

ASSUMPTION CATHOLIC SCHOOL

Improving Student Learning

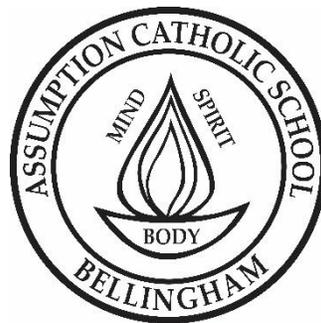


2018 - 2019



IMPROVING STUDENT LEARNING

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**A Self Study for: 1046
Assumption Catholic School
2116 Cornwall Avenue
Bellingham, Washington 98225**
Continuous School Improvement Focused on High Achievement of All Students

2018-2019

Preface

During the eighteen-month preparation of this self-study, the greater school community realized just how deeply the Mission Statement reflects Assumption Catholic School's connection to the parish of the Church of the Assumption and a commitment to excellence for the physical, academic and spiritual education of every child in the school.

The school community is committed to reaching and teaching students in body, mind, and spirit. While Assumption is a small school, high standards and high expectations are maintained for the entire school community. Whether students test and achieve at the higher or lower end of the spectrum, a concerted effort has been made to help each of them reach their full potential.

This self-study was conducted in concert with a leadership team and the faculty and staff of Assumption Catholic School. Parishioners of the Church of the Assumption, parents of school children, student leaders, and the student body all contributed to the contents of the self-study.

The leaders and members of the Parent Teacher Club, the School Commission, the School Foundation, and members of the Assumption community have contributed to making the school's mission come alive so that students can achieve a strong faith in God.

The school community is grateful to the visiting team members and chair, Donna Gordon, for their time and dedication in reading the self-study document and visiting the school to see the students in action. The faculty and staff of Assumption Catholic School are so grateful to Superintendent for Catholic Schools, Kristen Dixon, for starting the process with teachers, answering questions, and launching Assumption's self-study in the direction which most benefits high achievement for all students.

2018-2019 Personnel for Assumption Catholic School

Fr. Scott Connolly	Pastor
Anderson, Daniel	Principal
Beshara, Liza	K - 8 th Grade Music
Beshara, Lori	Preschool
Blas, Lisa	5 th Grade
Campbell, Regina	Physical Education
Costanza, Marc	6 th Grade
Evans, Karen	6 th & 7 th Grade Math
Gottschalk, Betsy	8 th Grade
King, Angie	Bookkeeper/Registrar
King, Taylor	Custodian
Kushner, Shelly	2 nd Grade
Lawrence, Nancy	Preschool/Reading Resource
Lingbloom, Craig	Maintenance
Mabalot, Frederick	6 th - 8 th Choir
Martin-Zender, Paula	3 rd Grade
McClurg, Paige	1 st Grade
Myers, Jaclyn	Bus Driver
Pryor, Andrew	7 th Grade
Schulte, Michelle	Preschool
Segel, Jeff	Bus Driver
Smith, Nancy	Librarian
Thomas, Kerry	4 th Grade
Town, Jane	Teacher's Aide
Vanderboom, Phoebe	Office Manager
VonFeldt, Jill	Algebra/6 th Grade Math
Whelan, Anna	Kindergarten
Williams, Beverly	Extended Day Program Director
Wisniewski, Walli Ann	Spanish K-8 th

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Chapter 1 Introduction



CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Assumption Catholic School embraces its Catholic identity rooted in Gospel values, centered on Christ in the Eucharist, and committed to faith formation. Academic excellence and service are also highlighted in the SLEs, especially in the areas of being faith-filled and having integrity. Each morning begins with student-led prayer and, if applicable, the mentioning of the feast day or memorial, and the weekly SLE. Classrooms include sacramentals, Bible activities, and the liturgical calendar. Each classroom has a prayer table where a Bible, a statue of Mary, and the school candle are displayed. There may be a picture of a saint, a rosary, prayer cards, a prayer intentions book, or a significant item reflecting the current liturgical season. All classrooms have a crucifix. There is a student-created holy water font outside of classroom doors. Many teachers also display religious artwork, posters, books, scripture passages, liturgical items, and grade-level prayers.

The process for the self-study at Assumption Catholic School (ACS) began in April 2017 when Kristin Dixon, Superintendent, met with the staff of Assumption Catholic School for an in-service on the Accreditation Process. By early September 2017, the Leadership team was identified. It consisted of a primary, intermediate, and middle school teacher as well as the principal. All three teachers have had a long history with the school.

Science was decided upon as the in-depth study focus, and a teacher from preschool, primary, intermediate, as well as the middle school science teacher comprised the in-depth study team. By December of 2017, the committee chairs and members were identified. Throughout the remainder of 2017-2018 school year staff meetings were devoted to accreditation work. Some teachers and administration worked during the summer of 2017 on the accreditation documents. This work involved planning, compiling evidence, writing, and staff development geared toward the Improving Student Learning (ISL) process.

During the school year 2017-2018, the Mission Statement, Philosophy Statement, and Schoolwide Learning Expectations (SLEs) were reviewed and revised. The school and parish consultative bodies were kept apprised and asked to contribute to the changes, especially in the Mission and Philosophy statements. Changes were made in all three documents for clarity. The final changes were communicated to the school and parish commissions and councils, and the parents at ACS.

Due to the small size of the staff at ACS, full-time teachers served on two committees, and part-time teachers served on one committee on the self-study. Staff meetings alternated committee work. The results of the committee work, particularly regarding Chapter 3, were shared with the faculty and staff. The entire faculty decided which of the goals would become critical goals. To do this, all goals from every section were compiled together according to categories. The teachers then discussed and prioritized these categories based on standardized test scores, student needs, previous accreditation goals, and survey data.

The in-depth study was conducted with input from all science teachers from preschool through eighth grade. However, a smaller team of teachers met regularly to write the narrative and gather the necessary information. The in-depth investigation was driven by the need to move all ACS teachers to use the Next Generation Science Standards (NGSS). Before the 2018-2019 school year, only the middle school science classes had been using NGSS.

ACS began using Measurement of Academic Progress (MAP) testing in the fall of 2017 after several years of ITBS testing. Teachers met to disaggregate the MAP testing data in the fall and spring of 2017-2018 and again in the fall of 2018. Future MAP testing will take place in grades two through eight in the fall and spring of each academic year with a possibility of including winter testing. Disaggregating MAP scores, as well as teachers' classroom assessments, allowed the entire teaching staff to pinpoint strengths and weaknesses in curriculum and better enable the staff to reach all students' needs.

All shareholders were part of the process to varying degrees. Teachers and staff were involved in every aspect with the Leadership team driving each step. The School Commission, parish staff, Parent-Teacher Club (PTC), and Pastoral Council were given regular updates at their monthly or quarterly meetings. The parents and preschool parents were surveyed annually from 2016 through 2018, and in the fall 2018 surveys were extended to students (third through eighth grades) and staff. One cumulative survey was given to the pastor, PTC, and School Commission for specific, narrative feedback.

By October of 2018, the sections were reviewed, and changes were made to accommodate staffing changes and to include updated scores. Final preparation plans were begun for the accreditation visit in March 2019.

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.

All shareholders, including: parish staff, School Commission, Parent-Teacher Club (PTC) Board, student council/student ambassador representatives, parents and faculty, were involved in the process of revising the school Mission and Philosophy Statements and Schoolwide Learning Expectations (SLEs). At every staff meeting in these three months, teachers began this process in November 2017 and continued through January 2018. Various groups met to discuss the pros and cons of the current Mission Statement in order to focus on the school's purpose as a ministry of the Church of the Assumption. Although each group met separately, suggestions for changes were noted, and changes were made to the Mission Statement. As the process continued, a final version was agreed upon. The new Philosophy Statement and SLEs now include "servant leader" as part of the wording. "Respect for life" and "21st century skills" were also added to the second paragraph of the philosophy statement. The new Mission Statement and SLEs are posted in each classroom and students have learned both.

All sections of the accreditation were presented to the PTC, the School Commission, the Pastoral Council and the parish staff. The School Commission especially wanted the accreditation document to reflect their dedication to enhancing the marketing committee (now called *Admissions and Retention*) to help increase enrollment. The School Commission also wants to improve relationships with parishes through the Parish Liaison roles. The school is committed to completing the *Strategic Action Plan 2016-2020*. This planning includes moving into a model of a 21st Century School, having each eighth grade student leave Assumption Catholic School with a full year of Spanish I. The Strategic Action Plan also includes professional development for teachers in the areas of science, math, and technology. It states that ACS will focus on wise stewardship - being strategic about the way that donations are collected and spent without putting the burden on parents by addition to tuition. Marketing continues to be a focus in order to increase enrollment. All these things have come out of ongoing School Commission discussions, PTC Board meetings and general meetings, and a review of surveys from 2016 to the present.

Results of the dialogue and discussion among all shareholders (PTC, School Commission, Pastoral Council and parish staff) was reviewed by the teachers and staff and used to create the six critical goals. These were then narrowed by the teachers and staff again by looking at student data, survey information, and previous accreditation findings, to create three goals for the Action Plan. The Action Plan was then published and displayed in the foyer of the school for parents to review as desired.



Chapter 2 Context of the School



CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

The History of Assumption Catholic School

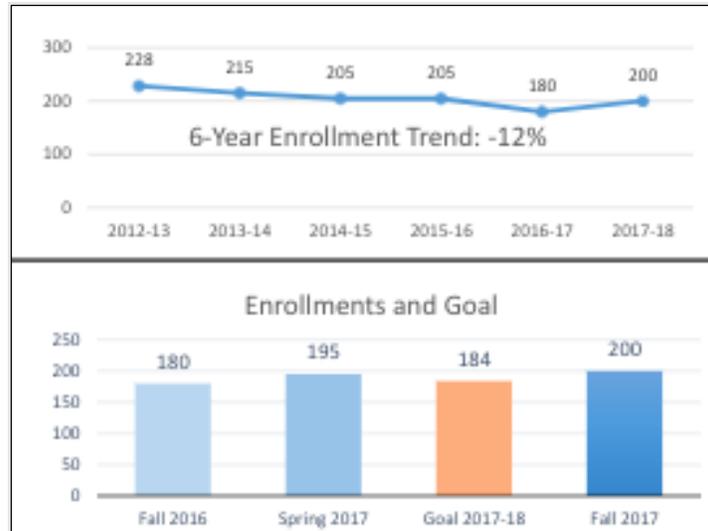
The Church of the Assumption parish was established in Bellingham, Washington in 1889. The original site was on Elk Street, but as the assembly grew a decision was made to build a new church building at a different location and to build a parish school. A half city block was purchased in 1906 for this purpose by Father Leo W. Ferland, who served as the second pastor of the original Assumption Parish. The three-story school opened on September 2, 1913, and was dedicated on September 14, with 132 students enrolled in the first through twelfth grades. The school was staffed by the Sisters of St. Dominic of the Congregation of St. Thomas Aquinas (Dominicans). In the 1930's and 1940's, most children of Assumption parishioners attended the school. The majority of children from Sacred Heart and other Whatcom County Catholic parishes also attended Assumption Catholic School.

Assumption Catholic School continued to grow and flourish. The 1950s were years of the school's largest enrollment. Compared to 225 students in nine grades in 1942, enrollment grew to 396 in 1950. Enrollment exceeded 300 until 1966-67, the final year of the ninth grade. In 1965, tuition was being collected at \$5.00 a month per child.

In 1973-74, enrollment declined to 138 students. Parents mounted a campaign to keep the school open with the result being an enrollment increase to 172 students. To give the school a more stable enrollment base, kindergarten was added, and in 1983, a preschool was added as an important feeder program for the school. By 1985, a second kindergarten was added to meet the demand. In 2000, Assumption Catholic School went through a renovation to prepare for this steady increase in enrollment. The goal and the expectation at that time was that the school would have two classes for each grade level. The school continued to adjust classrooms and space to meet this need until 2006.

In 2006, the school began to move from two classes per grade level to one per grade level beginning with the kindergarten. From 2007 to 2011, there was a forty-five percent (45%) drop in enrollment: 376 students to 206 students. Several trends contributed to this decrease in enrollment including the weak economic conditions, rising tuition costs, and the public-school system decision to offer tuition-free kindergarten in 2011. The number of teaching staff decreased from twenty-four to twenty in 2010 while maintaining a student/teacher ratio of 14:1.

Year\Grade	PK	K	1	2	3	4	5	6	7	8	Total	Change
2012 - 2013	30	15	19	25	29	19	22	24	19	26	228	
2013 - 2014	26	22	18	18	26	27	16	19	21	22	215	-5.7%
2014 - 2015	30	20	17	19	20	26	26	13	18	16	205	-4.7%
2015 - 2016	30	16	21	16	23	22	23	25	11	18	205	0.0%
2016 - 2017	33	14	13	20	16	21	18	24	18	3	180	-12.2%
2017 - 2018	30	14	18	16	23	16	24	16	25	18	200	11.1%
2017-18 Capacity	30	20	25	25	25	25	25	25	25	25	250	
% Capacity	100%	70%	72%	64%	92%	64%	96%	64%	100%	72%	80%	



The enrollment hit its lowest numbers in the past four years with only 147 students in the K-8 program beginning the 2016-17 school year. However, in 2017-18 it increased to 170 students, and to 180 students by the beginning of the 2018-19 school year. All the while, preschool and pre-kindergarten have maintained a relatively consistent thirty-student capacity. There have been three principals since the school's last accreditation in 2013. The current principal, Dan Anderson, has been in the current leadership position since 2016. Some of the decline in enrollment could be attributed to multiple changes in leadership.

Between 2006 and 2012 many different approaches were taken to market the school including the hiring of a development director. When monies became an issue, due to a decrease in enrollment, the position of development director was eliminated, and marketing was left to the principal. The school has not had a marketing director since that time. However, a marketing committee (now called the Admissions and Retention Committee) was established by the School Commission in 2011 and continues to have monthly meetings focused on how to market to new families and retain the current ones. There are two liaisons from the School Commission as a part of this committee. Some of the efforts in the past two years include a new *Parent Ambassador* program in 2017 and a new website launched in fall 2018.

In 2012, the School Commission initiated a Strategic Action Plan called "Vision 2017." It was published in 2013. It was revised in 2016 and 2017 to have a current plan labeled, "Strategic Action Plan 2016-2020" with a goal of 250 preschool-eighth grade students by Fall 2020.

The school is unique because it serves all of Whatcom County. According to the U.S. Census Bureau, Whatcom County is 2,100 square miles with a population of 221,404 in July 2017. This is a ten percent (10%) increase in population from 2010. The median income in Whatcom County is \$54,207 and the median owner-occupied housing is \$283,000. The school serves both city and rural families. Approximately two-thirds of the students come from Bellingham and one-third from other parts of the county. Most of the families are middle working-class families with two working parents.

Assumption Catholic School reports annually to the Archdiocese with the school population's profile. The following demographics were reflected in the enrollment of 2017-2018:

Students	2015-16	2016-17	2017-18
Enrollment	205	180	200
Catholic	86%	89%	92%
Non-Catholic	14%	11%	9%
Student Ethnicity			
Hispanic/Latino	15%	11%	10%
Non-Hispanic	85%	89%	90%
Student Gender			
Female	43%	48%	48%
Male	57%	52%	53%
Student Race			
Native American	0%	0%	1%
Asian	12%	12%	14%
Black	0%	1%	1%
Native Hawaii /PI	0%	1%	0%
White	54%	56%	57%
Multi-racial	34%	32%	28%

From 2015-2018 the Catholic student population increased from eighty-six percent to ninety-two percent (86% to 92%). The population of students of Hispanic origin decreased from fifteen percent to ten percent (15% to 10%). In addition, a greater percentage of middle and lower-income families are being served. Of the 170 students served, 47 received tuition assistance in 2017-2018. The staff hears anecdotal information from parents of graduates and high school teachers that ACS students perform very well in high school. They are leaders, both in student government and works of service. Most have high GPA's, and most of them go on to college.

The school was built in 1913, and the age of the school presents challenges such as windows not meeting their sills, squeaky floors, and an inadequate number of electrical outlets. In 2000, a separate section of the school was added that houses the preschool and library. At that same time an elevator and an additional stairwell were also added. The outdated boiler system was replaced by an HVAC system in Summer 2016.

The school is maximizing its space and utilizing its classrooms by repurposing a second-floor classroom as a *MakerSpace* science and art lab for the younger grades. Some other features of the campus include a technology lab on the first floor, a music room, and a dedicated Spanish classroom.

In order to meet the needs of working parents, the school began to offer an Extended Day Program (EDP) in 2001. This service is offered to students in kindergarten through eighth grade from 3:15 to 6 pm, Monday through Friday. The program has had four directors. The current director started in 2014/15 during a transition year and took over as the full-time director in 2015. For many years, the program was losing money, even though the goal of the school was to have the program break even. To do this, the administration decided to change to a daily rate instead of an hourly rate. In 2015, the school began to make a small profit from EDP due to

good fiscal management and controlling costs. In 2018-2019, the EDP added one-week camps as a free activity for all registered students.

Extended Day Program	Registered students	Cost per day	Profit/loss
2018-2019	78	\$17	TBD
2017-2018	73	\$15	\$3,661
2016-2017	66	\$15	\$11,229
2015-2016	77	\$14	

Based on ITBS, MAP and DRA testing data, the teachers create Classroom Improvement Plans around the lowest and the highest-performing students in each class. These plans are designed to differentiate instruction, allowing for remediation or enrichment of students at these two levels while still serving those in the middle quintile/quartiles. For example, students in the current eighth grade who are graduating in 2019, have been tracked from fourth through seventh grades in both reading and math. Once teachers have specific data, they write a narrative explaining specific strategies to meet student needs. They can differentiate lesson plans and add additional skill-building activities to instruction that will accommodate these learning differences.

Federal Funding

The Title I rules allow the school to have an equitable share of funds for students living in a Title I neighborhood. Title one allows for reading support at ACS in grades two to five. Title I provided \$10,580 in 2018-2019.

Title II funding has paid for many professional development opportunities for teachers. The entire teaching staff has participated in a variety of professional learning opportunities that support the schoolwide and individual goals. The training highlights include Student Success with Thinking Maps, SIOP, GLAD, Universal Design for Learning and Beyond Academics: meeting the needs of all students. In 2017-2018, Title IIA funds brought in \$5,562 (\$1,469 carried over from the previous year).

Title III rules allow us to use funding to provide services for English Language Learner (ELL) students. The funding amount is based on number of families that return the home language survey showing that English is not the primary language used in the home. Money has been used to provide the Imagine Learning program, offer an after-school homework support group and to provide Spanish language books for the bilingual library collection. Title III funds brought in \$1836 (\$124 per student) in 2018-2019, compared to \$1606.41 total dollars in 2017-2018

Title IV funding started in 2017 and provides money for enrichment programs at ACS. Money has been used to provide STEAM supplies for the school's maker space. Instructional materials

can be used for all students in preschool through fifth grade. Compared to \$438 in 2017-2018, this year Title IV brought in \$1892.

Staffing and Student Populations

There are eighteen teachers at ACS; fourteen of them work full time and four work part time. Teaching experience ranges from one to thirty years of classroom instruction. One teacher has a PhD, five have master's degrees and fourteen have bachelor's degrees. Six of the teachers are certified through the Seattle Archdiocesan Catechetical Certification Program (CCP). In 2018, all faculty members participated in an October retreat for the *Christ in the Classroom Foundation Annual Catechetical Certification for Catholic Schools*.

The local parish has had an increase in Latino and Asian families. Whatcom County also has a growing population of families of many other cultures and ethnicities. The population at ACS has two percent (2%) more families of Asian descent, but the school does not match the growth in minority populations seen at the Church of the Assumption.

Tuition has consistently increased two to four percent (2-4%) over the past five years. Local public schools are well supported and can offer some programs that ACS is unable to provide. Students from ACS feed into Whatcom County high schools and some parents decide to transfer students to public schools before high school. Many families outside of Bellingham carpool, but transportation is a problem for some families. The school purchased a bus in 2018-2019 to begin serving families outside of Bellingham city limits.

Survey Results from Parents, Staff, and Students

According to results of the parent survey, forty-seven percent (47%) of the parents chose Assumption for their children was because it is a Catholic school. Twenty percent (20%) of the parents chose the school because of the teachers and staff.

Other areas in the survey included academic instruction, overall care, faith and spiritual development, and student safety. Eighty percent (80%) of the families surveyed said that academic instruction and overall care of the students meets or exceeds their expectations. Of the families, ninety-three percent (93%) ranked meets or exceeds expectations for faith and spiritual development. Student safety was scored at ninety-three percent (93%).

The survey results show that two important areas have improved since 2016: communication and student safety.

For example, in 2016, only sixty-four percent (64%) of the families surveyed felt that the communication regarding academic information, calendars, and updates met or exceeded expectations. The parents suggested a more mobile friendly version of the website, text messaging from the school, a printed calendar and an archived newsletter. In 2017, eighty-eight percent (88%) of the families surveyed felt that communication meets or exceeds expectations. By 2018, ninety-five percent (95%) of the families surveyed felt that communication meets or exceeds expectations.

With regards to student safety, of the families surveyed in 2016, seventy-four percent (74%) said that the school met or exceeded expectations in the area of student safety. Some of the comments included having a locked front door, more earthquake preparedness, and the proximity of Hope House to the school. Parents also asked us to consider something different with the traffic loop to make it safer. In 2017, eighty-two percent (82%) said the school met or exceeded expectations in this area. Seven percent (7%) said that it was below expectations. By 2018, of the families surveyed, eighty-seven percent (87%) said the school met or exceeded expectations.

In the past three years, the school has scored high in the area of faith and spiritual development. Ninety-seven percent (97%) of the families said that this area met or exceeded their expectations. One of the parents wrote:

As a practicing Catholic family, we had no idea how our experience of faith would deepen by being at this school and parish. Each day, our child animatedly talks about meeting Christ and experiencing the Holy Trinity. Now in our second year, we can reflect upon our first year (last year), where we as parents made some missteps -- and were treated with forbearance and patience by administration, faculty, and staff. Our child's faith is being formed here. And, our faith has deepened, in profound ways, because of this administration, faculty, and staff. Blessed are we.

For areas of growth, the survey showed specific areas of need in co-curricular and academic activities. Specifically, the music program is still at seventy-one percent (71%) satisfaction which is up from sixty-four percent (64%) the previous year. The Spanish program has dropped to sixty-nine percent (69%) satisfaction which is down from eighty-eighth percent (88%) the year before. Science and math are at eighty-seven and eighty-nine percent (87% and 89%) satisfaction, respectively, but parents do comment that they would like to see more STEAM opportunities for the lower grades and a more robust, hands-on science program. Parents comment that they do not understand the Common Core and that math instruction is lacking with these new strategies and techniques.

The student survey results were taken from all students in grades three through eight, of which 102 students responded to the survey. The results show that students *strongly agree or agree* with the following statements:

- *I feel challenged.* - 53%
- *I feel I belong at this school.* - 79%
- *The teachers encourage me to assess the quality of my work.* - 86%
- *I am treated with respect by: my teachers - 90%; principal - 94%; other students - 65%*
- *Students have opportunities to learn from each other.* - 82%
- *Extracurricular activities are important to me.* - 76%
- *Students respect others who are different.* - 80%
- *Religion classes help me learn about my faith.* - 84%
- *Opportunities exist for Christian service.* - 84%

When asked about their teachers, students responded that they listen to the students' ideas but only sixty-seven percent (67%) responded that the teacher(s) know them well and only seventy percent (70%) said that the teachers make learning enjoyable. However, eighty to ninety percent (80-90%) of the respondents answered positively when asked if the teachers give individual attention, challenge the students to do better, and help the students gain confidence in the ability to learn.

Students were asked to report on how time is spent in the classroom. They were asked to make one selection only. Twenty-eight percent (28%) said that most of the time was spent listening to the teacher talk, fifteen percent (15%) was spent answering questions from a book or worksheet, thirteen-and-a-half percent (13.5%) said that they were working on projects or research, and eleven percent (11.6%) said that most of the time was spent on whole-class instruction. Areas that had the fewest responses were working in small groups, reading, and using technology.

Considering that only 53% of students report feeling challenged and only 13.5% of students say time is spent on projects and research, the school is looking more closely at student engagement as a way to differentiate instruction for enrichment and using inquiry-based methods as a way to implement this. This may also be done through cross-curricular units and collaboration across subjects.

The staff survey results showed that religious instruction and faith formation was strongest in the way prayers were said at various times throughout the day, and that traditions of the Catholic faith were taught at every grade level. Areas for growth in this section include the need for religion certification and renewal to be a priority, and that staff would like multiple opportunities for personal faith formation.

With regards to school management, most teachers and staff feel they have an adequate voice in decisions. Ninety-four percent of the teachers (94%) responded that this area was effective or highly effective. However, teachers wish that they could have a clearer, written job description eighty-seven percent (87%) scored this area highly effective or effective). Most teachers and staff responded that communication with administration, faculty, and parents was effective, however, twelve percent (12%) said it was somewhat effective. For student safety, teachers would prefer more disaster drills held regularly, but they all understand their responsibility for student safety outside the classroom. Most teachers and staff responded that they received regular and periodic evaluations eighty-six percent (86%) responded that this area was highly effective or effective, but more of them would like the support to do their jobs effectively. All teachers responded that the school receives positive publicity and has a good reputation in the community.

The school has a balanced budget for the 2018-19 school year because of multiple contributions from the Fulcrum Foundation at pivotal times in the school's history.

The Fulcrum Foundation has been a huge support through School Partnership grants and funding of tuition assistance. With declining enrollment in 2016 and a projected budget deficit of

\$120,000, the Fulcrum Foundation contributed \$40,000 to the school in order to offset these expenses. That same year, the Fulcrum Foundation contributed over \$13,000 to technology upgrades and the following year contributed \$11,000 for a new website.

For over one hundred years, Assumption Catholic School has carried out the educational mission of the Archdiocese of Seattle. The School Commission advises the pastor and principal, reviews the budget, and helps to develop policies for the handbook. The School Commission and committees work together to ensure consistent, responsible policies for effective operation and long-range planning. In remaining a part of a long Catholic heritage, the goals of the school focus on building a faith-filled community of life-long learners, by providing a quality education for the body, mind, and spirit, through its Schoolwide Learning Expectations.

Evidence:

- Agendas from Admissions and Retention Committee
- Classroom Improvement Plans
- Strategic Action Plan
- Completed surveys
- Registration materials
- Schoolwide Learning Expectations (SLE's)
- ITBS Data
- MAP Data
- Parent, Staff, Student Satisfaction 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.

Assumption Catholic School created five goals from the prior accreditation, three for which an action plan was created. At the time of the accreditation visit, one revision was suggested by the Visiting Committee. This Action Plan focused on the high achievement of all students to include three significant areas for improvement: heightening Catholic Identity through a deeper understanding of the faith; professional development for teachers supporting best practices with regards to technology and Common Core standards; and, a balanced and comprehensive schoolwide math program.

The first goal of the action plan stated: *Assumption Catholic School will heighten Catholic Identity and improve student learning in all subject areas through a deeper understanding of the faith, teachings, traditions of the Catholic Church, including social justice.*

It was decided by the teachers and staff that students needed more specific curriculum with a focus on Catholic Identity, not just in the religion classes but across all subjects. This led to a further conversation about mapping the curriculum in religion classes so that teachers could see

vertical alignment across grade levels. The work on this began in the 2016-2017 school year and concluded in the following year. Once the religion mapping was done, teachers then focused on including Catholic Identity pieces into other subjects, specifically English/Language Arts and more recently, math.

At that time, the high achievement for all students included a school garden program that included selling harvested vegetables to help support a sister school in Phnom Dek, Cambodia. The sister school project began in 2005; the school garden project began in 2009, and the teachers heading the two programs at ACS joined the programs the next year so that proceeds from the garden could support the sister school in Cambodia. The joint project at ACS had momentum for several years to the point that money was raised through the garden, vegetables were sold after Masses on Sunday, and money sent to support a teacher in Cambodia. Although this goal was being met through the spring of 2017, in the past two years the momentum has shifted away from the garden/sister school connection because of two main factors. The increasing reliance of the Cambodian government on China as a financial backer and rejection and misuse of Western resources, and staffing changes at ACS. It was decided to continue to focus on the garden education program through Common Threads, but that it won't be tied to the sister school in Cambodia. Instead, classes will be responsible for their own service-learning projects, some of which will be closer to the Whatcom County community.

It was also decided in the action plan ACS would adopt the ACRE test as the standardized religion test for grades five and eight. ACS joined a national ACRE pilot program in the spring of 2015. There was no national, parish, or archdiocesan data available that year. However, the ACRE test has been given every year since 2015. The testing window only went until the end of April, however, the test at ACS was administered in the month of May, so ACS students' scores were not part of the Archdiocesan aggregate scores. This will be remedied for the 2019 testing window. Since the previous accreditation, more specialist teachers incorporate prayer into the daily routine (e.g.: prayers in Spanish) and the preschool teachers worked with the Archdiocese to create a religion curriculum for preschool.

The second goal of the action plan stated: *Teachers will continue professional development by attending workshops supporting best practices in order to improve student learning, especially with regards to technology, integration of the Math Common Core Standards, and the disaggregation of ITBS scores.* The visiting committee changed the second goal by deleting the word *Math*.

Results of the previous accreditation illustrated the need for professional development for teachers in the use of technology in their classrooms. Specifically, the SMART Boards were purchased to ensure that all classrooms had this access. With that move, teachers required training in how to use the SMART Board software and implement across the grade levels. This training was done last in 2015-2016, but any teachers hired since that time have not had official training in use of the SMART Board. However, since this technology is teacher-centered rather than student-centered, the school made a shift in 2016-2017 to implement one-to-one devices for grades five through eight. Therefore, the SMART Boards will continue to be used in many

grades but training and workshops in the future will be directed to the use of Office 365 and digital citizenship.

After the last accreditation, and with direction from the Archdiocese, a focus on data-driven instruction and practices has been implemented. At the time of the previous accreditation, the school was using multiple standardized assessments (ITBS, Washington State, and MAP) and the principal decided to limit standardized testing to the ITBS test only. Official training was not provided for teachers in order to read and disaggregate these assessments. Therefore, the Archdiocese made the decision to hire a curriculum specialist in 2016 and a data specialist in 2017. The decision was made that the Archdiocese would adopt the Measure of Academic Progress (MAP) testing with the option to do these three times per year. ACS agreed to test two times per year. In that process, ACS also designated two GRACE teacher leaders who are now responsible for participating in training and providing training for ACS teachers in how to read and interpret MAP data. This training began in October 2017 and occurred again in spring 2018 and fall 2018. Test data is used for teachers to modify and adapt instruction as needed.

The third goal of the action plan stated: *Insure a balanced, comprehensive math program to raise computation scores, and support current high-level scores in Concepts/Estimation and Probability/Data.*

Testing data from the previous accreditation demonstrated that students were struggling in math, specifically in the areas of computation, estimation, and probability. Therefore, the third goal focused on adopting the same math curriculum for kindergarten through eighth grades. In 2013, the *Go Math* series was purchased for all grade levels. A five-year contract was signed so that the school was required to use the same textbooks through the 2018/19 school year. The principal stressed the need for the same text series for kindergarten through eighth grades. The text chosen was *Go Math*. However, that text did not emphasize number sense and computational skills as expected. Consequently, students are still weak in math facts. Since the last accreditation, professional development has focused on areas other than common practices for computational skills, assuming that this was being covered by the adopted text. The school recognizes a need for best practices in these math areas.

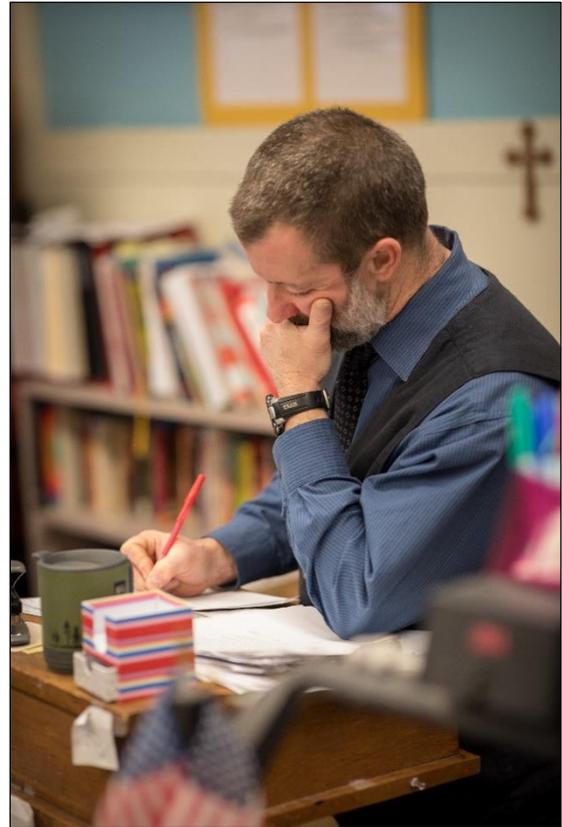
The current principal has been in place since the 2016-2017 school year after multiple changes in leadership over the past six years. Therefore, some changes in direction and leadership based on the annual parent survey and MAP testing data have shed light on the most significant changes. Progress was made on these three goals from the last accreditation including: purchasing SMART Boards, purchasing a math curriculum, curriculum mapping for religion, and an adoption of the ACRE and MAP tests. Consequently, a continuous process of school improvement uses parent surveys, staff, and student surveys as well as recent test data to show which areas continue to need the most growth. These are identified in the self-study and have led to the current goals and action plan as written in Chapter 4.

Evidence:

- Previous Self-Study and *Report of Findings*
- Previous Action Plan and annual updates (2015, 2016, 2017)



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.

The curriculum of Assumption Catholic School (ACS) is infused with a strong Catholic Identity. The school is driven by its Mission and Philosophy Statements as well as the Schoolwide Learning Expectations (SLEs). All three were reviewed and revised during the fall of 2017 to make them more concise and reflective of ACS, parish staff, as well as students.

In the revised SLEs, the word "graduates" was replaced with "servant leaders." Some SLEs were combined and others were revised to better reflect the Mission and Philosophy Statements. Elements of the category "active global citizen" were added to the categories "active faith-filled person" and "person of integrity." The revised Mission Statement added the phrase "preschool through eighth grade" to include all students attending ACS.

Kindergarten through eighth grade students attend a weekly Mass or a prayer service. Each class is responsible for leading several Masses or prayer services during the school year. The music for school Masses is led by Frederick Mabalot, the parish music minister, and the ACS choir. A teacher-led school Mass begins the school year, and school parents also lead school Masses during the school year. In 2018, a 'teaching' Mass was added to one of the parent-led Masses, which highlighted and explained important elements of the Mass. Once a month, Pre-kindergarten students attend the Liturgy of the Word portion of the Mass with the rest of the school. After the Gospel, they receive a blessing from the congregation and proceed back to the preschool.

In addition to various prayer services held throughout the year, there are two prayer services that ACS holds annually. One is the Blessing of the Animals on St. Francis of Assisi's Feast Day. Another prayer service is the human food chain that offers prayers of thanksgiving and blessing of food collected for Hope House. (Hope House is an outreach program of Catholic Community Services which serves low-income people in Bellingham.) In early 2018 during Catholic Schools Week, a prayer service honoring First Responders was added to the calendar.

During Lent, classes meet in the church for Stations of the Cross, the pastor and several priests from local parishes hold a Lenten Reconciliation service for third through eighth graders, and a Good Friday retreat morning is prepared by the middle school students for the entire school. The retreat reenacts Jesus' prayer in the garden and the Good Friday Gospel reading of Christ's Passion according to St. John. Students prepare Masses for the larger parish on Veteran's Day, Earth Day, All Saints Day, the Solemnity of the Immaculate Conception, Ash Wednesday, the Crowning of Mary, and weekend Masses during Catholic Schools Week. Once a month, Peacemaker pins are awarded at the end of Mass to students who demonstrate the school's monthly spiritual theme.

In every classroom at ACS, sacramentals, Bible activities, and liturgical traditions are visible. Each classroom has a prayer table where a Bible, a statue of Mary, the liturgical color, and the school candle are displayed. There may also be a picture of a saint, a rosary, prayer cards, a prayer intentions book, or a significant item reflecting the current liturgical season. All classrooms have a crucifix, and there is a student-created holy water font outside of classroom doors. Many teachers display religious artwork, posters, books, scripture passages, liturgical items, and grade-level prayers. They may also display other things such as a Jesse Tree during Advent, portraits of various saints, and students' artwork of the Stations of the Cross. Teachers have many specific classroom activities to help reinforce the traditions of the Church. Teachers pray daily with their students. The Bible and other religious stories reflective of the liturgical season are read to students. In the school lobby there is a large painting of Mary in the Garden, an altar displaying the *Lectionary for Mass*, a crucifix, a student-carved peace block from ACS's sister school in Cambodia, and a candle. Near the entrance of ACS, a grotto dedicated to Mary was built by a graduating class as a legacy gift. Above the entry doors of the school and in the library are stained glass windows depicting religious stories and symbols, also a legacy gift. Throughout the school, religious artwork, themed banners, religious photographs, and reflective quotations are displayed. Many of these items were sponsored or created by eighth grade classes as legacy gifts to the school. In 2017, a former student, who was earning his Eagle Scout level, created saints' nameplates and placed pictures of those saints outside of each classroom. These sacramentals and traditions help to reinforce Catholic identity and foster reflection in students as active faith-filled people.

ACS has adopted the Six Tasks of Catechesis and Faith Formation Standards from the Archdiocese of Seattle. In 2017-2018 this program was fully implemented in all grades. The staff recognizes that religious education begins in the home. Teachers assist parents by providing opportunities to study the Sunday Gospels, instruct the Catholic Catechism, participate in prayer and liturgical experiences and support the sacramental preparation program. Students in fifth through eighth grades receive additional instruction about family life and digital citizenship. All students learn skills to deal with conflict-resolution, prevent bullying and learn ways to protect themselves through the *Talking about Touching* and Virtus' *Touching Safety* programs. In 2015, ACS adopted the ACRE religious assessment for fifth and eighth grade students. Other assessments of Religion include: character and integrity observations through the SLEs, chapter and unit tests, prayer assessments, assignments, projects and artwork.

Catholic Identity is imbedded in all subjects taught at ACS. After the last accreditation and as curriculum areas of math and English Language Arts (ELA) were revised, teachers added elements of Catholic Identity to the curriculum in each content area. Catholic Identity has always been implied within the ELA curriculum, but it is now specifically documented in grade level units. With the revision of the math curriculum in 2012-2013, primary grade students began learning number sense with reference to Biblical numbers, such as three wise men, twelve apostles and forty days of Lent. At times, students use religious pictures and timelines to solve math puzzles and equations. Intermediate level students observe multiplication and geometric patterns in the church building and use religious themes to problem solve. Middle school students practice socially responsible financial investing, and they investigate Biblical and

artistic patterns throughout history. As teachers implement the Next Generation Science Standards (NGSS) of the science curriculum, elements of Catholic Identity will be added.

Social justice, as the core of Catholic Social Teaching and Catholic Identity, is evident throughout the school through service-learning projects. ACS teachers and staff help to foster servant leadership in students. As part of the SLEs, students are expected to demonstrate compassion through service and be responsive to social justice. Every student at ACS participates in service-learning projects, both with individual classes and as schoolwide projects. Class service-learning projects include sending cards to the homebound, visiting the senior center or a nursing home, collecting clothing, food, infant care items for the Hope House, or pet supplies to donate to local animal organizations. Other class projects include picking up trash, cleaning-up invasive species at local parks, collecting money for medical research, and becoming aware of issues such as heart disease through a "Jump for Heart" fundraiser.

In addition to class service-learning projects, middle school students complete individual service hours. They are encouraged to participate in altar serving and cantoring at the church, or to help with a community project. Some students also serve as student ambassadors or as student council members. As a school community, students participate in a canned food drive in November which culminates with a prayer service and a Human Food Chain to the parish Hope House. Students participate in money drives or bake sales to assist organizations that send aid for natural disaster victims, such as Catholic Relief Services. Collections through Lent 2018 help pay for supplies and a teacher's salary at the sister school, Bellingham Community School #253, in Phnom Dek, Cambodia. The school garden allows students to gain an understanding and respect for the food that is grown. The local community is served by donating harvested produce from the school garden to Hope House.

Because there are a variety of service opportunities for students at ACS, it has been suggested by shareholders, that service-learning projects be put into a yearly calendar. This student service-learning calendar would space the projects over the year and allow greater participation by families and students.

In April of 2018, the school responded to the call of Pope Francis' *Laudato Si* encyclical and vowed to take better care of the earth by making a pledge at the Friday school Mass to limit single-use plastics and to compost more. All students are working to become better stewards of the earth by recycling, reusing items, and composting.

The administration, staff, and faculty of ACS recognize that parents are the primary educators of their children in matters of faith. To support parents in this ministry, the school assists in the development of the spiritual life of the students in a variety of ways. Parents are involved in the sacramental preparation of their children for First Reconciliation and First Eucharist as presented by the parishes and supported by the teachers. In 2015, the liturgical coordinator established a parent-led school Mass. Parents are encouraged to attend school Masses, prayer services, and student assemblies. Many parents serve on school committees such as the School Commission, Parent-Teacher Club (PTC) and the ACS School Foundation.

In order to supplement parents' ministry to create the domestic church at home, they can access online resources from the Archdiocese of Seattle. Under the leadership of Principal Dan Anderson, additional opportunities are offered to parents such as a Monday morning prayer group and a weekly parent video newsletter which includes religious events in the individual classrooms and the whole school. Mr. Anderson added a parent discussion time before the PTC meetings and hosts a bilingual coffee hour once a month. His goals are to communicate with parents, listen to their needs, and offer prayers when needed. Meetings begin with prayer and members of the various clubs and commissions listen to and respond to each other with respect and dignity. To foster safe and responsible internet use, Mr. Anderson taught a workshop called "One-to-One Device: Introduction to Parents and Students" in the fall of 2018.

Teachers at ACS lead through example. Father Scott Connolly, the pastor of Church of the Assumption, approves the hiring of each person who teaches the Catholic Faith at ACS. Six of the ten religion teachers are certified through the Seattle Archdiocesan Catechetical Certification Program (CCP). These staff members will be "grandfathered" into the new Archdiocese program, *Christ in the Classroom* Level 1. Other religion teachers will participate in this program once it is implemented. In the fall, faculty members participate in the *Christ in the Classroom* retreat.

Opportunities are provided for on-going faith formation. Several staff members participated in the pilot program of *Sacred Stories: Ignatius Method of Prayer* and have incorporated those methods of prayer and reflection into classroom prayer. The faculty and staff begin each school day in a circle of prayer. This, in turn, allows the staff to center the day on Christ and build a sense of community.

Teachers attend Archdiocesan *Teacher Excellence Days* and the Regional Curriculum days. Two of the teachers at ACS began their second year of the Archdiocese's teacher leadership program, *GRACE*. Teachers have access to the Office of Catholic Schools' website and monthly newsletters, "Edvantage," and Virtus trainings and updates. The Catholic online communities have many resources teachers utilize such as USCCB.org and formed.org for Mass preparation and faith formation. ACS has many staff members that serve as servant leaders in their church communities. The principal and many teachers serve as eucharistic ministers, lectors, and cantors during school and parish Masses. Many teachers participate in faith development opportunities provided by their individual parishes.

ACS seeks to remain faithful to the education that was first established in 1913 by the Sisters of St. Dominic of the Congregation of St. Thomas Aquinas (Dominicans). The school's strong Catholic identity is the foundation upon which the school flourishes. It fosters servant leaders who are active faith-filled people, engaged active life-long learners, effective communicators and people of integrity.

Significant Accomplishments:

- A teaching Mass
- Archdiocese-required prayers included during the morning announcements

- The integration of the Six Tasks of Catechesis and Faith Formation Standards from the Archdiocese of Seattle
- Adopting the Assessment of Children/Youth Religious Education (ACRE) assessment for fifth and eighth grades,
- Adapted the new VIRTUS program in kindergarten through eighth grades
- Elements of Catholic Identity embedded into Math and English Language Arts (ELA) curricula
- A weekly parent prayer group
- Bilingual coffee hour with the principal
- Education for digital citizenship
- GRACE teacher leadership
- Implementing the new Christ in the Classroom certification

Goals:

- Develop student service-learning calendar
- Additional support for spiritual and faith education for parents

Evidence:

- Revised Mission and Philosophy statements
- Revised Schoolwide Learning Expectations
- Mass schedule
- Liturgy planning template and sample
- Example of monthly peacemaker theme (evidence binder)
- Example of a Mass and prayer service
- Certification process documents from the Archdiocese
- Copy of a teacher's CCP certificate (evidence binder)
- Example of Catholic Identity embedded into a math curriculum (evidence binder)
- Revised religion curriculum (evidence binder)
- Teacher survey
- Outline from Mr. Anderson's "One-to-One Device: Introduction to Parents and Students"

B. DEFINING THE SCHOOL'S PURPOSE

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

Assumption Catholic School's (ACS) Mission and Philosophy Statements outline the way in which the school's purpose is focused and driven by the Roman Catholic faith. Catholic Identity is integrated into all aspects of school life. Additionally, both the Mission and Philosophy Statements define ACS as a ministry of the Church of the Assumption. As a ministry of the church, ACS is inherently connected to the parish community that it serves. ACS Mission states, "Assumption Catholic School, a ministry of the Church of the Assumption, provides excellent Catholic Education to preschool through eighth grade students of Whatcom County. All students are expected to reach their potential, to achieve a strong faith in God, and to go forth and make a lasting difference in the world." Similarly, the ACS Philosophy Statement expands on the Mission saying, "Catholic values are integrated into an innovative curriculum of 21st Century

skills...” and “Students learn to serve with humility and compassion in their families, schools, churches, as well as local and global communities.”

The school believes that parents are the primary educators of their children. They are the first educators of their children. Parents partner with teachers, staff and administration to pass the faith on to their children, and they are an essential part of ACS. They serve on committees such as School Commission, Parent-Teacher Club (PTC), and the School Foundation. Each school family is required to participate in forty hours of volunteer service. Twenty hours of this is through fundraising opportunities. Parents are also required to volunteer five hours in their home parishes. Some serve as Eucharistic Ministers, cantors, and lectors at church. Others are on the Pastoral Council, lead youth ministry and volunteer with Faith Formation. Parents also volunteer as extra-curricular team coaches at ACS. Sacramental preparation is provided by each of the home parishes. Parents are given opportunities to celebrate the sacraments of First Eucharist and First Reconciliation with their children through their home parishes. Parents are invited to school Masses and for prayer on Monday mornings. The school would like to provide more opportunities throughout the school year to support prayer life and spirituality. Parent-Teacher Club meetings are business-oriented, and this may be a place to provide parenting classes and workshops that focus on faith and spirituality.

ACS Mission and Philosophy were revised by a committee comprised of several faculty members, discussed and reviewed by all faculty members, and then sent to be reviewed by the PTC, School Commission, Pastoral Council, and parish staff in January 2018. A survey was also sent out to parents and parishioners asking for their feedback and suggestions concerning the revised Mission and Philosophy. Input from all shareholders was reviewed and considered in final revisions completed by the committee in February 2018.

The SLEs were reviewed and discussed by the faculty in Fall 2017. A committee of several faculty members revised the SLEs to retain four categories, and, where applicable, distributed the previously fifth category into the others. The revised version was sent out for review with the Mission and Philosophy to the PTC, School Commission, Pastoral Council, parish staff, parents, Student Council, and parishioners. The four SLE categories are: Faith, Life Long Learners, Communication, and Person of Integrity. Each category heading comes directly from the Mission and Philosophy Statements.

To ensure that SLEs are accessible to all students, elementary students (K-2nd grades) are expected to know the bolded section headings, and the upper-grade students (3rd-8th grade) are expected to know the expanded bullets for each category. The SLEs are incorporated into the daily life of the school in several ways: they are used in morning announcements with prayer, posted in classrooms, contained in weekly newsletters, and some teachers use an individual SLE behavior chart. The SLEs are the standards by which primary report cards are based while middle school report cards use a supplementary attachment assessing each bolded section with specialist input through a roster checklist and anecdotal notes. An SLE rubric and checklist exist across the grade levels so that teachers might track progress of students on the SLEs.

The four SLEs incorporate all elements of what Assumption students should know and understand. Students will be active faith-filled learners, effective communicators, people of integrity, and engaged active life-long learners. The curriculum standards, therefore, reflect these expectations. For example, a faith-filled student knows how to pray informally and spontaneously because of the way that morning prayer, Mass, and the religion curriculum are structured. Additionally, if the school is encouraging life-long learners, then students are actively engaged in math, literature, and science, based on the adopted Common Core Standards and Next Generation Science Standards (NGSS).

Since the last accreditation period, the teachers established curriculum maps for language arts, math, and religion. Religion teachers use the: *Catechism of the Catholic Church*, prayer guides, Sacred Scripture, *Touching Safety*, Pope Francis's *Laudato Si*, the Liturgical Calendar, and the *Family Life* program, to make sure that the teachings are aligned with the Catholic Church and the Archdiocese of Seattle.

To improve student learning, teachers have started using cross-curricular unit plans based on the Archdiocesan unit plan template. However, not all teachers have been trained in *Understanding by Design* and were not able to incorporate it across all subjects and curriculum. Middle school teachers in science and US history worked together to create one unit that fit across these subject levels. Teachers will continue to use methods of inquiry, lesson design, and cross-curricular units for planning purposes. These plans will integrate Catholic Identity and the school's SLEs into all curricular areas. The one-to-one device program is new. Teachers are encouraged to use this technology to align the Archdiocesan, common core, and NGSS among multiple disciplines. Collaboration and professional development are necessary to integrate technology, disaggregate assessment data, and plan across disciplines.

The School Commission is an advisory group of volunteers. Each year the Commission has a retreat or beginning-of-year meeting in which it lays out its goals and expectations for Commission work that supports school growth. The school is accountable to the Finance Council of the Church of the Assumption and a Commission liaison sits on both the church and school committees.

In the past, the Commission has set goals for the school based on parent surveys and committee meetings. They have included things such as a more robust music program, a school bus to reach the outlying areas, a new school website, and improving parish relationships. The ultimate goals of the Commission are to increase enrollment, provide an outstanding and rigorous curriculum, and to enhance Catholic identity as a community.

Significant Accomplishments:

- Revised the Philosophy and Mission Statement; the SLEs were condensed and language was revised
- Teachers created an SLE behavior checklist
- Religion, language arts, and math curriculum were mapped
- SLEs are displayed on the new website more clearly (Philosophy and Mission)
- School bus was purchased to improve outreach to outlying parishes

Goals:

- Professional development for teachers around the one-to-one device program, integrating the standards, and collaborating across curricular areas.
- Opportunities for parents in developing faith life and spirituality. Allow for more parent workshops and parenting classes around the areas of technology, spirituality, and discipline.

Evidence

- Survey data
- SLE rubric
- Curriculum standards

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.

Assumption Catholic School's (ACS) Mission is, "Assumption Catholic School, a ministry of the Church of the Assumption, provides excellent Catholic education to preschool through eighth grade students of Whatcom County. All students are expected to reach their potential and to achieve a strong faith in God, and to go forth and make a lasting difference in the world." Shareholders of ACS are highly conscious of the school's Catholic Identity, School Mission, and Schoolwide Learning Expectations (SLEs) when making decisions and participating in school life. This information is posted on the ACS website, in every classroom, and in the parent handbook.

The role of the pastor, School Commission, school administration, and staff in establishing, maintaining, and communicating the Catholic Identity of the school is evident in many ways. The pastor, principal, and School Commission developed a 2016-2020 Strategic Action Plan in which the first goal states, "In order to improve its Catholic Identity, Assumption will integrate Catholic social teachings into all curriculum areas, increase opportunities to live out the Mission, encourage full participation in the parishes, and strengthen the relationship between the school and Whatcom County parishes." The strategic plan also states that Catholic Identity is embedded in all curriculum, that students at ACS participate in service projects that serve local and global communities, and that the students and staff at ACS focus on problem solving for the poor and marginalized. The strategic plan was published and distributed to the school community and local parishes.

The pastor and administration provide opportunities for staff and student retreats as well as parent faith-formation. The pastor and principal organized and led the "Christ in the Classroom" retreat for school staff in the fall of 2017 and 2018. The sixth-grade class attends a CYO three-day session at Camp Hamilton, and the eighth-grade class attends faith-based retreats in the fall and spring of the school year. The principal, eighth grade teacher, and retreat leader decide the focus of the retreat based on the needs of the students. The principal and pastor are an integral part of the spring retreat itself. The pastor presides at the Mass and Reconciliation services during the eighth-grade spring retreat. Opportunities for parent faith-formation are also

encouraged by the pastor and administration. Some parent faith-formation opportunities include the parent-led Mass in which parents prepare Mass for the school community, and a parent-led prayer group in which the school community and their intentions are held in prayer. Events and elements of the school's faith formation and Catholic Identity are frequently communicated to the parishes via the church bulletins.

The School Commission's agenda includes time for regular reports on the school's curriculum, especially as the curriculum is being reviewed and reevaluated, for example with the intermediate class's STEAM lab use and NGSS incorporation in the Science curriculum in grades kindergarten-grade five. The principal also reports to the School Commission monthly when there is a special need. However, there is not dedicated time given to each School Commission meeting related to updates on curriculum. Reports are on an as-needed basis depending on the current curriculum review or changes to the overall program.

ACS has created a leadership team of three teachers who meet weekly with the principal to discuss policies, responsibilities, and professional development plans. Two teachers in the school are Guided Regionally Advancing Catholic Education (GRACE) leadership teachers who meet twice a month with the principal to discuss disaggregating MAP score and information from the school's department of the Archdiocese.

The staff meets for weekly professional development meetings. ACS has updated the emergency preparedness packet, and a copy can be found in every classroom. Additionally, the School Commission reviewed and updated the Student/Parent handbook for clarity.

There is a Staff Handbook which is updated and inserted into each of the staff binders for teachers and staff at the beginning of the school year. This handbook follows the guidelines of the "Policies and Procedures for the Archdiocese of Seattle."

School policies had not been updated regularly in the Student Handbook until 2015-2016 when the interim principal brought four updated policies to the School Commission for approval. These include policies for prohibition of harassment, intimidation, and bullying; priority for admission; management of identified sex offenders (revised in 2017); and acceptable use of network resources. In March 2018, the policy was revised for limits on class size, and the school adopted a policy for admission of international students. It is the goal of the School Commission to review all school policies annually by staggering a section each year.

Budget recommendations are based on the high achievement of all students, and decisions are focused on the spiritual growth of all shareholders, including students, staff, and parents. Parent Satisfaction Surveys, which are sent out in the fall, inform the administration and School Commission of any changes or consistencies parents would like to see in curriculum and instruction. These suggestions from parent surveys are taken to the finance committee while creating the budget. Once they are approved by the budget committee, they go to the School Commission. Additionally, budget decisions that focus on spiritual growth of shareholders include: faculty retreats, professional development in Catholic Identity, and Catechetical certification. The decision to increase the budget for music in the 2018-2019 school year

stemmed from parent surveys and a discussion with the School Commission to foster a greater music program that would, in turn, feed the school liturgies.

All staff at ACS participate in efforts to enhance the learning opportunities available to the students in different ways throughout the year. Religion teachers are required to go through Catechetical certification. During the summer and the school year, teachers participate in professional development based on school or individual teacher needs. Additionally, the preschool director participated in a pre-kindergarten curriculum committee with the Archdiocese. The office staff help by facilitating parent/teacher communication, keeping student records organized, supporting teachers, providing supplies and assisting in all other duties arising on a day-to-day basis. The custodial staff maintain an excellent environment for learning. ACS's school campus is clean, safe, organized and beautiful.

The school provides learning opportunities in a variety of after-school programs and activities. All staff participate in efforts to provide supervision either in the way of coaching, supervising, or managing these activities. These include Math Olympiad (Mrs. VonFeldt), Variety Show and Computer Science First (Mrs. Whelan), English Language Learners (ELL) program (Mrs. Lawrence), and coaching (Joslin, Costanza, Lawrence, Campbell), to name a few. There are also learning opportunities through physical education, assemblies, and field trips that all teachers participate in. Professional development opportunities are provided for all teachers yet the office staff, although invited to these, are usually unable to attend. More opportunities need to be created for support staff and office staff to participate in professional development.

ACS has various structures set in place to communicate high achievement of all students to shareholders and staff. Internal communication within the school is effective. Each Friday, staff members receive a weekly bulletin from the principal. All staff have begun using Office 365, so any observation notes, or other shared information is posted in OneDrive. Specialists also provide weekly updates to homeroom teachers and parents. Staff members meet weekly, and the parish priest participates when he is available.

Student needs are determined by the scores on standardized testing, Assessment of Children/Youth Religious Education (ACRE) test, and other forms of assessment given in the individual classrooms. Test scores determine if a topic needs to be re-taught. Additionally, students are compared (internally) to the national averages. Scores are reported in PowerTeacher Pro for the students in grades 6-8 regularly, and at the end of the semester for all other students according to standards-based grading and reporting. Schoolwide Learning Expectations (SLEs) are also reported on students' report cards. Every fall, each classroom teacher creates a classroom improvement plan for the year based on disaggregation of standardized test scores, 504 and ISP plans, teacher assessments, and other considerations of a student's academic needs.

Federal program funds utilized at ACS are: Title I to promote reading success; Title II to allow staff opportunities to attend conferences and classes promoting professional development; Title III for ELL who qualify based on the Home Language Survey; and Title IVA, a new program driven by the *Every Student Succeeds Act* (ESSA) that allows schools to have enrichment

funds. Additional services include: ISP plans which allow students to receive on-site tutoring, technology, and speech services; 504 plans to students who have medical conditions that make some aspect of learning challenging; before or after school tutoring; Extended Day Program (EDP) where students are supported with homework and other academic needs. Teachers support the individual needs of students by providing individual and small group instruction, modified homework and testing, and utilizing the resource specialist to work with students one-on-one. Middle school students may receive differentiated work assignments and assessments, tutoring, and peer coaching. High achieving students are challenged with independent work, extension activities, higher level thinking questions, and challenge questions/concepts. Middle school students may also participate in student teaching, real-world problem-solving challenges, advanced Spanish curriculum, and opportunities to test into a higher-level math class.

ACS has policies, codes, procedures, and resources in place to ensure a safe, healthy, and nurturing environment. Each individual class has its own set of rules they have established at the beginning of the year. Staff have playground duties before, during, and after school with guidelines to follow that are written in the school handbook to ensure the safety of the children. In February of 2015, the Crisis & Emergency Operation Plan Handbook was revised by a committee formed of parents, teachers, and the principal. Emergency kit supplies are updated yearly as well as the Parent/Student Handbook. Progress reports, behavior, and bullying reports, as well as out-of-uniform forms are written in triplicate copies and given to the parent, teacher, and principal for the student's files. In the fall of 2017, a new front door locking system was installed. An action plan was set into motion when parent, teachers, and the principal viewed this safety feature as an area of concern. Furthermore, a counselor is available three hours per week to meet with individuals and small groups.

The GRACE Project began in 2017. At ACS two teachers committed to this program. This includes regional and Archdiocese training throughout the summer and school year. They participate in online discussions using Trello, an online platform, with regional leadership and teachers across the Archdiocese to incorporate trainings received in professional development for the staff at ACS. With the adoption of new religion standards created by the Archdiocese of Seattle, the ACRE test began being administered two years ago. This test is used to improve religious curriculum across grade levels as well as identify student strengths and weaknesses in religious education.

The PowerSchool Consortium is also from the Archdiocese. The superintendent and curriculum director for the Archdiocese give consistent opportunities for professional development. The Archdiocese also provides: new teacher orientation, principal retreats, principal meetings, Leadership Academy, and Regional Days in October and March.

Students in grades two through eight took the Iowa Test of Basic Skills (ITBS) until fall of 2017. This assessment gave current data informing teachers of students' needs. Presently, students in grades two through eight participate in Measurement of Academic Progress (MAP) testing to assess areas of reading, language, math, and science. This data is shared with families and staff. Staff training regarding the reading of MAP data influences teaching direction.

Kindergarten through second grade receive Developmental Reading Assessment (DRAs) at the beginning and end of the school year. ACS also uses PowerSchool to track student progress.

Archdiocesan resources also help ACS support high student achievement. The school uses written materials such as the Archdiocesan Mission letter as a resource in the classroom. Catholic Relief Services Lenten Rice bowls and booklets are integrated at all grade levels during Lent. The Religion standards set by the Archdiocese are followed and documented within lesson plans each week.

External communication to shareholders from teachers includes: parent newsletters, standardize testing results testing data, monthly student progress reports, report cards each semester, PowerSchool with student and parent access for middle school, and the school website. Teachers are available for conferences before and after school, and there are monthly parent-teacher club meetings. The pastor shares school news in the weekly church bulletin, makes announcements at all Masses, and has included parent, principal, and teacher speakers at mass. Weekly school Masses are led by parents twice a year. The principal meets weekly with the pastor and once a month with the School Commission. He also hosts a Principal's Coffee with families and parents. The State of the School address is delivered to families and staff every February to discuss what has been accomplished and goals for the upcoming year. Other forms of communication include open houses, Curriculum Night, a weekly digital newsletter, weekly parent envelope, and participation in Catholic Schools Week. The school contributes to the parish's Annual Report that comes out in October with finances and updates. The pastor and School Commission promote enrollment all year through the parish liaisons working with pastors. Another way includes a coffee hour at Sacred Heart and St. Joseph's, and family involvement in Masses during Catholic Schools Week in January. The School Commission also has an Admissions and Retention Subcommittee that helps to promote the school, including designing the new website and marketing materials.

The School Commission plays a large role in development and marketing for the school. They work with the Archdiocesan marketing plan, develop a marketing calendar, and have a subcommittee for enrollment and retention. This subcommittee meets every other month to develop the school website and discuss new marketing strategies. The Parent Ambassador Program, New Families Newsletter, advertisements in newspapers and magazines, social media presence through Facebook and Twitter, and encouraging parent reviews on websites are some of the strategies. This Admissions and Retention Subcommittee then reports back to the School Commission at its monthly meeting.

A subcommittee of the School Commission called the Strategic Action Plan Committee was responsible for revising the strategic plan in the 2017-2018 school year. The School Commission uses this Strategic Action Plan to guide its goals for the year. They review the Strategic Action Plan to ensure the school is on track to meet its goals by 2020. These goals include: expanding technology through Office 365 and one-to-one devices, providing a bus to transport students from other areas in Whatcom County, appointing parish liaisons with other Catholic parishes in Whatcom County, paying competitive teacher wages, developing the music

program, creating a new website, and reaching an enrollment of 250 Preschool–8th grade students by the fall of 2020.

In summary, ACS has a variety of structures that support high achievement of all students. The Catholic Identity of the school is communicated through annual staff retreats, middle school faith-based retreats, and parent faith-formation opportunities such as the parent-led Masses and prayer group. Teachers and administration use annual standardized test data to assess student achievement in reading, language, math, and science and modify teaching direction as needed to reach all students. All teachers have Classroom Improvement Plans set in place which guide them towards higher achievement for all students. ACS also implements ISP and 504 plans to inform individual and small group instruction, modify homework and testing for those students with plans, and employs a resource specialist to work with students. A new Strategic Action Plan, developed in the 2017-2018 school year with a focus on the high achievement of all students, is utilized by the School Commission to guide the school's goals for each year. In conclusion, numerous methods of communication exist between the pastor, principal, School Commission, teachers, and parents to ensure that all students are receiving the instruction they need to excel both academically and spiritually.

Significant Accomplishments:

- Assumption Catholic School has expanded technology through Office 365 and one-to-one devices in the classrooms.
- Title IVA enrichment funds
- Revision of Crisis Management Booklet, new security system with locked front door
- Started leadership team and GRACE team
- Principal's Coffee and principal's video newsletter

Goals:

- Update technology and teacher training to integrate devices into instruction.
- Continuity among grade levels on reporting student progress or SLEs to parents each month.
- Consistent communication between specialists and classroom teachers.
- Communicate areas of growth and student achievement to shareholders

Evidence:

- School Commission, Parent-Teacher Club, and faculty meeting minutes.
- Faculty and Student handbooks
- School website and marketing brochures
- Weekly school and teacher newsletter to families
- Parent surveys
- Church bulletins
- Classroom Improvement Plans

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

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

Assumption Catholic School (ACS) provides academic excellence through a rigorous curriculum. Teachers use best practices and educationally sound assessment processes to meet the needs of all students. Diagnostic, formative, summative, and standardized tests are used to evaluate and assess student learning and progress, to direct individualized instruction, and to help students reach their potential.

ACS is the only Catholic school in Whatcom County. It offers an all-day preschool through eighth grade education. Ninety-two percent (92%) of the students enrolled are Catholic, twenty-eighth percent (28%) of the student population are multi-racial, fifty-seven percent (57%) are Caucasian, fourteen percent (14%) are Asian, and ten percent (10%) are Hispanic/Latino. These percentages generally reflect the population of the local community. The gender split is nearly even (48% female and 53% male).

Enrollment increased by eleven percent (11%) last year with the newly-appointed principal. A parent survey showed an interest in acquiring a bus to accommodate county families who want to send their children to ACS. A bus was purchased, and service began in the Fall of 2018. The anticipation is that more families will enroll from the county, specifically Catholic families from St. Joseph's in Ferndale, St. Anne's in Blaine, St. Joachim's in Lummi, St. Joseph's in Lynden, and St. Peter's in Deming.

New pre-kindergarten through eighth grade religion standards were developed by the Archdiocese of Seattle and adopted by the school in 2017-18. Students learn the Archdiocesan-revised grade level prayer list and participate in the Assessment of Children/Youth Religious Education (ACRE) for grades five and eight. The first ACRE was administered in spring 2015 to fifth and eighth graders as a pilot test. Originally, the ACRE test did not match the fifth-grade curriculum from which the students had been instructed, but eighth grade were above the 85th percentile. In 2015, there were no national scores to compare with ACS scores. The faculty has analyzed the ACRE test results for Assumption but has not compared to the Archdiocese because the ACS testing window didn't align with the Archdiocese. However, the seventh and eighth grade religion teacher has used the results of the ACRE tests since 2015 to improve the religion curriculum. Comparing assessment data from spring 2015 (when the class of 2018 was in fifth grade) to the results of the spring 2018 ACRE, the class of 2018 improved on the ACRE tests in the majority of categories. Teachers will analyze results between fifth and eighth grades yearly to identify areas of strength and weakness.

Teachers continue to embed the Schoolwide Learning Expectations (SLEs) into the teaching of the curriculum. Teachers use a standards-based rubric to evaluate each student's performance according to the SLEs. In grades first through fifth grade, teachers input these grades directly into PowerSchool and they are included as part of the report card, but in Kindergarten the teacher uses a rubric. In middle school, students self-assess, and teachers keep anecdotal records which are communicated to the homeroom teacher. These grades are added as an insert to each student's report card. This year, ACS revised the SLEs to make them concise and more measurable.

Every fall, each classroom teacher prepares a Classroom Improvement Plan (CIP). Traditionally, ITBS national percentile rank scores have been used for this purpose. Beginning in the school year 2017-2018, teachers switched to using the Measures of Academic Progress (MAP) results. Rasch Unit (RIT) scores and percentiles are graphed so that each grade level teacher can identify the highest and lowest scoring students in the specified content area. The teachers use the results to individualize instruction based on conferencing with the student, suggestions from the MAP student profile, and other sources. The CIP follows a class as they move up the grades and shows a total picture of each students' overall growth while at ACS. This communication informs students, parents, and teachers of students' needs and progress year to year.

By 2012-2013, students at ACS were taking the ITBS once per year, MAP tests three times per year, and the Washington State standardized tests in the spring. A consequence of all this testing was that there was less in-classroom instruction time. To reverse this trend, ACS committed to decrease the number of standardized assessments. This was one of the goals on the last accreditation. Until 2016-2017, the school used ITBS as the main standardized assessment. Beginning in the fall of 2017, the MAP Test was adopted as directed by the Archdiocese of Seattle. Teachers appreciate the value of the MAP test to support differentiated instruction. The RIT scores allow teachers to focus on specific content areas of strengths and weaknesses for each subject. The MAP test is taken in the fall and in the spring. With the fall MAP results, teachers conference with parents and students to create personal goals for improvement in math, reading, language, and science.

The teachers plotted a continuum of the RIT scores from second through eighth grade. Individual student scores were compared to other students and class grade levels. MAP scores will continue to be analyzed and disaggregated to differentiate lessons for students and drive curriculum.

The graphs in Appendix A-7 show the comparison of average RIT scores for ACS students broken down by class. Student achievement is evident by looking at the growth of each class' score from the Fall of 2017 to the Spring of 2018. ACS class averages are consistently above the MAP national norms in all grades and all subject categories, and often at or above the Archdiocese averages. After compiling average class RIT scores for each subject area, the data show that each class increased their average RIT score from fall to spring, (except for the class of 2019 which did not make progress in language and reading).

After analyzing science scores for the Fall of 2017, it was found that sixty-five percent (65%) of all students participating scored in the high average to high percentile range nationally (61st percentile and above). This suggests a strong curriculum in science schoolwide. After disaggregating the data into the sub-categories of physical, life, and earth and space, the data seemed to show a slight weakness in the discipline of physical science. This weakness is not significant in the overall population of the school. However, teachers will continue to be intentional in their instruction to support a strong curriculum across all science categories.

The following tables break down the math and reading scores for ACS students for the 2017-2018 school year into quintiles. The number of students scoring in each quintile is shown for the Fall of 2017 and Spring of 2018.

Reading

Percentile	2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Range	Fall 2017	Spring 2018												
Hi >80	7	6	8	9	6	4	7	6	8	10	3	1	7	8
Hi Avg 61-80	3	5	8	4	4	8	8	4	4	4	4	7	7	7
Avg 41-60	1	2	3	6	2	3	4	7	1	2	8	6	2	3
Lo Avg 21-40	4	1	1	3	3	0	1	4	2	1	5	4	2	1
Lo <21	1	2	3	2	1	0	4	3	1	1	5	7	0	0

What weaknesses do you observe in reading? What students are in the lowest quintile?

- Grade 2 Language and Writing
- Grade 3 Library Text and Informational Text: Language, Craft and Structure
- Grade 4 Library Text: Language, Craft, and Structure
- Grade 5 Informational Text: Key ideas and details
- Grade 6 Library Text: Key ideas and details
- Grade 7 Library Text: Key ideas and details
- Grade 8 Library Text: Key ideas and details

Math

Percentile	2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Range	Fall 2017	Spring 2018												
Hi >80	6	4	8	2	4	5	2	2	9	11	2	6	9	9
Hi Avg 61-80	2	4	6	6	5	6	12	4	2	3	7	7	3	5
Avg 41-60	5	2	1	7	4	3	5	5	2	2	7	4	3	3
Lo Avg 21-40	1	4	6	5	3	1	3	10	2	1	8	6	2	1
Lo <21	2	2	2	4	0	0	2	3	1	1	1	2	1	1

What weaknesses do you observe in math? What students are in the lowest quintile?

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

ACS has given much attention to refining and differentiating opportunities for middle school students in the areas of math. ACS currently offers five different math classes: 6th grade math, 7th grade math, 8th grade math, Algebra, and Geometry. Parents like the availability of the different math classes that accommodate their child's specific level. In the spring, middle school

students take a math placement test that assists teachers in placing students in the proper math class for the next school year. Placement is determined based on the placement test score, MAP scores, math grade and performance, and teacher recommendation.

In 2015, ACS added a resource specialist. The position is a liaison between ACS and the Bellingham School District and is responsible for coordinating the Title programs that receive federal funding. The resource specialist manages the special education needs of qualifying students who have ISPs and 504 plans. In addition, the resource specialist runs the after-school tutoring program for English Language Learners (ELL) students, provides reading and math support in and out of the classroom for preschool through eighth grade, and tracks available professional development opportunities for the staff.

Continuing professional development was one of the goals of the last accreditation. ACS teachers regularly attend professional development workshops to support high achievement of all students. The following are professional development topics of recent focus: reading, writing, math, technology integration, alignment with Common Core and Next Generation Science Standards, and engaging students within the classroom. Teachers will continue to participate in professional development that aligns with these curricular areas, identified curricular or assessment needs, and schoolwide goals as defined in the self-study. The resource specialist keeps teachers informed of the opportunities available through the Archdiocese and the Northwest Educational District. This includes Title IIA funding for professional development and Fulcrum Foundation funds for the Leadership Academy. Because ACS now has a dedicated resource specialist, more professional development is accessed, and students are being better served.

ACS teachers use a variety of assessments, including diagnostic, formative, and summative, to drive curriculum within their classrooms and differentiate lessons for students. Diagnostic assessments include beginning of year pre-assessments, exit tickets, math check-points, and oral discussions. These assessments inform teachers of the level of mastery already achieved. Formative assessments include literature circles, entrance and exit tickets, rubrics, oral discussions, think-pair-share, teachers' observations (anecdotal notes), and writers' workshops. Formative assessments provide immediate feedback on the level of student understanding. Examples of summative assessments include the primary grades' Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Reading Assessment (DRA) tests, chapter or unit tests, timed math tests, computation checks, problem-based learning, book reports, projects, presentations, classroom-based assessments, and fitness tests. Summative assessments provide teachers with data on the effectiveness of their teaching and students' skill and ability within specific units or concepts.

ACS teachers recognize the importance of communication with parents. Teachers communicate DIBELS and DRA results for primary grades during conferences in the fall and spring. Standardized test scores are discussed during the fall conferences and sent home with parents. After the fall standardized test, goals are set by each student for the spring standardized test. Middle school students and parents have online access to grades via PowerSchool. Some

teachers send weekly progress reports home which indicate classwork or homework completion. Other teachers communicate via email and student agendas.

A survey was sent to the parents in the fall of 2016, 2017, and 2018 to assess their level of satisfaction in the areas of: subject expectations, learning resources, faith and spiritual development, communication, technology integration, student safety, ideas for change, and investment value. All subject areas were rated higher by parents in the 2017 survey than in 2016, except reading. In addition, in 2017 over eighty-five percent (85%) of the families surveyed responded that ACS meets or exceeds their expectations in all subject categories except for music. Greater than ninety-three percent (93%) of the respondents said that the faith and spiritual development needs of their students were being met or exceeded. ACS recognizes the importance of parents as shareholders in the education of their children. The school is committed to maintaining and improving its music programs by offering more music classes to the lower grades and electives for middle school students.

In the survey, parents expressed an interest in increased instruction in Spanish with the option for middle school students to enter second year Spanish in high school. All grades at ACS now receive instruction in Spanish multiple times per week, increasing to four times per week in eighth grade. In 2016-2017, all graduated eighth graders entered Spanish II in high school and in 2017-2018, seven of the eleven non-native Spanish students entered Spanish II.

After assessing students in the fall of 2017, it was found that many heritage Spanish speakers were well below grade level in reading and writing in their native language. To support these students, Club de Lectura was started for the purpose of improving their reading and writing skills in Spanish. This was an after-school club that met for an hour each week throughout the year. The club was voluntary but highly encouraged for kindergarten through fifth grade students. The goal for students had been to bring their reading level in Spanish up to their English reading level. With the new Spanish teacher, the school is considering implementing this club again in the near future.

In summary, ACS is committed to using the MAP test results to drive its curriculum and support high achievement for all students. The school has initiated programs to enrich learning in the areas of Spanish and music. Teachers and staff will continue to attend professional development workshops to support these goals and to maintain best practices.

Significant Accomplishments:

- ACS hired a resource specialist to manage Title programs, liaise with the Bellingham School District to coordinate special education needs for students and track professional development opportunities for the staff.
- ACS hired a full-time Spanish instructor. The Spanish curriculum was enhanced, giving graduating eighth graders the opportunity to enter Spanish II in high school.
- ACS initiated Club de Lectura for heritage Spanish speakers to improve reading and writing in their native language.
- Teachers are using more diagnostic and formative assessments to drive curriculum within their classrooms.
- ACS adopted the MAP test as the main standardized test

- Teachers at ACS disaggregate and analyze MAP scores

Goals:

- MAP scores and MAP student profile information will be used to differentiate instruction for students and drive curriculum.
- ACS will maintain or improve its music program by offering more music classes for the lower grades and electives for middle school students
- Support for ELL students for heritage speakers in all academic areas by offering programs such as the ELL Club and consideration for Club de Lectura

Evidence:

- Parent Survey results from 2016, 2017, and 2018
- Assumption Catholic School ACRE results
- SLE rubric checklist
- Example of a Classroom Improvement Plan
- Indices of Vitality, 2017-2018, for Assumption Catholic School, Bellingham
- List of Professional Development attended by teachers for 2015-2018
- Student breakdown of MAP Quintiles for Fall 2017 to Fall 2018

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.

In 2017, Assumption Catholic School (ACS) revised the Schoolwide Learning Expectations (SLEs)--eliminating those felt to be repetitive and combining related terms. A small group first got together to reexamine the existing SLEs. The entire staff met in December to review what changes were suggested, and the draft was finalized and sent to School Commission, Pastoral Council, Student Council, and Parent-Teacher Club (PTC) Executives in early February of 2018. The Mission Statement and Philosophy Statement were subsequently reexamined and edited as well.

Assumption Catholic School's Mission Statement and Philosophy Statement guide the unit and lesson planning of the teachers. Grades one to five have standards-based report cards which include the SLEs; middle school grades and kindergarten attach an addendum to each semester report card indicating student progress in each area of the SLEs.

Teachers assess student progress on the SLE in various ways. In the primary grades, teachers use the SLEs as discussion prompts, feedback is noted, behavior reminders on field trips are aligned to the SLEs, and a weekly SLE focus is graded. Intermediate grade teachers keep anecdotal comments on each SLE during the week which is filed and used on semester report cards. In middle school, teachers post the weekly SLE focus in the class newsletter, students keep a written record of self-progress on the weekly featured SLE, and teachers use an SLE. Specialists report their assessment of SLEs for student to the respective homeroom teachers. Each classroom has the SLEs posted.

The school year begins with an Open House where students can drop off their materials, and the students and their parents can meet with teachers before the first day. Within the first two weeks, teachers organize a Curriculum Night for their homerooms as well as an information session for other classes they teach. Other information such as class projects, sporting events, and assemblies are communicated to the school community through the class newsletter, school newsletters, email, Facebook, and web pages. In November, there is a mandatory Parent/Teacher conference (for some grades, with the student as well) to review progress (or lack thereof) thus far and any other pertinent information. There is an optional conference time during the second semester for teachers, parents, and students, to meet again. Grades are available online through PowerSchool for middle school students and parents. The principal holds a State of the School meeting in February for all parents in which the current successes and goals of the school are shared, and the income and expenses are projected for the following academic year.

Religion Mapping, tied to the six areas of Catechesis and the Archdiocesan Standards, was completed in 2017 and an intentional effort was made to incorporate religion into all subject areas. Prayer cards are kept, updated by homeroom teachers, and the cards follow the students as they progress through grade levels. Primary and middle school classes prepare two to three Masses per year. Students are lectors, greeters, gift-bearers, and altar servers (in fourth through eighth grades). On average, there is one Mass per week with school and class involvement. Once a month, Peacemaker pins are awarded to students who exemplify that month's focus (the theme and list of monthly attributes are chosen by the teachers in the fall each year). In second grade, First Reconciliation and First Communion classes are taught and students begin preparing for these Sacraments. The eighth grade writes and performs the play for the Christmas program, and along with kindergarteners through seventh graders, sing in the performance. Assemblies begin and end with prayer, including a reading from the Children's Lectionary. Co-curricular activities such as clubs and sports begin with a prayer (many using the Athlete Prayer posted in the gym). Some teams wear a religious quote on their uniforms. At practices and games, some teams include prayers in solidarity for community members suffering from illness.

Until the fall of 2017, the Iowa Test of Basic Skills (ITBS) test was taken. Teachers used the information to graph student progress and based Classroom Improvement Plans (CIP) on the data. Low scores in math computation led to revision of the curriculum and the adoption of a new textbook. In previous years, both the MAP (until 2015) and ITBS tests were taken. Currently, only the MAP test is being used and it is taken in the fall and spring.

MAP results are graphed, and students are organized by scores into quintiles. Teachers in grades two through eight use that information in a CIP noting high and low-achieving students and how to reach their needs. The plans follow the class and are kept in Office 365 for access. In middle school, the scores are used to help assess the student for the correct math level to match the students' academic needs. With the accreditation in-depth study in Science, teachers have been developing cross-curricular lesson plans based on the Next Generation Science Standards (NGSS) and discussing the MAP results that assess these skills. "Ins and Outs"

(articulation between grade levels) in ELA and Social Studies were finished in early 2017. New curricula are examined on a rotation, science being the current focus, to insure the best practices are being followed.

Beginning in kindergarten, students are assessed by the teacher to identify needs. For any student who qualifies, an Individual Service Plan (ISP- school district based) and/or a 504 plan (schoolwide related to medical documentation) can be made. Individual teachers modify work, behavior plans, and accommodations based on each student's need. The plans are evaluated and modified each year and follow the student between grade levels. Copies are given to the next teacher, the principal, parents, and specialists.

Accommodations for low-achieving students include modified spelling lists, timed homework versus amount done, and timed reading versus number of pages read. Middle school math classes are all at the same time and populated by ability level. Writing assignments can be modified. Through the school district, ACS has Title I (4 students that meet twice a week with a public school tutor in 2017/18); ISP for learning and speech/language difficulties; 12 students in 2017/18 have onsite tutoring and speech services, or one-to-one technology; 13 students in 2017/18 qualified for ELL/Title III services who get homework support twice a week; and 504 plans for five students developed by teachers, parent/guardians, administration, and the resource specialist. The resource specialist communicates with the district and teachers in setting up these plans for students.

Accommodations for high-achieving students include more challenging literature, *Taking Writing to the Next Level*, opportunities to test into a higher math class, complete enrichment activities, and other challenges. Students can also do book reporting options that suit different strengths, advanced curriculum in Spanish (for Spanish speakers), enrichment questions, and peer teaching.

ACS teachers and students use technology as a tool for learning. Teachers, staff, and the administration use Office 365 for most communication and collaboration. Students in fifth through eighth grades use Office 365 to collaborate with each other, communicate with teachers, make videos, as well as many other uses. Most classrooms have Smart Boards for interactive lessons, videos, and movies. Kindergarten students use iPads, first through fourth grade students have access to a laptop cart, and fifth through eighth grade students have a tablet or laptop (one-to-one devices). These are used for research, project-based learning, daily assignments, and sharing information. There is a computer lab available to all students, and it is open during most recesses. Programs such as IXL, Raz-Kids, the Seesaw app, Geo-mapping, ABC Kids, and Kahn Academy are used to supplement teacher instruction. Teachers need ongoing professional development opportunities to learn more about Office 365 specifically, and other technology uses for classroom use more generally.

Additional opportunities to enhance and extend student learning are: the school library, a science fair; a multicultural/history fair, and a Celebration of the Arts evening, the Pacific Science Center Van, guest speakers such as Noemi Ban a survivor of the Holocaust, Missoula

Children's Theater; and The MOTLEY Crue (Multicultural Outreach Tour from Western Washington University). Common Threads Farm provides garden educators for the school garden program in the fall and spring, and a cooking program in the winter. Each grade level participates in field trips which enrich student learning. Elementary field trips include service-learning projects, salmon enhancement, and live theater experiences. Middle school field trips include service-learning projects as well as academic connections such as Camp Hamilton (sixth grade), the Oregon National Primate Center (seventh grade), and Washington D.C. (eighth grade).

In summary, ACS teachers use a variety of methods and accommodations to reach every student as evidenced through the shared CIPs with standardized test results. All students make acceptable and measurable progress through a variety of accommodations and enrichment opportunities. Through classroom accommodations and in partnership with the school district, low achieving students' needs are addressed, but time and funding continue to be a struggle to reach all students in that spectrum. By rewriting the SLEs, assessment became more objective and students can better identify them in the daily assignments and projects.

Significant Accomplishments:

- Religion mapping
- Curriculum alignment in Religion, ELA, Math, Science, Social Studies
- "Ins and Outs" in ELA, Social Studies
- Disaggregation of student data through standardized tests (graphing of results)
- Classroom Improvement Plans (CIP)
- Resource specialist for communication with school district, staff development, and helping develop student accommodations
- One-to-one devices in middle school

Goals:

- Disaggregate and analyze standardized test results twice per year to develop and update CIPs
- Professional development for teachers especially in technology

Evidence:

- CIP plan examples
- Teacher surveys and narratives
- Shareholder surveys
- Disaggregation of ITBS and MAP scores
- Reports cards with SLEs
- SLE checklists
- Standard-based report cards completed for grades kindergarten to five

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.

Assumption Catholic School's (ACS's) mission, as a ministry of the Church of the Assumption, is to provide excellent Catholic education to preschool through eighth grade students of Whatcom County. All students are expected to reach their potential, to achieve a strong faith in God, and to go forth and make a lasting difference in the world.

All religion teachers are approved by Fr. Scott Connolly, the pastor of the Church of the Assumption. All personnel of ACS are engaged in actively bringing the Good News of Jesus into the total educational experience. Catholic Identity is a part of each curricular area, every event, and every meeting at ACS. Catholic Identity permeates lessons, discussions, and responses to events in the world.

Teachers and staff participate in ongoing formation for catechetical and instructional competence. Six staff members currently hold catechetical certification through the Archdiocese of Seattle. Teachers attend Archdiocesan curriculum trainings, and several staff members piloted the Forty Weeks Ignatian's *Path to Christ* program. Every member of the teaching staff participated in the *Christ in the Classroom* retreat in October 2017 and 2018. Eight of nine Religion class teachers are Roman Catholic, the remaining Religion teacher will be confirmed soon.

Teachers at ACS model Catholic values in various ministerial roles in the faith communities in which they live. Teachers are lectors and Eucharistic ministers, a lay presider, a cantor, and an accompanist. Teachers and staff serve at school services as well as the weekend parish Masses. Teachers model the apostolic and ministerial work of the Roman Catholic Church in service to the community such as sacramental preparation, park and trail maintenance, providing the harvest from the school garden for people that visit the Hope House and board positions on arts and community organizations.

Educational publications such as Today's Catholic Teacher, Momentum, and Northwest Catholic help faculty and staff members remain current on issues involving faith, Catholic Values, and curriculum. Teachers participate in Virtus updates, EdVantage, the Office of Catholic Schools website notifications and their monthly teacher newsletter. Teachers use publications such as the Pflaum Gospel series, Children's Daily Prayer guide, a Liturgical Calendar with teacher resources, Catholic Relief Services Operation Rice Bowl lessons, Pope Francis's *Laudato Si*, and Catholic reference material located in the library.

The entire staff models Catholic values with their students through schoolwide prayer services and Masses. Specific examples are the Blessing of the Animals in October, the food drive for the Hope House, Veterans Day Mass in November, the Christmas Program in December, and Prayer in the Garden on Good Friday.

Most teachers at ACS are certified by the State of Washington. All teachers have a current Virtus training certificate on file in the office and uphold the expectations and requirements written in the yearly teacher covenant.

Staff development foci for teachers at ACS are aimed at researched-based knowledge about teaching and learning. Some teachers are using the Archdiocesan template developed by Catapult Learning (which employs Understanding by Design {UbD} concepts), as well as

classroom improvement plans based on ITBS scores (before fall 2017) and Measurement of Academic Progress (MAP) scores (fall 2017 to the present). The school would like for all teachers to receive training on the Archdiocesan template and use it for cross-curricular units. Teachers at Assumption have attended technology classes offered through the Archdiocese of Seattle, Northwest Educational Services District, and the Bellingham School District. Teachers use what they have learned in staff development instruction to support the high achievement of all students.

Professional development is based on ways to best support the needs of all students. Training sessions have included *Student Success with Thinking Maps*, *Habits of the Mind*, *Sheltered Instruction Observation Protocol (SIOP)*, *Guided Language Acquisition Design (GLAD)*, *Instruction for English Language Learners* from the University of Notre Dame, *Universal Design for Learning*, *UbD*, and *Beyond Academics: meeting the needs of all students*, *FACTS: Using Technology for Formative and Summative Assessment*, and the Archdiocese of Seattle's *Guiding Regionally Advancing Catholic Education (GRACE)* project. The GRACE project has two of Assumption's teachers in the current cohort who help plan all the professional development around MAP data, setting norms, and is consistent with the *Five Dimensions of Teaching and Learning (5D) Framework* from the Center for Educational Leadership at University of Washington.

The direction and goals of professional development, teacher evaluation, and teacher professional goals have changed since the last accreditation cycle. The school has had three principals since 2013, and with those transitions, the direction of professional development, teacher evaluations, and professional goals has changed. Professional development is still used for schoolwide improvement for instruction and learning. Teachers may now use it for individual areas of growth and development if the it is aimed at improving student learning. The principal uses the *5D Framework* developed by the University of Washington and the Archdiocese of Seattle Teacher Evaluation Report for teacher evaluations. Teachers currently develop professional goals which align to state and national standards. The goals include links to teaching domains, a timeline for achieving the goals, and success criteria for accomplishing the goals. During the 2017-18 school year, Professional Learning Communities (PLC's) have been re-instated after a six-year lapse.

SIOP and *GLAD* training allow teachers to incorporate strategies to help support all students. Thinking Maps teach students a way to organize and retrieve information, and *Habits of Mind* help students develop useful personal habits for success. Next Generation Science Standards (NGSS) information assist teachers of science adapt to the new standards and gives teachers useful resources for all learners. Seesaw training, Office 365, including OneNote training, one-to-one device training, and SMART Board instruction allows interactive lessons to be used in the classrooms. Tools such as Khan Academy and YouTube videos allow teachers to set background knowledge and focus discussions on certain topics. English Language Learner (ELL) training helps instruct new learners of the English language. Archdiocesan in-services and training allow teachers to incorporate Gospel values into instruction practices. State Training and Registry System (STARS) training allows educators to incorporate practices recommended by the Department of Early Learning.

Beginning in the fall of 2017, teachers accessed technology training in the Office 365 suite and particularly in OneNote and Stream. The middle school staff received training on student use of one-to-one devices in classrooms for research and creative projects such as movie making. Some staff participated in an additional training on Office 365 at O'Dea High School in March 2018. Teachers created a Professional Learning Community (PLC) plan that aligns to Archdiocesan-wide goals in assessment and science, and they have completed a vertical alignment for literacy. Each year, several teachers attend the Office of the Superintendent for Public Instruction (OSPI) Private School Conference. Individual teachers have attended classes on health and wellness, Spanish, math, literacy, science, coding, and a conference for kindergarten teachers. The Preschool staff completes professional development under the Department of Early Learning's STARS program.

Many teachers use an online planning book such as Planbook.com which helps organize instruction, imbeds standards in the lesson planning, and includes instructional strategies for learners such as Universal Design for Learning, Advancement Via Individual Determination (AVID), Kagan, GLAD, Marzano, and common assessment strategies.

PLCs are used to implement varying methodologies and strategies. Leadership PLC and the GRACE project (through the Archdiocese) were developed to help support the principal with school leadership decisions, Classroom Improvement Plans, and to help with the accreditation processes. PLC's are used within the school to help create teams to review MAP testing tools and NGSS guidelines. Subject-based PLC teams meet to discuss and revise curriculum. These groups have worked on the areas of math, ELA, religion and science. PLC teams meet to work on specific areas of the accreditation document. GRACE teacher leaders were appointed to assess the school's process on the Archdiocese of Seattle's PLC Implementation Continuum and to reevaluate the process as needed. Teachers receive clock hours for PLC meetings as approved by OSPI. Books, classroom tools and supplies were purchased to support instruction and learning of new standards developed through PLC teams.

Teachers at ACS use a variety of assessments to direct and evaluate the teaching/learning process to support high achievement of all students. Assessments are frequent and varied, and they depend on the grade, the subject, and the area of study tested. Teachers use diagnostic, formative, and summative assessments. These assessments help teachers to differentiate instruction, evaluate student understanding of the Schoolwide Learning Expectations (SLEs), and determine if the standards have been met in that area.

Diagnostic assessments are used at the beginning of the year, at the beginning of a unit, or at the beginning of a new area of study. These may include: pretests, questionnaires, T-K-L charts, DRA and DIBELS tests, fall MAP tests, entrance exams, and task analyses. Teachers use diagnostic assessment results to inform their lesson planning, to determine academic groups, to modify instruction, to review prerequisite information, and to determine eligibility for Title services.

Formative assessments are done throughout a unit or topic, and they help determine the path the instruction will follow. These assessments may include weekly fluency reading and comprehension tests, checkpoints, demonstrations, journaling, observations, pictures, visuals,

model drawings, self-evaluation rubrics, peer teaching, developing plans or prototypes, use of Thinking Maps, and rough drafts. Teachers use this information to annotate the continuum of student understanding in an area of learning, to reteach or adapt instruction, modify lessons, and regroup or reassess student roles.

Summative assessments are used to determine student learning at the end of a topic, unit, or skill. These assessments may include end of chapter or unit exams, published writing projects, project or performance-based activities, research-based activities, science fair visual displays and presentations, DRA, DIBELS, spring MAP results. Teachers use summative assessment results to determine further teaching, for final grades on a product, to measure SLE competence, and to know the effectiveness of adaptations/modifications of assignment or instruction for students. The ACRE test is a summative assessment of the fifth and eighth grade students' knowledge of the faith.

All three forms of assessment also inform the effectiveness of Classroom Improvement Plans (CIP) for students.

Teachers at ACS use instructional methodology linked to state and national curriculum standards. In all areas of curriculum, standards are used as the foundation for instruction. In most curricular areas, Common Core State Standards (CCSS) are used. Next Generation Science Standards (NGSS) are replacing current standards in kindergarten-grade five and have been fully implemented in middle school for several years. Religion instruction follows the Archdiocesan curriculum standards. Spanish classes use World Readiness Standards for Language Learning.

Some teachers use the inquiry-based method of instruction, particularly in middle school science and U.S. History. Many teachers attended a seminar during the summer 2018, focused on inquiry-based learning. Some teachers have begun using inquiry-based learning in science classes throughout the grade levels. The school would like for all teachers to be using the inquiry-based method of instruction for cross-curricular units.

Teachers ACS review the curriculum on a cycle. Curriculum at ACS is changed to meet the current state, national or Archdiocesan standards and to reflect research-based knowledge about teaching and learning. These are modified as needed for students with specific needs. Catholic Identity, Principles of Catholic Social Teaching, and Assumption's SLEs are added to specific areas of curriculum. Curriculum is aligned across the grade levels according to state or national standards in that curricular area. As each area of curriculum is reviewed, an "Ins and Outs" charts are developed and used to help better articulate the expectations for the next grade level. ACS teachers have completed curricular mapping in the areas of religion, math, and ELA since the last accreditation cycle. Science is the current area of curricular review. Since the previous accreditation cycle, some middle school teachers have developed unit plans across curricular areas. Beginning in the fall of 2017, teachers at all grade levels are beginning to develop cross-curricular unit plans using the Archdiocesan unit plan template developed by Catapult Learning.

The adoption of current curriculum standards allows the teachers at ACS to use a variety of instructional methods. Teachers vary these techniques depending on the age of the student,

subject or area of instruction, and the specific needs of the learners. Some techniques used at the school include whole and small group instruction, dramatic answers, paired reading or problem solving, learning centers, use of manipulatives, *Thinking Maps*, verbal, visual, and kinesthetic techniques, instructional videos, peer teaching, and demonstrations. Teachers accommodate the needs of specific learners by providing learning aides (seat cushions, squeeze balls, TheraBand's, thinking putty, etc.), modified instruction and rubrics, open book or modified testing, preferred seating, and computer programs such as OneNote applications and Imagine Learning.

ACS had previously created and maintained two technology labs. There had been a dedicated technology teacher and students used the labs for an identified class. In the 2017-18 school year, technology time in the lab was included as a part of the teacher's overall curriculum. Concurrently, the third-floor lab was moved into the Resource classroom and many of the devices were put into teachers' classrooms. All students in grades five to eight were required in January 2018 to have a laptop or tablet device. A laptop cart with twenty-five computers was purchased and shared across grades one through four. Therefore, the computer lab on the first floor is used more frequently by classes that do not have one-to-one devices.

Assumption Catholic School teachers integrate technology into the teaching/learning process to enhance student learning. Students use Microsoft Word, PowerPoint, and Publisher for writing, researching, and displaying projects. As a school, teachers and students use the Office 365 suite for learning and reporting. For example, middle school lessons may be distributed to students, and assignments collected by teachers in OneNote; students may record a video for class on Stream, and they may create a slide show on Sway. Primary and intermediate students have active accounts on IXL Math and RAZ Kids reading programs. Teachers and students use technology for research, word processing, current events, and communication with students and parents regarding weekly assignments. Some teachers use the Seesaw application to communicate with parents and students.

All classrooms in the main building have SMART Boards and are equipped with document cameras. Teachers use these for whole and small group instruction for interactive lessons, videos, and online learning sites. Most forms of technology used allow teachers to aid visual and auditory learners with skill acquisition. They allow for better communication between the teacher and students and provide a place for efficient storage of notes, assignments, records and documents.

In summary, by analyzing the MAP scores and instructional methodology, teachers use research-based methods to deliver instruction, following current curriculum standards and use assessment to measure and improve student learning. Teachers at ACS do an excellent job using various methods of instruction and assessment to meet the needs of all learners. ACS teachers will need more time to fully revise and implement current science and social studies standards, develop multi-subject unit plans and to fully implement Office 365 and OneNote for student learning.

SIGNIFICANT ACCOMPLISHMENTS:

- Professional Learning Communities reinstated using GRACE and leadership teams

- Use of Universal Design for Learning strategies
- Use of Understanding by Design and the Archdiocesan unit template for cross-curricular unit planning
- “Ins and Outs” Charts used for curriculum mapping
- Use of one-to-one devices in grades five to eight, laptop cart for grades one to four, SMART Boards in classrooms in main building, document cameras in classrooms
- Use of professional development monies for areas of individual growth and development based on improving student learning

GOALS TO BE ACCOMPLISHED:

- Integrate SLEs, State, Archdiocesan and National standards in curriculum and instruction
- Revise curriculum review schedule
- Develop unit-based curriculum mapping across curricular areas, based on assessment data
- Provide professional development for teachers that focuses on cross-curricular units through collaboration, and the inquiry-based methods of instruction for all teachers.

EVIDENCE:

- Self-Study survey results
- Sample of Teacher Contract (evidence binder)
- Teacher lesson plans aligned to SLEs and CCSS or NGSS
- Unit plans developed using archdiocesan-approved Catapult Learning unit plan and implementing Universal Design for Learning strategies
- SLE rubrics (evidence binder)
- Sample of federal program funds used for staff development
- Use of Title II funding for staff development (evidence binder)
- Professional development proposal and survey
- ITBS from past years, MAP scores, DRA, DIBEL, ELL tests. ELPA 216 (evidence binder and test score spread sheet)
- Professional Learning Goals
- Archdiocese of Seattle Teacher Evaluation Report

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

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

The Assumption Catholic School (ACS) community, with diligence and grace, provides spiritual, personal, and academic support for students. Curricular and co-curricular programs guide

students to achieve the Schoolwide Learning Expectations (SLEs) and curriculum standards. Student learning is strengthened through prayer, sacraments and service. The school also provides co-curricular activities, counseling services, parent and volunteer involvement, and integrated technology and enhanced curriculum. The school receives federal funding to pay for many of these services. These programs are based on the school's Mission Statement which states that all students are expected to reach their potential, achieve a strong faith in God to go forth and make a lasting difference in the world. The Philosophy Statement reiterates Catholic values. Teachers and parents work together to offer learning that will develop skills necessary to make decisions regarding a spiritual relationship with God, respect for life, fostering of diversity, and life-long health and sense of well-being.

Teachers and parents inspire an active community of faith. Many teachers and parents are ministers or serve on parish and school committees in advisory and/or leadership capacities, such as School Commission, Parish Finance Council, Parent-Teacher Club (PTC), coaching and activity chairs. Teachers also participate in church-sponsored events and staff retreats supported by Father Scott Connolly. One teacher survey response includes, "Our faith permeates everything we do." Teachers and parents pray, grieve, and celebrate together. There is a group of parents who lead a weekly prayer group for our community on Monday mornings, and many families participate in a meal train for families in need. Parent satisfaction surveys are sent out each year which include questions about the Catholic Identity of the school. A parent expresses her satisfaction in this way, "Our kids feel like they're a part of a family at Assumption and that they are supported by an entire community... on our way to school, we look for the church steeple. He shouts, 'There's my school!' "

Rooted in the Philosophy Statement regarding parent support, the contract requires a commitment of forty volunteer hours every year. Active in PTC fundraising and contributions, parents are part of the success for personal and academic growth. They provide tuition assistance, support for co-curricular and curricular fees, field trip expenses, and retreat support. They also support a garden education program, library resources, technology resources, disaster preparedness supplies, Pacific Science Center Van, and educational assemblies. Parents of past and future graduates assist daily in the classrooms to support personal, spiritual, and academic growth. In the primary and intermediate grade levels, parents work with small groups and/or one-on-one with students to give immediate feedback in areas of math and literacy. Parents assist on field trips, on retreats as small group leaders and chaperones, and with the bike safety unit. They also help with yard duty supervision. Parent guest speakers strengthen the students' personal and academic growth by providing extended learning. Many parents volunteer beyond the forty required hours.

Parents support the spiritual growth of the students by assisting them in outreach projects. They support their children's Sacramental growth by participating in weekly school Masses, leading school Masses, and participating in their child's First Reconciliation and First Eucharist preparation. They help students develop a prayerful life, practice the Sacraments, and take them to Sunday Mass. Families feel faith and spiritual development meets or exceeds expectations. Some of the responses from the parent survey are, "Great faith formation," and, "Love that children attend Mass once per week and that there is an emphasis on social justice."

Student spirituality is practiced through prayer led by Student Ambassadors in the morning, prayer preceding all events and meetings, and as needed. The music curriculum supports spiritual growth by preparing the students for Friday liturgies and liturgical seasons, such as the Christmas program. Annually, parents and students celebrate the St Francis Blessing of the Animals, Grandparents Mass, Thanksgiving food drive, Advent and Lenten reflection, Good Friday Garden prayer service led by the sixth graders and Stations of the Cross led by the seventh graders, Caring for all Creation Mass, and Marian Celebrations. Fr. Scott Connolly guides altar servers for funeral Masses, leads a learning Mass, celebrates the Sacrament of Reconciliation with the third through eighth graders during Lent, and is present in the classrooms to strengthen students' spiritual growth. Catholic faith is visually evident throughout ACS. There are prayer tables and candles, crucifixes, holy water fonts, statues, stained glass, and art work relating to Catechism including Stations of the Cross drawings by fourth graders and drawings of a favorite saint by eighth graders. Recently a graduate, as his Eagle Scout project, made signs labeling each classroom with a Saint's name.

Catholic values are taught within most curriculum to give students encouragement to demonstrate behaviors of SLE 1: *An active faith-filled person* and SLE 4: *A person of integrity*. Examples of this include: Language Arts, writing and presenting Saint reports; Religion, when learning about others in the world through CRS Rice Bowl Lessons; the Science Fair Project by responding to, "My Christian response to the problem/solution"; technology, practicing moral and ethical research and publicizing; and listening with their conscience to guest speaker, Mrs. Bann, an Auschwitz survivor. ACS service-learning projects are rooted in social justice: kindergarten through third graders share songs and letters with the elderly; fourth graders collect for the Humane Society; fifth graders collect food for the Hope House; sixth graders clean and replant in the local park. Seventh graders practice mission discipleship through religion curriculum, and eighth graders have become aware of human trafficking through research and art, Days for Girls and interactive webinars. These learning experiences reflect the Philosophy Statement, "Assumption Catholic School teachers work in partnership with parents to provide a caring atmosphere that prepares students for lives of service and respect for one another, their families, their school, their church, their community, and the global community."

ACS provides a variety of co-curricular sport and non-sport programs that interest and support students' intellectual, physical, and spiritual growth. Students who participate in school activities are celebrated in monthly assemblies, in the Principal's Newsletter, and in the Wednesday Parent Envelope. Throughout the year, middle school students may participate in basketball, cross country, track and field, volleyball, and wrestling through the Whatcom County Middle School League. Students can also choose to participate in tennis, Holy Hoops for fifth through eighth grades, Archery Club and Extended Day Program (EDP) activity clinics for kindergarten through fifth grade. Non-sport programs include chess, choir, Math Olympiad, Robotics, Club de Lectura, English Language Learners Homework club, Computer Science Club (CS First) for third through fifth grade girls, and Missoula Children's Theater. Most programs are under the direction of the Activities Director (AD), in accordance with the school's co-curricular policy. This policy supports student accessibility and stability of the various programs by providing Archdiocesan requirements for coaches and chair persons, fee assistance, capital improvements, facility use, and an effective process for beginning a program. It is important to

the principal, the AD, and parents to sustain new programs and provide more programs for kindergarten through fifth grades. The uniforms of volleyball, archery, and Holy Hoops have a scripture printed on them to support spiritual growth. All teams start practices and games with a prayer. Parents are informed of the focus on Catholic values through registration announcements, Wednesday Parent Envelope, and Principal's Newsletter. These programs are rooted in the Philosophy Statement: *Teachers, along with the school community, foster personal and social development within a secure environment that promotes self-discipline and peaceful process.*

Rooted in the Mission Statement, all students are expected to *reach their potential*. Support programs are provided for those students with special needs as well as those with greater learning aptitude. Federal funds utilized at ACS are: Title I to promote reading success, Title IIA to allow staff opportunities to attend conferences and classes promoting professional development, Title III for English Language Learners (ELL) who qualify based on the Home Language Survey, and Title IVA, that allows schools to have enrichment funds. Additional services include: Individual Service Plans (ISP) which allow students to receive on-site tutoring, the use of a laptop from the Bellingham School District, and speech services. Students with medical conditions received accommodations through 504 Plans, tutoring, and Extended Day Program (EDP) support.

Teachers support the individual needs of students by providing individual and small group instruction, modified homework and testing, and utilizing the resource specialist to work with students. Middle school students may receive differentiated work assignments and assessments, tutoring, and peer coaching. In addition, an ELL Homework Club has been implemented to aid student progress after school two times per week. High achieving students are challenged with independent work, extension activities, higher level thinking questions, and challenge questions/concepts. Middle school students may also participate in peer teaching, real-world problem-solving challenges, advanced Spanish curriculum, an engineering and design class, and opportunities to test into a higher-level math class. Enrichment includes: guest speakers, Junior Achievement, fire fighters, coast guard, and the Pacific Science Center Van. Students create films in science, literature, and history. Eighth grade travels to Washington D.C., seventh grade visits the Primate Research Center in Portland, and sixth grade goes to Camp Hamilton.

Teachers have collaborated on cross-curricular integration to support academic growth. For example, fourth grade uses New Generation Science Standards (NGSS) to gain understanding about what happens when objects collide, and seventh graders learn about cloning in science, literature, and religion. It is important to continue this commitment by implementing NGSS into additional cross-curricular units and through professional development. In the 2018-19 school year, electives in math, art, and drama have been added to the middle school curriculum. ACS assists students to achieve SLE 2: *An engaged active life-long learner*, through its efforts to provide cross-curricular integration.

ACS utilizes a variety of technology tools, both instructional and evaluative, to support students' personal and academic growth, meeting SLE 2: *An engaged active life-long learner*, and SLE 3: *An effective communicator*. The technology plan has been monitored by the principal with

teacher collaboration in the past year. A previously formed committee will be reconvening in the 2018-2019 school year to re-visit the plan. Hardware has been updated for all teachers and staff. In response to previous accreditation goals, all classrooms have been equipped with Smart Boards. Teachers also received Smart Board training to improve student learning. Additionally, kindergarten students utilize iPads to access content, first and second grade students use the computer lab, third and fourth grade students have access to a laptop cart, fifth grade and middle school students have their own one-to-one device. Web-based tools such as IXL and RAZ Kids can be accessed in the computer lab and at home to bring students' skills up to grade level, contributing to student achievement. The Remind mobile application is used to communicate with parents in preschool. kindergarten and second grade teachers use the Seesaw app to video, record, draw, and take pictures of work to share with parents. The seventh and eighth graders create videos and presentations using a variety of technology tools. Teachers use PowerSchool to track student progress. This information is accessible to both parents and students in grades six through eight. MAP testing tracks scores from fall to spring and provides information to assist teachers, students, and parents to implement appropriate academic support for student learning and achievement.

The principal is committed to his personal goal to keep each student safe and help prepare them for heaven. ACS supports the spiritual and personal growth of each child and family. This is accomplished by providing resources to access health care programs and a safe environment. Vision and hearing tests are provided annually. Immunization records are kept up to date and confidential medical records of all students are kept in the office, as well as provided to all teachers. Major and minor incidents, as well as acute sickness during the school day, are addressed appropriately and documented carefully. Incident reports are sent to the Archdiocese as mandated. When students are experiencing mental or physical stress, teachers initiate and maintain close communication with parents to best support the child. As appropriate, referrals to outside professionals or recommendations for in-house counseling may be provided to parents. Counseling is available for individuals or small groups of students every Thursday for three hours. If a child is under the care of an outside professional, accommodations are supported by each student's teachers for the well-being of that child.

The safety coordinator for the school monitors and resupplies essential items for the Emergency Kit barrels in each classroom. Comfort kits for each child and teacher are included in the Emergency Kit. In addition, there is an emergency water supply in each classroom. Each classroom is provided with a quick reference Emergency Card that details procedures for various emergency situations such as an earthquake, a lockdown, a sudden death, etc. A copy of the Crisis Management Plan is in each classroom. Fire drills are performed three times per year. A lockdown drill is performed once per year. Procedures for a family reunification location in the event of an emergency has been designated.

All staff members and all school and parish volunteers meet Archdiocesan requirements for Safe Environment training and background checks through the State of Washington. The Assumption parish and school administration communicate clearly about necessary safe environment concerns regarding campus buildings and grounds. Safety measures for the main school door and EDP entrance have been recently updated to ensure the safety of students and staff. This includes a camera and locked doors accessible by a key or entry approval through

the office staff. These new updates follow the Archdiocesan safety policies, ensuring safe access for the students and staff.

Discipline is handled with care and concern to develop spiritual and personal growth. Discipline policies are purposely and intentionally used as a guide for behavior guidance and improvement. Teachers and staff carefully and respectfully listen to and respond to students. If the students have a problem on the playground, they take a walk break with the supervisor. They may be asked to review the situation, make amends, and make a personal plan to re-enter the activity. Consequences match the behavior of the offense in a concerted effort to ensure that real growth and reconciliation occur. This contributes to a safe learning environment for all students and staff.

In summary, support for student growth is evident through the survey of parents and students. The majority of parent comments reveal strong satisfaction with the spiritual, personal and academic programs. Enrollment records show a large percent of students participate in one or more support programs. Data from the standardized testing confirm improved academic performance. Improvements are currently being made to offer more activities for elementary students, and increased cross-curricular integration. The ACS technology committee will reconvene in the current school year to revisit the technology plan. ACS is committed to safety management, digital citizenship, extensive curriculum and co-curricular programs held in the Christ-centered care of the faithful community. Parents and staff are led by the principal's goal, "To keep the students safe and help prepare them for heaven." This solidifies a focus to provide support for spiritual, academic and personal growth for all students.

Significant Accomplishments

- Curricular: Engineering and Design, archery unit, choir, and adoption of NGSS K-8
- Co-Curricular: Robotics, Computer Science Club (Girls 3rd -5th gr.), ELL Homework Club, Club de Lectura, Archery Club, Holy Hoops
- Technology: Office 365 teacher training. Fifth grade and middle school one-to-one devices, first through fourth grades laptop cart, kindergarten iPads
- Safety: Installed security camera system for entrance into building

Goals

- Reconvene the technology committee to monitor, sustain and improve technology.
- Increase implementation of NGSS units and Catholic Identity into all curriculum.
- Sustain and provide more co-curricular programs for kindergarten through fifth grades.

Evidence

- Office 365 training
- Engineering and design course for middle school students to support STEAM learning, electives
- Smart Boards in all classrooms; teacher training
- Seesaw and Remind mobile applications used to communicate with parents
- English Language Learners Homework Club two times per week

- Standardize testing data; DIBELS; DRA testing data
- Registration and enrollment forms from co-curricular programs
- Parent and teacher surveys

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

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

Assumption Catholic School (ACS) manages its resources to prioritize the Catholic Identity of the staff and students, the development of admissions and retention, overall maintenance of the building, and excellent curriculum.

Catholic identity is promoted through the funding of retreats for teachers and staff, purchasing faith formation texts, liturgy calendars, and professional development for teachers. Monday prayer, teacher prayer each morning, PTC and School Commission meetings. However, resources have not been used consistently to fund spiritual and faith formation for parents and families. It continues to be a priority to enhance that partnership so that parents and teachers are working together for the spiritual formation of each individual student.

Assumption Catholic School follows accounting and budget guidelines established by the Archdiocese of Seattle. This was confirmed by an audit from the Archdiocese in December 2016 and a follow-up email on February 17, 2017 with recommendations (see evidence). The school generates reports using QuickBooks accounting software and Maestro software for the "Growing Great Kids Auction." Regular reports are generated and provided monthly to the finance committee, the School Commission, the finance council of the parish, and the Parent-Teacher Club. Through consistent communication between these groups, the school ensures that there is a detailed budget each year and an overall plan to maintain fiscal responsibility.

The budgeting process begins in November at the finance committee meeting in which the group begins to look at enrollment trends and make enrollment projections for the upcoming school year. A draft of the budget is approved by the School Commission in January, taken back to the Finance Committee. Tuition and salary increases are approved by the School Commission and presented to the parents at the State of the School address in February. Monthly reports are monitored throughout the year to ensure that income and expense levels are maintained within reasonable tolerances, and adjustments are made if necessary. The school's financial status is reported to parents once during the year, however, updates on enrollment numbers are provided at general meetings so that parents are aware of the health of the school.

The finance committee, a subsidiary of the School Commission, reviews monthly reports on the second Thursday of every month. The committee is comprised of three parents and one parish

member. All have accounting or business backgrounds and are (or have been) responsible for profit & loss statements in their respective places of work. One of the members also sits on the Parish Finance Council which ensures collaboration with the parish. Each month, the finance committee is responsible for reviewing the monthly financials spreadsheet, the profit & loss statement, and the balance sheet. Although the bookkeeper wasn't originally part of these monthly meetings, she began attending regularly in March 2017. The budget is updated and revised, if necessary, at these monthly meetings.

Revenue sources for the school include tuition (65%), fundraising (12%), and parish subsidies (11%), donations and gifts (10%), and other income (2%). The Parent Teacher Club sponsors several fundraising activities, most notably the auction, which has increased revenue from \$150,000 to \$200,000 in recent years. The SCRIP program also generates funds of up to \$25,000 annually. The parish supports the school with a generous subsidy, \$100,000 in the 2017-2018 budget, representing ten percent (10%) of ordinary parish income. In the 2018-2019 budget the parish subsidy increased to \$110,000 which equates to thirteen percent (13%) of ordinary parish income. Other neighboring parishes generously support the school in subsidies of \$30,000 from Sacred Heart and \$10,000 from St. Joseph's in Ferndale. The School Foundation generates \$100,000 to \$130,000 through the "Support for a Century" annual campaign, depending on the year. The PTC can subsidize the school while reserving \$30,000 at the beginning of the school year. What used to be titled "Adopt A Student" for tuition assistance (and raised \$60,000 annually) was combined with the "Support for a Century" in 2017 and part of a collective \$100,000 goal. It raised \$130,000 in 2017-2018.

The school is supported by three Federal Funding Programs: Title I which pays for a reading support specialist; Title IIA provides professional development monies for teachers and administrators; and Title III which provides professional development for teachers of English Language Learners (ELL) students. Title IV is a new addition to the program that provides for technology and equipment. Assumption Catholic School was awarded a grant from the Fulcrum Foundation in 2017 to upgrade the wireless network with new cabling and Meraki access points. "Fund the Need" at the 2017 school auction supported STEAM - science, technology, engineering, art, and mathematics - with additional funding for field trips, science supplies, and a laptop cart to be shared between first through fourth grades.

The technology plan includes upgrading teacher laptops in a rotation every three to four years. It also includes retiring the desktop computers in the lab on the first floor and the third floor to repurpose those spaces. Already the third-floor lab became the new Spanish classroom. The technology plan also includes training for teachers in Office 365, PowerSchool, and the school's new website designed in the summer of 2018. The school budgets for IT support each year and this includes upgrades to hardware. "Fund the Need" from the auction may be used for activities related to STEAM which have included field trips to science museums, a robotics program, computer science activities, and adding hours to the music program. "Fund the Need" has been supporting STEAM efforts for the past two years.

The school's enrollment goal for a balanced budget is 250 preschool-eighth grade students by September 2020. After weathering a significant budget deficit in 2016-17 of over \$120,000 due to declining enrollment, the school rebounded in 2017-18 with a \$20,000 surplus and a

balanced budget for the 2018-19 school year with an increase in students from 206 in 2017-18 to 210 in 2018-19. In that budget deficit year, the school worked with Assumption Parish and the Fulcrum Foundation to solicit additional funds to bridge the gap. The school also has money in its reserve PRF accounts that can be used when necessary. However, very little of savings was used in this deficit year.

With a full kindergarten and waiting lists in fourth and sixth grades for the 2018-19 school year, the school is on target to hit its balanced budget while adding an additional day of music each week. The preschool enrollment remains steady and at capacity since 2015-16. Assumption Catholic School has been a part of a marketing program from the Archdiocese for two summers through Google and Facebook to drive traffic and increase enrollment.

The financial health of the school is dependent on the increase in enrollment. The School Commission was made aware that they must improve marketing to build the current base. The opening of full day kindergartens in Bellingham School District as well as the recession in 2008 are factors for the past decreases in enrollment. A marketing plan has been put into place, as well as, aggressively seeking new ways to promote the school in the greater community. The school needs to find ways to continue to provide excellent education while maintaining affordable tuitions rates.

The Admissions and Retention Committee is tasked with improving publications for the school, monitoring the new website, and marketing to the parishes. This includes a new parent ambassador program, alumni outreach, a comprehensive month by month marketing plan, and a re-design of the school's website. All of these marketing and retention efforts should stabilize the school's enrollment and provide for a full kindergarten each year. It hopes to get students in the older grades but plans to build from the kindergarten and preschool programs.

A \$60,000 donation to the Foundation was reallocated to pay for the school's bus (\$15,000) and its start-up costs and initial maintenance (another \$15,000).

The Fulcrum Foundation provided a school partnership grant to the school in 2016-17 for \$40,000 to help with that year's budget deficit. It also provided a grant for cabling the new wireless system (\$6,500) and re-designing the new school website (\$11,500).

Support came from the Archdiocese for installing the new wireless network and subscribing to e-Rate funding in which the school saves forty percent (40%) of its bill each month. This is thanks to support from the Office of Catholic Schools.

The school plans for emergency situations with a financial impact through the Foundation and PRF savings accounts. These provide income for the school for up to three months if needed. The Archdiocese provides resources from the Fulcrum Foundation and facilitates communication and collaboration between schools through a regional management program. The GRACE program supports teacher leaders, the retreat for principals in the fall, and the bi-monthly principal's meetings are ways of providing development that can be passed to teachers. Additionally, the teachers were invited to a series of workshops at Bishop O'Dea high school for Office 365. They are giving access to leadership programs through Catholic colleges and universities.

In summary, the school continues to maintain fiscal responsibility and wise stewardship with the way that the budget has been managed since the 2016-2017 school year. Increased parish subsidies, success at the school's auction, donor contributions, and an increase in enrollment, have all led to a balanced budget and a surplus at the end of the 2017-2018 school year. Even a projected deficit year, the school was able to secure funding from partnership grants and donors to keep from drawing on the school's savings account. The school is confident with the support of the Finance Committee and School Commission that it will continue to maintain a balanced budget in the years to come and will grow the School Foundation so that Catholic education is secured into perpetuity for many years to come.

SIGNIFICANT ACCOMPLISHMENTS:

- Purchased a school bus from donations to bring in families from outside of Bellingham.
- Permanence in leadership starting in 2016
- Enrollment is steadily increasing in the past two years and the budget is balanced for the 2017-18 and 2018-19 school years
- Fund the Need from the school auction supported STEAM programs like robotics, field trips, and Missoula Children's Theater in 2017-2018. It funded a new music program in 2018-2019.
- Bridged the gap in a deficit year with help from Assumption Parish and the Fulcrum Foundation.
- Technology funds from the budget purchased new laptops for teachers, a laptop cart for first-fourth grades
- One-to-one student-purchased laptop program for grades fifth-eighth.
- Replaced the wireless access points and created a new infrastructure to support a one-to-one program.

GOALS:

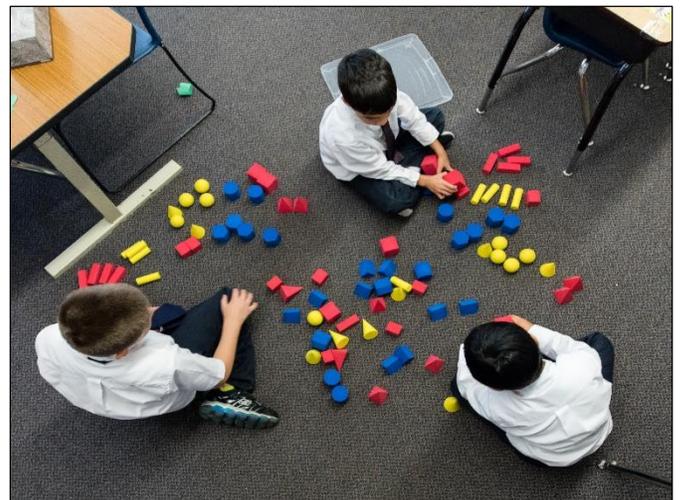
- Explore ways to increase funding outside of tuition revenue and have greater participation including community donations and grants.
- Prioritize spending for professional development around science and math
- Create a master facility plan to include technology, infrastructure, and building maintenance.
- Create a long-term budget plan to increase teacher pay and fund additional programs as needed.

EVIDENCE:

- Results of the 2016-17 audit by the Archdiocese
- Budgets and financials from 2014-2015 to present
- Technology Plan 2017-2021
- Finance committee meeting notes
- Strategic Action Plan 2016-2020



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.

Significant Accomplishments:

- A teaching Mass
- Archdiocese-required prayers included during the morning announcements
- The integration of the Six Tasks of Catechesis and Faith Formation Standards from the Archdiocese of Seattle
- Adopting the Assessment of Children/Youth Religious Education (ACRE) assessment for fifth and eighth grades
- Adapted the new VIRTUS program in kindergarten through eighth grades
- Elements of Catholic Identity embedded into Math and English Language Arts (ELA) curricula
- A weekly parent prayer group
- Implementing the new Christ in the Classroom certification
- Bilingual coffee hour with the principal
- Education for digital citizenship
- GRACE teacher leadership
- Revised the Philosophy and Mission Statement; the SLEs were condensed and language was revised
- Teachers created an SLE behavior checklist
- Religion, language arts, and math curriculum were mapped
- SLEs are displayed on the new website more clearly (Philosophy and Mission)
- School bus was purchased to improve outreach to outlying parishes
- Assumption Catholic School has expanded technology through Office 365 and one-to-one devices in the classrooms.
- Title IVA enrichment funds
- Revision of Crisis Management Booklet, new security system with locked front door
- Started leadership team and GRACE team
- Principal’s Coffee and principal’s video newsletter
- ACS hired a resource specialist to manage Title programs, liaise with the Bellingham School District to coordinate special education needs for students and track professional development opportunities for the staff.
- ACS hired a full-time Spanish instructor. The Spanish curriculum was enhanced, giving graduating eighth graders the opportunity to enter Spanish II in high school.

- ACS initiated Club de Lectura for heritage Spanish speakers to improve reading and writing in their native language.
- Teachers are using more diagnostic and formative assessments to drive curriculum within their classrooms.
- ACS adopted the MAP test as the main standardized test.
- Religion mapping included in academic areas
- Curriculum alignment in Religion, ELA, Math, Science, Social Studies
- “Ins and Outs” in ELA, Social Studies
- Disaggregation of student data through standardized tests (graphing of results)
- Classroom Improvement Plans (CIP)
- Resource specialist for communication with school district, staff development, and helping develop student accommodations
- One-to-one devices in middle school
- Professional Learning Communities reinstated using GRACE and leadership teams
- Use of Universal Design for Learning strategies
- Use of Understanding by Design and the Archdiocesan unit template for cross-curricular unit planning
- “Ins and Outs” Charts used for curriculum mapping
- Use of one-to-one devices in grades five to eight, laptop cart for grades one to four, SMART Boards in classrooms in main building, document cameras in classrooms
- Use of professional development monies for areas of individual growth and development based on improving student learning
- Curricular: Engineering and Design, archery unit, choir, and adoption of NGSS K-8
- Co-Curricular: Robotics, Computer Science Club (Girls 3rd -5th gr.), ELL Homework Club, Club de Lectura, Archery Club, Holy Hoops
- Technology: Office 365 teacher training. Fifth grade and middle school one-to-one devices, first through fourth grades laptop cart, kindergarten iPads
- Safety: Installed security camera system for entrance into building
- Purchased a school bus from donations to bring in families from outside of Bellingham.
- Permanence in leadership starting in 2016
- Enrollment is steadily increasing in the past two years and the budget is balanced for the 2017-18 and 2018-19 school years
- Fund the Need from the school auction supports STEAM programs like robotics, field trips, and Missoula Children’s Theater in 2017-2018. It funded a new music program in 2018-2019.
- Bridged the gap in a deficit year with help from Assumption Parish and the Fulcrum Foundation.
- Purchasing technology within the budget for all new laptops for teachers, a laptop cart for first-fourth grades, and a one-to-one student-purchased laptop program for grades five-eight.
- Replaced wireless access points and created a new infrastructure to support a one-to-one program.

Significant Goals:

- Development of student service-learning calendar
- Including more support for spiritual and faith education for parents
- Professional development with teachers around the one-to-one device program, integrating the standards, and collaborating across curricular areas.
- Opportunities for parents in developing faith life and spirituality. Allow for more parent workshops and parenting classes around the areas of technology, spirituality, and discipline.
- Update technology and teacher training to integrate devices into instruction.
- Continuity among grade levels on reporting student progress or SLEs to parents each month.
- Consistent communication between specialists and classroom teachers.
- Communicate areas of growth and student achievement to shareholders
- MAP scores will continue to be analyzed and disaggregated to differentiate lessons for students and drive curriculum.
- ACS will maintain or improve its music program by offering more music classes for the lower grades and electives for middle school students
- ACS will maintain support for ELL students in all academic areas by continuing to offer programs such as the ELL Club and consideration for Club de Lectura
- Analyze standardized test results twice per year to develop and update CIPs
- Professional development for teachers
- Continue to integrate SLEs, State, Archdiocesan and National standards in curriculum and instruction
- Revise curriculum review schedule
- Continue to develop unit-based curriculum mapping across curricular areas, based on assessment data
- Provide professional development for teachers that focuses on cross-curricular units through collaboration and inquiry-based methods of instruction.
- Reconvene the technology committee to monitor, sustain and improve technology.
- Increased implementation of NGSS units and Catholic Identity into all curriculum.
- Sustain and provide more co-curricular programs for kindergarten through fifth grades.
- Explore ways to increase funding outside of tuition revenue and have greater participation including community donations and grants.
- Prioritize spending for professional development around science and math
- Create a master facility plan to include technology, infrastructure, and building maintenance.
- Create a long-term budget plan to increase teacher pay and fund additional programs as needed.

Critical Goals:

- Increase the school's capacity to look at longitudinal student assessment data in order to make the most informed decisions about instruction. Design Classroom Improvement Plans to better meet the needs of students in the highest and lowest quartiles/quintiles.
- Strengthen Catholic Identity through commitment to the new Christ in the Classroom, living the SLEs, development of integrated units, and supporting parents as partners in Catholic education.
- Increase the ways in which technology makes content more accessible, helps organize student work, improves critical thinking skills, and provides a tool for teacher and student collaboration.
- Increase support for spiritual growth and faith education of parents.
- In order to implement new standards and keep students engaged at all levels, teachers will be trained in developing cross-curricular units using inquiry-based methods of instruction, design these units during collaboration, and use these units as the basis for instruction.
- In-depth study goal: Improve foundational skills in science and math by implementing NGSS and CCSS into cross curricular units and through professional development. Create and “Ins and Outs” document for both subjects to show progression in concepts and topic.

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

The visiting team will find consistency in themes throughout the goals from the previous action plan in 2012-2013 and the action plan created in this recent accreditation document. The goals for Assumption Catholic School (ACS) continue to be a focus on professional development for teachers, improved Catholic Identity, and overall math skills. Some progress has been made in these areas specific to the previous action plan including: mapping the Religion curriculum, adopting a schoolwide math text, service projects in a sister school in Cambodia, and installing Smart Boards in each of the classrooms. However, with multiple changes in leadership for the past six years, the vision has expanded beyond what was expected six years ago. Specifically, the adoption of a one-to-one laptop program in grades five through eight provides a different focus than an emphasis on Smart Board training. Professional development has become centralized because of a new position with the Office of Catholic Schools, and the data to consider has shifted from ITBS tests to the MAP test. These are major, significant changes in the way that the school is functioning, and instruction is considered.

Even with these changes in leadership and a shift in school function, a core group of long-term teachers has remained - all of whom were a part of this year's leadership team for accreditation.

It is because of the dedication of this group that many of the objectives from the Action Plan were completed. Consequently, the shareholders have full confidence that the teachers and staff will be able to ensure progress on the new Action Plan that has been created because of their loyalty and dedication. The goals in the Action Plan are concise and the objectives are clear for what will need to be accomplished. One area for improvement is the review of the eighth Catholic Identity standards, two per year. The leadership team and principal are now aware of the cycle for review and will begin this implementation in the next cycle.

Thanks to the Office of Catholic Schools and the Fulcrum Foundation, the school has the capacity for professional development because of the Guiding Regionally Advancing Catholic Education (GRACE) teacher leadership. With the resources from Title IIA funding and the training provided by on-site teachers, it is the shareholders' belief that this goal will be accomplished. The school will look at the ongoing MAP test results, rubrics for the SLEs, and additional data from formative and summative assessments in the classrooms. These might include: Diagnostic Reading Assessment (DRA) and other math and reading assessments. Since the ACRE test has been adopted by the Archdiocese in 2015, this data will drive instruction of Religion.

The school will continue to share the results of these standardized tests with parents and students at least twice per year. It will also determine whether or not these results will be published to the school website for parishioners and community members to access. Overall results and information can also be communicated through the Wednesday Envelope News for families. Teachers will report in PowerSchool and on student report cards how students are progressing on the SLEs.

The school has six goals created, but only three as part of the critical goals and action plan. As these are met, the school may incorporate three other goals around technology integration, spiritual formation for parents, and curriculum alignment for math and science. The shareholders are confident that these goals will be met based on the time allotted according to the yearly professional development plan and the resources through the school district and ACS annual budget. In the past, professional development has been a priority and time is given each year to ensure that teachers are provided the time and finances to make these things happen.

Already, in the 2018-2019 school year, teachers have begun training for the Next Generation Science Standards through the Bellingham School District. They are also working on the second and third science units of six total (the first completed in the previous school year). Science and math continue to be a focus, and it will continue to be a priority for professional development sessions this school year. All of the resources are available now for the professional development needed and the school is exploring means of increasing its income through grants and sponsorships so that even more might be available in the future. It is currently a line item in the school's budget.

The shareholders are confident that the Action Plan will be implemented because of the clarity of the objectives and the diligence of the teachers and staff. The principal is expected to be at the school for an extended period, but the shareholders have confidence in the longevity and

the loyalty of the current staff. With the teacher leadership in place and the past ability to complete objectives with change in leadership, the school is positioned to make measurable progress with the Action Plan until the next accreditation visit.

Action Plan for Assumption Catholic School

(Template from Appendix F-1)

Goal #1: (From Ch. 3-F) In order to implement new standards and keep students engaged at all levels, teachers will be trained in developing cross-curricular units using inquiry-based methods of instruction, design these units during collaboration, and use these units as the basis for instruction.

Rationale for this Goal: Results from the student survey and the narrative from Chapter 3, Section F, illustrate that students are not feeling challenged and not all students are actively engaged in lessons. However, test scores and anecdotal evidence from high schools demonstrate success in high school. Student needs are better met with differentiation and when teachers are discussing best practices across disciplines. Middle school teachers have effectively used one cross-curricular unit to this end. Collaboration ensures that student success is being discussed at all levels. Therefore, deeper, inquiry-based teaching and collaborative, cross-curricular units should be designed for overall student success.

Alignment with Mission, Philosophy, SLEs: Assumption Catholic School inspires students to reach their potential. The teachers and staff see value in a rigorous curriculum and the need to challenge students at every level. Catholic values are integrated into an innovative curriculum of 21st century skills that encourage collaboration and critical thinking.

Strategy #1	Training will be provided for inquiry-based methods and strategies for instruction.
Activity	One-hour, half-day, and full-day workshops related to inquiry methods
Cost or Resources & Sources	<ul style="list-style-type: none"> • Professional development times • Fulcrum grants for professional development • Title IIA funds • Bellingham School District PYP trainers • Current teachers who use inquiry-based instruction as possible trainers.
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Principal • Leadership Team • Teachers • Title/Federal funds coordinator
Process for Monitoring	<ul style="list-style-type: none"> • Professional development calendar • Unit plans • Lesson plans • Observations • Notes from collaboration
Baseline Assessment	<ul style="list-style-type: none"> • Needs assessment, inquiry-related vocabulary, inventory of lessons already existing; current units of instruction
Ongoing Assessment	<ul style="list-style-type: none"> • Re-assessment, adding to the vocabulary (central location) • Teacher collaboration goals • Teacher professional goals
Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2019 to ongoing

Process for Communicating to Shareholders	<ul style="list-style-type: none"> Principal communications to: Parent-Teacher Club, School Foundations, School Commission and Parish Councils. Newsletters (school and classrooms) Annual report
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Strategy # 2	Professional development will be provided in creating cross-curricular units and building in time for teacher collaboration across subject areas.
Activity	Cross-curricular unit plans will be written using the Catapult Learning template approved by the Office of Catholic Schools. Teachers given collaboration time.
Cost or Resources & Sources	<ul style="list-style-type: none"> Title IIA funds Archdiocesan template Collaborative teacher meeting time Professional development times Fulcrum funds for professional development
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> Principal Leadership Team Teachers Title/Federal funds coordinator
Process for Monitoring	<ul style="list-style-type: none"> Curriculum Maps Unit plans Teacher collaboration notes Staff development meeting notes
Baseline Assessment	<ul style="list-style-type: none"> Current curriculum maps Current unit plans (science-specific)
Ongoing Assessment	<ul style="list-style-type: none"> Revised curriculum maps and unit plans Staff development and collaboration feedback to principal and leadership teachers. Collaboration notes Teacher collaboration goals Teacher professional goals
Timeline Start/Stop	<ul style="list-style-type: none"> Fall 2019 - Spring 2021
Process for Communicating to Shareholders	<ul style="list-style-type: none"> Principal communications to Parent-Teacher Club, School Foundations, School Commission and Parish Councils. Newsletters Annual report

Goal #2: (from Chapter 3-D) Assessment Data: Increase the school's capacity to look at longitudinal student assessment data in order to make the most informed decisions about instruction. Design Classroom Improvement Plans to better meet the needs of students in the highest and lowest quartiles/quintiles.

Rationale for this Goal: The rationale for this goal was determined by the findings of the self-study the (chapter 3 sections A, D, and F), disaggregation of standardized test scores, and

Classroom Improvement Plans (CIP). ACS teachers see that disaggregation of data from standardized tests informs teachers of students' needs for CIPs. Teachers have seen that when students become aware of their current status and potential for growth in standardized assessments, they take more ownership of their learning, more intention in taking the following assessment, and create their goals for their future progression. By looking at the assessment data longitudinally, students' academic needs can be targeted more precisely.

Alignment with Mission, Philosophy, SLEs: All Assumption students are expected to reach their potential with the guidance of their teacher and differentiated instruction within the classroom. Assessment tools drive instruction and affirm that the school is providing an excellent, innovative, and rigorous curriculum and encourages collaboration, problem solving, and critical thinking. The staff strives to create independent, self-motivated learners.

Strategy #1	Teachers create Classroom Improvement Plans annually to improve scores of students in the lower 25 th and upper 75 th quartiles.
Activity	Collect student data, anecdotal information, test scores, etc., to design Classroom Improvement Plans. Create and maintain the plans.
Cost or Resources & Sources	<ul style="list-style-type: none"> Professional development time for analysis, creating the plans, and collaboration. Training on differentiation (combined with prof. development on inquiry and cross-curricular units)
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> All teachers GRACE teacher leaders Administration
Process for Monitoring	<ul style="list-style-type: none"> Classroom lesson plans showing differentiation for high and low students Teachers' anecdotal records Student portfolios Standardized test scores
Baseline Assessment	<ul style="list-style-type: none"> Student Standardized Test scores, for 2nd -8th grade, beginning in Fall of 2017. Student report cards, SLE Reports, teacher notes
Ongoing Assessment	<ul style="list-style-type: none"> Standardized testing in Fall and Spring. Classroom based formative and summative assessments and teacher input
Timeline Start/Stop	<ul style="list-style-type: none"> Fall 2019- ongoing Annually track CIP for progress and growth in the fall of each year
Process for Communicating to Shareholders	<ul style="list-style-type: none"> Standardized Test scores shared with parents at fall conferences and spring mailings. Conferences with student.

Strategy #2	Disaggregate and analyze student test scores and achievement data multiple times throughout the school year.
Activity	<ul style="list-style-type: none"> Two staff members attend the teacher leadership workshops as offered by the Archdiocese of Seattle. Participate in online meetings for MAP data analysis.

Cost or Resources & Sources	<ul style="list-style-type: none"> • Title IIA • Fulcrum Foundation • Costs for Standardized Test: \$2000
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Principal and teacher leaders • Leadership team • Teachers
Process for Monitoring	<ul style="list-style-type: none"> • Monitored by administration • Periodic review of CIP students for progress
Baseline Assessment	<ul style="list-style-type: none"> • Standardized test scores
Ongoing Assessment	<ul style="list-style-type: none"> • Standardized testing • Data wall and classroom folders for math, language usage, reading, and science
Timeline Start/Stop	<ul style="list-style-type: none"> • Begin Fall 2019, ongoing 3-4 times per year
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • GRACE leaders communicate to principal and staff. Principal communicates with parents, School Commission, and Parish Council • Weekly newsletters • Parent/Teacher conferences

Goal #3 (from In-Depth Study): Improve foundational skills in science and math by implementing NGSS and CCSS into cross curricular units and through professional development. Create and “Ins and Outs” document for both subjects to show progression in concepts and topic.

Rationale for this Goal: The rationale for this goal was determined by identified areas from the in-depth study, the need for all ACS science teachers to understand and implement the NGSS, and from the previous accreditation goal not met. Results of MAP testing demonstrated that success in science and math varies from class to class. The teachers and staff agree that foundational skills and consistency in implementation are necessary across both subject areas.

Alignment with Mission, Philosophy, SLEs: All students are expected to reach their potential and go forth and make a lasting difference in the world. Both are reflected in the goal. Rigorous curriculum will be created in math and science while students discern their vocations through academic excellence. Students will become servant leaders while 21st Century skills that encourage collaboration and critical thinking are taught.

Strategy #1	Improve knowledge of all students in foundational science concepts by implementing NGSS into cross-curricular units.
Activity	<ul style="list-style-type: none"> • Unpack NGSS standards • Professional development and training in NGSS curriculum standards • Collaboration time for teachers to develop cross-curricular units featuring STEAM units by combining math and science
Cost or Resources & Sources	<ul style="list-style-type: none"> • Textbooks \$15-\$20,000 • Professional Development with NSTA

	<ul style="list-style-type: none"> • Collaboration time • University of Washington/Bellingham School District's <i>Ambitious Science</i> • Argument-driven inquiry and NGSS
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Science teachers and administration • All grade-level teachers • Preschool teachers
Process for Monitoring	<ul style="list-style-type: none"> • MAP test results and disaggregation of scores • Science team monitoring • Student report cards • Lesson plans
Baseline Assessment	<ul style="list-style-type: none"> • Beginning of the unit assessments • Grades 3-8 MAP testing results from the previous year and Fall test • NGSS and Common Core standards
Ongoing Assessment	<ul style="list-style-type: none"> • MAP scores • Classroom unit assessments • Formal and informal assessments; group and individual • Lab (teacher observations, student interactions, and lab reports) • Projects • Presentations • Teacher collaboration for cross curricular units
Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2019-2020, two units completed • Fall 2020-Spring 2021, two more units completed • Monitoring 2021-2023
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent-Teacher Club • School Commission • Parish Council • Local Ordinary • School webpage • Social media • Classroom newsletters

Strategy #2	Align throughout PS-8th grades to incorporate common language, procedures, and practices in the areas of Numbers and Operations (grades 2-5)/Real and Complex Number Systems (grades 6-8) in math while continuing to support high-level scores in Operations and Algebraic Thinking, Measurement and Data (2-5), Geometry (2-5), Statistics and Probability (6-8).
Activity	<ul style="list-style-type: none"> • Implementation of a drill and practice with math facts and vocabulary at least once a week during school. • At home, strongly encourage parents to drill and practice math facts daily.
Cost or Resources & Sources	<ul style="list-style-type: none"> • IXL.com and other computer applications costs
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Math teachers • Principal
Process for Monitoring	<ul style="list-style-type: none"> • MAP testing

	<ul style="list-style-type: none"> • Classroom Improvement Plans • Classroom assessments
Baseline Assessment	<ul style="list-style-type: none"> • MAP scores • Teacher reporting
Ongoing Assessment	<ul style="list-style-type: none"> • MAP testing • Classroom assessments • Ins and Outs
Timeline Start/Stop	<ul style="list-style-type: none"> • Select textbooks in Spring 2019 • Fall 2019
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent-Teacher Club • School Commission • Parish Council • Local Ordinary • School webpage • Social media • Classroom newsletter

Strategy #3	Increase student learning in math, science, and social studies by creating an “Ins and Outs” chart from preschool through eighth grade as aligned to the curriculum review cycle.
Activity	<ul style="list-style-type: none"> • Professional development time at staff meetings
Cost or Resources & Sources	<ul style="list-style-type: none"> • None • Ins and Outs Template
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Principal • Teachers
Process for Monitoring	<ul style="list-style-type: none"> • As we revise the curriculum
Baseline Assessment	<ul style="list-style-type: none"> • Existing Ins and Outs in ELA • Developed units
Ongoing Assessment	<ul style="list-style-type: none"> • Ins and Outs
Timeline Start/Stop	<ul style="list-style-type: none"> • Math-completed by Spring 2020 • Science- completed by Spring 2021 • Social Studies- completed by Spring 2022
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent-Teacher Club • School Commission • Parish Council • Local Ordinary • School webpage • Social media • Classroom newsletter

Action Plan Timeline

(Template taken from Appendix F-2)

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Ongoing Assessment
Fall 2019 - ongoing	Goal 1 In order to implement new standards and keep students engaged at all levels, teachers will be trained in developing cross-curricular units using inquiry-based methods of instruction, design these units during collaboration, and use these units as the basis for instruction.	Strategy 1 Training will be provided for inquiry-based methods and strategies for instruction.	Professional development times Fulcrum grants for professional development Title IIA funds Bellingham School District PYP trainers Current teachers who use inquiry-based instruction as possible trainers.	Principal Leadership Team Teachers Title/Federal funds coordinator	Re-assessment, adding to the vocabulary (central location) Teacher collaboration goals Teacher professional goals
Fall 2019- Spring 2021	Goal 1	Strategy 2 Professional development will be provided in creating cross-curricular units and building in time for teacher collaboration across subject areas.	Title IIA funds Archdiocesan template Collaborative teacher meeting time Professional development times Fulcrum funds for professional development	Principal Leadership Team Teachers Title/Federal funds coordinator	Revised curriculum maps and unit plans Staff development and collaboration feedback to principal and leadership teachers. Collaboration notes Teacher collaboration goals Teacher professional goals
Fall 2019- ongoing Annually track CIP data for	Goal 2 Increase the school's capacity to look at longitudinal student	Strategy 1 Teachers create Classroom Improvement Plans to improve	Professional development time for analysis, creating the plans, and collaboration. Training on differentiation (combined with prof.	All teachers GRACE teacher leaders Administration	Standardized testing in Fall and Spring. Classroom based formative

progress in fall of each year	assessment data in order to make the most informed decisions about instruction.	scores of students below the 25 th percentile and challenge those above the 75 th percentile.	development on inquiry and cross-curricular units)		and summative assessments and teacher input assessments.
Fall 2019-ongoing 3-4 times per year	Goal 2	Strategy 2 Disaggregate and analyze student test scores and achievement data multiple times throughout the school year.	Title IIA, Fulcrum Foundation Costs for Standardized Tests: \$2000	Principal Leadership team Teachers	Standardized testing Data wall and classroom folders for math, language usage, reading, and science
Fall 2019-2020... Two units completed Fall 2020-Spring 2021... Two more units completed Monitoring 2021-2023	Goal 3 Improve foundational skills in science and math by implementing NGSS and CCSS into cross curricular units and through professional development. Create and “Ins and Outs” document for both subjects to show progression in concepts and topic.	Strategy 1 Improve knowledge of all students in foundational science concepts by implementing NGSS into cross-curricular units.	Textbooks \$15-\$20,000 Professional Development with NSTA Collaboration time University of Washington/Bellingham School District’s <i>Ambitious Science</i> Argument-driven inquiry and NGSS	Science teachers and administration All grade-level teachers Preschool teachers	MAP scores Classroom unit assessments Formal and informal assessments; group and individual Lab (teacher observations, student interactions, and lab reports) Projects Presentations Teacher collaboration for cross curricular units
Select textbooks in Spring 2019 Fall 2019	Goal 3	Strategy 2 Align throughout PS-8th grades to incorporate common language, procedures, and practices in the areas of Numbers and	IXL.com and other computer applications costs New math textbooks	Math teachers Principal	MAP testing Classroom assessments Ins and Outs

		Operations (grades 2-5)/Real and Complex Number Systems (grades 6-8) in math while continuing to support high-level scores in Operations and Algebraic Thinking, Measurement and Data (2-5), Geometry (2-5), Statistics and Probability (6-8).			
Math-completed by Spring 2020 Science-completed by Spring 2021 Social Studies-completed by Spring 2022	Goal 3	Strategy 3 Increase student learning in math, science, and social studies by creating an "Ins and Outs" chart from preschool through eighth grade as aligned to the curriculum review cycle.	None Ins and Outs Template	Principal Teachers	Ins and Outs



APPENDIX



Improving Student Learning for Catholic Schools

APPENDIX

Appendix A-1

School Profile – Basic Information

Assumption Catholic School
(School Name)

PK3-8th Grades
(Grades)

360-733-6133
(School Phone)

2116 Cornwall Avenue
(Address)

Bellingham, WA
(City, State)

98225
(Zip)

Daniel Anderson
(Principal)

danderson@school.assumption.org
(E-mail address)

360-325-9190
(Home Phone)

Fr. Scott Connolly
(Pastor)

frscott@assumption.org
(E-mail address)

Bellingham School District #501
(Public School District)

Director of Education for Religious Community in School Religious Community - NA

Does your school have a school board? Yes No

If yes, is it an advisory body or a governing body? Advisory Governing

Who is the chair/president? **Jason Strayer**

Do you have a Preschool Program? Yes No

What are the hours of operation? Monday – Friday, 8:00am to 3:00pm

Do you have an Extended Day Program? Yes No

What are the hours of operation? Monday – Friday, 3:00pm – 6:00pm

What are the fees? \$17 per day

How many families participate? 78

For which grades do you have waiting lists? None

Do you have an approved Technology Plan? Yes No

Appendix A-2

School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	5	7	12
Pre-K	9	11	20
K	11	10	21
1	9	6	15
2	9	8	17
3	8	7	15
4	17	8	25
5	10	7	17
6	11	14	25
7	12	4	16
8	17	8	25
Total	118	90	208

	Catholic	Non-Catholic	Total
Black	4	0	4
Hispanic	17	1	18
Asian	27	1	28
Hawai'ian / Pacific Islander	1	0	1
Native American / Native Alaskan	1	0	1
White	96	16	112
Other	37	7	44
Total	183	25	208

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2014	21	0	0
2015	16	0	0
2016	18	0	0
2017	4	0	0
2018	19	0	0

Appendix A-3

School Profile – Instructional (Teaching) Staff

Name	Grade/ Subject	Catholic / Non- Catholic	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Start Date at this school	Ethnicity	M/F
Anna Whelan	K	N	BA 45	523759R	No	14	2015	White	F
Paige McClurg	1	Y	MA	317063F	Yes	18	2001	White	F
Shelly Kushner	2	Y	MA 90	305137B	No	26	2017	White	F
Paula Martin-Zender	3	Y	MA	297357F	Yes	14	2013	White	F
Kerry Thomas	4	Y	BA 90	249708R	Yes	24	2001	White	F
Lisa Blas	5	Y	MA	379661B	No	8	2017	White	F
Marc Costanza	6	Y	BA 45	342117R	Yes	24	1996	White	M
Andrew Pryor	7	Y	BA 15	Alternative Teaching Certificate	No	1	2018	White	F
Betsy Gottschalk	8	Y	BA 135	292275E	Yes	30	1989	White	F
Michelle Schulte	PK	N			No		2015	White	F
Lorri Pepper	PK	N			No	19	1999	White	F
Regina Campbell	PE	Y	MA 45	238433G	Yes	26	1992	White	F
Liza Beshara	Music	N	BA		No	2	2018	White	F
Frederick Mabalot	Music	Y	MA		No	20	2018	Pilipino	M
Walli Ann Wisniewski	Spanish	N	PhD	Teachers License Illinois	No	10	2018	White	F
Jill VonFeldt	Math	Y	BA	439946E	No	12	2010	White	F
Karen Evans	Math	Y	BA		No	9	2018	White	F
Nancy Lawrence	Resource Teacher	N	BA	320489H	No	13	2018	White	F

Appendix A-4

School Profile – Support (Non-Teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Daniel Anderson	Principal	8	216	2016	MA
Phoebe Vanderboom	Office Manager	8	220	1998	
Angie King	Finance & Records	8	220	2013	
Bev Williams	EDP Director	4	186	2003	MA
Craig Lingbloom	Maintenance	8	260	2012	
Taylor King	Janitorial	4	220	2017	
Jane Town	Teachers Aid	4	186	2018	MA
Nancy Smith	Librarian	2	180	2016	
Jeff Browning	Tech Support	2	220	2002	
Olivia Dizon	Extended Day	4	180	2012	BA
Ben Bagley	Extended Day	3	180	2017	
Jacob Finkbonner	Extended Day	3	180	2018	
Hailey Schmidt	Extended Day	3	180	2018	
Melissa Dion	Extended Day	3	180	2018	
Jeff Segel	Bus Driver	2	180	2018	
Jaclyn Myers	Bus Driver	2	180	2018	

Appendix A-5

School Profile – Participation in IDEA

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

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

1. Has your LEA carried out this “child find” requirement in your school? **Yes**
2. If yes, how many children were identified as having a disability? **11**
3. If No, have you ever requested the LEA to do a “child find” and had that request denied?
No
4. Of those children identified with a disability, how many have had a formal Instructional Service Plan (ISP) developed by the LEA? **11**
5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
6. NO specified services ___SOME specified services ____All Specified services **11**
7. Of those children with disabilities currently enrolled in your school, how many are receiving the specified services in your school? **11**
8. How many are receiving those services at a public school or neutral site? **0**
9. For those receiving services at a public school or a neutral site, is transportation being provided at no cost to the child’s parents? **N/A**
10. How many of the children identified as eligible for services through “child find” transferred to the public school? **0**
11. 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**
12. 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? **0**

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.

Appendix A-6

School Profile – Participation in Federal Programs

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

1. How many students are eligible for Title IA services? **9**
2. How many students are receiving Title IA services? **5**
3. What services are being offered at your school for Title IA students?
Remedial Reading Support

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

1. What is your per-pupil allocation for Title IIA services? **amount not yet determined**
2. What is your total Title IIA allocation for School Year 2018-2019? **Amount not yet determined**
3. Have you developed/filed an approved Title IIA Staff Development plan? **Yes**

Title II, Part D – Enhancing Education through Technology

1. What is your per-pupil allocation for Title IID services? **N/A**
2. What is your total Title IID allocation for School Year 2017-2018? **N/A**
3. How will you be using these resources? **N/A**

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

1. Are you using any funds/services for Title III for your students? **Yes**
2. If Yes, please describe the services that you provide/are provided.
Support specialist comes and works with the teachers to give ideas of how to help student succeed. We are offering them a computer program called Imagine Learning. It is an English learner's language program. There is also an after-school club on Tuesdays to support ELL students.

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

1. What is your per-pupil allocation for Title IVA services? **\$11.00 per child**
2. What is your total Title IVA allocation for School Year 2018-2019? **\$1892.00**
3. How are you using these funds? **This program is still in progress, but since it is supposed to be used for enrichment the school will purchase cameras for a photography activity, Little Bits for a robotics/coding activity, and Spanish materials for heritage speakers.**

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? **No**

2. How many students do you have that are a part of the target population for this program?
N/A
3. Describe the services that are provided for your target population. **N/A**

Appendix A-7

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

Reading	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall 2014					68th	86th	58 th
Fall 2015				66th	86th	58th	84 th
Fall 2016			84th	81st	80th	83rd	56 th
Fall 2017 Mean RIT	181	197	205	211	222	222	228
Spring 2018 Mean RIT	197	204	217	214	227	227	215
Fall 2018 Mean RIT	186	197	208	213	216	226	222

Math	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall 2014					56th	90th	67th
Fall 2015				56th	90th	67th	81st
Fall 2016			72nd	77th	77th	87th	57th
Fall 2017 Mean RIT	180	194	206	214	230	230	238
Spring 2018 Mean RIT	194	203	223	220	241	241	232
Fall 2018 Mean RIT	188	195	206	220	220	244	234

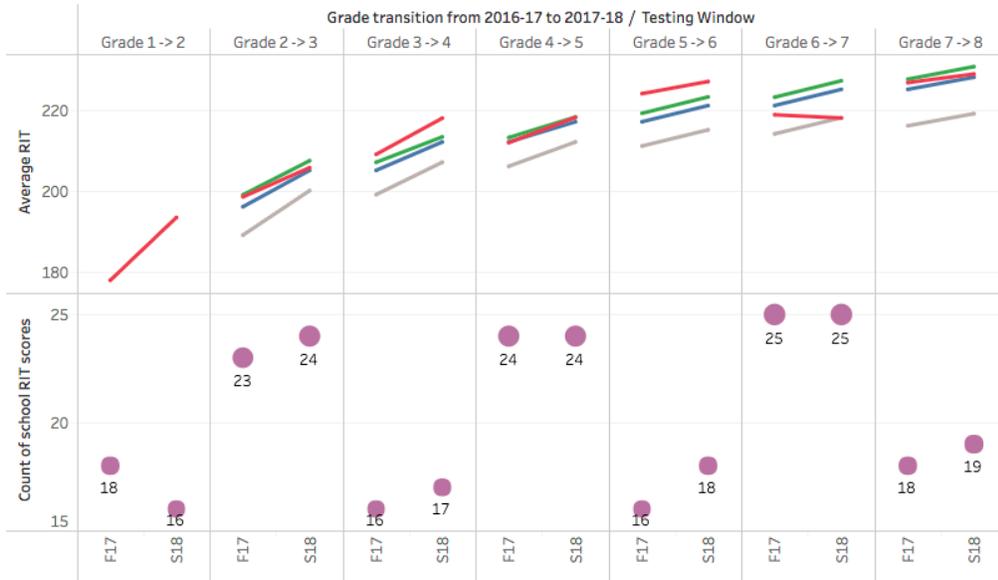
Lang. Arts	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall 2014					67th	83rd	66th
Fall 2015				67th	83rd	66th	82nd
Fall 2016			80th	82nd	89th	84th	65th
Fall 2017 Mean RIT	179	198	209	212	224	224	227
Spring 2018 Mean RIT	193	206	218	218	227	227	218
Fall 2018 Mean RIT	182	194	208	215	219	228	223

Science	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall 2017 Mean RIT	n/a	196	204	205	214	214	218
Spring 2018 Mean RIT	n/a	202	212	211	222	222	213
Fall 2018 Mean RIT	n/a	196	206	209	210	221	215



Catholic School Achievement Compared to National Norms

Language Average RIT



Please use the indicators below to choose your school and content area:

School ID
1046

Content
Language

Use this indicator to select groups of students based on the number of testing windows for which they have scores. The maximum is four scores: Fall 16, Spring 17, Fall 17 and Spring 18.

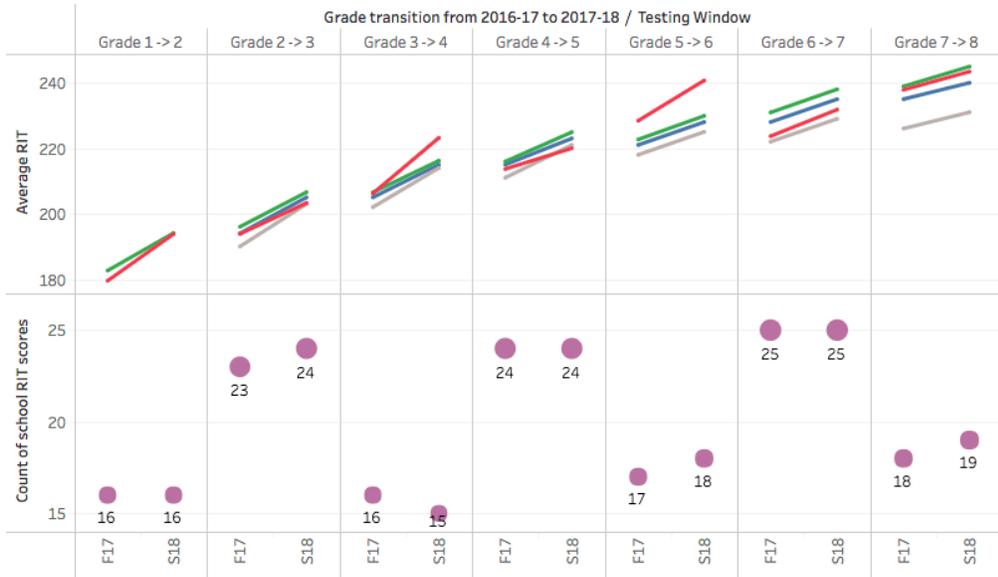
Number of expected test sc...
(All)

- Measure Names
- Avg. RIT School
 - Avg. RIT Archdiocese
 - Count of RIT School
 - Avg. RIT National
 - Avg. RIT Catholic



Catholic School Achievement Compared to National Norms

Mathematics Average RIT



Please use the indicators below to choose your school and content area:

School ID
1046

Content
Mathematics

Use this indicator to select groups of students based on the number of testing windows for which they have scores. The maximum is four scores: Fall 16, Spring 17, Fall 17 and Spring 18.

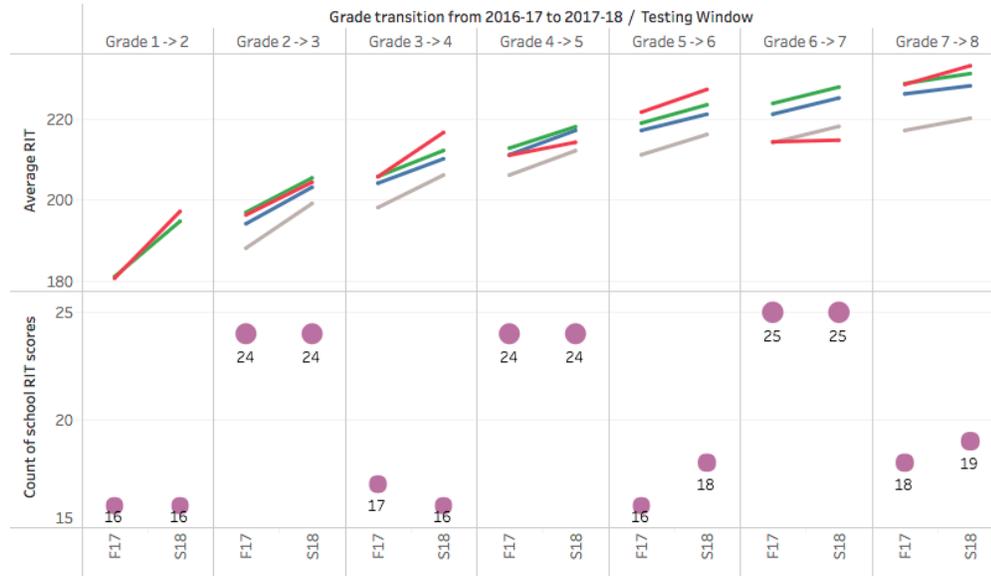
Number of expected test sc...
(All)

- Measure Names
- Avg. RIT School
 - Avg. RIT Archdiocese
 - Count of RIT School
 - Avg. RIT National
 - Avg. RIT Catholic



Catholic School Achievement Compared to National Norms

Reading Average RIT



Please use the indicators below to choose your school and content area:

School ID
1046

Content
Reading

Use this indicator to select groups of students based on the number of testing windows for which they have scores. The maximum is four scores: Fall 16, Spring 17, Fall 17 and Spring 18.

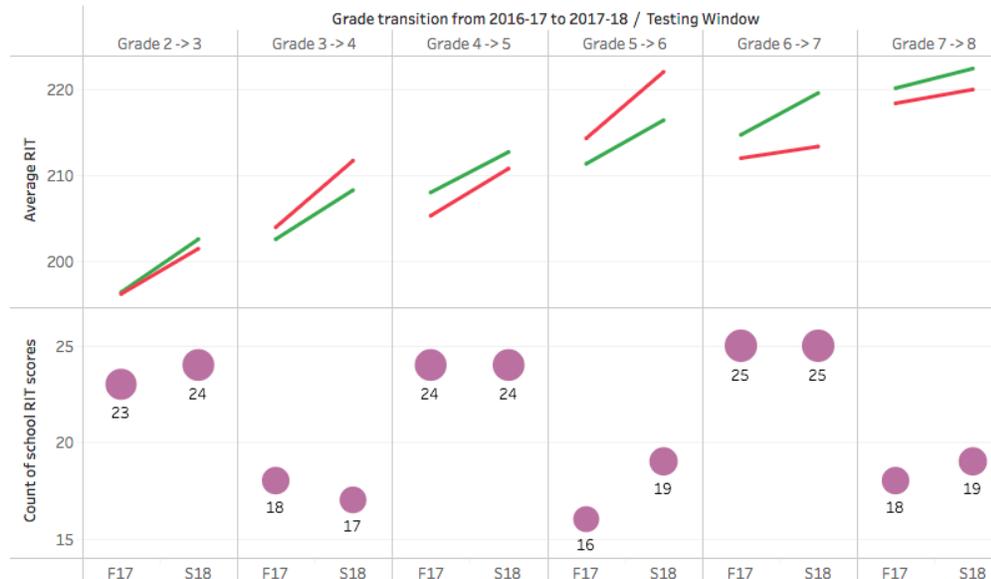
Number of expected test scores
(All)

- Measure Names
- Avg. RIT School
 - Avg. RIT Archdiocese
 - Count of RIT School
 - Avg. RIT National
 - Avg. RIT Catholic



Catholic School Achievement Compared to National Norms

Science Average RIT



Please use the indicators below to choose your school and content area:

School ID
1046

Content
Science

Use this indicator to select groups of students based on the number of testing windows for which they have scores. The maximum is four scores: Fall 16, Spring 17, Fall 17 and Spring 18.

Number of expected test scores
(All)

- Measure Names
- Avg. RIT School
 - Avg. RIT Archdiocese
 - Count of RIT School
 - Avg. RIT National
 - Avg. RIT Catholic

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.

2015-2016

PLC-Vertical Alignment of Common Core Based Curriculum for Literacy-all staff

Archdiocese Leadership Conference/Fulcrum Foundation-Beyond Academics Reaching High Needs Students-Paige McClurg and Henna Reese

NWESD#189-Intergrating CLOSE reading-Paula Martin-Zender

NWESD#189-Teaching Reading Strategies and Inspired Writing-Anna Whelan

Private School Conference-Universal Design for Learning-Betsy Gottschalk, Kerry Thomas, Nancy Lawrence, Jill VonFeldt, Paula Martin-Zender and Henna Reese

2016-2017

Bellingham School District - SIOP training - Henna Reese, Regina Campbell, Kerry Thomas and Anna Whelan

Bureau of Education and Research - Kindergarten Conference - Anna Whelan

Western Washington University - Technology: building 3D printers - Betsy Gottschalk, Henna Reese and Nancy Lawrence

NSTA conference - Su Elliott

Private School Conference - Kerry Thomas, Shelly Kushner, Jill VonFeldt, Paige McClurg and Regina Campbell

Padilla Bay Research Center - Teacher on the Estuary - Su Elliott

Brain Health: Mood, Metabolism and Cognition - Regina Campbell and Paige McClurg

NWESD#189-Coding in the Classroom-Paula Martin-Zender

ADI-Introduction to Argument-Driven Inquiry - Su Elliott

Catholic Educators Forum - GRACE project - Archdiocese of Seattle Teacher Leaders Conference - Paula Martin-Zender and Nancy Lawrence

FACTS - Technology Driven Formative and Summative Assessment - Nancy Lawrence, Lisa Blas, Marc Costanza, Sarah Joslin, Betsy Gottschalk, Paula Martin-Zender, Su Elliott and Jill VonFeldt

University of Notre Dame - ELL Conference - All staff

2017-18

PLTW - Project Lead the Way – Science - Nancy Lawrence

Assumption GRACE Teacher Leaders PLCs - All staff

GRACE conferences - MAP training - Paula Martin-Zender and Nancy Lawrence - ONGOING

ACTFL - Spanish conference - Sarah Joslin

Bellingham School District -1 to 1 device training - All middle school staff

Microsoft Office 365 training - Dan Anderson, Betsy Gottschalk, Sarah Joslin, Lisa Blas, Anna Whelan and Paula Martin-Zender

PLC training with Archdiocese - Paula Martin-Zender, Nancy Lawrence and Dan Anderson

NWEA National Conference - MAP testing conference - Paula Martin-Zender

Private Schools Conference - Lisa Blas, Marc Costanza, Nancy Lawrence, Paula Martin-Zender
Anna Whelan, Shelly Kushner and Kerry Thomas

Kindergarten Conference - Anna Whelan

Staff Development for Current School Year: Next Generation Science Standards

Appendix C Surveys

Appendix C-6

School Surveys – Catholic Identity Assessment Guide

Scale Definition:

HE = Highly Effective; E = Effective; SE = Somewhat Effective; IE = Ineffective

1. **Mission and Philosophy:** The school's mission and philosophy statements reflect the integration of our faith into all aspects of school life.
2. **Prayer and Sacraments:** The whole school community is involved in a variety of prayer experiences. Sacramental reception is scheduled on a regular basis. Students and staff have opportunities to participate in a spiritual retreat.
3. **Curriculum:** The Religion curriculum is based on Arch/Diocesan standards, assessments are connected to the standards and progress reporting is based on the standards. Any texts used by the teachers meet USCCB requirements.
4. **Catechist Certification:** All who teach Religion have valid, current catechist certification, or are in the process of obtaining such certification within the timeline established by the Arch/diocese.
5. **Parents as Partners:** The school maintains an active partnership with parents in the education of their children.
6. **Service:** Students have opportunities to provide service to the parish, school and civic communities.
7. **Signs and Sacramentals:** Signs and symbols of our Catholic faith are prominently displayed throughout the school. Catholic traditions and practices are observed throughout the year at appropriate times.
8. **Evangelization:** All school personnel are actively engaged in bringing the Good News of Jesus into the total education experience.

Mission and Philosophy: Effective

Standard: The school has a Mission Statement and a Philosophy Statement which indicate the integration of the Roman Catholic Faith in all aspects of school life.

The rewriting of the Mission Statement and Philosophy Statement have shown that ACS is highly effective at indicating the relationship of the school to the parish. The school effectively quotes and uses the Mission Statement and Philosophy Statement in publications, action plans and communications regarding the school. Students, parents and staff are learning to paraphrase the statement and state how it is used in curriculum and lessons. The principal has recognized that the Mission Statement should be used in basic school policy and when interviewing prospective employees, volunteers and coaches.

Prayer and Sacraments: Highly Effective

Standard: The school provides regular opportunities for the school community to experience prayer and the Sacraments.

Students at ACS have many opportunities to experience prayer and the sacraments. In most areas, the school is highly effective in providing opportunities such as weekly Mass, variety of prayer forms, special prayer events, liturgical cycle and celebration of the Sacraments. The school recognizes that we have a partnership with parents and encourage family opportunities at home, on weekends and school holidays.

Curriculum: Effective

Standard: The school uses a Religion Curriculum and Instruction that is faithful to Roman Catholic Church teachings and meets the requirements set forth by the USCCB.

Teachers and staff at ACS have adopted the Arch-diocesan religion curriculum and use text that are approved by the Local Ordinary. The school is effective in including Catholic values and relevant church documents in curricular areas that have been reviewed and revised since the last accreditation process. Infusing Catholic Identity in all curricular areas is a goal documented in the action plan.

Catechist Certification: Effective

Standard: The formation of teachers for catechetical and instructional competence in ongoing.

Most faculty and staff at ACS have completed the level one certification process and have attended annual retreat days. The school administration is working to provide ongoing faith formation for teachers, time for certification completions, and staff meeting time for discussion about Religion and Catholic values.

Parents as Partners: Somewhat Effective

Standard: The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.

The faculty and staff at ACS recognize that the parents are the primary educators of their children. They are effective at providing some opportunities to discuss a students' spiritual growth and development. Administration realizes that the school needs to provide more parent opportunities for discussion and activities involving faith formation. It is also aware that the school newsletters and website should provide the parents with articles and information related to faith formation of children.

Service: Effective

Standard: The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done to you."

Students at ACS have many opportunities to participate in service activities. Teachers effectively organize age appropriate activities that are rooted in Catholic values. ACS faculty and staff recognize that some of these opportunities overlap and many do not provide service to the student parish of registry. Creating a school service-learning plan calendar that is tied to SLEs and Catholic social teaching should help to clarify the student's role as servant leaders. This is a goal documented in the action plan.

Signs and Sacramentals: Highly Effective

Standard: There is widespread use of signs, sacramentals and rituals of the Roman Catholic Church throughout the school.

ACS is highly effective at using sacramental, religious imagery, traditions and rituals of the church. Students have many opportunities throughout the school year to participate and use signs and sacramentals of the Catholic Church. Teachers and staff recognize the need to add more quotations from church documents and inspired writers when displaying class work, presenting lessons and writing manuals and newsletters.

Evangelization: Effective

Standard: All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

The principal is highly effective at building a Catholic faith setting at ACS. Teachers effectively provide daily prayer, explain gospel values, discuss moral education, and connect faith with life. The faculty and staff realize that the school should provide more support to families for faith formation and have more connection to the student parish of registry.

Appendix D

Record of *ISL* Meetings

Dates of meetings: Every Wednesday from November 8, 2017 through November 28, 2018 from 3:20 to 4:15 pm on regular days, 12:30 to 3:30 pm on Early Release days (once Wednesday per month)

Participants: All teachers, some part-time staff. Pastor attends meetings at least once per month. Starting in January, each of these meetings had a element of accreditation and self-study processes. This included revising the Mission and Philosophy Statements in January and February to breaking into committees for each of the sections in Chapter 3. Starting in September 2018, these meetings included creating the goals and action plan.

Dates of meetings: Every Monday from November 6, 2017 through November 26, 2018 from 3:20 to 4:30 pm

Participants: Leadership team (Betsy, Paige, Kerry, Dan) with Paula and Nancy three times per year. The leadership team met frequently to review the accreditation documents, create a timeline and prepare documents for the whole staff at the Wednesday meeting. Beginning in November 2018, the leadership team met weekly to edit and revise before taking the revisions back to the whole teaching staff. This included late afternoons and a Sunday afternoon in late November.

Dates of meetings: The first Tuesday of every month from 3:15 to 4:45 pm.

Participants: PTC Executive Board (Dayna Dennis, Sara Rush, Brandy Arévalo, Nate Twining, Rob Jacobs, Fatima Peralta, Paige McClurg, Dan Anderson) The purpose of meeting was to report on the status of the self-study, including goals, SLE, and Mission/Philosophy changes.

PTC General Meetings (All parents are invited, about 45-50 attend.): This is done three times per year. At each of these meetings from January 2018 to October 2018, the principal reported to the parents on the status of the self-study and goals. At the meeting in October, only an overview was given since the goals and action plan hadn't been created yet. The final goals will be communicated at the general meeting in January 2019.

School Commission Meetings: (Jason Strayer, Aimee Bachmeier, Matt Daheim, Joseph Correa, Luis Herrera, Tara Gilligan Reimer, Maria Rodriguez, Duane Dales, Mike Harbick, Bill Attebery, Dan Anderson) These are done on the third Wednesday of every month from 7 pm to 9 pm. Each meeting includes the Principal's Report which reviews the self-study process and communicates the goals and action plan.

Appendix G-1

Catholic Identity Ongoing Review

Accreditation Factor #3 - 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.

Catholic Identity Standards:

1. The school has a mission statement and philosophy statement which indicates the integration of the Roman Catholic Faith into all aspects of school life.
2. The school provides regular opportunities for the school community to experience prayer and the Sacraments.
3. The school has a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings and meets the requirements set forth by the USCCB.
4. The Local Ordinary approves those who teach the Catholic Faith (Canon 805) and is there ongoing formation for catechetical and instruction competence.
5. The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. (Canon 796)
6. The school has a service-orientated outreach to the Church and the civic community after the example of Jesus Christ who said, "I have given you an example so that you may copy what I have done for you." (John 13:15).
7. The school uses signs, sacramentals, traditions and rituals of the Roman Catholic Church.
8. All school personal are actively engaged in bringing the Good News of Jesus into the faith into the total education experience

The curriculum of Assumption Catholic School (ACS) is infused with a strong Catholic Identity. The school is driven by its Mission and Philosophy Statements as well as the Schoolwide Learning Expectations (SLEs). All three were reviewed and revised during the fall of 2017 to make them more concise and reflective of ACS, parish staff, as well as students.

Kindergarten through eighth grade students attend a weekly Mass or a prayer service. Preschool students attend a Liturgy of the Word service once a month. Students 3rd-8th grade participate in a Lenten Reconciliation service. A Good Friday retreat morning is prepared by the middle school students for the entire school.

In 2017-2018, ACS adopted the Six Tasks of Catechesis and Faith Formation Standards from the Archdiocese of Seattle. *Talking about Touching* and Virtus's *Touching Safety* programs are also taught at each grade level. The Religion curriculum is supplemented with works by spiritual authors, passages and quotations from the Bible and the Catechism of the Catholic Church and other works that support the principles of Catholic Social Teachings.

Six of the ten religion teachers are certified through the Archdiocese of Seattle's Catechetical Certification Program (CCP). The local ordinary, Fr. Scott Connolly, approves these certifications. Other religion teachers will participate in the new certification program in 2019. All faculty and most of the staff participated in an October retreat for Christ in the Classroom, Level I.

The administration, staff, and faculty of ACS recognize that parents are the primary educators of their children in matters of faith. The school assists parents in the development of a child's spiritual life. The school supports parents preparing their children to receive sacraments. It also supports a parent prayer group and parent-led Masses. ACS faculty and staff would like to provide more support and education opportunities for parents.

Every student at ACS participates in service-learning projects, both with individual classes and as schoolwide projects. The school has many opportunities for students to serve as servant leaders. It has been noted that there is an overlap for some projects. Creating a school service-learning plan calendar that is tied to SLEs and Catholic Social Teaching should help to clarify the student's role as servant leaders. This is a goal documented in the action plan.

Throughout ACS, there are visible signs and sacramentals. These include: crucifixes in each classroom, a prayer table with statues, and colors for the liturgical season. Students have many opportunities throughout the school year to participate and use signs and sacramentals of the Catholic Church in the classroom and during school Masses.

ACS faculty and staff provide opportunities for daily prayer, explain gospel values, discuss moral education, and connect faith with life. On-going faith formation for staff is encouraged. All adults at ACS are encouraged to participate in their home parishes or churches. The principal supplies written materials to help the staff focus on prayer life and nurture a relationship with Christ.

The school's strong Catholic identity is the foundation upon which the school flourishes. Visitors to the school have no doubt that the school is Catholic in nature and that Christ is present on the campus. ACS has had a change of leadership three times since the last accreditation. Accreditation Factor #3 "Catholic Identity Ongoing Review," was overlooked until 2015. In 2015, the school assessed itself on Standards 3 and 6 continually for three years without reviewing the other six standards. The process of review was not thoroughly explained to the current principal, so the same two standards have been assessed for the past three years.

Though administration has changed, and not all standards have not been assessed, Catholic Identity has remained strong according to the self-assessment survey. This is because the school has a dedicated staff and the support of an involved pastor. Alumni and parishioners continue to support the school, regardless of the changes. This was evident at the centennial celebration of ACS in 2013. Support continues to grow as these groups of individuals support school programs such as: *Adopt-A-Student*, the school auction, and *Support for a Century*. ACS administration is now aware of the process of an ongoing review and will adhere to the timeline set out by the

Archdiocese of Seattle. ACS will remain faithful to the education that was first established in 1913 by the Sisters of St. Dominic of the Congregation of St. Thomas Aquinas (Dominicans).

Appendix H

In-Depth Study for Science

Preface: The faculty at Assumption Catholic School chose Science for the in-depth study because it is the area in most need of growth.

Task 1: Analyzing Curriculum Assessment Data

Assumption Catholic School (ACS) used the Iowa Test of Basic Skills (ITBS) and Measurement of Academic Progress (MAP) testing to collect data, disaggregate and analyze student performances as a basis for instructional improvements. Prior to 2017-2018 school year ACS had taken the ITBS test every Fall. Teachers used the results available via *IRM.org* for the ITBS test and *nwea.org* for MAP testing. As of the Fall of 2017, the school has discontinued the ITBS test and has implemented the MAP test alone. Students took the MAP test twice in the academic year of 2017-2018. The entire faculty analyzed the school data to recognize patterns and find instructional gaps to drive the future instruction. Individual teachers analyzed their classroom data based on instruction and test results.

Prior to the academic year of 2017-2018, ACS grades kindergarten-grade five had been following Washington standards for science. In 2017-2018, ACS grades kindergarten-grade five began transitioning to the Next Generation Science Standards (NGSS). Grades six-eight have been using NGSS for the past five years. Individual classroom assessments are based upon the standards taught. Teachers track the achievement(s) of curricular standards to determine concept mastery. A continuing analysis of MAP tests in subsequent years will be helpful to determine how well students reflect the NGSS as they are continuing to be implemented. Classroom assessments are a better indicator of how students are achieving these standards.

ACS has chosen not to include the ITBS results in this data analysis because it was not aligned with the NGSS; whereas MAP testing is aligned to NGSS. The first year of testing with MAP (Fall of 2017) indicated that sixty-five percent (65%) of all students participating scored in the high-average to high percentile range nationally. Additionally, when comparing the MAP results to the Archdiocese of Seattle scores, it was found that ACS scored higher. Spring 2018 was the second MAP test. ACS had 125 students that participated in the testing. The results showed that nearly fifty percent (49.6%) of the students fell within the top two quartiles, with close to forty-four percent (44%) of the students in the seventy-fifth to ninety-ninth (75th – 99th) percentile range. Only 27 out of 125 students scored in the bottom quartile in the 2018 Spring test. The data from the MAP test continues to support strong curriculum which is still in place at ACS. The subtest scores were analyzed and seemed to show a slight weakness in the discipline of physical science, particularly in the middle school, but the weakness is not significant in the overall population of the school.

Classroom interventions were utilized to help the lower quartile students with more supplementary activities such as using manipulatives, pairing with higher students, strategic grouping and giving of differentiated assignments. Use of outside resources and educational media was also encouraged. Increased use of the Maker Space for more hands-on activities will be particularly important as the faculty works to address this weakness. To address the higher quartile students: extra steps might be included to challenge them to a deeper knowledge of the given material, more advanced differentiated assignments and expectations such as monthly engineering challenges may also be given.

Full implementation of the NGSS has not been completed. Creating an "Ins and Outs" flow chart from preschool through eighth grade is a tool needed to be developed at ACS for science to create a complete and seamless knowledge base. ACS should integrate Catholic identity into to NGSS throughout these "Ins and Outs." Collaboration between grade levels is required to accomplish this task. Professional development for science education for these areas are needed: interpretation of NGSS, implementation of standards into curriculum development with specific lesson plans, online resources and supplemental materials. Future staff development activities and workshops will be assessed as to their effectiveness both for the teachers and for the students.

The School-wide Learning Expectations (SLE's) are the foundation for everything being done. The importance of test results is being recognized but most decisions regarding purchases of materials and adoptions of new programs are based on student achievement.

SIGNIFICANT ACCOMPLISHMENTS:

- ACS is giving the science MAP test in grades three-eight
- MAP test scores are above average for ACS students
- Early Childhood through Primary grades integrate and assess NGSS content

GOALS TO BE ACCOMPLISHED:

- Collaboration to create the "Ins and Outs" including Catholic Identity for each grade level from preschool to eighth grade.
- Professional development is needed to help fully understand NGSS.
- Analysis of MAP assessment data, current curricular changes made, and curricular goals are continued areas of focus.

TASK 2 – USING CURRICULUM STANDARDS

The teachers at Assumption Catholic School (ACS) are focused on achieving curriculum standards in science. Materials used for middle school are the current textbooks from *iScience*, which is aligned with the Washington State standards, and is the foundation for instruction for grades six-eight. Primary and intermediate teachers have used a variety of materials ranging from FOSS kits, online resources, and teacher edition instructional grade specific books. Teachers individually track the achievement of the standards for their grade level.

Catholic identity and faith formation is an integral part of the science curriculum. For example, in first and fifth grade, focus is on the need to care for and be stewards of God's Earth. ACS fourth grade and middle school focus on sharing the Earth's resources in a wise and just manner. Middle school students are taught to look at scientific knowledge and related issues from moral and ethical standpoints. "The Family Life" series is an example of blending of this faith formation with the science curriculum, particularly in the upper grades. Earth Day was celebrated during a school-wide liturgy.

The SLEs are the underpinning of the curriculum, guiding the individual growth and maturity of ACS students. There is a noticeable blending of faith and science in many of these expectations:

An engaged active life-long learner who:

- reads, researches, problem solves and thinks critically in all academic areas.
- balances spiritual, intellectual, and physical growth as an independent, self-motivated learner.

A person of integrity who consistently:

- makes moral choices that preserve the sacredness of the human person and engages in social justice.
- treats all creation with dignity.

ACS assesses the achievement of curriculum standards in science in a variety of ways. Textbook and teacher-made materials, labs, projects, presentations, observations, rubrics and tests are used to assess mastery of the standards. Formerly, the ITBS test was used. A curriculum map created in 2011-2012 was aligned with Washington State standards. Currently, the MAP test is being used to track growth over time. Both in Fall of 2017 and Spring of 2018, a data wall was created, and dialogue ensued regarding science and brainstorming of interventions occurred. The data was passed on to the next year's teacher. Continuous identification for what is acceptable progress based on the NGSS as well as what kinds of interventions are needed going forward. Each grade level kindergarten-grade five have created their first NGSS unit with lesson plans in 2017-2018. In 2018-2019, teachers will be creating two more units with lesson plans. The middle school has completed the full alignment with NGSS. Going forward, NGSS standards will be the foundation of the upcoming curriculum map.

The goal is to help all students achieve the new NGSS. To this end, ACS will look at how science is taught. Some suggestions to increase mastery are:

1. Teach content reading skills, as well as study and outlining skills
2. Use the MakerSpace more often for hands-on standards-based lessons and projects
3. Continue to support faculty development with inquiry learning and instruction
4. Use of science websites to improve visual knowledge and interest
5. Use small group centers
6. Partner work and more science visuals

Vocabulary should be emphasized more, and science should be considered when doing cross-curricular lesson plans.

ACS's goal is continued professional development to achieve a clear understanding of the new standards and methodology of science instruction, long-range curriculum planning, and creating the "Ins and Outs" for preschool through eighth grade. This will ensure comprehensiveness without necessary repetition. Teachers now have a list of the NGSS for kindergarten-grade eight by discipline (Earth, Life, Physical, Engineering) and these will be used to see what teachers in the grade level before and after are covering. Teachers will continue to upload and keep current their year-long science curriculum online to avoid repetition from year to year.

SIGNIFICANT ACCOMPLISHMENTS:

- ACS teachers have successfully created one full unit aligned with NGSS for the academic year of 2017-2018.
- Middle school is completely aligned with NGSS.
- Identified students' levels of mastery in science standards (grades three-eight) and passed them along to the subsequent teacher.

GOALS TO BE ACCOMPLISHED:

- ACS kindergarten-grade five plan to create two more units based on NGSS for the academic year of 2018-2019, then finish creating and aligning the rest of the preschool through eighth grade science curriculum in 2019-2020.
- Identify what is "acceptable progress" at ACS in science and what kinds of integration that can be made for struggling students.

TASK 3 – INSTRUCTIONAL METHODOLOGY

The teachers at Assumption Catholic School recognize the need to use a variety of instructional materials and strategies to meet the needs of all learners.

One of the challenges in teaching science is the lack of formal training in this genre. ACS is the product of the educational system that offers very few workshops in science, specific to the New Generation Science Standards (NGSS), comparative to other subject areas offered in this region. The administration at ACS is very effective in promoting professional growth but is faced with the challenge of limited NGSS based workshops.

Staff development efforts have come from within the staff itself, in a variety of ways. As part of a professional learning community, the teachers meet both in levels (primary, intermediate and middle school) and as a whole staff. The extent of preschool through fifth grade development has been in collaboration with each other as they gain understanding of NGSS methodology. The ACS middle school science teacher has participated in webinars and has used internet-based professional learning communities to expand the teacher's knowledge of what other teachers are doing, especially regarding NGSS. In order to implement NGSS throughout all levels, the preschool through grade five teachers are also making greater use of the internet and outside sources for curricular instruction. In addition, the staff has implemented the resource book *STEAM Design Challenges*, by Creative Teaching Press, which is aligned with NGSS. Instructors are attempting to narrow the focus of lab activities so that the content is the

goal which is the focus of NGSS methodology. One suggestion is that there should be focus on individual student mastery of the standards, with a possible check-off system in place to identify what has been mastered, especially for middle school.

The teachers report using a variety of instructional strategies, which address the different learning modalities of their students. Hands-on lab activities focus on generating and testing of hypotheses and involve cooperative learning. Teachers have written the standards and learning objectives for lessons and units. Middle school also provides feedback on mastery of these objectives to the students regularly. Nonlinguistic representation is used for both instruction and assessment. Students in the middle school are taught how to summarize and take notes on the content being presented using Cornell notes and scaffolding is utilized. Other note-taking methodologies have been used for processing non-fiction material information in science for preschool through fifth grades such as classifying information using thinking maps and drawing pictures. Based upon the MAP results, the strategies that are being utilized by the teachers have been effective; there is evidence of growth over the year and the science scores are above the national average; the students are not just learning science, they are doing science. More staff development opportunities are needed for NGSS methodology along with analysis of its effectiveness on student mastery.

Students are assessed frequently, using a variety of methods designed to match the learning style of the students. Teachers in the preschool through fifth grades use their own testing methods (both formative and summative) to check for understanding, much of the progress is monitored via hands-on assessments. All teachers at ACS use some of the following assessment tools: Thinking Maps, Venn diagrams, movement, engineering materials, discussions, chapter tests, written work, lab work, projects, quizzes, and oral assessments. A goal is to make greater use of online assessments for grades two through eight. The goal of all these assessments is to determine mastery of the standards and to adjust the curriculum when needed.

The renewed interest in the science curriculum for ACS is a result of the in-depth process and the implementation of the NGSS with reflection of ACS Catholic Identity.

SIGNIFICANT ACCOMPLISHMENTS:

- Above average MAP scores for ACS students
- Purchase of NGSS aligned teacher *STEAM Design Challenges* for kindergarten through fifth grade
- Planned and implemented one full NGSS unit for academic year of 2017-2018

GOALS TO BE ACCOMPLISHED:

- More professional development on NGSS methodology
- Implementing of online assessments
- Discussion of creating an assessment of individual mastery checklist for all classes
- Kindergarten-grade five scaffolding between teachers regarding the depth of the NGSS units

TASK 4 – SUMMARIZE FINDINGS

The faculty of ACS has spent the 2017-2018 school year working on the science in-depth study. Data has been analyzed, particularly focusing upon the MAP results. Current teaching strategies have been compared with best practices, discussing research articles and using a variety of Internet resources to direct discussions. The effectiveness of staff development has been discussed and a review of NGSS curriculum standards has been expanded to include the concept of curriculum mapping.

It is clear to us that an impact on student learning is being implemented in a positive manner through many accomplishments. These accomplishments can be replicated in other curricular areas as well. (See data.)

The importance of assessing student understanding to build upon and improve the curriculum has been recognized, and to this end, a variety of assessments in the classroom have been used, assessments which are being carefully aligned to the current curricular standards. A variety of learning styles in this way have been used, thereby encouraging high achievement by all students.

Lesson planning is driven by the standards; teachers are focused upon and tracking the standards as they are becoming more familiar with NGSS, and this information will be shared with the teacher in the following grade. Scaffolding of the curriculum in this way ensures that student knowledge is continually being advanced. The MAP test results give clear evidence that new practices have been successful in the area of advancing student knowledge.

There is a blending of Catholic Identity and science in the science curriculum as it is taught at ACS. Student knowledge of scientific principles enhances their understanding of God's master plan of Creation; the community of faith is being enriched and built upon.

The faculty of ACS has increased technology use with the many resources available on the Internet. Through technology students have access to the most recent information.

The teaching of science has been improved through greater use of hands-on activities in the classrooms, MakerSpace, and the science lab in middle school. Research shows that students learn best by doing; students are excited about inquiry-based activities, and this excitement level greatly enhances the learning environment.

The need to continually expand upon and improve the curriculum emphasizing NGSS is being recognized as the driving force, with the goal of providing a strong and innovative curriculum. Goals are implemented in each of the areas mentioned earlier: assessment, curriculum, and teaching strategies. Of all the goals mentioned previously, the faculty believes that it is most important to focus upon understanding and implementing NGSS to improve student learning. Eventually, the mapping of the science curriculum from kindergarten through eighth grade will be completed. This will have a positive impact on student learning because it will bring to the science curriculum a clear progression of concepts to be taught; it will eliminate unnecessary repetition and allow teachers to build upon and enrich the curriculum.

TASK 5 – Action Plan for Assumption Catholic School

Goal #3 (from In-Depth Study): Improve foundational skills in science and math by implementing NGSS and CCSS into cross curricular units and through professional development. Create and “Ins and Outs” document for both subjects to show progression in concepts and topics.

Rationale for this Goal: The rationale for this goal was determined by identified areas from the in-depth study, the need for all CS science teachers to understand and implement the NGSS, and from the previous accreditation goal not met. Results of MAP testing demonstrated that success in science and math varies from class to class. The teachers and staff agree that foundational skills and consistency in implementation are necessary across both subject areas.

Alignment with mission, philosophy, SLEs: For students to reach their potential and make a lasting difference in the world. Both are reflected in the goals. Rigorous curriculum discerns their vocation through academic excellence. Students will become servant leaders. Twenty first century skills that encourage collaboration and critical thinking are taught.

Strategy #1 (add strategies as needed)	Improve knowledge of all students in science areas by implementing NGSS into cross-curricular units.
Activity	<ul style="list-style-type: none"> • Unpack the standards • Professional development training in the NGSS curriculum standards • Collaboration between teachers to develop cross curricular units featuring STEAM units
Cost or Resources & Sources	<ul style="list-style-type: none"> • Textbooks and curriculum • Professional Development with NSTA • Collaboration time
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Science Teachers and administration • All grade level teachers • Preschool teachers
Process for Monitoring	<ul style="list-style-type: none"> • MAP test results and disaggregation of scores • Science team monitoring • Student report cards and lesson plans
Baseline Assessment	<ul style="list-style-type: none"> • Beginning of the unit assessments • Grades 3-8 MAP testing results from the previous year and fall test results • NGSS and Common Core standards • Formative assessments
Ongoing Assessment	<ul style="list-style-type: none"> • MAP scores • Classroom unit assessments • Formal and informal assessments; group and individual • Lab (teacher observations, student interactions, and lab reports) • Projects • Presentations • Teacher collaboration for cross curricular units

Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2019-Spring 2020... Two units completed • Fall 2020 to Spring 2021... Two more units • 2021-2023... Monitoring
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent-Teacher Club • School Commission • Parish Council • Local Ordinary • School webpage • Social media • Classroom newsletters

Strategy #2 (add strategies as needed)	Align throughout PS-8th grades to incorporate common language, procedures, and practices in the areas of Numbers and Operations (grades 2-5)/Real and Complex Number Systems (grades 6-8) in math while continuing to support high-level scores in Operations and Algebraic Thinking, Measurement and Data (2-5), Geometry (2-5), Statistics and Probability (6-8).
Activity	<ul style="list-style-type: none"> • Implementation of a drill and practice with math facts and vocabulary at least once a week during school. • At home, strongly encourage parents to drill and practice math facts daily.
Cost or Resources & Sources	<ul style="list-style-type: none"> • IXL.com and other computer applications costs • New textbooks
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> • Math teachers • Principal
Process for Monitoring	<ul style="list-style-type: none"> • MAP testing • Classroom Improvement Plans • Classroom assessments
Baseline Assessment	<ul style="list-style-type: none"> • MAP scores • Teacher reporting
Ongoing Assessment	<ul style="list-style-type: none"> • MAP testing • Classroom assessments • Ins and Outs
Timeline Start/Stop	<ul style="list-style-type: none"> • Select textbooks in Spring 2019 • Fall 2019
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent-Teacher Club • School Commission • Parish Council • Local Ordinary • School webpage • Social media • Classroom newsletter