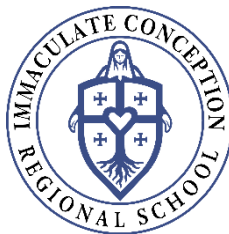


IMPROVING STUDENT LEARNING

A Self Study for Immaculate Conception Regional School



2017

CONTINUOUS SCHOOL IMPROVEMENT FOCUSED ON HIGH ACHIEVEMENT OF ALL STUDENTS
1321 East Division Street | Mount Vernon, WA | 98274

PREFACE

As Immaculate Conception Regional School (ICRS) embarked on another journey of self-study, the staff, parents and community have embraced the process to improve student learning. We revisited our mission, philosophy, and School Wide Learning Expectations, sought participation and input from shareholders, and analyzed student data. An analysis of our curriculum, instructional methodology as well as the entire culture at our school helped us to define our areas of strength, and areas for growth for the future. During our prior accreditation, we learned the value of analyzing data, and working collaboratively on an action plan. We have seen the results in improved student learning. This 2016-17 self-study process helped us to prioritize our areas of growth as we approach the future with hope for continued improvement at ICRS.

We are grateful to Father Martin Bourke, Pastor, for his support as we proceeded in the process. We also thank the School Commission who participated in the shareholders meeting, provided input to the Self-Study and action plan. Many shareholders, including parent leaders, former parents, parishioners, students and staff, all contributed valuable insights through surveys, attendance at meetings, and prayer. Much has been accomplished from the united community working together.

We express our gratitude to Chairperson Duane Schafer, Ph.D., Superintendent, Catholic Diocese of Spokane for his positive guidance and affirmative support of our work. We are grateful to Kristin Dixon, Interim Superintendent, Archdiocese of Seattle, for her encouragement and assistance throughout the process.

MISSION / PHILOSOPHY AND SCHOOLWIDE LEARNING EXPECTATIONS

Immaculate Conception Regional School provides an education rooted in Catholic beliefs and values for the students in Skagit and surrounding counties. ICRS emphasizes the spiritual, moral, intellectual, and physical development of its students, while fostering community among students, parents and staff.

- ✚ We foster relationships both human and divine, knowing that all knowledge and faith find their true origin in God.
- ✚ ICRS continually strives to be a genuinely Catholic School that deliberately and continually proclaims the Gospel.
- ✚ We recognize parents as the primary educators of their children.
- ✚ The dedicated staff of ICRS provides an excellent curriculum in academics, physical education and the arts that stimulates the growth of each individual in confidence, positive self image and personal responsibility.
- ✚ Staff and parents are committed to preparing our students to live as citizens in service and leadership to their Christian community and the broader world community.
- ✚ ICRS welcomes racial, ethnic, cultural and economic diversity among its families and strives to teach appreciation of these differences to all students.

ICRS students are

1. Active persons of faith who
 - a. live out gospel values of compassion and stewardship
 - b. exhibit knowledge of Church teachings and practices
 - c. pray personally and at liturgies
 - d. guide decision making with Catholic moral standards
2. Life-long learners who
 - a. communicate clearly and effectively
 - b. solve problems using critical thinking skills
 - c. demonstrate good study skills and a strong academic foundation
 - d. participate in creative arts and physical fitness
3. Active citizens of the global community who
 - a. respect diversity
 - b. work for the common good
 - c. are aware of current events
4. Self-aware individuals who
 - a. are accountable for their actions
 - b. affirm self and others

LIST OF SCHOOL PERSONNEL AND POSITIONS

Administration

Interim Superintendent, Archdiocese of Seattle Mrs. Kristin Dixon, M.A.
Pastor, Skagit Valley Regional Ministry..... Rev. Martin J. Bourke
Principal Ms. Gwen Rodrigues, M.Ed.

Teachers and Aides

Preschool & Librarian..... Ms. Lynne Rittenhouse, M.A.
Preschool & Grade 1 Aide Mrs. Candice Espinoza, A.A.
Kindergarten Mrs. Colleen Wade, B.A.
Kindergarten Aide & Homework Help Aide Mrs. Allison Brooks, A.A.
Grade 1 & Leadership Team Mrs. Stephanie Twedt, B.A.
Grade 2..... Mrs. Cristina Hinton, M.A.
Grade 2 Aide, Study Skills, Homework Help Mr. Alvin Shim, B.A.
Grade 3..... Mrs. Mary Moa-Walsh, B.A.
Grade 3 Aide, Bilingual Office Support, & Extended Day Mrs. Blanca E. Maestas, A.A.
Grade 4 & Leadership Team Mrs. Christine Tripp, B.A.
Aide, Office Support & Safe Environment Coordinator Mrs. Maura Jurenka, M.A.
Grade 5, Spanish Elective..... Mrs. Linda Morrison, B.A.
Grades 6, 7 & 8 Science, 6th Grade Homeroom Mr. Kasey Bell, M. Ed.
Grades 6, 7 & 8 ELA & Leadership Team, 7th Grade Homeroom Mrs. Sarah Rutherford, B.A.
Grade 7 Aide Mrs. Lori Nordgulen, M.A.
Grades 6, 7 & 8 Religion & Leadership Team, 8th Grade Homeroom Mrs. Linda Reichlin, B.A.
Art & Physical Education..... Mrs. Trisha Van Selus, B.A.
Technology & Algebra..... Mr. Steven Van Selus, M.A.
Band & Music..... Mr. Vince Fejeran, B.A.
Spanish Instructor (for K-5)..... Ms. Susan Redd, M.Ed.
Study Skills; Homework Help Mrs. Jeanne Winkel, B.A.

Support Staff

Bookkeeper Mrs. Teresa Verdugo, B.A.
Bus Driver Mr. Jack Eisses
Custodian Mr. Larry Hansen
Custodian for St. Joseph's Center Mrs. Elaine Hunter
Extended Care Director Ms. Priscilla Ponce-Venegas, B.A.
Hot Lunch staff Mrs. Cathi Didier, A.S.
Marketing Coordinator Mrs. Alyssa Ryan, B.A.
Secretary Mrs. Ethel Reese
Secretary Mrs. Dayna Frederick, B.A.
St. Joseph Center Manager Maria Chavez

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Introduction



CHAPTER 1 – INTRODUCTION

A. How the Self Study Was Conducted

Immaculate Conception Regional School (ICRS) began planning for their Self-Study in the spring of 2016. Their process included input from students, staff, parents, school commissioners, the pastor, and parishioners. In April of 2016, the administration and Leadership Team drafted the schedule and assigned teams for conducting the school's Self-Study. The school calendar for the 2016-2017 school year incorporated meeting times and half-day in-services to allow teams time to prepare their assigned sections. In May 2016, Kristin Dixon, assistant superintendent, presented to the faculty an overview of the accreditation process and schedule, and invited faculty to join visiting teams. Also in May, the technology teacher surveyed all K-8 students using an online version of the student surveys provided by the Self-Study protocol. Parents and teachers also participated in online surveys. Survey results can be found in appendices C-1, C-2, C-3, and C-4.

In August 2016, the faculty participated in a half-day in-service in which they received their assignments and the schedule. They discussed how each section will have significant accomplishments and goals. They reviewed goals and accomplishments, and the *Report of Findings* from the last accreditation process. They also reviewed the visiting team's rubric. Their goal by September was to meet in their teams and determine evidence they would need in order to compose their section.

In October 2016, the faculty and administration planned the Shareholder's meeting which was held on October 17. Shareholders were informed of the meeting via the parent newsletter and email blast, church bulletin, at the School Commission meetings, and with personal phone calls. About 40 members composed of staff, parents, school commissioners, Pastor, and parishioners attended. The principal and Leadership Team presented the purpose of Accreditation, discussed the school's mission, philosophy and SLEs, then participants broke into small groups to discuss school accomplishments and areas for growth. Each group posted their areas for growth around the room, then each participant was given 10 dots. Shareholders placed dots on goals they saw as important to school improvement. The top three categories for improvement identified by shareholders was community connection, a school counselor, and capping class sizes. Survey results and shareholder results were made available to teachers in November.

From September 2016 to January 2017, teachers sought information and evidence from shareholders, colleagues and the administration, and reviewed data and survey results. They finalized their sections in January. Mrs. Kristin Dixon provided initial feedback on chapters 2 and 3 of the Self-Study. The faculty addressed her comments in March, and in April began drafting Chapter 4, the Action Plan. The Pastor and School Commission had an opportunity to review and comment on the Action Plan. A draft of the entire Self-Study was sent to Mrs. Dixon for a final review before school was out for the year.

The greatest obstacle teams faced during this process was the need for more time. Teachers spent their preparation time, lunch time, hours after school, and weekends to prepare their sections. ICRS has since adopted a weekly, one-hour late start, beginning fall 2017, to provide teachers PLC time—time to make school improvements.

Evidence:

- † Committee meetings (App. D binder)
 1. Timeline
 2. August In-service handouts
 3. Shareholder meeting hand outs and results
 4. Committee meeting notes
- † Survey results booklets
- † Newsletters

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.

The school engages shareholders in dialogue about data, school accomplishments, school goals, and the monitoring of school goals. Every fall, the principal presents the IOWA test results for all students. At conferences parents and teachers discuss individual student test results. Teachers receive disaggregated analysis of classroom performance presented in quartiles. The school commission also reviews and discusses IOWA test results.

As mentioned in the previous section, the October 17 shareholders meeting solicited discussion and input on school accomplishments and goals. Participants were able to comment on the school's Catholic identity, purpose, organization, data analysis, SLEs and curriculum, instructional methodology, student support, resource management, and science in-depth study. Shareholders presented and voted on their goals for the school. Figure 1B-1 reflects shareholders' goals for the school.

Figure 1B-1



The faculty and Leadership Team reviewed significant accomplishments and goals listed in the Self Study. In April 2017, the staff identified five critical goals and summarized them into three critical goals that would improve student achievement. The Leadership Team and administration drafted the school's action plan and timeline. The action plan draft was shared with the staff, pastor and school commission and solicited their input. A timeline of the Action Plan was printed on poster paper and remains posted in the teacher's lunch room as a constant reminder of school's goals to improve student learning.

Every year, after the publication of the Self-Study, the school reports their accomplishments to the WCEA chair in the Seattle Archdiocese. These reports will be developed by the faculty, and published in the school newsletter, church bulletins, and shared at the school commission meetings.

Evidence:

- † IOWA results (schoolwide, disaggregated by class)
- † Commission minutes
- † Meeting notes (Appendix D binder)
 1. Shareholders Meeting notes
 2. April in-service notes
 3. Finance meeting notes related to resource management

- † Newsletters
- † Church bulletins
- † Survey results
- † Pictures and notes from shareholders meeting

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Context of the School



CHAPTER 2 – CONTEXT OF THE SCHOOL

A. School Profile

ICRS serves the educational needs of preschool through eighth grade children throughout the Skagit Valley and beyond. It is the only Catholic grade school between Everett and Bellingham. It draws from a large geographical area of rural communities. Under the direction of Father Joseph Brennan, Pastor, the school was constructed as a parish school of Immaculate Conception Parish in 1948. Immaculate Conception School opened on September 13, 1949, with an enrollment of 131 pupils, kindergarten to 8th grade. The school was so solemnly blessed and dedicated by the Most Reverend Thomas A. Connolly, on November 5, 1949. The school opened under the direction of the Sisters of Saint Joseph of Newark, with six sisters commuting from Bellingham. The sisters' charism then as now is promoting social justice as a path to peace. "Our charism of peace calls us to practice radical hospitality, nonviolence, and the care of creation." (csjp.org, Aug 2017) While sisters are no longer actively on staff, their charism is still integral to the purpose of ICRS, as evidenced in school service projects, and outdoor education.

Historically, ICRS operated as a parish school of the Immaculate Conception Parish. Yet the parents perceived the school as regional school because many students came from surrounding parishes. In 1996, to broaden the financial base of the school and more accurately reflect the composition of the student body, the Skagit Valley parishes took on a greater authority and responsibility for the school through a governance agreement which established the school as a separate financial entity (Governance Agreement, Dec. 5, 1996). Immaculate Conception in Mount Vernon, St. Charles in Burlington, Immaculate Heart of Mary in Sedro Woolley, Sacred Heart in La Conner, and St. Paul on the Swinomish reservation, signed this agreement. Additionally, the outlying parishes of St. Cecilia, Stanwood, and more recently, Immaculate Conception, Arlington and St. Mary, Anacortes, pay subsidy for their parish children. To reflect this reorganization, the school's name was changed to Immaculate Conception Regional School.

In order to meet the needs of the population from such a large geographic area, a busing system was developed very early in the school's history. In the mid-1980s when the school faced a financial crisis, the school board contacted Mount Vernon Christian School, also located in Mount Vernon, and the two schools have shared a busing program ever since. Presently, each school runs one bus, going as far south as Arlington and as far north as Bow.

ICRS annually updates the school profile and reports this information to the Archdiocese. In 2016, 83% of students are Catholic. Male students represent 42% of the student body, while 58% are females. Since the last Self Study, the school population has become more diverse ethnically. The school population consists of the following races: 1% Native American, 6% Asian, 1% Black, 1% Native Hawaiian/Pacific Islander, 65% white, and 26% multi-racial or unknown. These numbers are virtually identical to the last Self Study. What has changed is the percent of Hispanics and number of students from families in poverty. In 2009, ICRS had a Hispanic population of 18%; it now has 29%. This reflects a concerted effort of ICRS to welcome and support the growing number of Hispanic families in the parishes. Demographic data for the Northern Deanery churches show that 54% of Catholics in Sedro-Woolley, Burlington and Mount Vernon are Hispanic.

The school population is also becoming diverse socioeconomically and linguistically. In 2009, 11% of the students qualified for free and reduced lunch; now, 19% qualify. The number of students entering the preschool and kindergarten who do not speak English is increasing. In 2016-17, 19% of students overall have languages other than English as the home language. Based on the *English Oral Language Assessment* (EOLA) results 8% of these students have limited English skills. As a result of the increase in ELL students, staff participated in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) training offered by the Mount Vernon School District in the summer; and in the spring 2017, all faculty participated in English as a New Language (ENL) training provided by the University of Notre Dame. Overall, ICRS enrollment fluctuated between 219 and 243 from 2012 to 2017.

ICRS continually updates its physical plant to ensure the safety and long-term maintenance of the campus. Major improvements since the last Self Study include earthquake retrofitting and a complete overhaul of security in the building, including secure doors, gates, and a remodeled office and main entrance. The school also upgraded to energy efficient windows and installed a new roof on the St. Joseph Center and the bus barn. These changes are reflections of the needs of all schools, but also reflect the desire of ICRS parents to send their children to a safe school as shown in the school surveys.

ICRS has highly educated and well-trained teachers and staff. The school has 15 certified teachers, seven aides, three administrative support staff, two custodians, one bus driver, one cafeteria helper, and one St. Joseph Center Manager. Eighty percent (80%) of staff are Catholic. Twenty percent (20%) of the staff are Hispanic. ICRS has two bilingual aides and two bilingual teachers. One aide translates classroom newsletters, works with parents to fill out paperwork, and translates at conferences. Staff surveys show that teachers overwhelmingly feel supported in their work. One hundred percent (100%) of staff feel they have an “adequate voice in decisions that affect (their) areas of responsibility”, and that they “understand and support the mission and philosophy of the school.”

Annually, ICRS uses data and informal assessments to identify special subgroups of its population. Using the EOLA, in 2016 ICRS determined that 8% of K-8 students were English language learners. Student data from standardized tests is also used to identify the quartile in which each student scores. Each student in the 0-24 percentile and 25-49 percentile was the topic of discussion by PLCs and aides and learning plans were developed for these students. Also, ICRS has two well-attended and staffed Homework Help programs for grades K-4 and 5-8. Homework Help provides assistance, plus a quiet place to work. This helps to even the playing field for those students who do not have as much academic support at home. Additionally, ICRS’s Title 1 program provides reading and small group support to students who qualify.

Students who score in the top quartile are also challenged at ICRS. Teachers participated in professional development to learn how to differentiate instruction to challenge all students. In the grades 6-8, five different levels of math are offered, including honors geometry at the neighboring high school. Overall, on standardized tests in 2016, 69% of ICRS students score above the 50th percentile in Language-ELA, and 66% score above the 50th percentile in mathematics. ICRS is proud that as students progress through the grades they increasingly score in the top two quartiles. The school still has work to do in

raising test scores as it consistently scores lower than the Archdiocese consortium. The goal is for every child to show at least a year's growth every fall. Beginning fall 2017, ICRS will adopt the Measures of Academic Progress (MAP) assessment to gauge student growth.

ICRS students succeed in high school and beyond. When 8th graders register at the local schools, they are consistently placed in honors classes because their study skills and the academic rigor at ICRS prepared them well. ICRS has recently hired a marketing consultant who will access data to report the achievements of alumni. ICRS alumni are known throughout the county as top performers with large percentages of the top ten of each high school class being graduates of ICRS.

ICRS surveys show that students have overwhelmingly positive attitudes about their school. Ninety-one percent (91%) of K-3rd graders agree with the statement "I like this school", and 91% of 4-8th graders agree with the statement "my teachers have confidence in me". In response to research and student feedback, ICRS changed its schedule in 2016, to better fit the needs of students. Students now have longer lunches and fewer interruptions to the schedule.

ICRS staff surveys show that the staff is satisfied. Staff shows its commitment to Catholic education with responses like "The Catholic faith is clearly a priority among administration and staff" with 88% answering "effective". To support leadership among staff and to support the principal, ICRS revamped its leadership team in 2016, eliminating the vice principal job and creating a more collaborative approach with a teacher leader from each of the grade bands. The principal works collaboratively with the leadership team to make decisions for the school on topics related to curriculum, student life, response to intervention, and professional development.

Parent surveys show that parents are pleased with the school, even as their reasons for sending their children have changed slightly since the last Self Study. Historically, academic excellence has been the number one reason that parents send their students to ICRS, mirroring national research on Catholic schools. This is true on the most recent survey also. However, in the last Self Study, "Catholic values" was the second most important reason, and while it is still highly valued, "safe environment" ranks second for parents in the most recent survey.

As previously mentioned, in 2016 ICRS hired a part-time marketing consultant whose job is to promote the school and increase enrollment. The marketing consultant will assist in public relations, provide the school a social media presence, create an alumni database, create promotional materials, network with the community, and spearhead an Annual Fund. She also has a role in promoting the school auction.

ICRS regularly assesses school data. Enrollment and financial data are reviewed monthly. Student achievement data (IOWA Assessment data) is analyzed in the winter and revisited throughout the year. The school anticipates converting to MAP testing in 2017-2018 which will support analysis of achievement data two times per year. Socioeconomic data is analyzed and reported annually to the Office of Catholic Schools (OCS) and the Office of Superintendent of Public Instruction (OSPI). The faculty and administration review student data throughout the year to improve student achievement on a daily basis and over the long-term.

Evidence:

† 2010 Census Data

- † 2013 Church Census Data
- † Appendix A
- † Surveys (Appendix C)
- † IOWA quartiled data
- † Monthly Principal Reports
- † Project History – Facilities Maintenance Minutes
- † Strategic Plan
- † Statistical Sheets
- † EOLA Results
- † Deanery Data
- † Specialist Schedule
- † Sample of student learning plans

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.

In 2012, ICRS was granted a six-year accreditation by the Western Catholic Educational Association (WCEA). As a result of the Self-Study and visiting team recommendations, ICRS identified three critical goals to improve student learning:

- 1) Evaluate student growth with respect to the schoolwide learning expectations (SLEs)
- 2) Create a standards-based grading system for math
- 3) Improve reading comprehension for all students

The principal worked with the Leadership Team and the Professional Learning Communities (PLCs) to accomplish each goal. Results were shared with staff, the school commission, and with parents via a newsletter and at meetings.

Goal 1. Evaluate student growth with respect to the SLEs

As part of the Visiting Team's *Report of Findings* and the school's Self Study, the faculty developed age-appropriate tools to assess student growth with respect to the SLEs. The assessment tools were developed in 2013 and fine-tuned over a period of three years. It took a couple of years for teachers to agree that students' reflections on SLEs were a more authentic assessment of students' adoption of SLEs. Teachers developed a consistent assessment throughout the grades. K-2 students reflect on SLEs each trimester, using drawing and writing. Third-8th students each received a journal to write their reflections. Student reflections/ journals follow them throughout the grades. Eighth graders write a reflective essay describing how their experience at ICRS helped them meet the SLEs. Copies of student

assessments are sent home with report cards and every spring 8th grade essays are reviewed by staff at a staff meeting.

Based on student reflections, the staff has learned that student involvement in service projects and/or project-based learning most memorably impact student learning. The SLE assessments demonstrate that students can articulate how the SLEs are authentically integrated into the school culture and how they have become part of their core.

Goal 2. Create a standards-based grading system for math

When ICRS conducted its 2012 Self-Study, teachers did not have a math assessment aligned with the standards being taught. The school established the goal of assessing students on the standards. ICRS has met this goal in three ways:

- 1) In the spring of 2012, teachers created and administered end-of-year math assessments aligned with the Common Core math standards;
- 2) In the spring of 2013 PLC groups aligned report cards to the Common Core State Standards (CCSS) and adopted the standards-based grading system (3=met standard, 2=approaching standards, 1=below standard) for math and English language arts. The teachers used the new report cards beginning fall 2014.
- 3) In the fall of 2014, ICRS adopted the Iowa Test of Basic Skills Form E, which is aligned with the CCSS.

Additionally, the school adopted new math books aligned with the CCSS—*envision 2.0* for grades 1-5, and *Common Core Middle School Math* and *Common Core High School Math* for 6th-8th graders. Teachers received training and used the new text beginning in fall 2015.

All three of these math measures are aligned with the CCSS and classroom instruction, and provide teachers formative data to improve instruction and student learning. Math test results informed instruction and identified students' math strengths and challenges. Results from the end-of-year math assessments were shared with the next year's teacher who used the data to inform grouping and instruction at the beginning of the year. IOWA data was used in the winter as another source of information to identify student strengths and challenges. IOWA helped with placement of students for the Study Skills program, afterschool Homework Help, or Title I support. Middle school students performing in the upper quartile were placed in ability-based math groups—6th, 7th, 8th, Algebra I, or Geometry. Standards-based report cards communicated clearly to students, parents and teachers how the student performed relative to the CCSS.

Goal 3. From the in-depth study, improve reading comprehension for all students

Every year since 2013, IOWA data is disaggregated showing student reading results in quartiles. Instructional data (Teach Scape reports) and IOWA's student data were analyzed by PLCs, and used to inform each PLC's strategy for improving reading comprehension for all students. In 2015 PLCs reviewed both data sets and designed instructional plans to improve reading comprehension for each grade level band. The K-1-2 PLC provided differentiated instruction in centers. This PLC team attended a summer

conference in 2016 on the *Daily 5* to support high achievement of their students. As a PLC they supported one another with developing centers that support reading comprehension. The 3-4-5 PLC focused on intensive math vocabulary instruction with guidance from *Building Academic Vocabulary* (Marzano and Pickering, 2005). The 6-7-8 PLC used graphic organizers to help students comprehend informational text. Additionally, the middle school teachers used *The Core Six, Essential Strategies for Achieving Excellence with the Common Core* (Silver, Dewing, Perini, 2012), and Cornell Notes to give students strategies for reading comprehension.

2016 IOWA longitudinal data shows that the 3rd graders are reading at a 4th grade level. The 4th, 5th, and 6th graders are reading at grade level. The 7th and 8th grade students gained more than a year's growth in Reading. Given this data, the middle school approach to improving reading comprehension is effective. The 3rd grade results indicate that the K-1-2 *Daily 5* centers may be effective. More data is needed. The intermediate grades' approach to improving reading comprehension maintained the expected year's growth in both reading and math. An opportunity for growth—expand the use of graphic organizers to aid reading comprehension in the intermediate grades.

The greatest challenge the school faced in achieving these goals has been lack of adequate time for the faculty to meet in PLCs to analyze data, review resources, and discuss effective accommodations to support the high achievement of all students.

Evidence:

- † Previous Self Study and *Report of Findings*
- † Previous Action Plan and copies of annual updates
- † Copies of Annual Reports to WCEA Elementary Commissioner
- † Newsletters and communications to shareholders
- † SLE journals and essays
- † ICRS report cards aligned with CCSS
- † IOWA longitudinal data for each class
- † PLC goals to improve reading comprehension
- † Instructional data
- † End-of-year math assessments

Quality of the School's Program



CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. Assessment Of The School’s Catholic Identity

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

The mission statement and philosophy of ICRS focuses on an education rooted in Catholic beliefs and fostering relationships, both human and divine. They are the substance of the Catholic identity of this institution.

Catholic identity is observable within the classrooms, halls, and grounds of the school. It is seen in the prayer spaces created in each classroom. These prayer spaces reflect the liturgical season, area of study, religious items, and pictures. Crucifixes and statues of Mary are sacramentals present in the classroom. Bulletin boards and walls display the Sacred Scripture, prayers, and student religious work. The halls of the school reflect Catholic identity with statues of Mary, Joseph, and the Sacred Heart. Posters from other Catholic institutions including high schools, vocations, missions, and parish events are displayed in the hall. A community prayer table is placed under the statue of Mary. This table also reflects the liturgical season and holds a book where community members can write down prayer requests. On any given day, prayer can be heard, whether in the classroom for morning, grace, or afternoon intentions, the end of a religion lesson, prayer of thanksgiving in the cafeteria after student lunch, or the gathering of staff for morning prayer at 8:20. The voices of the liturgical choir can be heard every Wednesday as they practice songs to enhance monthly Masses and prayer services. Even with technology, the Catholic identity of ICRS shines through. In the weekly updated website, parents are invited to attend Mass, and visitors to the site can get a sense of the school's prayer life in a spot video. The grounds and the school itself reflect Catholic identity. There are two grottos on campus, one in front of the school and the other next to the parish center. The one next to the parish center is utilized during prayer including the “Welcome Prayer” on the first day of school, May Crowning, or time for individual prayer during religion class or recess. Each year the staff chooses a new theme which is interwoven throughout the school year and gives a focus for unity and growth in the Catholic faith. The theme for 2016 –2107 is "We are the heart, hands, and voice of Christ".

ICRS provides many meaningful prayer and sacrament opportunities throughout the year. In September of 2015, the new church was completed across the street from the school, giving students opportunities to participate in Mass twice a month. One Mass is led by students and the other is a parish Mass. According to the students in grades 4-8, 92% feel they have the opportunity to participate in school liturgies. The Rosary is a traditional devotion experience in October and again in May. A living Rosary is prayed during the May Crowning, using balloons or roses to make the devotion come alive for the children. The Feast of Saint Nicholas is a special celebration. The entire school is involved where older students fill up the shoes of younger students with candy and oranges. The Feast of Immaculate Conception has become a favorite celebration. Students celebrate Mass and then spend time in family groups for fun and community. Palms are collected and burned into ashes during a prayer service in preparation for Ash Wednesday. Students lead the Catholic community in this liturgy and on Ash

Wednesday, teachers distribute ashes. Teachers focus on the holiness and meaning of Holy Week in a variety of ways. Many classes share the Last Supper, and Good Friday is reflected in silent, prayerful procession around the campus culminating in the Living Stations of the Cross and a silent dismissal. Sixth, seventh, and eighth grade students participate in a middle school retreat at the beginning of the year to build community and unity. The eighth graders end their time at Immaculate Conception School with an overnight retreat, reflecting on how to move forward while keeping Catholic values and faith alive. With the support of local priests, students in grades two through eight have an opportunity to receive the Sacrament of Reconciliation during the seasons of Advent and Lent. It is inspiring to see that even non-Catholic students spend time with a priest, share and receive a blessing.

A real testimony to the school's Catholic identity is service, which is the charism of the Sisters of St. Joseph of Newark, the school's first teachers. ICRS staff and Student Council do an excellent job of leading service and making service a strong attribute of the school's identity. Examples of service projects completed throughout the years include donations to the following groups: a local veterans association, Childrens Hospital, Friendship House homeless shelter, Tri-Parish Food Bank, the Red Cross, Oso Mudslide victims, and the Rice Bowl. Hand-made cards have been sent to students of Marysville-Pilchuck High School, the elderly, police officers, and firefighters. A concerted effort has been made to relate service experiences to Social Justice Teaching and to provide students experiences that elicit compassion, empathy, and understanding. Two examples of this are the service projects around Syrian refugees and the water crisis in Africa. Not only did students contribute money, but the Student Council led assemblies and shared in classrooms about the issue and solutions. They also showed videos about the water crisis in Africa, and organized a water relay to help students understand what it feels like to carry a heavy water bucket a long way. Student Council also hosted a rice bowl lunch for the entire school to simulate the struggle of Syrian refugees. These experiences go deeper into the heart of serving. In the past three years, service hours have been required of grades six, seven, and eight. They must complete five hours per trimester and complete a reflection on their service project. The service hours can be applied to school, church, community, or global activities. An expectation of service is shown in the ways students participate in classroom jobs, clean tables in the lunch room, volunteer for school safety patrol or liturgical choir, altar serve in school and parish Masses, participate as classroom angels, and lead in Student Council. Parents recognize the value of service, and 95% feel that ICRS provides an atmosphere in which Christian values and attitudes are emphasized and practiced.

ICRS firmly believes that parents are the primary educators of their children. The school supports parents in this role. The new parent orientation and parent mentor program helps familiarize new parents with the Catholic traditions and activities of the school. Weekly parent newsletters from the principal often offer instruction or inspiration in the faith. Teachers share about faith instruction in parent newsletters and supplements from the religion text. Curriculum Night shares Catholic identity and vision with parents as they visit the classroom, and learn about the religion standards and expectations. Teachers include discussions of spiritual growth at conference time. The school offers a parent education night on Love and Chastity to help guide parents on this sensitive topic. New in 2017, the school provided, *Growing in Faith*, a monthly newsletter, which teaches about the Catholic Faith. The school provided copies in the brown envelopes (weekly parent communications) and on the school website. There is always an open invitation for parents to join the school children at Mass, prayer services, and service activities and projects.

The religion curriculum at ICRS goes beyond the classroom instruction. Mass is celebrated with the entire Catholic community; both parents and parishioners are invited to worship with the school. It is also an opportunity to help students understand scripture, liturgy, and prayer. Once a month Mass is led by a Grades 2-8. Each class plans the liturgy. Students help write the Prayers of the Faithful, proclaim the readings, altar serve, bring up the gifts, and usher. Staff members are the Eucharistic ministers. Students participate in a variety of prayer services, including the Student Council commissioning service, bi-lingual Rosary services, the Veterans Day assembly, Advent prayer services, the Burning of the Ashes ceremony, Lenten prayer services, Eucharistic Adoration, Stations of the Cross, the May Crowning, the Passing of the Light ceremony, Graduation Mass, and the Moving up Ceremony. Students participate in the Sacrament of Reconciliation during Advent and Lent. Students from grades preschool to eighth grade are exposed to a variety of prayer experiences including prayer retreats. Students learn Archdiocesan required prayers. The school provides many opportunities for students to explore a variety of prayers: prayers of praise and thanksgiving, reading scripture within a prayer, special intentions, journaling, silent reflection, music, singing, prayer circles, rosary, meditation, litanies, adoration, grade level prayers, and prayer retreats. Of kindergarten through third grade students, 92% report that "When I am at school, I feel I have time to pray."

The Archdiocesan Religion Standards were shared with the staff in the fall of 2015. As a result, in the fall of 2016 the school adopted Archdiocesan approved, standards based textbooks, *Stories of God's Love* for pre-3-4, *Blessed Are We* for kindergarten, and *Alive in Christ* in grades 1-8. Another criterion in adopting the *Alive in Christ* text was its alignment to the ACRE which 5th and 8th grade students will take in 2017. Teachers use a variety of assessments to show students' knowledge of their faith. These include tests, quizzes, discussions, projects, and reflections. Students also memorize required prayers and study scriptures.

ICRS's teachers strive to be strong in faith through knowledge and practice. The school and Archdiocese help to provide opportunities for faith development. Teachers have been working hard to meet the Catechetical Certification Program (CCP) standards strongly recommended by the Archdiocese of Seattle. Now, teachers in 1st, and 8th grades and the technology teacher have fully met the CCP requirements. All remaining teachers have attended catechetical certification classes and will participate to the new CCP unfolding in fall of 2017. Each year begins with a staff retreat, providing faith instruction and helping set the purpose for the ministry of teaching. Throughout the year, the principal may provide opportunities for continued spiritual growth with guest speakers. Some opportunities have included "The Four Great Mysteries of Our Faith," "Building Community" with Richard Levine, or "Reflections on Prayerfulness: Awakening to the Fullness of Life," by Robert J. Wicks. Weekly staff meetings are structured to include prayer and reflection. "Good News from the Missions Office" and "Today's Catholic Teacher" magazines are resources utilized in faith development and teaching. Staff have benefitted from attending the yearly Teacher Excellence Day and Regional Curriculum Day where teachers have participated in classes on the Old Testament, sacred stories, prayer spaces, New Evangelization, and Ignatian spiritual exercises. Overall, 81% of the staff surveyed said that they have multiple opportunities for personal faith formation and growth.

Outside the classroom teachers are actively growing in faith. The staff survey shows that 93% of the faculty agree that the Catholic faith is clearly a priority. Staff members serve as Confirmation teachers, lectors, Eucharistic ministers, members of Saint Vincent de Paul Society, teachers of children's liturgy, liturgical musicians and choir members, church festival helpers, organizers of "Called to Protect" classes,

and volunteers with the Knights of Columbus. Staff members train and coordinate altar servers, organize giving trees, bring meals to the Youth Migrant Project, and participate in "Adopt a Family".

ICRS has made many changes over the last five years that have strengthened the school's Catholic identity. In 2015, the new church was built across the street from the school. Thus, students and staff attend two Masses per month instead of one. The presence of clergy at school is a positive change. For the past, few years, Father James of St. Cecilia Church has visited classrooms occasionally and this year, Father Peter of Immaculate Conception Church has started visiting every class, Pre-K – 8, once a month. The priests answer students' questions and share insights of the Catholic faith. Their visits give students an opportunity to have a personal connection to faith and worship. The leadership team has increased its focus on making the yearly school themes come alive for students through cheers, activities, music, and bulletin boards. Recent themes were the Year of Mercy proclaimed by Pope Francis and "We are the heart, hands, and voice of Christ". The student council began promoting Catholic Social Teaching by organizing real-life simulations for the whole school to create understanding and empathy for children in need around the world, as well as raising money to support each cause. They set up a water relay illustrating needs of children in Ethiopia and a rice bowl simulation portraying life in a Syrian refugee camp. In the last two years ICRS instituted a five-hour service requirement per trimester for students in grades 6 – 8, followed by a written reflection. This has shown students how to put their faith into action. Students in grades 3 – 8 keep journals, reflecting on how school activities have helped them to personally meet the SLEs. Students use these reflections as a resource for the exit paper written in eighth grade. This paper is evidence of their growth and success at the school. Finally, ICRS has developed and expanded a program named "School Families" where students are placed in small multi-grade groups. In these family groups, students learn about and attend Mass, eat lunch, get to know each other, play games, celebrate feast days, and foster friendship. This has strengthened the Catholic identity with faith-enrichment and community building.

In conclusion, the Catholic identity of ICRS reflects its mission statement, "ICRS emphasizes the spiritual development of its students while fostering community among its students, staff and parents" because the personal faith of the staff, its religion curriculum, its faith traditions, and commitment to service, and the school's Catholic identity is strong. In recent years, there has been a mindful shift with the approach to service and Catholic beliefs to go deeper to build better understanding and a stronger sense of Social Justice. This is evident in the SLE reflections, Student Council-led service projects, middle school service logs, and priest visits. To help students use the Catholic Faith to live in the real world, an area for improvement for the middle school would be to have a comprehensive curriculum for sexual development, relationships, and health with positive guidance from Church teachings. This need was confirmed in the parent survey, where only 52% of parents stated that "My child is receiving a solid religious education in teaching human development and Christian sexuality." When asked about suggested changes to religious education, parents commented specifically on the need for human development and sexuality in seventh and eighth grades. Another area for improvement would be to support parents in spiritual growth in faith. Per the parent survey, 49% of parents indicated that the school is providing enough opportunities for parents to grow in their faith. Thirty-two percent (32%) said "somewhat"; 5% indicated "no". Fourteen percent (14%) of respondents left this question blank or N/A. As a result, the school subscribed to *Growing in Faith*, and distributes it to families monthly. Finally, an area for growth would be for all teachers to be catechetically certified.

Significant accomplishments:

- † Aligned ICRS religion curriculum to the Archdiocesan standards
- † Adopted a textbook series (Alive in Christ) in grades 1-8 that is approved by the Archdiocese and supports the ACRE
- † Added Middle School service requirement
- † Designed service projects to promote Social Justice, empathy, and personal involvement

Goals:

- † Acquire and teach a Catholic curriculum for human development and Christian sexuality for seventh and eighth grade
- † Provide more opportunities for faith development for parents
- † All staff complete Catechetical Certification

Evidence:

- † Classroom prayer tables
- † Class texts and materials
- † SLE reflections and journals
- † Middle school service logs and reflections
- † Pictures of bulletin boards reflecting Catholic identity
- † Student Prayer cards
- † Recorded service projects and activities in student portfolios
- † Catechetical certification
- † Lesson plans, liturgy planning sheets, prayer service scripts
- † Staff, parent and student surveys (Appendices C-1, C-2, C-3, C-4)
- † Appendix A-3
- † ICRS Website
- † Newsletter about services
- † Prayer Service Scripts
- † Growing in Faith

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.

ICRS consistently revisits its mission, philosophy, SLEs, standards, and governing expectations to ensure that it is authentic and consistent in all school activities. The school also examines if any of these aspects of its purpose need adjustment. Recently, the staff changed one word (“stress” to “emphasizes”) in its mission statement to better reflect the spirit of its mission. Furthermore, when the principal reviewed the mission and philosophy with the shareholders, they showed support for the wording and content of the mission and philosophy. ICRS is always looking for ways to clarify its purpose and succeed in its mission.

The mission and philosophy of ICRS defines the reason the school exists. “ICRS provides an education rooted in Catholic beliefs and values for the students in Skagit, northern Snohomish, and Island counties. The school emphasizes the spiritual, moral, intellectual and physical development of its students.” The mission and philosophy reflect the strong belief in developing the whole child and fostering community among students, parents, and staff.

The philosophy further clarifies the importance of the relationship between humans and the Divine. By the proclamation of the Gospel, ICRS prepares citizens for service and leadership, and through the belief in a personal relationship with God, the school becomes a genuinely Catholic School. The secondary purpose is to provide an excellent curriculum, aligned to state standards, where all students learn and develop with a positive self-image. Finally, the philosophy supports parents as the primary educators of their children. Both the mission and philosophy were reviewed at the shareholder’s meeting which included staff, parents, parishioners, Endowment Board members, priests and representatives of the School Commission.

The SLEs are thoroughly integrated into the culture at ICRS and confirm the mission and philosophy of the school. The SLEs remained consistent since the last ICRS accreditation. However, assessment of student growth with respect to the SLEs has evolved from one in which students just checked off a box, to student reflections including self-assessment and specific examples. The staff determined that this was the most authentic assessment of students’ adoption of the SLEs. Grades K-2 use simple sentences with illustrations for SLE assessment. Starting in fourth grade, students receive SLE reflection journals to use throughout their years at ICRS. Parents receive a copy of each reflection at the end of the trimester with the report card. SLE journals are kept in student portfolios that follow each student’s journey at ICRS. They are returned to the students at the end of eighth grade. In addition, the entire staff reads and discusses the eighth grade SLE reflection essays, and has noticed a trend where students have internalized and can articulate the relevance of SLEs more than in previous accreditation years.

SLEs are engrained in the school culture. ICRS students are (1) active persons of faith, (2) life-long learners, (3) aware of the global community, and (4) self-aware individuals. One of the greatest strengths of ICRS is helping students be **persons of faith** who are active Catholics. Revising the report card and adopting new curriculum to align with the Archdiocesan and Common Core standards has helped the school focus on developing **life-long learners**. Further, the Student Council organizes schoolwide participation in projects such as recycling, the jog-a-thon, and wellness week. The ICRS curriculum involves extra-curricular activities such as Spanish, art, technology, music, P.E., and other creative arts and physical fitness opportunities for students. Students gradually become **aware of the global community** and are given many opportunities to work for the common good. In the past three years, five service hours have been required of middle school students every trimester. Students then submit a reflection of their experience. Service projects not only focus locally, such as supporting the

local food bank and homeless shelter, but also globally in projects such as the Rice Bowl, Water Awareness Day and Access to Education in Africa. The Student Council has led various service projects to raise money for people affected by natural disasters. The importance of this type of community engagement was emphasized at the last shareholder's meeting where the community expressed a desire to expand on the school's community connections. They wanted to see more engagement with families, grandparents, nursing homes, and parishioners in the community. ICRS will continue to serve others and connect with the community. Finally, students become **self-aware individuals**. Many teachers build in opportunities to affirm classmates on a regular basis through classroom routines and Family Groups. The SLEs connected to learning and discipline policies require students to be accountable for their actions.

Teachers intentionally incorporate the SLEs as they plan thematic units of study. For example, to address the SLE regarding respecting diversity, some teachers present units or literature about the Holocaust or Martin Luther King Jr. An eighth grade writing assignment about the SLEs shows that students are aware that ICRS teachers authentically include the SLEs in classroom curriculum. ICRS uses its SLEs and curriculum standards to reflect the school's mission and philosophy.

After the Archdiocesan religion standards were shared with the staff in the fall of 2015, ICRS adopted new standards-based textbooks for the school that were approved by the Archdiocese: *Stories of God's Love* for pre 3-4, *Blessed Are We* for kindergarten, and *Alive in Christ* in grades one through eight. ICRS also has adopted a new math textbook aligned with the Common Core. Grades one through five use *envision 2.0* and six through eight use *Pearson Common Core*. This decision was made by a math team that researched different texts and from a high recommendation from Torrey Volk, a math consultant. She has given various workshops to the ICRS staff throughout the years and created a math curriculum map to align the different programs with strategies to ensure student achievement. The staff was given professional development days to help support each new curriculum.

Finally, ICRS has developed and expanded a program called "School Families" where students are put into small multi-grade groups. In these family groups, friendships are formed across the grades. Together, they attend Mass, eat lunch, get to know each other, play games, celebrate feast days and develop friendships. This has strengthened the Catholic identity, fulfilled the mission and philosophy of the school by faith enrichment and community building.

The governance of the school is clarified by the principal and pastor at an in-service with the School Commission every September. At that time the consultative role of the School Commission to the Pastor and Principal is defined. The relationships of committees such as the Finance Council to the School Commission are also spelled out. Also, the pastor makes a special presentation to the staff each August, pledging his support and guidance to the staff. These roles are additionally defined in the Parent Handbook for the benefit of the shareholders. The school plans to include an organizational chart in the handbook to illustrate the relationship among committees.

Significant Accomplishments:

- † Evaluated growth with respect to the SLEs
- † Adopted new religion and math textbooks aligned to the standards
- † Growth and development of School Families

Goals:

- † Provide opportunities for more community engagement with families
- † Include an organizational chart in the Family Handbook

Evidence:

- † Survey Data
- † Teacher Lesson Plans
- † School Displays of Mission, Philosophy Statements and SLEs
- † SLE Evaluations
- † Curriculum Overviews by grade level
- † Standards Based Assessments
- † Parent Handbook
- † Eighth Grade Writing Assignment

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.

All organizations at ICRS are fully committed to promoting the school's mission and helping students meet high academic standards. The School Commission, Finance Council, and Endowment Board work with the pastor and administration to obtain the resources needed to hire top-notch staff, purchase teaching materials, and provide a financially sound and safe learning environment. The Facilities Maintenance Committee, Auction Committee, Technology Committee, Safety Committee, and Parent Teacher Organization (PTO) report to the School Commission and Principal. The Student Council provides peer leadership. With the full support of these organizations, the administration and staff can create a curriculum that fosters high student achievement. Together, all organizations help students achieve academic excellence and experience a rich Catholic education at ICRS.

The pastor and principal form the administration. The Pastor and the Principal meet at monthly Finance and School Commission meetings. They also maintain open communication lines via email and phone. The Leadership Team, assuming the role of the Vice Principal, supports and advises the principal. The pastor, Father Martin Bourke, supports the school by working closely with the principal and in consultation with the School Commission and Finance Council. He also leads major school events involving liturgy, the sacrament of Reconciliation, and encourages the participation of priests from feeder Catholic parishes to celebrate Masses and the sacraments with students. In 2016-17, priests would visit each class monthly, Pre-K through 8th grades. The principal guides the school towards excellence by working with her Leadership Team and keeping staff focused on the long term goals outlined in our 2012 Accreditation, staying current on best practices (via her own professional development, collaboration with Archdiocesan principals, and information from professional magazines

and websites), hiring and retaining qualified staff, conducting weekly staff meetings, and meeting monthly with the Leadership Team to guide grade level PLCs. At the beginning of every year, she guides the staff in analyzing test results and affords teachers time to discuss learning needs of individual students. Annually, the principal presents the IOWA results to shareholders and gives parents copies of their children's test results. She communicates to shareholders in a weekly newsletter to parents, a weekly bulletin to staff, and in a monthly report to the School Commission and the Finance Council. Finally, she makes herself available daily to address the concerns and needs of parents and staff. In 2016, the leadership of the school was changed. Instead of one vice-principal, ICRS now has a four-person leadership team which shares responsibility in supporting and advising the principal. The principal works with the Leadership Team, comprised of four teachers representing each grade band. This team focuses on curriculum development, student interventions, student leadership, professional development, data analysis, standardized tests, liturgy, and school family activities.

The School Commission is a consultative body representing the Skagit Valley parishes that support the regional mission of the school. The commission supports high achievement of all students by ensuring that the school can hire highly qualified and faith-filled staff, has current teaching materials, and is a safe Catholic learning environment. They meet monthly with the pastor and principal. They help with strategic planning, provide financial advice, develop and defend policies, develop and maintain facilities, promote participation in the ministry of Catholic education, and provide parents/guardians with a voice in their children's education. Organizations operating under the direction of the principal and reporting to the School Commission are the Finance, Marketing, Auction, Facilities Maintenance, Technology, and Safety committees, and the PTO. Finance helps create a balanced budget and makes spending recommendations to the School Commission. Marketing increases visibility of the school and helps to increase enrollment. Auction organizes the school's largest annual fund raiser. Facilities Maintenance recommends a maintenance schedule and budget for facilities. The Technology Committee is drafting a technology plan for the school and will seek funding for support. The Safety Committee meets quarterly to ensure the safety of the children and facilities. In August 2017, the School Commissioners were invited to a beginning-of-the-year retreat with the faculty to reflect on the mission of the school and to build comradery.

The PTO supports high achievement of student learning by promoting school spirit, providing opportunities for families to gather, and raising funds to support learning. They build community within our school, and promote school spirit and camaraderie. They host fundraisers that bring parents, students, teachers and other Valley parishioners together. They raise money to purchase play equipment, teaching materials and to support the students attending the young Authors Conference. Some of the learning assemblies they have brought to the school include the Missoula Theater Group, Mobile Pacific Science Center, and the Reptile Man. Subcommittees include Welcoming, Hospitality, and Sunshine. While the PTO has made significant contributions to student learning, the recent lack of volunteers and leadership have made it difficult to maintain its levels of success. This is an area for improvement.

The Endowment Board acts separately from the other committees. The Board communicates with the principal and the School Commission, and is advisory to the Pastor. Their purpose is to ensure the future viability of the school through financial means. Additionally, Endowment Board members are legally responsible for the decisions they make regarding all endowment funds. They communicate the school's Catholic identity to prospective donors, and manage and solicit funds to provide scholarships

and support of the school operating budget. Currently, the Endowment Board manages over \$2 million of the school's investments.

The Student Council consists of six student body officers in the eighth grade, and two class representatives from the 5th through 8th grades. All student body representatives are elected by their peers to lead service projects, emulate Catholic values, maintain good academic standing, and show school spirit. They meet weekly with a teacher to plan events and address school concerns. They are model students for their peers.

School shareholders who focused on the area of *Organization of Student Learning* at the October 2016 meeting identified four goals. They suggested providing a flowchart adding it to the website and in the Parent Handbook clarifying all organizational structures and their relation to one another. They praised efforts in marketing (a marketing consultant was hired in 2016), and encouraged the school to promote itself in the community. The third goal acknowledged the work of the Endowment Board, and encouraged the members to promote growth in the fund. Lastly, the shareholders acknowledged the need to invigorate the PTO which garners community support for the students.

Directly or indirectly, all organizations at ICRS focus on facilitating achievement of all students. Behind the scenes, the administration, School Commission, Finance Council, Endowment Board, PTO, and other committees provide direction and resources for a safe facility, highly qualified staff, and sound financial operations. In the forefront, parents, volunteers, the administration, staff and student council provide direct instruction, guidance, and/or model Catholic values to foster high achievement of all students. Together, these organizations help ICRS students achieve academic excellence and experience a rich Catholic education.

Significant accomplishments:

- † A marketing consultant was hired in 2016
- † All organizations communicate monthly at the School Commission meetings
- † The Endowment is well managed, supports the school operating budget, and provides funds for scholarships.

Goals:

- † Create a flowchart clarifying all organizational structures and their relation to one another
- † Promote the school in the larger community
- † Promote growth in the Endowment to ensure viability of the school
- † Invigorate the PTO to facilitate greater participation by parents and teachers to garner support for the students

Evidence:

- † Church Bulletin
- † Separate weekly newsletters from the Principal to families and staff
- † Professional Learning Team Notes and schedule

- † Newsletters and emails from classroom teachers to families
- † Pictures from projects of high achieving students (7th Science and Cultural Fair projects, 6th Wax Museum project, 5th grade State reports, 4th Native American project, 2nd Hall of Heroes)
- † Meeting minutes from each committee
- † School website (www.icrsweb.org) including online handbook
- † Advertisements placed for ICRS
- † Shareholder meeting notes (2016)
- † Principal Reports

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 and curricular improvement.

ICRS staff collect, assess, and disaggregate data on an ongoing basis. The educationally sound data come from several sources – SLE self-assessments, standardized tests, classroom-based assessments (CBAs), surveys of students, staff, and parents, and finally, demographic data. All of these sources are used to make sense of the trends impacting student learning at ICRS. From sound analysis of the data, school leadership and staff improve student learning, guide professional development, and determine curriculum changes, including groupings for students, interventions for high and low achieving students, and special programs that meet the demographic and cultural needs of the school population.

ICRS analyzes survey data about faith formation to strengthen the Catholic identity of the school. Student, parent and staff surveys show that all groups overwhelmingly answer positively to questions about Catholic identity. The most recent survey shows that 92% of K-3 students agree with the statements, “I have time to pray” and “I learn about my faith”. Furthermore, 88% of students grade 4-8 agree that religion classes help them learn about their faith. The parent surveys show that parents recognize that Catholic identity is infused in all aspects of students’ experience of ICRS. For example, 93% of parents agree that the school mission and philosophy integrate the Roman Catholic faith into all aspects of school life. Ninety-five percent (95%) of parents agree that the religion curriculum is faithful to Church teachings. And 90% of parents agree that the school frequently uses the signs, sacramentals, traditions, and rituals of the Catholic Church. Finally, an analysis of staff surveys show that staff clearly identifies with and supports the Catholic faith in all aspects of school life – from religion class, to service projects, to field trips. All staff report that prayers are said at various times throughout the school day, while 94% agreed with the statement, “there is a spirit of Christian community among faculty, parents, and students.” An analysis of student, parent, staff surveys reveals a strong and vibrant Catholic identity that infuses all interactions at the school.

ICRS uses SLE assessments to determine the extent that students identify with the Catholic faith. A significant accomplishment since the last Accreditation has been that ICRS systematically redesigned its SLE assessments for every grade band so that they are developmentally appropriate and more consistently measured. These assessments provide ongoing opportunities for students to reflect on and

show their mastery of the SLEs. These assessments are also regularly communicated with parents when they are included in each report card. Based on SLE assessments, teachers may change a focus in their teaching. For example, if students' reflections do not show a strong understanding of what it means to "guide decision-making with Catholic moral standards", teachers may take more time to teach this concept.

Students at ICRS partake in standardized testing. In 2012, the school shifted from a spring assessment to a fall assessment using the ITBS. In 2014, the school converted to the IOWA Form E test which is aligned with the standards and classroom instruction. Staff use the fall IOWA as a formative assessment given that students are tested on skills they will learn throughout the year. This means that longitudinally, the data is not continuous, and that students were tested on standards that they had not yet been taught. ICRS rectified and is adopting a more precise and reliable standardized test as directed by the Office of Catholic Schools (see Goal section). In 2017, the school will adopt the MAP test. This will enable ICRS to test students biannually at a younger age, to provide data that shows student growth over the year, and to inform school improvements.

Test data provide insight into student and class performance. Staff analyze the data for broad interpretations. For example, ICRS students have scored low in computation skills in math comparative to their other math skills. Thus, teachers have used math games, centers, and online math practice to improve speed and fluency in math facts.

Staff follows a consistent and recurring protocol in order to analyze data in detail. The test is broken up by skill and by Common Core strand, and each child is identified in one of the four quartiles. This way patterns can be seen by child and by class. Teachers keep this data close at hand and use it continuously to help them identify students who need extra help or who are high achievers in need of a new challenge. In addition, this detailed analysis helps staff determine if there is a skill, such as reading inference, that is low across the board, teachers, aides, and PLCs delve deeper into that particular piece of data and analyze it. Is it because it is not something the school stresses in the curriculum or is it because the students are low in an essential skill? The data helps ICRS to question its methodology and curricula practice. The faculty look forward to MAP data which will provide student data twice a year.

Staff also cross-reference standardized test scores with teacher-observations, grades, and parent input. It goes both ways: if a student scores in the first quartile in a skill, that child is on the radar as the year begins. Also, if a child is doing poorly in class, teachers and aides look up his or her test scores for the last few years to see if there are patterns of behavior. Staff may use these scores to help determine placement in the schoolwide Response to Intervention (RTI) programs. Students may receive modification or accommodation of the curriculum, or placement in Study Skills, Homework Help or Title I.

In addition to standardized tests, teachers create formal and informal CBAs—from individualized testing of letter names and sounds in PK and K, to grammar tests and science project assessments in middle school—to assess student achievement. Test results are used to determine the next step in teaching, whether it be re-teaching, grouping, or enrichment opportunities. Test results identify students who might need additional support or challenge. Students needing additional support might work with the teacher or an aide one-on-one or in small groups. Students ready for a challenge would be encouraged to go deeper in the learning.

With the software accompanying the new math curricula – *envision 2.0* for the primary and *Prentice Hall* for the middle school – teachers can create math assessments aligned to the Common Core curriculum, and that fit the needs of students. These tests are helpful because they give teachers a nationwide baseline for what students should be learning and achieving.

Data is disaggregated in a variety of ways and for many purposes. Students' IOWA test results are displayed in color coded quartiles. Every student who scores in the bottom two quartiles is identified and discussed in PLCs. An intervention plan is created for some students while others receive extra support through Title I, Homework Help, or Study Skills to succeed. K-2 teachers use classroom-based assessments to identify the students in the first and fourth quartiles. K-4 teachers are using the *Open Court* reading assessment to further identify student strengths and challenges. Data is also used to identify students who are mastering the content and are high achievers. This data helps teachers determine which students may be given a challenge worksheet, project, assignment, or modified instruction. Data—including grades, IOWA scores, end-of-course tests, and teacher recommendation—is used to determine math placement of students from 5th through 8th grade. Each year, students have an option to move up a grade level based on data and classroom performance. In the last five years, the school has focused several in-service trainings on differentiation so that teachers have better skills for challenging students in the 4th quartile. The school has been moving toward both centers and project-based learning which challenge students performing in each quartile.

ICRS teachers analyze SLE assessments to determine trends. While each teacher analyzes his or her own students' SLE assessments, annually, the entire staff reads and discusses the 8th grade SLEs essays. Using these student essays, the staff witnessed a trend where students are able to articulate how the SLEs are authentically integrated into the school culture, and that project-based learning cements SLE experiences.

By disaggregating the data, another trend that ICRS discovered is that Tier 2 students are doing very well. At 7th grade, many Tier 2 students jumped at least two grade levels last year as reflected in Appendix B-4 results for reading and ELA. Furthermore, by analyzing the IOWA test scores longitudinally, ICRS consistently has reduced the number of students in the lowest quartile as students' progress through the grades.

Another trend ICRS has discovered is that the number of students in the top tier on standardized tests has decreased over time in comparison to the percent of students in the top tier at the Archdiocese level. ICRS is focused on increasing the percentage of students who are in the top tier while still meeting the needs of all students. This will be done with project based-learning, including STEM. Staff from grades 4-8 will do more project-based curriculum. Staff will attend professional development to learn how to do this well.

A final trend that has been unveiled is that the students who perform in the first quartile on standardized tests receive support via Homework Help, Title I, Study Skills, and small group learning. Even though ICRS has many interventions in place, this group makes slow progress. There are many variables at play here, from socio-economics, special learning needs, and English language proficiency. Partly, this may be due to the timing of the test in the fall, when the summer slump effect is still high. Hopefully, if ICRS tests these students twice in the year, there will be a more accurate measure of their growth from year to year.

Regarding demographic data, ICRS also analyzes trends to fully understand its challenges and strengths. Since the last accreditation, ICRS has brought in more students who qualify for free and reduced lunch. In 2009, 11% of students qualified for free and reduced lunch. In 2016 19% qualified. This shows that ICRS has diversified its population and included the most vulnerable members of society. While staff see this as a positive, inclusive change to the ICRS community, this can have an impact on test scores. Additionally, ICRS is more ethnically diverse. In 2009, 18% of the population was Hispanic; in 2016-17, 29% identify as Hispanic. This data reveals that teaching practices need to adjust to the changing demographics.

ICRS staff continuously disaggregates data and analyzes it to improve instructional methods and curriculum. Through spreadsheets created from IOWA data, plus teacher-made tests, teachers can clearly identify levels of achievement. In PLCs, teachers discuss data, and then use it to help them plan interventions and lessons that focus on specific skills using research-based teaching techniques such as Marzano's *Classroom Instruction that Works*. For example, from the last accreditation, ICRS focused on reading achievement. Using classroom-based data, standardized test scores, and instructional data, staff determined skills that each grade band would teach to help improve reading. K-2 focused on differentiated instruction using centers. Groups for centers were created based on classroom assessments, including fluency, phonics, and high frequency words. Grades 3-5 focused on intensive vocabulary instruction using *Building Academic Vocabulary* (Marzano and Pickering, 2005). Students earning a 1 out of 3 on reading assessments are grouped with an aide for remedial help. Grades 6-8 focused on using graphic organizers to help students analyze what they read in content areas such as science, social studies, and religion.

By reviewing trends in IOWA tests and classroom-based assessments, teachers have focused their professional development to support high achievement of all students. The data shows that ICRS has a growing number of students from homes where English is not the primary language. As such, several teachers have participated in SIOP and/or GLAD training offered through the Mount Vernon School District. Teachers also participated in professional development provided by the University of Notre Dame's English as a New Language team which presented second language acquisition theory and best practices. Additionally, with a goal to improve reading comprehension (2012 Self Study), the primary teachers participated in summer workshops on the *Daily 5* and *Daily 3*. The middle school teachers are participating in a three-year math program through Western Washington University, learning research-based instructional techniques to improve mathematics instruction. By far, the most effective approach to instituting schoolwide improvement is accomplished with PLCs, and having adequate time for PLCs to review and analyze data, and to collaborate on best practices. Incorporating a dedicated one hour per week for PLCs is one of the school's goals.

In addition to assessments, report cards that are clearly aligned with the curriculum give better data on student achievement and better record-keeping of trends for each student. This also helps teachers to streamline their teaching based on the Common Core. Math texts are aligned with the Common Core to assess students' achievement of the Common Core standards more accurately and easily. Report cards clearly communicate student mastery of CCSS in English language arts (ELA) and math.

Finally, teachers are using the SLE assessments and, new in the spring of 2017, teachers will use results from the Assessment of Children/Youth Religious Education (ACRE) to determine the effectiveness of the new religion text adopted in 2016, and to identify lessons that have the greatest learning impact for

SLE internalization. ICRS staff review, analyze, and interpret data to inform curriculum, instruction, and student performance to support the high achievement of all students.

Significant Accomplishments:

- † Developmentally appropriate and consistent SLE assessments
- † Strong Catholic identity
- † Diverse student population
- † Standards-based report cards

Goals:

- † Fully adopt MAP test to replace the IOWA test, including professional development for technology support, testing protocols, disaggregating and analyzing results, and applying results to classroom practice.
- † Increase the percentage of students in the top tier in standardized tests
- † Build in an hour a week for PLC collaboration

Evidence:

- † SLE assessments
- † Teacher-made tests
- † Staff, Parent and Student surveys (Appendix C)
- † Teacher feedback
- † IOWA data
- † Demographic data

E. High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards

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

A strong Catholic identity is evident at ICRS and in its curriculum. Beyond the physical evidence as described in Chapter 3A, the school's Catholic identity is integrated in all aspects of the curriculum, most notably in religion class. In the fall of 2016, the school adopted a new religion text, *Alive in Christ*, for grades 1-8. This new text meets the USCCB standards as well as prepares students to take the ACRE. In religion, students learn about the Saints, Church Traditions and history, the Sacraments, and Church teachings, and memorize prayers. The arts easily incorporate religion as seen in liturgical music, sung year round and at the Christmas Program; visual arts as seen in the third grade display of John 3:16 during Easter; performing arts as seen in the second graders' costumes at the All Saints Day Mass, and as heard in the Liturgical Choir during practice before school on Wednesday mornings. Science gives students the opportunity to lean on Catholic ethics and morals when touching on life and humanity

issues. Teachers also connect environmental science and faith at outdoor education. ELA and religion integrate when students research and report on saints, use evidence to support SLE essays, and reflect on service projects. The Physical Education (PE) teacher emphasizes team work, respect, and caring for one another. History and Social Studies touches on Church history and some saints. Most notably, the curriculum infuses the school's Catholic identity by incorporating the SLEs in lessons, as applicable. Before or after lessons, teachers will ask students which SLEs apply to the lesson. Children have the SLEs taped to their desk and/or displayed on the wall and identify the appropriate SLE.

The best evidence of Catholic identity in the curriculum is captured in surveys. Beginning in May 2016, the students and parents participated in online surveys. Seventy-nine K-3 students were surveyed. Ninety-four percent (94%) of them marked that they learn about being Catholic at ICRS. In the 4th-8th grades 120 students were surveyed. Eighty-eight percent (88%) noted that religion classes help them learn about their faith, and 90% said there are "opportunities provided for Christian service." Seventy-three parents responded to the survey, and 93% agreed with the statement "My children are receiving a solid religious education...in the basic facts of the faith."

ICRS students show growth with respect to the SLEs and make acceptable measurable progress towards challenging, relevant learning standards. SLEs and learning standards are assessed throughout the year and reported formally to parents every trimester in report cards. SLEs and curriculum standards are measured differently. Since it is the goal of ICRS to enculturate the SLEs in each student by the time they graduate, teachers determined that student progress with respect to the SLEs is best captured in student reflections versus teacher observations. K-2 students reflect on SLEs each trimester, using drawing and writing. Third-8th students each received a journal to write their reflections. Student reflections/journals follow them throughout the grades. In 8th grade, students write a culminating essay describing how their experience at ICRS helped them meet the SLEs. Every spring 8th grade essays are reviewed by staff at a staff meeting. Based on student reflections, the staff has learned that student involvement in service projects and/or project-based learning most memorably impact student learning and adoption of the SLEs. The SLE assessments demonstrate that students can articulate how the SLEs are authentically integrated into the school culture. The 8th grade essay is evidence of their growth and success at the school.

Curriculum standards are measured using multiple formal and informal means, for both formative and summative purposes. Examples of assessment tools include IOWA Form E, teacher-created quizzes and unit tests, chapter tests, response journals, rubrics for individual and/or class projects, teacher observations, and student self-assessments. Ongoing and informal assessments help teachers adjust pacing, and/or the need for lesson review or challenge.

Students' summative assessments are graded based on mastery of standards. Trimester report cards are aligned with the math and ELA CCSS, and use standards-based grading: a 3 (Meeting Standard), 2 (Approaching Standard), or 1 (Below Standard). In grades 4-8 the traditional A, B, C, D and F and + and - are used, as well. As noted in the Family Handbook, 75% earns a passing letter grade of C. Additionally, students and parents can view student grades online (RenWeb.com) throughout the year.

To ensure a continuum of learning for all students, the school created curriculum maps as a result of the 2006 Action Plan. These curriculum maps sketch out learning for PK-8 in math, ELA, science, social studies/history, and religion. They cover major themes over the course of a school year for PK – 8th

grade. The school plans to update these maps and add details about standards, resources, and assessment, starting with science (see In-Depth Study goal) next fall.

As a result of the 2012 Action Plan, teachers created end-of-year math assessments aligned with the CCSS. This was the first step in familiarizing teachers with the math CCSS. The following year, PLCs met to identify ELA and math CCSS progression across grades. Teachers used this information to create standards-based report cards, and plan classroom instruction and student learning. The language in the report cards intentionally removed pedagogical jargon to make each standard comprehensible for parents and students. The faculty met as a whole group to get an overview of student progression in math and ELA, preschool to 8th grade, and to make sure essential standards were covered. Additionally, each teacher updated their one-page overview of classroom curriculum in 2017.

To ensure that the curriculum standards are challenging, comprehensive, and relevant for all students, the teachers use resources beyond the text books. Some examples of those resources include field trips, internet research, library books, periodicals, videos, guest speakers, games, technology, and Archdiocesan Library/Media Center materials.

The classroom teachers meet each week in PLCs organized by grade band: K-2, 3-5, and 6-8. During these meetings, teachers review student work, grades, and test scores, and identify students needing an extra challenge or extra support. Students are challenged in various ways with differentiated instruction and with enrichment opportunities. For example, as early as 5th grade, students are tracked in math. Fifth graders who are ready learn 6th grade math. In 6th grade they can take 7th or even 8th grade math. In 8th grade they can take 8th math, 9th algebra, or 10th grade geometry. Younger students (K-2) are challenged in centers which are differentiated by ability. Students also participate in enrichment activities after school in Newspaper Club, STEM Club, and World Languages. Superior projects are expected of the gifted in science, social studies and religion.

ICRS's RTI program includes Homework Help, Title I, and Study Skills. For students who are having difficulty completing assignments for any reason, which may include poor time management or lack of support at home, the school provides an after-school Homework Help program Monday through Thursday from 3:00-4:00 P.M. The Homework Help program is divided into two groups: elementary (grades K-4) and upper grades (5-8). Each group is facilitated by a teacher or a qualified instructional aide, and in the K-4 group seventh and eighth grade volunteers assist students as well. Teachers refer students to this program as needed. Students in grades 1-5 needing additional support participate in Title I which is one day per week per grade from 3-4 PM. ICRS's Study Skills program has evolved over the years. The classroom teachers develop learning plans for students who, according to the assessment process, need assistance above and beyond differentiated classroom instruction. The teachers refer these students to the Intervention Team which is headed by the principal, and supported by two certified teachers. This Intervention Team was piloted the 2016-2017 school year. A flowchart was created to guide the process for students (academic, behavioral, social emotional issues.) The goal for the role of the Intervention Team is to support classroom teachers with accommodation strategies, re-evaluate to assess whether these accommodations are effective, and refer students to Special Services after all options have been exhausted. Full implementation of this support process will be operational in the 2017-2018 school year.

In an effort to provide students with the least restrictive environment and to maximize core instruction for all students, an Instructional aide (IA), under the direction of the classroom teacher, provides

support and interventions within the classroom environment. In 2016-2017, seven instructional aides comprise the Study Skills team. Each IA supports students with learning needs, and in some cases challenges highly capable students. Every grade, PreK-8, is supported by this team.

The school also works in conjunction with the Mount Vernon School District Special Services to provide testing and Individualized Student Program (ISPs) for students who qualify for academic support in math, reading or writing. ICRS has nine students who have ISPs or Individualized Educational Programs (IEPs) which are for nonacademic support, such as, speech and occupational therapy.

In the 2016-17, the school saw an increased need for a school counselor. The Cascade Mall shooting affected several students, staff, and parents. The Superintendent of Catholic Schools sent the counselor from Archbishop Murphy High School to attend to the needs of ICRS's community. On another occasion, one middle school student exhibited self-injury and expressed suicidal thoughts. The crisis team from Compass Health arrived at the school immediately to provide intervention. The students are showing a greater need for a part time school counselor, and teachers could most certainly use a counselor's expertise with interventions.

Another student group with intervention needs are the ELL learners. While only eight percent of the K-8 student body at ICRS qualifies as ELL under the EOLA, 19% come from homes where English is not the primary language. (ICRS Home Language Survey, 2016) ICRS is being proactive about meeting the needs of ELL learners. Currently, there are two bilingual teachers and two bilingual instructional aides on staff. Several teachers have sought out professional development in teaching ELL students, including four teachers, an IA and the principal who took SIOP and GLAD training in the summers of 2015 and 2016. This is an area for continued improvement as school demographics change to include more ELL students.

ICRS strives to ensure that each student is making excellent progress. The staff has aligned teaching materials and report cards to the Common Core State Standards, and they teach to the standards. K-8 curriculum maps will be updated, starting with science in 2017-18, to ensure continuity with learning for all students. SLEs and Catholic identity are incorporated throughout the grade levels, via activities and lessons, and students have a greater understanding of their growth with respect to the SLEs and how SLEs impact their spiritual, academic, and personal development. PLCs and the Intervention Team work with the classroom teachers to discuss accommodations for students who need to be challenged, and students who need extra academic or behavioral support. The school recognizes the value of PLCs as the greatest impetus for schoolwide change. To support school improvement teachers need at least an hour a week for effective PLC meetings. Additionally, two population groups could use targeted efforts to ensure that these students reach their greatest potential--ELL students and students with behavioral needs. GLAD and SIOP training for the entire staff would support ELLs. A school counselor would benefit students with behavioral needs.

Significant Accomplishments:

- † Assessment of student growth with respect to the SLEs
- † Improvement of RTI program: Title I, Study Skills, Homework Help
- † Piloted Intervention Team
- † Created Intervention flow chart

Goals:

- † Expand support for ELL students and students with behavioral needs.
- † Allow more time for PLCs to meet

Evidence:

- † Classroom curriculum overviews
- † Action Plan from previous Accreditation
- † Curriculum Maps
- † PLC notebooks and meeting minutes
- † Copy of 8th grade SLE writing assignment
- † SLE reflection journal sample (3-8)
- † SLE reflection sample (K-2)
- † Family Handbook
- † Sample of learning plan
- † Classroom and Hallway Bulletin Boards
- † Student Portfolio boxes in each classroom

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.

ICRS staff continuously works toward improving the school's curriculum based on research, evaluation, and analysis of the school's IOWA data, questionnaires, and classroom-based assessments (CBAs). At the forefront of the school's goals are the SLEs that encompass all the virtues the school wants to instill in the student body while enhancing student learning. This focus allows ICRS teachers to incorporate different instructional methodologies and assessments in various areas of academic learning to inform curriculum planning. It is accomplished through professional development which guide ICRS teachers to support high achievement of all students while focusing on Common Core and Archdiocesan Standards. ICRS staff model Catholic values as they lead these activities, teach the SLEs, and conduct themselves in their home parishes and in the local community. Outside of school, students can see their teachers as lectors, Eucharistic ministers, altar server trainers, and Confirmation teachers.

The school's mission, philosophy and SLEs guide schoolwide decisions. With that in mind, ICRS teachers often incorporate SLEs into curriculum planning. ICRS teachers may use the SLEs at the beginning, middle, or at the end of lessons to enhance the learning process. Teachers incorporate the SLEs based on age and maturity of students. The use of pictures, symbols, and posters are used to teach students the true meaning of each SLE. The school encompasses the SLEs by incorporating a schoolwide theme each year, service projects, spiritual family activities, student angels, school Masses, daily staff prayer,

Reconciliation, priest visits to classes, spiritual retreats and other opportunities to encourage the school's identity and unity.

ICRS incorporates assessment of the SLEs in various formats depending on the ages of the students. In the primary grades, students use simple sentences with an illustration to self-evaluate. Starting in fourth grade, students receive SLE reflection journals that follow them throughout their time at ICRS. In the journal, students reflect on different SLEs over the course of the year. This evidence is kept in student portfolios. This portfolio is returned to each student at the end of eighth grade.

Based on the SLEs and the new Seattle Archdiocesan Religion standards, ICRS researched new religion text books aligned with the religion standards. ICRS used research-based information and referrals from Archdiocesan personnel to guide selection. Different publishers presented their materials and a school religion committee made a final decision based on data given. Once the new textbook, *Alive in Christ*, was adopted, ICRS staff participated in an in-service day to receive professional development on the new textbook.

Alive in Christ incorporates technology in the lessons and gives tools to find resources and information for students to use online and in the classroom. Additionally, text support is available on the *Alive in Christ* website and liturgical music is provided on the accompanying compact disk (CD). Technology support in religion includes online access to the text, games, tools, and glossaries for the students to use at home or at school. The ability to have interactive lessons to guide student learning, from a visual and auditory perspective, give students with different learning styles the opportunity to use their strengths to enhance understanding of concepts.

ICRS adopted new math textbooks in fall 2015. The school adopted *envision 2.0* in grades 1-5, and adopted the Pearson Middle School and High School texts. Once the textbooks were chosen, ICRS hosted professional development sessions with the publishers to help teachers use the different tools offered through the program's publishers. After initiating the program, ICRS also had a workshop day with Ms. Torrey Volk, a math consultant. The focus of the in-service was to incorporate Ms. Volk's techniques and strategies of assessing math standards using the new math adoptions. A math curriculum map was created to align with the new program and strategies to ensure student success and achievement.

ICRS staff engage in professional development throughout the school year in order to incorporate the needs of the students based on data analysis and research to inform the teaching and learning process. Some of the professional development workshops include GLAD training, differentiated instruction, dyslexia, *Red Comet*, classroom management techniques, project-based learning, student mental health, *Daily 5* and others that are included in the Title IIA binders. Then, teachers bring back what they have learned and share with the staff at meetings to help incorporate the techniques into the classroom. This also guides student learning and supports high achievement of all students.

Teachers use a wide variety of assessments to promote student academic growth. There is a combination of formative and summative assessments in pre-K- 8. Formative assessments at ICRS occur on a daily basis. Some of the strategies for assessing permeate throughout the school. For example, thumbs up and visual observation begin as early as pre-school and continue to eighth grade because these are quick techniques to show understanding at that moment, which then give the teacher

immediate feedback to know whether to move on or reteach. Formative assessments are used to guide ICRS teachers' instruction, form student groups, make time adjustments, remediate or enrich a lesson.

Third to eighth graders take the IOWA test in the fall. The test is used to inform the staff of students who need support and/or enrichment. In the area of math, the IOWA serves as a formative test at the beginning of the year and is used to inform instruction, group students, support missing standards and allow for differentiation. Students also take an end-of-the-year math assessment to view overall growth and also to review areas where some gaps occurred. In the area of reading, ICRS evaluates grades K-5 using *Open Court* (McGraw-Hill) diagnostic test to evaluate beginning-, middle-, and end-of-the-year progress in reading comprehension and fluency. Fourth and Fifth grade also use the Science Research Associates, Inc. (SRA) Reading Laboratory to support comprehension. The middle school uses Qualitative Reading Inventory (QRI) and SRA Reading Laboratory to evaluate the students in reading fluency and comprehension. Title I uses *Dibels* and teacher recommendations to qualify students to receive Title I services.

One of the major changes in the school's assessments was initiated from the last Self Study (2012). Teachers aligned the report card to the CCSS. In spring 2013, ICRS teachers created standards-based report cards. They reviewed the CCSS for math and ELA. Each PLC took the time to identify essential skills at each grade level. The skills were written in a language comprehensible to parents and students, and then incorporated into standards-based report cards used for the first time in fall 2014. The combination of instruction, textbooks, and report cards all aligned with the standards supports the high achievement of all students.

The ICRS report card helps teachers focus on linking the instructional methodology to the curriculum standards through differentiation. Teachers take the standards and adapt the concepts to help students who are in need of support, have ISPs, are at grade level, need extra challenges, or are high achieving students. Teachers at ICRS focus on teaching students at the highest ability and supporting those in need. This is accomplished in the classroom with the use of small groups, teacher aides, Study Skills, movement throughout the classroom, class yoga to refocus, Brain Gym, customized assignments (writing, reading, math), leveled reading articles, one-on-one help, quiet setting, sitting and standing, cooperative groups, check lists and many more techniques. Some of the ways ICRS helps high achieving students to challenge themselves is through different academic activities to self-advance, for example: Spelling Bee, Geography Bee, Newspaper Club, Young Authors, science fair, cultural fair, Wax Museum, Native American projects, Hall of Heroes, state reports, choir, sports, student council, Spanish class, computer class, art, band, and STEM (science, technology, engineering, and math) Club. In the classroom, teachers challenge high achieving students with altered assignments to encourage the mastery of more advanced concepts. High achieving students who follow the accelerated math path have the opportunity to move forward depending on proficiency starting in the fifth grade. Students following this path are able to take honors Geometry at the local high school while still in eighth grade.

Teachers at ICRS incorporate technology in a way that helps students who are struggling and enhances the learning for students who need a challenge. One way that this is accomplished is with visual and auditory technological aids to maximize high achievement. Teachers show short videos, use interactive lessons, and use the web to tell stories and teach listening skills. In art, technology is used to find images of inspiration to guide art projects. Students use technology by creating Google slide presentations and graphs, typing assignments, using the internet as a resource, having Google docs to keep all student

assignments in one area, for inspiration, for cooperative learning opportunities, and *Handwriting Without Tears* online (it is a visual demonstration for writing all letters). In Pre-K and kindergarten, students have iPads to enhance learning, the middle school has laptops for each student to use in class, and first through fifth grade use laptops as stations with anywhere from five to eight laptops. Supplemental websites are used to compliment and reinforce concepts in different subject areas.

While ICRS has used technology to improve student achievement for years, the school has not had a comprehensive technology plan. In the past year, the technology committee has drafted a plan with input from parents, middle school students, and staff. This plan was written with the intention of using technology to improve student learning. Through teacher surveys, the technology committee learned that the number one resource teachers want regarding technology is more training so that they can leverage the tool of technology to best improve student learning. The plan will help staff focus and prioritize ways to best use technology while simultaneously directing school leadership in long-term resource management and grant writing so that technology needs are always met at the school. ICRS will revise and implement the plan annually.

ICRS believes in the high achievement of all students. IOWA results show that ELLs and students with special learning needs require extra support, and science scores also demonstrate a need for curriculum and instructional improvements (see Appendix F). With this in mind, ICRS supports its ELLs, students with ISPs, and all students in the content area of science. One of the ways the faculty will address this is with a dedicated PLC hour every week to analyze data, collaborate on best practices, and to revisit teaching strategies that promote the greatest gains for students. Another goal would be to develop a schoolwide placement test to provide a more precise assessment of the abilities of incoming students and be able to help these students from day one. Finally, the last goal would be to implement the five-Year Technology Plan to support instruction and learning.

ICRS provides students a strong foundation in academics enveloped in the SLEs and supported by technology. Teacher observations, PLC discussions and data analysis helped ICRS make significant changes in the curriculum and assessment process, aligning both to the current Common Core and Archdiocesan standards. The school sees great benefit in the guidance of the technology committee. More significantly, ICRS instills the values of the SLEs throughout the school, not by techniques of memorization, but more importantly through the identification of school community in its actions of faith and virtues.

Significant Accomplishments:

- † Re-evaluated SLE purpose and function throughout the school
- † Aligned report cards more closely to Common Core State Standards
- † Developed a technology committee drafted a five-year comprehensive technology plan
- † Supported staff participation in professional development

Goals:

- † Fine tune specific and focused ELL and ISP student support
- † Develop a process for assessing and placing new students

- † Implement the 5-year Technology Plan to support instruction and learning

Evidence:

- † Samples of formative and summative assessments
- † Teacher lesson plans
- † Curriculum maps
- † Staff development (Title IIA binders)
- † Integration of technology (survey from technology committee)
- † Use of federal funds for staff development
- † List of students with ISPs, in Tier 1, Tier 2, Title 1 and Homework Help
- † In-depth Study (Appendix F)

G. Support for Student Spiritual, Personal, and Academic Growth

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

ICRS prides itself on developing well-rounded students with a strong Catholic identity. The ICRS community is unique in that it serves and receives support from eight parishes. The students take an active part in prayer services and bi-monthly Masses with completion of the new church. A parent volunteer leads the student choir and a parish volunteer plays the piano. One parent who is a former ICRS teacher and two staff members are the Confirmation team. Parents teach religious education and Vacation Bible School in their parishes. ICRS humbly tries to instill compassion in its students. Students reach out to one another, and the greater community, by participating in service projects sponsored by individual classes as well as the student council. All 8th grade students attend a class retreat and serve as class angels. Grades 6-8 attend a retreat annually and complete five service hours per trimester. Father Peter, the Parochial Vicar, visits with each class monthly answering questions and fostering spiritual growth.

The ICRS staff, parents, and community members are committed to providing strong support services to aid students in achieving the SLEs. Public funds, grants and parent volunteers are used to support high achievement of all students. A Mount Vernon public school employee teaches Title I at ICRS to 12 students. ICRS receives Title IIA funds which support staff development. ICRS also receives Title III funds which has provided professional development for several staff members in GLAD and SIOP training. Bilingual parents volunteer to translate for Spanish speaking parents, and for preschool students. ICRS receives support from the public schools with a speech therapist and an occupational therapist coming to the school as needed. Speech therapy is currently provided to one student. ICRS has developed a flow chart to guide the process for referral. This process includes an RTI team comprised of the principal and two staff members who are available to discuss and recommend additional student accommodations. The Homework Help program supports students who have been identified by their

teachers as needing extra help in homework completion. Two staff members, one volunteer and 8th grade student volunteers assist in Homework Help. ICRS employs seven classroom aides who assist in pre-K through 8th grade, two of whom are bilingual. Two of these aides staff the Extended Day program which provides before and after school care.

ICRS students have opportunities to go beyond the basic curriculum. Students in K-5 participate in Spanish and art instruction. Sixth through eighth grade students have an electives program offering students the choice of art, band or Spanish. 8th grade students are taught one semester of art, culminating in the painting of an icon. There are many special co-curricular projects at ICRS. Second grade presents the Hall of Heroes, 4th grade a Native American project, 6th grade participates in an engineering fair, 7th grade researches their ancestry for the cultural fair and 8th grade students conduct an experiment for the science fair. All students participate in the Christmas program. Band students also perform at the Veterans' Day assembly, Senior Appreciation luncheon, a Seattle band tour, eighth grade graduation Mass, and spring and winter concerts. The winter concert also features student art work. ICRS receives funds from the Endowment Board, tuition assistance from the auction and the greater community to support many of these activities.

Students are recognized for their growth on their report cards, honor roll for grades 4-8, the Kiwanis Student of the Month, 8th grade graduation, and on the bulletin board outside of the office where newspaper articles are posted. At the 8th grade graduation, one student is recognized by the staff and their peers who exemplifies good citizenship and is a model of Christian behavior. This student receives the Light of Christ Award after the graduation Mass.

ICRS makes safety a priority for all those on campus. In 2013 the school installed secure entrances in the main building. All visitors are directed to the main entrance to sign in before entering the building. Students and staff enter the building with a key card. The school has a revised emergency plan and conducts routine fire drills, earthquake drills, and intruder drills. The community police officer provided the staff with basic active shooter training. Each room has the evacuation plan posted, and an emergency backpack filled with first aid materials, a school list of students, and snack for the class. All staff review their specific duties in time of a major crisis, and have been trained to make all-call announcements in an emergency. Parent communication during emergencies include text messages to parent cell phones, email communications, and notes brought home by the students. The Safety Committee meets quarterly to improve safety on campus. They provide input on facilities safety, traffic safety, personal safety, communications regarding safety.

ICRS strives to support the spiritual, personal, mental and physical health of its students. The PTO purchased new playground equipment and sponsors educational assemblies including the Pacific Science Center Van. ICRS physical education classes meet one to two times per week. Parent volunteers who are health care professionals give the students yearly vision and hearing screenings and check student immunization records annually. Classes are paired together as partner classes for activities which promote social and personal development. School families led by 7th and 8th grade students were created to promote inclusion and community. Fifth grade students serve on the safety patrol. Middle school and intermediate students participate in Salmon in the Classroom, and ecological and life-science study. Seventh grade Washington State History students embark on a three-day road trip across the state visiting the Capitol and significant landmarks. ICRS also has an outdoor education program taught to 5th-8th grade students who participate in tree planting, Mountain School, Earth

Camp, and an overnight hike to Baker Lake. These outdoor education activities can be physically challenging but provide a calming connection to God's creation at the same time. Parents and grandparents are an integral part of these programs, sharing their knowledge and expertise as well as providing numerous hours chaperoning these activities.

ICRS recognizes that physical and mental health needs must be met in order for students to grow academically, spiritually, and socially. These needs are promoted in SLE 2D, Life-long learners who participate in creative arts and physical fitness. In the past ICRS had a Wellness Week led by the student council, where students were taught about healthy eating, exercise, and participated in such activities as Zumba, yoga, and a jog-a-thon. From student and parent feedback, specifically, the 7th and 8th grade editorials and SLE reflections, the staff has seen the need to bring back Wellness Week. The 8th grade family group leaders will practice their leadership and organizational skills as they plan Wellness Week. Younger students respond very positively to this leadership; it promotes community, friendship, and modeling of positive behavior. Wellness Week is an opportunity to teach students about healthy eating and habits in an engaging manner. It will help ICRS follow federal hot lunch standards while promoting parent involvement as parents attend Zumba and yoga classes during recess and participate with their children in the jog-a-thon.

In the 2016-17, the school saw an increased need for a school counselor. As discussed in Section 3E, the Cascade Mall shooting affected several students, staff, and parents. The Superintendent of Catholic Schools sent the counselor from Archbishop Murphy High School to attend to the needs of ICRS's community. On another occasion, one middle school student exhibited self-injury and expressed suicidal thoughts. The crisis team from Compass Health arrived at the school immediately to provide intervention. The students are showing a greater need for a part time school counselor, and the school could most certainly use a counselor's expertise with interventions and direction for resources for basic needs—food, clothing, shelter.

ICRS provides a variety of extra-curricular activities. ICRS offers basketball, volleyball, cross country and track and field. The PE teacher serves as the ICRS athletic director with duties such as scheduling referees, coordinating parent volunteers for coaches and monitoring facilities. Nine parent volunteers and one ICRS alumni serve as team coaches and additional parents provide transportation to and from away games. In addition to sports, choir, Spanish, French, STEM Club, Newspaper Club, and drama are also offered either before or after school. Classes go on a variety of educational field trips. A public librarian speaks to the children each year promoting summer reading. Students are also given the opportunity to participate in the school talent show, spelling bee, geography bee, Young Authors Conference, student council, Junior High Youth Rally, and Boy and Girl Scouts. Recognition for achievement in these programs is posted on bulletin boards, in the principal's newsletter and through team celebrations.

The administration, finance council and newly formed technology committee have made a concerted effort to update and integrate technology. They drafted a five-year technology plan. ICRS has upgraded its internet connection to fiber-optics tripling the band width and installed wifi access points in every classroom. iPads are used in the preK and kindergarten programs. Refurbished laptops (172) have been acquired by a parent through a surplus provider. Grades 1-4 have three to six laptops in each classroom for student use. Grades 5-8 have laptops for every student and six computers have been added to the computer lab which now is able to accommodate 30 students. Teachers in grades K-8 utilize their laptop

computers, projectors and document cameras, which enable them to use a wide variety of teaching materials. Grades K-8 attend computer class weekly. Computers are used to support learning. For example, they are used for math instruction, Power Point presentations, meditative music, research, enrichment and remediation. The seventh grade uses the internet as its primary resource for social studies. Grades 2-8 have Google accounts and 8th grade students have Microsoft accounts. Eighth grade students serve on the yearbook committee where they create yearbook pages on the computer.

Parents are an integral part to the success of our school. They are required to complete 40 volunteer hours. Parents provide support in many ways: classroom volunteers, surveys, informal conversations, PTO, School Commission, networking and Shareholder Meetings. During the 2016 Shareholder meeting many parents encouraged the school to provide counseling services and limit class size. (See discussion in Appendix C, Shareholders' meeting notes.) The collaboration of staff and parents helps to maintain a level of excellence.

ICRS provides a highly effective, well-balanced system of support services for its students due to the commitment of parents, staff, administration, and in kind donations, grants, and public funding. These services change over time reflecting the needs of the population served.

Significant accomplishments:

- † Acquisition of iPads and laptops
- † Spanish added as elective
- † Technology Committee
- † Cross Country Team
- † Increased Number of Instructional Aides
- † Student Family Groups

Goals:

- † Provide access to counseling services for students
- † Cap class size
- † Reinstate Wellness Week to support student health and leadership

Evidence:

- † List of co-curricular and extra-curricular activities
- † Pictures of various programs/activities
- † List of class service projects
- † Student Family Group activities
- † Parent volunteer hours report forms
- † Mass/prayer service schedule and staff prayer schedule
- † Brown envelope inserts

- † Title Program funding
- † Shareholder meeting notes
- † Draft Technology Plan
- † Emergency Plan

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

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

ICRS demonstrates sound fiscal responsibility, creative partnerships, and outreach to resources beyond school families. The school finances are managed in accordance with responsible practices to support high achievement of all students. The school's financial position is secure with a budgeting process which begins in December and is finalized before June 30. The principal, bookkeeper, and a subcommittee made up of Finance Council Members begin constructing the annual budget each December. The preliminary budget is then presented to the Finance Council in January, in time to recommend tuition rates for the following year to the School Commission and Pastor. The preliminary budget is used by the School Commission to set a responsible tuition schedule before registration. The 2016-2017 tuition is as follows.

**Table 3H-1
2016-2017 Tuition**

Family Size	Parish Rate	Non-Parish Rate
1st Child	\$4,488	\$6,444 / student
2 Children	\$7,632	
3 Children	\$10,104	
4 th + K-8 Child	Free	
Pre-4	\$2,124	
Pre-3	\$1,536	

Tuition at the parish rates have increased 5% from 2015-2016 to account for the increase in the cost of educating a child, based on the preliminary budget drafted in January 2016. A second child discount receives a 15% savings, and a family with three or more children sees a 25% savings. To ensure that large Catholic families can afford tuition, the fourth child in K-8 attends for free. Preschool rates are competitive with local preschool programs. The school receives subsidies from seven feeder parishes. In 2016, Fr. Mel Strazicich at St. Mary in Anacortes agreed to support Catholic education for parishioners.

School policy states that the non-parish rate is the cost to educate a student. As of September 2016 new families in this category pay the cost to educate each child. (Non-parish families that entered the school prior to September 2016 are grandfathered in and do see a 2nd and 3rd child discount.)

After registration and the annual auction, the principal and bookkeeper present the final budget to the Finance Council. If approved, the Finance Council recommends the budget to the School Commission. Upon their approval, they recommend it to the Pastor for approval. If approved, the Pastor signs it, adopting it as the official budget for the following year. The final budget is set before June 30.

Aside from the budgeting process itself, the budget is prepared according to standard practice. The Finance Council members are exceptionally qualified. Members include the Assistant Vice President and Branch Manager of Union Bank, a Loan Officer for Wells Fargo Bank, a CPA, an accountant and two business owners. The budget is prepared according to the approved chart of accounts of the Seattle Archdiocese.

Throughout the fiscal year, the status of the school is monitored continually. Each month all Finance Council members receive a report on the school's current financial status. The pastor, School Commissioners, and Endowment Board members also receive this report. One member of the Finance Council then presents the report to the School Commission monthly, ensuring transparency of the school finances. The financial reports include notes on how the school is meeting or exceeding the budget. Finally, in September of the following year, all parties receive the fiscal year-end balance sheet, and profit-and-loss report for review and comment.

Emergency preparedness is taken seriously. Following the policy of the Archdiocese, the school keeps at least three months' operating expenses on reserve at all times. Moreover, the school budget includes a line item for depreciation that results in an annual savings. There is currently \$430,000 in designated savings, and about \$300,000 in undesignated savings for facilities maintenance. Additionally, the Endowment Board manages over \$2M in the school's endowment. The Endowment was set up to ensure the viability of the school. Endowment funds support scholarships, the operations budget, and construction as earmarked by the donors.

To make Catholic education accessible to families, the school and the Fulcrum Foundation provide financial aid to support some families. In the most recent years the Fulcrum Foundation has generously supported an average of 30 students per year. The school's auction, endowment, and various donors provide additional tuition assistance. The 2016 Big Blue Auction provided \$39,510 in scholarships for the 2016-17 year. Donations through the endowment provided \$40,149, and in 2016-2017, an extra \$4,652 was donated to scholarships after September 2016.

**Table 3H-2
Scholarship History**

Source	12-13	13-14	14-15	15-16	16-17
Fulcrum TAG	19,283	18,630	24,633	29,943	37,400
Auction	30,000	26,011	29,500	34,150	39,510
Endowment / Donations	25,187	25,554	60,628	39,706	40,149
Total \$	74,461	70,195	114,761	103,799	117,059
# of Students Receiving Scholarships	56	53	61	70	77

The school also seeks grants and federal funding to support high achievement of all students. Table 3H-3 shows grants and Title IIA funding received by the school since 2012. Since 2013, all funding received from Title IIA which supports professional development were expended in the awarded year.

The budget supports the school's Catholic identity in various ways. In 2016 PK-8 purchased new religion texts. The PK-3 consumables are replaced each year. CCP professional development and staff retreats are paid for by the school. The school purchases classroom prayer books, and subscribes to *Growing in Faith* to support faith development at home. Visiting priests who have presided at school Mass have been compensated, as well.

**Table 3H-3
Grants and Federal Funds Received, 2012-2017**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Title IIA	\$7,717	\$6,849	\$5,748	\$5,682	\$5,474
Grants*	\$25,000	\$12,000	\$25,000	\$14,000	\$7,208
Purpose for Grant	Office Upgrades	New curtains	SJC Roof	Bus Barn Roof	Plumbing

*Garneau-Nicon Foundation awarded the \$25K grants, and the Fulcrum Foundation awarded the others.

In the spring of 2016 ICRS applied for an E-rate grant to upgrade the school to fiber-optics. As an E-rate school, ICRS can take advantage of discounted funding for technology. Upon completion of the school Technology Plan, funding sources will be determined. The school plans to tap into E-rate funding, Fulcrum funding, grants, and, new in the 2017-2018 school year, an Annual Fund with \$16,000 specifically earmarked for technology.

In 2016, the school hired a part-time marketing/development consultant to further ensure the viability of Catholic education in the Skagit Valley. Publicity and communication take place through the weekly school newsletter, Church bulletin announcements, the campus reader board, the school's Facebook

page, Instagram and the school website. The technology teacher works with the principal and the consultant to keep the school's website updated and easy to navigate. Marketing and development efforts bring new families to the school, fund new students, seek support from sources outside of school families, as well as fund efforts to provide high achievement of all our students. The consultant is developing the school's first Annual Fund, scheduled for the 2017-18 school year. The Annual Fund will support science, technology, and outdoor education (S.T.O.R.M.; religion and math are also part of the acronym). The goal the first year is to reach outside of the school families and raise \$20,000 to support science, \$16,000 for technology, and \$10,000 to support outdoor education for 5th-8th graders.

The school's 5-year Strategic Plan addresses the following areas: budget, facilities, organizations for student learning, and support for student growth. Under the Budget category, the school hired a marketing/development consultant in July 2016, and she is expanding the school's outreach to a broader local audience, and developing an alumni database to harness alumni support for the school. Under Facilities, the Facilities Maintenance Committee is developing a five-year plan to replace aging equipment and upgrading to more energy efficient utilities. Under Organization for Student Learning, a flowchart clarifying school organizations is underway, and outreach to feeder parishes has increased enrollment among the Hispanic population, parishioners from St. Cecilia and St. Mary parishes. Under Support for Student Growth, the principal has partnered with Compass Health, and Archbishop Murphy High School for onsite counseling service during crisis events. The principal is seeking a regular and continued relationship with a local counseling provider. Fr. Peter Mactutis schedules monthly visits to each class, PK-8. The children enjoy his stories. Spanish has been added to the middle school electives and is designed to prepare ICRS graduates to enter second year Spanish at the local public high school. The school is in the process of developing a 5-year Technology Plan.

ICRS's sound practices with financial resources and its Five-Year Strategic Plan support high achievement of all students and ensure the viability of the school. The school will continue to seek grants, federal funds, and support from alumni and school supporters for additional resources. ICRS is blessed to have a healthy savings account, a \$2M endowment fund, and staff and parents who volunteer to support the high achievement of all students. With the new marketing consultant, the school has an active online presence attracting young families to the school. ICRS's goal is to increase enrollment and provide the funds needed to maintain a balanced budget each year.

Significant Accomplishments:

- † Mature budgeting process ensures school's financial health
- † \$2M in the endowment to support the viability of the school
- † Grants received every year since 2012 to support facility improvements: energy efficient windows (2012), secure entrance (2013), fireproof window coverings (2014), roof repair (2015), plumbing (2016)
- † E-rate school (2016)
- † Marketing the school on social media and reaching out to school supporters

Goals:

- † Seek Fulcrum Diversity and Technology Grants

- † Maintain a balanced budget
- † Seek funding to support a part time counselor or social worker at the school

Evidence:

- † Fiscal Year End reports from 2012 to 2016
- † Cash analysis 2012 to 2016
- † Balance sheets and profit and loss statements
- † Budget 2012 to 2016
- † Tuition rates 2015-2016 & 2016-2017
- † School strategic plan
- † Parish subsidy chart

4

The Action Plan



CHAPTER 4 – THE ACTION PLAN

A. Design and Alignment of the Action Plan with The Self Study Findings

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

LIST OF SIGNIFICANT ACCOMPLISHMENTS

3-A Catholic Identity

- † Aligned ICRS religion curriculum to the Archdiocesan standards
- † Adopted a textbook series (*Alive in Christ*) in grades 1-8 that is approved by the Archdiocese and supports the ACRE
- † Added middle school service requirement
- † Designed service projects to promote Social Justice, empathy, and personal involvement

3-B School Purpose

- † Evaluated growth with respect to the SLE's
- † Adopted new religion and math textbooks aligned to the standards
- † Growth and development of School Families

3-C Organization for Student Learning

- † A marketing consultant was hired in 2016
- † All organizations communicate monthly at the School Commission meetings
- † The Endowment is well managed, supports the school operating budget, and provides funds for scholarships.

3-D Data Analysis

- † Developmentally appropriate and consistent SLE assessments
- † Strong Catholic identity
- † Diverse student population
- † Standards-based report cards

3-E SLES and Standards-Based Curriculum

- † Assessment of student growth with respect to the SLEs
- † Improvement of RTI program: Title I, Study Skills, Homework Help
- † Piloted Intervention Team
- † Created Intervention flow chart

3-F Instructional Methodology

- † Re-evaluated SLE purpose and function throughout the school
- † Aligned report cards more closely to Common Core State Standards
- † Developed a technology committee and drafted a 5-year technology plan
- † Supported staff participation in professional development

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

- † Acquisition of iPads and laptops
- † Spanish added as elective
- † Technology Committee
- † Cross Country Team
- † Increased Number of Instructional Aides
- † Student family groups

3-H Resource Management and Development

- † Mature budgeting process ensures school's financial health
- † \$2M in endowment to support the viability of the school
- † Grants received every year since 2012 to support facility improvements: energy efficient windows (2012), secure entrance (2013), fireproof window coverings (2014), roof repair (2015), plumbing (2016)
- † E-rate school (2016)
- † Marketing the school on social media and reaching out to school supporters

In-depth Study: Science

Data Analysis Significant Accomplishments:

- † More than 60% of students consistently perform above average in Science.
- † Students at ICRS show improvement as they advance from 3rd to 8th grades.

Curriculum Standards Significant accomplishments:

- † Incorporation of engineering in the annual Science Fair
- † Outdoor education supports environmental science and an appreciation for God's creation

Instructional Methodology Significant Accomplishments:

- † Teachers differentiate instruction using a multiple-intelligences approach
- † Students are challenged with engineering and Science Fair projects
- † The PTO brings the Pacific Science Center Mobile Van to ICRS

LIST OF SIGNIFICANT GOALS

3-A Catholic Identity

- † Acquire and teach a Catholic curriculum for human development and Christian sexuality for seventh and eighth grade
- † Provide more opportunities for faith development for parents
- † All staff complete Catechetical Certification

3-B School Purpose

- † Provide opportunities for more community engagement with families
- † Include an organizational chart in the Family Handbook

3-C Organization for Student Learning

- † Create a flowchart clarifying all organizational structures and their relation to one another
- † Promote the school in the larger community
- † Promote growth in the Endowment to ensure viability of the school
- † Invigorate the PTO to facilitate greater participation by parents and teachers to garner support for the students

3-D Data Analysis

- † Fully adopt MAP test to replace the IOWA test, including professional development for technology support, testing protocols, disaggregating and analyzing results, and applying results to classroom practice.
- † Increase the percentage of students in the top tier in standardized tests
- † Build in an hour a week for PLC collaboration

3-E SLES and Standards-Based Curriculum

- † Expand support for ELL students and students with behavioral needs.
- † Allow more time for PLCs to meet

3-F Instructional Methodology

- † Fine tune specific and focused ELL and ISP student support
- † Develop a process for assessing and placing new students
- † Implement the 5-year technology plan to support instruction and learning

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

- † Provide access to counseling services for students
- † Cap class size
- † Reinstate Wellness Week to support student health and leadership

3-H Resource Management and Development

- † Seek Fulcrum Diversity and Technology Grants
- † Maintain a balanced budget
- † Seek funding to support a part time counselor or social worker at the school

In-depth Study: Science

Data Analysis Goal:

- † Improve science performance on standardized tests, from 60% of students consistently performing above the national average, to 75% consistently performing above the national average.

Curriculum Standards Goal:

- † Develop the current K-8 Science Curriculum Map such that it includes details about assessment, key vocabulary, and relevance to SLEs and the NGSS.

Instructional Methodology Goal:

- † Adopt and make the shift to the Next Generation Science Standards (NGSS) through professional development and Professional Learning Communities (PLC) work.

LIST OF CRITICAL GOALS

In April 2017 the faculty prioritized significant goals, and in June the Leadership Team identified six critical goals whose accomplishments will have the greatest impact on student achievement.

Goal 1: Ensure that all students achieve their highest academic potential. **Rationale:** The increased demand for support for exceptional students was evident in the data, curriculum, and methodology sections (3D, 3E and 3F) and feedback from shareholders, parents and faculty. The faculty is committed to continuous school improvement and plans to redesign the RTI program and implement project-based learning to differentiate support for high student achievement. The faculty plan to work together in PLCs to accomplish this goal. Activities under this goal establish regular PLC collaboration time to address support for all students and to support continuous professional development among colleagues. Additionally, teachers will design a process to assess and place new 1st-8th grade students to ensure that they are challenged and supported at the onset of the new school year. This goal will provide PD opportunities for improved PLC work and project-based learning to support student achievement.

Goal 2: Support the physical and behavioral well-being of all students to improve student achievement. **Rationale:** Student physical and mental health needs must be met before optimum learning can take place. Teachers, parents, and students expressed the need for counseling services to support student learning and well-being (3G student support, and 3H resources). In the student support section (3G), shareholders recognize the importance of bringing back Wellness Week, which is aligned with SLE 2D, "ICRS students are life-long learners who participate...in physical fitness." Under this goal the school will reinstate Wellness Week to promote healthy lifestyles and student leadership. Also under this goal the

school will establish creative partnerships with local counseling services, and provide information nights to staff and parents to support students' well-being, and their academic achievement.

Goal 3 from the In-Depth Study: Improve science education by fully implementing preK-8 science aligned to the NGSS. **Rationale:** Science impacts a student's ability to problem-solve and understand the world around them. By improving science instruction through nationally aligned standards, ICRS will promote this critical thinking mindset in all students. The staff look forward to implementing the NGSS to improve student achievement in science. Activities under this goal provide a step-by-step process for teachers to become familiar with the new standards, design a comprehensive science curriculum map, implement the NGSS, align the report cards to the NGSS.

Goal 4: Foster the partnership between home, school, and the larger community to develop the whole child. **Rationale:** The highest priority identified at the shareholders meeting was "community connections" (Appendix C-5). In sections 3A (Catholic Identity), 3C (School Purpose) and 3D (School Organization) this goal resonated again. ICRS recognizes that when the school partners with parents and the larger community the school fosters student support, which can impact student achievement. Strategies and activities under this goal strengthen community relationships to support high achievement for all students at school and at home. This goal intends to provide curriculum nights for families, and faith development opportunities for parents and community members, and information nights (see Goal 2).

Goal 5: Implement the five-year technology plan to support instruction and learning. **Rationale:** The technology plan is comprehensive and long term, and designed with the intent to improve student learning (3F methodology section). Activities for this goal focus on technology training for teachers, and planned purchase of technology for students, teachers, and classrooms. The accomplishment of goal 4 will prepare ICRS teachers and students to be flexible and responsive to the quickly changing landscape of technology use, and will harness technology to support student achievement.

Goal 6: Adopt a new standardized test to assess student growth and improve instruction. **Rationale:** In the data analysis section (3D) the school recognized that the OCS is leading Archdiocesan schools to adopt MAP assessments. ICRS will administer this test biannually to students in 2nd-8th grades. Test results will provide data that shows student growth over the year, and inform school improvements. Under this goal, the faculty will partake in professional development for proctoring MAP tests, analyzing the data, and improving student learning.

ACTION PLAN FOR IMMACULATE CONCEPTION REGIONAL SCHOOL

Goal #1: Ensure that all students achieve their highest academic potential.

Rationale: The increased demand for support for exceptional students was evident in the data, curriculum, and methodology sections (3D, 3E and 3F) and feedback from shareholders, parents and faculty. The faculty is committed to continuous school improvement and plans to redesign the RTI program and implement project-based learning to differentiate support for high student achievement. The faculty plan to work together in PLCs to accomplish this goal. Activities under this goal establish regular PLC collaboration time to address support for all students and to support continuous professional development among colleagues. For new students, teachers will design a process to assess and place new 1st-8th grade students to ensure that they are challenged and supported at the onset of the new school year. This goal will provide PD opportunities for improved PLC work and project-based learning to support student achievement.

Alignment with mission, philosophy, and SLEs: Goal 1 supports the school's mission, philosophy, and SLEs. "The dedicated staff (carry out the philosophy that ICRS) provides an excellent curriculum...that stimulates the growth of each individual in confidence, positive self-image and personal responsibility." This goal also addresses the school's SLEs related to active persons of faith (1d), life-long learners (2a, 2b, 2c), and self-aware individuals (4a, 4b).

Strategy	1.1 Implement weekly PLC time to support exceptional learners
Activity	1.1.1 Draft a PLC year-long calendar with specific tasks and goals 1.1.2 Teacher Leader and principal attend GRACE Project hosted by Catholic Education Forum to fine tune PLC agendas 1.1.3 Host weekly PLC meetings
Cost and Resources	1.1.1 \$0 1.1.2 \$500 from Title IIA 1.1.3 \$0
Person responsible for implementation	1.1.1 Leadership Team 1.1.2 Teacher leader and principal 1.1.3 Leadership Team, PLCs
Process for Monitoring	1.1.1 Annual PLC Year-long calendar 1.1.2 Monthly, Attendance at June 19-20, 2017 Catholic Education Forum, and detailed agendas for September-October 2017 1.1.3 Monthly, PLC notes and outcomes
Baseline Assessment	Fall standardized test results, SMART goals for individual students, and anecdotal information will serve as baseline assessments.

Ongoing Assessment	Winter and spring standardized assessments, CBAs, observations, anecdotal information, SMART goal assessments
Timeline Start/Stop	1.1.1 Feb 2017 1.1.2 June 2017 1.1.3 Fall 2017 – ongoing
Process for Communicating to Shareholders	PLC updates and news will be featured in the school newsletter.

Strategy	1.2 Refine and adopt an inclusive model for the Study Skills program to support exceptional learners
Activity	1.2.1 Create a RTI protocol for identifying, placing, tracking SMART goals, assisting, and assessing ELLs, students with ISPs and behavioral needs, and high performing students 1.2.2 Provide PD to support exceptional learners (e.g., GLAD, SIOP, ENL Programs) 1.2.3 Provide PD to improve project-based learning to support differentiated instruction especially to support high performing students
Cost and Resources	1.2.1 \$0 1.2.2 \$5,000, Title IIA 1.2.3 \$300 per year, per teacher, funded by Title IIA
Person responsible for implementation	1.2.1 Leadership Team 1.2.2 Principal, Leadership Team, and teachers 1.2.3 Principal, Leadership Team, and teachers
Process for Monitoring	1.2.1 Monthly progress towards completion of protocol 1.2.2 Ongoing, Attendance at relevant PD 1.2.3 Ongoing, Attendance at relevant PD
Baseline Assessment	Fall standardized test results, classroom based assessments, teacher observations, pre-tests, SMART goal assessments
Ongoing Assessment	Winter and spring standardized test assessments, CBAs, post-tests, and SMART goal assessments
Timeline Start/Stop	1.2.1 Sep 2017 - Ongoing 1.2.2 Oct 2019 – June 2020 1.2.3 Oct 2017 – June 2018
Process for Communicating to Shareholders	Parents of students receiving support will be in regular communication with teachers, report cards, parent newsletters, church bulletin announcing fairs, and at School Commission meetings

Strategy	1.3 Create template for tracking student needs and progress to support high achievement
Activity	1.3.1 Adjust 6th-8th template for tracking student needs and progress 1.3.2 Adjust middle school template for K-5 students
Cost and Resources	1.3.1 \$0 1.3.2 \$0
Person responsible for implementation	1.3.1 Middle school PLC 1.3.2 PLCs
Process for Monitoring	Template complete, and it informs teacher of best accommodations for individual student success (ongoing)
Baseline Assessment	Records from previous school, fall standardized assessments, CBAs, pre-tests, SMART goal assessments
Ongoing Assessment	Winter and spring standardized assessments, CBAs, post-tests, and SMART goal assessments
Timeline Start/Stop	Sept. 2018 - Nov 2018
Process for Communicating to Shareholders	Parent-teacher conferences, teacher-student conferences, report cards

Strategy	1.4 Develop a protocol to assess and review new student data, and to place new students (in appropriate middle school math program)
Activity	1.4.1 Revise/create placement assessments for math, writing, language skills, behavior. 1.4.2 Create a form or script to communicate with former teacher. 1.4.3 Implement placement assessments 1.4.4 Relevant PLC and RTI team review results and determine placement and accommodations
Cost and Resources	1.4.1 \$0 1.4.2 \$0 1.4.3 \$0 1.4.4 \$0
Person responsible for implementation	1.4.1 PLCs 1.4.2 Leadership Team 1.4.3 Principal 1.4.4 PLC and RTI team
Process for Monitoring	1.4.1 Placement assessments complete at each grade level 1.4.2 Form/Script complete 1.4.3 Spring, and ongoing as needed 1.4.4 Spring, and ongoing as needed
Baseline Assessment	Previous school data, placement assessment results
Ongoing Assessment	Standardized assessments completed at ICRS, CBAs, post-tests, and SMART goal assessments
Timeline Start/Stop	1.4.1 Nov 2017 – Feb 2018 1.4.2 Nov 2017 – Feb 2018 1.4.3 April 2018 - ongoing 1.4.4 May 2018 – ongoing
Process for Communicating to Shareholders	Parent-teacher conferences, teacher-student conferences, report cards

Strategy	1.5 Provide follow up support for new students
Activity	1.5.1 Consult with new student to determine their academic, social, spiritual and behavioral progress at their new school. 1.5.2 PLC and RTI team ascertain additional accommodations or supports needed.
Cost and Resources	1.5.1 \$0 1.5.2 \$0
Person responsible for implementation	1.5.1 Teachers, Principal 1.5.2 PLC and RTI team
Process for Monitoring	Ongoing
Baseline Assessment	Fall standardized test results, SMART goal assessments, teacher consultation with student
Ongoing Assessment	Standardized assessments, CBAs, post-tests, SMART goal assessments, teacher consultation with student
Timeline Start/Stop	Sept. 2018 – ongoing
Process for Communicating to Shareholders	Parent-teacher conferences, teacher-student conferences, report cards

Goal #2: Support the physical and behavioral well-being of all students to improve student achievement.

Rationale: Students’ physical and mental health needs must be met before optimum learning can take place. In the student support section (3G), shareholders recognize the importance of bringing back Wellness Week, and healthy habits. Teachers, parents, and students also expressed the need for counseling services to support student learning and well-being (3G student support, and 3H resources). Under this goal the school will reinstate Wellness Week, and additional physical fitness opportunities for students to promote healthy lifestyles and student leadership. Also under this goal the school will establish creative partnerships with local counseling services to access services to students, and provide information nights to staff and parents to support students’ well-being, and their academic achievement.

Alignment with mission, philosophy, and SLEs: Goal 2 supports the school’s mission, philosophy, and SLEs. The school’s mission emphasizes that ICRS develops the whole child, “ICRS emphasizes the spiritual, moral, intellectual, and physical development of its students....” This goal also addresses SLE 2D, “ICRS students are life-long learners who participate...in physical fitness” and SLE 4B, “ICRS students are self-aware individuals who affirm self and others.”

Strategy	2.1 Promote the physical well-being of students
Activity	2.1.1 Re-instate Wellness Week 2.1.2 Provide morning Wednesday Wellness activities for students in open gym during late start 2.1.3 Revise the Parent Handbook to include policies promoting healthy options at school
Cost and Resources	2.1.1 \$0 2.1.2 \$0-\$600, from Fulcrum STAR Grant to purchase pedometers 2.1.3 \$0
Person responsible for implementation	2.1.1 Student Council Faculty Advisor 2.1.2 PE Teacher and Principal 2.1.3 Principal
Process for Monitoring	2.1.1 Reports at staff meetings in the spring 2.1.2 Student participation logs, attendance 2.1.3 Completed by August 2018
Baseline Assessment	2.1.1 SLE 2D reflections 2.1.2 Standardized assessments, comparing scores of students who participate in Wednesday Wellness and those who do not. 2.1.3 Current snack habits in the classroom
Ongoing Assessment	2.1.1 SLE reflections 2.1.2 Standardized assessment, comparing scores of students who participate in Wednesday Wellness and those who do not. 2.1.3 Snack habits in the classroom
Timeline Start/Stop	2.1.1 April 2018 - ongoing 2.1.2 September 2017 – ongoing 2.1.3 June 2018 - August 2018
Process for Communicating to Shareholders	Shared at staff meetings, school commission meetings, and via the school newsletter

Strategy	2.2 Promote the social and emotional health of students
Activity	2.2.1 Develop a partnership with and protocol for accessing local student counseling services (Catholic Community Services, Compass Health, Archbishop Murphy High School) 2.2.2 Write and submit a grant to support a part time school counselor or social worker 2.2.3 Adopt a new anti-bullying school program. Include a parent information night.
Cost and Resources	2.2.1 TBD, explore Title I funding 2.2.2 \$10,000, grant foundations 2.2.3 \$5,000, from operating budget, or grant, or Title I
Person responsible for implementation	2.2.1 Principal 2.2.2 Principal 2.2.3 Adoption committee
Process for Monitoring	2.2.1 Via the RTI process (1.1.3) the school will keep track of: the number of students in need of counseling services, number of students receiving services through school partnerships, and feedback from students, parents or teachers regarding effectiveness of services 2.2.2 Grant submitted 2.2.3 Adoption of new program
Baseline Assessment	2.2.1 Anecdotal data per individual child 2.2.2 Current status 2.2.3 Anecdotal data, or number of reports from children or parents regarding bullying or improved friendship skills.
Ongoing Assessment	2.2.1 Anecdotal data per individual child collected every 6 weeks 2.2.2 Grant awards 2.2.3 Anecdotal data, or number of reports from children or parents regarding bullying or improved friendship skills, collected every 6 weeks.
Timeline Start/Stop	2.2.1 Spring 2017 – June 2018 2.2.2 Summer 2018 2.2.3 Jan 2018 - Jun 2018
Process for Communicating to Shareholders	2.2.1 Parents of students receiving support will be in regular communication with teachers or counselors (as permitted by law) 2.2.2 and 2.2.3 Shared at staff meetings, school commission meetings, and via the school newsletter

Goal #3: Improve science education by fully implementing pre-K-8 science aligned to the NGSS.

Rationale: Science impacts a student's ability to problem-solve and understand the world around them. By improving science instruction through nationally aligned standards, ICRS will promote this critical thinking mindset in all students. The staff look forward to implementing the NGSS to improve student achievement in science. Activities under this goal provide a step-by-step process for teachers to become familiar with the new standards, design a comprehensive science curriculum map, implement the NGSS, and align the report cards to the NGSS.

Alignment with mission, philosophy, SLEs: This goal is related to the school's mission/ philosophy and SLEs. The school's mission/philosophy states that the dedicated staff of ICRS provides an excellent curriculum in academics that stimulates growth of each individual in confidence, positive self-image, and personal responsibility. In relation to the SLEs, this science goal will help ICRS students grow as life-long learners who communicate effectively, problem solve, possess good study skills, and participate in hands-on learning. Furthermore, as contributing citizens, students will enhance their ability to be active persons of faith, active citizens of the global community, and self-aware individuals.

Strategy	3.1 Implement the science and engineering component of the NGSS (See NGSS, Appendix F <i>Science and Engineering Practices in NGSS</i>)
Activity	3.1.1 All grade-level teachers plan and implement at least one engineering activity / lesson / unit 3.1.2 Provide professional development in NGSS for all science teachers
Cost and Resources	3.1.1 \$0-\$1700 (for PSC Van), operating budget, grants, or annual fund 3.1.2 \$0-\$1000, Title IIA
Person responsible for implementation	3.1.1 Lead science teacher and classroom teachers 3.1.2 Lead science teacher and classroom teachers; or the principal will bring in an expert to lead an in-service
Process for Monitoring	Ongoing
Baseline Assessment	Fall MAP assessment for science
Ongoing Assessment	Winter and spring MAP assessment for science, CBAs
Timeline Start/Stop	3.1.1 Fall 2018 - Spring 2024 3.1.2 August 2018 - January 2019
Process for Communicating to Shareholders	PLCs, parent newsletter, school commission meetings, report cards, classroom newsletters

Strategy	3.2 Promote the disciplinary core ideas components of NGSS (Appendix E)
Activity	3.2.1 Create class curriculum maps aligned with NGSS 3.2.2 Review and adopt resources for K-3
Cost and Resources	3.2.1 Staff PD and NGSS documents, \$2000, Title IIA 3.2.2 New classroom resources / materials, \$10,000, STORM Annual Fund
Person responsible for implementation	3.2.1 Lead science teacher and classroom teachers 3.2.2 Lead science teacher and K-3 science adoption committee
Process for Monitoring	3.2.1 Ongoing PLC notes, and completed science curriculum maps 3.2.2 Newly adopted science resources
Baseline Assessment	Fall MAP assessment for science
Ongoing Assessment	Winter and spring MAP assessment for science, CBAs
Timeline Start/Stop	3.2.1 Feb 2019 – June 2019 3.2.2 Jan 2018 – Jun 2018
Process for Communicating to Shareholders	PLCs, parent newsletter, school commission meetings, classroom newsletter, social media, parent information nights

Strategy	3.3 Examine the cross-cutting concepts for each grade band according to the NGSS (Appendix G)
Activity	3.3.1 Add columns to the curriculum map to align cross-cutting concepts in each grade band (based on curriculum map completed in the previous year) 3.3.2 Adopt NGSS aligned resources for 4th-8th 3.3.3 Align report cards to the NGSS for use in the following year
Cost and Resources	3.3.1 \$0 3.3.2 \$10,000, STORM Annual Fund 3.3.3 \$0
Person responsible for implementation	3.3.1 Lead science teacher, classroom teachers 3.3.2 Lead science teacher, science adoption committee 3.3.3 Science teachers in PLC teams
Process for Monitoring	3.3.1 Ongoing PLC notes, Finalized curriculum map 3.3.2 Ongoing committee communications, adoption of new resources 3.3.3 Ongoing PLC notes, report cards aligned with NGSS
Baseline Assessment	Fall MAP assessment for science
Ongoing Assessment	Winter and spring MAP assessment for science, CBAs
Timeline Start/Stop	3.3.1 Feb 2020 – June 2020 3.3.2 Jan 2019 – June 2019 3.3.3 Feb 2021 – June 2021
Process for Communicating to Shareholders	PLCs, parent newsletter, school commission meetings, classroom newsletter, social media, parent information nights

Action Plan Timeline

Start	Stop	Strategy	Activity	Cost	Person Responsible
Feb-17		1.1 Implement weekly PLC time to support exceptional learners	1.1.1 Draft a PLC year-long calendar with specific tasks and goals	\$0	Leadership Team
Mar-17	Jun-18	2.2 Promote the social and emotional health of students	2.2.1 Develop a partnership with and protocol for accessing local student counseling services (Catholic Community Services, Compass Health, Archbishop Murphy High School)	TBD, Title I	Principal
Jun-17		1.1 Implement weekly PLC time to support exceptional learners	1.1.2 Teacher Leader and principal attend GRACE Project hosted by Catholic Education Forum to fine tune PLC agendas	\$500, Title IIA	Teacher Leader
Aug-17	ongoing	1.1 Implement weekly PLC time to support exceptional learners	1.1.3 Host weekly PLC meetings	\$0	Leadership Team
Sep-17	ongoing	1.2 Refine and adopt an inclusive model for the Study Skills program to support exceptional learners	1.2.1 Create a RTI protocol for identifying, placing, tracking SMART goals, assisting, and assessing ELLs, students with ISPs and behavioral needs (to support goal 2.2), and high performing students	\$0	Leadership Team
Sep-17	Ongoing	2.1 Promote the physical well-being of students	2.1.2 Provide morning Wednesday Wellness activities for students in open gym during late start	\$0-\$600, Fulcrum STAR Grant	PE teacher and Principal

Oct-17	Jun-18	1.2 Refine and adopt an inclusive model for the Study Skills program to support exceptional learners	1.2.3 Provide PD to improve project-based learning to support differentiated instruction especially to support high performing students	\$300-\$3,000, Title IIA	Leadership Team, teachers
Nov-17	Feb-18	1.4 Develop a protocol to assess and review new student data, and to place new students (in appropriate middle school math program)	1.4.1 Revise/create placement assessments for math, writing, language skills, behavior.	\$0	PLCs
Nov-17	Feb-18	1.4 Develop a protocol to assess and review new student data, and to place new students (in appropriate middle school math program)	1.4.2 Create a form or script to communicate with former teacher.	\$0	PLCs
Jan-18	Jun-18	2.2 Promote the social and emotional health of students	2.2.3 Adopt a new anti-bullying school program. Include a parent information night.	\$5,000, grant, Title I	Adoption committee
Jan-18	Jun-18	3.2 Promote the disciplinary core ideas components of NGSS	3.2.2 Review and adopt resources for K-3	\$10,000, Annual Fund	Lead science teacher, adoption committee
Apr-18	ongoing	2.1 Promote the physical well-being of students	2.1.1 Re-instate Wellness Week	\$0	Student Council Faculty Advisor
Apr-18	ongoing	1.4 Develop a protocol to assess and review new student data, and to place new students (in appropriate middle school math program)	1.4.3 Implement placement assessments	\$0	Principal

May-18	ongoing	1.4 Develop a protocol to assess and review new student data, and to place new students (in appropriate middle school math program)	1.4.4 Relevant PLC and RTI team review results and determine placement and accommodations	\$0	PLC and RTI Team
Jun-18		2.2 Promote the social and emotional health of students	2.2.2 Write and submit a grant to support a part time school counselor or social worker	\$10,000, grants	Principal
Jun-18	Aug-18	2.1 Promote the physical well-being of students	2.1.3 Revise the Parent Handbook to include policies promoting healthy options at school	\$0	Principal
Aug-18	Jun-24	3.1 Implement the science and engineering component of the NGSS	3.1.1 All grade-level teachers plan and implement at least one engineering activity / lesson / unit	\$0-\$1,700, grant, Annual Fund	Lead science teacher, teachers
Aug-18	Jan-19	3.1 Implement the science and engineering component of the NGSS	3.1.2 Provide professional development in NGSS for all science teachers	\$0-\$1,000, Title IIA	Lead science teacher
Sep-18	Nov-18	1.3 Create template for tracking student needs and progress to support high achievement	1.3.1 Adjust 6th-8th template for tracking student needs and progress	\$0	6-7-8 PLC
Sep-18	Nov-18	1.3 Create template for tracking student needs and progress to support high achievement	1.3.2 Adjust middle school template for K-5 students	\$0	PLCs
Sep-18	ongoing	1.5 Provide follow up support for new students	1.5.1 Consult with new student to determine their academic, social, spiritual and behavioral progress at their new school.	\$0	Teacher

Sep-18	ongoing	1.5 Provide follow up support for new students	1.5.2 PLC and RTI team ascertain additional accommodations or supports needed.	\$0	PLC and RTI Team
Jan-19	Jun-19	3.3 Examine the cross-cutting concepts for each grade band according to the NGSS	3.3.2 Adopt NGSS aligned resources for 4th-8th	\$10,000, Annual Fund	Lead science teacher, adoption committee
Feb-19	Jun-19	3.2 Promote the disciplinary core ideas components of NGSS	3.2.1 Create class curriculum maps aligned with NGSS	\$2,000, Title IIA	Lead science teacher, teachers
Oct-19	Jun-20	1.2 Refine and adopt an inclusive model for the Study Skills program to support exceptional learners	1.2.2 Provide PD to support exceptional learners (e.g., GLAD, SIOP, ENL Programs)	\$5,000, Title IIA	Leadership Team, teachers
Feb-20	Jun-20	3.3 Examine the cross-cutting concepts for each grade band according to the NGSS	3.3.1 Add columns to the curriculum map to align cross-cutting concepts in each grade band (based on curriculum map completed in the previous year)	\$0	Lead science teacher, teachers
Feb-21	Jun-21	3.3 Examine the cross-cutting concepts for each grade band according to the NGSS	3.3.3 Align report cards to the NGSS for use in the following year	\$0	Science teachers

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.

ICRS is committed to continuous school improvement. During the last accreditation period (2012-2018), the school has demonstrated its commitment to accomplishing its Action Plan goals. Since 2012, ICRS accomplished three critical goals to improve student learning:

1. Evaluate student growth with respect to the schoolwide learning expectations (SLEs)

2. Create a standards-based grading system for math
3. Improve reading comprehension for all students

The principal worked with the Leadership Team and PLCs to accomplish each goal. Chapter 2A of this Self Study details results of each goal. During the last accreditation period, results were shared with staff, the school commission, and with parents via a newsletter and at meetings. The greatest challenge the school faced in achieving these goals was lack of adequate time for the faculty to meet in PLCs to analyze data, review resources, and discuss effective accommodations to support the high achievement of all students. Beginning fall 2017, the school schedule will include a weekly, one-hour late start to accommodate PLC work.

During the new accreditation period (post 2017), ICRS adopted a weekly late start to accommodate regular PLC meeting times. The school is referring to the weekly, one-hour late start as the Power Hour, 8:15-9:15 every Wednesday morning. PLCs support a collaborative culture to improve student learning. Given time to work in PLCs, the school staff is confident that it will accomplish the Action Plan goals from this Self Study. The Power Hour, will give teachers time to collaborate, implement activities, provide ongoing, collaborative professional development, and assess and evaluate the impact of the Action Plan on student learning.

The school plans to communicate results of Action Plan goals in the weekly newsletter and email, monthly School Commission meetings, in Parent-Teacher conferences, at Open House in the fall, and at the State of the School address in the spring.

The school and its shareholders recognize the importance of the many goals mentioned in this study, but not listed as one of the top three critical goals. Additional goals will be accomplished throughout the next accreditation period. For example, the principal is working with the pastor to provide a draft of an organizational chart for incorporation into the Family Handbook. The faculty received a brief overview of the MAP test to prepare proctors and students for its implementation in September 2017. The principal will partake in training in September 2017 to help all religion teachers work towards catechetical certification. These are a few examples of additional goals listed in the Self-Study that will be accomplished in the near future.

ICRS is creatively seeking funding for the implementation of school improvement goals. Title funds will support professional development and students needing intervention. The operating budget will support PLC time, and project-based learning materials. The school's Annual Fund, STORM, will finance a new science adoption and technology expenses. Grants and donations, which are unknown at this point, might also fund a part-time counselor and other school improvement goals.

ICRS is confident that with the adoption of the Power Hour, the school has the greatest capacity to implement and monitor the Action Plan.

Evidence:

- Previous Self Study (2012)
- Previous progress reports sent to WCEA Elementary Commissioner
- Previous *Report of Findings*
- Mid-term Report
- Draft 2017-2018 PLC agenda