic, which is similar to most of the Catholic schools on the Eastside. Our non-Catholic population has grown since the last accreditation as the overall size of Sacred Heart parish has decreased. Each year a few students and school parents become members of the Catholic Church at the Easter Vigil. Their preparation is often a combined effort by the school and parish personnel.

The school's ethnic diversity has continued to increase over the last 6 years. In the 2018-19 school year, the school had a student population composed of 67.6% Caucasian, 10.4% Asian, 7% Hispanic, 1.7% African American, 0.4% Native American, and 12.6% Multiracial. As of 2010, Clyde Hill 82.5% Caucasian, 12.1% Asian, 2.3% Hispanic, 0.6% African American, 0.2% Native American, 2% Multiracial. Bellevue 2010, 62.6% Caucasian, 27.6% Asian, 2.3% African American, 0.4% Native American, 3.9% Multiracial. In reviewing census data, these numbers are more reflective of the demographics of the city of Bellevue (which is more ethnically diverse) than the city of Clyde Hill where Sacred Heart is located.

Over the past five years, SHS has become more geographically diverse, serving families from Bothell, Redmond, Kirkland, Issaquah, Sammamish, Renton, Newcastle, all parts of Bellevue, as well as Clyde Hill and Medina. As our school community has become more dispersed, the school and the Parents' Club have intentionally created more community events to provide opportunities for families to meet and interact with one another. Our after-school care program (Extended

School Services or ESS) is also a popular option for families who want to provide an opportunity for students who may live far apart to play together.

Using the Student Learning Expectations (SLEs) as a guide, our students are consistently striving towards personal excellence. Many of our 8th grade graduates go on to 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 on to Bellevue High School or other public schools each year. According to anecdotal evidence and occasional reports from the high schools, our students perform very well in high school. Many students and parents report how well-prepared they were for high school, not only in terms of subject matter knowledge, but also in terms of the skills and habits necessary to learn and study effectively.

During the 2019-2020 school year, there were 32 teachers on staff in grades pre-kindergarten through 8th. Of these, 24 were full-time teachers. There are four 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 (physical education and drama and music) and are currently working toward their certification. One is working toward her pre-school certification. The fourth is part of the PACE program at the University of Portland. This teacher is currently earning a Master's in Teaching through the program, under the supervision of mentors from SHS and University of Portland. All teachers have their bachelor's degree and more than two thirds of the teaching staff has earned a master's degree in their teaching discipline. All staff members are expected to attend the annual catechetical retreat (which fulfills the level one catechetical certification) and all teachers are required to be working towards their level two catechetical certification through Symbolon within one year of their hire date. However, all school staff are encouraged to earn their level two certification as all staff members play a part in teaching and forming the students at SHS. Sacred Heart School covers the cost of any classes taken towards certification and provides an annual stipend for all staff members who have completed the level two certification. Students and classroom teachers are supported by eight full-time and two part-time instructional assistants, including an instructional aide in each of our two kindergarten classrooms. In addition to the three administrators (principal, vice principal, dean of students) and a .8 FTE school counselor, there is a support staff of five people who provide administrative support in the areas of admissions, marketing, development, community events, student health, planning, general operations, and staff support. The school is served by four maintenance staff who are shared with the parish along with a shared bookkeeper.

The staff of SHS is committed to both individual and schoolwide professional development. Our vice principal is responsible for establishing the staff development schedule and communicating it to staff. Each year, funding for professional development is included in the school budget in addition to the Title IIA funds available through the Bellevue School District. Some years there is additional funding for professional development that is a part of the school's auction Fund-a-Need. For example, three years ago the Fund-a-Need was to support new technology. It included funds for professional development to train the teachers how to use their new computers, OneNote, OneDrive, Teams, and more. It also provided funding for professional development for our new educational technology specialist. Each spring, the three administrators determine the

focus for the coming school year. The vice principal completes and submits the paperwork to the Bellevue School District.

Beginning in 2010, SHS participated in the Archdiocesan ITBS Consortium and administered the Iowa Test of Basic Skills in grades two through eight each October. In 2016, SHS switched to MAP assessments for grades 2-8. Since beginning MAP, the school has administered these assessments three times per year. We have found that the three assessments provide helpful information about student growth during the course of the school year when corrections can be made to instruction if needed for individual students or an entire grade. This year, the school used the fall MAP assessment data to make changes to reading throughout the school with the addition of Newsela to support reading comprehension, especially for non-fiction reading, and to provide more opportunities for students to be reading across the curriculum. The SHS parent community is very interested in strong science instruction. So, SHS has included the optional science MAP assessment in grades 3-8 as well. This has been helpful for monitoring growth in this area. The addition of Newsela throughout the school should affect growth in science as well, as it includes science-related articles at various reading levels. The school will continue to monitor MAP data closely to see if we are able to discern a change in the growth and achievement data.

MAP data is regularly reviewed in all-staff meetings and grade band PLC meetings after each round of testing. Teachers discuss growth and achievement for grades, subject areas, and individual students in order to adjust curriculum and instruction to support student learning. One of the trends noted is the number of students who demonstrate high achievement but low growth. Much of our professional development as a school has focused on supporting students who demonstrate low achievement. As a result of changes in curriculum and instruction and support programs in place, we have seen consistent growth for low-achieving students. During the self-study process, the staff noted the need for better supporting high-achieving students who are not experiencing the expected growth.

Over the last six years, SHS has increased support for all students with the expansion of the Academic Resource Class (ARC) to grades six through eight (with two sections per grade, when needed), the addition of the Materials Management (M&M) program to grades three through eight, and weekly teacher help times. These changes were made both to better support the school's current population as well as to broaden the range of students that the school could successfully serve. SHS partners with various outside agencies as well to provide support for students that the school cannot provide such as occupational and speech therapy through Stepping Stones, one-on-one aides for students on the autism spectrum through various agencies, and in-school support from the Bellevue School District for qualified students.

The school facilities have been undergoing a long-term renovation plan which has been recently completed. All interior parts of the school have been updated or refurbished, including the most recent bathroom renovations. SHS has set aside money from its budget and directed auction Fund-a-Need projects to ensuring that the school's physical plant is updated and in good repair. The next phase will begin this summer with the beginning of the repair and replacement of the

school's roof. This summer, the reading specialist's classroom will also be relocated in order to expand the pre-kindergarten program to two full-day classrooms.

Technology is regularly updated throughout the school. Three years ago, the auction Fund-a-Need supported the purchase of new computers for the classrooms and staff, new wireless network equipment, and new materials and curriculum for teaching technology skills to the students. SHS is currently in the process of replacing the ActivBoards found in each classroom with new Boxlight boards as the ActivBoards are wearing out. Classroom furniture is replaced as needed and two standing desks have been included in all classes grades five through eight in order to accommodate students who benefit from the ability to move during instruction. Finally, a former computer pod was renovated to provide a dedicated classroom for the ARC program.

Sacred Heart School has faced some challenges in the last six years. Over the past three years, the Catholic schools on the Eastside (and many throughout the archdiocese) have seen declines in enrollment. SHS had continued to grow slightly each year up until this year, although early projections indicate that the school will grow again next year. The school has made changes in its marketing strategy in order to support continued growth with things such as the use of Facebook ads, twice-yearly Open Houses (one in the late fall and one during Catholic Schools Week), entirely rebuilding the school's website, and revamping the school's admissions materials. The school's administration reviews enrollment trends each year and discusses these with the School Commission. Changes to marketing and programming are discussed and implemented as a result of these regular reviews.

Like all Catholic schools in Washington, SHS was faced with a challenge when the state legislature suddenly increased funding for teacher pay two years ago. The Bellevue School District increased teacher salaries by about nineteen percent. A committee was formed that included parish and school staff and parents to formulate a plan to keep compensation competitive for the school's teachers and staff. A plan was created and then shared with the school community via the weekly newsletter and parent meetings in order to invite feedback. The decision was made to raise tuition by eight percent each year for no more than three years in order to raise teacher and staff salaries and provide additional support for things like professional development and bonuses. Since teachers and staff have duties during lunch time and often use their breaks to plan and prepare, the school has started providing lunches to all staff through the school's hot lunch program in order to make it easier for them to remain on campus and attend to their duties.

Evidence
- *From the Heart*, weekly bulletin
- School budgets
- MAP data
- Marketing materials
- School website
- Parent and student surveys

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

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

The prior self-study process at Sacred Heart School (SHS) in 2013 arrived at a final set of Critical Goals to move forward into Action Plans. SHS has used the findings of the prior self-study and Visiting Committee Report to guide improvement and make substantial changes in the school. Progress has been communicated to school shareholders through school newsletters, the parish bulletin, classroom newsletters, and the school website.

The School Improvement Action Plan six years ago had the following five Critical Goals:

1. (From Chapter 3) Improve faith formation and to provide increased prayer opportunities for the parents of SHS.
2. (From In-Depth Study) 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.
3. (From Chapter 3E) Create new report cards that reflect assessment of the Schoolwide Learning Expectations and better communicate growth to students and parents.
4. Increase consistency and alignment practices for core classes across the school.
5. Further curriculum development in the areas of social studies and science.

Critical Goal 1

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. A committee of teaching staff was formed in 2014 to oversee the implementation of the Action Plan. Since the last accreditation, significant time and resources have been spent to provide opportunities for prayer and faith formation at SHS. Working in partnership with Pastor, Pastoral Assistant for Stewardship, Adult Faith Formation Director, school administration, Parents' Club, and classroom teachers, resources and activities for parents were provided. Such activities included opportunities for parents to gather to pray and discuss their faith. Retreats and catechetical classes were offered. Unfortunately, these initial attempts to increase parent participation were not well attended. Each week a portion of our school newsletter, written by a parishioner/school parent, provides our parents with Family/Parent prayer and faith resources. Classroom newsletters provide parents with resources from their child's religion curriculum for at home participation. In June of 2018, under new parish leadership and staff, new and exciting changes and opportunities began happening for both the

parish and school. A children's choir was formed, Men's Bible Study was reborn, Sunday Masses led by each grade were started and well received, school Masses moved to Wednesday (in response to parent surveys), parent-led school Masses – complete with parent choir and band.

Critical Goal 2

Our previous accreditation in-depth study in reading led us to identify the need to complete a review of the programs we had in place to confirm that they were making a difference in the learning of our students. During the 2015-16 school year, a committee was formed to evaluate a new reading curriculum because Lead 21, the reading program adopted in 2011, was being discontinued. Both primary and intermediate teachers were excited to have the opportunity to find a new program that would replace Lead 21 and address the areas that over time, teachers found were lacking in Lead 21, such as phonemic awareness and systemic, explicit phonics instruction. In evaluating programs, teachers chose two programs that fit the needs of learners at SHS, are research based, and will provide long-term benefits in reading acquisition and development for students. The decision was to adopt *Journeys* by Houghton Mifflin Harcourt for kindergarten through third grade and Lucy Calkins Reading Workshop for fourth and fifth grade. To provide further support for our students in reading, our reading specialist, in addition to pulling out struggling readers for additional support, is "pushing in" in kindergarten to provide the individual and small group support necessary for beginning readers. Our primary staff has been provided with professional development opportunities in Wired for Reading and Heggerty Phonemic Awareness to give them the tools to provide an essential foundation for reading success. In response to our analysis of MAP data, the Accelerated Reader (AR) program was launched in all grades during the 2018-2019 school year. The web-based program is designed to motivate students to read and assess their overall comprehension of the books they are reading. This year, in response to school-wide reading data on informational texts specifically on MAP tests, Newsela has been added to the reading curriculum. Newsela is an instructional content platform that supercharges reading engagement and learning in every subject. Students can read news articles at a reading level that is appropriate for them and assess their knowledge of the content with quizzes and activities.

Critical Goal 3

Teachers have been incorporating Student Learning Expectations (SLEs) into unit and lesson planning since the school's previous accreditation. Beginning in the spring of 2014, a committee began exploring options for assessing and demonstrating student progress toward proficiency of the SLEs and decided to create age appropriate rubrics for the primary and intermediate grades, where each student could self-evaluate each trimester. As SHS moved to a standards-based report card, the SLEs were added to the report cards, and progress toward SLE proficiency is reported to families via the report card, teacher written comments, and at conferences. During the 2018-2019 school year, the SHS community reviewed, updated, and reaffirmed the Student Learning Expectations. Every classroom displays our SLEs in their own unique way. Every morning, the kindergarten students ask and answer the question – "Who Are We?" Their answer is "Active Catholic, Engaged Learner, Effective Communicator, and Empowered Individual." As was communicated by our principal to our parent community, our SLEs embody the distinctive

education that we provide at SHS. We strive to offer all our students a complete education in the sense that we are not only teaching our students academics but shaping their hearts and souls as well. The SLEs give expression to these moral and spiritual goals.

Critical Goal 4

Classroom assessments not only measure and report learning but also promote learning. The staff of SHS recognizes the importance of ongoing assessment and continual adjustments on the part of both teacher and student as a means to achieve maximum performance. Under the leadership of our vice principal, Professional Learning Communities (PLCs) were formed to guide teachers in data collection and interpretation, specifically from the newly instated MAP tests. In addition, each grade level band has worked on vertical alignment of curriculum for core classes. Curriculum maps for all subjects are updated at the end of each school year, allowing teachers to reflect on the year and address redundancies or gaps in course content.

Critical Goal 5

Our final Critical Goal was to further curriculum development in the areas of social studies and science. The staff has focused on vertical alignment in these subject areas. Committees for both social science and science took part in a thorough examination of topics and skills being taught at each grade level. Through this process, teachers of both social studies and science were able to see the strengths of the current curriculum and make improvements where repetition or interruptions were found. In the 2017-2018 and 2018-2019 school year, a new social studies curriculum was adopted by kindergarten and first grade. Little Social Studies Thinkers is a complete curriculum aligned to the main topics of the Common Core Standards for social studies. In addition, fifth grade adopted the "Why America is Free" curriculum to use for the last trimester of the year in teaching about colonial America. Following the adoption of the Next Generation Science Standards (NGSS), new curriculum was introduced K-8. The NGSS are "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education." Kindergarten adopted Nancy Larson Science and Houghton-Mifflin Harcourt was adopted in grades 1-8. Sacred Heart School has benefited from the generous donation of hands on science materials from the family of former students. Of special note is the addition in 2018 of a full-time educational technology specialist, who has guided the staff in implementing coding, robotics, Learning.com, STEM, and STEAM.

Evidence:
- Previous Self Study and Report of Findings
- Previous Action Plan
- SLE posters
- SLE rubrics
- Standard Based Report Cards
- From the Heart sections on SLEs and Mr. Davila
- Minutes from PLC meetings

- Curriculum Maps
- New curriculum/textbooks – *Journeys*, Lucy Calkin Reading Workshop, Science, Social Studies
- AR evidence
- Newsela

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CHAPTER 3
Quality of the School's Program

CHAPTER 3 – QUALITY OF THE SCHOOL'S PROGRAM

A. ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY

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

Sacred Heart School (SHS) is first and foremost a Catholic community. SHS's Mission Statement, revised in 2019, expresses the commitment to "faith, service, and academic excellence".

Both Sacred Heart Parish and Sacred Heart School share the same vision of an active partnership between the parish, school, and families. Our mission states that SHS is committed to providing an excellent academic education in a welcoming environment of faith and virtue. We accomplish this by building an active partnership between our families, school and parish. Graduates of SHS are servant leaders who are well prepared to embrace the life that God calls them to live.

Our recently revised Student Learning Expectations (SLEs) define the spiritual, academic, social, and emotional characteristics that a student of SHS will strive toward and attain throughout his/her years of attendance. The school's Mission Statement, Vision Statement, and SLEs lay a foundation for students and their families. They are included in relevant school documents, posted on the website, contained in the weekly school newsletter, and posted throughout the school building.

Spiritual Growth

As part of our SLEs, the students are expected to be an Active Catholic who regularly attends Mass (or growing in these four areas in a way appropriate for the student if they are not Catholic). As a school, Sacred Heart attends Mass three to five times a month. Students lead the mass with the assistance of their teacher and the parish Pastoral Assistant for Liturgy and Music. The students actively participate as lectors, singers, greeters, gift bearers, and altar servers. School Masses were moved to Wednesdays this year in response to parent requests in surveys and meetings in the hope of making it easier for the parents to bring their children to Mass on Saturday evenings or Sundays.

Family Groups are an important part of our school community. A family group is comprised of students in every grade and led by one or more eighth grade student and one or two staff members. Along with attending school Masses together, these family groups gather on average once a month to learn about a different aspect of Catholic Faith and its connection to a project in the school. At different times of year, we celebrate special masses such as All Saints Day Mass with a "Saints Parade", the Feast of Our Lady of Guadalupe, and the "Shoe Liturgy" in December, and May Crowning in May.

Each morning the school joins together in a prayer to the Sacred Heart of Jesus, or a prayer related to the current liturgical season, led over the intercom by student council members. The announcements also feature a "Saint of the Week". Students pray at various times throughout the day. For example, students lead prayer before and after lunch together in the lunch room. As a community, we have different sayings to focus our attention and prepare us for prayer such as, "God is Good. All the Time!" and "Sacred Heart of Jesus. Have Mercy on Us!"

Sacred Heart School promotes learning about the Catholic faith through the physical environment of the school. Each classroom has visible signs of our Faith like a crucifix or a prayer table. Many also feature pictures or statues of saints, including Mary. A painting of Our Lady of Guadalupe is present in the entryway of the school as well as a stained-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 Etienne in the school's lobby promote a connection to the larger church. Booklets with prayers and other Catholic resources are available at the entry way of the school.

Sacred Heart School recognizes parents as the primary educators of their child's faith and strives to support them in this role. Using our Action Plan from the last Accreditation we implemented changes to offer more opportunities for prayer for both the students and parents. Through the school website and "From the Heart" newsletter, parents are informed about and invited to join the school in liturgical celebrations and events. There is a section that includes a reflection on the upcoming Gospel reading for Sunday Mass. Through Sacred Heart social media (Instagram and Facebook) links and resources are provided about prayer opportunities throughout the Liturgical year. For example, at Advent, specific prayer resources and websites are provided that encourage thoughtful prayer and spiritual growth during that season. Pictures of other religious events are also posted on social media such as the May Crowning, the Shoe Liturgy, and Living Stations of the Cross for the parents who were unable to attend.

Every grade leads an 11:00 am Sunday Mass once per year and families are encouraged to attend along with their student. This year we have added blessings for the CYO sports participants and Scouts to weekend Masses. Participants in these activities are encouraged to attend in uniform and receive a blessing. The hope with these class-led Masses and blessings is to encourage greater attendance of students and their families at weekend Masses. Parish Mass attendance records definitely show an increase in attendance at those Masses.

Some parents frequently attend school Masses and sit with their child's family group. It is common to see parents serving as Eucharistic ministers at school Masses and attending grade specific religious programs. In 2018, we also started to have Parent-Led Mass with parents leading a school Mass during the school year. The parents do all readings, music, and serve as eucharistic ministers.

There is a Children's Choir at school and Sunday Masses. Parents see faith and religion as important to SHS's identity, as seen in the parents' surveys (see Appendix XX). Despite these efforts and accomplishments, we see from the survey that parent faith formation is still an area

for growth. Fifty-five percent of parents feel that SHS gives them the opportunity to grow in their faith and twenty-eight percent feel this is "somewhat".

Academic Growth

Our religion curriculum is coordinated throughout the school. The primary grades use Our Sunday Visitor's *Call to Faith* textbook series and the third through eighth grades use the *Faith and Life* textbook series. 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. Pre-K learns Bible stories, parts of the church, and liturgical seasons. 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. Grades Kindergarten through 3rd have the individual prayers included on the report card.

Students in kindergarten through eighth grade use RCL Benzinger's Family Life program. This curriculum provides children with the understanding of the sacredness of the family and the values of Christian identity and family life. Teachers send a link to parents so that they could view the program materials online, as well are given a Family Life Parent Connection magazine to support their students at home. Parents are encouraged to have family discussion about what is learned each week. Students in fifth grade are segregated by gender for the talk about human reproduction in order to ensure privacy, promote modesty, and help the students to be better engaged in the lesson.

Teachers at SHS use a variety of instructional strategies in their religion instruction and encourage 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 a different virtue each month and highlights a corresponding saint and then recognizes students at a monthly assembly in church who have exemplified that virtue. In kindergarten, each child receives a rosary and learns to pray with it. The fourth-grade students are presented with their own Bible, which is 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.

Sacred Heart School teachers use a variety of assessments in their lesson plans. The school administers the ACRE (Assessment of Catechesis Religious Education) test of religious knowledge in grades five and eight. The ACRE test has been used to guide teachers in their religion instruction to improve and adoption of curriculum to improve knowledge of the faith for

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all students. Since we started ACRE Scores in 2012, we have seen overall growth in all categories. For example, for 5th grade from 2017-2018 we have gone up from 63.6% to 77.5%. In 8th grade we increased overall 4% from 2017-2018. The ACRE Score 2018 for Grade 8 we stayed consistent with our two highest: Moral Formation (82.8%) and Morality (82.3%) and our lowest score was in Prayer (68.0%). Due to this, the middle school religion teacher spent more time on prayer instruction for the students including prayer unit focus, introducing the Sacred Story Youth Meditation program for 6th-8th and by implementing a Lectio Divina prayer monthly prayer assignment in the 8th grade. Consequently, the 2019 ACRE score for Prayer grew to 81.2%. Part I: "Profession of Faith" for the 8th grade also grew from 69% (2018) to 79% (2019).

Religion is taught across the curriculum in various academic subjects. An example of cross-curriculum learning, students across the grade levels learn the Sign of the Cross and other prayers in their Spanish classes. 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. In 7th grade, WA State history the students learn about Catholic missionaries in the Pacific Northwest.

Social Growth

Our call as Catholics to serve others is intertwined throughout the school year. For example, the whole school participates in the Catholic Relief Service's Rice Bowl program. The program is introduced, explained, and rice bowls are distributed during a Family Meeting and students return the bowls at a school-wide Holy Thursday prayer service.

Students are also encouraged to be servant leaders through the Service Hours program. As a part of this, service learning and volunteering is a required part of the middle school curriculum. Through the Service Program, students are required to earn a certain number of service hours per trimester. Many middle school students earn more than the required number which makes them eligible for the St. Margaret Mary Service Award, which is presented at an assembly as well as noted on their report card. Eighth grade students who achieve above and beyond the required service hours during their middle school experience receive a special service cord and recognition at graduation.

Sacred Heart also provides grade-specific service projects. Second grade students write notes of congratulations and support to all of the other people in the parish who receive the sacraments of Baptism, First Eucharist, First Reconciliation, or Confirmation. The fourth grade has routinely scheduled visits to The Gardens nursing home as a class. The students socialize with residents of the Alzheimer's unit, helping to share our love and service with the community. In the sixth grade, small groups of students make weekly visits to volunteer at the Renewal Food Bank in Bellevue. Middle school students are also encouraged to help with younger grade CYO sports programs and are specially chosen to help in our Materials Management Program.

The staff of SHS 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. Parish and school staff have helped students and parents come into full communion with the church through sacramental preparation

and acting as sponsors. Sacred Heart students participate in parish-sponsored mission trips, for example to Burlington, WA to work with children of migrants for the Youth Migrant Project. Recently, SHS and Parish are partnering as a sister school with St. Francis Mission in South Dakota which is a part of the Lakota Reservation. Mission trips and communication will be an ongoing part of parish and school life.

During Catholic Schools Week, we celebrate all of those who help to create and sustain the community of SHS: parents, students, school staff, sponsors and supporters, and our parishioners and parish staff.

Emotional Growth

Sacred Heart School's Catholic Identity permeates the school in its value of encouraging participation in the Sacraments. The Sacrament of Reconciliation is offered during the school year for students and the school and parish community during the Seasons of Advent and Lent. The second-grade teachers support SHS and parish students who are preparing for First Reconciliation and First Communion. They are actively involved in the parish preparation process, including conducting interviews with the students, teaching students in the classroom and Wednesday after school classes (for parish children who do not attend the school), being involved with the retreat, and helping to lead the students at the First Communion Mass.

Retreats are a regular part of our school and staff program. For students in sixth through eighth grade, retreats are led by the National Evangelization Teams Ministries (NET), who "challenge young Catholics to love Christ and embrace the Church." These retreats give the students the opportunity to truly engage in their faith and experience the love of Jesus Christ outside of their families and school community.

Retreats for the staff are also a meaningful way for the teachers to engage in their own spiritual growth. They have been an opportunity for staff to work towards Catechetical Certification. All staff are certified as level 1 or higher in the Catechetical Certification. Many staff are on track to become certified on higher levels through the Symbolon online program. Instructional staff follows the archdiocesan requirements for catechetical and instructional competence. All teachers and staff, including those who do not teach religion formally, are expected to work toward catechetical certification as SHS believes that all of our staff members teach the Catholic faith to our students through their interactions on a daily basis. The school pays the cost for all catechetical certification classes.

Sacred Heart School is an active and vibrant faith community. Evidence of this is shown in the response to both the parent and student surveys; proving that the teaching and practice of Catholic doctrine is a priority. The self-study findings of our school's Catholic identity highlight the many ways religion is infused into student learning. To further the spiritual, academic, social and emotional growth of our students SHS offers multiple resources for student, staff and parents to grow in their Catholic identity.

Accomplishments:
- Using ACRE scores since our last accreditation
- Sacramental Preparation back in school
- For parents we use From the Heart, email, and social media to send prayers, resources for spiritual growth during the Liturgical seasons and thought-provoking Catholic ideas
- Resources and pamphlets in school entry way for parents
- Parents and Students together with service opportunities including homeless meals provided by parents in the month of November

Goals:
- Better support and connection between parish and school to improve faith formation and to provide increased prayer opportunities for the parents.
- Find a way to gather data for Religion growth other than ACRE scores alone.

Evidence:
- ACRE Data
- Parent Surveys
- Student Surveys
- Pictures of May Crowning, All Saints Day, Stations, Our Lady of Guadalupe, Peacemakers, etc.
- First communion
- Catholic Schools Week
- Buddies/families
- Retreat (staff and student)
- Prayer tables
- Whole school prayer in morning and at lunch
- SLE achievement reports
- Grade level led masses
- Songs for Mass (Choir)
- Advent Program
- From the Heart (school to church connection) video footage
- Posters of Mission, SLEs and Vision
- Passion play script
- Example of peacemaker certificate
- Rice bowl and shoe liturgy
- Prayer memorization
- 6th grade environmental retreat
- Advent wreath and candles
- Blessing of bible in 4th
- Bulletin boards
- Report card comments connected to SLEs
- Statues
- Sacramental Preparation
- School liturgies

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B. DEFINING THE SCHOOL'S PURPOSE

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

Mission Statement:

Sacred Heart School is a Catholic community of faith, service, and academic excellence.

Vision Statement:

Sacred Heart School is committed to providing an excellent academic education in a welcoming environment of faith and virtue. We accomplish this by building an active partnership between our families, school, and parish. Graduates of Sacred Heart School are servant leaders who are well prepared to embrace the life that God calls them to live.

Student Learning Expectations (SLEs)

A Sacred Heart Student Is...

An Active Catholic Who

- Understands Catholic beliefs and traditions
- Demonstrates a knowledge of the Bible
- Serves others
- Participates reverently in Mass, prayer, and sacraments

An Engaged Learner Who

- Works toward personal excellence
- Uses inquiry and analysis
- Shows creativity in his or her work
- Practices effective organization and study habits

An Effective Communicator Who

- Actively listens
- Engages in constructive collaboration
- Clearly conveys ideas in written and oral forms
- Respectfully advocates for self and others

An Empowered Individual Who

- Makes moral decisions based on his or her faith
- Demonstrates problem-solving skills and perseverance
- Sets and works to achieve personal goals
- Acts with integrity, patience, and respect

Catholic Identity is central to who we are as a school. Our Mission and Vision Statements were revised to make them clearer, stronger, and more succinct. In addition, we wanted to ensure that the Catholicity of our school was at the forefront of expressing who we want our students to be: "Sacred Heart School is a Catholic community of faith, service, and academic excellence. We accomplish this by building an active partnership between our families, school, and parish. Graduates of Sacred Heart School are servant leaders who are well prepared to embrace the life that God calls them to live."

As a school, SHS strives to be inclusive of a diversity of students. The school wanted our Mission, Vision, and SLEs to communicate that openness to all. But our openness and desire to serve our students is rooted in our Catholic faith and a part of our calling. Therefore, as we revised our Mission and Vision, we put our Catholic faith at the center of our Mission, Vision, and SLEs.

The process of revision took place over several staff meetings and included the entire school staff. Proposed revisions were shared with the School Commission and then with all parents in order to solicit feedback. Additional changes were made based on their input and a final version was published on the school website, school publications, and on posters found throughout the school.

In our area, there is pressure to be more like the many private schools that surround us. These schools have resources, facilities, and programs that we do not have, but charge two, three or almost four times as much as we do in tuition. As a school, we have discussed the temptation of increasing tuition. But as a school, we understood that our mission is to be a "parish school" which serves first and foremost the students of Sacred Heart Parish. SHS is a ministry of education and evangelization of Sacred Heart Parish, not a private Catholic school located on the grounds of Sacred Heart Parish. As such, we have worked hard to keep tuition affordable for our families and at the same time, at a rate that can support fair compensation for our staff and the programs that our families desire. SHS also consistently endeavors to truly be an integral part of the life of Sacred Heart Parish, collaborating in ministry with Faith Formation, Youth Ministry, Sacramental Preparation, and other parish ministries.

As expressed in our Vision Statement, Sacred Heart School is a ministry of education and evangelization for Sacred Heart Parish. The school actively collaborates with the larger parish. Parents and students serve in many roles, including lectors, eucharistic ministers, council and commission members, altar servers, and choir members. Members of the school staff teach sacramental preparation classes, service as liturgical ministers, participate on the sister parish and

school committee, and coach CYO sports, among other activities. The school principal serves on the Parish Leadership Team and attends weekly meetings with the parish staff.

The school's revised Vision Statement also makes clear that Sacred Heart School works to create an active partnership with our parents. The school's parents are highly involved with volunteering in classrooms, the health room, on the playground, in the lunchroom, and in many other ways. They serve in leadership and advisory roles on School Commission, Parents' Club, Tech Committee, Auction Team, Playmakers Board (after school drama program), and more. SHS also encourages parents to be actively involved in their children's education through Back to School Night, student-led conferences, PowerSchool (which is accessible to all parents), report cards, weekly PowerSchool check-ups (grade sixth through eighth), and meetings with teachers and administrators as needed. By means of regularly occurring social events at the school, SHS also encourages the building of social connections between parents and teachers and among the members of the parent community.

When revising the school's SLEs, there was a desire to make the language clearer and stronger and easier to assess. SHS has begun using the revised language of the SLEs in our report card comments and student awards. We have done this in order to make sure that our students learn what our SLEs are, and more importantly, that they live our SLEs. Not all our SLEs can be easily assessed with a rubric or incorporated into a grade. But they are all things that we can point to as goals for our students in their academic work, their service, their faith life, and the way that they treat one another.

Accomplishments:
- Expansion of the Academic Resource Class and Materials Management program to more effectively support students with academic and organizational challenges.
- Adoption of a new religion curriculum in grades 2-8.
- Inviting NET Ministries to lead annual retreats for our students in sixth through eighth grades.
- Upgrading educational technology and technology education, including the addition of an educational technology specialist.
- Adopting MAPs testing three times per year to better assess student growth
- Goals.
- Improved assessment of student learning in the area of Catholic religion across all grades.
- Improved support for high achieving students, especially those who are experiencing low growth.
- Improved character education with increased coordination across grades.

Goals:
- Continuing to expand the use of the SLEs in communication with parents and students (e.g., report cards, student-led conferences, Spartan Superstar Awards, Peacemaker Awards)
- Continued collaboration with the parish to encourage participation in the liturgical life of the parish

Evidence:
- Mission, Vision, and SLE posters
- Report Cards
- Parish and School Annual Report
- School brochures
- Report Cards
- *From the Heart* newsletter

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.

The organizational structures of Sacred Heart School (SHS) are composed of the Administrative Team, Parish Leadership Team, School Commission, School Staff, and Parents' Club Board. The definitions of all structures, including their roles, responsibilities, and a listing of all structure members are communicated to shareholders via multiple channels, including the school website, the school directory (given to all school families in hard copy), and the annual report. Shareholders have the opportunity to actively provide input by participating in School Commission and Parents' Club meetings, responding to parent surveys, and meeting with staff or administrators.

The school instructional staff is organized into Professional Learning Communities (Pre-K through second, third through fifth, and sixth through eighth). They meet at least twice per month to discuss student academic achievement and behavioral performance, disaggregate data, and share ideas about how to improve performance.

All new teachers and teachers who are new to the school have a mentor teacher who works with them during their first year or two at SHS. The two teachers observe each other a few times during the year and meet regularly to discuss and resolve issues or concerns. This is a "coaching" and "support" relationship, not supervisory. The school has found that it has greatly improved the transition for new teachers and helped them to more quickly integrate into the school community.

Two programs that are unique and special to SHS are the Peacemaker celebration and Spartan Super Star awards. The Peacemaker celebration takes place once a month for Kindergarten through third grade. Each month, the focus is on one of the following virtues: diligence, reverence, gratitude, patience, honesty, courtesy, obedience, generosity, and fortitude. Each child receives one certificate per year with the virtue which best describes their personality and behavior. The classes gather at church for a ceremony, and the awards are given by grade level. The children receive a certificate and a religious pin to wear proudly on their uniform. Their picture is placed near the school entrance on a bulletin board. The second award, the Spartan Super Star, is earned when a teacher or staff member sees a child doing an extraordinary deed or act of kindness. An e-mail is sent to their parents describing their wonderful action and a certificate is awarded. Their name is placed in a star on the main entrance hallway bulletin board and the child receives in a pizza lunch celebration at the end of the trimester.

Another example of our Faith and Catholic Identity is each class hosting a school Mass and each grade leading a Sunday Mass once during the school year. This gives the students an opportunity to lead and practice reverence. Our eighth-grade students lead family group meetings (consisting

of approximately two children from each grade level), attend school Masses together, and lead their family group through the competitions of Field Day. Family meetings are held once a month after assembly. Kindergarten, first, and second grade students are assigned a sixth, seventh, or eighth grade buddy to mentor and guide them and to help the middle school students practice leadership.

SHS has created an environment that supports and focuses on student learning through structures that have been put in place to meet each child where they are and guide them to their full potential. SHS administers MAP testing three times per year in order to evaluate student performance and to evaluate growth. The mid-year assessment allows for corrections or changes to curriculum for the class as a whole or individual students at a point when there is still plenty of time to address any issues. MAP scores are sent out to the parents after each assessment and discussed with parents during the fall conferences. MAP data is disaggregated and discussed during all-staff and PLC meetings. One trend that the staff has noticed in the MAP data is that many of the high achieving students are not making as much growth as predicted even though the majority of low-achieving students are meeting or exceeding growth expectations. Data from MAP testing and in-class assessments are an important part of recommending students for one of our academic support programs as well as advanced math placement.

One of our most successful programs to provide academic support for students is the Academic Resource Class (ARC), which provides remedial academic support; teaches executive functioning, organization, and study skills; and provides lessons in self-advocacy and stress management. Since introducing this program, SHS has been able to successfully serve a much greater spectrum of students in middle school.

In primary grades, classroom teachers and the reading specialist use data from MAP testing, the Fountas and Pinnell reading test, as well as in-class assessments to select students in need of additional pull-out reading support.

In grades third through eighth a program called Materials Management (M&M) offers students a time to meet with their teachers after school to go over homework and ensure they have all the materials they need before leaving for the day.

All teachers offer either before or after school help times each week to assist students in addition to meeting with students as needed by appointment.

In the 2018-2019 school year, SHS added an educational technology specialist to the staff, in order to assist the teachers integrating technology into the classroom in meaningful and relevant ways. The ETS assists teachers with operating and troubleshooting the technology in their classrooms and to create lessons that teach students technology skills. Primary and intermediate teachers have access to computers in the pods as well as Microsoft Surface carts. In middle school, all students bring their own computers in order to allow them to know their device well and ensure a smoother connection between work at school and home. Students in fifth grade are allowed to bring their own device or they may use one provided by the school.

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SHS executes a strategic planning process that includes a strong focus on supporting high achievement for all students. The staff meets regularly in PLCs and all-staff meetings to compare and ensure vertical alignment across math, language arts, science, and social studies. Curriculum maps are updated annually and shared electronically for all staff to access and reference. The Common Core Standards, Archdiocese of Seattle standards, and Next Generation Science Standards are used as a guide for curriculum planning and mapping. The staff handbook is updated annually. Each trimester a staff meeting is dedicated to analysis of recent MAP scores, including goal setting, identification of students in need of both enrichment and remediation in the various academic areas, and brainstorming to meet expected growth before the next test session. Teachers in primary and intermediate grades differentiate learning using small groups with the help of instructional aides and parent volunteers. In middle school, math and language arts classes are divided into three smaller sections with students grouped by ability.

SHS communicates student achievement to its shareholders in a variety of ways. Each week, an electronic newsletter titled 'From the Heart' goes out to the community with information from the school and parish. Teachers in primary and intermediate send out weekly newsletters, many of them electronically for quick and easy access for parents. Several teachers also have a class Instagram account where they share what the students are learning in the classroom. In addition, SHS has a school Instagram and Facebook account to share pictures of what is happening across all grade levels and school events. Each classroom has a Bloomz account to share photos of their students and important scheduling items with the classroom families. Students and families receive report cards each trimester with grades (standards-based grades in Kindergarten through fifth, traditional grades in sixth through eighth) and comments highlighting their successes and areas for growth. Parents and students may access grades on PowerSchool, including upcoming assignments, missing work, and results for all assessments and assignments. In November, we hold parent/teacher/student conferences (student-led in first through eighth grades) to share progress with families. As part of this process students create SMART goals related to our Student Learning Expectations. Parents and teachers may also schedule conferences as needed throughout the year.

To further enhance support of high achievement in all students, staff participate in a variety of professional development opportunities. The teaching staff have attended numerous curriculum trainings to accompany the adoption of a plethora of programs across all subjects, including Math in Focus, HRH Science Dimensions, *Step Up to Writing*, Go Math!, Music Educators Conference, Wired for Reading, and more. Beyond academics, teachers have also participated in a variety of classroom management workshops, including Kagen, WEA Behavior Interventions in Your School, Responsibility-Centered Discipline, and Modelling Appropriate Behavior. Teaching aides have completed Code.org training, as well as many of the classroom management workshops. Administrative staff participate in GRACE training, NWEA training, advancement and admissions workshops through the Office of Catholic Schools and Partners in Mission

SHS takes advantage of resources the Archdiocese of Seattle provides to further support high achievement of all students. Teachers participate in GRACE trainings and lead regular staff meetings to convey to the faculty and staff what they learn. Administration and select teachers

attend NWEA MAP trainings sponsored by the Archdiocese to educate teachers on the best practices to utilize data from tests.

SHS follows the religion standards set-forth by the Archdiocese and are working to ensure report cards are aligned with these standards. Teachers also receive monthly e-newsletters from the Archdiocese highlighting upcoming professional development seminars and workshops and are encouraged to take advantage of these opportunities.

Sacred Heart School sets high standards for student achievement though its detailed Student Learning Expectations. SLEs have been posted throughout the school to remind teachers, students and parents of our learning objectives. Teachers use these expectations in order to design curriculum to meet these goals. Students use these expectations in order to self-evaluate if they are meeting goals set for given assignments.

Sacred Heart School has a variety of explicit policies, handbooks, forms, and more that define the responsibilities operational practices, decision-making processes, and relationships of leadership and staff. Each of these are in place to promote and support all students' ability to reach high achievement in their life. School policies are easily accessible on the school website for parents, staff, and students providing the necessary information for clear and successful operations.

Accomplishments:
- Sacred Heart's Peacemaker celebration encourages students to be living in a virtuous way.
- Students are fully involved in the weekly school masses and are given opportunities for involvement in the weekend masses.
- The ARC program allows students who need remedial academic support to gain the executive skills needed to succeed in school and life.

Goals:
- Find strategies to meet the needs of High-Achieving, Low-Growth students, as identified with the MAP Data.

Evidence:
- School Website
- Peacemaker Certificates
- Spartan Superstar Board and Emails
- Family Meeting PowerPoints
- MAP testing data
- Classroom Newsletters
- 'From the Heart' weekly email
- Fountas and Pinnell Test Results
- ARC Brochure
- Survey Results

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- Curriculum Maps
- Language Arts Rubrics
- Uniform Policy
- Bring Your Own Device Policy
- Student, Parent, and Teacher Handbooks
- Report Cards
- SLEs
- Learning.com Lessons
- School Social Media Pages
- Staff Meeting Minutes
- Mass Schedule
- Family Group Roster and Calendar
- Bloomz

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 (SHS) disaggregates and analyzes data from various assessments in order to improve curriculum and instruction. SHS uses a variety of assessments, including standardized, diagnostic, summative, and formative. The standardized assessments include the MAP and ACRE tests.

Over the past six years, our enrollment of Catholic students has remained above 83% with some increasing variations in 2013 and 2014. Our parish priest (currently Father John) visits classes often. Each classroom contains visible signs of Catholic Identity. The second-grade curriculum includes First Communion and First Reconciliation instruction during the school day. The school includes multiple opportunities for daily prayer including praying before lunch, praying over morning announcements, and prayers before assemblies. Family meeting topics are focused on different aspects of the faith.

Teachers used the ACRE data from our fifth and eighth grade students to strengthen instruction and Catholic identity. Using this data, the school adopted a new religion curriculum beginning in the 2017-2018 school year in grades three through eight. Overall, scores have improved in all domains and pillars in fifth grade from 2017 to 2018 and in all domains and pillars in eighth grade except prayer (domain and pillar 4). One domain that appears to be an opportunity for growth in fifth grade is domain 6 (missionary spirit). In eighth grade, the biggest opportunity for growth is in prayer (domain and pillar 4).

The domain that appears to be an area of strength for our students is domain 3 (moral formation). Fifth and eighth grade students' scores range from 79% to 86.5% in 2017 and 2018. We have seen marked improvement in pillar 3 (morality) from 2017 to 2018. Overall, scores have improved in all domains and pillars in 5th grade from 2017 to 2018 and in all domains and pillars in eighth grade except prayer (domain and pillar 4). Domains and pillars that appear to be an opportunity for growth in fifth grade is domain 6 (missionary spirit). In 2017, only 39.6% of items were answered correctly, and in 2018, 56% of items were answered correctly. In 8th grade, students could improve on prayer (domain and pillar 4), with scores dropping from 72.2% to 68% from 2017 to 2018. Domain 6 (missionary spirit) improved from fifth grade to eighth grade in both 2017 and 2018. Overall total scores in fifth grade improved from 63.3% in 2017 to 76.5% in 2018. The total scores in eighth grade improved from 70.7% in 2017 to 76.5% in 2018. The total scores in eighth grade improved from 70.7% in 2017 to 74.3% in 2018. The range of improvement was much larger for fifth grade than eighth grade from 2017 to 2018.

Three times a year, students in second through eighth grade take the MAP test in reading, language, math, and science (Second Grade does not take the science test). Although the winter

MAP testing is not required by the archdiocese, we have found that it is helpful to make mid-year course corrections for students and teachers and provides helpful longitudinal data. Each year since MAP has been adopted, teachers and administration use staff meeting and Professional Learning Community (PLC) time to analyze student performance, growth trends, content strands, and compare Sacred Heart School to the Archdiocese and National norms. MAP data is used in conjunction with formative and summative assessments in the classroom to drive curriculum changes, differentiate instruction, and offer academic support to students who need it.

As a result of disaggregating and analyzing the MAP data at these meetings, teachers and administrators have noticed that the school has many students who are high-achieving, low-growth in one or more content areas. Forty-three percent of students are high-achieving, low-growth in math, 39% in language arts, 38% in reading, and 29% in science. The instructional staff has identified this as an area of need, especially given all of the training that has been done and programs that have been put into place to support low-achieving students.

In science, teachers met to vertically align the kindergarten through eighth grade curriculum and adopt new curriculum in the 2016-2017 school year. Previous MAP scores in science showed that students in grades three and five had average RIT scores that were below the national average. After the vertical alignment and adoption of new curriculum, all grades had average RIT scores above the national average, demonstrating the success of these implementations. Our science teachers, through vertical alignment, adopted new curriculum that was tied to the Next Generation Science Standards (NGSS) to fill gaps in content, to meet instructional minutes in science, and to provide congruent content for primary grades.

In the math department, MAP data also showed a need to realign the kindergarten through eighth grade math curriculum to ensure all math standards are being met or exceeded. The vertical alignment of the curriculum also helped to identify gaps in curriculum and the need to increase instructional minutes. The beginning of the year math assessment confirmed this need as well. It also showed the transition from elementary school to sixth grade was challenging for students which confirmed the need for realignment. The alignment was completed in the 2018-2019 school year. Moving from Common Core to Singapore Pathway, during the 2018-2019 school year insured all gaps in content were filled and helped facilitate a smoother transition from primary to middle school content. Although we have moved to the Singapore Pathway for math, we continue to meet or exceed the Common Core math standards.

Increased use of phonics and grammar instruction, the incorporation of small group instruction based on reading level, and the incorporation of a reading workshop model in grades four and five have improved our students' performance and test scores in reading. In writing grades 5-8 adopted *Step Up to Writing* which focuses on structure and organization of writing, using coloring-coding and manipulatives, and provides common academic vocabulary for students to discuss parts of an essay.

In all subject areas and across grade levels, teachers regularly use assessment data to inform their use of differentiation strategies in the classroom and additional academic support programs that target instruction to students of different ability levels. Some examples of differentiation within

the classroom based on data include small group leveled instruction and extension activities for high-level learners. In the elementary classes, teachers create student instruction groups for math and language arts based on transition reports from last year's teachers, unit/chapter tests, and formative classroom observations. These ability-based groups are flexible, and teachers can move students around as needed based on student performance on assessments. Outside of the classroom, students in elementary school receive pull-out reading support from our reading specialist and students in middle school may participate in the Academic Resource Class.

Teachers regularly compare student work samples in their PLC meetings to determine which students are meeting grade level standards and how to help students who are not yet showing mastery.

Sacred Heart's professional development focus for the 2016-2017 school year was on formative assessments. All teachers read Embedding Formative Assessments by Dylan Wiliam. Because of this, Sacred Heart teachers began incorporating different types of formative assessments into daily lessons. Some examples of formative assessments used at Sacred Heart include thumbs up/thumbs down, exit tickets, self-assessments, Think-Pair-Share, and classroom polls.

Grade level and content team teachers work to analyze common summative, diagnostic, and formative assessments to inform and drive further instruction and create student groupings for differentiated instruction. Summative assessments in content areas include unit and chapters tests, final exams, projects, and book reports. Diagnostic assessments include Fountas and Pinnell Benchmark Assessment System and *Journeys* Screening Assessments for reading. For math placements, students take a beginning and an end of the year placement test as well as the Orleans Hanna Algebra Readiness Assessment. Teachers use additional formative assessments, which may be teacher-made or text-created to help gain insights on student learning.

Accomplishments:
- In 2017 to 2018, fifth and eighth grade students have shown an increase in moral formation and morality according to ACRE test scores.
- Through adoption of NGSS in science, all grades had average RIT scores above the national average.
- Smoother transition from elementary to middle school math after adopting Singapore pathways.
- Additional support programs like ARC for middle school and reading support for elementary.

Goals:
- Growth in 8th grade with prayer (domain 4) and 5th grade with missionary spirit (domain 6) according to ACRE data.
- Address how to challenge our high achievement, low growth students in all four content areas (i.e. differentiation strategies)
- With the ACRE only administered in grades 5 and 8, identify other resources for assessing our students' growth over time in the area of religion.

Evidence:
- Enrollment Data
- Family Meeting email communication & PowerPoints
- ACRE data
  - ➢ 2017-2019
  - ➢ 2017-2018
- MAP data
  - ➢ LA Average RIT
  - ➢ Math Average RIT
  - ➢ Reading Average RIT
  - ➢ Science Average RIC
  - ➢ Low Growth/High Achieving Student Breakdown
- Staff meeting notes
- Science department meeting notes from alignment
- Math department meeting notes from alignment
- Lesson or unit plans demonstrating increased phonics and grammar instruction
- Lesson or unit plans demonstrating use of *Step Up to Writing*
- Teacher created tests
- Teacher created formative assessments
- PLC meeting notes

E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS

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

Sacred Heart School (SHS) fosters a learning environment that supports the academic and religious growth of students through the integration of Schoolwide Learning Expectations (SLEs). In conjunction with Archdiocesan and State of Washington education standards, SHS provides rigorous, relevant, and comprehensive curriculum to see students make adequate progress. SHS believes that all children have the capacity to learn and grow in God's love and encourages all students to achieve at a high standard. Through the implementation of SLEs, SHS ensures that academic and religious curriculum are data-driven and meet all expectations. SLEs are becoming an integral part of the school environment and the way in which we evaluate student growth and learning. SHS strives to create vertical alignment of the SLEs between grades and use them to connect staff, students, and parents.

Engaging our students with their Catholic identity is a priority for our school. SHS endeavors to integrate Catholic values not only into the curriculum, but into the everyday lives of students. *The Faith and Life Series* was introduced in fall 2016 for grades three through eight. Teachers wanted more grade appropriate academic rigor to ensure that the standards were challenging, comprehensive, and relevant. Based upon the Assessment of the Catholic Religious Education (ACRE) scores from 2017 – 2018, there is quantifiable growth in both fifth and eighth grade. Fifth grade students showed continued proficiency or growth in 93% of the 15 categories assessed. Fifty-nine percent of eighth grade students were proficient or had mastered the 17 standards being assessed. However, in the 7 categories where eighth grade students showed a loss, the average percent decline was only 2.5%. Coupled with this new curriculum, SHS has made regular, active participation in the Mass at our parish an integral part of our school life. Each class hosts one weekday school Mass and each grade hosts one 11 am Sunday Mass in support of our Active Catholic SLE of "embodying faith through reverent participation in Mass, prayer, and the sacraments." All students attend at least three Masses per month at school, in addition to Holy Days of Obligation and other important feast days. Students in second grade prepare and receive the Sacrament of First Communion and First Reconciliation. For the last two years, the second-grade teachers have prepared our students for these sacraments in school and offered after school preparation for parish children who are not enrolled in the school. Starting in 2019, all seventh and eighth graders are given the option of pursuing Confirmation Parish classes after school. Many community and church members pointed to this as a need because in the transition to high school some graduates of SHS did not continue with their faith journey through confirmation. Sacred Heart School and Parish are helping to bridge this gap while we have the students still here with us. All students are given the opportunity to attend reconciliation with the parish priest, Father John, during school hours at various times during the year.

The goal of SHS's religious instruction is to permeate all aspects of the academic and social experience. Some examples include the monthly Peacemaker celebration in grades K-3, prayers in Spanish class, and the Peacemaker Wax Museum in 6th grade. All these focus on traits exemplified by Jesus and his disciples of diligence, reverence, and patience to name a few. Students are expected to show growth in learning within the context of the total Catholic school environment.

As identified in the previous accreditation, creating standards that are challenging and relevant was an imperative to measure growth in both academic and religious endeavors. SLEs needed to be visibly connected to student learning. In order to achieve this, staff has started creating a continuum of skills that vertically align along grade levels. Both elementary and middle school teachers met together in 2018-19 to begin the process of vertically aligning core subject standards. The goal is to ensure that all content is taught, built upon to allow students a continuum of growth, and integrated with our Catholic Identity. Curriculum maps that outline detailed pacing in each subject and grade are available via the Staff OneNote. At the end of each year, these pacing guides are updated to represent necessary changes to best meet the needs of students. All grades, kindergarten through fifth, have developed a standards-based report card that allows teachers to evaluate students based on tangible academic goals as well as behavioral and social-emotional learning goals. Each elementary student also receives an SLE rubric that outlines and addresses being an active Catholic, an engaged learner, an empowered individual, and an effective communicator on their report card. Expectations are built in developmentally appropriate way each year as to challenge while simultaneously engaging a variety of learners.

Starting with the 2019-2020 school year, SHS teachers are intentionally incorporating the school's SLEs into their communication with parents whenever appropriate. Report card comments, Spartan Superstar Awards, and Peacemaker Awards have all begun to use the language of the SLEs and specifically reference them in feedback to parents.

To prepare students to enter an ever-changing world, SHS staff make use of a variety of learning opportunities to assess and improve performance, not simply by means of a score at the top of a page or test. Students learn to become critical thinkers and evaluate their own work for high achievement. Using rubrics and other self-evaluation tools, students are asked to step back and query for themselves if they are approaching, meeting, or mastering content. Each trimester elementary students complete a formative self-evaluation of their mastery of the SLEs and of their growth in their Catholic identity. This self-evaluation is called the C.L.I.C. which is named after the four touchstones of our SLEs. Teachers review the students' self-evaluation and give feedback, using relatable scenarios to compare their behavior to the expectations. Partnering with the teacher in the evaluation process provides a launchpad to implement other reforms in the classroom, making the rubric a meaningful tool for personal growth. The middle school staff is using a variety of content rubrics to evaluate academic standards. The language arts department integrated common writing rubrics after adopting of the *Step Up to Writing* Program for continuity. Starting in Spring of 2019, every student including kindergarten created a digital portfolio and began to align applicable SLEs to their work. Each year students will add to this portfolio so that students will have a clear view of the relevance of the standards of which they were instruction in. For both parents and students, growth over time should be apparent. In the

long term, coupling technology with the SLEs will ensure a cohesive mastery of curriculum standards.

In eighth grade, all students create and deliver a ROPE (Right of Passage Experience) presentation. This culminating project provides students the opportunity to reflect on how they have grown as a person during their time at SHS and to set a personal goal for high school. As a part of their reflection, the students are required to choose one SLE from each of the four main categories to discuss. The students provide specific examples of how thy have demonstrated each of those four SLEs during their time at SHS. These presentations are delivered to the student's parents, the principal or vice principal, and any other guests that they choose (e.g., siblings, grandparents, teachers, other students).

In the past two years, SHS has added technology expectations and courses to its curriculum. In addition to learning the programs in the Microsoft Office 365 suite (Word, Excel, PowerPoint, Sway, Forms, One Note), students learn twenty-first century personal and intellectual habits and skills through technology including personal and social responsibility, planning, critical thinking, reasoning, creativity, strong communication skills (both for interpersonal and presentation needs), cross-cultural understanding, visualizing, decision making, and choosing the most appropriate tool for the task.

SHS focuses on this through the SLE creating "engaged learners" who "use inquiry and analysis" to understand the world around them. This process begins with introducing students to the basic skills of technological literacy. In 2019, the middle school offered a new series of computer classes as elective options. These classes included a mandatory elective for 6th graders and optional courses for 7th and 8th graders. *Computers 1* introduces students to problem-based learning through OneNote programs and Sway culminating in a project-based learning (PBL) summative activity. In spring 2019, our educational technology specialist offered an *Intro to Computer Science* course which gave students experience using the engineer design process through coding with MakeCode and Micro:bits. Offering these electives not only meets the engaged learner SLE but moves to incorporate the SLE of an empowered individual who sets, implements, and evaluates personal goals as a final evaluation/grade for their coursework. The middle school homerooms have weekly lessons provided through Learning.com that covers the twelve essential digital skills of literacy by providing a balance of instruction, application, and assessment to help develop higher order thinking skills through technology. To ensure that students can access this part of the curriculum, the school provides shared computer carts for grades kindergarten through third, dedicated grade level carts shared between the classes for fourth and fifth grades, and a Bring Your Own Device program for middle school.

SHS envisions an environment where standards can be met by all learners using multiple modes of instruction. Schoolwide, staff breaks down larger content goals into specific, achievable goals that can be measured in formative and summative assessments. The MAP data allows for the breakdown of both high/low achievement and high/low growth to give a complete picture of each student. Teachers amend, alter, and spiral instruction with the goal of increasing growth based on this data. Even with this scaffolding, some students struggle to reach their potential initially or fail make acceptable growth. Through a combination of academic evaluations, SLE

WCEA Western Catholic Educational Association Catholic Schools Accrediting Commission

rubrics, teacher recommendations, and MAP testing data most students who are not yet making acceptable yearly progress in a timely manner can be provided with an appropriate support system. Teachers analyze data to identify students who need additional support in specific skills to ensure appropriate progress. SHS creates a Student Support Plan (SSP) for students who need additional support or accommodations. In most cases, SSPs are based on either a private neuropsychological examination or an IEP from a public school. They list and explain the recommended accommodations that can be met by our school and staff. This framework helps the staff to ensure the best use of resources for students. SSPs are reviewed and updated annually with the student's parents.

There are two important programs at SHS that provide assistance to students who need additional academic support: an elementary reading specialist and an Academic Resource Class (ARC) in the middle school. SHS reading specialist currently works with 40 students (34 in 1st through 5th grade in 2019) where she takes an active role in assessment and intervention instruction. Based on the recommendations of teachers and reading assessment data, she spends one to four days a week with these students. The reading specialist also assists with struggling kindergarten level students in small groups to decrease the student to teacher ratio, providing more individualized instruction. SHS uses *Fountas & Pinnell* and MAP data to measure growth three times during the school year. In these formative years, a student might also seek an academic evaluation. The middle school meets the needs of learners who require intermittent assistance through teacher help times at least two days before or after school and a peer tutoring program that is available once a week. If a student is not meeting their projected goals with these supports, the Academic Resource Class provides additional support. As outlined in response to intervention (RTI), 5-10% of students who need small group instruction or some individualization can receive support through ARC. This program focuses on providing students with content reteaching and pre-teaching and executive skills support. Executive skills support, which has also been introduced in all middle school homeroom classes, supports the SLE of creating engaged learners who practice effective organization and study habits.

The elementary math specialist works with students in third through fifth grade who would benefit from a faster-paced curriculum with additional work to challenge the students. In fifth grade, Mixed Up Math groups splits the students twice a week to offer kids who need extra support based on specific content need. These students are identified through ongoing formative assessment in the classroom. Middle school grades are divided into three sections in order to create smaller classes and provide more appropriate instruction for each student's ability level.

Accomplishments:
- Standards based report card in kindergarten through fifth grade
- Introduction of Faith and Life Series in religion courses third through eighth grade
- Technology in the Middle School as electives and in the homeroom curriculum
- Revamping of reading specialist position in the elementary school and ARC support in middle school

Goals:

- Additional classroom device access for grades three through five to fully meet technology SLEs.
- Broaden the math specialist's support of students who are struggling in math.
- Continue to develop and align age-appropriate strategies and rubrics for instruction of the SLEs.

Evidence:
- SLE Rubric used for student self-assessment Pre-K – 2
- LA alignment
- Staff Development calendar
- Computer I Syllabus
- ARC Syllabus
- Copy of a 4th grade report card
- Sacred Heart's Technology Scope & Sequence
- Screenshot of a Student's Digital Portfolio
- Informative/Explanatory Essay and Report Rubric
- ACRE scores
- Copy of a 2nd grade Curriculum Map for math

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's (SHS) mission states "Sacred Heart School is a Catholic community of faith, service, and academic excellence." In keeping with this mission, SHS integrates our foundational values as Catholics into our entire curriculum and the school staff models these Catholic values in their interactions with students, parents, and each other.

Catholic beliefs are taught and practiced through daily prayer, formal religious instruction, school Mass attendance, and participating in service projects. The school staff effectively model Catholic values and a strong faith as a fundamental way to assure the faith formation of the students is at the forefront.

Sacred Heart teachers and staff serve as apostolic ministers of our faith through our connection and relationship with our parish and pastor where a theme or focus is selected every year at retreat. This focus is woven throughout the year in projects, faculty meetings and student "family group" meetings. Staff members participate in weekly masses as Eucharistic Ministers and lectors and model prayer in the classrooms and lunchroom. All staff members attend the annual school and parish staff retreat which meets the requirements for level one catechist formation. All staff are also encouraged to complete their level two catechist formation through the Symbolon online program (religion teachers are required to do so). Teachers include signs and symbols of our faith in their classrooms. Staff use sayings to focus the our students for prayer such as saying "Sacred Heart of Jesus" and the students reply, " Have Mercy on Us" as well as "God is good," "All the time," "And all the time," "God is good," "and that is His nature", "Wow!" as other ways to incorporate our faith and Catholic values into our everyday routines. Teachers in kindergarten through third grade model Catholic values by focusing on teaching virtues from our Peacemaker program. These virtues are diligence, reverence, gratitude, patience, honesty, courtesy, obedience, generosity, and fortitude. Second grade teachers prepare SHS students and Sacred Heart Parish second grade students for the sacraments of Reconciliation and First Eucharist.

The SHS administration and staff pick a focus each year for staff development. In 2014, one of our teachers attended the Gurian Summer Institute and we started the 2014-15 school year with a focus on the differences in learning for boys and girls. Additionally, over the summer, staff members read "Boys and Girls Learn Differently" by Michael Gurian. Throughout the school year, teachers incorporated more movement into their classrooms, using more manipulatives in the classrooms, had gender specific PE classes occasionally in the primary grades, as well as gender specific homerooms in middle school. This focus continued for the 2015-2016 school year. When the demographics support it, SHS has had gender specific homerooms in middle

school, gender specific subjects in the lower grades (varies grade to grade), and gender specific lunch bunch groups with our school counselor. Teachers continue to use movement and brain breaks as a part of their everyday lessons, knowing that it is beneficial for both boys and girls. Changes have been made to classrooms based on the Gurian research, including standing desks in middle school classrooms, flexible seating, and improved lighting in classrooms and pods.

In the 2016-17 school year, our focus was on assessment and the staff read over the summer "Embedding Formative Assessment". Staff development time was dedicated to sharing, collaborating, and putting to work the strategies in this book. This led to productive staff development time where all teachers and instructional aides shared how they used formative assessment in their classrooms, especially new ideas and strategies gained as a result of this book. As a result of this staff development focus, teachers and aides were able to assess student learning in new and different ways that elicit evidence of student learning. Additionally, these strategies help students take ownership of their learning and provides immediate feedback to students which helps them continue their learning.

Sacred Heart integrates technology into the teaching and learning process. In 2017, our Auction Fund-a-Need was to enhance technology throughout the school. Before leaving for the summer, all teachers received new Microsoft Surfaces and training in using the Microsoft Office 365 Suite products for improved communication and collaboration. We found that integrating technology into the curriculum is a need for retaining our middle school students to stay competitive with surrounding schools. Rather than reading a book that summer for staff development, all staff members were asked to write 2-3 technology goals to work on over the summer to prepare for the 2017-18 school year. Throughout the 2017-18 and 2018-19 school years, staff development was focused on how best to use technology to enhance student learning. After the 2017-18 school year, an Educational Technology Specialist position was created and filled. This specialist, along with the administration and our IT specialist, have taken on coordinating and planning staff development focused on technology.

Our Educational Technology Specialist teaches staff and students a variety of programs and applications, coaches teachers on ways to integrate technology into their classrooms, works to develop and execute an overall technology plan, provides troubleshooting services to the staff, and more. The technology specialist also holds monthly "Lunch and Learn" sessions for staff. During this time, she trains teachers on new programs and ways to teach and integrate these into their classrooms. For example, during a "Lunch and Learn" she trained teachers how to use Adobe Spark to create videos to enhance learning. The 3rd grade science class has implemented this into their classroom during their Rocks and Minerals unit by creating an informative weekly video of students cleaning, scrubbing, adding grit and reassembling the rock tumbler. Another "Lunch and Learn" taught the use of FlipGrid in the classroom. The 5th grade teachers use FlipGrid and have students respond to curriculum prompts from home. In the Winter of 2019, all students in grades kindergarten through eighth created Digital Portfolios in Microsoft OneNote that shows a collection of learning evidence across subjects for each year they are at SHS. This will show student performance over time.

In 2017, our sixth through eighth grades moved to a required Bring Your Own Device (BYOD) system. Starting in the 2019 school year, fifth grade moved to an optional BYOD system. A class

set of Surface carts are also shared between kindergarten, first, and second grades and the third through fifth grades have their own carts shared between the two classes at each grade level. In addition, the first through fifth grades share a classroom pod containing desktop computers for student use. A variety of technology electives were also added for middle school students, including Intro to Computer Science, Technical Theater, Visual Storytelling and Podcasting. Other examples of technology integration across grade levels include the use of NewsELA in fourth through eighth grades to enhance and differentiate the reading curriculum, Plickers and Quizlet for informal assessments, kindergarten through fifth grade use Math Whizz for math differentiation, IXL in fourth through eighth grades for grammar support, and all grades use Accelerated Reader for online reading assessments.

In the summer of 2018, all staff were trained in a new technology curriculum through Learning.com. Learning.com is a comprehensive curriculum that covers the twelve skills of digital literacy. Students in grades kindergarten through eighth complete the lessons for their grade as dictated by the Learning.com pacing guide/curriculum map as a part of their grade's technology specialist time. Teachers and aides guide students through the curriculum, which includes online, offline, group, and individual lessons. Teachers track student progress and performance through Learning.com. Students may retake lessons that they struggled with originally, which allows them to become more proficient in that skill. With this curriculum, technology standards were added to all grade levels on the report card.

Teachers frequently use a variety of both formative and summative assessments to inform, guide, and modify the teaching and learning process. As a result of our 2016-2017 professional development which focused on formative assessment, the staff has integrated new and more frequent uses of formative assessment. These varied forms of formative assessments include use of white boards for review, exit tickets, technology-based survey forums/quiz resources, Plickers, group competitions and games, and other forms to daily address our students' various learning styles. Teachers use a variety of forms of formal assessments including tests and unit assessments as well as creative projects and oral presentations. Some examples include STEM projects in kindergarten through third grade, Culture Fair in fourth grade, Mock Trial in seventh grade social studies, Geometry Landscape Design Proposal in seventh grade math, Congressional Hearings in eighth grade social studies, and Algebra 1 Oral Defense in eighth grade.

Sacred Heart teachers integrate SLEs into curriculum and instruction. Sacred School reviewed and revised the SLEs during the 2018-2019 school year to be more concise and easier to evaluate. As a result, there is a clear connection between some of our established programs and SLEs. For example, students in third through eighth grades can participate in Materials Management Club (M&M Club). This program directly relates to the SLE "An Engaged Learner Who: Practices Effective Organization and Study Habits." The middle school homeroom curriculum also aligns with this SLE. The curriculum teaches organization and study skills. In kindergarten through fifth, there is an SLE rubric in which students self-evaluate. The teacher then uses this information to include that evaluation on the report card. In third through fifth grades, students use their digital portfolio as a tool to self-assess their progress towards an SLE that is linked to a particular assignment. Middle school teachers emphasize the SLE of an "Effective Communicator Who: Actively Listens" by assigning grades to that standard in PowerSchool. The middle school made common rubrics for "Active Listening", "Engages in

Constructive Collaboration", and "Clearly Conveys Ideas in Written and Oral Forms". In Fall 2019, middle school teachers started attaching SLE standards to individual assignments and assessments. These SLE standards are graded by the teachers and will be reported on the report card. In kindergarten through fifth grades, the SLEs are evaluated and reported on the report cards. In kindergarten through eighth grades, the SLEs are referenced and commented on by the teachers in the comment sections on the report cards. At the end of a student's eighth grade year, they present a Rite Of Passage Experience (R.O.P.E) project in which students present to parents, staff and administrators what they learned in their time at SHS. In their presentations, students reflect and communicate how they achieved academically and address what Student Learning Expectations (S.L.E) they showed great growth and achievement in. Throughout these various grade level projects, students demonstrate achievement in the SLE of, "An Effective Communicator Who: Clearly conveys ideas in written and oral forms" and "engages in constructive collaboration."

SHS uses a variety of formal and standardized assessments to monitor student growth and inform the teaching and learning process, as well as identify areas where instructional growth is needed and to promote student achievement. The primary forms of standardized testing are Iowa Test of Basic Skills (ITBS) prior to 2016, and starting in 2016, the Measures of Academic Progress (MAP) in grades two through eight. Students are also assessed using the Assessment of Children Religious Education (ACRE), administered in grades five and eight, the Orleans Hanna Algebra Readiness test in 6th grade, the Fountas and Pinnell Reading Assessment for those needing additional reading support in grades kindergarten through third and to all students in grades fourth and fifth. Additionally, SHS uses a variety of beginning and end of year assessments to appropriately group students in math and reading.

Beginning in 2016-2017, the Seattle Archdiocese adopted the Measures of Academic Progress (MAP) in grades two through eight. The MAP test is given three times a year to students. The careful analysis of MAP and ACRE data have guided decisions to modify or change curriculum and improve instructional methodology. All curriculum changes have led to SHS adopting programs linked to Common Core standards, as evidenced on our curriculum maps and pacing guides (see appendix for examples of curriculum maps and pacing guides). SHS has dedicated professional development time as an entire school and in individual grade bands to modify curriculum both horizontally and vertically.

As a result of analysis of ITBS data, in 2015 kindergarten through fifth grade adopted the *Math in Focus* program. The primary grades also recognized a need for supplemental math practice which we accomplished by integrating Math Whizz, a web-based program which differentiates and advances students at their level. Students' "math age" is determined by an initial assessment through Math Whizz. Students are assessed based on weekly minutes spent on Math Whizz and the number of progressions made weekly. After a year of MAP data analysis, in 2017 the middle school adopted a new math program called Big Ideas to bridge the kindergarten through fifth Math in Focus curriculum to the middle school math curriculum. As a result, MAP scores over the 2017-2018, and 2018-2019 years show high achievement and growth. The data also shows more grades meeting their growth projections. After carefully analyzing 2018 spring and fall data, SHS recognized a gap between the two programs. So, in the fall of 2018 during a math

vertical alignment meeting, SHS formally adopted the Singapore Pathway in the *Math in Focus* math curriculum to bridge the gap. This pathway change will prepare more students coming into middle school for the advanced pathway and will result in more middle school students having the opportunity to successfully complete Algebra in eighth grade. In analyzing 2018 MAP data and recognizing an increase in more high achieving students in middle school math, the school also started discussing how we could potentially develop a geometry program. In the year 2020-2021, the first group of students will take Geometry at SHS in 8th grade.

After seeing a decrease in ACRE scores in 2015, SHS adopted a new religion curriculum in grades 3-8 called Faith and Life. The middle school religion teacher saw weaknesses in certain areas of the ACRE test and adjusted the curriculum and instruction to address those standards.

In the spring of 2016, the SHS science department vertically analyzed science curriculum and standards taught. The science department chair joined the Archdiocese Science Committee and as a result, SHS vertically aligned the science curriculum kindergarten through eighth grade to match Next Generation Science Standards (NGSS) and adopted new curriculum linked to NGSS standards. This alignment increased instructional time in every grade level and ensured NGSS were being taught. MAP scores show evidence of high achievement and growth over time.

After analyzing standardized test scores in reading, writing and spelling, the school adopted four new curricular programs over three years. All curriculum adoptions went through a thorough review and analysis by teachers and administrators, and teachers were trained in the new curriculum. SHS adopted *Sitton Spelling* in 2015 in third through fifth grades. This program applies spelling strategies to student writing rather than just spelling. In 2016, kindergarten through third grades adopted the *Journeys* reading program. This program had a greater focus on phonemic awareness, which was lacking in our previous curriculum. The middle school language arts department recognized that the middle school needed a uniform writing program. In 2018, grades five through eight adopted the *Step Up to Writing Program*. Working in vertical PLCs, teachers saw a marked improvement in student writing during the first year of *Step Up to Writing*. Because of this, we adopted the program in third through eighth grades in 2019-20. However, in the vertical alignment process, the school realized there was a lack of grammar curriculum taught from fourth through eighth grades. This influenced selecting a focus on grammar as one of our Action Plan goals. In 2018 the school adopted the Accelerated Reader (A.R.) program. SHS adopted the program to support the lower scores in reading comprehension we saw on MAP tests. This program is newly adopted by SHS, and the effects are being analyzed. Based on MAP testing, students are given a Lexile range to select books within their level and then work with teachers to set a personalized goal to promote progress. Structures such as A.R. quizzes are in place to ensure progress. This is an effort to promote reading comprehension. Additionally, students can track progress, and this is a way for students to assess themselves on the "Engaged Learner Who: works toward personal excellence."

Accomplishments
- Integrating SLE language in various ways in the different grades
  - Posters
  - Student self-reflections

- Digital portfolio
- 8th Grade ROPE presentations
- Report Card Comments use SLE language and cite specific SLE
- Attach SLE standards to assignments
- Reference SLE objective with daily learning objectives
- Every year we are focused on some catholic aspect that we model and integrate into our prayer projects, and family/faculty meetings.
  - All staff and parish are level one certified in the Catechist training. This has a positive impact on our school, community, and faith formation.
  - We teach virtues and acknowledge students who have modeled those virtues and then recognize them through peacemaker ceremonies and service projects.
  - All students participate in a class lead mass at least once a year.
- In the year 2014-2016, staff were trained in the Gurian methodology.
  - Integrated movement in the classrooms.
  - Gender specific classrooms such as 4th grade science and religion. Some gender-based homerooms and PE in middle school.
  - A few standing desks in various classrooms
- Integrating more frequent and varied uses of formative assessment
  - Staff development time was dedicated to new methodology and strategies.
  - Integrating more feedback to students, helping them in their learning. (research based)
- Integrating technology into the teaching and learning process.
  - Auction Fund-A Need.
  - Adding educational technology classes as well as technology professionals.
  - Digital portfolios for k-8 students, providing a collection of learning development.
  - Adding Learning.com to the technology curriculum.
  - Technology standards added to the report card.

Goals
- Find programs and curriculum pathways and secure professional development to support growth of students in the high achievement/low growth quartile across grade levels/subjects.
- All religion teachers are certified in the new catechist program by the next accreditation.

Evidence
- Curriculum Maps
- Pacing Guides
- MAP Data Achievement by 8th grade cohort
- MAP data
- ACRE data
- Example of project-based assessment-7th grade landscape design (integrates technology Excel) 8th grade Congressional Hearings, 7th grade Mock Trial, 8th grade Algebra Oral Defense, 4culture fair project

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- Samples of STEM primary project-based assessment and Science projects
- MS common SLE rubric
- Example of k-2 and 3-5 SLE self-assessment
- Accelerated Reader
- Photos of Peacemaker assembly and certificate

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

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

Sacred Heart School (SHS) is a Catholic community which provides an excellent academic education in an environment of faith and virtue. Our mission statement strives to meet the needs of all students spiritually, personally, intellectually, and artistically. Our philosophy provides students opportunities to participate in programs and services that support their development as a whole person.

The spiritual growth and development of Catholic identity is at the heart of our school community. Faith is an integral focus that can be seen throughout the school day in the classrooms, lunchroom, gym, and church. Mornings begin with an all school prayer led by student council over the intercom. Prayer extends throughout the day through grace before meals, class prayers, and student led weekly mass. Students have opportunities to be altar servers (grades fourth through eighth) and participate in student choir. Service-learning opportunities are rooted in the Catholic principals of social justice through our community outreach. These include the annual Shoe Liturgy benefiting foster care program Treehouse, free dress opportunities raising funds for nonprofit organizations, and food bank collection days. Grade- specific service projects that support student faith formation include, create cards for newly baptized parish families (2ⁿᵈ grade), Church clean-up after Masses (3ʳᵈ grade), visits to Memory Care Unit at The Gardens Retirement Center (4ᵗʰ grade), and weekly volunteering at the Renewal Food Bank (6ᵗʰ grade). The Peacemaker program recognizes all primary students for living out the virtues of our Catholic Faith. Middle school students practice Catholic principles of social justice through required service hours each trimester. Many students double this requirement and are recognized with the St. Margaret Mary Service Award. Student involvement extends into the parish through middle school Youth Group, Vacation Bible Camp K-5, and service mission trips (e.g., the Youth Migrant Program). Sportsmanship is evident through recognition of weekly student athletes, prayer before each physical education class and CYO games. Parents are essential partners in supporting these faith formations both at home and at school. Their involvement also includes sacramental preparation, lay leadership at school masses, and participating in the Family Life curriculum.

A Sacred Heart education includes an abundance of curricular and co-curricular programs. Each grade has a unique opportunity to showcase their curriculum to the community. For the fourth grade Culture Fair, the students are required to research and present a country's culture to the school. During Congressional Hearings, eighth grade students apply their civics knowledge to

prepare for questioning by a panel of legal experts. Sixth grade students present a Wax Museum recounting the lives of peacemakers who embody our schools' virtues (e.g., Dr. Martin Luther King, Mother Theresa, Abraham Lincoln). In addition to core classes, all students participate in a variety of electives including Spanish, physical education, art, and music. Middle school students also have the opportunity to take offerings including ukulele, printmaking, robotics, podcasting, acting, guitar, or Academic Resource Class (ARC). The continual growth of our elective courses and curricular programs is a highlight of Sacred Heart.

A variety of extra- and co-curricular programs are offered to all students, including safety patrol (fifth grade), Young Authors Day (all school), Global Reading Challenge (fourth and fifth grades), Yearbook Committee (middle school), Junior Achievement (all grades), and our school buddy program (grades kindergarten – second and sixth – eighth). CYO sports are offered for all grades: cross country and soccer (all grades) and basketball, volleyball, and track (grades 4-8). In the 2018-2019 school year SH had a total of 656 participants in CYO sports from both the school and parish. Playmakers produces two plays each year for students in second through eighth grade. Middle school students can serve on student council or one of the student commissions (tech team, spirit commission, faith commission, or activities commission). The Materials Management program (M&M) begins in third grade and continues through middle school. M&M teaches students executive skills, personal responsibility, and organization.

Sacred Heart School has a licensed school counselor to support students, parents, and teachers with personal, social-emotional, and academic concerns. The school counselor provides guidance lessons throughout the school year to all students in pre-kindergarten through eighth grade including the *Second Step Program K-8*, *Kelso's Choices K-5*, *North Star* programs for sixth grade girls, and lunch bunch are just a few of the programs available.

At SHS, safety of all members of our community is a top priority. All staff wear school-issued photo identification and visitors are required to sign in and wear a numbered badge while on campus. We participate in rotating monthly safety drills (fire, earthquake, and active intruder). A fully- stocked emergency storage container is located on our campus, with a three-day supply of food, water and first aid supplies in the event of a major disaster. All building and classroom doors are to remain locked during school hours to ensure safety for students and staff. Our staff is trained to guide students through each emergency. In addition, all staff are certified in AED/CPR/First Aid bi-annually. The Health room is staffed by a health room coordinator and parent volunteers who care for students' medical needs. In addition, all parent volunteers are trained in emergency protocols.

Sacred Heart School provides several support programs for students with special learning needs for their academic and emotional growth. Supplementary support programs provide tiered instruction for learners of all levels including Accelerated Reader, Math Whizz, Xtra Math, IXL, Newsela, Learning.com, and Quizlet Live. Students whose MAP scores are in the first quartile focus on remediation of necessary skills, while other students can advance at a pace that keeps them engaged to reach academic individual achievement levels. We have classroom instructional

aides in pre-kindergarten through fifth grade in order to provide more direct support for students and make possible smaller learning groups. All classrooms offer differentiated learning groups in math and reading, creating a lower student to teacher ratio. Small groups and middle school classes are determined based on MAP results, teacher observations, and other curricular assessments. To help all students reach their academic potential, several supplementary programs are integrated into instruction. Beginning in fourth grade students receive executive skill coaching with monthly lessons. In middle school we offer an elective called Academic Resource Class (ARC), which includes executive, study skills and remediation academic support for qualifying students. After school academic support programs include math buddies, peer-to-peer tutoring, M & M club (grades third through eighth), homework help, and weekly teacher help times. SHS also provides extended care before and after school through Extended School Services (ESS).

Staff development, trainings, and workshops are offered on and off campus each year. Each year Title IIA program funds are used to support high achievement of all students.

These opportunities support direct classroom instruction to meet all level learners. We follow the Response to Intervention (RTI) model for academic and behavioral intervention to provide early, systematic, and appropriate instruction to students who are at risk for or already underperforming for a student age and grade level.

We have expanded our support of students by welcoming outside classroom aides provided by independent organizations, working with Bellevue School District for students with special learning needs, as well as providing space for occupation therapy and speech services on site. We also support students who require dual enrollment and accommodate students with documented support plans, ensuring success in the classroom.

Sacred Heart has committed to investing in technology in order to enhance learning opportunities for all students. This includes the creation of a full-time Education Technology Specialist position, supporting the use of one-to-one devices in grades fifth through eighth, and investing in classroom sets of devices available to elementary students. Last year, we introduced a schoolwide Learning.com curriculum that develops tech skills in grade-appropriate ways. Several supplementary on-line support programs are integrated into classroom instruction and work at home, as mentioned above. Every grade level allocates time in their week for developing technology skills which is overseen by our technology specialist and instructional aides.

Accomplishments:
- Service Opportunities within the School, Parish, and Community that incorporate all grade levels.
- Differentiated learning supported through curricular scaffolding and individualized intervention.
- Cocurricular Activities that promote and develop whole brain learning.
- Health and Safety Procedures schoolwide as well as yearly staff training.
- School Counselor supporting social and emotional health.

- Long term technology plan integrated into all classes with staff support for teachers.

Goals:
- Utilize support programs to advance low growth and low achievement students.
- Utilize support programs to advance low growth and high achievement students
- Refine long term technology plan that directly supports digital learning schoolwide.
- Provide families opportunities to be more involved in faith formation and service activities.

Evidence:
- Survey Data
- Schoolwide and grade level service activities list
- List of curricular and co-curricular activities
- CYO sport team activities
- Health room procedures and policies documents
- Emergency plans for schoolwide safety
- Supplementary support program list to enhance student learning RTI chart
- Specialist programs offered to support student learning
- Technology long range goal and curricular programs

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

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

Sacred Heart School (SHS) strives to support and strengthen its Catholic Identity by dedicating financial resources to programs that support growth in faith. Yearly off-site retreats for the middle school students, run by the National Evangelization Team (NET), encourage the students to develop their personal faith and prayer life. The school and parish staff participate in an annual retreat together. Meaningful traditions are supported each year which allow the students to experience and apply what's being taught in the classrooms to their everyday lives, including the Peacemakers Program and the celebration of the Feast of St. Nicholas through the Shoe Liturgy. The school purchases various items for every classroom including, crucifixes, rosaries, and Bibles. New religion textbooks were recently purchased for all students in third through eighth grade. Religious toys are provided in the pre-kindergarten and kindergarten classes to encourage creative interaction with our faith (e.g., Playmobile Nativity sets, Lego Mass dioramas, children's "Mass kits"). All school staff members are being incentivized to complete the catechist certification program by being offered an annual monetary bonus for successfully completing it.

Recognizing that responsible stewardship of our resources is fundamental to our success, SHS and Parish jointly employ a full-time bookkeeper who oversees all elements of both parish and school finances using appropriate bookkeeping and accounting practices as described in the Archdiocese of Seattle Parish Accounting Policies Manual. A set of internal controls is maintained related to purchase orders, handling of cash and signing of checks. The financial position of the school is monitored in several ways including monthly updates of school finances which are reviewed by the principal, pastoral assistant for administration, and pastoral coordinator. On a monthly basis, the school commission is updated on the current financial status and confers about relevant factors such as fundraising policy, tuition rates, and significant capital expenditure.

The annual school budget is created through a collaborative process between the principal, finance council, school commission, and pastoral council. The budget is initially created by the Finance Lead on School Commission in cooperation with the Principal. In April or May, the Finance Lead presents the budget to the Parish Finance Committee, Pastoral Council and School Commission for review. As part of this process, previous budgets are analyzed to identify any areas where funding ought to be adjusted to better fit actual expenditure and needs. Our policy of an annual 5% tuition raise sets provides for ongoing growth rather than simply bringing in the minimum to continue current operations and creates stability in the budget that allows parents to plan for costs and the school to meet the needs of the students, staff, and facilities. Tuition

increases have allowed to expand our revenue base by expanding our Spanish curriculum to serve kindergarten through eighth grade, add a school counselor and an educational technology specialist, and many other student resources and programs that enable us to offer our students the very best. This final approved budget is reviewed on a monthly basis throughout the fiscal year to ensure revenue and expense items are in line with the budget. This review is performed by the School Commission Finance Lead and shared with the principal and School Commission.

An example of this collaborative process occurred in 2019, when we had to determine how best to respond to the increased salaries that local public school teachers are receiving in order to ensure retention of our teaching staff. A Staff Compensation Committee was formed to explore options and possible plans were presented to School Commission, Parents Club, and others for feedback. Question and Answer sessions were offered for parents, and transparent communication to our community was provided to our parents to explain this process. It was determined that the annual fund goal would be increased and that tuition increases would temporarily go up to 8% instead of 5% for the next three years only. The overall response from our community to this process and plan was quite positive.

The financial status of SHS is reported to the shareholders in various ways. Monthly and annual budget reports are continually analyzed. They are discussed and reviewed by the principal along with school commission, finance council and pastoral council. An Annual Report of the budget is published each year for review by shareholders from this collaborative effort. Budget information, including revenue and expenses, is included in this report. The report is accessible to all shareholders in hard copy, pdf, and on the school's website. Hard copies are distributed through mailings, handed out at masses during Catholic Schools Week and available to take at various school and parish locations and events. It is also sent electronically through the school weekly newsletter upon completion and available year-round on both the school and parish websites. The financial status is also updated and communicated by the principal on an as needed basis. This communication takes place through the weekly electronic newsletters sent out to all the shareholders. Parent information sessions on the topic of budget are also held by the principal, staff and community members when deemed appropriate. An example of this is informing families and parents of the recent tuition increase.

SHS operates without any budget deficits and sets aside funds for use capital improvement and maintenance projects (e.g., upgrades to bathrooms, kitchen remodel, gym refurbishment). The Archdiocese recommends that schools have a 90-day reserve of funds on hand in case of an emergency that closes the school for an extended time. As of January 31, 2019, SHS has approximately 78 days unrestricted cash on hand. This could be extended, if needed, by reducing specific operational expense to give SHS time to obtain short term financing prior to making other long-term operational decisions.

Sacred Heart School receives Title IIA funding. The vice principal applies for the funds which are fully used each year. Funds are based on enrollment and used for teacher and staff development. The funds are received via the Bellevue school district. They are used for teacher trainings and workshops to support classroom instruction, discipline and management (e.g., MAP data training, Total Physical Response Spanish language program, Kagan structures, and Responsibility-based Discipline program). Title III funds for ELL's are distributed as needed

after a proficiency test has been conducted by the Bellevue school district. The vice principal works with ELL information captured during the admission process. Monies are used by the school for teachers to be more proficient with these students. SHS does not currently receive any Title I federal funding.

Sacred Heart School is committed to making sure that the students and teachers have the technology resources necessary to ensure the highest impact on student learning. The technology committee along with the school administration monitor the ongoing technology plan to make sure that it is up to date and to plan for the acquisition of new technology resources and maintenance of the systems in place. This past summer, the school upgraded our internet access to 1GB speeds and an E-Rate discount of approximately 40 percent. In 2018, we have implemented Learning.com to teach students a whole range of learning skills and technology electives. We have also recently purchased Microsoft Surface laptops for all staff, new carts of computers for the primary grades, new wireless connectivity equipment, and robotics materials, and are in the process of replacing all our Activboards with Boxlight displays.

SHS current budget directly reflects expenses for students learning (e.g., instructional expenses, supplies, ARC expenses). MAP and ACRE testing scores as well as staff and parent feedback are considered when creating the budget. SHS parish and school strategic plans show a commitment to building a parish-school relationship through community building opportunities, stewardship responsibilities, and growing the school's endowment.

SHS is plans for its long-term viability. The school has an endowment fund and has also been able to set aside necessary reserves in case of an emergency, while at the same time, updating the school's facilities and materials. Over the past three years the school's Annual Fund has increased each year and exceeded its goal. It is on track to meet this year's goal of $275,000. Also, during that time, the school has created a school-wide sponsorship program which recognizes businesses and families who contribute to the school as sponsors throughout the year in the school's publications and at school events. SHS eliminated mandatory fundraising (with the exception of a $150 auction procurement requirement) three years ago and has seen giving to the school increase each year since that time.

Our annual Fund-a-Need projects have been integral to updating and enhancing our school. The kitchen remodel made possible a new hot lunch program that provides lunches to over 200 students and 50 staff members daily. We have enhanced our technology by creating an educational technology specialist position, Bring Your Own Device program for middle school students, including an auction fund a need for new technology every four years, and replacing outdated Activboards as needed. The gymnasium was completely remodeled with new bleachers, speakers, and side-padding for student safety. Our middle school, primary, and Moore Theater bathrooms were renovated, and two new adult bathrooms were created. We have been able to address the needs of students with ADHD and other focus issues by providing adjustable standing desks in all classrooms for grades fifth through eighth.

Accomplishments:

- Modernizing and upgrading new bathrooms the past two years in the middle school and primary wings of the building. Our middle school and theatre bathrooms were renovated with two individual bathrooms for adults and a water fill bottle station.
- Upgrading and modernizing technology.
  - We have enhanced our technology by creating an educational technology specialist position, bring your own device program for middle school students, including an auction fund a need for new technology every four years, and replacing outdated Activboards as needed. We utilize SLE 2.2 (use inquiry and analysis) and SLE 2.4 (practice effective organization and study habits) to enhance our student experience relating to technology.

  - New School Website- Revamping our school website to modernize and updating it to be more user friendly. Providing links to teacher webpages, social media outlets, student accounts, and daily school updates.

- Kitchen Remodel-The new kitchen remodel has brought a new hot lunch program that provides lunches to over 250 students and 50 staff members daily.

- Full day Pre-Kindergarten- 2019-20 we have become a fully licensed Pre-K full day program. We are looking to provide a 2nd Pre-K classroom for the 2020-21 year.
- We have enhanced our math program by providing in the 2020-21 year a Geometry class for our incoming 8th graders.
- Gym Remodel- The gymnasium was completely remodeled with new bleachers, speakers, and side-padding for student safety.
- Capital Reserves- We have been able through our capital reserves to purchase standing desks for the 4th and 8th grade classrooms.

Goals:
- Within a limited timeframe, reach the archdiocesan standard for having at least 90 days of reserve funds.

Evidence:
- BYOD Agreement Form
- School Budget
- Title IIA Monies
- Strategic Plan
- Annual Fund Report
- Endowment Fund

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CHAPTER 4
Action Plan

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. Because each section was completed by a specific committee, there may be some redundancy in both the Significant Accomplishments and the Significant Goals. The following lists include 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 writing.

SIGNIFICANT ACCOMPLISHMENTS
- Using ACRE scores since our last accreditation.
- Sacramental preparation back in school.
- For parents we use From the Heart, email, and social media to send prayers, resources for spiritual growth during the Liturgical seasons and thought-provoking Catholic ideas.
- Resources and pamphlets in school entry way for parents.
- Parents and students together with service opportunities including homeless meals provided by parents in the month of November.
- Sacred Heart's Peacemaker celebration encourages students to be living in a virtuous way.
- Students are fully involved in the weekly school masses and are given opportunities for involvement in the weekend masses.
- The ARC program allows students who need remedial academic support to gain the executive skills needed to succeed in school and life.
- Expansion of the Academic Resource Class and Materials Management program to more effectively support students with academic and organizational challenges.
- Adoption of a new religion curriculum in grades 2-8.
- Inviting NET Ministries to lead annual retreats for our students in sixth through eighth grades.
- Upgrading educational technology and technology education, including the addition of an educational technology specialist.
- Adopting MAP testing three times per year to better assess student growth goals.
- Improved assessment of student learning in the area of Catholic religion across all grades.
- Improved support for high achieving students, especially those who are experiencing low growth.
- Improved character education with increased coordination across grades.

- In 2017 to 2018, fifth and eighth grade students have shown an increase in moral formation and morality according to ACRE test scores.
- Through adoption of NGSS in science, all grades had average RIT scores above the national average.
- Smoother transition from elementary to middle school math after adopting Singapore pathways.
- Additional support programs like ARC for middle school and reading support for elementary.
- Standards-based report card in kindergarten through fifth grade.
- Introduction of Faith and Life Series in religion courses third through eighth grade.
- Technology in the Middle School as electives and in the homeroom curriculum.
- Revamping of reading specialist position in the elementary school and ARC support in middle school.
- Integrating SLE language in various ways in the different grades
  - Posters
  - Student self-reflections
  - Digital portfolio
  - 8th Grade ROPE presentations
  - Report Card Comments use SLE language and cite specific SLE
  - Attach SLE standards to assignments
  - Reference SLE objective with daily learning objectives
- Every year we are focused on some catholic aspect that we model and integrate into our prayer projects, and family/faculty meetings.
  - All staff and parish are level one certified in the Catechist training. This has a positive impact on our school, community, and faith formation.
  - We teach virtues and acknowledge students who have modeled those virtues and then recognize them through peacemaker ceremonies and service projects.
  - All students participate in a class lead mass at least once a year.
- In the year 2014-2016, staff were trained in the Gurian methodology.
  - Integrated movement in the classrooms.
  - Gender specific classrooms such as 4th grade science and religion. Some gender-based homerooms and PE in middle school.
  - A few standing desks in various classrooms
- Integrating more frequent and varied uses of formative assessment
  - Staff development time was dedicated to new methodology and strategies.
  - Integrating more feedback to students, helping them in their learning. (research based)
- Integrating technology into the teaching and learning process.
  - Auction Fund-A Need.
  - Adding educational technology classes as well as technology professionals.
  - Digital portfolios for k-8 students, providing a collection of learning development.
  - Adding Learning.com to the technology curriculum.
- Technology standards added to the report card.
- Service Opportunities within the School, Parish, and Community that incorporate all grade levels.

- Differentiated learning supported through curricular scaffolding and individualized intervention.
- Cocurricular Activities that promote and develop whole brain learning.
- Health and Safety Procedures schoolwide as well as yearly staff training.
- School Counselor supporting social and emotional health.
- Long term technology plan integrated into all classes with staff support for teachers.
- Modernizing and upgrading new bathrooms the past two years in the middle school and primary wings of the building. Our middle school and theatre bathrooms were renovated with two individual bathrooms for adults and a water fill bottle station.
- Upgrading and modernizing technology.
  - We have enhanced our technology by creating an educational technology specialist position, bring your own device program for middle school students, including an auction fund a need for new technology every four years, and replacing outdated Activboards as needed. We utilize SLE 2.2 (use inquiry and analysis) and SLE 2.4 (practice effective organization and study habits) to enhance our student experience relating to technology.
  - New School Website- Revamping our school website to modernize and updating it to be more user friendly. Providing links to teacher webpages, social media outlets, student accounts, and daily school updates.
- Kitchen Remodel-The new kitchen remodel has brought a new hot lunch program that provides lunches to over 250 students and 50 staff members daily.
- Full day Pre-Kindergarten- 2019-20 we have become a fully licensed Pre-K full day program. We are looking to provide a 2nd Pre-K classroom for the 2020-21 year.
- We have enhanced our math program by providing in the 2020-21 year a Geometry class for our incoming 8th graders.
- Gym Remodel- The gymnasium was completely remodeled with new bleachers, speakers, and side-padding for student safety.
- Capital Reserves- We have been able through our capital reserves to purchase standing desks for the 4th and 8th grade classrooms

SIGNIFICANT GOALS
- Better support and connection between parish and school to improve faith formation and to provide increased prayer opportunities for the parents.
- Find a way to gather data for Religion growth other than ACRE scores alone.
- Find strategies to meet the needs of High-Achieving, Low-Growth students, as identified with the MAP Data.
- Growth in 8th grade with prayer (domain 4) and 5th grade with missionary spirit (domain 6) according to ACRE data.
- Address how to challenge our high achievement, low growth students in all four content areas (i.e. differentiation strategies)
- With the ACRE only administered in grades 5 and 8, identify other resources for assessing our students' growth over time in the area of religion.

- Additional classroom device access for grades three through five to fully meet technology SLEs.
- Broaden the math specialist's support of students who are struggling in math.
- Continue to develop and align age-appropriate strategies and rubrics for instruction of the SLEs.
- Find programs and curriculum pathways and secure professional development to support growth of students in the high achievement/low growth quartile across grade levels/subjects.
- All religion teachers are certified in the new catechist program by the next accreditation.
- Utilize support programs to advance low growth and low achievement students.
- Utilize support programs to advance low growth and high achievement students.
- Refine long term technology plan that directly supports digital learning schoolwide.
- Provide families opportunities to be more involved in faith formation and service activities.
- Within a limited timeframe, reach the archdiocesan standard for having at least 90 days of reserve funds.
- Vertically align grammar curriculum.
- Evaluate and align current grammar curriculum or adopt an aligned curriculum for grammar instruction.
- Increase overall growth in Language Arts as measured by MAP.
  Continuing to expand the use of the SLEs in communication with parents and students (e.g., report cards, student-led conferences, Spartan Superstar Awards, Peacemaker Awards)
  Continued collaboration with the parish to encourage participation in the liturgical life of the parish

The Leadership Team and staff of SHS identified the following Critical Goals for development in the Action Plan.

CRITICAL GOALS
The first Critical Goal is to provide increased academic differentiation and support for students identified as high achievement <u>and</u> low growth from MAP data. Accomplishing this goal will lead to increased achievement for a currently underserved portion of our student population. Teachers need tools and strategies to assist them in providing greater learning opportunities for high-achieving students.

The second Critical Goal is to increase schoolwide digital literacy. While we have increased the use and availability of technology for students, we recognize the need for a comprehensive and vertically aligned technology curriculum to promote digital literacy.

The third Critical Goal is to bring all students to grade-level mastery in grammar skills, as defined by the Common Core Standards. Through a clear, complete, and vertically aligned grammar curriculum, our students will reach appropriate mastery at each grade level. Teachers

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will have a clear understanding of what should be taught, as well as a clear understanding of where students are entering each grade. With a completely aligned PreK-8 curriculum, students will have the essential building blocks in grammar to develop more fully as writers.

The fourth Critical Goal is to develop a comprehensive PreK-8th grade character development program to ensure that all students are becoming true servant leaders. This will ensure that all students are learning and living SHS's Student Learning Expectations (SLEs).

The fifth Critical Goal is to develop schoolwide common assessments for religion in order to improve vertical alignment and student learning.

Improving Student Learning for Catholic Schools

Appendix F-1
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #1: (from Chapter 3-F) **Provide increased academic differentiation and support for students identified as high achievement <u>and</u> low growth from MAP data.**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will lead to increased achievement for a currently underserved portion of our student population.

Alignment with mission, philosophy, SLEs: This goal is aligned with our SLEs "An Engaged Learner who works toward personal excellence" and "An Empowered Individual who sets and achieves personal goals." It also aligns with the commitment in our Mission and Vision statements to provide all our students with an "excellent education."

Strategy #1	**Increase staff knowledge and understanding of strategies to support high-achieving learners in order to better support their growth**
Activity #1	**Provide professional development for all staff on best practices in teaching high-achieving students**
Cost or Resources & Sources	**Professional development workshops for the entire staff as well as teachers of individual subjects and support staff will require the targeted use of funding from the school budget and Title IIA federal funding**
Person(s) Responsible For Implementation	**Vice Principal, Principal, GRACE Teacher Leaders**
Process For Monitoring	**Review of annual professional development calendar**
Baseline Assessment	**MAP assessments, Professional Development Calendar**
Ongoing Assessment	**MAP assessments review three times per year, annual professional development review, three times per year staff peer observations**
Timeline Start/Stop	**Start April 2020, Stop September 2021**
Process for	**Communication on progress will take place through the *From the Heart* newsletter, as**

Communicating to Shareholders	well as the School and Parish Annual Report, and at a presentation at Back to School Night, student-led conferences in November 2021

Improving Student Learning for Catholic Schools

Appendix F-1
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #1: (from Chapter 3-F) **Provide Increased Academic Differentiation and Support for Students Identified as High Achieving <u>and</u> Low Growth from MAP Data**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will lead to increased achievement for a currently underserved portion of our student population.

Alignment with mission, philosophy, SLEs: This goal is aligned with our SLEs "An Engaged Learner who works toward personal excellence" and "An Empowered Individual who sets and achieves personal goals". It also aligns with the commitment in our Mission and Vision statements to provide all our students with an "excellent education."

Strategy #2 (add strategies as needed)	Increase support for high achieving students through school programs and curriculum
Activity # 1	Identify and create, adopt, or expand school programs to support high-achieving students
Cost or Resources & Sources	The costs of new or expanded programs and curriculum are not entirely known at this point. The school will identify these programs and curriculum during the planned professional development. Costs will be supported from the school budget.
Person(s) Responsible For Implementation	Principal, Vice Principal, Math and Reading Specialists, Department Chairs - math, language arts, science, social studies, technology, religion
Process For Monitoring	Review of this strategy will be an agenda item at all Staff and PLC meetings
Baseline Assessment	MAP assessments

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Ongoing Assessment	**MAP assessments, other classroom data shared at PLC meetings, three times per year staff peer observations**
Timeline Start/Stop	**Start June 2021, Stop August 2022**
Process for Communicating to Shareholders	**Communication on progress will take place through the *From the Heart* newsletter as well as the School and Parish Annual Report, and at a presentation at Back to School Night**

WCEA
Western Catholic Educational Association
Catholic Schools Accrediting Commission

Improving Student Learning for Catholic Schools

Appendix F-2
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   **School Code 1043**

Goal #2: (from Chapter 3-F) **Ensure schoolwide digital literacy**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will lead to increased achievement for all our students by giving them access to a variety of tools to increase the efficiency and effectiveness of their learning and work.

Alignment with mission, philosophy, SLEs: This goal is aligned with our "Engaged Learner" SLEs, "Works toward personal excellence," "uses inquiry and analysis," "shows creativity in his or her work," and "practices effective organization and study habits."

Strategy #1	**Develop a school-wide digital literacy curriculum map**
Activity #1	**Create a committee of teachers, administrators, and parents to review all current technology education at SHS and create a curriculum map to ensure comprehensive and spiraled instruction, to identify consistent schoolwide assessment for digital literacy, and necessary professional development for all staff**
Cost or Resources & Sources	**Very limited for curriculum mapping other than the time of committee members; assessment professional development costs are unknown until identified; the school's budget and Title IIA funds should be adequate to meet these needs**
Person(s) Responsible For Implementation	**Principal, Educational Technology Specialist, Technology Committee**
Process For Monitoring	**Monthly progress reports**
Baseline Assessment	**Current educational technology classes and curriculum**
Ongoing Assessment	**Monthly committee reports**
Timeline Start/Stop	**Start April 2020, Stop September 2021**

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Process for Communicating to Shareholders	Communication on progress will take place through the *From the Heart* newsletter, as well as the School and Parish Annual Report, and at a presentation at Back to School Night, student-led conferences in November 2021

Appendix F-2
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #2: (from Chapter 3-F) **Ensure schoolwide digital literacy**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will lead to increased achievement for all our students by giving them access to a variety of tools to increase the efficiency and effectiveness of their learning and work.

Alignment with mission, philosophy, SLEs: This goal is aligned with our "Engaged Learner" SLEs, "Works toward personal excellence," "uses inquiry and analysis," "shows creativity in his or her work," and "practices effective organization and study habits."

Strategy #1	Ensure that all staff are able to support students in mastering the necessary skills in digital literacy
Activity #1	Identify necessary professional development for the entire staff and individuals in order for them to support the students in mastering the necessary digital literacy skills
Cost or Resources & Sources	Uknown costs until the professional development needs are identified by the committee that will be overseeing the curriculum mapping process
Person(s) Responsible For Implementation	Principal, Educational Technology Specialist, Technology Committee
Process For Monitoring	Monthly progress reports at staff meetings
Baseline Assessment	Current professional development records

Ongoing Assessment	Monthly committee reports at staff meetings
Timeline Start/Stop	Start August 2021, Stop September 2023 (may be ongoing for new staff)
Process for Communicating to Shareholders	Communication on progress will take place through the *From the Heart* newsletter, as well as the School and Parish Annual Report, and at a presentation at Back to School Night, student-led conferences in November 2021

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Improving Student Learning for Catholic Schools

Appendix F-3
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #3: (<u>from In-Depth Study</u>) Bring all students to grade-level mastery in grammar skills, as defined by the Common Core Standards

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?) **Through a clear and complete, vertically aligned grammar curriculum, our students will reach appropriate mastery at each grade. Teachers will have a clear understanding of what should be taught, as well as a clear understanding of where students are entering each grade. With a completely aligned PreK-8 curriculum, students will have the essential building blocks in grammar to develop more fully as writers.**

Alignment with mission, philosophy, SLEs: This goal aligns with Sacred Heart's SLE "An Effective Communicator who clearly conveys ideas in written and oral forms." Both our Mission and Vision promote "academic excellence."

Strategy #1	Review options for a vertically aligned Pk-8th grade grammar curriculum
Activity #1	Create committee to research options for vertically aligned grammar curriculum; either purchasing an existing program or creating a way to align our current programs
Cost or Resources & Sources	Unknown costs; very limited if SHS decides to design its own alignment program but there could be a significant one-time cost if the school decides to purchase an existing curriculum for all grades; funding will come from the school budget; time dedicated to committee work
Person(s) Responsible For Implementation	Vice Principal, committee members
Process For Monitoring	Monthly reports at staff meetings of progress
Baseline Assessment	Current grammar programs and MAP assessments data
Ongoing Assessment	Monthly reports, MAP data
Timeline Start/Stop	Start - March 2020, Stop – March 2021

Process for Communicating to Shareholders	Monthly reports at staff meetings, *From the Heart* newsletter, Back to School Night report

Improving Student Learning for Catholic Schools

Appendix F-3
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #3: (<u>from In-Depth Study</u>) Bring all students to grade-level mastery in grammar skills, as defined by the Common Core Standards

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)
Through a clear and complete, vertically aligned grammar curriculum, our students will reach appropriate mastery at each grade. Teachers will have a clear understanding of what should be taught, as well as a clear understanding of where students are entering each grade. With a completely aligned PreK-8 curriculum, students will have the essential building blocks in grammar to develop more fully as writers.

Alignment with mission, philosophy, SLEs: This goal aligns with Sacred Heart's SLE "An Effective Communicator who clearly conveys ideas in written and oral forms." Both our Mission and Vision promote "academic excellence."

Strategy #2 (add strategies as needed)	Increased focus by staff on teaching and assessing grammar skills
Activity # 1	Create common plan for approaching grammar instruction for all staff in grades, Pk-8th, including common language to discuss grammar and dedicated time in all grade band PLCs for review of grammar instruction
Cost or Resources & Sources	Limited cost
Person(s) Responsible For Implementation	Principal, Vice Principal, GRACE Teacher leaders
Process For	PLC meeting minutes

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Monitoring	
Baseline Assessment	Current approach to grammar instruction
Ongoing Assessment	PLC meeting minutes, MAP data, reports from Pk-1st grades on grammar
Timeline Start/Stop	Start- August 2021, Stop – Ongoing
Process for Communicating to Shareholders	PLC meetings, Staff meeting reports, *From the Heart* newsletter

Improving Student Learning for Catholic Schools

Appendix F-3
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #3: (from In-Depth Study) Bring all students to grade-level mastery in grammar skills, as defined by the Common Core Standards

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)
Through a clear and complete, vertically aligned grammar curriculum, our students will reach appropriate mastery at each grade. Teachers will have a clear understanding of what should be taught, as well as a clear understanding of where students are entering each grade. With a completely aligned PreK-8 curriculum, students will have the essential building blocks in grammar to develop more fully as writers.

Alignment with mission, philosophy, SLEs: This goal aligns with Sacred Heart's SLE "An Effective Communicator who clearly conveys ideas in written and oral forms." Both our Mission and Vision promote "academic excellence."

Strategy #2 (add strategies as needed)	Increased focus by staff on teaching and assessing grammar skills
Activity # 2	Professional development for staff in grammar instruction and curriculum as needed; may include both whole-staff and individual professional development
Cost or Resources &	Costs unknown but significant for professional development; to be paid from the school professional development budget and Title IIA federal funding

Sources	
Person(s) Responsible For Implementation	**Principal, Vice Principal, GRACE Teacher leaders**
Process For Monitoring	**Staff professional development records, regular reports at staff meetings, presentations by staff at staff meeting or PLC meetings about what they have learned**
Baseline Assessment	**Staff development records**
Ongoing Assessment	**Staff development records, MAP data, reports from Pk-1st grades on grammar**
Timeline Start/Stop	**Start- April 2021, Stop – June 2022 (ongoing for new staff)**
Process for Communicating to Shareholders	**Staff meeting reports, *From the Heart* newsletter, Parish and School Annual Report, Back to School Night report**

Improving Student Learning for Catholic Schools

Appendix F-4
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #4: (from Chapter 3-E) **Develop a Comprehensive PreK-8th Grade Character Development Program to Ensure That All Students are Becoming True Servant Leaders**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will ensure that all students are learning and living SHS's SLEs.

Alignment with mission, philosophy, SLEs:
Our school's Vision states, "Graduates of Sacred Heart are servant leaders," and our Mission states, "Sacred Heart School is a community of faith [and] service" along with "academic excellence."

Strategy #1	Thoroughly review SHS's current character development programs
Activity #1	Create committee to review current programs and report findings
Cost or Resources & Sources	Monetary cost will be very limited; some time will be required by school staff who serve on the committee
Person(s) Responsible For Implementation	Principal, Vice Principal, committee members
Process For Monitoring	Monthly reports at staff meetings until the committee's work is completed
Baseline Assessment	Current programs status
Ongoing Assessment	Monthly reports
Timeline Start/Stop	Start - March 2020, Stop – September 2020
Process for Communicating to Shareholders	Monthly report at staff meetings, *From the Heart* newsletter, school website

Improving Student Learning for Catholic Schools

Appendix F-4
Action Plan Template: Used for Every Action Plan

Action Plan for Sacred Heart School   School Code 1043

Goal #4: (from Chapter 3-E) **Develop a Comprehensive PreK-8th Grade Character Development Program to Ensure That All Students are Becoming True Servant Leaders**

Rationale for this Goal: (how will the accomplishment of this goal <u>increase student achievement</u>?)
Accomplishing this goal will ensure that all students are learning and living Sacred Heart School's SLEs.

Alignment with mission, philosophy, SLEs: This goal will align with our school's Vision "Graduates of Sacred Heart are servant leaders" and our Mission "Sacred Heart School is a community of faith [and] service" along with "academic excellence."

Strategy #2 (add strategies as needed)	Improve assessment of and reporting about student character development
Activity #1	After completion of character development programs review, develop additional ways for students, parents, and school staff to assess and report character development of students
Cost or Resources & Sources	Unknown, but we do not anticipate significant costs; some time will be required by those who serve on this committee
Person(s) Responsible For Implementation	Principal, Vice Principal, committee members
Process For Monitoring	Monthly reports at staff meeting
Baseline Assessment	Current assessments and reporting
Ongoing	Newly implemented assessments and reporting methods

Assessment	
Timeline Start/Stop	**Start - August 2020, Stop May 2021**
Process for Communicating to Shareholders	**Monthly reports at staff meetings, *From the Heart* newsletter, September 2021 Back to School Night report, student-led conferences in November 2021**

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

Sacred Heart School has the capacity to implement and monitor the Action Plan. The school was able to accomplish its prior goals, with one partial exception. Accomplishing these goals has had an important and lasting impact on student learning and achievement.

The one goal that was not fully accomplished is related to parent faith and prayer development. Over the past six years the school has offered a variety of programs and activities in conjunction with the parish to support the school's parents in growing their knowledge and practice of the Catholic faith. These programs have met with limited success. We offered a variety of different programs and prayer opportunities (e.g., Catholic theology basics video series, Bible studies, rosary groups, adoration) and different times of the day. Typically, only a few parents showed up to participate. Efforts to establish a continuing program have been hampered by the turnover in parish personnel, with whom the school has collaborated in these efforts. The two initiatives in this area that have been established are the inclusion of a weekly reflection on the upcoming Sunday's Gospel in the *From the Heart* newsletter. This reflection is written by a school parent. The school sponsors a monthly student-led 11 a.m. Mass. Each grade, Kindergarten through eighth, takes a turn leading one of these Masses. There are also a few weekends during the school year at which students who are participating in CYO sports and scouting receive a special blessing at one of the three Masses that weekend. These special Masses are intended to encourage greater family participation in weekend Masses.

Sacred Heart School is blessed with a large, talented staff and many active parent volunteers. The school has the personnel to successfully implement more than one part of the Action Plan simultaneously and provide continuity once it is put into place. Sacred Heart School also has the financial resources currently to implement the Action Plan through its operating budget, Title IIA funds, and auction Fund-a-Needs (if necessary).

One important advantage to our Action Plan is that all the goals require even greater collaboration among the staff. The involvement of the PLCs in the implementation and monitoring of the Action Plan means that all instructional staff and administration will be regularly engaged in assessing the school's progress in achieving the goals. Greater collaboration also benefits student learning as teachers interact to share best practices and report on student response to the interventions that have been implemented. With so many people involved in carrying out the Action Plan, communication to the larger community will be more consistent and effective. The school has certainly found that word-of-mouth communication about its programs and activities is often the most effective and lasting way of reaching all shareholders.

The school staff is eager to begin work on the Action Plan. So eager, in fact, that they wanted to include four goals in the Action Plan instead of three in order to ensure that we are able to get to work on them all as quickly as possible. The process of writing the self-study has involved the entire staff (teachers, instructional aides, administrators, and support staff). The school has learned from this self-study process the benefits of working together collaboratively and the important contributions that all staff members are able to make to improving the school. Staff members have shared that they have learned very much about the great things happening in other parts of the school in which they are not regularly involved.

Evidence

- Previous Self Study
- Previous *Report of Findings*
- Previous Action Plan
- Progress Reports

In-Depth Study

An In-Depth Study in English Language Arts

By:

1043 Sacred Heart School

9450 NE 14th St.

Clyde Hill, WA 98004

Continuous School Improvement Focused on High Achievement of All Students

2020

Preface

After reviewing schoolwide data for the Measures of Academic of Progress (MAP) tests, it was decided that the writing pillar of our English Language Arts (ELA) program would be the area of focus for our in-depth study. In the last five years, all grades have transitioned to a new Language Arts (writing) curriculum: K-3 uses *Journeys*, 4th uses Lucy Calkins, and 5-8 uses *Step Up to Writing*. Both before and during this transition, gaps in curriculum continue to be identified. Through this study, we hope to further identify gaps, accomplishments, and goals for improvement. Reading, listening, speaking, and spelling will be addressed when applicable to writing and grammar.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

Sacred Heart School (SHS) began using MAP assessments in the 2016-2017 school year after three years of the Iowa Test of Basic Skills (ITBS) test. Since the ITBS assesses different skills than the MAP, the results are not comparable. Therefore, for the purpose of this study, we will analyze trends in the standardized MAP scores as well as information gathered from teachers on their writing instruction and student work. MAP scores are most relevant to our needs. This data was particularly useful in the decision to focus on writing and grammar programs.

MAP Achievement by Instructional Goal Area / Content Strand

Test Name	Goal1	Goal Area Name
Growth: Language 2-12 CCSS 2010 V2	1	Writing: Write, Revise Texts for Purpose and Audience
	2	Language: Understand, Edit for Grammar, Usage
	3	Language: Understand, Edit for Mechanics
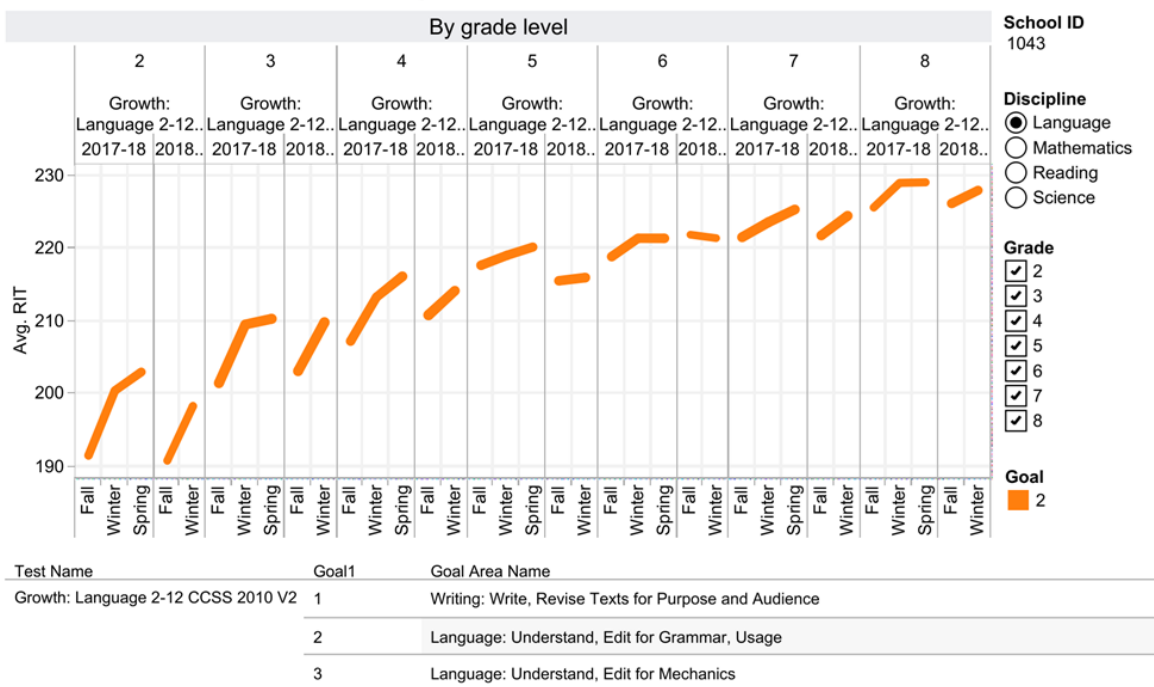
SHS students are in their 3rd year of MAP testing, beginning this test in Fall 2016 in 2nd-8th grade. Through a review of our Language MAP tests, we noticed a trend across grade levels that students were generally scoring lower and making less growth on the Language tests than in other subject areas. We then looked at the curriculum and classroom assessments being used for writing in K-8th grade. We identified a need to update our ELA curriculum and made changes within grade bands. Kindergarten through 2nd grade use *Journeys* for reading, writing, and grammar. 6th-8th grade began using *Step Up to Writing* in 2018-2019, 5th grade adopted it in 2018-2019, and then 3rd–4th grade began using the same curriculum in 2019-2020. Also, in the 2019-2020 school year, we bought the IXL Language Arts online practice program to be more vertically aligned.

Looking at our MAP data, we identified some positive trends as well as areas for further attention. SHS students consistently score higher than the Archdiocesan and National averages. We do not, however, see consistent growth over time. The tables below summarize Mean RIT scores and observed growth from 2016-2019 for a sample group of grades: The class of 2023, the class of 2021, and the class of 2019. While we have consistent testing data in 2nd-8th grade, K-1st does not take the MAP test. We therefore have no consistent data from K-8 and have identified further need for consistency and assessment from Kindergarten through 8th grade.

Class of 2023	Fall Mean RIT	Observed Growth
2016-2017 (2nd Grade)	186.6	12.8
2017-2018 (3rd Grade)	200.7	10.1
2018-2019 (4th Grade)	209.5	5.6

Class of 2021	Fall Mean RIT	Observed Growth
2016-2017 (4th Grade)	211.5	5.7
2017-2018 (5th Grade)	218.1	2.1
2018-2019 (6th Grade)	222.0	2.9

Class of 2019	Fall Mean RIT	Observed Growth
2016-2017 (6th Grade)	219.5	-0.4
2017-2018 (7th Grade)	222.5	3.5
2018-2019 (8th Grade)	226.7	1.9

*The above charts are taken from the MAP Student Growth Summary Report in Language (Fall 2016 - Spring 2017, Fall 2017 - Spring 2018, Fall 2018 – Spring 2019)

Language MAP data was further disaggregated by grade band and by achievement over three years, focusing on Language growth over time. Several trends found are as follows:

- On average, students demonstrate growth in mean RIT score from grade to grade
- In most grades, overall student growth decreases from grade to grade

Staff development time is dedicated to analyzing MAP data after each testing window. Teachers in each grade band have begun discussing and sharing writing samples and rubrics at grade band Professional Learning Community (PLC) meetings, with the goal of identifying writing proficiency at each grade level. Two staff meetings in 2018-2019 were dedicated to analyzing the overall K-8 scope and sequence for writing, identifying areas of strength as well as gaps in writing expectations and assignments. Lastly, we surveyed teachers to gather anecdotal data on writing expectations, rubrics, and supplemental curriculum used to teach writing and grammar in

order to create a full vision of our writing and grammar instruction and assessment. We found that while all grade levels dedicate instructional minutes for language arts that are within the range of those recommended by the archdiocese, grammar content is not consistent. Specifically, the supplemental curriculum does not purposefully spiral in each grade level.

SHS teaches to the Common Core State Standards (CCSS). The *Journeys* curriculum (K-2) and *Step Up to Writing* curriculum (3-8) are CCSS-aligned. Our teachers use the lessons and assessments that come with these curricula for writing. We currently use MAP data for standardized ELA data, which is also CCSS-aligned. Grammar assessment varies based on grade level. Many teachers look at capitalization, punctuation, and spelling when grading writing using a rubric, but do not necessarily assess explicit grammar standards. As part of standards-based grading in K-5, many report cards include "Uses appropriate punctuation, capitalization, and spelling for each grade level." Teachers use a variety of grammar assessments from various supplemental sources, which do assess CCSS. Grades 5-8 use Wordly Wise to explicitly teach and assess vocabulary. This program is working well, and we see no need to adjust now. More details about the connection between assessment and standards are provided in Task 2.

One of our biggest accomplishments was adopting the *Step Up to Writing* program for grades 5-8 in the 2018-2019 school year and adding grades 3-4 in 2019-2020. This program has provided practical lesson plans, teaching tools, assessments, and rubrics that clearly connect and build upon previous grades. We look forward to seeing how students move through future grades having this "common language" for writing instruction. We plan to track growth in grammar success for two years and then revisit the potential for implementation in K-2.

Another accomplishment has been dedicating specific time to collaborate with other LA teachers. In the 2018-2019 school year, we had five staff meetings (T1-T2) specifically dedicated to reviewing MAP data and vertical and horizontal alignment. This was in addition to one meeting (T1-T2) within our grade-band PLCs in which we specifically discussed instructional methods and standards-alignment. In the 2019-2020 school year, our biweekly PLC meetings are specifically focused on vertical alignment with SMART goals for writing instruction. During these meetings, we review student work samples throughout the year to monitor and adjust instructional interventions.

As a result of these findings, we created a goal to establish an explicit K-8 grammar curriculum, including consistent forms of assessment. In Fall 2019, grades 5-8 implemented the IXL grammar online program, which allows individual student practice and assessment. However, we are still in need of accompanying lessons. To accomplish this, we could first research to see if an effective program already exists. Another strategy could be to research curriculum within grade-level teams and then compare to make sure we are vertically aligned. Then we would dedicate time in our PLCs during the year to regularly review our progress with instruction and assessments.

Secondly, our students would benefit from common instructional terminology and strategies in a more consistent K-8 writing curriculum. We could accomplish this by revisiting the effectiveness of the curriculum in each grade and looking at how to either eliminate the gap or bridge the gap

between different programs. We could also create a template for curriculum maps that would ensure more vertical alignment.

TASK 2 – USING CURRICULUM STANDARDS

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

This year's in-depth study is aimed at ensuring all students display a mastery of grade-level specific writing standards in addition to making measurable personal growth. We will achieve this through targeted direct instruction and clear, well-developed lesson plans. Students will be provided with common rubrics that make expectations clear. At SHS, we work extensively with students on mastery of grade-level expectations through extension activities, remediation, and instructional support. Remediation is provided to those students who have not yet mastered grade-level standards or who are below the national norms on standardized testing. Teachers have developed common rubrics to assess grade-level mastery in writing. Students are provided with these common rubrics to guide their learning.

Our goal in measuring acceptable progress I that students reach grade-level proficiency by the end of the school year. By grade level, we have defined proficiency through standards-based reporting in the primary and intermediate grades, common rubrics in the intermediate and middle grades, common core standards, grade-level expectations, and MAP data. For example, in 1st grade, students have made acceptable progress towards writing by adapting their common rubrics to show the drafting process from teacher-generated instruction to student generated drafts. Teachers at the beginning of the year must demonstrate that capital letters start a sentence and punctuation ends the sentence. By the end of the year, students do not require teacher generated instruction for this skill. This year, the PreK – 2nd grade PLC team has created a "Five-Star Rubric" to assess this skill across the grades. This addresses standards like SLE 3.2 Clearly Conveys Ideas in Written and Oral Forms and Common Core standards for writing.

As a second example, 4th grade demonstrate acceptable progress by learning paragraph structure at the start of the year through explicit teaching and modeling of a topic sentence, concrete details, commentary, and a closing sentence. After providing students with structure in grammar, usage, and conventions, students should be able to write a paragraph following the correct structure without teacher prompting and be able to produce their own sentence starters for each part of the paragraph without teacher modeling by the end of the year.

Seventh grade continues to build off the structure and successes of previous grades, extending and further analyzing written and oral material to create long and well-crafted paragraphs and essays. The focus is on more elaborate style structures and literary devices with an emphasis on literary analysis. Students generate their own themes and are taught how to properly paraphrase

evidence sources, research material using MLA format, and use informational text to further support their writing. Students build off prior knowledge of grammar to create appropriate, grade-level sentences. Students continue grow in the areas of grammar use through daily, dedicated grammar instruction, grammar quizzes, and grammar tests. Students demonstrate progress in writing by developing writing pieces which demonstrate organization of thoughts, continuity of ideas, consistency in verbal tenses, and proper use of conventions in writing.

Each teacher is responsible for creating, maintaining, and updating curriculum maps annually. These subject-level curriculum maps contain Student Learning Expectations, Grade Level Expectations, and Common Core Standards. The purpose of curriculum maps is to ensure that standards are being met and that there are no gaps in student knowledge. These were carefully developed to be used as a scope and sequence guide for each subject area so that anyone could step into a classroom and instruct students.

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.

After our last accreditation, we adopted new reading curriculum in grades K-3 and recognized a need for more direct instruction in writing and grammar at all grade levels. The teachers worked together in grade-level bands to find, evaluate, and choose a curriculum they found beneficial. Grades K-3 replaced LEAD 21 with *Journeys* for reading, which includes integrated grammar and writing instruction. In 4th-5th grades, the teachers adopted Lucy Calkins Writer Units of Study for use as the primary reading resource. We began using *Step Up to Writing* in 5th-8th grades in 2018-19 to help bridge the gap from intermediate to middle school. Through the self-study process, we recognized that each grade band adopted different programs to meet the needs of their students. Uniformity of curriculum, such as using the same terminology for writing, would be helpful for continuity of instruction. At the start of the 2019-20 school year, *Step Up to Writing* was adopted from 3rd grade to 8th grade, allowing greater vertical alignment in writing. As *Step Up to Writing* does not contain explicit grammar instruction, teachers continue use a variety of resources to teach grammar.

These programs work with best practices for teaching writing by including some of the research-based practices that develop good writing. Teachers and students discuss writing assignments, expectations, and show examples of effective writing, students draft, revise, and evaluate their own work, teachers identify patterns of errors, and showcase exemplars in the classroom. Our intention in adopting new programs was to help address three goal areas, as identified in our MAP data. These goal areas are: 1. writing and revising for purpose and audience, 2. editing for grammar and usage, and 3. editing for mechanics. Over the last two years, K-3 teachers have attended trainings for *Journeys* and 3rd-8th for *Step Up to Writing*. In addition, the 4th grade teachers have researched curriculum and supplemental materials, and one attended the Lucy

Calkins Teacher College in July of 2019 and will lead staff development on what she learned in second trimester. These trainings have had direct impact on student success. One of the biggest impacts is the continuity in instruction across grade level-bands (i.e., K-3rd, 4th-5th, 6th-8th). Students in K-2 are taught a consistent, standards-based curriculum. Before, teachers cobbled together curriculum they felt was valuable but did not necessarily spiral skills or ideas up through the grades. *Journeys* purposely cycles through personal narrative, informational text, and opinion writing. Each week, there is a sub-focus on grammar skills. For example, in 1st grade students are taught to capitalize months and holidays and to write compound sentences. Before *Journeys,* students were unable to identify the subject or predicate of a sentence, and after the implementation of the curriculum, they can. This has impacted student mastery of grade-level skills and students' ability to self-correct their own writing.

Kindergarten and 1st grade do not have standardized test data, so their growth is based on teacher-created formative and summative assessments. For example, in 1st grade, there is a weekly spelling test which includes portions on writing and grammar. In tracking MAP data for the 2nd grade class in Fall of 2016, we see that their mean RIT was 186.6. The next year, that same class in 3rd grade had a mean RIT of 200.7, and in 4th grade mean RIT of 209.5, showing growth. However, their growth over time drops from a 12.8 RIT growth to 10.1 to 5.6. So, while they improved, their observed growth in Language declines over time.

In 3rd-5th grades, the length and number of writing assignments increases. Students are guided to follow a standard pattern of organization. This can be seen in a rigorous drafting process to brainstorm, draft, edit, and revise, then draft a final copy on the computer. The focus has been on teacher-created writing projects and topics, which teachers believe increases rigor in each grade. *Journeys* writing curriculum has not been utilized to the same degree in 3rd grade as it has in 1st and 2nd grade. In 3rd-5th grade, all students are taught three different types of writing: narrative, opinion, and expository. They write at least 1 major report each year in each grade. Students develop depth of writing by building on the foundation of the primary grades. Students do weekly writing responses including Paragraph of the Week and Letter Responses to Literature. This leads to instruction beyond organization, including direct instruction on word choice. Fourth grade specifically uses writer's workshop to do mini lessons on one specific skill and then students write to that skill for the weekly writing assignment. Similarly, as with grammar, however, there were a variety of instructional tools being used in 3rd-5th grades, but nothing as consistent as in the *Journeys* program. Tracking the 3rd grade MAP data in Fall of 2016, we noticed a mean RIT of 197.6. In 4th grade this same class scored a mean RIT of 208.8. In the 5th grade they scored a mean RIT of 214.8. Again, this shows growth over time, but their overall observed growth was 11.3 in 3rd grade, 6.5 in 4th grade, and in 5th grade was 3.6. So, again, students showed growth but at decreasing levels over time.

In 5th-8th grades, students are instructed on organization, content and ideas, style choices, and grammar usage and conventions using the *Step Up to Writing* curriculum. Teachers found students were not able to identify the purpose of a topic sentence in a paragraph or the need for more explanation in paragraphs. One of the most rewarding results of implementing *Step Up to Writing* is the increased organization in writing with clear ideas that support a topic sentence. After implementation, 7th graders are able to write clear topic sentences in their own writing and

identify them in their peers' writing. Similarly, they can quickly identify the need for additional explanation of key ideas in a paragraph using the program's color-coding system. Currently, grammar instruction consists primarily of Grammar Warm-Ups (a workbook) and some Daily Oral Language sentence correcting, but teachers struggle to find a consistent knowledge base in the students so that they can build up to grade-level standards. Tracking the 5th grade MAP mean RIT score in Fall of 2016, the 5th graders had a mean RIT of 213.9. In 6th grade they scored a mean RIT of 219.3, and in 7th grade they had a 223.5. Again, this shows that they learned, but the overall observed growth went from 3.7 in 5th grade to 2.8 in 6th grade and 3.0 in 7th grade. In some years, overall growth was a negative number including 2016 6th grade (-0.4) and 8th grade (-1.0). This shows to use that we need to increase opportunities for rigorous instruction in language and grammar.

We integrate faith formation through our writing projects and prompts. Some examples would be Saint Reports in 3rd grade in connection to All Saint's Day, which are displayed in the primary wing hallway. Fifth grade writes about "What would a typical day be like for the Holy Family?" involving research of meals and daily life during Biblical times. In 7th grade, students examine the history of Washington state through the eyes of social justice, expanding on the idea of Catholic Identity. The 7th graders also research the Catholic missionary work of Blanchet, Demers, and De Smet, and write a research-based Lincoln-Douglas debate on the Whitman Massacre. Our 8th graders complete a Right of Passage Experience (ROPE) project where they focus on 2 Student Learning Expectations (SLE) in which they have grown during their years at Sacred Heart.

Accomplishments:
- New curriculum for writing and continuity through the grades
- Consistent terminology for writing

Goals:
- Vertically align grammar curriculum.
- Evaluate and align current grammar curriculum or adopt an aligned curriculum for grammar instruction.
- Increase overall growth in Language Arts as measured by MAP.

Student Growth Summary Report

GROWTH   **Aggregate by School**

Term:	Spring 2016-2017
District:	Archdiocese of Seattle

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2016 - Spring 2017
Weeks of Instruction:	Start - 2 (Fall 2016)
	End - 30 (Spring 2017)
Grouping:	None
Small Group Display:	No

Sacred Heart School, Bellevue

Language Usage

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2016			Spring 2017					School Norms			Student Norms			
Grade (Spring 2017)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	43	186.6	14.4	98	199.4	10.6	94	12.8	1.4	15.4	-1.02	15	43	24	56	51
3	37	197.6	12.0	93	208.9	9.7	93	11.3	1.1	10.6	0.32	63	37	25	68	66
4	48	211.5	9.5	99	217.3	8.1	97	5.7	0.9	7.6	-1.01	16	48	26	54	50
5	48	213.9	10.7	94	217.6	9.0	87	3.7	0.9	5.8	-1.26	10	48	24	50	46
6	52	219.5	8.9	94	219.1	11.5	75	-0.4	0.9	4.5	-2.74	1	52	18	35	37
7	40	221.8	9.2	92	225.0	9.4	89	3.2	1.1	3.6	-0.24	41	40	22	55	56
8	38	228.1	10.4	97	227.1	13.5	89	-1.0	1.3	3.0	-2.12	2	38	12	32	37

Language Usage

  nwea

Student Growth Summary Report

GROWTH   **Aggregate by School**

Term:	Spring 2017-2018
District:	Archdiocese of Seattle

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2017 - Spring 2018
Weeks of Instruction:	Start - 2 (Fall 2017)
	End - 32 (Spring 2018)
Grouping:	None
Small Group Display:	No

Sacred Heart School, Bellevue

Language Usage

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2017			Spring 2018					School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	40	192.0	13.0	99	202.3	9.1	97	10.2	1.3	15.7	-1.94	3	40	20	50	46
3	47	200.7	11.1	98	210.8	10.8	96	10.1	0.9	10.6	-0.23	41	47	31	66	56
4	44	208.8	9.0	96	215.3	8.9	93	6.5	1.0	8.0	-0.78	22	44	20	45	45
5	44	218.1	7.7	99	220.2	9.0	94	2.1	0.9	5.8	-2.05	2	44	18	41	38
6	45	219.3	8.2	94	222.1	8.4	88	2.8	0.8	4.7	-0.97	16	45	20	44	46
7	46	222.5	8.8	94	226.0	10.9	92	3.5	0.7	3.7	-0.12	45	46	29	63	53
8	38	226.9	7.7	95	230.8	10.1	96	3.9	1.0	3.2	0.36	64	38	23	61	61

Language Usage

  nwea

Western Catholic Educational Association
Catholic Schools Accrediting Commission

Aggregate by School

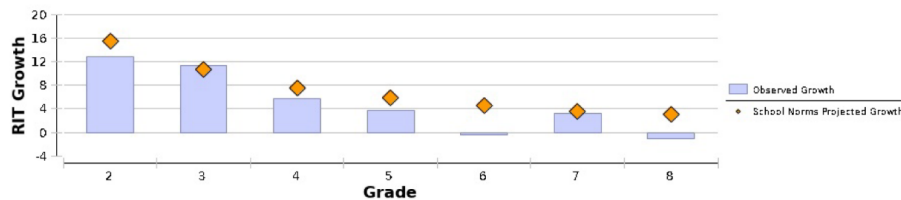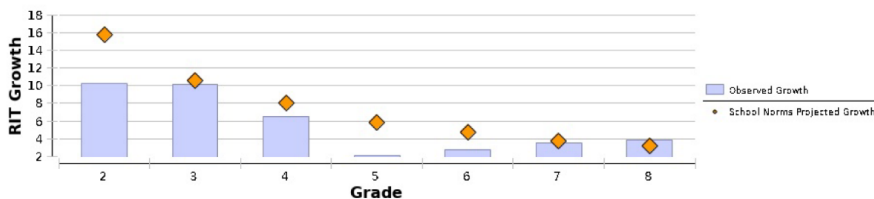|	
Term:	Spring 2018-2019
District:	Archdiocese of Seattle

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2018 - Spring 2019
Weeks of Instruction:	Start - 2 (Fall 2018)
	End - 32 (Spring 2019)
Grouping:	None
Small Group Display:	No

Sacred Heart School, Bellevue

Language Usage

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Spring 2019					School Norms			Student Norms			
Grade (Spring 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	37	189.8	14.6	99	198.4	12.8	90	8.6	1.4	15.8	-2.60	1	37	15	41	36
3	50	203.0	10.1	99	214.0	7.7	99	11.0	1.0	10.4	0.24	59	50	35	70	63
4	48	209.5	11.8	97	215.1	10.2	92	5.6	0.9	7.9	-1.24	11	48	20	42	45
5	48	214.8	8.4	96	218.3	7.9	89	3.6	0.9	6.0	-1.37	9	48	21	44	45
6	34	222.0	8.5	98	224.9	8.6	95	2.9	0.8	4.6	-0.87	19	34	19	56	56
7	47	223.5	7.3	95	226.5	7.9	93	3.0	0.8	3.7	-0.36	36	47	23	49	46
8	45	226.7	8.7	95	228.6	10.9	92	1.9	0.9	3.2	-0.62	27	45	22	49	48

Language Usage

Legend: Observed Growth · School Norms Projected Growth
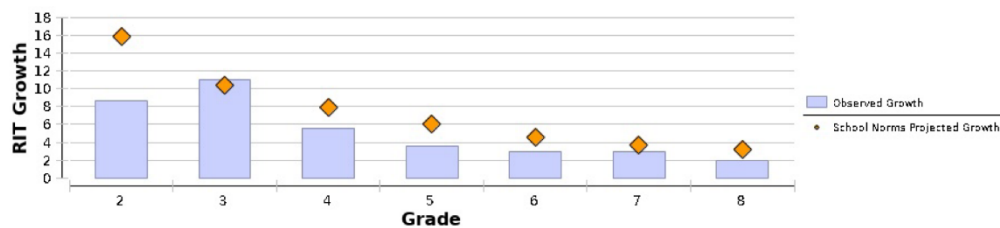
Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

TASK 4 – SUMMARY OF FINDINGS

One of Sacred Heart's most significant accomplishments is identifying and implementing a common writing curriculum in 3rd-8th grades. This allowed teachers to use common terminology and common assessments at each grade level, and to vertically align curriculum. In addition, PLC work is now focused on mastery of skills and working toward proficiency in writing standards. This is evidenced through clear organization using topic sentences, explanations, and closing sentences at all levels. As students advance, they can continue to develop skills mastered in 3rd and 4th grade. By 5th and 6th grades, students have acquired the basic skills and can add text evidence, sentence variety, and analysis of literature. By 7th and 8th grade, students can generate the themes about which they are writing, develop their unique voice, and think critically across texts while maintaining the organizational structure learned in previous grades.

WCEA Western Catholic Educational Association Catholic Schools Accrediting Commission

The dedication of time in our PLCs to vertical alignment is another accomplishment which has helped improve student learning. By allowing time for teachers to work in grade-level bands to identify grade-level proficiency, develop common rubrics, review student work, and share instructional strategies, teachers can have meaningful discussions about areas of success and struggles with student skill mastery. This has helped to identify proficient examples and more clearly explain those characteristics to the students, helping them to produce more consistent work and helping teachers assess student work more consistently.

By examining our school-wide writing instruction, we have become aware of the need for a consistent and vertical aligned grammar curriculum K-8. This realization has prompted teachers to review Common Core Standards to increase grammar instruction. This is our third significant accomplishment. Teachers in grades K-8 are using direct instruction in grammar, in some cases where grammar was not a focus before. Teachers are sharing useful lessons and tools in their PLCs; for example, 5th-8th teachers agreed to integrate IXL, a grammar website, to help differentiate and remediate grammar skills.

The goal that would have the most positive impact on student learning is implementing a systematic grammar curriculum that is vertically aligned.

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Appendices

Western Catholic Educational Association
Catholic Schools Accrediting Commission

Appendix A-1
School Profile – Basic Information

1043_____ Sacred Heart School_____ PreK-8_____ 425-451-1773_
School Code   School Name   Grades   School Phone

9450 NE 14th Street_____ Bellevue_____ WA   98004_
Address   City   State   Zip

David Burroughs_____ burroughs@sacredheart.org_____ 425-974-0418_
Principal   E-mail Address   Home Phone

Fr. John Madigan_____ 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
    If yes, is it an advisory body or a governing body?   X_ Advisory   ___ Governing

    Who is the chair/president?   _Karen Reinke_____

Do you have a Preschool Program?   _X Yes   ___ No
        What are the hours of operation?   _8:30-11:30 a.m. half-day; 8:30 a.m. – 3:15 p.m.
full-day;

Do you have an Extended Day Program?   _X Yes   ___ No
        What are the hours of operation?   Before school 7:00-8:10 a.m.; after school 3:15-
6:00 p.m.; typically open on half days until 3:00 p.m.

        What are the fees?   Full time $2950 + $125 registration fee (waived if
prepaid); afternoon part time $16/day +$125 registration fee; morning drop-in $8.25/day;
afternoon drop-in $10/hour rounded to half hour_____

        How many families participate?   _115-120 on a given month___

For which grades do you have waiting lists? 5th

Do you have an approved Technology Plan?   X_ Yes   ___ No

Improving Student Learning for Catholic Schools

Appendix A-2
School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	N/A	N/A	N/A
Pre-K	8	9	17
K	15	17	32
1	17	17	34
2	20	26	46
3	13	28	41
4	20	25	45
5	25	30	55
6	25	17	42
7	15	17	32
8	30	14	44
TOTAL	188	200	388

Race and Ethnicity	Catholic	Non-Catholic	Total
Black	5	0	5
Asian	29	22	51
Hawaiian / Pacific Islander	0	1	1
Native American / Native Alaskan	1	1	2
White	237	42	279
Other	46	4	50
TOTAL RACE	318	70	388
Hispanic	26	0	26
Non-Hispanic	292	69	362
TOTAL ETHNICITY	318	69	388

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2016	20/23	30	30
2017	10/28	28	28
2018	16/22	30	30
2019	21/25	35	35
Current Year	30/14	36	unknown

WCEA
Western Catholic Educational Association
Catholic Schools Accrediting Commission

Improving Student Learning for Catholic Schools

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Cath./ Non-Cath.	Highest Degree	Teacher License	Catech. Cert.	Total Yrs. Exp.	Yrs. at SHS	Ethn.	M /F
Arildson, Stephanie	3rd Aide	C	BA Elementary Ed	WA Continuing	Level 2	8	3	C	F
Blower, Jessika	PK Aide	C	Diploma	In process	None	2	1	H	F
Boyd, Britt	2, 3, 5 & MS Music; MS Drama & SS	NC	BA Drama	In process	Level 1	16	7	C	F
Boyd, Kari	Counselor	C	MA Guidance & Counseling	WA School Counselor Cert.	Level 1	9	9	C	F
Canfield, Jayme	3	C	MIT	WA Continuing	Level 1	9	9	C	F
Chambers, Macie	MS Math & Sci	C	MIT Math	WA Residency	Level 1	3	1	C	F
Covington, Kaleen	MS LA & SS	C	MFA Creative Writing	WA Prof.,	Level 2	18	10	C	F
Daly, Caroline	1	C	MIT	WA Prof.	Level 2	6	6	C	F
Daly, Joe	5th Aide	C	Diploma	None	Level 1	4	4	C	M
Dickerson, Mary	K	C	MIT	WA Continuing	Level 2	10	9	C	F
Elsner, Caitlin	5	C	MIT	WA Continuing	Level 1	7	7	C	F
Engman, Rosemarie	MS ARC& LA	C	M.Ed C & I, Rdg Spec	WA Continuing, 4-12 Literacy	Level 1	31	31	C	F
Etter, Anne	3	C	MIT	WA Prof.	Level 1	16	1	C	F
Finney, Victoria	K-4 Spanish & Rdg Spec	C	M.Ed Instructional Leadership	WA Residency	Level 1	8	1	H	F
Geary, Karen	K	C	M.Ed Reading	WA Prof.	Level 1	17	14	C	F
Granlund,	4	C	BA	WA Residency	Level 1	2	2	C	M

Ethan			Elementary Ed						
Hartmann, Sally	K-8 Art	C	MIT	WA Residency	Level 2	7	1	C	F
Howard, Kate	2nd Aide	C	AA Early Childhood	None	Level 1	8	8	C	F
Huisentruit, Ann Marie	5	C	BS Elementary Ed	WA Residency	Level 1	4	2	C	F
Jones, Angie	5th Aide	C	AA Art	None	Level 1	3	3	C	F
Jorissen, Claudia	3-5 Math Spec	NC	BA	WA Standard	Level 1	43	9	C	F
Kerrick, Kat	K Aide	C	Early Childhood	None	Level 2	30	2	C	F
Kimbrough, Randall	K-8 PE	C	BA Phys Ed w/minor in Health	WA Continuing	Level 2	7	5	C	M
Kirwan, Emily	1	C	MIT	WA Continuing	Level 1	13	13	C	F
Klein, Beth	K-5 Rdg Spec	C	M.Ed Literacy	National Board Certified/Early Adolescent ELA	Level 1	13	3	C	F
Lucarelli, Becky	K, 1, 4 & MS Music	C	BA Choral & General Music	WA Continuing	Level 2	8	2	C	F
McCabe, Christine	K Aide	C	BS Marketing	None	Level 1	5	3	C	F
McGinnis, Megan	2	C	MA Literacy for Spec Needs	WA Continuing	Level 1	5	5	C	F
McLeod, Paula	PK Aide	NC	AA Business Admin	None	Level 1	19	19	C	F
McReynolds, Gena	MS LA & SS	C	BA Ed	WA Continuing	Level 2	37	17	C	F
Metzger, Emma	4	NC	M. Ed C&I	WA Residency	Level 1	6	4		F
Murad, Christa	MS Rel	C	BA Eng & Hist	In process	Level 1	1	1	C	F
Niemer, Katie	MS LA & SS	C	MIT	WA Continuing	Level 1	9	6	C	F
Reding, Sharon	1st Aide	C	BA Bus Admin	None	Level 2	8	8	C	F
Riehl, Gabby	2	C			Level 1			C	F
Salem, Sara	2	C	BA Early	WA	Level 1	11	1	C	F

			Childhood	Continuing					
Schriber, Rachel	MS Math, LA & ARC	NC	MA C&I	GA Certficate	Level 2	14	6	C	F
Short, Kim	4th Aide	C	BA Speech Communication	WA Continuing	Level 1	7	3	C	F
Simons, Deanna	Ed Tech	C	MA Rdg Instruction	WA Residency	Level 1	8	4	C	F
Sneifer, Michelle	Library	C	BA Teaching; Lib/Media Endors.	WA K-8 Elem, 4-12 E LA	Level 1	28	4	C	F
Steer, Lindsay	5-8 Span	C	BA	WA Residency Span/ELA	Level 1	6	5	C	F
Thoensen, Julie	PreK	C	BA Humanities/ Communications	None	Level 1	10	10	C	F
Ward, Marissa	MS Math	C	MA PE	WA Continuing	Level 2	20	7	C	F
Works, Kaja	MS Sci	NC	M.Ed Biological Sciences	WA K-8, 5-12 general/biological sci	Level 1	15	6	C	F

Questions to be discussed – trends & causes
1. What are the Arch/diocesan requirements for teacher credentialing? How is this being implemented at your school?
2. What are the Arch/diocesan requirements for teacher catechist certification? How is this being implemented at your school?
3. How many teachers are new since the last accreditation visit? Why did teachers leave? How are teachers being recruited?

Improving Student Learning for Catholic Schools

Adhere to Diocesan Policy in publishing this appendix

School Profile – Support (non-teaching) Staff

Name	Assignment	Hrs/day Worked	Days/yr Worked	Yrs Worked at this school	Qualifications (degree, certification, etc.)
Burroughs, David	Principal	8+	~220	12	MA Ed. Administration MA Nonprofit Admin. MA Theology
Clise, Tegan	Development	8	~180	4	BA Communications
Davis, Amy	Dean of Students, ESS Director	8	~190	13	BA Community Psychology
Do, Joseph	Maintenance Staff	8	~250	20	
Eubanks, Robert	Facilities Supervisor	9	~250	6	
Gregg, Katy	Development	8	~120	4	BA Communications
Hernandez, Aysia	ESS Asst Director	6	~180	1	
Kruvchek, Vitaly	Maintenance Staff	8	~250	3	
Leach, Laura	Admissions Director	8	~220	1	BS Psychology
Pickett, Nicole	Vice Principal	8	~220	3	MA Ed. Administration
Schoeggl, Nancy	IT Director	4	~200	7	BA Math w/minor in Computer Science
Thompson, Ann Marie	Health Room Coordinator	6	~210	18	BA Psych
Tran, Tien	Maintenance Staff	8	~250	5	
Wyman, Kerry	Office Manager	7	~205	9	BA International Business

Improving Student Learning for Catholic Schools

Appendix A-5
School Profile – Participation in IDEA

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

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

1. Has your LEA carried out this "child find" requirement in your school?　　X Yes ___ No
2. If yes, how many children were actually identified as having a disability?　　__26___
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?　　__26_____
5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
   NO specified services _____ SOME specified services _____ All Specified services __26_
6. Of those children with disabilities currently enrolled in your school, how many are receiving the specified services in your school?　__26__
7. How many are receiving those services at a public school or neutral site?　　__1__
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 _X 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? _0___
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? _3____

California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

Improving Student Learning for Catholic Schools

Appendix A-6
School Profile – Participation in Federal Programs

<u>Title I, Part A – Improving the Academic Achievement of the Disadvantaged</u>

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?

<u>Title II, Part A – Teacher and Principal Training and Recruiting Fund</u>

1. What is your per-pupil allocation for Title IIA services? $__15_____ per child.
2. What is your total Title IIA allocation for School Year 2019-<u>2020</u>? $5,925____
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.

<u>Title II, Part D – Enhancing Education Through Technology</u>

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 2019-<u>2020</u>? $__0_____
3. How will you be using these resources?

<u>Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement</u>

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.

<u>Title IV, Part A – Safe and Drug-Free Schools and Communities</u>

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 2019-2020? $___0_____
3. How are you using these funds?

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

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.

Bellevue School District - Private School
2019/2020 Title IIA Professional Development Plan

School: Sacred Heart, Bellevue, WA

Title IIA focuses particular attention on addressing the learning outcomes of students at highest risk of not meeting academic standards. When using Title IIA funds to support professional development schools have a responsibility to provide professional development that enables teachers and other educational professionals to:

- Teach and address the needs of students with different learning styles, particularly students with special learning needs (including students who are gifted and talented) in the core curriculum areas.
- Improve student behavior in the classroom and identify interventions to help students at risk.
- Understand and use data and assessment to improve classroom practice and student learning.

Identify which data collection process was used to identify the professional development needs for your school.

- ☐ Staff Surveys
- ✓ School Improvement Plans
- ☐ Building Improvement Plans
- ✓ Strategic Planning Process
- ☐ Professional Development Teams
- ☐ Data Review (other than student data)
- ✓ Leadership Teams
- ☐ Other: Ongoing collaboration meetings.

1. Using the data from the above list, prioritize the professional development needs for 2019/2020 (Top 3).

	Math	1	Reading/Language Arts
	Science		Social Studies
2	Technology Integration	3	ELL or other

2. Describe how collaboration between the teachers, paraprofessionals, and principal identified the   relevant professional development activities to be carried out?

We have regular discussions regarding curriculum and instruction in staff and PLC meetings. In 2018-2019, our entire staff was in the self-study process for our accreditation, which will take place in 2020. In addition, the school commission continues to revise our strategic plan. Based on these discussions, the following goals have emerged: 1) Staff will develop and align age-appropriate strategies and rubrics for instruction and the integration of our Student Learning Expectations (SLEs); 2) We will continue the process of vertically aligning language arts, with a focus on writing and grammar, to reduce gaps in instruction and to develop consistency in assessment from kindergarten through 8th grade; and 3) We will find ways to differentiate instruction for students with high achievement and low growth in MAP assessments in order to maximize learning for all students.

3. Describe how you plan to evaluate the effectiveness of professional development, and how you will measure the improvement on student academic achievement?

The effectiveness of our staff's professional development will be evaluated through formative and summative classroom observations of teachers and will be reflected in ongoing analysis through our accreditation. We will compare student data in language arts to previous years' data. PLCs will be used to create and share common rubrics and assessments across all subject areas, with a focus on language arts.

Measurable Objectives*: Based on the needs use quantity # or quality % to state the measurable objective.*
EXAMPLE: *By Spring of 2020, 70% of K-3 students will be at level _____ proficiency.*

Each trimester, vertical PLC teams will collect and analyze student data in language arts assessments which will be used to determine enrichment and support for students.

Vertical PLC teams will create common rubrics for assessing student work and discuss best practices for teaching common skills.

By June 2020, MAP data for grades 2-8 will show a student growth percentile (average) of at least 50%.

Those teachers who participate in professional development on the topic of "Differentiation" will employ at least two strategies learned and report back their effectiveness to the whole staff.

Action *Plan: Name of conferences, trainings, or Bellevue SD Professional Development request.*

Teacher leaders will attend the GRACE training with the archdiocese of Seattle and read the book How to Develop PLCs for Singletons and Small Schools over the summer.

One of our 4th grade teachers will attend the "Teacher's College Reading and Writing Project" at Columbia University.

The principal, vice principal, admissions director, and development director will attend the "Partners in Mission Conference" in Boston.

Teachers will attend any appropriate Bellevue School District or other available trainings on differentiation, enrichment, and standards-based grading.

Teachers may also access additional professional development as needed in any of the 14 core content areas (includes elem. curriculum), integrating technology into the curriculum, using data to improve and inform classroom practice, improving student behavior/classroom management, and training related to addressing the needs of students with different learning styles, disabilities and other special needs, gifted and training to help those students with limited English proficiency.

Target Group: Identify staff at highest need of professional development (EXAMPLE: 2nd grade

teachers, paraprofessionals, principal)

All K-8 language arts teachers, aides, reading specialist, principal, and vice principal.

Improving Student Learning for Catholic Schools

Adhere to Diocesan Policy in publishing this appendix

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

Reading	2nd	3rd	4th	5th	6th	7th	8th
2015	***	***	***	***	***	***	***
2016	***	182.4	195.5	208.4	210.3	220.8	225.6
2017	191.5	199.1	207.8	216.8	218.1	222.5	227.8
2018	188.8	203.3	208.9	212.8	223.3	222.2	227.1
Current Yr.	184.6	201.6	215.1	217.1	217.4	223	228.3

Math	2nd	3rd	4th	5th	6th	7th	8th
2015	***	***	***	***	***	***	***
2016	***	187	196.9	210.2	218.9	225.4	237.4
2017	189.1	199.2	209.5	221.4	227.4	235.5	245.8
2018	190.1	203	213.1	221.6	230.4	237.9	245.9
Current Yr.	188.3	201.5	217.2	226.9	227.6	238.6	248.3

Lang. Arts	2nd	3rd	4th	5th	6th	7th	8th
2015	***	***	***	***	***	***	***
2016	***	186.4	197.3	211.8	215.2	219.7	221.9
2017	192	200.7	208.8	218.1	219.3	222.5	226.9
2018	189.8	203	209.5	214.8	222	223.5	226.7
Current Yr.	187.1	202.1	213.8	217.5	219.1	224.4	228.6

Science	2nd	3rd	4th	5th	6th	7th	8th
2015	***	***	***	***	***	***	***
2016	***	***	194.4	202.5	205	208.8	215.4
2017	***	198.3	204.6	209.2	210.3	214.6	220.1
2018	***	200.3	204.1	209.5	211.2	214.7	218.7
Current Yr.	***	199.9	208.1	210.2	213.7	215.4	220.9

Improving Student Learning for Catholic Schools

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 2016 - 2017: Theme: _Vertical Alignment & Differentiation_____

Activities/Cost: ___BER Guided Reading_____/$__490_____

_Schools Advanced Leadership_____/$__990_____

_Responsive Classroom_____/$__1592____

__BER Disruptive Students_____/$__245____

_BER Developing Writers_____/$__245_____

_Teaching Reading _____/$____230_____

Staff Development for 2017 - 2018: Theme: _Vertical Alignment & Differentiation

Activities/Cost: __NW Math Conference_____/$__863_____

Defiant Students Seminar_____/$__152_____

Girl Drama Workshop_____/$__365_____

BER Writing Workshop_____/$__498_____

General & Spec Ed Conf_____/$__705_____

World Languages Workshop_____/$__249_____

GRACE Forum_____/$__660_____

National Middle School Conference_____/$__3750_____

Staff Development for 2018 - 2019: Theme: _Vertical Alignment & Differentiation_____

Activities/Cost: __Elem. Lead Dev Program_____/$_____325__

Wired for Reading_____/$_____2085_____

 _Archdiocese ELD_____/$__325_____

Cooperative Learning _____/$__440_____

BER Math Growth Mindset _____/$__747_____

Love & Logic_____/$__99_____

Defiant Students Seminar _____/$__836_____

Gurian Institute_____/$__655_____

Staff Development for Current School Year: Theme: _Vertical Alignment and Differentiation__

Activities/Cost: __Biweekly PLCs K-5; Monthly PLCs MS_____/$_0_____

Review writing and grammar K-8; align rubrics_____/$____0_____

Workshops and Conferences_____/$___$5,000_____

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Western Catholic Educational Association
Catholic Schools Accrediting Commission

Appendix B – Data Analysis Templates:

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

Appendix B-1
Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2011	N/A	16	44	47	46	50	41	44	47	32	52
2012	N/A	16	44	52	41	49	51	44	44	44	27
2013	N/A	16	32	45	51	43	47	50	47	38	45
2014	N/A	16	43	35	45	48	45	45	49	45	38
2015	N/A	15	36	43	39	46	50	47	39	44	43
2016	N/A	18	30	32	43	36	48	48	52	40	38
2017	N/A	17	36	33	40	49	45	46	46	48	38
2018	N/A	15	38	37	37	50	51	47	37	47	46
2019	N/A	17	32	34	46	41	45	55	42	32	44
Current	N/A	16	32	35	46	40	46	55	41	31	45

Total Enrollment Over Time

2010	2011	2012	2013	2014	2015	2016	2017	2018	Current
380	419	412	414	409	402	385	398	405	388

2. As you look at total school enrollment, what has been the 10-year trend? What has been the most recent 5-year trend? What are the causes of increased or decreased enrollment? What have parents told you in their exit interviews when they leave school?

3. What is the trend in the public school? Is there a similar increase/decrease?

4. What recruitment efforts are you using to attract new students? Knowing that, in most cases, the mother decides what school her child will be attending before the child is 3 years old, what efforts are you making to put the name of your school before these parents?

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Appendix B-2
Finances

Per Pupil Cost Over Time

Year	2012__	2013__	2014__	2015_	2016_	2017__	2018__	Current Year
Amount								
% Increase	5	5	5	5	5	5	5	8

First Child's Tuition Over Time

Year	2012__	2013__	2014__	2015__	2016__	2017__	2018_	Current Year
Amount								
% Increase								

Tuition as a % of Per Pupil Cost

Year	2012__	2013_	2014__	2015__	2016__	2017__	2018__	Current Year
%								

Budget Surplus/Deficit (Bottom Line)

Year	2012__	2013_	2014__	2015__	2016__	2017__	2018__	Current Year
$								

1. In light of the above statistics, what are you doing to keep tuition affordable?
2. What efforts are you making to stabilize your revenue mixture (tuition, fees, fundraising, subsidy, etc.)?
3. How are you addressing budget deficits (if any)?
4. What is the role of the parish in addressing your school's budget deficits (if any)?
5. What is the role of the Arch/diocese in addressing your school's budget deficits (if any)?

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Appendix B-3
Disaggregation and Analysis of Test Results: Quartile Analysis

[This template can be used for all curricular areas assessed in a standardized testing programs. At a minimum, schools should use this for ELA and Math.] In the spaces below, put the <u>number</u> of students in each grade who score in that quartile.

Reading	2	3	4	5	6	7	8	2-8 Totals
>80%	20	20	28	23	14	13	18	136
61-80%	12	12	12	19	15	7	20	97
41-60%	6	6	5	7	6	9	5	44
21-40%	5	1	1	4	4	1	2	18
<21	3	1	0	2	2	2	0	10

Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

2	Informational Text: Language, Craft, and Structure
3	Informational Text: Language, Craft, and Structure
4	Informational Text: Key Ideas and Details
5	Informational Text: Language, Craft, and Structure
6	Informational Text: Key Ideas and Details
7	Informational Text: Key Ideas and Details
8	Literary Text: Language, Craft, and Structure

Language	2	3	4	5	6	7	8	2-8 Totals
>80%	22	19	25	27	17	18	23	151
61-80%	12	15	17	14	13	8	14	82
41-60%	6	4	2	12	7	3	7	41
21-40%	4	1	2	1	3	2	1	14
<21	1	1	0	1	1	1	0	5

Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

2	Writing: Write, Revise Texts for Purpose and Audience
3	Language: Understand, Edit for Mechanics
4	Writing: Write, Revise Texts for Purpose and Audience
5	Writing: Write, Revise Texts for Purpose and Audience
6	Language: Understand, Edit for Grammar, Usage
7	Language: Understand, Edit for Grammar, Usage
8	Writing: Write, Revise Texts for Purpose and Audience

Math	2	3	4	5	6	7	8	2-8 Totals
>80%	20	17	29	29	16	20	31	162
61-80%	18	11	11	17	12	9	10	88
41-60%	6	8	4	8	11	2	4	43
21-40%	2	4	2	1	2	1	0	12
<21	0	0	0	0	0	0	0	0

Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

2	Measurement and Data
3	Operations and Algebraic Thinking
4	Number and operations
5	Operations and Algebraic Thinking/Geometry
6	Statistics and Probability
7	Geometry
8	Geometry

After reviewing the data listed on this page, discuss the following questions:
1. Are a significant number of students scoring in the bottom quartile?
2. Why are a significant number of students scoring in the first (bottom) quartile?
3. What is being done to help these students?
4. What could be done that is not being done now?
5. Are a significant number of students scoring in the top quartile?
6. What is being done to challenge these students?
7. What could be done that is not being done now?

**NOTE: A spreadsheet is available that will do all the totals and calculations.
You still have to enter individual class data for the current year.
Templates are available at www.westwcea.org
Other online templates provided by your standardized testing company may be used for identifying low performing students and answering the questions above.**

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Appendix B-4
Disaggregation and Analysis of Test Results: Student Growth Over Time

Using the online resources provided by your testing company, graph (ideally) <u>five years of student growth</u>. At a minimum, longitudinal graphs for ELA and Math for the current 5th through 8th grade students should be created. Growth scores could include standard scores or grade equivalents. Scaled scores can also be used to indicate growth, although the interpretation of growth is more difficult with scaled scores since scaled scores are not equal interval scores like standard scores or grade equivalents and cannot be plotted on a straight line.
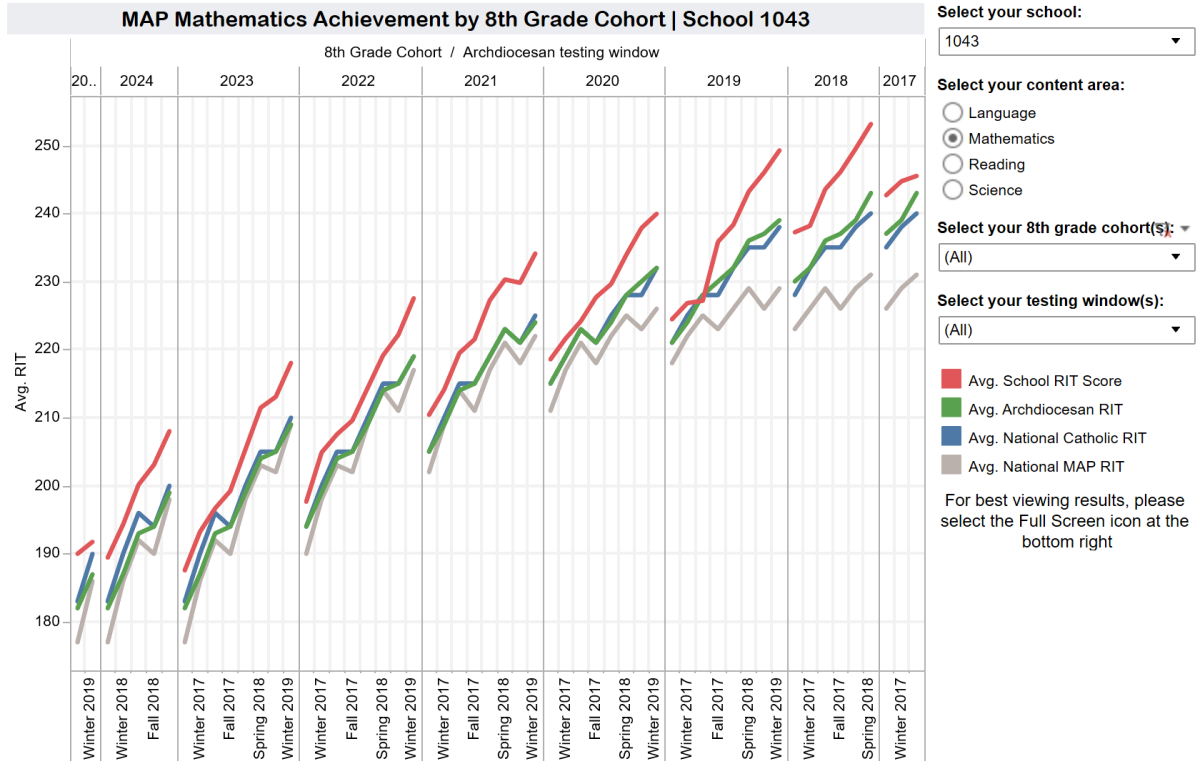
Disaggregation of data can be external or internal. External disaggregation can compare the school's longitudinal data (e.g., 5 years of growth data for current 8th grade students in Math) with Arch/diocesan data, national Catholic school data, school cluster data or school cohort data, etc. Check with your local WCEA Elementary Commissioner to determine what data is available and/or what disaggregate comparison is preferred.

Internal disaggregation can compare groups within the school. Groups could include a comparison of an entire class (e.g., the 8th grade) with a subset of this group (e.g., 8th grade students who are in the band). Most common internal disaggregation is by gender or race. For example, longitudinal graphs for 8th grade boys and 8th grade girls in Math could be used for disaggregation; or the 8th grade class longitudinal growth could be compared to the longitudinal growth for Hispanic students in the 8th grade. One overlooked disaggregation is for students who have been attending your Catholic school since Kindergarten with those who entered in 6th grade. The purpose of this disaggregation is a comparison of two groups to determine what curricular changes could help the lower scoring group.
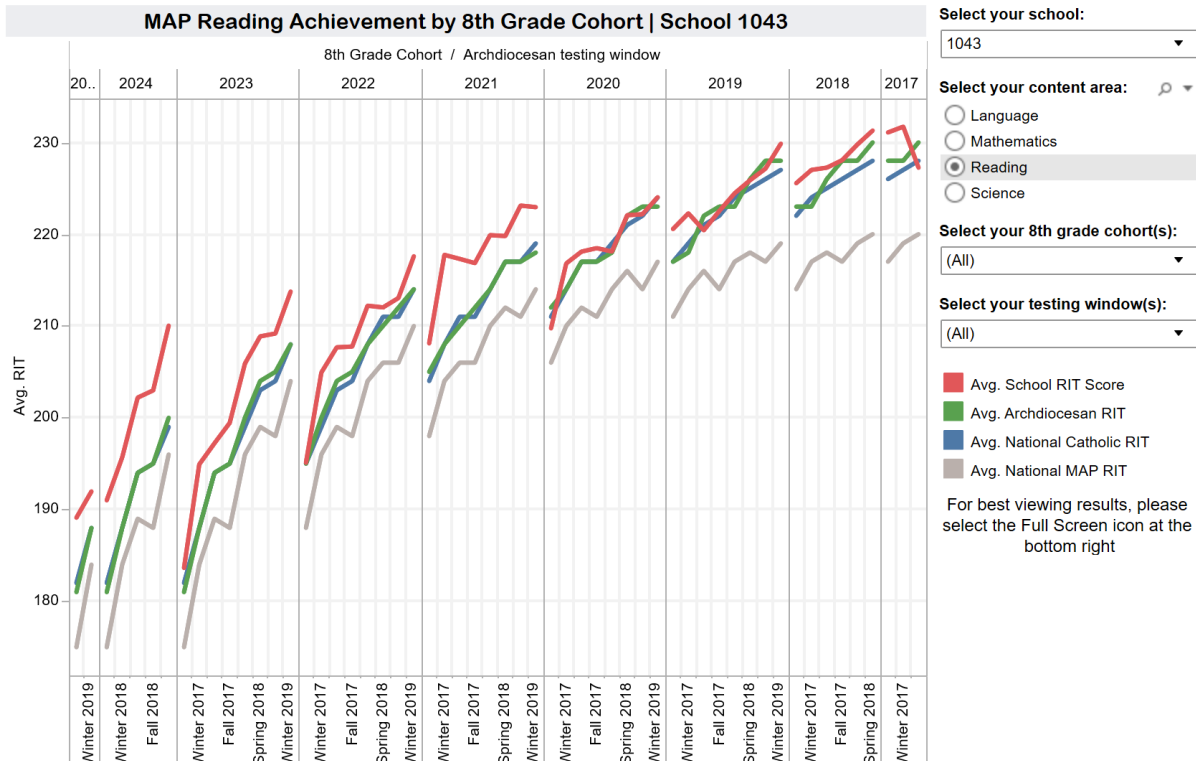
Repeat as needed for the curricular area under study.
1. What disaggregate groups are being compared? Why?
2. What statistically significant differences are displayed in the data?
3. What is/could be the cause of the difference? Are there trends?
4. What can be done to improve student learning?
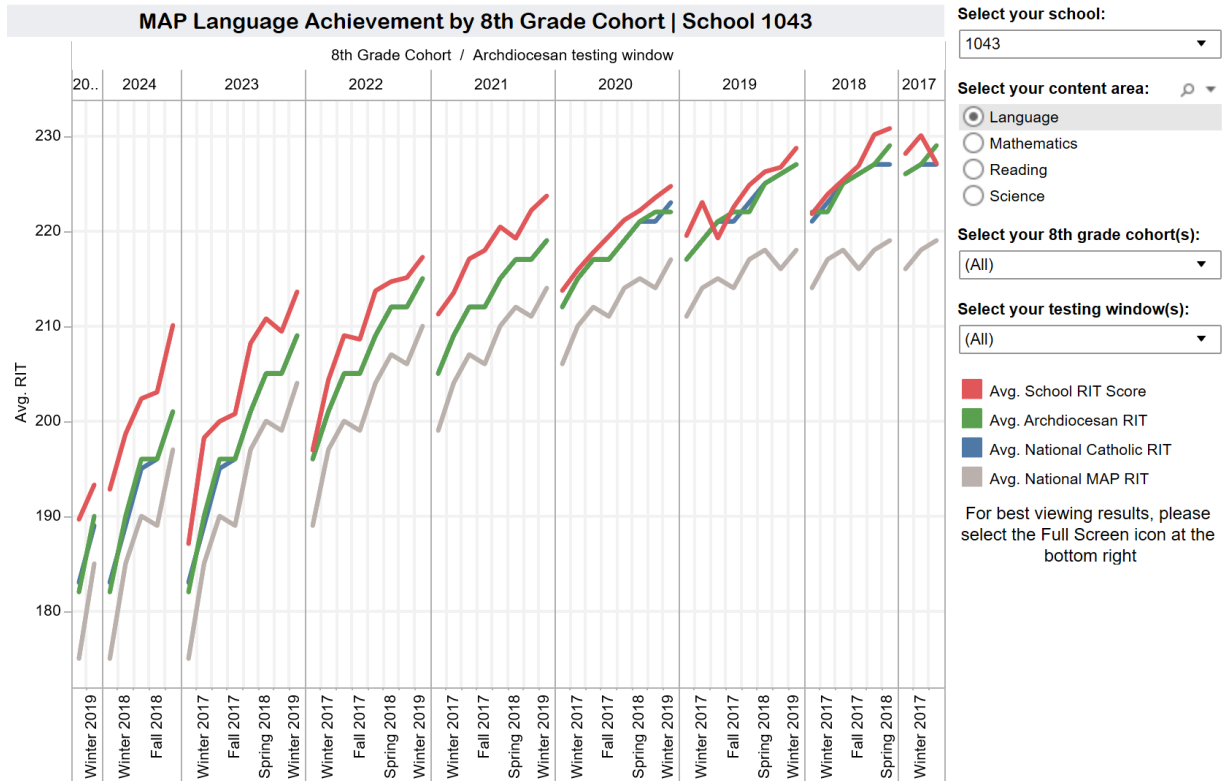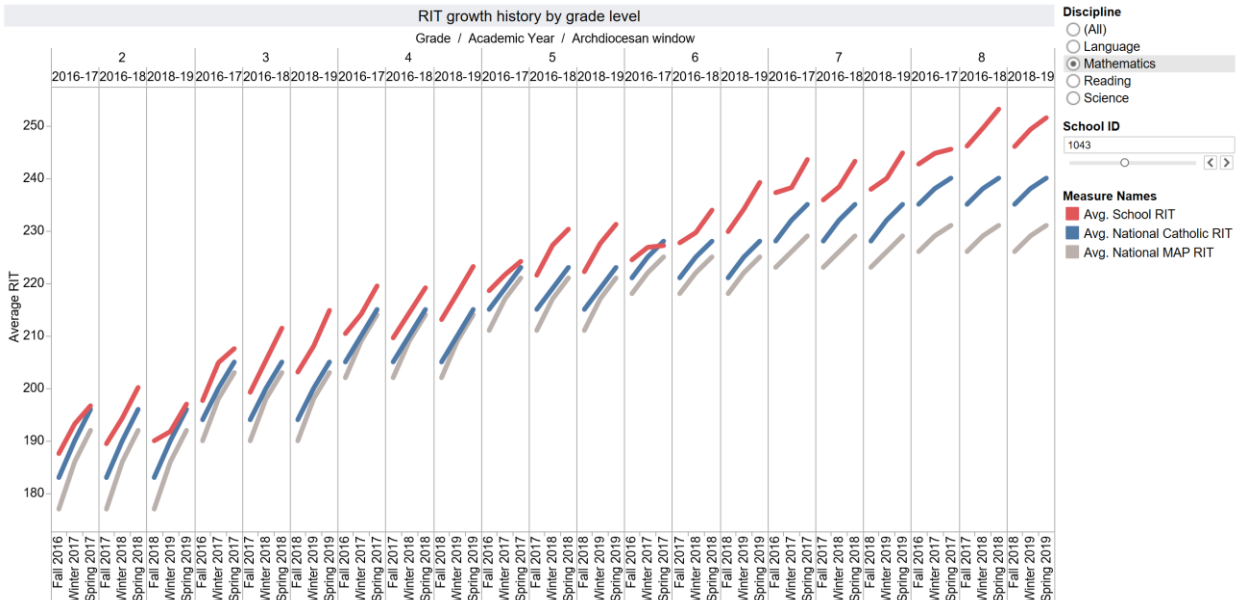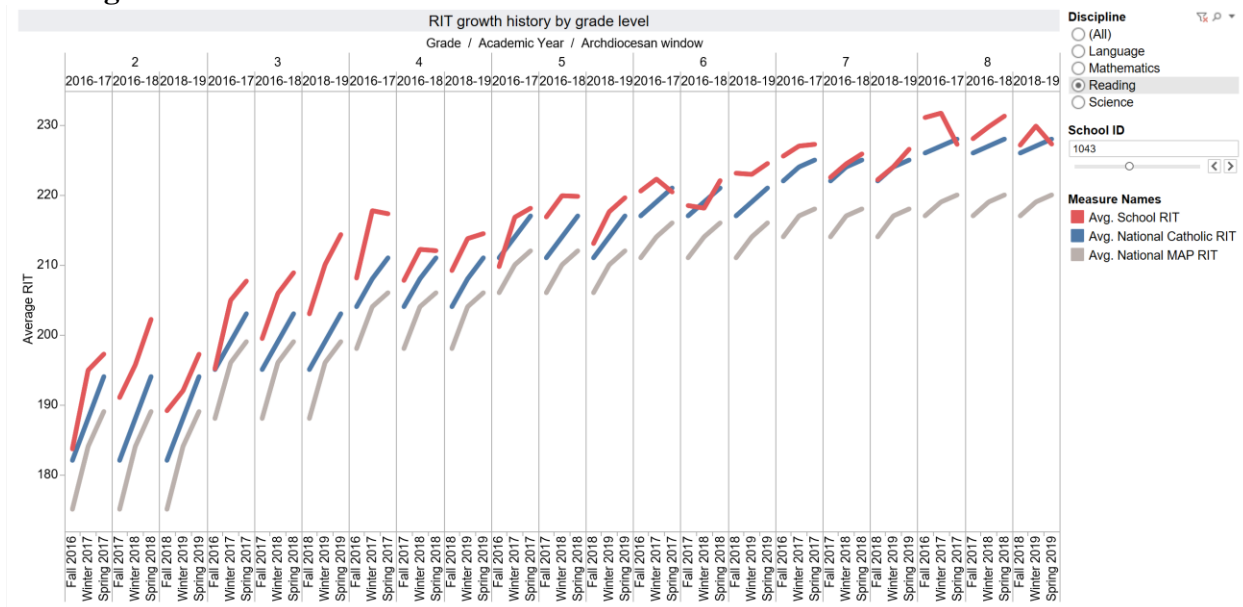5. What impact will this have on the budget?

Math

MAP Mathematics Achievement by 8th Grade Cohort | School 1043

Select your school:
1043

Select your content area:
- ○ Language
- ● Mathematics
- ○ Reading
- ○ Science

Select your 8th grade cohort(s):
(All)

Select your testing window(s):
(All)

- ▮ Avg. School RIT Score
- ▮ Avg. Archdiocesan RIT
- ▮ Avg. National Catholic RIT
- ▮ Avg. National MAP RIT

For best viewing results, please select the Full Screen icon at the bottom right

Reading

MAP Reading Achievement by 8th Grade Cohort | School 1043

Select your school:
1043

Select your content area:
- ○ Language
- ○ Mathematics
- ● Reading
- ○ Science

Select your 8th grade cohort(s):
(All)

Select your testing window(s):
(All)

- ▮ Avg. School RIT Score
- ▮ Avg. Archdiocesan RIT
- ▮ Avg. National Catholic RIT
- ▮ Avg. National MAP RIT

For best viewing results, please select the Full Screen icon at the bottom right

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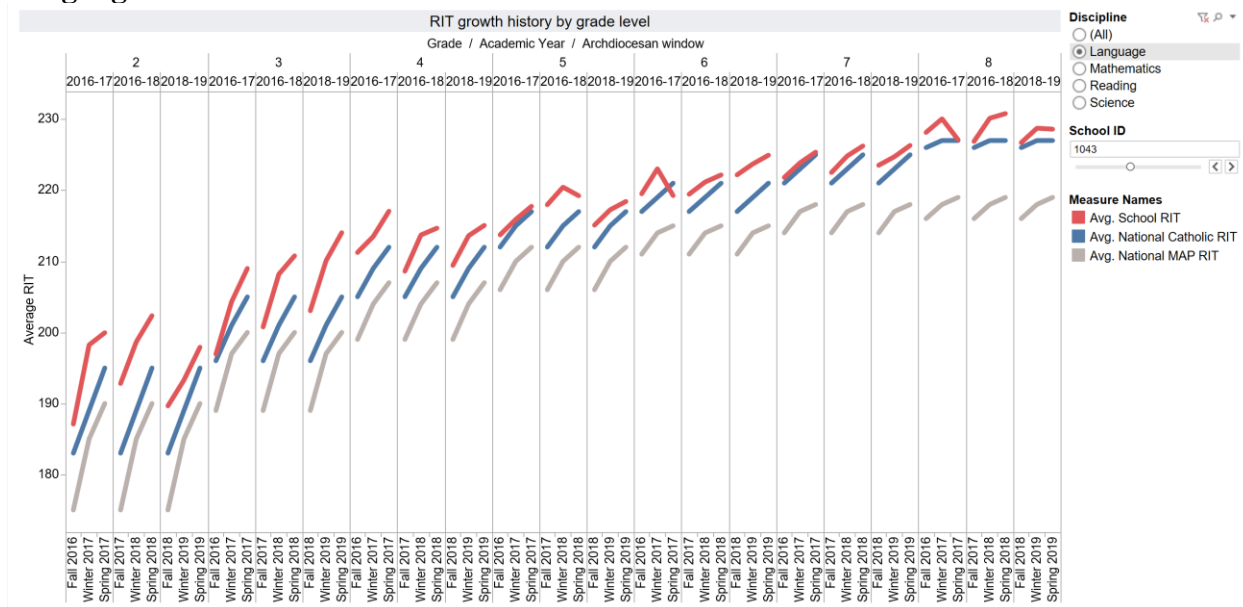
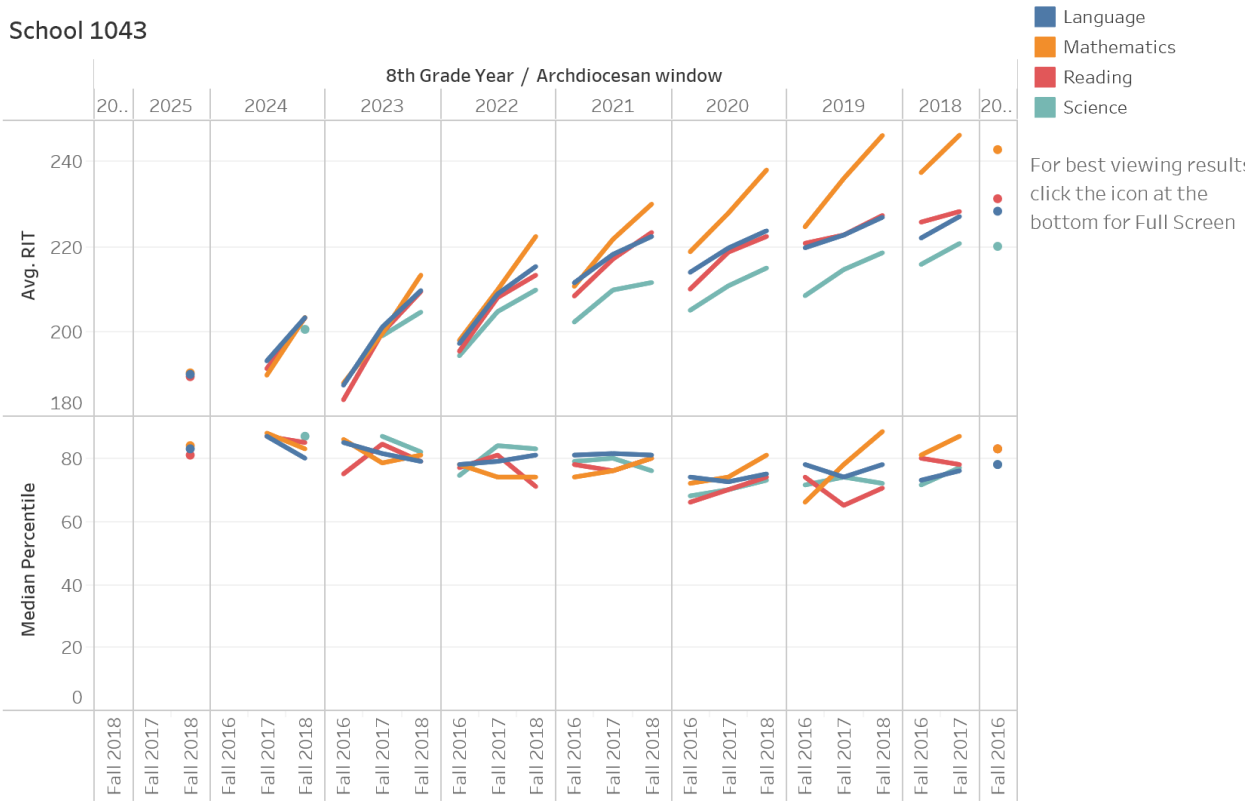## Language

Math

Reading

Language

On which content area should we focus?

School 1043

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FAITH   COMMUNITY   EXCELLENCE

Sacred Heart School

9450 NE 14th St.

Bellevue, Washington

www.sacredheart.org