



WCEA *Western Catholic
Educational Association*

IMPROVING STUDENT LEARNING



A Self Study for:

**St. John School
120 N. 79th St.
Seattle, WA, 98103**

Continuous School Improvement Focused On High Achievement Of All Students

2011

Preface

The completion of the St. John School Self Study document is by no means the fruition of independent research. Rather, it represents the involvement of many people from a variety of perspectives, united by their common commitment to the ministry of Catholic education of St. John Parish. St. John parish school is a *Christ centered community, based on Gospel values* dedicated to educating and forming young people for leadership and service to the greater community. What has been accomplished in identifying strengths and areas for growth through this research has been carefully achieved through the collective efforts of many. A partial listing of involvement shows Fr. Crispin Okoth, Pastor, listening to input; parishioners discussing the mission statement, philosophy, and Schoolwide Learning Expectations; the Finance Council editing the writing on resource management; the Parent Association Chairperson editing the entire book; the School Commission members reading the chapters and goals; families responding to surveys; a School Commission member analyzing and reporting on all survey comments; the office staff responding patiently to a multitude of requests; faculty discussing, researching, writing, rewriting, and gathering evidence. Working together intensively for the betterment of the school became a lesson in the value of interdependence, illustrating how work of magnitude and meaning can be accomplished by those united in purpose and recognition of one another's gifts.

What has come about for the St. John faculty while crafting the document on this two year journey is a deeper realization for the connected values of long range planning and commitment to goal attainment; a heightened recognition of the value of data driven instruction; and, a greater appreciation for lesson design focused on Schoolwide Learning Expectations and adherence to sequential curriculum outcomes.

We express our gratitude to Chairperson Julie Vogel, Ph. D., Director of Instructional Services and Accreditation Archdiocese of Portland, for her positive guidance and affirmative support of our work. We are grateful to Kay Purcell, M.Ed., Assistant Superintendent for School Accreditation and Instructional Services Archdiocese of Seattle, for her constant encouragement and assistance throughout the process.

St. John School Mission Statement

St. John School is a Christ-centered community, based on Gospel values, committed to academic excellence and moral development, and to preparing students for leadership and service to others.

PHILOSOPHY

St. John School is committed to

Providing an excellent Catholic School education based on

- † Gospel Values
- † Partnering with parents to educate their children
- † Fostering a life-long love of learning through excellent religious, academic, and co-curricular activities
- † Imparting to children the understanding that they are children of God

Keeping the school accessible in order to provide

- † The richness a diverse student and school community brings
- † Assistance for families with financial need
- † Reasonable accommodations for students with disabilities
- † A welcoming community to children and families who value a Catholic education, regardless of religious background
- † Student-centered curriculum and instruction based on unique learning styles

Empowering our children for leadership and service to the Church and society through

- † Active parent involvement and participation in the lives of our children
- † Stewardship of our time, talent, and treasure for the common good of Church, society, and the global community
- † Encouraging our youth to reach out to join and serve the larger community
- † Welcoming students and families of all faiths while maintaining our Catholic identity

St. John School, 2010

Schoolwide Learning Expectations

Graduates of St. John School are

Christ Centered Students who

- engage in the liturgical life of the Church
- demonstrate knowledge of scripture, Church history, teachings, and traditions
- apply Gospel values in daily life
- demonstrate compassion, acceptance, and respect for others and for all of creation
- make decisions based on Catholic moral and ethical teachings
- develop a relationship with God

Responsible Citizens who

- recognize and appreciate diversity
- work cooperatively
- demonstrate global awareness
- serve a larger community
- work for peace and justice

Life Long Learners who

- meet or exceed curriculum standards
- apply organizational and study skills
- think critically, creatively, and independently
- engage in a variety of learning modalities
- communicate through the arts

Effective Communicators who

- speak, read, and write with proficiency
- listen actively and critically
- use technology to construct knowledge and develop innovative products
- develop and use conflict resolution skills

Empowered Individuals who

- affirm a positive image in themselves and others
- are emotionally aware, self-disciplined, and committed to a healthy lifestyle
- embrace leadership roles in the Church and society

List of Personnel and Positions for St. John School

Austin, Heidi	Grades 6-8
Bodmer, Merrick*	Grade 4
Brumback, Hazel	Grade 6-8
Castillo, Lisa	Grade 3
Crockett, Diane	Administrative Assistant
DenAdel, Blanca	Spanish K-5
Desclos, Jody	Art K-8
Feeney, Molly	Grade 1
Fowble, Leslie	Preschool
Fraze, Carol	Preschool
Grandorf, Sherry	Library
Halley, Mari	Grade 6-8
Hendrickson, Patricia	Grade 2
Jacobson, Agnes*	Principal
Kelley, Kristine	Grade 5
Kelley, Paul*	Spanish 6-8, Asst. Principal
Kelly, Kathleen	Grade 3
Lewis, Jennifer	Grade 4
Macaulay-Walker, Kimberly	Grade 7
McCarthy, Kerri*	Reading
McFarland, Molly	Grade 8
O'Leary, John	Physical Education K-8
Ocampo, Adrey	Grade 5
Okoth, Fr, Crispin	Pastor
Pepin, Ellen	Music
Quevedo, Frances	Secretary/Receptionist
Roach, Amanda	Grade 4
Rouso, Denise	Counselor
Semandiris, Eleni	Music 3-5
Skokan, Jonna	Kindergarten
Sullivan, Margaret	Grade 6
Teschner, Elizabeth	Grade 2
Thomas, Joseph*	Grade 4
Thomason, Vanessa	Kindergarten
Thornquist, Michele	Development Director
Tice, Sven*	Grade 6-8
Tsagalakis, Patricia	Music K-2, 6-8
Van de Putte, Mary	Development Assistant
White, Charlotte	Preschool
Whiting, Jeanette	Grade 2

*Accreditation Leadership Team

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CHAPTER 1-INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

The process to complete the St. John School Self Study began in May of 2009. The school administration identified a Leadership Team and assigned it the task of disseminating the new Self Study protocol. Using the timeline and checklist for spring accreditation visits provided in the ISL document, the Leadership Team prepared an August 2009 faculty in-service devoted to understanding the new ISL protocol and reviewing the previous target goals, strategies for completion, and degree of achievement of stated goals. The Leadership Team reiterated the value of the Self Study process and encouraged full buy-in from faculty members. During this initial meeting, faculty members were divided according to relative strengths and assigned specific tasks toward completion of the Self-Study. Data gathering, involving the faculty in discussion prompts, and writing for subsequent accreditation were some of the tasks engaged in by the small groups. The Leadership Team re-convened on September 18, 2009 to map out a more detailed timeline to guide completion of Chapters 2 and 3. Specific small groups were allotted scheduled faculty meeting time (Mondays) from October through March to facilitate data gathering and present drafts of completed chapter work. The original timeline called for completion of appendices and chapter drafts by March 29, 2010. This timeline was altered due to a number of obstacles encountered during the Self-Study.

Parent shareholders provided vital information to the Self Study process through their active participation in an online parent survey and shareholders meeting. Online parent, student, and faculty surveys were completed during October of 2009. More than 90% of parents responded to the survey. All parents, faculty, and parishioners were invited to attend a November 9, 2009 shareholders meeting, facilitated by Assistant Superintendent, Kay Purcell. The meeting objectives were to review St. John's mission and philosophy statement and to identify potential Schoolwide Learning Expectations (SLEs). About 75 shareholders attended this very productive planning session. Parent representatives were invited to be part of the faculty groups, though their participation was minor. Draft copies were provided to parent representatives for editing and input. A member of the parish Finance Council and a member of the School Commission Finance Committee reviewed the draft of the Resource Management chapter. In most cases parents participating in the Self Study small groups were representatives from the St. John School Commission. Actual participation was seen in their positive contributions to the School Commission's review of drafts of the Self Study and participation in both the parent and governing body surveys.

During the fall of 2010, the Leadership Team met on separate occasions to finalize the timeline, edit drafts, and review and assess target goal recommendations. Completed drafts were shared with the faculty, School Commission, and the Visiting Team Chairperson, Dr. Julie Vogel. On November 8, 2010, the faculty engaged in a voting process to help assess the most important target goals. A late November faculty meeting was dedicated to discussing strategies and action plans for accomplishing target goals. Target goals were shared with the School Commission and St. John's Pastor for input. Further editing and completion of action plans took place through the month of December by both the Leadership Team and a parent volunteer. A final draft deadline was set for mid January.

Two major obstacles presented challenges to the Leadership Team and faculty during the Self-Study. St. John School began the Self Study process under a previous protocol. Due to changes in the ISL document, work already completed by faculty became irrelevant, and additional research and writing were required. Understanding the scope and the sequential process of the new protocol proved difficult. St. John School is cognizant of the values found in the Self Study process. Data gathering and analysis, leading to an in-depth knowledge and understanding of the school, provided the community with sound direction for the future. Yet, a further obstacle that presented itself was the time devoted to completing the Self Study somewhat exceeded expectations.

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.

St. John School greatly involves shareholders in all facets of continuous school improvement. For the current Self-Study, faculty, support staff, administration, clergy, parents, and parishioners contributed positively and effectively. Each shareholder, to a certain degree, was involved in data gathering, assessment of trends, and identification of strengths and areas for growth. Beginning in the fall of 2009, and guided by the ISL timeline, the Leadership Team distributed a completion strategy to faculty. This plan began with the review of the target goals and accomplishments since the 2004-2005 Self-Study. Additionally, the Leadership Team developed a deliberate approach for including all shareholders in the process. Instructional staff began in the fall of 2009 by collecting data relevant to the Self Study and preparing a timeline for completion of specific draft copies. Data gathering, involving faculty members in discussion prompts, and writing for subsequent accreditation findings were some of the tasks engaged in by the faculty in completing the initial tasks of the timeline. During the fall of 2010, the Leadership Team met on separate occasions to finalize the timeline, edit drafts, and review and assess target goal recommendations. Completed drafts from Chapters 2 and 3 were shared with the faculty, the School Commission, and the Visiting Team Chairperson, Dr. Julie Vogel. Later, the faculty engaged in a voting process to help assess the most important target goals from the recommendations derived through the Self Study process. Faculty members, along with the administration, worked diligently through December 2010 to complete a final draft, including target goals and action plans. Throughout the editing process, drafts were provided to parent representatives for editing and input.

Parents provided vital information to the Self Study process through their active participation in the online parent survey and shareholders meeting. Online surveys were sent to parents, students, and the faculty in October 2009. The School Commission completed surveys in the fall of 2010. More than 90% of parents responded to the survey. The administration and the accreditation Leadership Team tabulated and analyzed student, parent, and faculty responses from the Self Study survey. The survey data, along with trends identified in the Self Study appendices, provided the framework for completion of drafts of the Self-Study. Shareholders indicated a

strong satisfaction for St. John School in the survey. Parents ranked academic excellence as a major motivator for enrolling children at St. John School. Written comments also suggested high satisfaction with the school, with many parents mentioning the wonderful sense of community, the high caliber of the faculty and staff, the Catholic values, which permeate the school, and the excellence and rigor of the academic program. Based on the open-ended questions of the parent survey, 20 areas for improvement were classified, and seven major areas of satisfaction were identified. Of the 20 areas for improvement ten represented 1% or 2% of responses. A representative from the School Commission analyzed the comments regarding areas for improvement and reported that most suggestions for improvement stemmed from lack of knowledge of the area of concern. Separate mailings, including pie and bar charts, were prepared and sent to parents charting the results from the student and parent surveys. A School Commission representative also spoke to teachers and the Parent Association in November 2010 reporting on how the data from the surveys will be used to improve student learning, address SLEs, and enhance the mission of the school.

In addition to the survey, approximately 75 shareholders, including parents, faculty, and parishioners, attended a November 9, 2009 shareholders meeting, facilitated by Assistant Superintendent, Kay Purcell. This meeting involved constituents in revising and editing the SLEs, mission statement, and philosophy statements. Further work on these pieces of the Self Study by the Leadership Team, faculty, clergy, and the School Commission led to the publication of a revised mission and philosophy statement, along with measurable SLEs. The new documents were shared with parents and parishioners, through both the school newsletter and parish bulletin. Likewise, the governing statements and SLEs were posted prominently throughout the school, in the classrooms, and on the school website. The mission statement, specifically, is part of official communications from the school to the outside community.

Parent representatives were invited to be part of the greater faculty work that went toward completion of the Self Study document. Draft copies were provided to a parent editor for editing and input. A member of the parish Finance Council and the parish administrator reviewed the draft of the Resource Management chapter. In most cases, parents participating in the Self Study work groups were representatives from the St. John School Commission. Actual participation was seen in their positive contributions to the School Commission's review of drafts of the Self Study and participation in both the parent and governing body surveys. Parents on the Commission provided valuable information and feedback regarding the sharing of survey results with the greater community. The School Commission chair, parent of a 2006 St. John School graduate, provided guidance in reporting the information found in the Resource Management and Development to Support High Achievement of All Students chapter.

Shareholders not only contributed their input to the Self Study process, but were also active in the initial stages of producing a new Five Year Plan. A former St. John School parent, and current parishioner, served as the lead consultant on the facilitation of a new Five Year Plan. Commitment from shareholders, combined with a strong administrative vision, keeping in mind the importance of annually updated data to support growth in student learning, has kept St. John School viable in a landscape characterized by economic recession and increased enrollment. Through their continuous commitment to school improvement, parents, parishioners, and school faculty are creating a vision for the future of St. John School, through both the process of Self

Study and the creation of a new Five Year Plan. Publication of the Five Year Plan is slated for spring 2011 and will coincide with the target goals established by the Self Study process.

Involving shareholders in assessing progress toward clearly defined academic goals and spiritual development is fundamental to the philosophy of St. John School. To the extent of involving shareholders in assessing the spiritual development of students and student progress toward clearly defined academic goals, the Leadership Team, along with the faculty, designed a rubric to measure student achievement of the SLEs. The October student/parent/teacher conference begins the process of establishing a teacher/parent partnership to assist the student in setting and attaining academic goals, as well as to address any interpersonal or school related areas indicated for growth. During conferences, teachers share the SLE rubric with parents. Students self-assess their progress towards the SLEs each trimester, and the school sends copies of the completed rubric home with report cards. St. John issues report cards after every twelve weeks. The school also issues mid-term progress reports for grades four through eight every six weeks. Teachers work in partnership with parents in assessing progress toward defined goals. Teachers advise parents on areas that need to be focused on at home and guide parents in how to assess their child's progress in areas of need. Teachers establish on-going contact with parents throughout the year, scheduling in person and phone conferences as needed. Parents can request a teacher conference at anytime and are formally invited in the spring to request a conference.

While assessing spiritual development can be difficult to quantify, mastery assessments of religion curriculum are part of the school's formal curriculum, and parents are encouraged to support these outcomes. Parents are asked to ensure students have memorized required prayers yearly and to help prepare their children for assessments in their religion classes. Parents are involved through the parish Faith Formation program in initial preparation of their children to receive the sacraments. Parishioner involvement in parish ministries, such as the women's shelter, grounds maintenance, and all aspects of volunteering, serves as a powerful model for students. The school asks parents to partner in developing their child's spirituality through religion lessons; response to appeals in the weekly parent newsletter, *NewsViews*, which encourages the practice of a specific saint's primary virtue; liturgical year spiritual practices in their home life; involvement in parish life; participation in the school's devotional practices (Stations of the Cross, crowning of Mary, blessing ceremonies, etc;) and the celebration of liturgies throughout the year. Parents are also involved in many of the school's outreach projects.

In addition to the administration's responsibility for implementing the school's Action Plan, shareholders will be involved in monitoring its implementation, beginning with the School Commission and Parent Association's active participation. Monitoring of School Improvement has been designated a standing committee for the School Commission with one member responsible for progress reports at School Commission meetings. This person will be responsible for being informed regarding Faith Formation and academic goals through access to school leadership's annual goals, annual updates, annual reports to WCEA, and assessment of student progress (non individual) throughout the school year as assessments are analyzed. The School Commission representative will be invited to take part in the analysis of test scores. The Parent Association will include reports on analysis of the school's effectiveness, i.e. test scores, and participation in Faith Formation events and programs. The school plans to share a progress report on all target goals during Curriculum Night and State of the School Night presentations.

Evidence:

- † Committee meeting minutes and rosters
- † Action Plan Fall of 2009 ISL timeline developed by the Leadership Team and the completion strategy distributed to faculty
- † Meeting notes showing results of online surveys administered to parents, students, clergy, staff, and the School Commission in October 2009
- † Newsletter mailings, including pie and bar charts, prepared and sent to parents charting the results from the student and parent surveys
- † School Commission records regarding use of survey data
- † Notes from shareholders meeting on November 9, 2009, facilitated by Assistant Superintendent, Kay Purcell
- † SLE rubric shared with parents during conferences in fall 2010
- † Student self-assessment tool of SLEs
- † Notes from collaboration of shareholders in publication of new Five Year Plan.
- † School Commission records regarding monitoring of School Improvement Plan

Chapter 2:

Context of the School

“Be imitators of God.”

Ephesians 5:1

School Theme 2010-2011



CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

St. John School, Seattle, was dedicated “to the service of God and country” by Bishop Edward O’Dea on Sunday, September 4, 1923. Built to accommodate 400 students, 220 enrolled on opening day. The school was opened under the direction of the Sisters of the Blessed Virgin Mary of Dubuque, Iowa. Sister Mary Francis served as the first principal. Education was the charism of the order, and it continues to be the charism of the school today, despite the lack of BVM presence on faculty and staff. A photo of the founding Sisters is prominently displayed in the main school building. Presently, Fr. Crispin Okoth is the one religious minister serving both St. John Parish and School.

Continued enrollment growth throughout the years led to the expansion of school facilities in both 1949 and 1952. The gym and Egan Hall were added in 1963, while the East annex of portable classrooms was added in 1993. The portable classrooms were renovated in the summer 2009, and a major campus reconfiguration took place in the summer 2010 when middle school students moved into the main building and primary students to the East annex.

Faculty and administration work in conjunction to gather school data, analyze trends in the data, and update the data annually. Yearly and longitudinal data guide the school Leadership Team, administration, and the development office in identifying goals for each academic year. The administrative team meets regularly to discuss enrollment data and trends. The principal, with consultation from the Finance Committee of the School Commission, determines the cost of student tuition based on projected enrollment data and the cost to educate. An annual State of the School address to parents provides a yearly snapshot of the financial position of the school and affords the community an opportunity to hear an in-depth explanation of the school’s unique Fair Share tuition model.

As the St. John School philosophy reveals, the school community is dedicated to making a Catholic education accessible to all children of St. John Parish. This integral part of the philosophy is carried out effectively through the school’s Fair Share Tuition Program. Fair Share allows any active and participating parish family to attend the school regardless of ability to pay. Families are asked to prayerfully discern a tuition payment based on the principles of equal sacrifice and trust. Parents are asked to consider the actual cost to educate (\$6,980.00 for the 2010-2011 school year) and the average tuition of neighborhood Catholic schools and then strive to give accordingly. There are no minimum levels required, and no financial disclosure is demanded. All parish families simply make an equal sacrifice, not an equal tuition payment. St. John School’s definition of Fair Share is unique to the Archdiocese of Seattle. Due to the economic climate, use of Fair Share is highly valued by school leadership and the greater community as indicated by parent comments on recent surveys. All parish families are Fair Share families. While some discern their tuition payment to be the actual cost to educate, some parish families may pay significantly less, enriching our student body with an economic diversity. A small number of families’ support goes generously beyond the cost to educate. St. John School welcomes economic, ethnic, and religious diversity in its students.

While the Fair Share tuition model remains paramount to the school's ability to maintain an economically diverse student body, the relationship between the cost to educate and school enrollment demands further explanation. The 2004-2005 Self Study revealed an enrollment decline of 3%. Despite the recent economic recession and dwindling enrollment in neighboring Catholic schools, St. John School has seen a steady rise in enrollment over the last five years. Enrollment has risen 22% since the 2005 Self Study was published. During the 2004-2005 academic year, enrollment was 432 (Pre-8th) students. Current school year enrollment is 530. Neighboring public school Greenwood Elementary has likewise seen an increase in enrollment. Data from the 2007-2008 school year show an enrollment of 276 students, while the 2009-2010 student population tops 340, a 23% increase. Mirroring the trend in increased enrollment, the number of non-Catholic families choosing St. John School has gradually climbed. Recent parent survey results indicated the school's academic excellence is a major motivator for enrolling children at St. John School. Currently, 21% of school families are non-Catholic, as compared to 18% in 2003-2004.

The desirability of the Greenwood area and surrounding communities has led to the continued influx of families moving to the neighborhood, a trend that was noted during the last Self-Study. Out of the 530 students currently enrolled, grades Pre-8th, 143 students live outside the three zip codes within parish boundaries (98103, 98107, 98117). Neither the school nor the parish collects data on family income or economic status, but it can be stated with some degree of certainty that the student population has followed the gentrification of the local neighborhood. A snapshot of the Greenwood neighborhood shows median prices for single-family homes continuing to exceed \$325,000.00. Within the area of the parish boundaries for St. John School, the median household income, according to the U.S. Census Bureau, was \$56,384 (in 2009 inflation-adjusted dollars).

An additional trend indicated in the school profile reflects the lack of diversity in the school community at large. While the Fair Share tuition model does ensure, to a degree, an economic diversity in the classroom, it does not guarantee cultural diversity in the school. Twenty-two percent of St. John students represent diverse cultures, compared to 43% at Greenwood Elementary. The ethnic diversity of the students at St. John School slightly mirrors the diversity of the North Seattle community. A majority of the school's students, 78%, are Caucasian. Other ethnicities represented within the school are African American (3%), Asian and Pacific Islander (10%) and Hispanic (9%). This demographic has remained virtually unchanged over the past 15 years. All St. John School students are capable of understanding and speaking English. Of these, 115 students are registered as parish members. St. John School's excellent reputation and Fair Share Tuition Program make it an appealing school to families within and outside the parish community.

Trends in finance demonstrate that St. John School is experiencing growth. In 2004-2005, the Annual Fund netted \$106,000. In 2009-2010, the Annual Fund netted \$207,000. Total income in 2004-2005 was \$2,185,000, while budgeted income for 2010-2011 is \$3,262,659.

Analysis of student assessment data helps to guide St. John School faculty in identifying trends in student achievement. St. John School uses effective assessments to collect data regarding student performance and takes appropriate action based on the data analysis. The faculty gathers annually to analyze and interpret standardized assessment data and to set goals based on those

interpretations. Through the analysis of assessment data, the St. John faculty is able to identify students in the top and bottom quartiles and to challenge and support these students at their appropriate achievement levels. The regular analysis and interpretation of assessment data positively impacts student performance and guides the faculty in making decisions regarding curriculum and instruction.

The faculty of St. John disaggregates and analyzes standardized assessment data. In 2006, 2007, and 2008, ITBS and WASL scores were broken down into subcategories and entered into an Excel spreadsheet for every school year since 2000. ITBS data from 2009 and 2010 were analyzed to determine the percentage of students below grade level in math overall, math computation, punctuation, reading comprehension, and science. The math data generated from the 2009 analysis allowed teachers and administrators to gauge the effectiveness of the target goal for math computation from the previous Self-Study. At this time the math computation goal remains unfulfilled. ITBS data from 2005 to 2009 were also disaggregated by gender to determine growth among boys and girls in reading comprehension for grades three through eight.

St. John faculty disaggregates and analyzes data from non-standardized assessments throughout the year. Examples of assessment data that are analyzed include pre- and post-assessments for units of study, performance based tests, quizzes, and end-of-the-year mastery tests in science, math, language arts, and religion. Positive trends have been celebrated, such as strong results in reading vocabulary, language usage and expression, and problem solving. On the 2009 ITBS, 60% of students in reading, 44% in language, and 49% in math were in the top quartile.

Areas that need to be targeted for growth have been recognized; these include punctuation, spelling, and math computation. On the ITBS, 4% of students in reading, 9% in language, and 11% in math were in the bottom quartile. Individual teachers write action plans to address the needs of students in their classrooms, and the faculty develops schoolwide goals. Classroom teachers interpret data from standardized test scores. St. John shares selected standardized testing data with the school community at State of the School events and at Curriculum Night. Results from standardized tests are mailed to the parents.

Multiple efforts are in place to serve the diverse learning communities within St. John School. As per St. John's mission statement, emphasizing accessibility, the admissions policy of St. John School is inclusive and results in a wide range of ability levels. For example, 19% of St. John's middle school students have been identified as having special needs. The student to teacher ratio at St. John School is currently 25:1. In addition to the 19 core faculty teachers, specialists provide students programs that promote education of the whole child; students' weekly schedules include Spanish, physical education, music, a Reading Specialist, Math Specialist, art, and library. The full time Reading Specialist, and part-time Math Specialist provide students with individualized instruction. In addition, each kindergarten teacher has one part-time aide, while a full-time aide works with all primary teachers. St. John School employs a part-time counselor who works with children individually, in small groups, or in a classroom setting to address specific concerns related to social and emotional development. Recalculated to include specialists, the student to teacher ratio in the classrooms is 18:1. Recent reports released by the Seattle Public Schools show Greenwood Elementary at a student to teacher ratio of 14:1.

Grades kindergarten, one, two, three, five, six, seven, and eight operate with two classrooms per grade. There are three fourth grade classes who started together as three classes when they were kindergarteners, due in part to a high demand for admission, the school's ability to accommodate another classroom, and fiscal responsibility. St. John School is currently operating at 100% of capacity.

Graduates of St. John School have been accepted to local Catholic High Schools with a 100% acceptance rate since the last Self-Study. The previous Self Study indicated an average of 73% of St. John School graduates chose to attend Catholic high schools. Statistics for the last five years show 82% of St. John School graduates chose to attend Catholic high schools: Bishop Blanchet, Holy Names Academy, Seattle Prep, O'Dea, Archbishop Murphy, and John F. Kennedy. Students not attending these schools have opted to attend either an independent private school or public high school, often for financial reasons or the opportunity for specialized study.

As the school mission statement indicates, St. John places a strong academic and moral emphasis on preparing students for leadership and service to others. Knowing students often accept leadership roles and receive accolades long after graduating from St. John School, the community takes special steps to ensure graduates are recognized for their many accomplishments. The school tracks graduates through newsletters and school newspapers that highlight student success. Administration is in close communication with Admissions Directors at local Catholic High Schools.

Student survey results show high satisfaction with St. John School: 94% of students reported feeling that they belong at St. John School, 97% of students agreed that they are treated with respect by teachers and administrators; and 97% of students reported that they are successful in their classes. Student satisfaction with their teachers is high, with 99% of students reporting that their teachers expect them to do their best and 94% agreeing with the statement, "My teachers make learning enjoyable." Just over 60% of students at Greenwood Elementary responded positively when rating the school environment and instructional quality. The local middle school, Whitman, showed a 50% positive approval rating in the same areas.

Parent survey results show high satisfaction with St. John School. Similar results were recorded in the prior Self Study process. When rating the education their children are receiving, 93% of parents agreed that religion instruction is effective or highly effective, 86% agreed that mathematics is effective or highly effective, 95% agreed that reading is effective or highly effective, and 95% agreed that English/language arts is effective or highly effective. Written comments also suggest high satisfaction with the school, with many parents mentioning the wonderful sense of community, the high caliber of the faculty and staff, the Catholic values, which permeate the school, and the excellence and rigor of the academic program. Comparatively, 75% of parents from Whitman Middle School reported satisfaction with the quality of the neighboring public school.

Administration and the accreditation Leadership Team tabulated and analyzed student, parent, and faculty results from the fall 2009 Self Study survey. Based on the open-ended questions of the parent survey, 20 areas for improvement were classified, and seven major areas of satisfaction were indentified. Of the 20 areas for improvement, ten represented 1% or 2% of

responses. A School Commission representative's analysis of comments on areas for improvement found that most stemmed from lack of knowledge of the area of concern. Many of the areas for improvement mentioned have already been accomplished while others are in the process of being met. Miscellaneous comments on the survey generally provided valuable information for thought or posed a question about a practice or policy at St. John School. Separate mailings, including pie and bar charts, were prepared and sent to parents charting the results from the student and parent surveys. A representative from the School Commission spoke to teachers and the Parent Association in November 2010 reporting on how the data from the surveys will be used to improve student learning, address Schoolwide Learning Expectations (SLEs), and enhance the mission of the school.

A strong administrative vision, keeping in mind the importance of annually updated data to support growth in student learning, has kept St. John School relevant in a landscape characterized by economic recession and increased enrollment. Strategic planning for the future, in the form of a Five Year Plan, is currently taking place. Parents, parishioners, and faculty members are creating a vision for the future of St. John School. Publication of this plan is slated for spring 2011 and will coincide with the target goals established by the Self Study process.

Evidence:

- † St. John Enrollment History
- † Disaggregated test scores, mastery and other tests
- † IOWA results and teacher action plans
- † Completed forms from Appendix A
- † Completed surveys (parent, student, School Commission/Parent Association)
- † Demographic data from public sources
- † U.S. Census Bureau Information
- † State of the School PowerPoint presentation
- † *NewsViews* that includes graphs from Self Study surveys
- † *NewsViews* with message from School Commission member
- † *NewsViews* with Mission Statement/SLEs

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.

St. John School has used the 2005 prior Action Plan along with other pertinent data to ensure high achievement of all students, resulting in improvement in student learning. The Visiting Committee supported the Action Plan without revision. Further in this report is a summary of how the school used the prior accreditation findings, the Target Goals, to drive school improvement. Target Goals have been addressed, as have other areas for growth identified in the 2004-2005 Self-Study. One minor goal requires further attention and that is formalizing a speech curriculum.

In addition to the target goals, areas for growth listed in 2005 that have been addressed include providing support and training for teachers in technology; further developing assessment tools; formalizing a geography curriculum; connecting service learning to Gospel values; increasing participation in Sunday liturgies; emphasizing teaching of Scripture; evaluating the reading support program; offering programs to meet the emotional needs of students; formalizing guidelines for the Parent Association; decreasing (somewhat) dependency on fundraising; growing the endowment; keeping the community informed about the Fair Share program; developing students' sense of stewardship of campus; and increasing the cohesiveness of the elementary and middle schools. Developing and implementing a long-term facilities plan is a work in progress with the St. John Facilities Commission, and its completion is a goal on the school's strategic plan.

Evidence of ensuring high achievement of all students can be seen in Appendix B-3, which includes growth tables for reading, language arts, math, social studies, and science. For example, at most grade levels students are making more than a full year's growth in a school year in science, social studies, math, reading, and language arts as per ITBS results.

Appendix B-4 shows STAR data for all students, as well as disaggregated STAR data for students in reading intervention for the last two school years. This table shows growth in achievement for students in the general education classroom and students in the reading support program.

Tables from 2009 ITBS data show high achievement for our students.

St. John Fall 2009 Iowa Test of Basic Skills

Grade Equivalencies

	Reading	Language	Math	Science
Grade 8	11.6	11.1	10.5	11.9
Grade 7	9.7	10.1	10.0	11.4
Grade 6	8.4	8.2	7.9	9.2
Grade 5	7.2	7.5	6.3	7.7
Grade 4	5.9	5.8	5.1	6.1
Grade 3	4.3	3.8	3.7	4.7
Grade 2	2.9	2.2	2.2	Not Tested

St. John Fall 2009 Iowa Test of Basic Skills

Percentile Rank of Average Standard Score:

National School Norms

	Core Total
Grade 8	89
Grade 7	95
Grade 6	93
Grade 5	96
Grade 4	96
Grade 3	90
Grade 2	70

Faith formation has been strongly integrated throughout the ongoing school improvement process. The parent survey administered in the fall of 2009, shows 93% of responders rated the school as effective in teaching religion, with a 47.9% rating of effective and a 45% of highly effective. Parents ranked “Catholic values” second among reasons for sending children to St. John School. In the comment sections of the survey, 5% of respondents recommended improvement in faith formation, and 13% selected Catholicity as what they liked best about St. John. Catholic faith formation ranked fifth among eight reasons listed for sending children to St. John School. The faculty survey shows 87% strongly agreed that the Catholic faith is clearly a priority among administration and staff, and 93% of faculty strongly agreed that traditions of the Catholic faith are taught in every grade. Several school wide practices have been implemented to further facilitate the integration of faith formation into the school improvement process. Faculty selects a theme from Scripture at the beginning of each year. The theme for the 2009-2010 school year was *Knock and the door shall be opened* (Matthew 7:7). The theme for the 2010-2011 school year is *Be imitators of God* (Ephesians 5:1). The themes are posted throughout the school. Songs featuring the theme are composed and sung at assemblies, liturgies, blessing

ceremonies, etc. Students frequently participate in outreach service projects, such as blanket and food drives, pizza benefits for St. John Parish's other ministries, and for the needy in Kenya and Peru. During the 2009-2010 school year, students participated in a coin drive to help those affected by the earthquake in Haiti. During Advent students pray together in the hallway as the Advent wreath is lit. Silence throughout the campus for five minutes is observed on Friday mornings during Lent. Students pray decades of the rosary daily during months devoted to the Blessed Virgin. The monthly school liturgy focuses on the theme from the Scripture readings. Sensory engagement of all students at liturgies is a major priority. Emphasis on full, active, conscious participation through song, prayer, and gesture is a high priority. The faculty has developed religion mastery assessments that are administered in May/June each year. The faculty uses these assessments to inform teaching and report progress to students, parents, and teachers.

What follows are comments taken from parent surveys in response to the question, "*What do you like best about St. John School?*"

"I love the Catholic values infused into the learning."

"Catholic value based learning."

"Emphasis placed on faith based values."

Twelve surveys were completed by former and present School Commission members, Parent Association Chairs, and school administrators. Responses, while primarily ratings of highly effective and effective, show those responding lacked information. This indicates that the administration can better inform the School Commission and Parent Association of the school's comprehensive "*efforts to live out the Catholic character of the school in all aspects of the school's life.*"

St. John School uses prior accreditation findings and subsequent improvement plans to drive school improvement. In the fall each year administration review the Action Plan and interventions, and the faculty reports on progress to the administration. During the prior accreditation process St. John established goals for improvement in the areas of math computation; improved use of technology; increased participation in St. John Parish ministries; and growth in students' respect for self, others, and all of creation.

Target Goal 1. Interventions to meet the target goal, "Students will demonstrate improvement in math computation," have been implemented and met with partial success. Math computation scores from the ITBS show grade eight equivalencies as consistently above grade level, although sustained change from 2005 is not evident. The fall of 2010 eighth grade equivalency was 11.7 and the percentile school norm was 95. Interventions continue with manipulatives, Accelerated Math in grades three through five, SRA, June computation mastery assessments in grades one through eight, story problems, and daily math computation. The school has increased the use of manipulatives and games in mathematics. St. John has introduced the "Deck A Day" program to help deepen student understanding of math operations. Strategies for teaching math computation vary from grade to grade. After completing daily computation problems students share their problem solving strategies by working through problems in front of the class and in cooperative

learning groups. Students are developing the ability to discuss how they solve problems. To better serve students in math instruction, St. John groups students for math instruction according to achievement levels in the intermediate grades, in grades seven and eight, and somewhat in grade six. Zero math periods for advanced students create six math sections for 97 students, keeping the class size relatively small. All students, grades kindergarten through eight, took part in World MATHS day in 2010. A part-time Math Specialist teaches six sixth grade students. As per St. John’s commitment to accessibility, the admissions policy is inclusive and results in a wide range of ability levels; for example, 18.6% of St. John’s middle school students have been identified as having special needs.

Year	Computation Grade Equivalency for Eighth Grade Class	Computation Percentile of School Norms
2010	11.7	95
2009	8.7	62
2008	8.6	60
2007	10.7	89
2006	11	91
2005	9.4	75
2004	10.3	88

Target Goal 2: Target goal 2, “Students will improve their use of technology to enhance learning across the curriculum and use technology for authentic tasks,” has been met. Interventions established to meet the target goal in the area of technology have been fully implemented. Student learning in technology has improved through a focus on technology curriculum and meeting benchmarks. Evidence of this is seen in student projects created with technology such as GarageBand, iMovies, PowerPoint, and Excel. The Type to Learn program was purchased in 2010 to improve students’ keyboarding skills. Students in grades six through eight are now graded on technology skills, and students in grades four through eight have regular access to laptops. Technology is integrated into much of the curriculum. The intermediate grades use Accelerated Math, and grades one through eight use Accelerated Reader, both web-based assessment tools. Currently we are in the process of implementing the use of online social studies textbooks. The technology expertise of the majority of the faculty has markedly increased in the past six years. On the faculty survey 90% of teachers reported they have access to the technology needed to effectively prepare students. Teachers access the Discovery Health curriculum online, and The Houghton Mifflin online math curriculum resources are available to students, parents, and teachers. A Technology Support Specialist is on call daily and present in the building once a week to assist teachers with technology. The use of interactive white boards in grades four through eight has facilitated teaching and helped engage students in learning across the curriculum. The school’s technology plan shows extensive acquisition and use of document cameras, interactive boards, and online subscription curriculum. Teacher created websites have increased communication between home and school; however, this is an area for improvement as per the parent survey recommendations. The school’s weekly newsletter is sent by email. While the target goal relating to technology from prior accreditation has been met, St. John is now

meeting different challenges in technology. Parents surveyed rated education in technology as highly effective, 15.8%; effective, 48.2%; somewhat effective, 12.6%; and ineffective, 2.4%.

Target Goal 3: Interventions established to meet the target goal, “Students will actively participate in parish ministries within the St. John community,” have been implemented. With deliberate attention to this goal and specific interventions, faith formation is more integrated into the students’ lives. Fifth grade students pray daily for specific parishioners in need of prayer who are listed in the weekly parish bulletin. Students acquire service hours through involvement in parish ministries, such as serving as greeters at Mass, collecting food for the St. Vincent de Paul Society, and participating in liturgies as altar servers. Students write to parishioners and send cards to those who are ill or bereaved. Students have increased interaction with Fr. Crispin through increased involvement in liturgies and devotions such as the crowning of Mary, and through his involvement in specific class lessons and his presence on the campus. Second grade students composed a prayer for Fr. Crispin for his 20th anniversary of ordination, and this is recited daily in class. Students are assigned roles in a special per grade Sunday parish liturgy each year. Teachers are gradually transferring the responsibility for student participation and preparation for these liturgies to parents. St. John parents are taking on more responsibility for training altar servers and students in ministry in Sunday liturgy, thus increasing students’ participation and family involvement. While parents in the survey ranked parish life as next to last among their reasons for sending their children to St. John School, efforts to engage students and families in parish life are being met with success.

Target Goal 4: The goal, “Students will demonstrate growth in respect for self, others, and all of creation,” has resulted in a more respectful school climate. Students practice a particular courtesy each month and are recognized at assemblies for being noticeably courteous. A part time school counselor works in partnership with students, parents, and teachers to promote students’ educational and personal success. She is proactive in assisting with emotional development through classroom presentations, counseling, referral, and crisis intervention. Lessons in substance abuse from *Discovery Health* are taught in November to students in grades kindergarten through eight. Faculty training in identifying learning styles and student self-assessment has provided teachers with valuable information and intervention strategies to assist students who struggle in specific areas and have increased student awareness of differences among themselves. Faculty training includes *Schools Attuned*, *Building Academic Vocabulary* by Robert Marzano, and the 4MAT System Brain Research Conference. Monthly focus on a saint’s particular virtue provides examples for students. Discipline issues are minimal as evidenced by discipline records. Second Step and Peacemakers programs assist in teaching students self-respect. Respect for life is demonstrated by selected grades praying for the unborn, intermediate student observation of Day of the Dead, and visits to homeless shelters, Tent City, and nursing homes.

St. John School has monitored progress on accomplishment of the Action Plan and communicated this progress to the school community. To prepare the annual report for NCEA and WCEA, teachers report their progress on the Action Plan interventions to the principal. Progress is monitored in the spring when teachers review their attainment of professional goals. The school shares target goal progress at Parent Association meetings, School Commission meetings, curriculum night, and the State of the School presentation when the information is

pertinent to the agenda. St. John uses the weekly school newsletter and church bulletin to communicate progress.

St John School has integrated ongoing systemic improvement into the culture of the school, primarily through the work of the school's Leadership Team, Curriculum Committee, professional development for faculty, and attention to outcome based lesson design. The Leadership Team provides guidance in establishing and supporting focus on annual goals for learning improvement. The Curriculum Committee annually reviews curriculum and aligns St. John's curriculum with that of the Archdiocese and Washington State Standards. It reviews and recommends textbooks for adoption to support our curriculum, and it evaluates general curriculum needs. The faculty engages in ongoing professional development through in-service aligned with our goals, Archdiocesan professional days, and specific professional development offerings elsewhere. Outcome Based Lesson design is evident in lesson plans, classrooms, and instructional delivery. The Learning Outcome and Schoolwide Learning Expectation (SLEs) for each lesson are written on the board and made clear to students at the outset of each lesson. The written outcome answers the question, "*What is it that the student will be able to do as a result of this lesson?*" This practice ensures active and measurable learning.

The school is involved in a continuous process of school improvement during the years in which a WCEA accreditation is not taking place, primarily through a process of comprehensive goal setting and evaluation of attainment of the following types of goals: goals for faculty's instructional strategies; goals of the School Commission; goals set by each teacher; goals set by students for improvement in learning; and goals for administration. The faculty Leadership Team annually sets goals for improving student learning, and then the faculty approves and adopts the goals. These goals are evaluated for attainment in the spring. Examples of Goals for the 2008-2009 and 2009-2010 school years, adapted from Robert Marzano's work, include the following:

Faculty will engage students in complex tasks that require addressing critical content in multiple ways.

Faculty will provide students with learning tasks and activities that are inherently engaging.

The School Commission annually sets goals for itself in the fall and evaluates goal attainment in the spring. These goals are from the school's strategic plan. Most recently the goal of determining the best use for the six portable classrooms was met. In the fall of 2010, sixth, seventh, and eighth graders moved to the main school building from the portables, and kindergarten, first, and second graders moved to the portables. Other examples of School Commission goals attained include doubling the school's endowment fund, becoming less dependent on fundraising and more supported by integrated efforts of longer-term development, and continued financial accessibility for students. Enrollment for 2010-2011 is 530 students. The annual fund brought in \$207,000 in 2009-2010 as compared to \$106,000 in 2004-2005.

Teachers annually set goals for themselves and conference with the principal regarding these goals. Students in grades one through eight annually set goals and share these with parents at the fall student/parent teacher conferences. The principal and assistant principal operate from self

established goals as well. The goal setting process and decisions regarding teaching are increasingly informed by data. Research, including that of Lorraine Ozar, Robert Marzano, Damian Cooper, and Mel Levine, informs decisions at St. John. The Reading Specialist reviews all standardized test scores and presents an analysis of the information to the faculty for its response in the form of action plans. Teachers do their own analysis and response to test scores as well.

Evidence:

- † Previous Self Study and *Report of Findings*
- † Previous Action Plan and copies of annual updates
- † Copies of annual reports to WCEA Elementary Commissioner
- † Communications informing school communities of improvement in learning
- † Scripture theme songs
- † Liturgy plans
- † Measurable indicators of student progress including standardized test results and other assessment data
- † Technology learning outcomes
- † Use of GarageBand, iMovie, PowerPoint, Excel
- † Report cards
- † Goal format for faculty goal setting
- † Minutes/notes of meetings that discuss school improvement
- † Schoolwide Learning Expectations, rubrics, and assessments of SLEs
- † Annual school goals
- † School Commission records on commission goal attainment
- † Courtesy certificates
- † Participation in professional development

Chapter 3:

Quality of the School Program

“Knock and the door shall be opened.”

Matthew 7:7

School Theme 2009-2010



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.

St. John School has improved the faith and spiritual formation of its students, parents, faculty, staff, and administration. The primary goal of the school is to be a visible manifestation of Christ in the world. To ensure the teachings of Jesus are presented clearly and consistently, St. John School incorporates prayer, liturgies, service to the parish and community, and religious education that follows a clear scope and sequence. The school’s mission statement, philosophy, and Schoolwide Learning Expectations (SLEs) stress the importance of improving the faith and spiritual formation of students for service to the Church and society.

As a result of the appointment of Fr. Crispin Okoth, Priest Administrator, to St. John Parish in July 2008, several changes, based on the Catholic Identity Standards, were introduced that have markedly improved the Catholic identity of the school. St. John added a second Mass for each class in grades two through eight during the school year. Students are now involved in a parish Liturgical Sunday celebration through attendance at the liturgy and service in its ministries. A monthly school liturgy, at which all faculty members are in attendance, and adoration of the Blessed Sacrament three times a year for each class were also added. St. John began a joint school-parish program to encourage students to become altar servers.

St. John School provides many opportunities for participation in prayer and the sacraments, correlated to the liturgical year. Preparations for liturgies involve great care and planning. Liturgical themes are derived from the day’s Scripture readings, and students are prepared prior to liturgies through carefully selected activities intended to help them internalize the Scripture’s message. For example, in March 2010, the theme of the liturgy was glorifying God as modeled by St. Patrick. Each class created a large three-dimensional shamrock with responses to the question, “How do you glorify God?” The shamrocks were used in the procession at Mass and then displayed in the school hallway.

During Advent, students in grades kindergarten through five gather in the school hallways for Morning Prayer. On Fridays during Lent, students begin the day with five minutes of silent reflection and end the day with the Stations of the Cross. Students in grades two through eight celebrate the sacrament of Reconciliation during Advent and Lent. In October and May, months dedicated to the Blessed Virgin, the entire student body prays the rosary together. Student-led prayers of a decade of the rosary are said via intercom. Sixth graders attend Environmental Education Camp, seventh graders attend a retreat in the fall, and eighth graders attend retreats in the fall and spring.

Prayer and blessings are embedded in the culture of St. John School. Prayer is said at faculty meetings, School Commission meetings, daily in classes, before and after meals, before assemblies, and at celebrations such as Christmas programs, Curriculum Night, and State of the

School parent gatherings. Prayers are also said prior to all CYO sporting events. Students benefit from prayer in twice weekly Spanish classes as well. Prayer support is also given to faculty and parish staff in times of personal need. Students bless food and gifts for the needy before they are distributed, and teachers bless the student body at the conclusion of St. John's end of the year prayer service. Faculty members also bless teachers who are about to have children.

St. John School uses the religion curriculum of the Seattle Archdiocese and has adopted the textbook *Blest Are We* for grades kindergarten through eight. All homeroom teachers teach prayers assigned to mastery. Each grade contributed student work for a Garden of Stewardship bulletin board as specified by the Archdiocese.

Attention to SLE's has resulted in a stronger Catholic identity due to increased focus on lesson design in religion and more intentional teaching. Reflecting on service projects, as tied to SLE's, has students connecting their good works to scripture. Blessing donations before distributing the items has become a St. John's practice, connecting serving the needy to the Christ Centered Student SLE. Discipline issues have steadily declined; due, it is thought, to emphasis on the Christ Centered Student SLE.

The St. John faculty has incorporated additional Scripture stories and activities within the curriculum at each grade level. Kindergarten students act out Gospel stories. First graders create file folder Bibles. Second graders make "The Life of Jesus" books. Third graders create a map of Bible lands, and fourth graders create visual representations of Bible stories. Fifth graders read the different Scriptural accounts of the Nativity and then create a distinct version in their own words. Sixth graders focus on a journey through the Old Testament. Seventh graders begin their Biblical studies with the birth of Jesus and continue following the path of the Church, culminating with Church history in eighth grade.

St. John School is committed to the ongoing formation and catechetical training of its faculty and staff. All teachers of religion have, or are in the process of renewing or obtaining, current catechetical certification according to the Archdiocesan norms. Faculty and staff participate in annual retreat days and other activities that help build a strong faith community. The faculty participates in school liturgies by providing personal reflections during the homily and serving as extraordinary Eucharistic ministers. The faculty and staff participated in a Lenten service project by preparing a meal for 500 homeless men at St. Martin de Porres shelter, and money was raised for the Greenwood Fire Relief Fund by faculty and staff as an Advent service project in 2009. Faculty and staff gather in the Church periodically to support colleagues in need with prayer.

St. John School maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. According to 2009 parent survey results, parents ranked Catholic values second only to academic excellence as the reason for choosing St. John School. Additionally, 96% of parents reported that St. John School provides an atmosphere in which Catholic values and attitudes are emphasized and practiced. The school offers many opportunities for volunteerism and facilitates volunteer sign-ups and participation through the use of St. John's NCEA award winning website. St. John provides a Fair Share program, before and after-school childcare, a popular and effective middle school study program, Development Office events, and Parent Association meetings. Teachers communicate information to parents

on a regular basis through web pages, accessed through the school website, and the school newsletter, *NewsViews*, is emailed weekly to the parents. While survey results indicate parents have a positive impression of the Catholicity of the school, the school recognizes a need for provision of opportunities for ongoing faith formation of parents. The survey completed by the School Commission, administration, and pastor identified faith formation for parents as an area for improvement.

St. John School has a service-oriented outreach to the Church and the community after the example of Jesus Christ. The school encourages participation in parish life through service, music, school liturgies, sacramental preparation, and special activities. Students at St. John provide academic updates to the parish at their monthly “class Mass,” and make cards for parishioners to offer condolences, congratulations, or support. Students also participate in the Saturday and Sunday liturgies through choir and altar serving. Altar servers in grades five through eight also serve at parish funerals. Students at St. John provide hospitality at parish events, and help provide food and lead prayers during Lenten suppers for the parish.

Catholic social justice teachings are evident throughout the school year. The first grade donates stuffed animals to the fire department as part of its yearly Teddy Bear Patrol service project. Students in grades three through five support the American Heart Association by participating in a “Jump Rope for Heart” jump-a-thon. The school conducts a food drive during Thanksgiving to add to the St. Vincent de Paul Food Pantry within the parish. Sixth graders assist the homeless by completing a Christmas project, and many classes adopt families at Christmas and provide holiday gifts for the needy. Students from all grade levels support the parish’s Baby Corner throughout the year, and the Middle School adopted the Rice Bowl curriculum and donates money to that cause. The 2009-2010 St. John fair trade coffee fundraiser generated money for technology to be donated to the Las Hermosas Project. St. John students contributed on average \$1,500, earned through the monthly pizza lunch fundraiser, for communities in need, and purchased 500 chickens earned with magazine sales. These chickens were donated to villages in Africa as part of the World Concern sustainability project. Other outreach projects include collection of blankets, towels, and toiletry items for local shelters. All students participate in clean up of the school grounds several times during the school year. Faculty members participate in the parish Social Justice Committee, Amigos de Peru, supporting our sister parish and orphanage in Puno, Peru. In the survey, 86% of parents recognized the school for its service-oriented outreach to the Catholic Church and the civic community.

St. John School emphasizes the signs, sacramentals, traditions, and rituals of the Roman Catholic Church in many ways. A statue of Mary is prominent in the school office and in the garden courtyard. All classrooms have clearly displayed crucifixes and prayer tables. Prayer tables displaying liturgical themes can also be found in school hallways. The monthly school calendar features holy days, solemnities of certain saints, and the saint/virtue of the month, while the weekly bulletin’s banner headline is the Responsorial Psalm for the coming Sunday. Each of the three Christmas programs at St. John has a strong religious/nativity focus. Sixth and seventh grade students pray for the unborn, and the names of expectant mothers are listed in their classroom. Students in grades kindergarten through two make rosaries every three years as part of a family project. Three faculty members have taken part in March for Life in Olympia, and the entire faculty has the opportunity to pray together during the Forty Days for Life prayer

campaign. Blessings are common, such as the blessing of the new crucifix in the mezzanine in Egan Hall, and the blessing of the new primary school.

All personnel at St. John School actively bring the Good News of Jesus into the total educational experience. Religious education was rated by 93% of the parents as effective or highly effective. The principal builds a faith community that is welcoming, prayerful, and makes a clear statement that this is a Catholic setting. In the survey, 97% of students reported that they are treated with respect by administration and teachers, and 91% reported their peers treat them with respect. A theme taken from Scripture is incorporated into the life of the school throughout the year. Dynamic liturgies call students to “full, active, conscious participation.” Faculty and staff are committed to continued spiritual and professional growth. The faculty and staff at St. John infuse Gospel values into their daily interactions with students, and into all curricular areas. Faculty members read daily Scripture together before school begins during Advent and Lent.

St. John School is actively engaged in the moral formation of all students. All students participate in character education through a monthly focus on a particular saint, virtue, and courtesy. St. John’s philosophy of discipline is based on the premise that all students are children of God, and that everyone, as a child of God, must be treated with respect. When surveyed, 95% of students agreed with the statement that teachers care about them. Students use the Spanish language to pray in grades kindergarten through eight, and fourth and fifth grade students celebrate the Day of the Dead in their Spanish classes. The school has two choirs dedicated to liturgy, Cantionis for grades three through six, and SCHOLA for grades seven and eight. CYO athletics build good sportsmanship and teamwork, and infuse Catholic virtues within competitions. Each event is preceded by a prayer led by the coaches. The faculty and staff also provide instruction in moral development through the Second Step, Peacemakers, and Talk About Touching curricula. Steps to Respect is used in grades three through eight, and the Benzinger Family Life program is used in grades five through eight. Seventh graders take part in the Safe Environment program.

St. John School is faithful to the charism of “education,” the charism of the Sisters of the Blessed Virgin Mary, who founded the school in 1923. St. John’s mission statement, along with the academic successes of its former and present students, provides evidence of the school’s dedication to the charism of education. A photograph of the Sisters of the Blessed Virgin Mary hangs in the main hallway of the school. St. John the Evangelist is celebrated during the month of December, his feast day falling on December 27. A bulletin board display in December in the main hallway provided information on his life and sanctity. Students are taught his particular virtue. The eagle, the symbol of St. John, is the mascot of the school. St. John parish annually celebrates St. John the Evangelist’s feast day with a pot luck dinner for the entire parish. School families are encouraged through school communication to attend this dinner.

Taken together, these changes have strengthened the Catholic identity of St. John School. The increasing emphasis on the Catholic identity of the school has resulted in increased enrollment. Parental responses to inquiries regarding why St. John School was selected for their children indicate that Catholic identity and community were primary determining factors. Enrollment has grown by 24% since the 2005 Accreditation.

There is also a higher level of parent participation in spiritual formation activities. Parents are involved in the parish Liturgy Commission, and a parent coordinates student participation in the class Sunday Liturgies, during which students are included as greeters, ushers, gift bearers, and readers. The head usher of the parish prepares the student ushers for their responsibilities. The Cantionis Choir provides music ministry once a month at Saturday evening Mass. Adult attendance at Mass has increased due to student participation in the planning and execution of the liturgy. Parents volunteer with parish Faith Formation to assist with preparation for the receiving of the sacraments. Parents also coordinate the Lenten suppers. A number of parents go through the parish RCIA program annually. Parents are invited to participate in parish life and formation programs through the parish bulletin and *School NewsViews*. Such opportunities include Safe Environment Training, parent education for preparing children for the sacraments, parent education on Internet safety, monthly education on particular saints, Amigos de Peru, Knights of Columbus, and St. Vincent de Paul. Presentations for parents on the church's teachings on human sexuality take place annually.

School Commission meetings begin with a reading of the Sunday scripture followed by faith sharing. Collaboration, respect, and consensus are evident in the deliberations of this consultative body. Use of assessments for mastery of religion curriculum has increased focus on targeted learning outcomes in religion. The following values inherent in the St. John Fair Share program strengthen the Catholic identity of the school and influence the school's Catholic culture:

- † Biblical standards of justice that call the community to support one another
- † Equal sacrifice from all parish families
- † Prayerful discernment
- † Trust
- † Confidentiality

St. John School is identified by its Catholic values, faith instruction, and diverse school community, all of which emphasize a strong faith tradition. A stronger Catholic identity has been developed as a result of changes implemented by the faculty and staff.

Significant Accomplishments:

- † The addition of Sunday monthly parish-school liturgies has created a new connection between the parish and school. Students attend these liturgies and serve in ministries
- † By connecting service to Gospel values, the school has raised the level of student involvement with the parish, local, and world community
- † The faculty fully utilizes Archdiocesan standards by teaching prayers to mastery, the incorporation of additional Scripture stories in the curriculum, and the use of a new textbook. These measures have enhanced religious instruction at St. John School

Goal:

Provide more opportunities for partnership in faith formation with parents in order to deepen understanding of the teachings of the Church.

Evidence:

- † Sacramentals and prayer corners on display in the classrooms and hallways
- † School and faculty routines that incorporate prayer throughout the day
- † Catechetical certification matrix
- † Parent communication component in the Religion program established
- † Student service records
- † Staff in-service records
- † Items used in school and class liturgies on display in the school
- † Grade specific curriculum and Religion assessments
- † School practices for spiritual growth
- † Experiential learning opportunities for students
- † Student work
- † Student retreats
- † Staff retreats
- † Self Study survey results
- † St. John School Mission and Philosophy statements
- † SLEs
- † School themes for each year

B. DEFINING THE SCHOOL'S PURPOSE

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

St. John School's mission statement declares that St. John is a "Christ-centered community, based on Gospel values, committed to academic excellence and moral development, and to preparing students for leadership and service to others." The school's administration, faculty, staff, and families have a clear philosophy and mission to educate the whole person in a manner that reflects Christ's teachings, that fosters academic excellence, that prepares students for positive engagement with the wider world, and that is widely accessible. The school's mission statement, philosophy, and Schoolwide Learning Expectations (SLEs) reflect the realization that all members of the St. John community are actively involved in the education and moral development of its children.

St. John School's mission statement and philosophy were most recently revised in November and December 2009. On November 9, 2009, faculty, staff, families of students, and other members of the St. John parish community were invited to participate in an evening meeting in which the existing mission statement and philosophy were examined and discussed. Because most people who attended this meeting had not been involved in the creation of the then-current mission statement and philosophy, parents, faculty, staff, and other shareholders were asked to suggest changes that created a document that more closely reflected their own values and concerns. These suggestions and comments were recorded by members of St. John faculty, administration and staff. In subsequent faculty meetings, they were compiled and shaped into a coherent document that reflected the goals and values expressed by the wider community, and ultimately published by the St. John School administration.

The mission statement was not radically altered during this process, but it was significantly expanded to reflect the spirit of community so important to virtually all of the shareholders, as well as to more fully express the understanding that a Catholic education involves moral and spiritual dimensions as well as an academic one. (The 2004 mission statement read: "St. John School is committed to providing an excellent Catholic school education to prepare children for leadership and service to the Church and society.") The philosophy statement underwent only very minor changes; the vast majority of shareholders appeared to be very satisfied with the values of academic excellence, Catholic identity, service and leadership, and accessibility, and wanted them to continue.

In addition to the mission statement and philosophy, the administration, faculty, and wider parish community of St. John School reviewed and revised the SLEs. These were examined and discussed at the same series of mission statement meetings mentioned above. Shareholders were asked to envision specific skills and attributes they wanted students to have by the time they graduated from St. John School at the end of eighth grade. As with the mission statement and

philosophy, the SLEs were revised rather than completely re-written. However, the language was changed to make them more specific and outcome-based. Comments from parents, faculty, and members of the larger parish community were collated and edited at subsequent faculty meetings, and new SLEs were published by administration in January 2010.

At the beginning of the 2010-2011 school year, faculty members developed a rubric for measuring student achievement of the new SLEs; the new rubric was intended for use by teachers in all grades and by students in the intermediate and middle school grades. In addition to these rubrics, the SLEs have been integrated into the total life of the school. The mission statement and SLEs have been posted in every classroom, and teachers have discussed them with students at a level appropriate for each grade. Teachers have memorized the mission statement, and have been encouraged to have their students do the same. Students in the intermediate and middle school grades are given a specific learning outcome-based aligned to an SLE for each lesson; middle school students write them on every assignment, and the formal SLE rubrics are used to evaluate achievement of the SLEs for selected lessons. Teachers in the primary grades provided abbreviated SLE language for each lesson.

The St. John School administration has informed the faculty of governing authority expectations that are more procedural and specific than those included in the mission statement, philosophy statement, and SLEs. The administration provides all faculty and staff with an updated faculty handbook at the beginning of every school year. This handbook details teachers' specific duties, local policies, and emergency procedures. In addition, St. John expects all faculty and staff to be aware of and abide by expectations contained in the Archdiocese of Seattle's policy manual. The Archdiocesan policy manual is available in the faculty room. All faculty are provided an abridged copy.

Significant Accomplishments:

- † Wide participation by St. John shareholders in revising the mission statement, philosophy statement, and SLEs
- † Developing rubrics that measure student achievement of the SLEs
- † Integrating the SLEs into the everyday learning of students
- † Making the language of the SLEs more specific, outcome-based, and measurable

Goal: Integrate the academic learning outcomes (LOs) more fully with the SLEs. Academic LOs, informed largely by Archdiocesan and Washington State curriculum standards, have been a firmly established part of lesson plan design at St. John School for many years. The locally-determined SLEs, on the other hand, while no less important, are a fairly recent development, and are, in practice, an “add-on” to the LOs. Achievement of all of these outcomes is by no means incompatible, and ways should be identified to make them more seamless.

Evidence:

- † The school's mission statement and SLEs are prominently displayed in every classroom

- † School and faculty routines that incorporate prayer throughout the day
- † The SLE and LO of every lesson are clearly communicated to students at the beginning of every lesson
- † In the intermediate and middle school grades, students write the LO and SLE on all of their written work
- † All teacher lesson plans include SLEs and standards-based LOs
- † Rubrics have been developed to measure student achievement of the SLEs
- † School administration regularly communicates the mission statement, philosophy statement and SLEs to St. John families during Curriculum Night and State of the School addresses and in occasional *NewsViews* emails
- † Notes are available from the shareholders' meeting held on November 9, 2009, and for subsequent faculty and Leadership Team meetings in December 2009

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.

From teachers and administrators to the pastor and School Commission, St. John School places high emphasis on organizational structures that influence student learning. Parent survey rankings of effectiveness in subjects taught are an indication of the school's organizational structures' successful focus on student learning. Of parents survey 17% expressed that St. John School's academic excellence was the foremost reason for educating their children here. Only the 'St. John community' ranked higher in what parents like most about St. John School. Among students, 88% in grades four through eight think the academics are challenging.

Teachers use grade level planning time, department and staff meetings, and committees to determine how to best influence student learning. They carefully design differentiated lessons based on the Archdiocesan and OSPI standards while using a variety of assessments to monitor learning and adjust instruction. They analyze standardized test scores, create action plans, and discuss student progress. The Reading Specialist compiles, interprets, and presents assessment data to the faculty to support data driven instruction. Teachers have examined scope and sequences to create subject mastery tests in math, religion, and language arts in order to monitor teaching and grade level achievement. Annually, teachers set and address curriculum and classroom management goals.

St. John School values the importance of educated, professional, and experienced teachers and their effect on student learning. Administrators not only employ quality educators, but also allot ample funding for staff development. In addition to increased hours for a Reading Specialist, subject-specific coaches, and teacher aides have joined St. John School. The school has used Title monies to fund a temporary Math Specialist for the middle school, a math mentor in the intermediate grades, and a reading tutor for certain first grade students. Title monies were used to hire a part-time assistant for the middle school in 2009. Federal moneys are used for professional development that impacts student learning. Teachers have access to financial assistance in their pursuit of professional certification, advanced degrees, and in services that match yearly school goals. Faculty surveys indicated that all faculty members at St. John agree they get the support they need to do their jobs effectively.

St. John School administrators have established structures focused on student learning. A Curriculum Committee is responsible for the review and adoption of new textbooks in one curriculum area per year and a Leadership Team has been established to assist in selecting annual school goals related to learning. The principal reviews lesson plans, student work, and annual syllabi, and requests action plans from the faculty following analysis of test scores. The principal visits classrooms regularly with formal observations scheduled annually.

The pastor significantly influences students' faith formation through the following: adoration of the Blessed Sacrament, reconciliation, vocation day presentations, emphasis on altar serving, weekly class liturgies, monthly all school liturgies, Sunday partner class liturgies, and homilies. The pastor meets weekly with the principal to discuss aspects of school life, including student academic achievement. He is given reports on test scores and attends the annual State of the School presentation where reports are given regarding student achievement and curriculum plans. He makes decisions regarding campus upgrades to improve the learning environment, such as the move of the middle school to the main building and the primary to the portables. He also approves the school budget.

The School Commission plays a significant role in student learning. Members of the School Commission meet monthly. Progress on strategic planning and goal attainment is a major component of their work. Administrators share test scores with the School Commission and greater community. The Commission's Finance Committee budgets for instructional materials, annual textbook adoption, professional development, and special programs. The Finance Committee represents the school's financial needs to the parish Finance Council. The School Commission prepares an annual State of the School presentation for parents.

To ensure high achievement of all students, provision for professional development is factored into the contract year. Archdiocesan professional days are incorporated into the school calendar. Administrators identify high quality courses and recommend them to the faculty. Teachers use information and strategies gained from these courses to directly influence instruction. They share new knowledge with colleagues during grade level planning time, department meetings, and faculty meetings. The third grade teachers implemented strategies learned from "Building Academic Vocabulary," presented by Robert J. Marzano. On the latest ITBS scores the fourth grade students who benefited from these specific vocabulary strategies scored on average more than two grade levels higher than their current grade. During a faculty in service, third grade teachers taught strategies to the rest of the faculty which are now being implemented in all classrooms grades two through eight .

The St. John School environment engages the whole child and ultimately supports high achievement of all students. Students are held accountable for following school rules and classroom expectations allowing for a safe and productive learning environment. Clearly stated learning outcomes (LOs) and assessment rubrics allow students to take responsibility for their learning. Survey results show 97% of students reported they are successful in their classes. To further support student achievement, administrators and teachers build positive relationships with parents and students. Communication in the form of teacher websites, Curriculum Night, Open House, conferences, progress reports, report cards, *NewsViews*, and the Family Handbook strengthen these relationships. Through comments on the survey, parents identified a need for improvement in maintaining teacher websites with updated information.

Academically, students are challenged and supported at their individual level. Nevertheless, ITBS test results in math computation have not experienced sustained growth. To address this, in 2006 students in grades seven and eight were grouped by level of performance. In 2009 this was increased to include math classes in grades three through five, and in 2010 grade six was added. A Reading Specialist is dedicated to students in grades one through eight and provides

instruction at the correct level of support. She offers on-going instruction throughout the year for students who require more explicit and individualized instruction in reading. Students are placed in the support program based on their performance on beginning of the year DIBELS, STAR, and Lexia Quick Reading Test assessments administered by the Reading Specialist and classroom teachers. The Reading Specialist assesses students admitted to the program again in the winter and the spring to determine progress and guide instruction. The Reading Specialist tracks special needs students in grades one through eight and supports teachers by assisting with coaching in accommodations and providing assessments.

Textbooks are purchased on a rotational cycle that includes every discipline. Teachers utilize instructional materials to support each discipline at varying levels of performance. The faculty attends professional development workshops focused on how to educate highly capable students and students with special needs. Many teachers use Dr. Roger Taylor's multiple intelligences approach to integrate curriculum and differentiate instruction. Students use critical thinking skills while making connections across disciplines. Faculty members also utilize Dr. Mel Levine's "All Kinds of Minds" approach by using a neurodevelopmental framework to examine recurring themes or patterns in student performance. Teachers use suggested strategies to foster strengths and sharpen areas of weakness, thus helping students maximize their full potential. Religious values are integrated into all academic areas. Recently the sixth grade led the annual Thanksgiving food drive. During math lessons they collected and displayed food from each classroom, then using a spreadsheet, recorded, analyzed, and graphed data.

In addition to academic achievement, St. John provides all students with a variety of opportunities to strengthen their social-emotional and spiritual achievement. From serving important liturgical roles and performing in school musicals to organizing campaigns such as Blankets for the Homeless, Helping Hands for Haiti, and a bake sale for the Greenwood community affected by fires, students develop their service and leadership skills. All students in seventh and eighth grade engage in spiritual retreats annually. The Liturgy Committee plans liturgies to engage the senses and ultimately enhance the students' experience. Furthermore, students engage in numerous extracurricular activities, including Science Club, Chess Club, Math Olympiad, Book Club, and the Cantionis and Schola Choirs.

Teachers regularly assess student learning and report it to the school community. Students are assessed through the ITBS, the STAR Reading assessment, and basal curriculum program assessments; subsequently, families receive individual testing results and analysis. The principal reports on these standardized test results at the annual State of the School, School Commission meetings, and Curriculum Night. Parents of students in grades four through eight receive mid-term progress reports while parents of students in grades kindergarten through eight receive trimester report cards.

St. John School families, students, teachers, administrators, the pastor and the School Commission have collaborated closely to provide a positive, nurturing environment committed to supporting student learning. In analyzing data, it is clear that no one group can accomplish this without the commitment and support of all other groups. All parties continue to strive for better math test scores. To accomplish this, the school wants to establish a full-time Math Specialist. This program would be similar to the Reading Specialist program already in place. Data

indicates that students in the daily reading support program make gains in reading that allow them to participate more fully in the classroom. Students on average made more than one year's gain over the course of the 2008-2009 school year under the guidance of the Reading Specialist. If St. John had a math program similar to that of reading, administrators and faculty are confident that the school would see such results in math also. Currently 11% of students are in the bottom math quartile according to the ITBS test scores, yet only 4% are in the bottom reading quartile.

Significant Accomplishments:

- † Grades three through eight performance-based math groupings
- † Full time Reading Specialist
- † Students benefiting from lesson design derived from faculty's training in "All Kinds of Minds"

Goals:

- † Increase math achievement

Evidence:

- † Meeting minutes, policies, directives
- † Differentiated Lesson Plans
- † Standardized Test Scores
- † Analysis of ITBS scores (graphs presented in annual faculty meeting)
- † ITBS Action Plans
- † Mastery Tests in Mathematics, Religion, Language Arts
- † Professional Teaching Goals in curriculum and classroom management
- † Document of allocation of funding for staff development
- † Self Study surveys – parent, faculty, student
- † Notes from curriculum committee regarding textbook selection
- † Lesson Plans reviewed by principal
- † Student Samples reviewed by principal
- † Annual syllabi
- † Faith Formation opportunities – homilies, Adoration, vocation day presentation, class liturgies, monthly all school liturgies, Sunday partner class liturgies, Retreats.
- † Involvement in service projects – Blankets for Homeless collection, Bake Sale for those affected in the Greenwood Fires, Helping Hands for Haiti, Advent Projects, Thanksgiving Food Drive.
- † School Commission minutes/Principal's annual report to School Commission
- † Communication – teacher websites, curriculum night handouts, conference forms, progress reports, report cards, *NewsViews*, Family Handbook.
- † Marketing plan, website, brochures, etc.
- † Strategic Plan for the school
- † Reading Specialist evidence – DIBELS test, STAR test, Lexia Quick Reading test
- † Dr. Mel Levine's 'All Kinds of Minds' information

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.

St. John School uses effective assessments to collect data regarding student performance and takes appropriate action based on the data analysis. The faculty gathers annually to analyze and interpret standardized assessment data and to set goals based on those interpretations. Individual teachers, teacher partners, and departments analyze both standardized and non-standardized forms of assessment to further inform instruction and to guide their decision making. Through the analysis of assessment data, St. John faculty identifies students in the top and bottom quartiles and then challenges and supports these students at their levels. The regular analysis and interpretation of assessment data positively impact student performance and guide the faculty in making decisions regarding curriculum and instruction.

The faculty of St. John disaggregates and analyzes standardized assessment data. In 2006, 2007, and 2008, ITBS and WASL scores were broken down into subcategories and entered into an Excel spreadsheet for every school year since 2000. Data were then converted into bar graphs to better illustrate areas of strength and areas for growth. Through this graphing of data, St. John easily identified trends and anomalies since 2000. The school analyzed 2009 ITBS data to determine the percentage of students below grade level in math overall, math computation, punctuation, reading comprehension, and science. The 2009 math data allowed teachers and administrators to gauge the effectiveness of the math computation target goal established in the previous Self Study. While steps have been taken to provide leveled and differentiated instruction, the faculty could make more use of deliberate, formal, and frequent assessment and data analysis in math. St. John further disaggregated ITBS data from 2005 to 2009 by gender to determine growth among boys and girls in reading comprehension for grades three through eight. Results showed growth for both groups year over year, with boys consistently a few months stronger than girls.

St. John dedicates an annual staff meeting to the interpretation of ITBS and/or WASL data. Through small and whole group discussions, the faculty has interpreted data from standardized test scores. The school has celebrated positive trends in some areas, such as strong results in reading vocabulary, language usage and expression, and problem solving. Areas that need to be targeted for growth include punctuation, spelling, and math computation. As part of the discussion, individual teachers write action plans to address the needs of students in their classrooms, and the faculty develops schoolwide goals. Classroom teachers interpret data from standardized test scores. By looking at the scores of their students from the previous year, teachers determine areas that went well and areas that need to be retaught or expanded. By looking at scores of their current students, teachers determine strengths to build upon and challenges to address. An additional trend identified by teachers looking at the data for individual students is the wide range of student abilities in every classroom. St. John shares selected standardized testing data with the school community at State of the School events and at

Curriculum Night. The school mails the test results of individual children to their parents each year. While the faculty has completed much data analysis over the last several years, areas noted for improvement are to increase the number of times per year faculty meets to analyze data and to increase the number of times per year faculty adjusts teaching in response to testing information.

In addition to the analysis of ITBS and WASL data, St. John School uses the STAR reading test, a computer-based standardized test, in grades one through seven. The test gives teachers the grade level of their students' reading comprehension and sorts students into quartiles. Teachers use the data to group students in reading groups so that all students are appropriately challenged. The STAR reading test offers several ways of disaggregating data through computer-generated reports, and one goal would be to use these reports in the future to look at trends among different groups of students. The Reading Specialist has disaggregated data using the STAR test for children participating in the reading intervention program. Three times a year, the school generates and sends home a parent report for students in grades one through seven.

St. John faculty disaggregates and analyzes data from non-standardized assessments throughout the year. Teachers disaggregate results from pre-tests to determine the types of information or skills to focus on in a unit of study. This allows teachers to focus their instruction on actual student needs. Further testing by the Reading Specialist using the DIBELS oral reading test and the Lexia Quick Reading Test aids the teachers in identifying the needs of their students and identifying students who need intervention. Other examples of assessment data that are analyzed include post-assessments for units of study, performance based tests, quizzes, and end-of-the-year mastery tests in science, math, language arts, and religion.

Interpretations of formative and summative assessment guide instruction throughout the year and are tied to the SLEs, which come from Archdiocesan and state outcomes and academic standards. Teachers continually assess students and modify teaching and learning based on the information gathered. Performance on pre- and post-tests informs teachers of student needs. Teachers use math mastery tests to group students in the intermediate and middle school grades and to help teachers in other grades determine areas of focused instruction. Formative and summative assessments guide teachers in identifying students in need of intervention and can lead to attuning a student through the All Kinds of Minds web site and creating individualized plans. The student may be referred to the Reading Specialist for additional testing and recommendations. Teachers further adjust reading and math groups during the school year in response to student performance on formative and summative assessments.

Analysis of assessment data has impacted the decisions guiding professional development, curricular and program changes, and the purchase of new materials. Professional development has been focused on differentiating and individualizing instruction to best meet the needs of all students. Examples of professional development that St. John teachers have completed include:

- † All Kinds of Minds (Schools Attuned)
- † Differentiated Learning & Grading
- † Slangerland: Techniques for Teaching Reading
- † Math Computation

- † BER: Writing About Mathematics
- † Dr. Loraine Ozar: Teaching for Enduring Understanding
- † Six Trait Writing
- † The Two Sisters and CAFÉ in the Classroom
- † BER: Enhancing Your Effectiveness as a Reading Specialist
- † BER: Motivating Gifted Students
- † IED: Gifted Students
- † Robert Marzano
- † Rita Pierson: Partnering with Parents for Student Success
- † National Middle School Association Conference
- † National Catholic Education Association Annual Conference
- † Brain Research Conference sponsored by the Wyoming Teachers' Association

In addition to the above training, St. John's Reading Specialist has modeled lessons for teachers and increased her hours to support teachers who are working with students with special needs. Leadership Team goals have focused on staff development, including providing time for teachers to analyze assessment data and apply it to instruction. The Leadership Team also has encouraged teachers to observe peers, although this has proved ineffective due partially to logistics.

St. John has made several curricular and program changes based on data analysis. These include adding leveled math groups in the intermediate grades and the adoption of new reading, math, and language arts curricula. The curriculum committee has focused on addressing weaknesses identified by standardized test scores. The school adopted the Voyages language arts program and the Houghton Mifflin math program to address weaknesses identified in the standardized testing data. The school recently adopted the StoryTown reading program to better address students' reading needs through a differentiated and leveled reading program. Faculty survey results report that 100% believe they have the materials and equipment needed to do their jobs effectively.

A variety of instructional materials have been purchased to further meet student needs. The following are examples of instruction materials purchased:

- † STAR reading test
- † Accelerated Reader
- † SRA Reading
- † Manipulative math kits
- † SRA Math
- † Accelerated Math
- † Student Learning Preferences Survey
- † Laptops
- † Interactive white boards
- † Type to Learn

St. John identifies students in the top quartile through the use of standardized tests and other assessment data. Sixty percent of students in reading, 44% in language, and 49% in math were in the top quartile on the 2009 ITBS. The school supports these students in many ways, and student

survey results indicate that 88% of students agree that the work in their classroom is challenging. Seventh and eighth grade students who score in the top quartile for math have the option of attending a zero period math class to be challenged by higher-level math. Math groups in the intermediate department allow teachers to challenge students at a wide range of developmental levels. Primary teachers support these students through the use of enrichment lessons in the math program. Students in grades five and six have the opportunity to participate in Math Olympiad, which challenges students through math competitions. Reading groups provide another opportunity for challenging students in the top quartile. St. John chooses reading materials to further develop these students' already strong skills. Students in the middle school completed the Student Learning Preferences Survey, and the school will again administer the survey to better utilize the information gathered. The school fosters leadership and public speaking skills through student participation in school liturgies. Open-ended assignments, projects, and homework also help to develop higher level thinking skills.

St. John identifies students in the bottom quartile through the use of standardized tests and other assessment data. On the ITBS 4% of students in reading, 9% in language, and 11% in math were in the bottom quartile. The school supports these students in their efforts to achieve grade level in a variety of ways. Students in the bottom quartile of reading receive support through the Reading Intervention program, which uses specialized literacy instruction. The Reading Specialist also collaborates with teachers to best determine appropriate accommodations and intervention for students significantly below grade level. Reading groups are leveled, and students are matched to books that are at their instructional levels. Math groups in the intermediate department and zero period math in the middle school allow teachers to target instruction to the students' needs, and in the middle school, allow for smaller math class sizes. The school added an additional part-time math teacher in the 2010-2011 school year to provide differentiated learning to a group of sixth graders, further reducing class sizes and providing small group instruction for students struggling in math. Student survey results report that 97% of students feel successful in their classes.

Regular communication between the school and appropriate shareholders, including faculty members and students, families, and outside professionals, supports these students, as does coordinating with the Seattle Public Schools for special education services when appropriate. St. John communicates assessment data to parents throughout the school year for individual children. At the end of each year, teachers and the Reading Specialist fill out forms listing the special needs of any of their students so that teachers begin the next year aware of students with special learning needs. St. John School uses All Kinds of Minds (Schools Attuned), which helps teachers identify specific areas of strength and weakness for individual students and guides them in creating classroom modifications for student success. Differentiated instruction, including differentiated homework, supports all students by teaching them at appropriate levels.

Enrollment and finance trends indicate that St. John School is experiencing positive growth. Enrollment has increased from 432 students in the pre-school through eighth grade in 2004-2005, to 530 students in 2010-2011. Finances have also seen positive growth. In 2004-2005, the Annual Fund netted \$106,000. In 2009-2010 the Annual Fund netted \$207,000. Total income has increased from \$2,185,000 in 2004-2005 to \$3,263,000 in 2010-2011. The Development Director gathers data regarding early registration statistics and uses this information to make projections

and marketing decisions. Growth trends in finance and enrollment will assist the school in supporting the enrolled students. An increase in finances allows the school to hire more faculty members and to increase faculty hours in areas of need. It also allows the school to purchase new materials and technology.

Significant Accomplishments:

- † Use of small groups for differentiated instruction
- † Purchase of new learning materials, including the StoryTown reading program, the Houghton Mifflin math program, and the Loyola Press: Voyages in English language arts program
- † Faculty training and participation in All Kinds of Minds
- † Purchase of the STAR reading test to assist teachers in forming leveled reading groups and identifying students who need intervention

Goals:

- † Faculty will continue to strive to gather and analyze data and do additional work in disaggregating data to inform teaching and improve student learning
- † Respond to the data through lesson design and pedagogy
- † Have a more standardized, deliberate, and frequent approach to assessing math to provide data that will drive student learning

Evidence:

- † Appendices B-3, B-4, and B-5
- † ITBS test results charts, graphs, and tables
- † PowerPoint presentations of standardized test results
- † Mastery tests
- † Mastery test tallies ranking students
- † STAR test results
- † STAR parent report sample
- † Beginning-of-the-year assessments in the classroom
- † Pre- and post-assessments from the classrooms
- † Textbook assessment samples
- † Teacher-made assessment samples
- † Reading intervention test result tables (DIBELS, Lexia Quick Reading Test, NewGap)
- † Chamber of Commerce data showing community trends
- † Lists of students with special needs
- † Accommodation plans for students with learning disabilities
- † List of professional development courses taken by staff
- † Annual Reports
- † Enrollment numbers
- † All Kinds of Minds student plans
- † Reading test summaries from the Reading Specialist

- † Teacher action plans based on standardized testing data
- † Open-ended projects and assignments
- † Math enrichment lessons
- † Differentiated homework
- † Lessons modeled by the Reading Specialist
- † Student Learning Preferences Survey
- † Photos of students
- † Teacher-created charts for determining reading groups

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

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

Archdiocesan and State of Washington curriculum standards, defined and measurable Schoolwide Learning Expectations (SLEs) and governing authority expectations are the basis for instruction and assessment at St. John School. This foundation provides a continuum of learning for all students across grade levels, grounded in Catholic identity and focused on high achievement. St. John uses multiple measures to assess and ensure acceptable progress toward Archdiocesan and state standards.

St. John School uses multiple assessments, both formative and summative, to measure acceptable progress towards SLEs, curriculum standards, and governing authority expectations. Formative assessments include performance-based activities, student reflections, teacher observations, and mid-chapter quizzes. In addition to teacher evaluation on selected assignments, students self assess their progress toward achievement of SLEs using a rubric in grades four through eight. Supplemental programs and standardized testing are used formatively, including programs from Renaissance Learning (STAR Reading, Accelerated Reader, Accelerated Math), DIBELS testing at the beginning of first and second grade, and ITBS testing in grades two through eight. The ITBS is also used as a summative assessment, along with display-board projects, unit/chapter tests, end-of year mastery tests in religion, mathematics, and language arts, eighth grade science, and a technology mastery checklist for grades three through eight. Summative assessments provided in the Harcourt reading series are used in grades kindergarten through five. The seventh and eighth grade science fair, eighth grade cultural fair, and rubric-graded essays/projects are also used as summative assessments.

The variety of formative and summative assessments, tied to the continuum of learning, allows St. John faculty to identify students in each quartile. Thus, the faculty identifies students not making acceptable progress in a timely manner and provides appropriate support systems for these individuals and groups of students. The faculty formulates plans to assist students not making acceptable progress after analysis of assessment data, including further on and off-site testing when appropriate. These plans are implemented with the full participation of faculty, students, parents, and all other relevant school community members. A typical action plan lists strategies that will be used to improve learning in specific disciplines. Examples include: daily read aloud, spelling word banks, audio books, school counselor intervention, testing for learning disability, accommodations as prescribed by learning specialist, daily language review with spelling, punctuation, and capitalization, use of math manipulatives when learning subtraction,

addition, and multiplication. An area for growth for St. John School is establishing benchmarks for acceptable progress for students in the top quartile and implementing plans to assist these students in making acceptable progress.

The faculty makes use of an abundance of resources when formulating and implementing plans for students not making acceptable progress. Teachers communicate with their students' previous teachers at the beginning of each school year to ensure continuity of and provide for possible revision of students' improvement plans. The "School's Attuned" program, in which many teachers have been trained, provides valuable information about students that can be used to formulate, implement, and revise improvement plans. The school librarian has made a concerted effort to purchase more video and audio resources for students in all curriculum areas. Teachers routinely make accommodations for students, including providing orally administered assessments, additional time, easier-to-read versions, and shorter quizzes and exams. Local learning specialists provide off-campus assistance for some students and work closely with students' teachers.

St. John has improved differentiation in the reading program in many ways. In 2009, the Curriculum Committee adopted the current reading textbook, StoryTown (Harcourt), in part because of the resources it offered for students with differing abilities. The textbook offers an intervention kit online to assist struggling students, and within the regular textbook, teachers can provide students with practice on the same skill but at varying levels of ability. During the 2009-2010 school year, the Reading Specialist provided a weekly first grade demonstration lesson. She now teaches daily in the second grade classrooms and four days a week in the first grade classrooms. She is available for demonstration teaching. The Reading Specialist's job description has been expanded to track all students in grades one through eight with current data. As a demonstration teacher she was modeling how to teach reading strategies for the benefit of the teacher. Reading teachers incorporated new strategies observed into their own teaching of reading.

Like the reading text, the Houghton-Mifflin Mathematics textbook used at St. John School provides excellent support opportunities for students not making acceptable progress, including re-teaching and ESL activities, chapter interventions, and math centers. Demonstration lessons were provided through Title II funds in 2008. A part-time Math Specialist has been hired to support sixth grade students during the 2010-2011 school year, as a first step in developing a full-time Math Specialist position.

As part of an attempt to meet the academic needs of all students, mathematics classes for grades three through five have been organized according to math achievement beginning in 2009. St. John has grouped seventh and eighth grade students in this way since 2003. This has provided for more effective instruction for all students, including those not making acceptable progress in mathematics. Mathematics instruction at St. John School is rated by 86% of respondents as effective or highly effective. On the 2009 ITBS, 49% of St. John students scored in the top quartile in mathematics. However, the school's target goal from 2005 for improvement in math computation has not been met.

Teachers implement accommodation plans and evaluate the success of students' learning. Students are continually assessed using both formalized and classroom specific tests. Assessment tools used include ITBS, DIBELS, STAR Reading, NewGap, and Lexia Quick Reading Test (QRT). Additionally, mastery tests are administered in math, religion, and language arts in June. Plans are implemented to assist students with making acceptable progress. These plans are developed by the Reading Specialist and teachers. Teachers use assessment data to analyze the needs of students, identify their successes, and inform teaching. Students not making acceptable progress are specifically tracked for evidence of improvement. In 2009 the faculty analyzed assessment data, specifically ITBS results, for current students and students they taught during the previous year. This allowed teachers to evaluate the success of accommodation plans in conjunction with each student's current teacher, and to make necessary adjustments for the current school year. The faculty is in the process of analyzing ITBS results from October 2010 assessments and writing action plans.

Modifications to accommodation plans occur at the beginning of each school year, and as needed thereafter. Because backward design and formative/summative assessment inform curriculum planning throughout the year, teachers continually assess and adjust instruction to meet the needs of all students. Teachers at St. John School work with administrators, the Reading Specialist, the on-site counselor, parents, outside professionals, and students to modify plans in order to increase acceptable progress by all students.

Teachers use action verbs in lesson design to achieve measurable demonstrations of learning and achievement of SLEs. This process has increased understanding of Learning Outcomes (LOs) for all members of the school community, as expectations for what students should be able to do as a result of a lesson are clear. Using these outcomes, teachers regularly assess student progress through a variety of methods. Teachers use the data collected from these formative and summative assessments to plan lessons in order for all students to make acceptable progress. Administrators, parents, parishioners, and faculty members worked together to revise SLEs as part of the accreditation process.

In analyzing the data, it became apparent that programs used to assist disaggregated groups are effective, as evidenced by the high percentage of students in the top quartile and the low percentage of students in the bottom quartile in all subject areas. Parent and student survey respondents also rated the programs as effective. The reading support program is strong. In analyzing data, the school discovered that 17% of students are in the bottom two quartiles in Reading (1-49%). Further analysis shows the majority of students move out of the bottom quartile by the beginning of their fourth grade year, after two years of reading intervention.

The percentage of students scoring in the bottom quartile is low in all subject areas. Recent data analysis reveals the following percentages in the bottom quartile: 3% science, 4% reading, 11% math, 7% social studies, and 9% language arts. In contrast, a high percentage of students rank in the top quartile in all subject areas. Recent data analysis reveals the percentages in the top quartile as follows: 44% language arts, 49% math, 51% social studies, 60% reading, and 61% science.

Survey results indicate that parents think St. John's core academic subject areas are highly effective. In the survey, 93% agreed that religion instruction is either effective or highly effective, 86% agreed that mathematics is effective or highly effective, 95% agreed that reading is effective or highly effective, and 95% agreed that English/language arts is effective or highly effective.

A high percentage of students reported that they are challenged in their classes. In the student survey, 92% of the students either strongly agreed or agreed when asked if their teachers challenge them to do better; 83% strongly agreed that the teachers expect them to do their best; and 97% strongly agreed or agreed that their teachers have confidence in them. Student surveys showed that student satisfaction with their teachers is high, and 97% of students reported they are successful in their classes.

Significant Accomplishments:

- † Creation of new SLEs
- † Mastery tests, grades three through eight, in math, religion, and language arts
- † ITBS data analysis and action planning
- † Full-time Reading Specialist beginning in 2010-2011
- † Number of students in top quartile for core subject areas

Goals:

- † Increasing math achievement
- † Measuring acceptable progress for all students
- † Incorporating additional teaching strategies at the correct level of challenge for all students

Evidence:

- † A copy of the school's curriculum standards incorporating Catholic values
- † Student explanations or reflections of how a given assignment helped accomplish achievement of SLEs
- † Notes from Leadership Team
- † Analysis of data collected by the school addressing standards
- † Rubrics used to measure achievement of SLEs
- † Surveys
- † ITBS test results
- † Mastery tests
- † Outcome based lesson plans
- † Formative and summative assessments aligned to standards/SLEs
- † Examples of accommodations plans
- † Appendix B3
- † ITBS Action Plans
- † Rubric graded projects

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.

St. John School is a Christ-centered community, based on Gospel values, committed to academic excellence and moral development, and to preparing students for leadership and service to others. This commitment to Catholic values permeates the school culture. From our philosophy to our extracurricular activities, Catholic values are the basis for our existence.

To achieve our mission, St. John School employs Catholic social teachings in a variety of ways. The curriculum is the curriculum of the State of Washington, enriched with Catholic social teachings and faith formation. Curriculum binders for each grade level clearly state that the principles that ground the curriculum are that of Catholic social teaching. *“Each person is sacred. Each person is social. We care for creation. All people have rights and responsibilities. We take care of the poor and vulnerable. Workers have rights; work has dignity. Solidarity is our call; we are the keepers of our brothers and sisters.”*

These teachings manifest in a number of different ways in the classroom. Catholic values are reflected throughout the curriculum. The sanctity of life is a focus in praying for unborn babies through “Spiritual Adoption,” in studying genetics and cloning, and in studying diverse cultures at all grade levels. Catholic social teachings are taught specifically in the eighth grade current events class, “Social Justice.” Students use the principles of Catholic social teachings to examine current world issues. Eighth graders discussed and responded to an article by Fr. James Martin, S.J. concerning a Catholic response to gay suicide. Catholic social teachings are evident outside of the classroom as well. Last year St. John students organized a “Helping Hands for Haiti” program to aid the victims of the earthquake that devastated the impoverished nation. St. John School chose to add a service component to our annual magazine drive. Students purchased live chickens for the needy in Kenya in lieu of receiving additional personal prizes. St. John School holds monthly pizza lunches to benefit specific needs, such as those of our sister school in Peru and the purchase of medical supplies and netting to prevent malaria in Kenya. Student-driven initiatives to further Catholic social teachings are routine at St. John School: Students annually participate in well-supported drives to collect items for St. Joseph’s Baby Corner, blankets for the Women’s Shelter, and coats and teddy bears for other causes. Our middle school students maintain enthusiasm in participating in Mission Camp every summer.

Further, St. John School has developed Schoolwide Learning Expectations (SLEs) that are integrated into every lesson. These SLEs are posted in every classroom. For each lesson, students are apprised of the Learning Outcome (LO) and how that particular lesson meets the SLEs. The adoption of the *Blest Are We* textbooks, the Garden of Stewardship bulletin boards, and prayer mastery by grade level help to achieve those expectations.

St. John integrates Catholic values into various projects in and out of the classroom. The primary grades use Gospel stories in a myriad of engaging activities, such as performing skits. The

intermediate grades hone their writing skills by rewriting different accounts of the Nativity. Middle school students use various technologies to create Saint projects and missals. All students learn prayers in Spanish. Sixth grade students develop an appreciation for God's creation at the annual Environmental Education Camp. Eighth grade students are afforded an opportunity to develop a relationship with God at twice yearly retreats. Seventh graders attend one retreat. Service projects are a part of the entire school year.

Through the Catholic Youth Organization Athletics programs (CYO), students learn to work cooperatively and respectfully. By beginning each competition with a prayer, students learn to apply Gospel values to daily life. St. John's music department strongly integrates faith formation into classes and programs. Students pray together before they begin performances. Music class time is devoted to preparation for singing at liturgies. There are two liturgical choirs involving about 90 students. In one seventh grade music class project, students created a video by filming the Stations of the Cross in the church and recording students reading the respective meditations. Extracurricular opportunities support efforts to educate students for leadership and service. The eighth grade Leadership Team vision statement emphasizes service to others. Library Club is a service club. St. John uses a curriculum called "Peacemaker" to achieve a peaceful playground through intentional teaching of respect for one another as a child of God. Fees for clubs are minimal, with participation at no cost for some students.

The school's communication and discipline policies as set forth in the St. John Family Handbook, are evidence of the school's respect for the human person. The school's discipline philosophy is based on respect for and the dignity of the student as a child of God. *Central to the mission of St. John as a Catholic school is the maintenance of a learning environment that upholds the dignity of all individuals through faith, justice, and love* (St. John School discipline philosophy).

Catholic values are well infused in the St. John curriculum. According to the parent survey 99% of participants agreed that there is an atmosphere of respect in the school and 93% of parents ranked the religion curriculum as effective or highly effective. Further, 98.5% of students strongly agreed that their teachers treated them with respect, and 92% of students agreed they are treated with respect by the other students in the school.

St. John School actively seeks to meet expectations about teaching and learning. This includes meeting standards for both students and teachers. St. John requires its teachers to have current state certification. All teachers of religion have or are working to obtain current catechetical certification according to the expectations of the Archdiocese. The school met its prior accreditation target goal of technology integration through acquisition of technology, development of assessment tools, and faculty training. The administration of St. John School prioritizes professional development. By participating in workshops, certification classes, and peer observations, teachers at St. John work to keep current with best practices in the classroom. Teachers are encouraged to reflect upon their practice through yearly goals. Formal teacher evaluations take place annually. These involve observations, written reports, and conferences addressing strengths, areas for growth, and evaluation of basic St. John practices. Active learning and demonstrations of learning are fundamental principles for lesson design.

St. John School uses outcome-based lesson design, based upon the work of Lorraine Ozar, Ph.D. St. John School, along with other schools in the North Deanery, hosted Dr. Ozar in a seminar on this lesson design in 2009. Teachers are required to list any learning outcomes from the curriculum that have not been taught to mastery level during the school year. The principal reviews this information in June and provides it to the receiving teacher in the fall. Each teacher prepares a syllabus for every class taught. The teacher subsequently reviews the syllabus with the principal to avoid any gaps in student learning.

To ensure that students are meeting learning expectations, St. John School appropriates a number of different research-based strategies and interventions. Student progress is frequently monitored and reviewed. We employ a full-time Reading Specialist who conducts assessments in reading intervention: DIBELS (Dynamic Indicators of Basic Early Literacy Skills), the Lexia Quick Reading Test, Qualitative Reading Inventory, STAR reading tests, and Running Records. She supports teachers with modifications within the classroom. When necessary, the school refers parents to Seattle Public Schools for testing and to private agencies, such as The Learning and Language Center, and Associates in Behavior and Child Development. Frequent meetings are conducted to review IEPs and to develop reasonable accommodation plans when necessary. Further, the faculty analyzes and interprets ITBS data and implements school and individual action plans based on this data. Middle school teachers meet weekly to review student-learning needs and create plans to address the needs of particular students. The assistant principal frequently reviews monthly homework, attendance, and behavior records for the middle school. Interventions are put in place when necessary, including parent/student/teacher conferences and behavioral or academic probation.

Parent survey results show high satisfaction with St. John School. When rating the education of their children, parents gave high ratings, with 93% agreeing that religion instruction is effective or highly effective, 86% agreeing that mathematics is effective or highly effective, 95% agreeing that reading is effective or highly effective, and 95% agreeing that English/language arts is effective or highly effective. Written comments suggested high satisfaction with the school, with many parents mentioning the wonderful sense of community, the high caliber of the faculty and staff, the Catholic values which permeate the school, and the excellence and rigor of the academic program. Further, the parent survey indicated academic excellence as the primary reason for sending children to St. John School. While survey results indicate high satisfaction with the academic programs, math was rated less effective than other core academic areas.

St. John School consistently looks to research-based developments to ensure the needs of all groups of students are being met. In formulating yearly school goals, our Leadership Team routinely proposes and implements goals based upon the research-based practices, including those of Robert Marzano, concerning student learning and growth. *“Faculty will meet in teams and continue to review student learning results (data) and adjust teaching to meet learning outcomes (Goal 2008-2009).” “Faculty will engage students in complex tasks that require addressing critical content in multiple ways (Goal 2007-2008).” “Faculty will provide students with learning tasks and activities that are inherently engaging (Goal 2007-2008).”*

In lesson design the faculty leans heavily upon the work of Lorraine Ozar, Ph.D. and outcome-based lessons. Teachers use Bloom’s/Williams’ Taxonomies of action verbs and student

behaviors to incorporate learning opportunities for a diverse array of intelligences and modalities.

St. John School often provides opportunities for professional development aimed at meeting the needs of various groups of students. Professional development is guided by the work of Dr. Mel Levine's "Schools Attuned (All Kinds of Minds)", Dr. T. Roger Taylor, Robert Marzano, Ph.D., and Lorraine Ozar, Ph.D. Through various other classes on differentiation, faculty members continue to educate themselves on research-based teaching methods.

St. John School uses multiple assessments to measure student achievement of curriculum standards. St. John would benefit from a more deliberate and consistent approach to implementing and assessing achievement of the SLEs. Teachers do use a wide variety of formative assessments, though the focus primarily remains on achievement on outcomes and curriculum standards, rather than SLEs. Through information gained in informal teacher observations, performance-based activities, personal reflection, and pre-tests, St. John teachers modify teaching. To measure student mastery of curriculum standards, St. John teachers employ a number of summative assessments, including pamphlets, display boards, journal entries, recitation, unit exams, and other project-based assessments. End-of-year mastery tests have been formulated for math, religion, language arts, and middle school science. Middle school students are expected to perform to mastery in technology. The seventh and eighth grade science fair, the seventh grade Latin America project, and the eighth grade cultural fair are annual assessments. Rubrics are heavily utilized in essays and projects. Again, a more deliberate and consistent approach to implementing and assessing achievement of the SLEs is necessary. St. John School is currently using a rubric to assess mastery of the SLEs.

Two areas for improvement are evident in the area of instructional methodology. First, further emphasis is needed in measuring achievement of SLEs. Second, with 86% of parents agreeing that mathematics is effective or highly effective, attention needs to be given to improving learning in mathematics. Current ITBS scores (grades two through eight) show 24% of students in the bottom two quartiles in math.

Significant accomplishments in the areas of *Curriculum and Instruction* that have had a positive impact on student learning.

- † Outcome-based lesson design
- † End-of-year mastery tests
- † Variety of formative and summative assessments
- † Professional development in and making use of the teaching from "All Kinds of Minds," Robert Marzano, Ph.D; Lorraine Ozar, Ph.D.

Goals:

- † Broader implementation of SLEs into the curriculum

Evidence:

- † Student work aligned to standards and/or SLEs
- † Integration of Catholic values into daily life
- † Family Handbook
- † Samples of summative and formative assessments aligned to the standards and SLEs
- † Rubric to assess achievement of SLEs
- † Reading intervention assessments and analysis of results
- † ITBS data
- † Service Learning projects
- † Formal evaluation documents
- † Yearly goal statements for school and individual teachers
- † Previous in-depth studies
- † Self Study surveys
- † Staff development program
- † Use of federal program funds for staff development
- † Integration of technology into the instructional process

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, Archdiocesan curriculum standards (local curriculum standards where Archdiocesan standards don't exist), and other governing authority expectations.

The school community at St. John provides a myriad of opportunities both in and outside of the school day to help students toward their achievement of the SLEs and curriculum standards. Curricular and co-curricular programs are designed and implemented to encourage the spiritual, personal, and academic growth of students, and all members of the school community.

Students' personal growth is enriched through the parish's sponsorship of six Catholic Youth Organization (CYO) team sports. For CYO team sports, St. John School partners with a neighboring Catholic school, St. Alphonsus. As of the 2009-2010 school year, CYO sports included soccer and cross-country for grades kindergarten through eight, and basketball, volleyball, and track and field for students in grades four through eight. These sports combined for a total of 785 participants during the 2009-2010 school year. Baseball will be supported for the 2010 school year. Catholic values in CYO sports are communicated to parents and students through pre-game prayer, good sportsmanship student/parent contracts, Play Like A Champion Training (PLACT) for all coaches, and team sportsmanship recognition. Parent volunteers play an integral role in implementing, coordinating, and coaching these programs.

St. John School encourages student personal, spiritual, and academic growth through numerous non-sports co-curricular activities as well. The great variety of co-curricular activities offered makes it possible for a majority of students to participate at some point during the school year. Examples of co-curricular activities include science and chess clubs, Eighth Grade Leadership Team, Math Olympiad, band, musicals, crossing guard patrol, liturgical choirs, altar servers, book club, and guitar. St. John students who excel in these non-sports activities are recognized for their efforts through a weekly *NewsViews* publication, the school yearbook, trimester all-school awards assemblies, special classroom tributes, performances, pizza parties, and prizes.

Participation in one of the school's two liturgical choirs, in altar service, and service projects such as food drive, coins for Haiti, bake sale response to needs of arsonist's damage in community support students' spiritual growth.

Federal funds from Title II are used extensively for professional development to improve teaching; these offering directly impact student learning. Faculty participate in workshops and have had advanced degrees partially funded through federal funding. A St. John teacher is participating in Robert Marzano's workshops and is training other faculty through what she learns in order to achieve a broad application of his strategies at St. John. Teachers participate in the annual Northwest Catholic Educational Leadership Institute and share what is learned with St. John's Leadership Team to ensure application to student learning. Federal funds have been used to subscribe to an online program and for the purchase of equipment to improve instructional delivery. Examples include an interactive board and scanners to support

Accelerated Math. Federal funds have been used for in-house coaches to assist teachers in enhancing their repertoires of teaching strategies.

St. John's students' mental health and physical health are supported in many ways. Beginning in preschool St. John teaches students personal safety skills, empathy, social skills, and problem-solving techniques to create a bully-free environment. The school uses the "Second Step" and "Peacemakers" programs to teach and support these skills in grades kindergarten through five and uses "Called to Protect" in grade seven. Teachers use the "Talk About Touching" program in kindergarten through grade three to support students' personal safety. The "Discovery Health Substance Abuse Education" program is used in grades kindergarten through eight. Students in grades kindergarten through three participate in national Red Ribbon Week, an anti-substance abuse program. St. John employs a school counselor part time. She works with identified students individually and in groups and visits classrooms as necessary to teach lessons and conduct classroom meetings. The counselor performs triage and refers parents and families to outside services as needed. An on call parent volunteer serves in the capacity of registered nurse for St. John School. She does annual epi pen training for the faculty and has provided scoliosis, vision, and hearing screening, and head lice screening. Faculty and staff receive training in CPR. We enlist the volunteer services of medically trained parents as possible to accompany sixth graders on their four day environmental education camp program. Teachers and custodians work together to provide a clean workspace for students. The responses from faculty on the School Environment and Safety survey indicate faculty believe safety practices to be in place with 93% strongly agreeing and 7% agreeing.

An assistant is dedicated solely to the well-being of students in grades Kindergarten through grade two. Her day is spent responding to health related needs including taking temperatures, accompanying students to the main office and the restrooms, soothing anxious children, assessing and meeting a variety of needs, and ensuring primary children are continually supervised. The school engages a playground supervisor who for seventeen years has supervised students on the playground and solicited parent volunteers to assist. Two additional assistants who support kindergarten teachers, also supervise students on the playground. The school secretary/receptionist provides care for students who need medical attention such as taking temperatures, and handing out bandaids, ice, or medication per school policy, calling parents as needed. Parents are contacted within thirty minutes after the start of the school day to verify the whereabouts of students not in attendance.

St. John's students' physical health and safety are closely attended. The security of the school building has been updated to include keyless entry and a video intercom at the main entrance. The intercom and alarm system have been recently updated. Visitors to the school must check in at the front office and each is issued a badge to display. The school annually updates emergency and immunization records and classroom emergency kits. The school has implemented an emergency response system and regularly holds fire, earthquake, and lockdown drills to prepare students, faculty, and staff for emergency situations. St. John has implemented the "Alert Now" messaging program to inform parents and other relevant school community members of any significant events affecting the school. The St. John Safety Committee reviews all safety procedures and evaluates the safety of all classrooms at the end of each school year. Employees

wear photo i.d. lanyards. The survey of students in grades Kindergarten through grade three indicates that 94% of students feel safe.

St. John has a year round child care program for preschool through fifth grade students, operating between 7am and 6:30pm. One hundred thirty-nine students are registered in this program. Nutritious after school snacks and homework time are part of the daily routine. An After School Studies program under the direction of a certified teacher serves 18 – 25 sixth, seventh and eighth grade students.

Communication and collaboration between parents and educators are central to the academic, spiritual, and moral development of St. John School students. There is no tracking of parent volunteer hours; however, about 80% of parents volunteer at some point during the school year.

Parents are heavily involved in fundraising activities, including SCRIP, magazine sales, auction, raffle, and miscellaneous projects. The school Annual Fund raises approximately \$500,000 annually. These monies are of benefit to students as they provide for their instructional program materials, salaries for teachers, and other school expenses. Parents organize or assist with facility improvement projects, assist with Grandparents' and Special Friends' Day, Open House, dances, and the annual Endowment Dinner, create videos, and provide graphics for publications. A parent volunteer helped to establish, and continues to help maintain the school and teacher websites. Comments from the survey of parents reflect a recognition of parents as resources in the school.

Parents and teachers are working together to make the school to be an excellent place to learn and grow.

Sense of community among parents that keeps activities organized and sustained.

Students benefit through parent involvement in the classrooms, in the office, on the playground, in the musicals (costumes, sound system, etc), in chess club and science club, and as chaperones on field trips and environment education camp. Parents make themselves available as supplements to curriculum, from a father sharing with students his experiences in the military, to a mother bringing in specialized physical therapy equipment to add to a lesson on the human body. Parent volunteers facilitate a Mezzanine Art program that allots students the opportunity to participate in six special art classes per year. Parents support the spiritual growth of students as they help them to prepare for First Communion and first Reconciliation, act as Eucharistic Ministers, train students for their special Sunday class masses, assist with family homework projects, participate in the students' Stations of the Cross devotion, and attend class and all-school Masses with students.

Support for students' academic growth includes integrated technology. Technology curriculum outcomes are tied to the SLEs, and curriculum standards are integrated into curriculum in grades three through eight. Students create Imovies, PowerPoint presentations, spreadsheets, documentaries, and Word documents. Students utilize the Internet for research in various subjects. Students in grades three through eight have access to Apple laptops, and students in

grades kindergarten through two have desktop computers in their classrooms. The “Type-to-Learn 4 Keyboarding” program was purchased in 2010 to facilitate keyboarding instruction.

To reach students of all learning abilities, St. John School uses two web-based programs. “Accelerated Math” allows teachers to personalize instruction and analyze feedback in grades three through five. Similarly, the “Accelerated Reader” program, used in grades one through five, has served as a valuable tool in making students life long readers. An area for improvement is that of providing an integrated technology curriculum for kindergarten, first, and second grade students.

Accomplishments:

- † Increased opportunities in co-curricular activities resulting in high student participation
- † Increase of technology equipment and use in classroom
- † Hiring of part-time school counselor

Goals:

- † Evaluate current bullying prevention programs
- † Evaluate kindergarten through eighth grade technology program with an emphasis on kindergarten through second grade
- † Increase hours for school counselor position
- † Fully implement technology curriculum in grades kindergarten through grade two

Evidence:

- † School Technology Plan
- † List of items funded by Federal Funds
- † Staff development goals listed on the Federal Program form
- † Self Study survey

CYO Sports Rosters as of 2009-2010

- † Soccer (400 kindergarten through eighth grade students)*
- † Cross Country (250 kindergarten through eighth grade students)*
- † Basketball (185 fourth through eighth grade students)*
- † Volleyball (100 fourth through eighth grade students)*
- † Track & Field (100 fourth through eighth grade students)*
- † Baseball (beginning spring 2010)

St. John School Co-curricular Rosters

- † Science Club (3-8)*
- † Band
- † Cantionis (3rd – 6th Morning Choir)

- † Chess Club*
- † Middle School Dances*
- † Geography Bee
- † Altar Service
- † Middle School Musicals*
- † Boy Scouts*
- † Girl Scouts (Brownies & Daisies)*
- † After School Study
- † Spelling Bee
- † Music Class Performances
- † Amigos de Peru*
- † Book Club*
- † Beginning Guitar Club
- † Math Olympiad (5th & 6th Math Olympiad) -
- † Schola (7th & 8th Liturgical Choir)
- † Safety Patrol

*Activities that are organized or assisted by parents.

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

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

St. John School uses proper bookkeeping and accounting procedures at each level of the organization. St. John Parish uses “Parish Data Systems” software to monitor the finances of the parish and physical plant. The St. John School office uses “QuickBooks” software to create bills and track payments from families. Smart Tuition collects school tuition payments via invoice or ACH debit. The development Office uses a software system specifically designed for fund raising called “Raiser’s Edge,” while the auction office uses “Auction Tracker” to monitor the items donated, bids placed, and checks received.

An outside accounting firm does agreed upon reviews of the parish and school bookkeeping and accounting procedures every three years, and the bookkeeper immediately implements any findings or recommendations. The bookkeeper has a degree in accounting and more than 25 years of bookkeeping experience. A monthly profit/loss statement is produced and distributed to the principal, pastor, School Commission member and Finance Council members. Actual expenses are compared to budgeted amounts on a monthly basis in order to closely monitor each component of income and expenses.

The school uses the cost to educate students to set out a parish tuition, establish discounts, and allocate financial aid. The school identifies and adds together the actual costs associated with operating the school and its programs to produce a working figure of the total cost of education. The school then divides this sum by projected enrollment to identify the cost to educate each student. This number is the tuition amount for out-of-parish families. To provide a basis for individual Fair Share discernment, St. John provides parents with the average tuition of other neighborhood Catholic schools in the Archdiocese.

St. John School successfully uses an individualized tuition discernment program known as Fair Share. In-parish families prayerfully reflect on the amount of tuition they are able to pay. Parents are told the actual cost to educate as well as the average in-parish tuition for neighboring schools. Using these two figures, they are asked to “prayerfully discern” the amount their family can afford to pay for their child’s education. No parish family is turned away because of lack of ability to pay. Families then submit a contract outlining their financial commitment, their Fair Share pledge, to the school for the following year. Parents who choose to pay any amount over the benchmark of “neighborhood average” have their Fair Share pledge broken into two components: tuition and donation to the annual fund. Tuition is collected via SMART Tuition while annual fund payments are paid directly to the school. These annual fund payments are donations to the school and may be eligible for matching corporate gifts and tax deductions since

they are payments over and above the in-parish tuition. Traditional financial aid is available for needy students for other school expenses such as field trips and activities.

Development efforts and fund-raising make up the difference between Fair Share pledges and cost to educate. St John Parish contributes “in kind services” by absorbing part of the cost to operate and maintain facilities, a portion of shared parish/school staff salaries, and the cost of utilities. The costs associated with these in kind services are included in the calculation of total cost of education described above. The Fair Share program works because parents are told at the annual State of the School meeting what the budget is for the upcoming year and are shown how the cost to educate is determined. Limited tuition assistance is made available through the budget for out-of-parish families who do not qualify for Fair Share and who may find themselves in financial difficulty. The Fair Share program asks for neither documentation of income nor disclosure of financial resources for pledging. Though intangible, this trust factor creates an atmosphere of respect and trust that affects the school community in all that is done for the school. St. John School has created a multi media presentation on the Fair Share program available through St. John to other schools.

St. John School has established reliable third-party sources of income to supplement parental funding through United Way donations, corporate matching funds, and other donations. Appeals for the annual fund are made through the school’s annual report and at the annual State of the School presentation. The annual fund brought in \$207,000.00 in the 2009-2010 school year.

St. John School established an endowment fund in 1999 which has a balance of \$350,000. This fund is in building mode. An event is held annually to promote donations by members of the parish and school, alumni, and friends of St. John in the broader community.

Planning ensures that resources (human, instructional, physical, and financial) are sufficient to sustain the school program, carry out the school’s purpose and support student achievement of the SLEs. Critical to ensuring that resources are sufficient to carry out the school’s mission is maintaining full enrollment. The pastor, school administration, School Commission, and Finance Council, recognize that the parish’s ministry of Catholic education must be sustained at an excellent level to attract and retain faculty and students to the school.

In addition to 19 homeroom teachers, St. John employs others, not including administration, as follows: a part-time school counselor, two part-time Spanish teachers for all grades, a physical education teacher, a part-time art teacher, three music teachers for all grades, a part-time librarian, a Reading Specialist, a part-time Math Specialist, three teachers’ assistants, a playground supervisor, plant managers, and a crossing guard. St. John School provides a Reading Specialist for students requiring focused reading instruction. This position had been part-time and changed to full-time in September of 2010. A part-time Math Specialist has been hired to reduce the student to teacher ratio in math classes for grade six and provide special math instruction. Seventh and eighth grade math classes are divided into three groups per grade. One of these groups has a “zero period” math class before the school day begins. The teachers of the “zero period” class earn a stipend for teaching this class, further reducing the student to teacher ratio in middle school math classes.

The operating budget provides for acquisition of materials that support differentiated instruction. The 2010-2011 budget lists \$144,100.00 for instructional materials, technology, textbooks, programs, and special events. Retreats and field trips are partially funded by the operating budget.

*Budgeted expenses for instructional materials and learning programs.

textbooks	\$31,000
specialists' instructional materials (music, art, library)	\$17,000
reading and math specialists, religion	\$6,700
basic instructional materials	\$41,700
special programs, events, retreats	\$6,200
technology & audio visual, subscriptions to on line programs	\$41,600

TOTAL instructional materials and learning programs **\$144,100**

Ensuring high achievement and attainment of SLEs by all students begins with a strong faculty. To attract and retain well-qualified teachers, St. John strives to increase faculty salaries and benefits, with the ultimate goal of being at a par with Seattle Public School teachers. St. John encourages faculty to pursue advanced degrees, catechetical certification, professional certification, and other forms of professional development to improve their effectiveness in the classroom, and to use best practices to support achievement of all students. Professional development is funded through the operating budget and Title II funds.

St. John employs a certified teacher to supervise middle school students in an after-school study program. This program allows the middle school students to complete their homework in a structured and supervised environment with immediate access to classroom materials if they are needed. Many extracurricular activities such as Math Olympiad, science club, and chess club reinforce academic skills.

The annual auction's "Fund A Need" supports student achievement of the SLEs by funding such enhancements as laptop computers used by students in grades four through eight, interactive white boards for classrooms, and a science lab for the middle school students.

The school has developed plans to address budget deficits if needed. A percentage of expenditures are discretionary in the event of budget deficits. St. John has an auction reserve account of \$177,475 to meet financial challenges in the event the annual auction cannot be held or auction returns are less than budgeted. Registration fees of \$75,000 are restricted for use in the year following collection. The school shares with the parish a reserve account in the amount of \$376,000 that would cover one month's expenses in the event of an emergency, and is working toward the goal of a three-month emergency fund. At this time the pastor is consulting with parish leaders regarding when to launch a capital campaign that would pay off a portion of a loan and provide funding for targeted needs in the church and school.

St. John School Commission operates from the direction of a strategic plan. A five-year strategic plan was published in 2004. Work on the plan was undertaken and driven by the School Commission and led by a parish volunteer. The School Commission annually sets goals based on the five-year plan and works toward goal attainment. The strategic plan and its corresponding list of goals date to the last accreditation cycle. Because not all goals had been reached by 2009 and because of a transition of pastors, the development of a new five-year plan was delayed. A goal of the 2004 five-year plan was to attract and retain quality teachers and offer a competitive salary. While teachers for 2010-2011 are paid 97% of Washington States' teachers allocated pay schedule, it has been requested that the five-year plan to be published in January 2011 set a goal of 100% of Seattle Public Schools pay schedule as the benchmark for St. John teachers' salaries. As a major goal of the five-year plan was met in September 2010 with the transfer of middle school and primary students to new locations, strategic planning for the next five-year plan began in October 2010 with a goal for completion by January 2011. A broad spectrum of the parish community took part in consensus building to identify goals for the school. At this writing goals for the new strategic plan have been established by shareholders. A publication goal is set for March 2011.

The Facilities Commission works with a comprehensive master plan to prioritize renovation projects. Timely maintenance and judicious upgrades are made to the physical plant to avoid costly emergencies in the future. Examples include replacement of the boiler, a new roof, electrical work, seismic upgrades to the school building, and some replacement of aged, inefficient windows. Facilities are evaluated and maintained as possible to ensure the longevity of the overall physical plant. Work on a facilities master plan for the entire parish was undertaken in 2010.

Significant accomplishments of St. John School in the areas of Resource Management and Development that have had a positive impact on student learning follow include:

- † Financial resources come primarily through Fair Share pledges that are the result of prayerful discernment, and from out-of-parish tuition. In March 2010 St. John School experienced a voluntary increase of 8% in Fair Share pledges. Due to consistent generous Fair Share giving, expenditures that have a positive impact on student learning are funded through the operating budget. These include salaries, hiring of additional teachers, purchase of textbooks and other instructional materials, professional development, assessment, technology, and special programs.
- † A State of the School presentation every February delivered by the School Commission informs parents of the financial state of the school. This includes a *Where it Comes From, Where it Goes* Power Point presentation, which shows the sources of school income and cost associated with operating the school.
- † Development has established a revenue stream through an Annual Fund Drive with contributions made by direct donation and through matching funds by donors such as The Bill and Melinda Gates Foundation, J. P. Morgan Chase, Bank of America, and Starbucks. Development has emphasized endowment growth with an October 2010 endowment fund balance of \$350,000

- † Development has ensured that the annual auction “Fund a Need” has supported student learning through attainment of such purchases as interactive white boards, laptop computers, a sound system to support performing arts, and a science lab.

Goals:

The primary goal is to continue to take steps to position the school as fiscally sound. With the school solidly positioned as a financially sound institution with full enrollment, necessary expenditures for facility improvements, new instructional materials, special programs, and increases toward just salaries can continue to impact student learning.

- † Maintain full enrollment
- † Fund the operating reserve account for emergencies
- † Support the parish capital campaign
- † Continue to seek grants, matching funds, donors, and endowment growth
- † Pay teachers at 100% of market place, i.e. Seattle Public School salaries

Evidence:

- † Examples of alumni involvement with the school
- † Strategic Plan for the school/parish
- † Five years of budgets, financial reports, tuition schedules
- † *State of the School* Power Point presentation
- † *Fair Share* video
- † Discernment prayer
- † Contract packet
- † Annual report
- † Promotional material for endowment dinner
- † In kind Services Formula (how?)
- † Financial Aid Application
- † Enrollment Graph
- † Family Handbook
- † Salary growth graph
- † Professional development funded by Title II/funded by St. John School
- † Restricted Funds report
- † Goals of the School Commission
- † Goals of Teachers
- † Report showing tuition voluntary increase
- † List of foundations and companies that donate to St. John School

Chapter 4:

The Action Plan

“We are the body of Christ.”

Romans 5:12

School Theme 2008-2009



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, Archdiocesan curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations.

List of Significant Accomplishments

3-A Catholic Identity

St. John School is identified by its Catholic values, faith instruction, and diverse school community, all of which emphasize a strong faith tradition. A stronger Catholic identity has been developed as a result of changes implemented by the faculty and staff.

- † The addition of Sunday monthly parish-school liturgies has created a new connection between the parish and school. Students attend these liturgies and serve in ministries
- † By connecting service to Gospel values, the school has raised the level of student involvement with the parish, local, and world community
- † The faculty fully utilizes Archdiocesan standards by teaching prayers to mastery, the incorporation of additional Scripture stories in the curriculum, and the use of a new textbook. These measures have enhanced religious instruction at St. John School

3-B Defining the School’s Purpose

St. John School is identified by its Catholic values, faith instruction, and diverse school community, all of which emphasize a strong faith tradition. A stronger Catholic identity has been developed as a result of changes implemented by the faculty and staff.

- † The addition of Sunday monthly parish-school liturgies has created a new connection between the parish and school. Students attend these liturgies and serve in ministries
- † By connecting service to Gospel values, the school has raised the level of student involvement with the parish, local, and world community
- † The faculty fully utilizes Archdiocesan standards by teaching prayers to mastery, the incorporation of additional Scripture stories in the curriculum, and the use of a new textbook. These measures have enhanced religious instruction at St. John School

3-C Organization for Student Learning

- † Grades three through eight performance-based math groupings
- † Full time Reading Specialist and part time Math Specialist
- † Students benefiting from lesson design derived from faculty's training in All Kinds of Minds

3-D Data Analysis

- † Use of small groups for differentiated instruction
- † Purchase of new learning materials, including the StoryTown reading program, the Houghton Mifflin math program, and the Loyola Press: Voyages in English language arts program.
- † Faculty training and participation in All Kinds of Minds.
- † Purchase of the STAR reading test to assist teachers in forming leveled reading groups and identifying students who need intervention

3-E SLEs & Standards Based

- † Mastery tests in math, religion, language arts, and science grades 6-8
- † IOWA test data analysis and action planning
- † Full time reading specialist for the 2010-2011 school year

3-F Instructional Methodology

- † Outcome-based lesson design
- † Mastery tests in math, religion, language arts, and science grades 6-8
- † Variety of formative and summative assessments
- † Professional development in and making use of the teaching from All Kinds of Minds, Robert Marzano, and Lorraine Ozar, Ph.D.

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

- † Hiring of part-time school counselor
- † Increased opportunities in co-curricular activities resulting in high student participation
- † Increase of technology equipment and use in classrooms

3-H Resource Management

- † Financial resources come primarily through Fair Share pledges that are the result of prayerful discernment of parents. In March 2010 St. John School experienced a voluntary increase of 8% in Fair Share pledges. Due to consistent generous Fair Share giving, expenditures that have a positive impact on student learning are funded through the operating budget. These include salaries, hiring of additional teachers, purchase of textbooks and other instructional materials, professional development, assessment, technology, and special programs.

- † A State of the School presentation every February delivered by the School Commission informs parents of the financial state of the school. This includes a *Where it Comes From, Where it Goes* Power Point presentation, along with an appeal for prayerful discernment before making Fair Share pledges.
- † Development has established a revenue stream through an Annual Fund Drive with contributions made by direct donation and through matching funds by donors such as The Bill and Melinda Gates Foundation, J. P. Morgan Chase, Bank of America, and Starbucks. Development has emphasized endowment growth with an October 2010 Endowment fund balance of \$320,000.
- † Development has ensured that the annual auction “Fund a Need” has supported student learning through attainment of such purchases as interactive white boards, laptop computers, a sound system to support performing arts, and a science lab.

In-Depth Study: Science

Accomplishments in the use of curriculum assessment data include:

- † Data on all students in grades 3-8 are collected using national, norm-referenced, criteria-based assessments.
- † Additional data on all middle school students (grades 6-8) are collected using a standards-based end-of-year mastery assessment.
- † Data collected from these assessments is shared with students, families and teachers, and regularly discussed among faculty.
- † Data from these assessments indicate that the great majority of students at St. John School meet or exceed curriculum expectations in science.

Accomplishments in the use of curriculum standards include:

- † Curriculum standards in science at St. John School are completely aligned to Archdiocesan and state curriculum guidelines.
- † All classroom teachers are clearly informed about and aware of the archdiocesan and state curriculum standards in science at their grade level.
- † All standard curriculum materials are those recommended by the Archdiocese of Seattle and which address the appropriate state and national content standards in science.

Accomplishments in instructional methodology include:

- † Teachers make use of best teaching practices as communicated to them through staff discussion and many professional development opportunities.
- † Faculty are provided with regular high-quality professional development opportunities.
- † Teachers routinely differentiate instruction as appropriate for the needs of individual students and groups of students.
- † Lessons are regularly designed with multiple sensory modalities in mind

List of Significant Goals

3-A Catholic Identity

- † Provide more opportunities for partnership in faith formation with parents in order to deepen understanding of the teachings of the Church.

3-B Defining the School's Purpose

- † Integrate the academic learning outcomes (LOs) more fully with the SLEs. Academic LOs, informed largely by Archdiocesan and Washington State curriculum standards, have been a firmly established part of lesson plan design at St. John School for many years. The locally-determined SLEs, on the other hand, while no less important, are a fairly recent development, and are, in practice, an “add-on” to the LOs. Achievement of all of these outcomes is by no means incompatible, and ways should be identified to make them more seamless.

3-C Organization for Student Learning

- † Increase math achievement

3-D Data Analysis and Action

- † Faculty will continue to strive to gather and analyze data and do additional work in disaggregating data to inform teaching and improve student learning.
- † Respond to the data through lesson design and pedagogy.
- † Have a more standardized, deliberate, and frequent approach to assessing math in order to provide data that will drive student learning.

3-E SLEs and Standards-Based Curriculum

- † Increase math achievement

3-F Instructional Methodology

- † Broader implementation of SLEs into the curriculum

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

- † Evaluate current bullying prevention programs
- † Evaluate kindergarten through eighth grade technology program with an emphasis on kindergarten through second grade
- † Increase hours for school counselor position

3-H Resource Management

The primary goal is to continue to take steps to position the school as fiscally sound. With the school solidly positioned as a financially sound institution with full enrollment, necessary expenditures for improvement of facilities purchase of instructional materials, securing of special programs, and increases toward just salaries can continue to impact student learning.

- † Maintain full enrollment
- † Fund the operating reserve account for emergencies
- † Continue to seek grants, matching funds, donors, and endowment growth
- † Pay teachers at 100% of market place, i.e. Seattle Public School salaries

In-Depth Study: Science

- † Use data collected in school-wide assessments (e.g., ITBS and end-of-year mastery tests) to address gaps in students' learning.

List of Critical Goals

- † School and parish to work in cohesion to enhance faith formation opportunities for all shareholders
- † St. John faculty will use data collected during summative assessments to inform instruction.
- † Improve learning in math
- † Evaluate and assess the use of technology in the classroom to improve student learning
- † Use current data to drive curricular change

Through reporting, analysis, and reflection the information collected in Chapter 3-A, *Assessment of the School's Catholic Identity*, calls the school and parish to work in cohesion to enhance faith formation opportunities for all shareholders. The mission of providing a *Christ-centered community, based on Gospel values*, guides the school in continuing to enhance faith formation activities. The on-going development and improvement of curricular and non-curricular activities greatly impacts student achievement, leads to renewed spirituality, and furthers the mission of the school. Survey data and information gathered for the Self-Study, and likewise for the 5 year strategic plan, indicates shareholders desire for more faith formation opportunities. St. John School envisions a spiritual community that works to instill in students Gospel values to prepare *students for leadership and service to others*.

In order to provide for more targeted instructional delivery, St. John faculty will use data collected during summative assessments to inform instruction. Review of Chapter 3-D *Data Analysis and Action to Support High Achievement of all Students*, reinforces the value of disaggregating data to inform teaching and improve student learning. While the faculty of St. John has made progress in using data to drive instruction, an area for growth is to increase the number of times faculty formally meet to analyze assessment results and to adjust teaching methodologies in light of these data. This formal use of planning time to analyze assessment data will allow faculty to more effectively match instruction to students' needs; teachers will be more fully cognizant of which standards are being met and which ones need to be re-taught. This

practice will impact student learning by allowing teachers to focus their lesson design on areas of need.

The review of information as reported in Chapter 3-E *SLEs and Standards-Based Curriculum* led to selecting improving learning in math as a goal. Based on standardized testing data from the ITBS, increasing math achievement is identified as a critical goal. Interventions to meet the critical goal set in 2005 “Students will demonstrate improvement in math computation” have been implemented, yet consistent gains in all grades in math computation test scores have yet to be accomplished. While implemented strategies were designed to meet this goal, the goal itself has not been achieved. To ensure mastery of math computation for all students and to address the issue of the percentage of students scoring in the bottom two quartiles in math on the ITBS, St. John School recognizes the need to develop other strategies and to continue with increasing learning in math as a critical goal. Twenty-four percent of St. John students in grades two through eight scored in the bottom two quartiles on the ITBS in the fall of 2009, with eleven percent in the bottom quartile. Accomplishing the goal of “increasing learning in math” aligns with the SLE: St. John students are life long learners who meet or exceed curriculum standards.

Integration of new technology in lesson design, delivery, and assessment is fundamental to improving student achievement in all facets of the curriculum. The schoolwide learning expectations of St. John School challenge students to effectively communicate learning by using technology to construct knowledge and develop innovative products. While the Self Study recognizes the acquisition of new technology in the classroom as a significant accomplishment, the reality of new media calls the school to continually update, acquire, and assess the use of technology in the classroom. Information and data gathered in Chapter 3-G *Support for Student Spiritual, Personal, and Academic Growth*, indicates further evaluation of the K-8 technology program, with an emphasis on the primary grade level.

The information analyzed through Chapter 3-D *Data Analysis and Action to Support High Achievement of all Students* and Chapter 3-H *Resource Management* indicate the value of using data to drive curricular change. By prioritizing a data analysis goal to improve learning, faculty will continue to strive to gather and analyze data, do additional work in disaggregating data to inform teaching, respond to data through lesson design and pedagogy, and develop a more deliberate approach to assessment. Furthermore, a continued analysis of data for purposes of enrollment projections and financial planning will assist in sustaining a level of funding to support learning.

ACTION PLAN FOR ST. JOHN SCHOOL

Goal #1: (from Chapter 3-E) Improve math achievement

Rationale for this Goal: To ensure mastery of math computation for all students and to address the issue of the percentage of students scoring in the bottom two quartiles in math on the ITBS, St. John School recognizes the need to develop other strategies and to continue with increasing learning in math. While implemented strategies were designed to meet this goal as part of the previous Self Study, the goal itself has not been achieved. Twenty-four percent of St. John students in grades two through eight scored in the bottom two quartiles on the ITBS in the fall of 2009, with eleven percent in the bottom quartile.

Alignment with mission, philosophy, SLEs: St. John students are life long learners who meet or exceed curriculum standards.

Strategy #1	Continue to teach to the Washington State math standards, focusing lesson design primarily on St. John curriculum rather than on comprehensive textbook curriculum.
Activity #1	Only assess for mastery those state standards that need to be mastered at grade level.
Cost or Resources & Sources	\$0; planning time of five to seven hours
Person(s) Responsible For Implementation	Math teachers; principal; chair of math department
Process For Monitoring	Annual review of syllabi in September by principal and chair of math department
Baseline Assessment	October 2010 standardized test results (ITBS) in math and math sub-tests
Ongoing Assessment	Annual review of standardized test results and end-of-the-year mastery tests.
Timeline Start/Stop	September 2011. Ongoing.
Process for Communicating to Shareholders	Shareholders will be informed at Parent Association meetings and School Commission meetings, and through teachers on Curriculum Night.

Strategy #2	Do frequent assessments, assessing for retention of previously taught math during current year and prior year
Activity #2	<ol style="list-style-type: none"> 1. Utilize assessments of previously taught standards 2. Math teachers track student progress 3. Re-teach math standards to students who are not at mastery
Cost or Resources & Sources	Cost: subscriptions to assessment programs; Resources: curriculum materials, workshop materials, planning time, and teacher collaboration.
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Math Teachers 2. Leadership Team 3. Students
Process For Monitoring	Standardized test scores, text and teacher-made assessments, end-of-year mastery tests
Baseline Assessment	October 2010 standardized test results (ITBS) in math and math sub-tests
Ongoing Assessment	Annual review of standardized test results and end-of-the-year mastery tests.
Timeline Start/Stop	September 2011. Ongoing.
Process for Communicating to Shareholders	Fall 2011 test results will be presented to the school commission. School commission will be presented with future results annually. The school will inform the community in a newsletter of the focus of attention.

Strategy #3	Use web-based math programs to reinforce learning
Activity #3	<ol style="list-style-type: none"> 1. Identify web-based math program(s) to use. 2. Purchase or subscribe to the web-based math program. 3. Develop a system for regular use of the web-based math program.
Cost or Resources & Sources	Cost: \$0-\$1,000 (i.e. xtramath.org, worldmathsday.com, khanacademy.org) Resources: Operating budget
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Math teachers 2. Students 3. Administration 4. Parents
Process For Monitoring	Standardized test scores, text and teacher-made assessments, end-of-year mastery tests
Baseline Assessment	October 2010 standardized test results (ITBS) in math and math sub-tests
Ongoing Assessment	Annual review of standardized test results and end-of-the-year mastery tests.
Timeline Start/Stop	September 2011. Ongoing.
Process for Communicating to Shareholders	Current test results will be presented to the school commission. School Commission will be presented with future results annually. The school will inform the community in a newsletter of the focus of attention.

ACTION PLAN FOR ST. JOHN SCHOOL

Goal #2: (from Chapter 3-A) **Enhance faith formation for all shareholders**

Rationale for this Goal: Through reporting, analysis, and reflection the information collected in Chapter 3-A, Assessment of the School’s Catholic Identity, calls the school and parish to work in cohesion to enhance faith formation opportunities for all shareholders. The mission of providing a *Christ-centered community, based on Gospel values*, guides the school in continuing to enhance faith formation activities. The on-going development and improvement of curricular and non-curricular activities greatly impact student achievement, lead to renewed spirituality, and furthers the mission of the school. Survey data and information collected for the Self-Study, and likewise for the 5 year strategic plan, indicate shareholders desire more faith formation opportunities. St. John School envisions a spiritual community that works to instill in students Gospel values to prepare *students for leadership and service to others*

Alignment with mission, philosophy, SLEs: *St. John School is a Christ-Centered community based on Gospel Values.* The mission and philosophy guide the school in preparing *students for leadership and service to others*. SLEs addressed included: engage in the liturgical life of the Church; demonstrate knowledge of scripture, Church history, teachings, and traditions; apply Gospel values in daily life; demonstrate compassion, acceptance, and respect for others and for all of creation; make decisions based on Catholic moral and ethical teachings; develop a relationship with God.

Strategy #1	Continue to provide opportunities for shareholders to deepen their understandings and knowledge of the teachings of the Catholic faith
Activity #1	Regularly communicate to all shareholders current Faith Formation opportunities offered through the Seattle Archdiocese and through St. John Parish
Cost or Resources & Sources	<p>Cost: \$0; Personnel hours dedicated to researching availability of and communicating offerings</p> <p>Resources: Literature content specific to Faith Formation; events and celebrations; retreats; Catholic Social Teachings; Religious Education; and Catholics Come Home</p> <p>Sources: seattlearchdiocese.org, Monthly Pastor Principal mailings</p>
Person(s) Responsible For Implementation	<p>Pastor,</p> <p>Director of Faith Formation, Administration, Teachers, and Parent Association</p>
Process For Monitoring	Annual review of calendar offerings and percentage of shareholders participating in opportunities offered
Baseline Assessment	September 2009 self study parent survey results regarding Faith Formation opportunities

Ongoing Assessment	Follow-up survey to be conducted after implementation of Five Year strategic plan
Timeline Start/Stop	January 2012, following implementation of five year strategic plan
Process for Communicating to Shareholders	Shareholders will be informed of offerings during Mass, Parent Association meetings, School Commission meetings, Curriculum Night, and through school messages.

Strategy #2	Hire a part time Director of Faith Formation for the school who will work with faculty, students, and parents of St. John students
Activity #2	The Director of Faith Formation will <ul style="list-style-type: none"> 1. Work with faculty to schedule and plan liturgies, spiritual retreats, and prayer services for students; 2. Work with the principal to provide ongoing inservice in theology and teacher methodology for the teaching of religion; 3. Work with parents to provide faith formation for them
Cost or Resources & Sources	Cost: \$8,000.00 expense – school operation budget 2011/12 with anticipated 3% increase annually; \$3,000 operating budget line item for related expenses (retreats, guest speakers, materials)
Person(s) Responsible For Implementation	Pastor and principal for hiring; Principal for supervision; Principal for implementation of school activities
Process For Monitoring	Monthly meetings between Principal and Faith Formation Director Annual performance review with Principal
Baseline Assessment	Fall 2009 parent surveys regarding faith formation Parent input to school’s Five Year strategic plan regarding faith formation
Ongoing Assessment	Parent surveys
Timeline Start/Stop	September 2011 – ongoing
Process for Communicating to Shareholders	Use of school’s weekly communication vehicle, NewsViews, and weekly parish bulletin; reports to School Commission

Strategy #3	Increase information for families about what students have learned, are learning, and will be studying in religion classes on a regular basis
Activity #3	Ensure full utilization of the Home Program Guide and Family Time pages from the Blest Are We curriculum
Cost or Resources & Sources	Cost: Copier and Paper Costs, \$100 Resources: Personnel hours devoted for on-going training devoted to linking parent curriculum to teacher web pages
Person(s) Responsible For Implementation	Teachers of religion
Process For Monitoring	Assessment of parent/family satisfaction with the home-school connection through annual end of academic year survey
Baseline Assessment	Fall 2009 parent survey results regarding Faith Formation opportunities
Ongoing Assessment	Follow-up survey to be conducted after implementation of Five Year strategic plan
Timeline Start/Stop	May 2011. Ongoing
Process for Communicating to Shareholders	Letters home to parents/families, posted information on teacher web pages, School Commission agenda, Parent Association agenda, Curriculum Night presentations, and during Mass

ACTION PLAN FOR ST. JOHN SCHOOL

Goal #3: (from Appendix F: In-depth study) Improve student achievement in science.

Rationale for this Goal: Through the in-depth study of science the goal of improving student achievement in science has been identified. Using assessment data in a more overt, intentional way will allow teachers to more readily identify those areas of weakness in St. John School's science program. Using assessment data in a more intentional way will help teachers translate those data into lesson plans and/or teaching strategies that help all students achieve SLEs and meet or exceed grade level expectations in all subject areas, including science.

Alignment with mission, philosophy, SLEs: Meeting this goal will allow students to more fully achieve academic excellence, and better prepare them for leadership and service to others. Specific SLEs addressed in this goal include meeting or exceeding curriculum standards, applying organizational and study skills, thinking critically, creatively and independently, engaging in a variety of learning modalities, listening actively and critically, working cooperatively, speaking, reading and writing with proficiency, and affirming a positive image of self and others.

Strategy #1	Assess students grades K-8 for mastery of Washington State Science Content Standards
Activities	Develop mastery level assessments for end of the year assessments of grades K-8 students. Schedule annual testing for May of each year
Cost or Resources & Sources	Cost: teacher's time Resources: Washington State Science Content Standards; textbooks; Foss science scope and sequence, Prentice Hall curriculum
Person(s) Responsible for Implementation	School administration (principal and vice principal); science department chairperson; all faculty who teach science; curriculum committee
Process for Monitoring	Annual November review of ITBS scores; annual June review of end-of-year mastery tests; faculty data analysis and development of specific teaching goals to meet identified shortcomings; development and implementation of strategies to remediate particular students below grade level in a particular skill or set of skills.
Baseline Assessment	ITBS October 2011 and end-of-year mastery tests May 2012
Ongoing Assessment	Teacher-designed, ongoing classroom assessments that are informed by gaps identified in school-wide assessments
Timeline Start/Stop	October through December 2011: Design mastery assessments K - 8 November annually: Analyze ITBS science scores grades 3 - 8 May annually: Administer grade level mastery assessments K - 8 May annually: Analyze grade level mastery results June annually: Develop teaching goals to meet identified shortcomings Ongoing cycle of assessment, analysis, curriculum and methodology adaptation

Process for Communication to Shareholders	Individual ITBS scores are shared with families now. School-wide or class data can be shared by administration personnel once or twice a year, during faculty meetings, Curriculum Night, and during the State of the School meetings.
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Strategy #2	Adhere to a specific, detailed scope and sequence (or syllabus) for science at every grade level
Activities	Develop a scope and sequence, closely aligned to specific OSPI content standards During the development of the detailed scope and sequence outlined in this strategy, identify those skills and concepts that have been, or can be, addressed in other content areas Acquire new (and redistribute existing) curriculum materials that help teachers meet more OSPI science content standards appropriate to their grade level
Cost or Resources & Sources	Cost: teacher time, operating budget text book line item, subscription line item Resources: Washington State Science Content Standards; Prentice Hall science curriculum; Foss Science curriculum
Person(s) Responsible for Implementation	School administration, science department chairperson, all faculty who teach science subjects; curriculum committee
Process for Monitoring	Periodic review of progress during faculty meetings and work sessions where members of school administration are present
Baseline Assessment	Agreement with OSPI Science Content Standards
Ongoing Assessment	Monthly review of progress at department level
Timeline Start/Stop	Begin development of scope and sequence after Curriculum Night 2011; finish scope and sequence before end of first trimester
Process for Communicating to Shareholders	Share OSPI Content standards at curriculum night, along with plans for detailed scope and sequence. Inform larger community of completion of detailed scope and sequence via News Views upon completion

Strategy #3	Provide faculty with access to professional development opportunities specific to the teaching of science
Activities	Identify professional development resources that are relevant to the teaching of science, allocate resources, and identify teachers able and willing to take advantage of them. (e.g., NSTA conferences)
Cost or Resources & Sources	Cost: Teacher time. Financed through Title II monies and operating budget workshop allocation Resource: Text publisher support
Person(s) Responsible for Implementation	School administration, faculty who teach core academic subjects, particularly science
Process for Monitoring	Develop self-assessment tool Monitor clock hours and/or credit hours completed by faculty
Baseline Assessment	Faculty self assessment in methodology for teaching science
Ongoing Assessment	Faculty self assessment in methodology for teaching science
Timeline Start/Stop	Develop self-assessment tool in November 2011 Baseline December 2011; reassess December 2012

Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
December 2011	Improve student achievement in science	Develop mastery level assessments for students in grades k-8	Teacher time	Administration, Science department chairperson, science teachers	November annually— Analyze ITBS science scores May annually— Administer and analyze grade level mastery assessments June annually— Develop teaching goals
February 2011	Improve student achievement in science	Adhere to a specific, detailed scope and sequence at every grade level	Teacher time, operating budget textbook line item, subscription line item	Administration, Science department chairperson, science teachers, curriculum committee	
May 2011	Enhance faith formation for all shareholders	Increase information for families about what students are learning in religion classes	Copier and paper costs, training devoted to linking parent curriculum to teacher web pages	Religion teachers	
September 2011	Enhance faith formation for all shareholders	Hire a part-time Director of Faith Formation for the school	\$11,000 expense— school operation budget 2011/2012 with anticipated 3% increase annually, \$3,0000 operating budget line item for related expenses	Pastor and principal	

September 2011	Improve math achievement	Continue to teach to the WA state math standards, focusing lesson design primarily on St. John curriculum rather than on comprehensive textbook curriculum	\$0, teacher planning time of five to seven hours	Principal, math teachers, math chairperson	
September 2011	Improve math achievement	Use web-based math programs to reinforce learning	\$0-\$1,000	Administration, math teachers, students, parents	
September 2011	Improve math achievement	Do frequent assessments, assessing for retention of previously taught math	\$0	Math teachers, leadership team, students	
November 2011	Improve student achievement in science	Provide faculty access to professional development opportunities specific to the teaching of science.	Teacher time, financed through Title II monies and operating budget workshop allocation	Administration, teachers	November 2011— Develop faculty self-assessment tool in methodology for teaching science December 2011— Faculty self-assesses December 2012— Faculty reassesses
January 2012	Enhance faith formation for all shareholders	Continue to provide opportunities for shareholders to deepen their understanding and knowledge of the teachings of the Catholic faith	\$0, Personnel hours dedicated to researching availability of and communicating offerings	Pastor, Director of Faith Formation, Administration, Teachers, Parent Association	

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

The recently completed Self Study was impacted by the 2005 St. John Self Study work and target goals. The realization of goal attainment through the Self Study process has had an impact on the understanding of the positive value of this two-year process. St. John School has experienced faculty turnover, with ten teachers new to St. John since 2005. While this presented challenges regarding new faculty's understanding of the importance of the target goals, the structure of the Improvement Plan has served the school well, providing a continuum for defined improvement. The gains made in learning in math, the tremendous strides made in technology, the increased involvement of students in the life of the parish, and the creation of a respectful school climate have deepened recognition of what can be gained through communal data gathering and analysis, goal setting, and commitment. Further impact has come from the realization to faculty that the degree of success with target goals correlates to the degree of involvement of all shareholders.

The new Action Plan will be monitored by the administration and self study leadership team, with input from the entire faculty regarding progress on goals. Annual October reports to the Northwest Accreditation Commission will continue to serve as timeline indicators for internal review of goal attainment and renewed implementation of strategies. The effectiveness of strategies will be evaluated at that time, with adjustment to implementation made as indicated. As goals are met, another goal will be adopted and strategies implemented.

Shareholders will be involved in implementation of the Action Plan primarily through a process of communicating what is expected of them in the process of school improvement. Strategies to Enhance Faith Formation for All Shareholders call for direct involvement of shareholders, such as parental involvement in faith formation opportunities and attention to what students are learning in religion classes. Shareholders will otherwise be involved through administration and faculty requests for specific involvement in the math, science, and faith formation programs. The annual September Curriculum Night and February State of the School Night provide the opportunities for emphasizing Action Plans to parents and reporting on progress toward goal attainment. Established communication channels provide the primary means of involving shareholders in implementation of our Action Plan. The Parent Association meets monthly and welcomes reports from the school on all aspects of school life. The School Commission meets monthly and serves as an effective advisory body for administration. The pastor and principal meet weekly to discuss the school.

Data from formative and summative assessments, standardized test scores, and classroom assessments will provide the basis for evaluation of the Action Plan's impact on student achievement in math and science. Student achievement in religion will be measure by classroom assessments; and enhanced faith formation for all shareholders will be measured by analyzing

feedback from surveys of the pastor, parents, faculty, and students. Results (non individual) will be shared with all shareholders at our twice yearly all parent gatherings and through our regular channels of communication: the weekly family newsletter, reports to the School Commission, and to the Parent Association.

Results from assessments and findings from surveys will be analyzed to give direction for setting priorities and implementation of additional strategies for goal attainment. Faculty and administration will continuously update shareholders on the commitment and status of goal implementation and attainment. The annual Fall Curriculum Night and spring State of the School addresses will continue to include presentations outlining longitudinal testing results, school goals, and action plans established as a result of the Self Study and Five Year strategic plan. The Parent Association meets monthly and welcomes reports from the school. The School Commission also meets monthly and serves as an effective advisory body for administration. Members of both commissions have been designated to oversee implementation of the Self Study Action Plans. The pastor is available to meet weekly to discuss the school. Administration regularly devotes August in-service hours to reviewing and setting goals for the school year. The school Leadership Team leads faculty through the process of charting the implementation plans, indentifying responsible personnel, and reviewing a timeline. Once goals are attained, strategies for remaining goals will be developed, implemented, and communicated to shareholders.

Resources needed to support the action plan will be funded primarily through the school's operating budget as standard expense line items: science text books, student subscriptions to texts, paper, and workshops. The salary for a part time Faith Formation Director and related expenses for the Faith Formation program have been included in the 2011/2012 operating budget. Full enrollment at this time and for the past three years, Development's success in attracting financial resources, and a pattern of voluntary annual increases in Fair Share pledges are indicators that the school can financially support the Action Plan.

An analysis of our Action Plan did not reveal impediments to implementation. At this time a search committee is interviewing candidates for the principal position due to the June 2011 retirement of the principal. The Leadership Team is positioned to apprise, support, and assist new administration in implementing the Action Plan.

Evidence:

- † Previous Self Study
- † Previous *Report of Findings*
- † All annual Progress Reports sent to the WCEA Elementary Commissioner previous full accreditation visit
- † Annual Curriculum Night Schedules
- † Copies of State of the School presentations
- † Parent Association Agendas
- † School Commission Monthly Meeting Schedule
- † Fiscal Year Reports
- † Monthly budget reports
- † Enrollment History

- † Annual Fund History
- † Enrollment/Tuition reports showing voluntary pledge history

Improving Student Learning for Catholic Schools

Appendix A-1

School Profile – Basic Information

St. John School K-8 206-783-0337
 School Name Grades School Phone

120 N 79th St. Seattle WA 98103
 Address City State Zip

Agnes Jacobson ajacobson@stjohnsea.org 360-579-2456
 Principal E-mail address Home Phone

Fr. Crispin Okoth Seattle
 Pastor Public School District

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

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? Gretchen Swanson

Do you have a Preschool Program? Yes No

What are the hours of operation? 8:20 to 2:50

Do you have an Extended Day Program? Yes No

What are the hours of operation? 7:00 to 6:30 PM

What are the fees?

AM 5 days = \$966.42/yr. 4 days = \$775.32/yr. 3 days = \$584.22/yr.
 AM or PM PK 5 days = \$2,520/yr. 4 days = \$2,044.80/yr. 3 days = \$1,540.80/yr.
 PM 5 days = 1,837.50/yr. 4 days = \$1,491.00/yr. 3 days = \$1,081.50/yr.

How many families participate? 90 families

For which grades do you have waiting lists? PK, K, 1, 3, 5

Do you have an approved Technology Plan? Yes No
 Site approved; not E-Rate approved

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool			
Pre-K	31	31	62
K	18	34	52
1	27	26	53
2	23	28	51
3	21	31	52
4	27	36	63
5	23	28	51
6	17	32	49
7	20	28	48
8	23	25	48
Total	230	298	529

	Catholic	Non-Catholic	Total
Black	11	5	16
Hispanic	47	1	48
Asian	38	5	43
Hawaiian / Pacific Islander	7	2	9
Native American / Native Alaskan	0	0	0
White	330	83	413
Other	0	0	0
Total	433	96	529

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2007	Boys 35 Girls 10	Boys 25 Girls 8	Boys 25 Girls 8
2008	Boys 24 Girls 22	Boys 22 Girls 18	Boys 22 Girls 18
2009	Boys 21 Girls 24	Boys 15 Girls 19	Boys 15 Girls 19
2010	Boys 25 Girls 24	Boys 22 Girls 22	Boys 22 Girls 22
Current Year	Boys 23 Girls 25		

Questions to be discussed – trends & causes

1. **Is the composition of the school reflective of the composition of the parish? (Ethnic, socio-economic, etc.) If not, why not?**

It is reflective.

2. What is the acceptance rate of graduates into local Catholic high schools?

100%

3. What articulation do your teachers have with local Catholic high school teachers?

Most of our students go on to Bishop Blanchet High School. The middle school teachers, primarily grade 8, dialog with Bishop Blanchet teachers and administration regarding our students' performance and preparation. We have sent teachers twice in recent years to Bishop Blanchet in response to invitations for more structured articulation. We recently received a comprehensive list of learning expectations from Bishop Blanchet's math department.

4. How well prepared are the students for high school?

Students graduating from St. John School are well prepared in all subject areas. The eighth grade class average grade equivalencies on the ITBS are above grade level in all subject areas, with the 2010 graduating class at the 11.6 grade level in reading, 10.5 in math, 11.1 in language, 11.6 in social studies, and 11.9 in Science.

When looking at ITBS scores broken down by the number of students in each quartile in each subject area, St. John students graduating in 2010 were best prepared in reading and math, with six eighth grade students, out of 50, scoring in the bottom two quartiles in reading and seven eighth grade students, out of 46, scoring in the bottom two quartiles in math.

Students are least well prepared in language and science, with twelve eighth grade students scoring in the bottom two quartiles in language and ten in science.

5. What is their strongest curricular area? Their weakest curricular area?

Feedback from Bishop Blanchet High School indicates that science and language arts are our graduates' strongest curricular areas and that math is their weakest area. The past three St. John's grade eight ITBS percentile scores show students to be best prepared in reading and science.

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Austin, Heidi	6-8	C	M.Ed. Admin.	279825D	Not teaching religion	12	1	C	F
Bodmer, Merrick	4	C	M.A. Teaching	486860A	In process	5	5	C	F
Brumback, Hazel	6	C	M.Ed.	392155H	Yes	12	10	C	F
Castillo, Lisa	3	C	M. Ed.	374105E	In process	11	4	C	F
DenAdel, Blanca	Spanish K-5	C	B.A. Economics	Conditional	Not teaching religion	11	3	H	F
Desclos, Jody	Art K-8	C	M.Ed.	179116R	Yes	48	36	C	F
Feeney, Molly	1	C	M.Ed.	374637G	Yes	10	9	C	F
Fowble, Leslie	PK	C	Montessori		Yes	28	28	C	F
Frazee, Carol	P	C	B.A. Ed.	Not current	Not teaching religion	32	6	C	F
Grandorf, Sherry	Library	C	B.A. Ed.	131399H	Yes	46	29	C	F
Halley, Mari	8	C	M.Ed.	249895D	Yes	28	21	C	F
Hendrickson, Patricia	2	C	M. Ed.	182612B	Yes	19	14	C	F
Jacobson, Agnes	Principal	C	M.Ed.	112743J	Yes	34	12	C	F
Kelley, Kristine	5	C	M. Ed	318915F	In process	15	3	C	F
Kelley, Paul	Spanish 6-8, Asst. Principal	C	M.A.	382548F	Not teaching religion	10	10	C	M
Kelly, Kathleen	3	C	B.Ed.	156041F	Yes	40	19	C	F
Lewis, Jennifer	4	C	M.Ed.	410677R	In process	7	7	C	F
Macaulay-Walker, Kimberly	7	C	M.Ed.	429590C	In process	5	5	C	F
McCarthy, Kerri	Reading	C	M.Ed. MIT	410545H	Not teaching religion	8	6	C	F
Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F

McFarland, Molly	8	C	M.Ed. MIT	447469H	In process	3	2	C	F
O'Leary, John	PE	C	B. A.	362745B	Not teaching religion	11	10	C	M
Ocampo, Adrey	5	C	M.Ed.	362516G	In process	12	8	C	F
Pepin, Ellen	Music	C	M.A.	454274B	Not teaching religion	5	5	C	F
Roach, Amanda	4	C	M.Ed. MIT	418106A	In process	6	3	C	F
Rouso, Denise	Counselor	C	M. School Counseling	390141J	Not teaching religion	7	2	C	F
Semandiris, Eleni	Music	Non	B.S.	WA State Residency	Not teaching religion	1	1	C	F
Skokan, Jonna	K	C	M. Ed.	316216A	In process	13	2	C	F
Sullivan, Margaret	6	C	M.Ed. MIT	WA pending	In process	3	1	C	F
Teschner, Elizabeth	2	C	M.A. Ed.	WA State Residency	New hire – summer registration	7	1	C	F
Thomas, Joseph	4	C	B.A.Ed	374702R	In process	10	3	C	M
Thomason, Vanessa	K	C	B.Ed.	438090C	In process	15	6	H	F
Tice, Sven	7	C	B.Ed.	305704R	Not teaching religion	19	9	C	M
Tsagalakis, Patricia	Music	Non	B.A. Music	426392G	Not teaching religion	12	12	C	F
White, Charlotte	PK	C	Montessori		Not teaching religion	17	16	C	F
Whiting, Jeanette	2	C	B.A.	301594H	In process	7	1	C	F

Questions to be discussed – trends & causes

1. What are the Arch/diocesan requirements for teacher credentialing? How is this being implemented at your school?

Teachers are required to have current teaching certification from the State of Washington. At St. John School all teachers have current certification at this time.

2. What are the Arch/diocesan requirements for teacher catechist certification? How is this being implemented at your school?

Teachers of religion are required by the Archdiocese of Seattle to have current catechist certification. At this time all teachers of religion at St. John School are in compliance with the directive; a number of teachers are fully certified, a number of teachers are in the process of taking the required classes in order to be certified or recertified, a teacher new to the Archdiocese and to St. John School is registered to begin her course work for certification.

3. How many teachers are new since the last accreditation visit? Why did teachers leave? How are teachers being recruited?

Ten (10) teachers are new to St. John School since the last accreditation visit. Teachers have left for the following reasons: personal, family, career opportunities, retirement, moving out of state, and non-renewal of contract. Open positions are listed through the Archdiocese of Seattle.

- New in 2005/2006: 5 teachers
- New in 2006/2007: 5 teachers, 1 administrator
- New in 2007/2008: 7 teachers
- New in 2008/2009: 5 teachers
- New in 2009/2010: 1 teacher
- New in 2010/2011: 5 teachers

Improving Student Learning for Catholic Schools

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.)
Crockett, Diane	Administrative Assistant	8	210	21	
Dahlgren, Catherine	Playground Teacher	1.5	179	20	
Hinshaw, Margaret	PK Assistant	2.5	179	3	
Kent, Kristin	PK Assistant	2.5	111	2	M.A. International Relations, TSOL Certification
Miller, Kim	Kindergarten Assistant	4	179	8	B.A. Early Education
Quevedo, Frances	Secretary/ Receptionist	8	210	14	
Rodgers-Daly, Shilo	PK Assistant	2.5	179	1	
Schiffman, Caitlin	Primary Assistant	8	179	2	B.A. Social Sciences; M.A. Education in June 2011
Suarez, Kris	Kindergarten Assistant	4	179	6	
Thornquist, Michele	Development Director	8	156	10	B.A. Communications
VandePutte, Mary	Development Assistant	8	156	1	

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

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

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

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

Improving Student Learning for Catholic Schools

Appendix A-6 School Profile – Participation in Federal Programs

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

1. How many students are eligible for Title IA services? 0
2. How many students are receiving Title IA services? 0
3. What services are being offered at your school for Title IA students?

St. John School is currently not eligible for Title I services under Federal guidelines.

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

1. What is your per-pupil allocation for Title IIA services? \$ 26.52 per child. (467 K-8 students)
2. What is your total Title IIA allocation for School Year 2010-11? \$ 12,389
3. Have you developed/filed an approved Title IIA Staff Development plan? Yes No
4. Attach a copy of your staff development plan to this section.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

Title II, Part D – Enhancing Education Through Technology

1. What is your per-pupil allocation for Title IID services? \$0.80 per child. (467 K-8 students)
2. What is your total Title IID allocation for School Year 2010/2011?
\$375.00
3. How will you be using these resources? We will be purchasing tech equipment.

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 No
2. If Yes, please describe the services that you provide/are provided.

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

1. What is your per-pupil allocation for Title IVA services? **Funding for this program has been discontinued.**
2. What is your total Title IVA allocation for School Year 2010/2011? \$ 0.00
3. How are you using these funds?

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

Improving Student Learning for Catholic Schools

Appendix A-7 School Profile – Standardized Testing Program (GE, NPR, etc.)

Reading	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2005		93	98	93	84	99	99
2006		91	95	99	91	91	99
2007	94	91	99	96	96	99	90
2008	98	95	94	99	97	96	99
2009	92	94	97	98	96	96	94

Math	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2005		74	89	75	72	99	86
2006		80	93	86	78	89	99
2007	82	70	87	91	86	91	95
2008	87	80	70	90	94	87	84
2009	48	78	87	83	89	96	87

Lang. Arts	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2005		88	89	62	72	98	96
2006		75	99	89	77	81	99
2007	74	64	90	95	89	88	75
2008	86	72	85	97	93	88	90
2009	52	86	97	99	91	94	85

Core	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2005		89	94	79	77	99	94
2006		89	97	93	84	87	99
2007	88	81	94	95	91	93	86
2008	94	88	87	97	95	90	92
2009	70	90	96	96	93	95	89

Improving Student Learning for Catholic Schools

Appendix A-8 School Profile – Staff Development Program

Staff Development for 2007 - 2008

Theme: Improving Instructional Practice

Strategies:

- † Teachers will address the essential content during the available instructional time and will protect instructional time. Robert Marzano
- † Faculty will provide students with learning tasks and activities that are inherently engaging. Robert Marzano
- † Faculty will engage students in complex tasks that require addressing critical content in multiple ways. Robert Marzano

Activities/Cost

Title	Cost
Archdiocesan Teacher Inservice	
Beginning of school year inservice, August 28, 30, 2007, St. John School campus	\$600.00
Differentiated Instruction, August 29, 2007, St. Anne School campus	
Faculty/Staff Spiritual Retreat	\$750.00
BER, Enhancing Your Effectiveness/Read	\$555.00
BER, Playground Bullying/Discipline	\$185.00
BER, The Best of the Best, Tech	\$195.00
BER, Writing About Mathematics	\$195.00
Dyslexia	\$400.00
IED, Practical Strategies, Music Ed	\$199.00
IED, Six Trait Writing	\$567.00
Love and Logic, Classroom Strategies	\$99.00
Love and Logic, Classroom Strategies	\$99.00
Mentoring Matters Follow-Up	\$50.00
Pacific NW 3rd & 4th Grade Conference	\$650.00
Schools Attuned – All Kinds of Minds	\$5,100.00
SDE: Differentiated Assessment & Grading	\$189.00
SDE: Differentiated Assessment & Grading	\$189.00
SPU, Dyslexia	\$450.00
SPU, Love and Logic	\$395.00
SPU, Powerful Academic and Teaching Strategies	\$400.00
SPU, Sports and Games	\$350.00
Twenty-first Century Catholic Schools	\$975.00

Staff Development for 2008 - 2009

Theme: Improving Student Learning

Strategies:

- † Host Dr. Lorraine Ozar with North Deanery, “Teaching for Endearing Understanding.”
- † Faculty will meet in teams and continue to review student learning results (data) and adjust teaching to meet learning outcomes.

Activities/Cost:

Title	Cost
Beginning of school teacher inservice, 3 days	\$1,095.00
Faculty/Staff Spiritual Retreat, Sisters of St. Joseph of Peace, Fr. Crispin Okoth, February 13, 2009	\$750.00
Teaching for Enduring Understanding - Dr. Lorraine Ozar, March 19, 2009	\$480.00
Archdiocesan Theological Update, March 20, 2009	
6 Trait Writing	\$189.00
6 Trait Writing	\$189.00
6 Trait Writing	\$189.00
BER, Foreign Language	\$199.00
BER, Motivating Gifted Students	\$199.00
BER, Motivating Gifted Students	\$199.00
BER, Motivating Gifted Students	\$199.00
BER, Motivating Gifted Students	\$199.00
BER, Writing on Demand	\$199.00
BER, Writing on Demand	\$199.00
CAFÉ in the Classroom	\$1,180.00
Chapman University, Methods	\$130.00
Chapman University, Methods	\$130.00
Discovery Education Health	\$500.00
Dr. Robert Marzano, PS ESD	\$210.00
EPS/Sitton Spelling & Word Skills	\$169.00
IED, Gifted Students	\$199.00
Kodaly Cert Program, SU	\$815.00
Kodaly Level I	\$995.00
NW Kodaly Educators, Music	\$55.00
SPU, PowerPoint	\$40.00
SPU, Reading/Writing	\$120.00
Techniques for Teaching Reading	\$1,250.00
The 2 Sisters	\$597.00

Staff Development for: 2009-2010

Theme St. John faculty will successfully prepare a school self study document for the dual purpose of 1) Improving Student Learning and 2) renewing full accreditation following a site visit in 2011.

Strategies:

- † Faculty will meet in teams and continue to review survey results and assessment data.
- † Teachers will adjust teaching based on assessment data
- † Faculty will continue reviewing data for Self Study and writing report

Activities/Cost:

Title	Cost
Beginning of school year spiritual retreat, Sisters of St. Joseph of Peace, August 25, 2009	\$750.00
Beginning of school year teacher in-service, 2 days, August 26, 27, 2009	\$674.00
Archdiocesan Teacher Excellence Day, Dr. Rita Pierson, <i>Partnering with Parents for Student Success</i> , September 18, 2009	\$270.00
Archdiocesan Religion Articulation Day, Keynote speakers Dr. Tom Curran and Bishop Joseph Tyson, October 9, 2009	\$328.23
Faculty/Staff Spiritual Retreat and Curriculum Development Day, March 19, 2010	\$150.00
6-Trait Writing	\$209.00
AESD Marzano/Great Wolf Lodge	\$350.00
AESD Marzano/Great Wolf Lodge Hotel/Mile	\$420.00
BER Gifted/Differentiated	\$199.00
BER Gifted/Differentiated	\$199.00
BER Gifted/Differentiated	\$199.00
BER, Best Practices/Kindergarten	\$398.00
BER, Books and Boys	\$199.00
BER, K Teacher Conference	\$329.00
Discover Mathematics	\$120.00
Discover Mathematics	\$440.00
Discover Mathematics Part 1	\$330.00
Discover Mathematics Part 2	\$200.00
IED, Enhancing for Gifted	\$597.00
Janet Zombro, coach for teacher	\$15,000.00
Leadership Institute/Summer Institute	\$375.00
Leslie University Masters Program	\$3,035.00
Marzano/Commitment 3	\$630.00
NCEA Convention	\$120.00
NCEA Convention reimbursement @ 75%	\$735.27
NMSA Conf. Reimbursement	\$1,081.46

NMSA Conf. Reimbursement	\$597.06
NMSA Conference	\$498.00
Office of Catholic Faith Formation, Cat. Certification	\$95.50
Office of Catholic Faith Formation, Cat. Certification	\$87.50
Seattle University/Pro Cert reimbursement	\$150.00
SU - Accelerated Achievement through Literature	\$75.00

Staff Development for Current School Year 2010/2011

Theme St. John faculty will 1) regularly integrate technology into the curriculum and 2) use assessment data to drive instruction.

Strategies:

- † Faculty will provide students with learning tasks that use technology to construct knowledge and develop innovative products
- † Faculty will regularly meet to analyze data and prepare necessary action plans to support student learning

Activities/Cost:

Title	Cost
Archdiocesan Teacher Inservice, <i>The Importance of Catholic Schools</i> , Rev. Ronald Nuzzi, Keynote speaker, September 17, 2010	\$0.00
Beginning of school year inservice, St. John School campus, 3 days, August 30, 31, September 1, 2010	\$150.00
Faculty/Staff Spiritual Retreat	
Alice Parker Inservice for Music Teachers	\$0.00
BER, Advanced Guided Reading Strategies	\$199.00
Catapult - Data Driven	\$245.00
Catapult - Interactive	\$735.00
Discover Mathematics	\$220.00
Discover Mathematics	\$220.00
Graybill, Socratic Questioning	\$195.00
Hamlin Robinson Rave-O	\$300.00
PS ESD, Private School Day	\$75.00
PSESD, Conn McQuinn	\$800.00
University Reserve for Sven Tice, Master's Program	\$1,600.00
Using Damien Cooper Model for Vocabulary Instruction	\$0.00
Wired for Reading	\$240.00
Reserved for teaching coach	\$5,000.00

Improving Student Learning for Catholic Schools

Appendix B-1

Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	Pre	K	1	2	3	4	5	6	7	8	Total K-8	Total P-8	# Cath P-8	NC P-8	% Cath P-8
99/00	40	37	33	44	49	47	48	52	43	47	400	440	352	88	80%
00/01	35	33	39	33	46	44	47	42	49	44	377	412	332	80	81%
1/2	45	43	36	35	33	46	42	54	47	51	387	432	349	83	81%
2/3	52	29	37	32	33	32	44	45	53	49	354	406	339	67	83%
3/4	52	48	29	37	36	32	37	54	45	55	373	425	347	78	82%
4/5	55	42	47	30	39	34	38	45	54	48	377	432	347	85	80%
5/6	65	40	45	44	33	37	36	49	43	54	381	446	357	89	80%
6/7	62	62	39	47	50	32	43	45	46	46	410	472	362	110	77%
7/8	62	51	61	44	47	49	36	52	46	47	433	495	359	136	73%
8/9	62	51	50	62	47	48	49	43	50	45	445	507	394	113	78%
9/10	66	52	50	51	63	46	50	51	44	47	454	520	412	108	79%
10/11	62	52	53	51	52	63	51	49	48	48	467	529	410	119	79%

1. As you trace a class diagonally (K-2003, 1-2004, 2-2005, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5th grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?

After a number of years of low enrollment in kindergarten, we chose to increase potential numbers by expanding our preschool program in 2002-2003 to act as a true feeder program. We added an extra class of 3-day students and increased the number of students in the morning and afternoon classes while still maintaining a 1:7 student/teacher ratio. Within a year, our kindergarten numbers were again in the 40's and continued to trend upward. We have had a waitlist for preschool since 2005-2006 and for kindergarten since 2006-2007. Another trend can be seen around 4th and 5th grade particularly with the smaller classes. Beginning with school year 2002-2003, there is a trend to enroll new students to the point that by 6th grade these classes are virtually full. The effort to market to these entry points (preschool, kindergarten, and sixth) has been deliberate with grade specific open houses, tours, and special Q & A sessions for prospective families.

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

Enrollment trends have been very positive for the last 10 years with a net gain of 117 students; 83 of those students have enrolled in the last 5 years.

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

Neighboring public school Greenwood Elementary has seen an increase in enrollment. Data from the 2007-2008 school year show an enrollment of 276 students, while the 2009-2010 student population tops 340, a 23% increase.

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

Recruitment Efforts—We use a very personalized approach to recruit new students. The admissions/development director gives numerous personal tours to interested families for all grades. Grade-specific open houses for preschool and kindergarten include a short presentation and time in the classrooms during two evenings in January. Two morning question and answer sessions are available to parents who want to meet the principal. The entire school is open for an open house on Catholic School Sunday. Eighth graders lead tours or parents are provided a map if they would like to take a self-guided tour. The goal of these events is to offer a variety of experiences at different times of the day and days of the week so as to be accessible to all families. The school web site, parish bulletin, direct mail efforts, as well as advertising in local publications helps to publicize the activities.

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time (Out of Parish Tuition)

Year	2003	2004	2005	2006	2007	2008	2009	2010
Amount	\$4,951	\$5,204	\$5,437	\$5,682	\$5,884	\$6,132	\$6,380	\$6,980
% Increase		5.20%	4.50%	4.50%	3.50%	4.20%	4.00%	9.50%

First Child's Suggested Fair Share Over Time (based on Deanery Average)

Year	2003	2004	2005	2006	2007	2008	2009	2010
Amount	\$3,463	\$3,636	\$3,859	\$4,042	\$4,171	\$4,380	\$4,644	\$4,981
% Increase		5.00%	6.00%	4.70%	3.20%	5.00%	6.00%	7.40%

Suggested Fair Share as a % of Per Pupil Cost

Year	2003	2004	2005	2006	2007	2008	2009	2010
%	70%	70%	71%	71%	71%	71%	73%	71%

Budget Surplus/Deficit (Bottom Line)

Year	2003	2004	2005	2006	2007	2008	2009	2010
\$	\$2,507	\$30,011	N/A	\$42,313	\$167,151	\$23,650	N/A	\$93,492

- In light of the above statistics, what are you doing to keep tuition affordable?** The tuition program at St. John School is unique. It is always affordable for parish families. As they prayerfully discern their Fair Share they can pay more than our stated tuition; they can pay less; they can pay nothing. Out of Parish families may apply for financial aid. Extensive attention to education in stewardship and an understanding of Fair Share assist in keeping tuition affordable.
- What efforts are you making to stabilize your revenue mixture (tuition, fees, fundraising, subsidy, etc.)?** We avoid introducing new fundraisers. We emphasize Scrip

and have had approximately \$750,000 as net profit over a period of 19 years. Annual Fund has grown significantly as we have focused on strengthening our Development program. We added \$207,000 in donations to our Annual Fund in 2009/2010 as compared to an annual average of \$147,000 over the previous 9 years.

3. **How are you addressing budget deficits (if any)?** Not applicable
4. **What is the role of the parish in addressing your school's budget deficits (if any)?** Not applicable
5. **What is the role of the Arch/diocese in addressing your school's budget deficits (if any)?** Not applicable.

Improving Student Learning for Catholic Schools

Appendix B-4

Analysis of Test Results: Curricular Areas over Time

STAR Reading

Test Results

Disaggregated for students receiving reading intervention

2008/2009

School Year

Grade Level	All Students			Students in Reading Intervention		
	Fall 2008	Spring 2009	Change	Fall 2008	Spring 2009	Change
1	1.5	2.5	1	not applicable	not applicable	not applicable
2	2.7	4.4	1.7	1.5	2.6	1.1
3	4.1	5.4	1.3	2.2	3.3	1.2
4	5.6	6.6	1	3.1	4.7	1.6
5	6.6	8	1.4	4.6	5.5	0.9
6	7.9	8.7	0.8	5.6	5.3	-0.3
7	8.7	9.5	0.8	4.7	5.2	0.5

2009/2010

School Year

Grade Level	All Students			Students in Reading Intervention		
	Fall 2009	Spring 2010	Change	Fall 2009	Spring 2010	Change
1	1.5	2.4	0.9	not applicable	not applicable	not applicable
2	2.6	4.1	1.5	0.9	1.7	0.8
3	4.7	5.8	1.1	2.3	3.6	1.3
4	5.8	6.6	0.8	3.1	4	0.9
5	6.7	8.1	1.4	4.2	6	1.8
6	7.8	8.7	0.9	5.2	5.1	-0.1
7	8.7	9.7	1	5	6.8	1.8

Appendix G-1 Action Plan Template

Action Plan for St. John School

Goal #2: (from Chapter 3-A) Enhance faith formation for all shareholders

Rationale for this Goal: Through reporting, analysis, and reflection the information collected in Chapter 3-A, Assessment of the School’s Catholic Identity, calls the school and parish to work in cohesion to enhance faith formation opportunities for all shareholders. The mission of providing a *Christ-centered community, based on Gospel values*, guides the school in continuing to enhance faith formation activities. The on-going development and improvement of curricular and non-curricular activities greatly impact student achievement, lead to renewed spirituality, and furthers the mission of the school. Survey data and information collected for the Self-Study, and likewise for the 5 year strategic plan, indicate shareholders desire more faith formation opportunities. St. John School envisions a spiritual community that works to instill in students Gospel values to prepare *students for leadership and service to others*

Alignment with mission, philosophy, SLEs: *St. John School is a Christ-Centered community based on Gospel Values.* The mission and philosophy guide the school in preparing *students for leadership and service to others*. SLEs addressed included: engage in the liturgical life of the Church; demonstrate knowledge of scripture, Church history, teachings, and traditions; apply Gospel values in daily life; demonstrate compassion, acceptance, and respect for others and for all of creation; make decisions based on Catholic moral and ethical teachings; develop a relationship with God.

Strategy #1	Continue to provide opportunities for shareholders to deepen their understandings and knowledge of the teachings of the Catholic faith
Activity #1	Regularly communicate to all shareholders current Faith Formation opportunities offered through the Seattle Archdiocese and through St. John Parish.
Cost or Resources & Sources	<p>Cost: \$0; Personnel hours dedicated to researching availability of and communicating offerings.</p> <p>Resources: Literature content specific to Faith Formation; events and celebrations; retreats; Catholic Social Teachings; Religious Education; and Catholics Come Home</p> <p>Sources: seattlearchdiocese.org, Monthly Pastor Principal mailings</p>
Person(s) Responsible For Implementation	<p>Pastor,</p> <p>Director of Faith Formation, Administration, Teachers, and Parent Association</p>

Process For Monitoring	Annual review of calendar offerings and percentage of shareholders participating in opportunities offered
Baseline Assessment	September 2009 self study parent survey results regarding Faith Formation opportunities
Ongoing Assessment	Follow-up survey to be conducted after implementation of 5 year strategic plan.
Timeline Start/Stop	January 2012, following implementation of five year strategic plan
Process for Communicating to Shareholders	Shareholders will be informed of offerings during Mass, Parent Association meetings, School Commission meetings, Curriculum Night, and through school messages.

Strategy #2	Hire a part time Director of Faith Formation for the school who will work with faculty, students, and parents of St. John students
Activity #2	The Director of Faith Formation will <ul style="list-style-type: none"> 4. Work with faculty to schedule and plan liturgies, spiritual retreats, and prayer services for students; 5. Work with the principal to provide ongoing inservice in theology and teacher methodology for the teaching of religion; 6. Work with parents to provide faith formation for them
Cost or Resources & Sources	Cost: \$8,000.00 expense – school operation budget 2011/12 with anticipated 3% increase annually; \$3,000 operating budget line item for related expenses (retreats, guest speakers, materials)
Person(s) Responsible For Implementation	Pastor and Principal for hiring; Principal for supervision; Principal for implementation of school activities
Process For Monitoring	Monthly meetings between Principal and Faith Formation Director Annual performance review with Principal
Baseline Assessment	Fall 2009 parent surveys regarding faith formation Parent input to school's Five Year strategic plan regarding faith formation
Ongoing Assessment	Parent surveys
Timeline Start/Stop	September 2011 – ongoing
Process for Communicating to Shareholders	Use of school's weekly communication vehicle, NewsViews, and weekly parish bulletin; reports to School Commission

Strategy #3	Increase information for families about what students have learned, are learning, and will be studying in religion classes on a regular basis.
Activity #3	Ensure full utilization of the Home Program Guide and Family Time pages from the Blest Are We curriculum.
Cost or Resources & Sources	Cost: Copier and Paper Costs, \$100 Resources: Personnel hours devoted for on-going training devoted to linking parent curriculum to teacher web pages.
Person(s) Responsible For Implementation	Teachers of religion
Process For Monitoring	Assessment of parent/family satisfaction with the home-school connection through annual end of academic year survey
Baseline Assessment	Fall 2009 parent survey results regarding Faith Formation opportunities
Ongoing Assessment	Follow-up survey to be conducted after implementation of Five Year strategic plan.
Timeline Start/Stop	May 2011. Ongoing.
Process for Communicating to Shareholders	Letters home to parents/families, posted information on teacher web pages, School Commission agenda, Parent Association agenda, Curriculum Night presentations, and during Mass.

Appendix G-1 Action Plan Template

Action Plan for St. John School

Goal #3: (from Appendix F: In-depth study) Improve student achievement in science.

Rationale for this Goal: Through the in-depth study of science the goal of improving student achievement in science has been identified. Using assessment data in a more overt, intentional way will allow teachers to more readily identify those areas of weakness in St. John School's science program. Using assessment data in a more intentional way will help teachers translate those data into lesson plans and/or teaching strategies that help all students achieve SLEs and meet or exceed grade level expectations in all subject areas, including science.

Alignment with mission, philosophy, SLEs: Meeting this goal will allow students to more fully achieve academic excellence, and better prepare them for leadership and service to others. Specific SLEs addressed in this goal include meeting or exceeding curriculum standards, applying organizational and study skills, thinking critically, creatively and independently, engaging in a variety of learning modalities, listening actively and critically, working cooperatively, speaking, reading and writing with proficiency, and affirming a positive image of self and others.

Strategy #1	Assess students grades K-8 for mastery of Washington State Science Content Standards
Activities	Develop mastery level assessments for end of the year assessments of grades K-8 students. Schedule annual testing for May of each year
Cost or Resources & Sources	Cost: teacher's time Resources: Washington State Science Content Standards; textbooks; Foss science scope and sequence, Prentice Hall curriculum
Person(s) Responsible for Implementation	School administration (principal and vice principal); science department chairperson; all faculty who teach science; curriculum committee
Process for Monitoring	Annual November review of ITBS scores; annual June review of end-of-year mastery tests; faculty data analysis and development of specific teaching goals to meet identified shortcomings; development and implementation of strategies to remediate particular students below grade level in a particular skill or set of skills.
Baseline Assessment	ITBS October 2011 and end-of-year mastery tests May 2012
Ongoing Assessment	Teacher-designed, ongoing classroom assessments that are informed by gaps identified in school-wide assessments
Timeline Start/Stop	October through December 2011: Design mastery assessments K - 8 November annually: Analyze ITBS science scores grades 3 - 8 May annually: Administer grade level mastery assessments K - 8 May annually: Analyze grade level mastery results

	<p>June annually: Develop teaching goals to meet identified shortcomings</p> <p>Ongoing cycle of assessment, analysis, curriculum and methodology adaptation</p>
Process for Communication to Shareholders	Individual ITBS scores are shared with families now. School-wide or class data can be shared by administration personnel once or twice a year, during faculty meetings, Curriculum Night, and during the State of the School meetings.

Strategy #2	Adhere to a specific, detailed scope and sequence (or syllabus) for science at every grade level.
Activities	<p>Develop a scope and sequence, closely aligned to specific OSPI content standards</p> <p>During the development of the detailed scope and sequence outlined in this strategy, identify those skills and concepts that have been, or can be, addressed in other content areas.</p> <p>Acquire new (and redistribute existing) curriculum materials that help teachers meet more OSPI science content standards appropriate to their grade level.</p>
Cost or Resources & Sources	<p>Cost: teacher time, operating budget text book line item, subscription line item</p> <p>Resources: Washington State Science Content Standards; Prentice Hall science curriculum; Foss Science curriculum</p>
Person(s) Responsible for Implementation	School administration, science department chairperson, all faculty who teach science subjects; curriculum committee
Process for Monitoring	Periodic review of progress during faculty meetings and work sessions where members of school administration are present.
Baseline Assessment	Agreement with OSPI Science Content Standards.
Ongoing Assessment	Monthly review of progress at department level
Timeline Start/Stop	Begin development of scope and sequence after Curriculum Night 2011; finish scope and sequence before end of first trimester
Process for Communicating to Shareholders	Share OSPI Content standards at curriculum night, along with plans for detailed scope and sequence. Inform larger community of completion of detailed scope and sequence via News Views upon completion.

Strategy #3	Provide faculty with access to professional development opportunities specific to the teaching of science.
Activities	Identify professional development resources that are relevant to the teaching of science, allocate resources, and identify teachers able and willing to take advantage of them. (e.g., NSTA conferences)
Cost or Resources & Sources	Cost: Teacher time. Financed through Title II monies and operating budget workshop allocation Resource: Text publisher support
Person(s) Responsible for Implementation	School administration, faculty who teach core academic subjects, particularly science.
Process for Monitoring	Develop self-assessment tool Monitor clock hours and/or credit hours completed by faculty
Baseline Assessment	Faculty self assessment in methodology for teaching science
Ongoing Assessment	Faculty self assessment in methodology for teaching science
Timeline Start/Stop	Develop self-assessment tool in November 2011 Baseline December 2011; reassess December 2012

Improving Student Learning for Catholic Schools

Appendix G-2 Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
December 2011	Improve student achievement in science	Develop mastery level assessments for students in grades k-8	Teacher time	Administration, Science department chairperson, science teachers	November annually— Analyze ITBS science scores May annually— Administer and analyze grade level mastery assessments June annually— Develop teaching goals
February 2011	Improve student achievement in science	Adhere to a specific, detailed scope and sequence at every grade level	Teacher time, operating budget textbook line item, subscription line item	Administration, Science department chairperson, science teachers, curriculum committee	
May 2011	Enhance faith formation for all shareholders	Increase information for families about what students are learning in religion classes	Copier and paper costs, training devoted to linking parent curriculum to teacher web pages	Religion teachers	
September 2011	Enhance faith formation for all shareholders	Hire a part-time Director of Faith Formation for the school	\$11,000 expense— school operation budget 2011/2012 with anticipated 3%	Pastor and principal	

			increase annually, \$3,0000 operating budget line item for related expenses		
September 2011	Improve math achievement	Continue to teach to the WA state math standards, focusing lesson design primarily on St. John curriculum rather than on comprehensive textbook curriculum	\$0, teacher planning time of five to seven hours	Principal, math teachers, math chairperson	
September 2011	Improve math achievement	Use web-based math programs to reinforce learning	\$0-\$1,000	Administration, math teachers, students, parents	
September 2011	Improve math achievement	Do frequent assessments, assessing for retention of previously taught math	\$0	Math teachers, leadership team, students	
November 2011	Improve student achievement in science	Provide faculty access to professional development opportunities specific to the teaching of science.	Teacher time, financed through Title II monies and operating budget workshop allocation	Administration, teachers	November 2011— Develop faculty self-assessment tool in methodology for teaching science December 2011— Faculty self-assesses December 2012— Faculty reassesses
January 2012	Enhance faith formation for all shareholders	Continue to provide opportunities for shareholders to deepen their understanding and knowledge of the teachings of the Catholic faith	\$0, Personnel hours dedicated to researching availability of and communicating offerings	Pastor, Director of Faith Formation, Administration, Teachers, Parent Association	

In-Depth Study

An In-Depth Study in Science

by:

**St. John School
120 North 79th Street
Seattle, WA 98103**

***Continuous School Improvement Focused On High Achievement Of
All Students***

2010-2011

Preface

Saint John School provides a challenging, engaging, outcome-based science program for students in kindergarten through eighth grade. The science curriculum at Saint John is taken whole from archdiocesan curriculum guidelines, which in turn have been adopted from OSPI's Washington State Science Standards. Science instruction by individual teachers at every grade level is informed by the Catholic mission of the school, the inquiry model of teaching, the results of formative and summative classroom assessments, data collected during school-wide summative, standards-based assessments, teacher observation, recent research on best practices as presented to faculty during professional development opportunities, and the learning styles and needs of individual students.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

In addition to those assessments produced by individual teachers for use in their classrooms, Saint John School collects data on student progress in science using two school-wide, criteria-referenced assessments: the Iowa Test of Basic Skills (ITBS), and a middle school science mastery test. The Iowa Test of Basic Skills is a national, norm-referenced test given to students in grades three through eight. The middle school science mastery test, given to students in grades six through eight, was developed by staff at Saint John School and is a standards-based assessment aligned to the Washington State Science Standards (which in turn are based on NSTA national standards).

Over the past four years, student performance on these two school-wide assessments has been largely satisfactory. In autumn of 2009, student national percentile scores (NP) on the science portion of the ITBS averaged 80.33 among all Saint John students (see table 1). This compares favorably with an average student national percentile score of 78.3 at Saint John in 2006. On average, students at Saint John school in 2009 had grade equivalencies (GE) 2.8 years above their grade level. In addition, the gap between students' actual grade level and their GE scores became larger with each passing grade level. In third grade, the average gap between grade level and GE was 1.7 years; by eighth grade, that gap had grown to 3.9 years.

Results on the middle school mastery test have been similar to those of the ITBS. (However, a direct comparison is difficult, since one assessment is norm-referenced and the other is standards-based.) In the spring of 2010, students at Saint John middle school averaged 89% (percentage correct responses) on the middle school science mastery test. This compares to an average score of 83.4% in 2008.

Based on these generally good average scores on two school-wide assessments, it is reasonable to conclude that the great majority of students at Saint John School are meeting or exceeding state and national curriculum standards in science.

Accomplishments in the use of curriculum assessment data include:

- † Data on all students in grades 3-8 are collected using national, norm-referenced, criteria-based assessments.
- † Additional data on all middle school students (grades 6-8) are collected using a standards-based end-of-year mastery assessment.
- † Data collected from these assessments is shared with students, families and teachers, and regularly discussed among faculty.
- † Data from these assessments indicate that the great majority of students at St. John School meet or exceed curriculum expectations in science.

Feedback from St. John families (via the survey given in the fall of 2009) reflects these data. Parents indicate that academic excellence is a primary reason for sending their children to the school; 88.8% rate the science program as either effective or highly effective. Some respondents specifically list the science program as one of the strengths of the school.

However, there are areas for growth. For example, the only school-wide, criteria-referenced assessment for grades 3-5 is the ITBS. For grades K-2 there are no data collected from school-wide, criteria-referenced assessments.

Of greater concern is the year-to-year progress of individual classes and some of the students in them. This progress can be limited or even negative, especially if GE scores are not taken into account. For example, the 8th grade class that graduated in 2010 had an average NP score of 82 on the ITBS when they were 5th graders; by the time they took the ITBS at the start of their 8th grade year, the average NP score of this class was 75. Similarly, the class of 2009 had an average NP score of 82 in 5th grade. By 8th grade, their average NP score remained the same, 82. NP scores for students in grades 3-5 show a similar lack of significant year-to-year growth (see table 1).

For the two classes mentioned above, the results on the middle school science mastery tests also suggest limited or negative year-to-year progress. The class of 2010 averaged a score of 90.2% on this mastery test in 6th grade; by 8th grade, the average score among these same students had dropped slightly, to 87.25%. The class of 2009 averaged 85% in 6th grade; in eighth grade, their average score was 84.1%.

Possibly related to the apparent lack of year-to-year progress is the significant percentage of students who do not achieve at or above grade level on school-wide science assessments. School-wide, this percentage stands at 10.05% for the science portion of the ITBS, and 6.8% for the middle school science mastery test. However, this can vary widely among classes; 20.4% of the 2010 8th grade graduating class scored below grade level on the ITBS in 2009, while all of the 5th graders that year scored at or above grade level.

Identifying why some students are having more difficulty on science assessments than their more successful peers is difficult, but there are a few possibilities worth considering. One obvious possibility is that a difficulty in reading leads to a difficulty across the curriculum, including in science: among Saint John students who scored below grade level on the science portion of the

2009 ITBS, 75.3% also scored below grade level in reading. Another possibility is that a few students new to St. John could have arrived with academic problems that had not yet been fully addressed by St. John faculty. For example, of the 10 students in the 2010 8th grade class who scored below grade level on the science portion of the 2009 ITBS, four had been admitted to St. John School within the previous year. As per St. John's mission statement, emphasizing accessibility, the admissions policy of St. John School is inclusive and results in a wide range of ability levels; for example, 18.6% of St. John's middle school students have been identified as having special needs.

These trends –generally high achievement on school-wide, criteria-referenced assessments, combined with little year-to-year progress within particular classes and a statistically significant portion of students achieving below grade level- suggest that while there is good reason to be satisfied with the work done so far, there is also significant room for improvement. Saint John School has clear, standards-based curriculum guidelines in science, and a very large majority of students meet or exceed state and national standards. School-wide, standards-based assessments are in place at most grade levels, and these assessments are in alignment with state and national curriculum standards. Data on student achievement are collected and communicated regularly. However, the data gathered have not led to significant sustained improvements in student achievement.

This issue is being addressed during the 2010-2011 school year. One of St. John School's goals for this year is to implement procedures and processes that help teachers translate the assessment data into specific, observable changes in teaching strategies and lesson design. These changes would include professional development opportunities, additional planning time for team unit/lesson planning, and capital improvements, such as the recently completed middle school science room.

TASK 2 – USING CURRICULUM STANDARDS

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

The science curriculum at St. John is closely aligned with Archdiocesan (OSPI) curriculum guidelines, most recently revised in the summer of 2009. St. John teachers in grades K-8 base all unit plans and individual science lessons on these Archdiocesan (OSPI) guidelines, which in turn are based on NSTA national science curriculum guidelines, Project 2061 recommendations, and the most recent best practices as identified and shared with faculty by administration and other faculty.

All teachers at St. John school possess and frequently refer to a copy of the archdiocesan (OSPI) standards when planning science instruction. The vast majority of St. John teachers of science

have indicated that they are familiar or very familiar with the Archdiocesan (OSPI) standards and use them to guide instruction in this subject area. Teachers in grades K-5 use these standards when they meet with their grade-level counterparts for long-range scheduling and to design weekly lesson plans. In grades 6-8, end-of -year mastery assessments were designed with the state curriculum standards firmly in mind, and modeled on Washington State assessments.

All teachers in grades K-8 use curriculum materials recommended by the Archdiocese of Seattle. These include the use of FOSS kits for grades K-5 and the Prentice Hall Science Explorer series (2002) for grades 6-8. Teachers in grades K-8 have a teacher's copy of the Harcourt Science (2002) textbook for their own use in creating lessons to meet these standards. In addition, teachers incorporate materials from other sources, such as the Discovery Health and National Geographic websites, parts of the Family Life curriculum, and the IPCC (UN) climate report to help meet the curriculum standards. Some teachers make use of curriculum materials acquired in the course of their personal professional development efforts.

Accomplishments in the use of curriculum standards include:

- † Curriculum standards in science at St. John School are completely aligned to Archdiocesan and state curriculum guidelines.
- † All classroom teachers are clearly informed about and aware of the archdiocesan and state curriculum standards in science at their grade level.
- † All standard curriculum materials are those recommended by the Archdiocese of Seattle and which address the appropriate state and national content standards in science.

The science curriculum at St. John School is currently mapped according to state outcomes. The table displayed below outlines which specific OSPI science curriculum standards are being met at each grade level, and to what extent. This outcome map suggests that, as of the 2009-2010 school year, success in meeting all of the curricular outcomes in science at each grade level was uneven. This was particularly true for those outcomes comprising EALR 4, the specific domains of science, but also included other EALRs. For example, outcomes under OPSI standard PS 3 (interactions of matter and energy), were not addressed at all in grades 2-5, and only two thirds of the outcomes in this domain were addressed in grades 6-8. Similarly, PS 1 (force and motion) outcomes were not addressed in grades 2-4. Only half of the outcomes in EALR 3 (technology and problem solving) were addressed in grades 6-8. (See table for more examples.)

Core Content Outcomes in Science

	8	7	6	5	4	3	2	1	K	Average
Systems	83	83	83	20	25	0	20	50	100	52
Inquiry	100	100	100	83	45	100	14	57	100	78
Application	50	50	50	0	38	0	20	50	50	34
<i>Physical Science</i>										
Force in Motion	100	100	100	33	0	0	0	100	50	54
Properties and Changes	83	83	83	25	75	50	100	0	100	67
Energy	66	66	66	0	0	0	0			
Earth in Space	100	100	100	88	50	0	0	66	33	60
Structures	87	87	87	0	0	0	20	25	66	41
Earth History	100	100	100	0	0					
<i>Life Science</i>										
Cells to Organisms	91	91	91	20	20	0	50	33	83	53
Flow of Energy	100	100	100	0	14	0	25	100	66	56
Inheritance and Adaptation	25	25	25	0	0	0	60	0	100	26

In addition, the distribution of some curriculum materials is somewhat haphazard. For example, the 3rd grade FOSS kit on measurement allows teachers to meet 100% of their inquiry targets in this area (EALR 2, inquiry). However, distribution of other kits in grades K-5 does not allow for complete coverage of all of the science outcomes in all grades. The 2nd grade uses a FOSS kit on trees that is a better fit for kindergarten. The 5th grade teachers have no kit for Earth in Space, yet they meet 88% of their outcomes in this area. On the other hand, they also have no kit for Earth History and this area is not addressed at all at that grade level. A final example is the human body FOSS kit used in 4th grade: this kit, which is one of the four kits available to teachers in grades 4 and 5 combined, addresses one out of 15 life science outcomes specified in the content standards for this grade level.

This apparent shortfall in meeting all of the science outcomes at every grade level may be due in part to the possibility that the OSPI content standards are simply too comprehensive to be completely addressed within the given time frames (two years for most outcomes); it may also be due to the fact that most teachers of science, especially those in grades K-5, are required to meet curriculum standards in more crucial disciplines such as reading and math, and find it necessary to prioritize those other areas.

A goal for this area could be to acquire more appropriate curriculum materials at all grade levels, particularly in grades K-5. In addition, more instructional time should be found for teaching to the science outcomes while not taking away crucial, limited time from other important subject areas.

TASK 3 – INSTRUCTIONAL METHODOLOGY

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

As they do in other subject areas, teachers at St. John School make use of best practices when designing and teaching science lessons. These include, but are not limited to, outcome-based lesson design, differentiating instruction, teaching to multiple sensory modalities (“learning styles”), using formative and summative assessments to inform instruction, and making generous use of the inquiry model of teaching.

Teachers use data, including that gathered from school-wide, criteria-referenced assessments as well as that created by the teachers themselves, to create lessons that are appropriate to the needs of all of their students; instruction is regularly differentiated where appropriate. Many inquiry-based science lessons are open-ended to accommodate those students who function at a very high level as well as those who struggle. The hands-on FOSS lessons used by K-5 teachers are almost all amenable to differentiation, as are many of the hands-on, inquiry-based lessons taught in the middle school. The science fair projects completed by 7th and 8th graders are an example of projects that are open-ended enough to meet the needs of students at differing levels of development. Formal accommodations are provided as necessary to individual students as recommended by special service providers, such as St. John School’s reading specialist, or by off-site service providers such as the Language and Learning Clinic or Seattle Public Schools. These can include modified performance expectations, adjusted final grades, extra time for in-class activities or summative assessments, making laptop computers available for written work, or allowing learning to be demonstrated orally rather than in written form.

Science lessons are designed so that all sensory modalities (“learning styles”) are addressed. Hands-on, inquiry based tasks, completed in small groups, meet the needs of kinesthetic and social learners. Measuring, observing, and representing information graphically, which are common in the course of inquiry-based activities, address the needs of visual learners. Classroom discussion of findings and the very occasional use of lecture at the middle school level are directed towards auditory learners. Longer-term, open-ended unit projects, such as the string theory project in 8th grade, allow students to use media which are most comfortable for them for that particular task.

Evaluation of students’ work in the classroom consists of both formative and summative assessments. Formative assessments include daily routine assignments, lab reports, minor quizzes, drawing, etc. They typically are not a major component of a student’s final grade; they are seen as practice. Summative assessments include unit exams, performance assessments, and end-of-unit projects. Summative assessments are the basis for most of a student’s final grade in his/her science classes. A good example of a summative assessment is the science fair project completed by 7th and 8th graders. Some students receive recognition with outstanding entries at the North Deanery Science Fair. In the spring of 2010, St. John students won seven of ten possible awards at that event.

While not necessarily directed toward the science program in particular, the administration of St. John School has spent considerable time, energy and financial resources to promote the professional growth of staff and to improve the quality of instruction. Research-based best practices are regularly discussed in staff meetings, and the administration has made many professional development opportunities available. As discussed elsewhere in this self-study, these development opportunities include: All Kinds of Minds (Schools Attuned) training; several workshops based on the findings of Robert Marzano and Loraine Ozar, including one facilitated by Dr. Ozar herself; national NCEA conferences; a workshop entitled “Brain Research: Implications for Teaching” in Jackson Hole, Wyoming; a math computation workshop; several workshops on differentiated learning; and a workshop on formative vs. summative assessments facilitated by Damien Cooper. In addition, school financial resources have been made available to teachers who wish to pursue professional development on an individual basis. For example, monies have been made available to faculty to help defray the costs of their respective graduate programs in education. The new understanding of teaching and learning gained by participation in these workshops is used by administration to inform the teacher evaluation and mentoring process, as well as goal-setting by St. John School’s Leadership Team.

Accomplishments in instructional methodology include:

- † Teachers make use of best teaching practices as communicated to them through staff discussion and many professional development opportunities.
- † Faculty are provided with regular high-quality professional development opportunities.
- † Teachers routinely differentiate instruction as appropriate for the needs of individual students and groups of students.
- † Lessons are regularly designed with multiple sensory modalities in mind.

The instructional methodologies outlined above are used effectively by teachers at St. John School across the curriculum, and should be viewed in the context of the entire academic program of the school. However, some models of instruction, such as the inquiry model, lend themselves particularly well to science lessons. A goal for instructional methodology in science could be to devote some professional development resources in the next year or two to an explicit treatment of this model.

TASK 4 – SUMMARY OF FINDINGS

In general, St. John School provides an outcome-based, challenging and engaging science program that meets the needs of the great majority of its students. The school uses school-wide, criteria-referenced summative assessments to collect data on students’ learning and to evaluate the effectiveness of the science program. The science curriculum is very closely aligned to archdiocesan and state content standards, and great effort is expended by all faculty to consistently apply these standards to their science teaching. They make use of best practices when designing and teaching these lessons, and are provided with regular professional development opportunities to improve instruction. However, there are a few areas of concern that need to be addressed.

St. John School collects science data on all students in grades 3-8 using a national, norm-referenced assessment, the Iowa Test of Basic Skills (ITBS), which is disaggregated and communicated to faculty by the school's reading specialist. In addition, information on middle school students' learning in science is collected using a locally produced, standards-based end-of-year mastery test. Data from these assessments are shared among faculty, students and their families as appropriate. Faculty discuss these data among one another in an effort to improve instruction. In general, these data indicate that the vast majority of students at St. John school meet or exceed state and national curriculum expectations in science. However, they also indicate that year-to-year growth for particular classes and individuals is limited, which suggests that teachers do not always adjust their science teaching in light of the data collected. In addition, 10% of students are below grade level on the ITBS and almost 7% are below grade level on the middle school end-of-year mastery test.

The science curriculum at St. John School is very closely aligned to the guidelines published by the Archdiocese of Seattle and the OSPI science content standards. All St. John faculty who teach science are clearly aware of these standards, and use them to inform their lesson design and classroom teaching. All science curricular materials, aside from additional resources acquired by individual teachers, are those recommended by the Archdiocese of Seattle and address appropriate state and national content standards in science. However, there are clear gaps in teaching science outcomes at every grade level. There are many possible reasons for this situation, including the formidable number of OSPI science outcomes, but given the rigid time constraints faced by teachers, no obvious solutions.

Teachers at St. John School make consistent use of the best practices currently known to them, and apply them across the curriculum, including in their teaching of science. All teachers use outcome-based design, differentiate instruction whenever appropriate, address multiple sensory modalities, routinely use both formative and summative assessments, and make frequent use of open-ended, inquiry based learning tasks in their science lessons. In addition, teachers are provided with many opportunities for professional development to improve their instruction and increase students' learning across the curriculum, including in science.

TASK 5 – ACTION PLAN

Action Plan for St. John School

Goal: Improve student achievement in science.

Rationale for this Goal: Using the assessment data in a more overt, intentional way will allow teachers to more readily identify those areas of weakness in St. John School's science program. Using assessment data in a more intentional way will help teachers translate those data into lesson plans and/or teaching strategies that help all students meet or exceed grade level expectations in all subject areas, including science.

Alignment with mission, philosophy, SLEs: Meeting this goal will allow students to more fully achieve academic excellence, and better prepare them for leadership and service to others. Specific SLEs addressed in this goal include meeting or exceeding curriculum standards,

applying organizational and study skills, thinking critically, creatively and independently, engaging in a variety of learning modalities, listening actively and critically, working cooperatively, speaking, reading and writing with proficiency, and affirming a positive image of self and others.

Strategy #1	Assess students grades K-8 for mastery of Washington State Science Content Standards
Activities	Develop mastery level assessments for end of the year assessments of grades K-8 students. Schedule annual testing for May of each year
Cost or Resources & Sources	Cost: teacher's time Resources: Washington State Science Content Standards; textbooks; Foss science scope and sequence, Prentice Hall curriculum
Person(s) Responsible for Implementation	School administration (principal and vice principal); science department chairperson; all faculty who teach science; curriculum committee
Process for Monitoring	Annual November review of ITBS scores; annual June review of end-of-year mastery tests; faculty data analysis and development of specific teaching goals to meet identified shortcomings; development and implementation of strategies to remediate particular students below grade level in a particular skill or set of skills.
Baseline Assessment	ITBS October 2011 and end-of-year mastery tests May 2012
Ongoing Assessment	Teacher-designed, ongoing classroom assessments that are informed by gaps identified in school-wide assessments
Timeline Start/Stop	October through December 2011: Design mastery assessments K - 8 November annually: Analyze ITBS science scores grades 3 - 8 May annually: Administer grade level mastery assessments K - 8 May annually: Analyze grade level mastery results June annually: Develop teaching goals to meet identified shortcomings Ongoing cycle of assessment, analysis, curriculum and methodology adaptation
Process for Communication to Shareholders	Individual ITBS scores are shared with families now. School-wide or class data can be shared by administration personnel once or twice a year, during faculty meetings, Curriculum Night, and during the State of the School meetings.

Strategy #2	Adhere to a specific, detailed scope and sequence (or syllabus) for science at every grade level.
Activities	Develop a scope and sequence, closely aligned to specific OSPI content standards During the development of the detailed scope and sequence outlined in this strategy, identify those skills and concepts that have been, or can be, addressed in other content areas. Acquire new (and redistribute existing) curriculum materials that help teachers meet more OSPI science content standards appropriate to their grade level.
Cost or Resources & Sources	Cost: teacher time, operating budget text book line item, subscription line item Resources: Washington State Science Content Standards; Prentice Hall science curriculum; Foss Science curriculum
Person(s) Responsible for Implementation	School administration (principal and vice principal); science department chairperson all faculty who teach science subjects; curriculum committee
Process for Monitoring	Periodic review of progress during all-faculty meetings, and during meetings/work sessions where members of school administration are present.

Baseline Assessment	Agreement with OSPI Science Content Standards.
Ongoing Assessment	Bi-weekly review of progress at department level
Timeline Start/Stop	Begin after Curriculum Night 2011; finish before end of first trimester
Process for Communicating to Shareholders	Share OSPI Content standards at curriculum night, along with plans for detailed scope and sequence. Inform larger community of completion of detailed scope and sequence via News Views upon completion.

Strategy #3	Provide faculty with access to professional development opportunities specific to the teaching of science.
Activities	Identify professional development resources that are relevant to the teaching of science, allocate resources, and identify teachers able and willing to take advantage of them. (e.g., NSTA conferences)
Cost or Resources & Sources	Teacher time. Financed through Title II monies and operating budget workshop allocation Resource: Text publisher support
Person(s) Responsible for Implementation	School administration (principal and vice principal); all faculty who teach core academic subjects, particularly science.
Process for Monitoring	Develop self-assessment tool Monitor clock hours and/or credit hours completed by faculty
Baseline Assessment	Faculty self assessment in methodology for teaching science
Ongoing Assessment	Faculty self assessment in methodology for teaching science
Timeline Start/Stop	Beginning in the November 2011, reassess November 2012