IMPROVING
STUDENT
LEARNING

A Self Study for:

St. Matthew School
1230 Northeast 127th Street
Seattle, Washington 98125

Continuous School Improvement Focused On High Achievement Of All Students

2010-2011
Preface

The completion of the St. Matthew School Self Study is the product of the cooperative efforts of staff, parents, students, community members and other shareholders dedicated to the mission of the school. St. Matthew School is a parish school with a mission focused on partnering with those who see the value of academic excellence rooted in the Catholic faith. We as a community are blessed to have the support of the parish, a factor that positively impacts the mission and philosophy of St. Matthew School. Every effort has been made to present the school in a realistic light, highlighting the strengths while also planning for identified areas of growth to meet the future needs of all St. Matthew students. Strengths have been identified as well as prioritized areas for growth.

We express our gratitude to Chairperson Catherine Muzzy, Principal, grades 5-8, at Serra Catholic School in Rancho Santa Margarita, California, for her positive guidance and support of our work. We are grateful to Kay Purcell, M.Ed., Assistant Superintendent for School Accreditation and Instructional Services Archdiocese of Seattle, for her encouragement and assistance throughout the process.
MISSION STATEMENT OF ST. MATTHEW SCHOOL

In partnership with the home and parish, we are here to promote Catholic faith and academic excellence in an environment of cultural diversity, opportunity, service, forgiveness and love.

PHILOSOPHY

Saint Matthew School places Catholic Identity at the center of education.

We believe:

• A partnership with the family, parish and community is necessary to develop each child’s potential.
• A safe and caring environment provides students with meaningful learning experiences that enrich their lives.
• A multicultural community celebrates the dignity of all people.
• Academic excellence is comprised of rich curricula and opportunities for creativity and leadership.

Guided by Saint Matthew School’s Mission, Philosophy and Student Learning Expectations our students make worthwhile contributions as responsible, moral, ethical stewards in service to the community.
ST. MATTHEW STAFF 2011-2012

Rose Alokolaro         Grade 5
Bonnie Beckwith       Pre-Kindergarten
Tasha Boldon           Grade 1 Aide, ESS Staff
Erik Brynildsen        Fitness
Amanda Bross           Grade 3
Paul Burke             Grade 7 Homeroom; Middle School Math & Science
Dorothy Cicero         Spanish K-8
Katie Davidson         Grade 1 Aide, ESS Director
Nancy Edwards*          Teacher Librarian, Technology Director
Martha Gibney          Grade 1
Cathy Grytting         Music
Greg Hawksford*        Grade 8 Homeroom; Middle School Religion & Social Studies
Elisa Heine            Learning Resource Specialist
Kara Herber*            Grade 4
Andrea Hews             Administrative Assistant
Arlene Martinez        Drama
Cindy McCroskey        Grade 6 Homeroom; Middle School Literature and Language Arts
Mary McCloskey         Grade 2
Renée McKay             Kindergarten Aide
Julie Prepotente*       Kindergarten
Christina Petrie       Math Tutor
Jon Rowley             Maintenance
Judy Shafer            Development Director, Art Docent Coordinator
Lillian Zadra*          Principal

*Leadership Team
STUDENT LEARNING EXPECTATIONS

A ST. MATTHEW STUDENT IS

A faith inspired person who:
† Demonstrates an understanding of scripture, history, traditions, rituals, and prayers of the Catholic faith.
† Serves others through words and actions.
† Participates in community prayer, worship, and Sacraments.
† Demonstrates the ability to make moral and ethical decisions based on Catholic values.

A socially responsible participant of the community who:
† Understands and respects individual differences.
† Resolves conflicts with others using peacemaking skills.
† Demonstrates skills necessary for positive leadership.
† Uses manners in everyday interactions.

A lifelong learner who:
† Utilizes a variety of study skills to facilitate academic growth.
† Meets or exceeds Archdiocesan and Washington state grade level standards.
† Establishes individual academic goals and evaluates progress.
† Uses technology effectively and responsibly.

An effective communicator who:
† Expresses information, ideas, and opinions effectively in written and verbal forms.
† Collaborates and cooperates with others.
† Listens to and respects other points of view.
† Uses technology and the creative arts as tools for learning and expression.
STUDENT VERSION

STUDENT LEARNING EXPECTATIONS

A ST. MATTHEW STUDENT IS

A faith inspired person who:
† Grows in knowledge of the Bible, Catholic Church teachings, and prayers.
† Serves others through words and actions.
† Participates in community prayer, worship, and Sacraments.
† Makes Christ-like decisions.

A socially responsible participant in the community who:
† Respects individual differences.
† Uses peacemaking strategies to resolve conflicts.
† Demonstrates positive leadership skills.
† Uses manners in everyday interactions.

A lifelong learner who:
† Uses a variety of strategies to learn.
† Uses Learning Targets to meet or exceed learning standards.
† Makes personal goals and checks progress.
† Develops skills for using technology and follows the A.U.P.

An effective communicator who:
† Communicates clearly in writing and speaking.
† Works together to accomplish tasks.
† Respects other points of view.
† Expresses oneself using technology and creativity.
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CHAPTER ONE – INTRODUCTION

A. HOW THE SELF-STUDY WAS CONDUCTED

In the fall of 2010 Kay Purcell, the Archdiocesan WCEA representative, was invited to speak to the St. Matthew School staff regarding the accreditation process and the shareholders’ meeting. Ms. Purcell offered insights into timeline, focus and involvement of shareholders. Next the leadership team was formed, which consisted of five individuals during the 2010-2011 school year, and four individuals during the 2011-2012 school year. The team members represented the administration, the primary grades, the intermediate grades, the middle school, and specialists. The team met Wednesday mornings to review the process, set timelines, organize/reorganize committees, redirect procedures, analyze data, make recommendations for moving forward to the entire staff, and seek clarification for following protocol. Several members of the leadership team attended a fall 2010 meeting with Sally Todd to develop an understanding of the expectations and protocols of the Improving Student Learning process.

St. Matthew School began the self-study process by seeking input from the shareholders. Kay Purcell facilitated a shareholders’ meeting held October 12, 2010. All parishioners, parents, staff members and interested community members were invited to attend. The meeting focused on analyzing the current mission statement, philosophy and Student Learning Expectations. Attendance was low, which presented challenges for reviewing/rewriting the school’s mission statement, philosophy and Student Learning Expectations. Thirty individuals comprised of staff, parishioners, parents, former parents and one alumnus met in small groups to discuss and make suggestions for revision of the documents. Forty percent were staff, 6% were former parents, 0.03% was an alumnus and 54% were school parents. Although students were not involved in the shareholders’ meeting, their input was solicited through surveys.

Each member of the school’s instructional and administrative staff participated in the self-study process and the writing of the document. Ten full-time teachers, one half-time specialist and one half-time Pre-kindergarten teacher made up the core self study team. Because of the small size of the staff, all members worked on more than one aspect of the self-study process. The Leadership team prepared a timeline as a strategy for completing specific steps in the self-study process.

Using the information collected at the shareholders’ meeting and surveys, the staff began the task of reviewing and revising the mission statement, philosophy and Student Learning Expectations to more accurately reflect what St. Matthew School believes. Prior to the publication of these documents to the school community, School Commission members were invited to read and comment on the revisions. Revisions were published twice (spring 2011 and fall 2011) in school newsletters and church bulletins, and shareholders were asked to submit feedback. Beginning in October 2010, the staff met weekly and reviewed comments from the shareholders’ meeting in order to revise the mission statement, philosophy and SLEs. The School Commission approved the revised mission statement, philosophy and SLEs.

Current parents, students, staff, School Commission members and alumni were invited to take part in surveys. The school purchased a subscription to Survey Monkey, and the surveys were made available to the school communities through links on the school website. Fifty-four percent
of the parent community completed the survey. All students in grades 4 to 8 took an electronic survey, and all students in primary grades kindergarten - 3 were given paper/pencil surveys. The data from the surveys was collated and reviewed by the leadership team and given to self-study committees as a resource for writing.

Committees began the work on chapters two and three and the appendices in the fall of 2010 by using the protocol discussion prompts to develop a list of information/data needed to complete the assigned sections. The timeline was modified and revised several times over the course of the self-study. Attention was focused on providing sufficient time for the entire staff to participate, give input and update critical data and information. Due to the size of the staff, everyone worked on more than one committee during the writing of the document.

All members of the St. Matthew School administration, staff, and the parish pastoral assistant for administration (PAA) wrote the self-study. Committee meeting schedules varied for each one. Staff committees met on in-service days and weekly during faculty meetings. From fall 2010 through fall 2011, most staff meetings were devoted to discussions and clarifications about the self-study process and the writing of the chapters. One half day each month was planned for committees to work on the self-study process. The principal and PAA met as needed, as did the development director and office administrator.

In fall 2011, the staff was divided into a chapter one writing team, an action plan team, an in-depth team, an appendices team and chapter two and three revision teams. These teams worked to finalize an accurate, cohesive document by the end of October 2011. This compilation of chapters 1, 2 and 3, the Math in-depth chapter, the Action Plan and the appendices were sent to the Visiting Chairperson, Cathy Muzzy, in late October 2011 for an initial review. She emailed comments for consideration, and members of the leadership team participated in a phone conversation with her as well.

The final work on the self-study document began in November 2011. In order to have the document ready for publication, two members of the leadership team met to revise the document to incorporate more current information and the visiting chairperson’s feedback. The full staff met to discuss the Action Plan and strategies for accomplishing the goals. The target for the publication of the final document was December 2011.

During the self-study process, the leadership team addressed questions, concerns and timelines in order to facilitate any adjustments needed to make sure that the committees had the information and data available for writing each chapter.

St. Matthew staff faced several challenges during the completion of the self-study. Due to the small size of the school, staff members had to serve on more than one committee. Other challenges were finding adequate time to work in committees, interpreting the protocol requirements and the collection, disaggregation and interpretation of data. Writing well-crafted Student Learning Expectations, which would be meaningful and measureable, took more time than the leadership team had originally thought. Another challenge was finding ways to involve shareholders beyond the school and parish staff and administration. Although all parents were invited to attend the shareholders meeting, only 10% of the school families attended.
B. IN VolVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF-STUDY

The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.

St. Matthew School involved all its shareholders through surveys. The input came from current students, parents and staff; former students and parents; and the parish priest and parishioners, some of whom are charter members of the parish. In November 2010 a subscription to Survey Monkey, a web-based survey tool, was purchased, and staff, school parents, and grade four to eight surveys were uploaded on the site. Students in kindergarten to third grade were given a paper/pencil survey to complete. All constituencies of the school community were invited to complete the appropriate survey in order to provide information for the self-study. The participation results for the surveys were as follows: 54% of the 147 families, 100% of the staff and 100% of the students. Survey data and other data and trends identified in the self-study appendices provided information about student progress, the spiritual development of students and school accomplishments and needs. (See Appendix B-3 for student progress information and survey results binder for specific details.)

Twelve percent of the parent community was involved in the writing of the self-study. These individuals were parent club officers and School Commission members who received information and provided input during their meetings. Additionally, shareholder survey input was incorporated into the final self-study document. During the school year, the school commission was invited to give input throughout the process when sections of the self-study were brought to their meetings. Commission members were asked to read the document and bring questions to the leadership team.

As an extension of the survey process to the broader community, 50 individuals, including the parish priest, parishioners and former parents and students were invited to participate in an additional survey. This survey focused on giving feedback on the Catholic Identity of the school. Twenty-six percent (13) of these people responded. Not all respondents of the survey answered all questions so the results are based on the number of people who responded to the specific questions. Eighty-nine percent of the nine individuals who responded to the question felt that the mission statement clearly indicates the relationship of the school to the parish. Sixty percent of the 10 who responded to this question indicated that the school provides formal opportunities for parents to learn about their role as primary educators; 20% felt that the school is ineffective in this area. In this particular survey, eighty-nine percent of the nine respondents to this question believed that service opportunities are rooted in Catholic values. In other words, students and staff provide service because that is a hallmark of Catholicism, not because it is a graduation requirement.

A subcommittee of the staff reviewed all parent and student survey data, recorded those areas with particularly high or low percentages and brought their analyses to the staff for further
discussion. Survey data, along with test data, was important in helping determine the goals and elements of the action plan. Communicating the self-study process and progress to the community happened through weekly school newsletters, parish bulletins, school commission meetings and parent club meetings. For example, past and newly adopted versions of the Students Learning Expectations were published in the newsletter with opportunities for parents to comment and question. Furthermore, the mission statement and philosophy were provided to the school community several times in the weekly newsletters.

The school plans to keep shareholders involved in ongoing systematic analysis of the school’s effectiveness by communicating the accomplishments of the Action Plan benchmarks to shareholders. The School Commission will be informed of progress of the Action Plan through updates and dialogues at school commission meetings and parent club meetings. School parents and parishioners will receive newsletters and updates published in the parish bulletin. As has been the case in the past, the School Commission will review the Action Plan and dialogue as to how to best support the Plan through a broader long-range Strategic Plan. The Strategic Plan offers the School Commission and other shareholders the opportunity to be more directly involved in the implementation of the Action Plan.

In February of 2011, the first State of the School meeting was held to more directly involve parents in a dialogue regarding student progress, fundraising and the financial well being of St. Matthew School. Future State of the School meetings will address specifically the Action Plan of this self-study, including invitations for shareholder involvement. Parent/student/teacher conferences are another tool for involving these shareholders in discussions about how to improve student learning.
CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

St. Matthew Parish School, a diocesan school, opened its doors in September 1955 with 190 students in five grades taught by the Sisters of the Holy Cross. In 1954 a census showed that there were 500 families with 300 children of grade school age. Over the next three years, the school added a grade per year until there were eight grades with 50 students each. Construction on the church and school began in May of 1954. The church was completed in December 1954.

The original school consisted of six classrooms, a large kindergarten, cafeteria, kitchen, offices, a faculty room and restrooms. The parish campus expanded in the 1970s with the addition of a classroom portable to accommodate the eighth grade. In 1976 a large, double-sized school portable was installed on the grounds for social occasions. The church, which had been considered “temporary” since the 1950s, was remodeled in the 1970s and considered the permanent site for St. Matthew Church. A Community Center for parish functions, and classroom portables for 7th and 8th grades, was added to the campus in the 1990s. Seismic upgrades and school remodeling were completed in 2001. Changes in the administrative areas included adding a sick room off the hallway, meeting rooms for staff, a workroom, and a storage space. The library was also expanded, allowing for a multimedia area with computer Internet research stations.

In order to provide a dedicated space for science and art learning, funding was secured in 2001 from the parish auction, and a foundation grant in 2002, to create a science/art area in the large portable used by the Extended School Service (ESS), the before/after school care program. Volunteers did much of the work. Money for science equipment came largely through parishioner donations. Over the years, many other upgrades have been made to improve student learning, including the addition of the following: interactive whiteboards in grades one to eight as well as the library, desktop and laptop computers and sound field systems. The most recent addition is the establishment a pre-kindergarten program in the former Dominican convent building, which St. Matthew Parish purchased in 2008. The pre-kindergarten program welcomed its first class in September 2010 with 10 students.

The makeup of the school population has seen much change over the course of 55 years. The number of students attending St. Matthew School has fluctuated with the times. The first enrollment was 190 in 1955. Between 1962 and 1967, enrollment was as high as 381 students. In 1987, St. Matthew School had an enrollment of 136 students in grades K-8. Current school enrollment is 217, with 209 in grade K-8 and 8 pre-kindergarten students. The student/teacher ratio is 20:1.

In the early years, nearly 90% of students were Caucasian and living in the nearby neighborhoods. For the 2010-2011 school year, the ethnic diversity of St. Matthew School was approximately 37% Caucasian and 63% non-Caucasian (5% range of the parish statistic for both populations). Students come from over 30 different zip codes. The socioeconomic diversity ranges from a minority of upper middle class families to a majority of middle to lower income
class families, with a significant population of single-parent families. Approximately 93% of the students are Catholic. The neighborhood has changed from predominantly single-family homes inhabited by families over generations to more condominiums, apartments, and low-income housing. The general population has seen the influx of immigrant families from Eritrea, Ethiopia, and other African countries. The approximate population in the school’s zip code area is 35,000 people with 51% with college degrees. The average household size is 2.2 persons with a median household income of $42,400.

St. Matthew School is reflective of both the parish community and the neighborhood. From a recent study for the 2010-2011 school year, approximately 350 parish children are eligible for enrollment. Of these, 222 of 350 are non-Caucasian (64%) and 128 of 350 are Caucasian (36%). Out of the 222 non-Caucasian parish children, 113 are enrolled in St. Matthew School (51%). Out of the 128 Caucasian parish children, 80 are enrolled in St. Matthew School (63%).

St. Matthew staff is comprised of lay certificated teaching staff as well as support staff. Of the ten full-time teachers, seven (70%) have master degrees. Of the six part-time teachers, two have master degrees and one holds a doctorate degree. Full-time teachers are in place in grades K-8. Additionally, a full-time teacher-librarian also serves the school as technology director. The part-time teaching staff is comprised of a Pre-kindergarten teacher and specialists in the following areas: learning/tutoring, music, fitness and health, math and Spanish. Instructional aides in pre-k (2010-2011), kindergarten, 1st grade and middle school math classes support the teaching staff. The average experience for the teaching staff is 19 years. The staff, including administration and support, is largely Caucasian (86%) with 14% ethnic diversity. The total staff, which includes the principal, teachers, support staff and extended care personnel, numbers 24.

The Archdiocese of Seattle requires teachers to be fully certified in order to teach in the classroom. In rare instances, a teacher is permitted to work under an emergency certificate with
the understanding that state certification is in process. Professional development for teachers is ongoing and largely supported by Title II funds. Teachers have attended workshops related to all curriculum areas, with special emphasis on reading and math in the last four years.

Catechetical certification is required for teachers teaching religion at St. Matthew School. At present, five teachers have met the Catechetical Certification requirements. The program was established by the Archdiocese of Seattle, and five teachers are working at various levels toward completion.

In order to serve the needs of the school community, significant dollars are allocated to financial assistance, largely through successful fundraising. Funds for tuition assistance are raised through the Annual School Fund Drive, supported by endowments. Other critical fundraisers are SCRIP and the annual auction. The school receives substantial grants for tuition assistance from the Fulcrum Foundation. Approximately 24% of school families receive financial aid. Over the past 5 years, total tuition assistance (school, parish, Fulcrum Foundation) to St. Matthew School students has nearly doubled.

St. Matthew School has two endowments. The Doris Rutzel Endowment was established in 1993 for the purpose of long-term financial stability and accessible tuition. When the current goal is reached, this endowment will be a vital source of revenue for St. Matthew School. The goal is to reach $1,000,000 by 2012; currently the balance is approximately $900,000 (August 2011). In 1998, a bequest of $50,000 established the Fr. William Power Endowment for Tuition Assistance. The purpose of this endowment is to enable St. Matthew School to provide need-based tuition and financial scholarships for the long term. In 2008, St. Matthew School gave constituents the opportunity to contribute additional funds to the endowment with the sole purpose of increasing growth potential. Funds donated to the Fr. William Power Endowment for Tuition Assistance become part of the corpus of the endowment. In June 2011, the balance was $84,591 with a corpus of $69,603.

Students are admitted to St. Matthew School based on analysis of appropriate preparation and readiness for all grade levels through written applications, school visits and interviews, and assessments done by teachers. Although the predominant population of the school is Catholic and is registered in St. Matthew Parish, the school welcomes students who are non-parish and/or non-Catholic.

St. Matthew School uses both formal and informal assessment tools to accurately assess student ability and achievement. Some examples include teacher-generated tests, rubrics, textbook assessments, student reflections, student led conferences and standardized testing. In reviewing the Iowa Test of Basic Skills (ITBS) scores for students in grades 3-8 for the past five years the national percentile ranks for reading averaged near 90%, language near 92.3%, and math near 89.3%.

Fourth and seventh grade students took the WASL exam yearly from 2000 through 2009. For this self-study, the data reported covers 2007-2009. Seventh graders consistently increased the percentage of students meeting or exceeding the standards all three years. From 2007 to 2009, the seventh graders increased their passing scores by at least 36% - 51% in all categories. Fourth
grade scores were much less consistent. Between 2007 and 2008, the percentage of passing scores dropped significantly in reading and math (25-30%), but improved in writing (18%). Between 2008 and 2009, the percentage of passing scores improved in reading (22%) and slightly in math (2%), but dropped in writing (14%).

St. Matthew School uses the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment in kindergarten and first grade and the Developmental Reading Assessment 2 (DRA2) to assess reading in first through sixth grades. Teachers use assessment data for planning whole group and individual instruction. Students in grades K-6 who need additional support in reading and language are scheduled with an in-house learning specialist who meets with students individually or in small groups. Some St. Matthew School students are eligible for Title I funding. Through a needs assessment submitted to Seattle Public Schools, a Title I math teacher was assigned to the building Monday through Friday of each week.

Between 2006 and 2010, 103 eighth grade students applied to Catholic high schools in the greater Seattle area and 101 were accepted, indicating a five-year average of 98% acceptance. Most of the students were accepted into their first choice high school. High schools report significant placement of St. Matthew’s graduates in honors and advanced classes. Upon high school graduation, St. Matthew School alumni typically graduate with academic and athletic honors such as the Mateo Ricci Award, the St. Thomas Aquinas Award, various performing arts awards, National Merit Scholars awards, Washington State Honors awards, President’s Education Award, Qwest/Seahawks Athletic Leadership Awards and class valedictorian. A three-year recent average of alumni attending universities indicates that 9% continue athletic competition in collegiate NCAA sports.

In the fall of 2010, the constituencies (families, students, faculty and staff, and school committees) of the St. Matthew School community were asked to complete surveys about the school. Over 54% of school families completed the survey. When analyzing the data from student surveys, more than 95% of students report that their teachers expect them to do their best by setting high standards for achievement in class and conveying confidence in the student’s ability. More than 89% of students report that teachers set high standards and challenge them to do better. More than 90% of students feel they are presented with a strong, faith-based curriculum.

Both the staff and the students identified an area of growth in the level of academic challenge experienced by students. Forty-four percent of 4th – 8th grade students feel challenged. Fifty-four percent of 4th – 8th grade students find the work challenging. Ten percent of 4th – 8th grade students do not feel challenged or find the work challenging. Twenty-six – 36% of students in these two areas were neutral. (See results of survey for grades 4 – 8.) The parents survey revealed that 85% feel that the academic demands are just right, and 15% feel they are too easy. However, several specific areas have been identified as needing improvement. In the academic areas, 21% of parents rated math instruction as somewhat ineffective or ineffective and 63% rated Spanish as somewhat ineffective or ineffective. Thirty-three percent of parents indicated that the school was somewhat ineffective or ineffective in providing opportunities to grow in their own faith.
Since the last accreditation visit in 2006, a number of improvements have been made to the St. Matthew School physical plant. As mentioned previously, the former convent on the campus was remodeled to house the new Pre-kindergarten and the St. Vincent de Paul food bank. Through a grant, sound field systems were installed in all classrooms. Funds from the 2008 and 2009 auctions were used to install interactive whiteboards in classrooms 1-8 plus the library. For safety reasons, the fire alarm system was upgraded, and better lighting was installed in the parking lots. The disaster shed is inventoried and restocked each year. The original doors of the Extended Student Services/Science facility were replaced with reinforced doors. A PA system link was installed in the Community Center. In the event of an emergency, fitness classes will hear all announcements. To facilitate better communication, phone service with voicemail capabilities replaced more basic service.

The St. Matthew School Commission advises and supports the pastor and principal in the operation of the school and carrying out the school’s mission of inculcating Catholic identity in its students. St. Matthew School Commission meets monthly. It is comprised of thirteen members, including the parish priest and principal. The School Commission consists of several subcommittees that specialize in finance, facilities, technology, development, athletics, safety and security. Reports from subcommittees are presented each month, noting progress on action items and prioritizing elements of the strategic plan.

At each School Commission meeting, one staff representative makes a short presentation, thus helping to inform the community about curriculum. The School Commission approves the annual school budget before it is presented to the Parish Finance Council and Pastoral Council. The members discern and weigh what would be the most effective budget allocations based on the learning needs of the students and the school’s mission. Other pertinent issues discussed at meetings range from projected enrollment to facilities projects to fundraising awareness. Additionally, dividing the School Commission into various subcommittees extended the school’s reach into the community. Subcommittee members are able to informally survey their constituents for feedback on school topics and bring this information to the School Commission meetings.

An active Parent Club with monthly meetings also supports St. Matthew School. The Parent Club helps organize school events, such as Junior Olympics. The Parent Club provides coffee after masses and devotes special attention to welcoming new families to the school. Additionally, Parent Club has been the key component for volunteer management and providing teachers with classroom support through room parents.

Most activities at St. Matthew are successful because of parent involvement. These two main parent organizations, the St. Matthew School Commission and St. Matthew Parent Club, help the parish priest and principal evaluate issues, brainstorm solutions, and plan projects. Their work has been instrumental at improving fundraising efforts, including grant writing for various school improvements.
Evidence

- Finance Committee minutes
- Junior Olympics flyer
- Lesson plan that incorporates the use of an interactive whiteboard
- Parent Club minutes
- Photo of a teacher using a SmartBoard
- Photo of new Pre-kindergarten room
- School Commission and Parent club rosters
- School Commission minutes
  - Parent
  - Staff
  - Student
- Surveys
B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

St. Matthew School was last accredited by WCEA/WASC in 2006. The 2006 protocol did not focus on providing evidence of student learning. However, the findings of the prior accreditation, as well as on-going study, have helped in the process of ensuring that St. Matthew School students are experiencing improved learning. For example, two data sources, the 2006 - 2011 ITBS and 2007 – 2009 WASL results, show that student learning at St. Matthew School has improved over this period in all areas. (See A-7 for data) This data is the basis for the improvement in learning in all of the subsequent reports of this self-study process. In 2010, the principal and staff began to consider how to measure improvement in student learning beyond standard testing data. One resource was chosen for collecting reading data from the DIBELS (K) and DRA2 (2010, 2011, grades 1-6). Results of these assessments are used to inform instruction in the classroom, which is one of the primary reasons for collecting data.

The target goals identified by the faculty during the 2006 self study suggested four critical areas for growth to be addressed:

1. Students will experience a cohesive, continuous and integrated K-8 curriculum in all subject areas.
2. Students will see the results of their community service, reflect on the impact of their efforts and connect their service to Catholic Social Teachings.
3. Technology Goals:
   a) Students will experience technology integrated throughout the curriculum.
   b) Students will benefit from updated administrative software that manages, reports, and strengthens student assessment and record keeping.
4. St. Matthew School will develop a comprehensive long-range financial planning process that addresses capital improvement, fund raising, tuition aid and enrollment.

Target Goal 1

Students will experience a cohesive, continuous and integrated K-8 curriculum in all subject areas.

To begin the process of creating a cohesive, continuous and integrated K-8 curriculum, St. Matthew School teachers participated in a video-conferencing workshop with Heidi Hayes Jacob, a national expert in curriculum mapping. A subscription to Curriculum Mapper, a web-based curriculum mapping software package, was purchased to give teachers a place for mapping their curricula. Teachers used time during half-day workdays to develop their curriculum maps. With Curriculum Mapper, teachers created working curriculum maps for math, social studies, and religion classes. Essential questions, standards, resources, teaching instruction and assessments are integrated into the maps. The primary goal of curriculum mapping is to ensure
that all students experience a cohesive, continuous and integrated curriculum, and teachers can plan for improving student learning. The curriculum becomes more cohesive as time goes on, as each subject is mapped, reviewed and revised yearly. See Chapter 3, Section E of this document for a more detailed description of the cohesive, continuous and integrated K-8 curriculum.

Three teachers and the principal attended a three-day leadership institute at Seattle University on curriculum mapping in June 2009. As a result of this workshop, another perspective of the process of curriculum mapping emerged. While curriculum mapping is a vital part of the process of improving student learning, the tools for accomplishing this need to be assessed. Strengths of the process and weaknesses in the on-line mapping tool need to be identified as the staff moves forward with curriculum mapping. Decisions will be made by St. Matthew School staff as to how the process will continue and whether to continue using Curriculum Mapper as the tool.

After the last accreditation, math was one of the first subjects to be mapped in order to focus on improved student learning. In 2009, after mapping the math curriculum with Curriculum Mapper, Torrey Volk, a math consultant and owner of Discover Mathematics!, was hired to assist math teachers in aligning the math curriculum to state math standards. This work focused on developing curriculum maps for each grade (K – 8) based on state standard using a Word template. After the maps were developed, it was decided that a new math textbook series was needed that more closely aligned with the state standards. St. Matthew School staff reviewed several potential math programs to determine the best program for furthering student achievement in math. In the 2010-2011 school year, Math Connects was piloted in grades 1, 4 and 6. In 2011, with proceeds from the school auction, Math Connects was purchased for kindergarten through grade 6. The Pearson series was purchased for grades 7 and 8.

**Target Goal 2**

*Students will see the results of their community service, reflect on the impact of their efforts and connect their service to Catholic Social Teachings.*

Strategies to meet this goal were to increase opportunities for students to learn Catholic Social Teachings and build opportunities for students to engage in service learning. One example of increased student awareness and understanding of Catholic Social Teachings is in the Lenten prayer services.

Another example of the integration of the Catholic Social Teachings to community needs is the involvement with the Penny Harvest program. For this program, eighth graders publicize the program and collect pennies from the community. After the penny drive concludes, a group of students from grades 4 to 8 meet to discuss how to distribute the money collected. This group, or roundtable, researches needs in the community and around the world. Then they vote on a decision about the distribution of the collected money.
In the 2009-2010 school year middle school students began to write an analysis of their service based on Catholic Social Teachings and Student Learning Expectations. They are required to identify the Catholic Social Teaching and Student Learning Expectation for assignments they select for their portfolios. This process helps them to see the connections between their school assignments, the SLEs and the Catholic Social Teachings.

In terms of building opportunities for students to engage in service learning, students continue to participate in service activities that were in place prior to 2006. For example, the whole school is involved in collecting food for the St. Vincent de Paul Society. Every school month each class has a designated food item to bring. This project has resulted in St. Vincent de Paul Society distributing more than 100 baskets of food during the holidays as well as providing essential food items throughout the year, restocked with the help of students every week.

Some progress has also been made in helping students reflect on the impact of their service efforts. In 2006, St. Matthew School staff members learned about best practices in service learning from members of the Seattle Catholic Action Network. To increase student achievement in service learning, the process for initiating, performing, and completing service learning was created and called Prepare-Act-Reflect-Celebrate. A staff member coordinated the discussions and implementation of this process.

The ambitions in this area were much greater than what has been accomplished. Early on the plan was to evolve from a “community service” practice to a “service learning” focus so that students would develop a lifelong habit of service. St. Matthew School staff would like to revisit this goal and commit future energies towards its achievement. As this self-study is developed and results are reviewed from community input, it is expected that this will be one goal derived from this study.

**Target Goal 3a**

_Students will experience technology integrated throughout the curriculum._

To facilitate integrated technology for student achievement, it was necessary to purchase hardware and software for student use. Funding was provided through a technology fee, grants, and federal Title funds. Purchases included laptop and netbook computers, an updated server, interactive whiteboards, document cameras, projectors, and software such as Kidspiration and Inspiration. During the 2009-2010 school year, the technology committee met to review the technology plan for St. Matthew School. A five-year technology plan was approved by the school commission and was approved by the National Catholic Education Association. The National Educational Technology Standards (developed by the International Society for Technology in Education) apply to technology curriculum.
In 2009 and 2010, interactive whiteboards were purchased for grades 1 to 8 and the Library Resource Center. Teachers use them to present content in a visual, auditory and interactive way that supports the learning styles and needs of all learners. All classroom teachers have updated computers for lesson planning and accessing the school information system (SIS). The document cameras have enabled teachers to display student work, math manipulatives, and books in a way that all students can see them.

Students use technology under the direction of classroom teachers and the teacher-librarian. Examples of student achievement in technology include middle school students creating book trailers using iMovie, the purpose of which is to encourage peers to read. Second graders translated their parents’ biographies into podcasts featured on the school web site. Third graders recorded podcasts of book recommendations for second graders. Students also use the Microsoft Office suite applications of Excel and PowerPoint to create a variety of assignments. For example, the middle school language arts teacher and teacher-librarian require the students to use Excel for tracking the books they read.

Thirty Hewlett Packard netbooks were purchased in 2011 to give students greater access to technology. Because of the cost of adding Microsoft Office Suite to these, a decision was made to use Open Office. Students are learning how to use an open source application because of this decision.

The International Society for Technology in Education (ISTE) published a list of essential conditions for “effectively leveraging technology for learning” in 2008. To integrate technology effectively into the curriculum they recommend “ongoing professional learning” that includes “technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.” (2008 INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION). Funding was secured to facilitate professional development/learning for teachers as well as to provide for training of students as resources for peers and teachers. A two-year subscription to Atomic Learning’s online technology learning allows teachers to access tutorials for a variety of hardware, software and web applications. Students and their parents will be given access to these tutorials through their teachers. Again, students are supported for high achievement through this enterprise.

**Target Goal 3b**

*Students will benefit from updated administrative software that manages, reports, and strengthens student assessment and record keeping.*

In 2009, a decision was made to utilize the existing File Maker database as a Student Information System (SIS) called *FileGrader*. GenWest had collaborated and piloted this database for development and auction use. This database also has the capacity to be adapted for academic use. GenWest offered to develop an SIS for St. Matthew School. Teachers report absences, enter grades, and generate Quarterly Reports using this system. In the 2009-2010 school year middle school teachers learned how to use the database as a grading program. They now utilize the grade book feature and are able to track student assessments in the database. GenWest developed templates of the report card for each grade, and teachers were able to access these, fill in final
grades, and print the report cards. In the second half of the 2009-2010 school year, middle school parents were given secure access to the database via a web portal to view their children’s progress and grades.

In the 2010-2011 school year, the collaboration continued with GenWest to modify and solidify the database for continued use. After discussions of standards-based assessments in math and other curriculum areas, GenWest developed a modification to the reporting system. Teachers in grades three through eight began to enter student grade data. A Quarterly Report (report card) was generated dynamically from this data. Kindergarten, first and second grade teachers continue to enter grades manually into a template in the program.

In fall 2011 GenWest decided that future marketing of FileGrader was not in their business plan. However, they will continue to support St. Matthew School as needed. The Technology Director is the support person on staff for FileGrader and liaison with GenWest. The final version of this SIS is in use at this time. St. Matthew leadership is evaluating alternate student information systems that will have on-going support.

**Target Goal 4**

*Develop a comprehensive, long-range financial planning process that addresses capital improvement, fund-raising, tuition aid, and enrollment.*

In 2006 St. Matthew School leadership created a steering committee of school parents and staff to initiate a strategic planning process. Continued development of a strategic plan focused on the process to strengthen the financial status of the school in upcoming years with emphasis on supporting students and families regarding tuition. Data was compiled to show trends at the local, deanery, and regional levels. The steering committee formed seven task forces that met to make recommendations based on the 2006 self-study and other data. The resulting foci are as follows: Catholic Identity and Service Learning; Safety and Security; Enrollment; Technology, Curriculum and Instruction; Finance; and Facilities.

The Development Committee and Development Director began a database for keeping all school data in one, central location. In 2008 families were added to the database of the School Fund Drive contributors. The Development Director and Development Committee identified advertising needs to generate awareness and expand interest among prospective school families.

In the 2009-2010 school year the School Commission made the strategic plan a focus for the year, with particular emphasis on fundraising and enrollment. Under the leadership of The Development Director, fundraising resulted in a successful Annual Fund Drive, auction and $crip program. Endowment Soirees were initiated to generate additional funds and support for the Doris Rutzel and William Power endowments. As a result, the auction and Annual Fund Drive saw a 20% increase in participation and actual dollars raised.

In 2010 St. Matthew Parish began a long-range financial planning process. The results of this plan will be used to formulate the next school long-range plan, along with input from this self-
study. The Annual Fund Drive continues to serve the long-term viability of the school. The auction and $crip program continue to round out the school fundraising process. The facilities committee is mapping out future needs of the school in conjunction with the long-range planning committee of St. Matthew Parish. The finance committee meets monthly to review the current and upcoming financial needs of the school. The goal is to accurately project enrollment while keeping tuition increases reasonable for in-parish and out-of-parish families.

St. Matthew School will continue to review and update its endowment growth and use policies. The process of analyzing the funds necessary to grow the school from the Annual Fund Drive, auction, and $crip continues. The focus is on studying the needs of the school in terms of capital improvements, tuition and enrollment, grant writing, and necessary funds.

Evidence:
- 2006 Self study and Action Plan
- 2006 Visiting Committee report
- Annual Reports to WCEA Commissioner with Action Plan updates from 2007-2011
- Curriculum maps
- Long-Range Plan Steering Committee minutes
- Long-Range Plan Steering Committee roster
- Parish Long-Range Financial Plan
- School Commission roster
- Strategic Plan created by School Commission
- Technology Plan
CHAPTER 3 - QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF 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 promoting evangelization and service to the community.

St. Matthew School has shown improvements in faith formation for the students, staff, and parents because of our commitment to our Catholic Identity. The school’s mission statement, philosophy, and Student Learning Expectations (SLEs) indicate an integration of the Roman Catholic Faith in all aspects of school life. Survey results reveal that 86% of parents believe the school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. Additionally, 93% of parents agree our religion curriculum is aligned with Catholic teachings. St. Matthew School uses the religion curriculum of the Archdiocese of Seattle and our purchase of the textbook series Blest Are We in 2008 was approved by the Archdiocese to reflect the new Archdiocesan standards for religion.

St. Matthew School has implemented other changes to increase the Catholic Identity and spiritual formation of our students, staff, and parents. The St. Matthew School staff is in the process of becoming fully certified for Archdiocese-approved catechetical training. Additionally, the staff participates in a weekly morning prayer, and attends retreats focused on compassion, service learning and serving the community. One example of staff service was using a retreat day to work in area shelters to learn about the kinds of service available in the area. Staff is also invited to parish-sponsored retreats.

St. Matthew School personnel are actively engaged in bringing the teachings of Jesus into the school community. Teachers provide opportunities to learn about service through activities such as the Penny Harvest. Since 2008 the 8th grade teacher has assisted student leaders in organizing a coin collection. Selected students in grades 4-8 form a Philanthropy Roundtable to research needs in the local community and determine which organizations could best fulfill that need. The money is then distributed according to the Roundtable’s decisions. Helping and Loving Orphans, Make a Wish Foundation, Heifer International, People of Puget Sound, World Vision, and UNICEF Hunger Relief in Africa are some of the organizations who have received grants. St. Matthew School students have collected and donated over $4,200.

Other service opportunities include food donations to the St. Matthew Parish St. Vincent de Paul Conference (SVDP). Each month classes are given suggestions of food items to bring. The fourth grade class helps organize and stack food items in the SVDP storage space. Aside from donated food items, the school also participates in sock, coat and mitten drives sponsored by SVDP.

Student Council sponsors various fundraisers such as candy grams, hot cocoa and root beer float day. Last year these fundraisers helped purchase a goat through Heifer International and helped students at Akamae Elementary School in Miyako, Japan, who were devastated by the 2011 earthquake and tsunami. Care packages were sent at the end of the school year and will continue
into this year. Student council officers and Boys and Girls Scouts also sponsored a shoe drive for the victims of the earthquake in Haiti. Examples of student-initiated projects include writing letters and sending care-packages to soldiers and collecting donations for Heifer International.

St. Matthew School students have many opportunities to participate in service. However, students lack opportunities to see the results of their service efforts, reflect on the impact of their efforts, and connect their service to Catholic Social Teachings. This is the difference between doing service and engaging in service learning. After sending letters and care packages to soldiers and to a school in Japan, our students received letters back from soldiers and Japanese students. This is one example of a service learning success; seeing the results of their service helped students see the impact of their efforts. St. Matthew staff would like to commit future energies towards increasing student learning in service through reflection on the service and connection to Catholic Social Teachings.

At St. Matthew School, Catholic values permeate the curriculum in the following routines: attending monthly mass (through 2010-2011 school year) / weekly mass (beginning 2011-2012 school year), attending reconciliation services during Advent and Lent for grades 3 - 8, incorporating Catholic Social Teachings into lessons and Stations of the Cross services, praying of the Rosary in October and May, attending and leading prayer services on the first and last day of school, blessing of classroom and staff covenants, participating in class meetings, leading morning intercom prayer, participating in the 4th grade Bibles ceremony, and participating in retreat opportunities for grades 5 - 8. St. Matthew School students have many opportunities to participate in their faith.

Each month a class leads a school Mass using the daily scripture readings. The first school Mass of the year is led by the 7th grade. Before the end of this Mass, students and a staff member proceed to the front of the church with the covenants written by each class and the staff. A 7th grade student reads one line from each covenant. Father then blesses the covenants.

On Mondays, Wednesdays and Fridays during Advent and Lent, the school begins the morning by gathering in the church to sing, reflect and pray. Catholic Social Teachings also have been incorporated into the Stations of the Cross services.

Since the previous accreditation, rosary services twice a year have been added. During a week in October and May, the school gathers in front of the statue of Mary outside the front entry of the school to pray the Rosary. Students lead the songs and recite a decade of the Rosary. In May, before reciting the fifth decade, students present Mary with flowers, and two 2nd grade students crown Mary.

Prayer is infused in the culture of St. Matthew School. Each month students from kindergarten – 8th grade read morning prayer over the intercom. All classes pray daily in the morning, at lunch and at the end of the day. Prayer is first at all staff meetings, school leadership meetings, School Commission meetings, Curriculum Night, eighth grade parents meetings, State of the School Night, school assemblies, and Christmas and spring programs.
Programs such as *Second Step, Steps to Respect, Talk about Touching,* and *Call to Protect* provide opportunities for the students to make moral and ethical decisions based on Catholic values and self-protection. The students also use the acronym PRISM to guide their Christian daily behaviors toward others. This acronym stands for Pride, Respect, Inclusion, Safety and Manners. St. Matthew School quarterly awards and Quarterly Report cards reinforce these qualities.

The use of Catholic signs, rituals, and traditions continue to be prominent in the school. A collection of crosses is displayed in the front doorway of the school. A statue of Mary adorns the front of the school and near the school office. All classrooms have a prayer table that reflect the liturgical seasons and clearly display a crucifix. The main hallway bulletin board reflects the school year theme, “We Are the Hands of Christ.” Catholic values and Scripture verses are also displayed on classroom bulletin boards. Last year, the eighth grade gift to the school was a framed picture of St. Matthew.

St. Matthew provides many opportunities for parents to help their children and themselves grow in faith. Parents receive regular invitations to participate in school Masses and prayer services. The school website, the parish bulletin and the school newsletter have improved communication about spiritual activities. Feedback from parents prompted the introduction of rosary services into the school celebrations. This reveals the school’s commitment to support families in the celebration of their faith. Survey results confirm our success in providing opportunities for community celebrations of faith. Nearly 90% of families agree that St. Matthew School provides an atmosphere in which Christian values are practiced, teaches facts of faith, provides prayer opportunities, makes Holy Days meaningful, and provides liturgies with student support. Furthermore, 83% of families who filled out the survey agree that St. Matthew School provides scripture experience.

Nevertheless, the results of the survey indicate that there are three areas where the school can better serve the faith development needs of its families. Seventy-seven percent of families who responded to the survey feel that the school provides opportunities for parents to help their children grow in faith. However, only 59% of parents feel that St. Matthew School provides for parents to grow in their own faith, and only 58% of families report that St. Matthew School provides preparation for the Sacraments of Reconciliation and Eucharist. Traditionally the parish Faith Formation director has been responsible for sacramental preparation, but St. Matthew School staff would like to find ways to assist families to grow in their faith. The school mission is to be partners with the parish and families to promote Catholic faith. In order to meet the faith needs, the school will communicate with parish leadership about how to best meet the faith development needs of families.
**Significant Accomplishments**

- Introduction of the Catholic Social Teachings through prayer services and reinforcement through community service in the upper grades
- Introduction of student-led recitation of the Rosary and morning prayer over the intercom
- Opportunities for reconciliation for students in grades 3-8

**Goals to be Accomplished**

- Increase service learning opportunities
- Meet the faith development needs of families

**Evidence**

- *Blest Are We* textbooks
- Bulletin boards
- Classroom prayer tables
- Collection of crosses located in the front of the school
- Letters from Akamae school in Japan
- Minutes from Student Council meetings
- Penny Harvest meeting agenda
- PRISM awards
- School calendar
- School logo
- Script from Rosary, Advent, and Lent prayer services
- St. Vincent de Paul canned good list
- Staff meeting agendas
- Survey results
- Worship Aids from Mass
B. DEFINING THE SCHOOL’S PURPOSE

The school’s purpose is defined through the school’s mission statement, philosophy, measurable School Wide Learning Expectations, Archdiocesan curriculum standards (local curriculum standards where Archdiocesan standards don’t exist), and other institutional and/or governing authority expectations.

In October 2010, St. Matthew School held a shareholders meeting to update the school mission, philosophy, and School Learning Expectations to reflect its Catholic Identity. The school principal, parish priest, staff, school families, former parents and alumni attended this meeting. All shareholders worked in small groups to discuss potential revisions to the mission statement, and the small group results were shared with the larger group. The input from the shareholders meeting was collected, and the staff used those suggestions in subsequent faculty meetings to revise the mission statement and philosophy.

The 2011 mission statement proclaims:

In partnership with the home and parish, we are here to promote Catholic faith and academic excellence in an environment of cultural diversity, opportunity, service, forgiveness, and love.

The 2006 mission statement had the phrase, “… we are to promote Christian Catholic faith …” The staff and parish priest felt the words “Christian Catholic” were redundant so Christian was omitted. The words cultural diversity and love were switched to place emphasis on the last word. These were the only revisions.

The Philosophy was written previously in paragraph form. The 2006 version states:

St. Matthew places Gospel values and Catholic Christian teaching at the center of all education. We believe that a partnership of family, school, parish and community helps develop spiritual, academic, personal/physical and service potential. In a learning environment we build a foundation of academic basics and provide opportunities for children to experience and explore subjects that will enrich their lives. We believe that as a multicultural community working together, in a spirit of faith, hope and love, we develop young people who will make worthwhile contributions to the world as responsible, moral, ethical, caring Christians.

The staff engaged in lengthy discussion regarding revisions to the school’s philosophy. The conversations focused on creating a philosophy that flowed from the mission statement. The 2011 school philosophy is:

Saint Matthew School places Catholic Identity at the center of education.

We believe

• A partnership with the family, parish and community is necessary to develop each child’s potential
• A safe and caring environment provides students opportunities to explore subjects that enrich their lives.
• A multicultural community celebrates the dignity of all people.
• Academic excellence is comprised of rich curriculum and opportunities for creativity and leadership.

Guided by St. Matthew School’s mission, philosophy and Student Learning Expectations, students make worthwhile contributions as responsible, moral, ethical stewards in service to the community.

The Student Learning Expectations flow from the school mission and philosophy statements. In 2011 the staff revised the SLEs to reflect observable, measurable behaviors. For example, in relation to prayer and worship, the verb “experiences” was changed to “participates in” so that the SLE reads: “Participates in community prayer, worship, and sacraments.” Participation can be measured by having a speaking role in a prayer service and prayerful behavior during Liturgy. The principal presented the updated SLEs to the school commission in April 2011. In May the staff produced a student version of the SLEs. For example, one SLE reads, “Utilizes a variety of study skills to facilitate academic growth.” The student version reads, “Uses a variety of strategies to learn.” The 2011 SLEs, along with the mission and philosophy, are posted in each classroom, listed on the school website, sent home in the family envelope, included in the school handbook and shared at Curriculum Night.

Student Learning Expectation posters are visible signs of St. Matthew School beliefs about student achievement. Teachers post a student-friendly version in prominent locations so that students are able to refer to them as needed. Middle school students list relevant SLEs when preparing assignments for portfolios. It is evident that integrating the SLEs into the school reality is an area of growth for the school. Teachers have begun to use the language of the SLEs during instruction and assessment. A rubric for measuring SLEs was developed for all grades. The next step for the staff is a discussion of the implementation of the rubric.

After the 2006 accreditation, St. Matthew staff developed standards based curriculum maps for math, religion, and social studies. Math teachers participated in training to align math instruction with the 2008 Washington state math standards. With this training, math teachers created yearlong standards-based instructional plans. Our religion curriculum, instruction, and materials are aligned with the 2006 Archdiocese of Seattle religion standards.
**Significant Accomplishments**
- Aligned school mission statement, philosophy, and SLEs
- Created standards-based curriculum maps for math, religion, and social studies.
- Edited the SLEs for age appropriate word choice
- Revised the SLEs to make student progress more measureable

**Goals to be Accomplished**
- Connect learning targets to the SLEs
- Create tools to measure the attainment of SLEs

**Evidence**
- Curriculum maps
- Posting of mission, philosophy, and SLEs
- School website and family handbook
- Staff meeting minutes and posters from the revision process of mission, philosophy, and SLEs
- Standards based assessments
C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The organizational structures of the school focus on high achievement of all students and communicate student progress to all shareholders.

The St. Matthew School mission is to “promote Catholic faith … in an environment of cultural diversity, opportunity, service, forgiveness and love.” The parish priest is a dedicated participant in this mission. The parish priest is present at most community and school events. Together, staff, students and parents celebrate the Eucharist weekly (Wednesdays). Since the last accreditation (2006), the students now have the opportunity to receive the Sacrament of Reconciliation during Advent and Lent.

The parish priest and principal are active members of the School Commission. They attend monthly meetings and participate in committee discussions, including long-range planning. At each monthly school commission meeting, the parish priest presents a Pastor’s Parish Report, and the principal submits the Principal’s Report. Both monthly reports contain specific information about aspects of student progress and student life.

The parish priest, principal and School Commission work to provide support for the school’s mission through reviewing and updating school policies. The development committee works to support the mission of the school through stewardship, recruitment, public relations and communication with the community at large. The annual giving campaign supports the annual operating budget, tuition aid and growing endowments. The School Commission also develops and maintains an active strategic plan that derives from the recommendations of the last accreditation. The parish priest, principal, School Commission and faculty members review, revise and continue to implement the plan each year.

A portion of the strategic plan is directed to keeping teachers’ skills current through continuous professional development. The fundamental reason for engaging in professional development is to improve student learning. Educational research supports the idea that a well-qualified teacher is the single-most effective factor in determining high achievement of students. All St. Matthew School teachers are actively participating in professional development. One teacher recently received her master’s degree in reading, which has given the staff and students access to an on-site literacy specialist. A math teacher is working on his second math master’s degree.

At St. Matthew School, professional development is subsidized through Title II funding, which is administered by the principal. The major focus of the professional development for the last three years has been math. Teachers attended workshops to develop skills such as differentiating instruction to facilitate achievement of grade level standards for all students. Teachers also participated in an all-faculty learning experience with Dr. Nancy Wilson on differentiated instruction. Since the last accreditation, St. Matthew teachers have been involved in standards-based curriculum mapping. Interactive whiteboard technology was added to St. Matthew School in 2009. All teachers attended workshops to learn how to integrate this technology into their classrooms. To accommodate communication with parents about student achievement, the school initiated collaboration with GenWest to develop an electronic grade book/quarterly report SIS.
Middle school parents are given secure access to the SIS for viewing student progress and grades. This report system is referred to as FileGrader, and it is built on the FileMaker database. Teachers have attended workshops to learn how to use this system. A summary of formal professional development completed by faculty members is available in Appendix A-8.

Informal sharing of professional learning occurs frequently at St. Matthew School. Teachers know that colleagues are willing to provide guidance, support and materials in a variety of curriculum areas to facilitate high achievement for students. Additionally, the Archdiocese provides opportunities for teachers to attend classes, conferences, and workshops to update their knowledge in a variety of curriculum areas. The Archdiocese and Washington state also provide standards and benchmarks, which St. Matthew teachers have utilized for curriculum design and textbook adoption. National and state requirements are reviewed and incorporated as well.

St. Matthew School uses a variety of assessments to collect information to plan instruction, monitor students’ learning and evaluate the effectiveness of the school’s programs. Teachers use formal and informal assessments, including evaluation of daily work, homework, presentations, projects, and tests. Students take the Iowa Test of Basic Skills in grades 3 through 8. In August 2011, a Child Support Team was re-established as an additional way of meeting the needs of all students at St. Matthew School. While the process of developing such a team is still in its infancy, a written report that describes the steps taken toward implementing this idea will be provided with the evidence. Child Support Team meetings are organized on an as-needed basis to collect information for students who exhibit academic, social or behavioral needs. In the primary grades, Student Profile Forms are sent to the next grade level to ensure that discoveries about students’ learning needs are not lost in the transition to another grade level. More attention to continuing this practice in the intermediate and middle school grades is needed.

Since 2006, St. Matthew School has expanded the modes of communication between home and school. In 2010, parents (6th-8th grade) began to have access to online grade reports through the FileGrader database. The website was redesigned two years ago and is used as a way to communicate student and school accomplishments. The principal includes information about school events and high achievement in a bi-weekly newsletter. Eighty-five percent of parents report that the school bulletin keeps them well informed about school activities. Other examples of communication used to share data on student progress are parent-teacher-student conferences, optional parent-teacher conferences, and quarterly progress reports.
Significant Accomplishments
- Improvement in communication of student achievement to families
- Opportunity for Sacrament of Reconciliation during Advent and Lent
- Strong staff commitment to professional development

Goals to Be Accomplished
- Continue to strengthen the K-8 continuum of learning, based on standards and Student Learning Expectations
- Design a process for ongoing professional development opportunities that improve student learning.
- Increase continuity of practice regarding information communicated in the Student Profile Forms.

Evidence
- Child Support Team form
- Curriculum maps
- Examples of assessments
- Family Handbook
- FileGrader documents
- Long-range Plan
- Parent letters from teachers/school
- Professional Development Plan
- Quarterly Report card
- School Commission minutes
- Student profile examples

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

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

St. Matthew School uses a variety of assessment tools to collect data for analyzing and supporting the high achievement of all students. The Washington Assessment of Student Learning (WASL) was administered yearly from 2000 through 2009. For this self-study the data reported covers 2007-2009 for the 4th and 7th grades. The other grades (3rd, 5th, and 8th) took the Iowa Test of Basic Skills (ITBS). Its main purpose is to measure growth and trends in student achievement from year to year. The analysis of the ITBS data also reveals curriculum gaps that need to be addressed. Teachers use individual and class results to adjust curriculum, develop instructional strategies, and identify students who need additional learning support. From spring 2010 to spring 2011 all students (grades 3-8) took the ITBS in the spring. In the 2011-2012 school year the students took the ITBS in the fall. This change was made so that the current teachers could use the ITBS data to adjust curriculum, develop instructional strategies and identify students who need additional learning support. Students’ ITBS results were given to parents in the fall during parent information night. For charts displaying trends and disaggregation, please refer to appendices A-7, B-3 and ITBS Trends.

The following trends were discovered while analyzing ITBS data from 2007 to 2011. Across grade levels, language arts scores have risen year to year. High achievement on ITBS was consistent with high achievement on the WASL. All class grade-level scores were above average. Consistently, the class reading averages have been 80th percentile or higher. Math computation scores for classes seem to get lower as the students age. However, math concepts/estimation and data analysis/problem-solving are in the 80 – 90th percentile. For charts displaying trends and disaggregation, please refer to appendices A-7, B-3 and ITBS Trends.

The difference between the boys’ and girls’ math ITBS scores at any grade level in any year ranges from 0 – 27 NPR. However, the frequency in which the girls score higher is nearly the same as the frequency in which boys score higher (12/11). When the girls scored higher the average difference was seven points; whereas when boys scored higher the average difference was 13 points. The occurrence in which each gender scored higher at a grade level was almost evenly split with one notable exception – 6th grade girls scoring higher in four out of five years. Over time, each class tended to maintain one gender scoring higher than the other but not exclusively. The differences in scores don’t appear to be influenced by grade level; it appears to be related more to the makeup of the class. (See Appendix B-5)

Informal assessments are also conducted at all grade levels. Reading assessments have included the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Developmental Reading Assessment 2 (DRA2), and the 7th and 8th grade reading comprehension pre-test from Great Source. Students take a fall pre-test for math to determine appropriate math placement. Individual teachers and grade level groups analyze standardized and informal assessments to...
identify students in all quartiles so that instruction can be differentiated for challenge and support. The interpretation of data helps to make informed decisions regarding curriculum and instruction.

In the beginning of the school year, 6th grade math students are placed in advanced or grade-level groups. The placements are decided from the teacher-generated pre-tests, 5th grade teacher recommendations, and ITBS scores. The 7th and 8th grade math students are placed in groups using a series of assessments. After the initial placements, adjustments are made using further assessments. Group placement is flexible depending on student understanding and performance on periodic assessments. Students in lower quartiles receive more direct instruction from the teacher. The pacing is dependent of the understanding of the material and importance of the material. Students in higher quartiles are given more flexibility and faster paced/cooperative peer learning.

For the lower grades, data is sometimes used to place students in flexible math groups. The 5th grade teacher, for example, uses assessments such as chapter tests to determine whether students need advanced work or remedial work. In the 2010-2011 school year, a 2nd grade student performing above grade level in math joined the 3rd grade for math instruction. While this was an isolated case, it reveals that St. Matthew School is responsive to individual students’ needs.

Students whose scores fall below the national average on the ITBS, in conjunction with teacher observation and classroom assessments, may receive additional academic support through Title I (math specialist), St. Matthew School staff learning specialist, parent volunteers or tutors. Working with the classroom teacher, these support personnel allow for one-on-one instruction in math, reading, and writing. Study hall is offered after school for students in 4th – 8th grades. Teachers host the study halls and are available to assist students. After school, ESS (Extended School Services) students have access to additional support on school assignments.

Prior to spring 2009, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered three times a year to all kindergarten, first, second and third grade students and, additionally, mid-year to students who were performing below grade level. Teachers used the data from this assessment tool to identify specific deficits and adjust individual literacy instruction to meet the students’ needs. The Developmental Reading Assessment 2 (DRA2) replaced the DIBELS in first, second and third grades in the 2010-2011 school year. Kindergarten continues to use the DIBELS for tracking student progress and sends that information on to the first grade teacher.

The DRA2 measures fluency and comprehension for grades 1 - 8. It was purchased in the 2009-2010 school year. In the 2010-2011 school year, the 3rd grade teacher used the results from this assessment tool to inform her classroom instruction. Other classroom teachers began using the DRA2 for assessment, but they need more experience to use it fully to inform instruction. A workshop on DRA2 basics was held during the St. Matthew School’s fall in-service. In the 2011-2012 school year teachers were given help to administer the fall DRA2; substitutes in the classroom allowed the teachers to give the assessment. Results from these DRA2 assessments
were compiled into a spreadsheet for data analysis. Students who performed below grade level were referred to the learning specialist for placement in skill-specific reading groups.

As the SLEs were reviewed (2010 - 2011), it was observed that the former version was difficult to assess for student achievement. Therefore, the SLES were revised so that student learning can be more easily measured. Wording and concepts that made the SLEs difficult to observe and assess were eliminated. The next step was to develop assessment tools that measure acceptable progress towards meeting the SLE standards.

Additionally, teachers use a variety of informal methods to assess students’ progress on a more frequent basis. Some of these methods include observing students read-aloud to determine placement in literature circles and conducting spelling inventories to determine placement in spelling programs.

Informal and formal assessment data have influenced professional development choices, curriculum standards and the acquisition of materials. Professional development has included work in differentiated instruction, curriculum mapping, brain research and reading instruction. Math teachers have attended workshops to learn new strategies for aligning lessons to state standards and benefit all learners. This work resulted in the decision to purchase a new math program with textbooks and support materials; extensive analysis of the many programs resulted in the purchase of Math Connects by Harcourt Brace. Other materials purchased to enhance differentiated instruction include interactive whiteboards, netbooks, math manipulatives, and Accelerated Reader. The curriculum mapping tools (purchased in 2006) have enabled teachers to compare curriculum and determine gaps or overlap in instruction from year to year.

A summary of formal professional development completed by faculty members is available in Appendix A-8.

**Significant Accomplishments**
- Differentiated small group math instruction in middle school
- Purchase and implementation of DRA2 as a literacy assessment
- Purchase of a new math program to align with SLEs and state standards
- Small group learning for differentiated instruction in math, reading, spelling

**Goals**
- Train faculty and administration in how to evaluate the results of the DRA2 assessments

**Evidence**
- Appendices
- Classroom assessment: 7/8 Great Source
- DRA list of fluency/comprehension scores
- Examples of middle math assessments
- ITBS results
- Profiles of students with special needs
School Profile – ITBS (GE/NPR) – Data is reported as both Grade Equivalent and National Percentile Rank

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School Profile – WASL Scores (% Students meeting/exceeding standards)

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<td>2009</td>
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<td>91%</td>
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<td>2009</td>
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<td>2009</td>
<td>59%</td>
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E. SLEs AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

St. Matthew School staff supports high achievement of all students based on SLEs and curriculum standards by providing a continuum of learning, by offering a variety of tools to assess student learning and by using the results of those assessments to inform instruction.

St. Matthew School staff created a continuum of learning by completing the following: mapping several subjects of the curriculum with Curriculum Mapper; engaging in standards-based, instructional planning in math; selecting a religion program that was designed with a K-8 learning continuum; reviewing Student Learning Expectations (SLEs); and using common vocabulary for all grades when discussing learning targets and PRISM behavioral standards (Pride, Respect, Inclusion, Safety and Manners).

From 2006 - 2009 St. Matthew School staff mapped curriculum with a concentration in the areas of religion, math, and social studies. A web-based curriculum mapping tool, Curriculum Mapper, was used for this process. During the social studies mapping process, teachers noticed instructional overlaps between grade levels and decisions were made to eliminate, strengthen, or trade units of study in various grade levels based on Washington state standards for social studies. For example, third graders no longer study family and neighborhood communities. Third graders now learn about Native American culture as reflected in the Washington state standards.

In terms of standards-based instruction, math teachers participated in training to align math instruction with the 2008 Washington state math standards. During this training, math teachers created yearlong, standards-based instructional plans using a Microsoft Word template. A decision to map the curriculum using Word was based on Curriculum Mapper’s cumbersome web interface. Teachers have found this tool to be difficult to use, and its cost is excessive compared to usefulness.

The religion program is designed with a K-8 learning continuum. From 2007 - 2008, teachers reviewed religion textbooks looking for resources that align with the 2006 Archdiocese of Seattle religions standards. Blest Are We was chosen and supplemented with additional resources.

As the SLEs were reviewed (2010 - 2011), it was observed that the former version was difficult to assess for student achievement. Therefore, the SLES were revised so that student learning can be more easily measured. Wording and concepts that made the SLEs difficult to observe and
assess were eliminated. The next step was to develop assessment tools that measure acceptable progress towards meeting the SLE standards.

For example, eighth graders are assessed on the SLEs by reviewing their SLE portfolio. The next step is to create measurable assessments of the SLEs and apply these assessments at all grade levels. When SLEs were reviewed in Fall 2010, it was recognized that the 2006 SLEs were difficult to assess. Therefore, the SLEs were revised in order to make them measurable. For example, in relation to prayer and worship, the verb “experiences” was changed to “participates in” so that the SLE reads, “Participates in community prayer, worship, and Sacraments.” Participation can be measured by having a speaking role in a prayer service and prayerful behavior during Liturgy. Development of assessments for the 2010 SLEs is in the preliminary stages. In Spring 2011, a developmentally appropriate version was composed for the students. For example, one SLE reads, “Utilizes a variety of study skills to facilitate academic growth.” The student version reads, “Uses a variety of strategies to learn.”

St. Matthew School maintains a continuum of learning by using common vocabulary for all grades when discussing PRISM learning targets (Pride, Respect, Inclusion, Safety and Manners). It is expected that all students know and practice the standards described by the PRISM acronym. PRISM awards are presented to students at quarterly awards assemblies.

In 2011 the principal introduced teachers to the concept of learning targets in instruction. Learning targets “convey to students the destination for the lesson - what to learn, how deeply to learn it, and exactly how to demonstrate their new learning” (Moss, Brookhart, & Long, 2011). Students are expected to name each lesson’s learning target, and staff members are committed to learning how to write, implement and assess the effectiveness of learning targets.

St. Matthew School uses multiple assessments to measure progress towards Archdiocesan and Washington state curriculum standards. These tools provide diagnostic, formative, and summative information. Examples of diagnostic assessments include the following: Developmental Reading Assessment2 (DRA2), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Spelling inventories, Math Connects diagnostic assessment and pre-instructional, background-knowledge inventories. Examples of formative assessments include the following: student conferencing, anecdotal notes, reading running records, self-assessment, peer-assessment and frequent, standard-based checkpoints. Examples of summative assessments include the following: ITBS, WASL, standards-based report cards, end-of-unit tests, rubrics, and checklists. As educators, the staff understands that the same test can be diagnostic, formative, or summative, depending on how the results are analyzed and applied.

Parents are informed about student progress by using the results of standardized tests, distributing quarterly report cards and parent-teacher-student conferences. The ITBS and WASL scores indicate to parents how their student(s) are performing in comparison to students in the same grade level nationwide (ITBS) or statewide (WASL). The quarterly report card informs parents about whether the student is exceeding the standards, meeting the standards, approaching the standards or below standards. Conferences occur twice yearly – November for all students and parents and January for optional conferences as determined by the teachers or parents.
ongoing communication with parents occurs when teachers email or write parents individually about student achievements or concerns or collectively about classroom learning.

A wide variety of assessments ensure that student learning is examined from many perspectives. These assessments inform instruction by identifying students who are not meeting standards, as well as those who need additional challenge.

For example, during 2009 - 2010, the ITBS scores for 6th grade were used to inform instruction regarding reading level by identifying areas for growth and providing more attention to those topics. Similarly, low WASL scores (2006-2009) in reading and writing informed instruction of the writing process and reading comprehension for middle school students. Another example is provided by 4th grade. ITBS scores are used at the beginning of the year when the teacher color-codes student scores in the three main subject areas of reading, writing and math. Throughout the year, she refers to those scores as she plans and provides whole class and one-on-one instruction. While the WASL no longer is administered, the teacher tried to use more examples of WASL-formatted problems that had the same level of challenge/rigor (multiple steps, real-life situations, etc.) for students since the regular textbooks do not. In addition, standards-based checkpoints provide immediate feedback regarding student learning.

When assessment data reveal that students are not meeting standards, instruction is impacted in a variety of ways. Teachers may differentiate instruction by ability, topic, product, time, and amount of support. Teachers may teach to different learning styles, such as visual, auditory, kinesthetic, musical, and logical. Beyond differentiated instruction, teachers assist students by working in small groups, re-teaching, using multiple modalities of instruction, providing peer-support, giving individualized feedback and scheduling cross-grade reading buddies. Teachers assist students by using spiraled instruction, providing review and re-teaching on a regular basis. Students who score below grade level also receive parent-volunteer support or additional teacher support. For example, supplemental instruction is provided by the learning specialist, Title 1 math tutor, and instructional aides in pre-k (2010-2011), kindergarten, first grade, and middle school math. Based on analysis of student progress over time, teachers may adjust student time with resource teachers.

When students are having difficulty meeting standards, teachers consult with others. Teachers communicate between grade-levels and with specialists to clarify gaps in areas of instruction. Teachers converse with students’ families and sometimes make modifications or accommodations to the students’ learning plans. Input is sought from outside learning experts (psychologists, occupational therapists, speech therapists, curriculum specialists or learning specialists) in order to understand best practices in meeting students’ needs. In August 2011 teachers discussed establishing a Child Support Team as an additional way of meeting the needs of all students at St. Matthew School. While the process of developing such a team is still in its infancy, a written report that describes the steps taken toward implementing this idea will be provided with the evidence.

There are several ways St. Matthew School challenges students who are performing above grade level. For those students, instruction includes opportunities for increasing interaction, building critical thinking skills, facilitating comprehension of the material, and making connections to the
students’ lives (Franco, 2007). Teachers differentiate instruction in order to offer appropriate levels of difficulty for these students. Examples of differentiated instruction include reading groups (2, 3), independent reading (1, 6, 7, 8), writers’ workshop (1, 6, 7, 8), and spelling groups (1, 2, 3), and math classes. In music (K-8), all instrumental performances have at least three levels of difficulty, which are assigned to students based on ability. In 2010-2011, *Math Connects* was selected as the math program in order to provide challenging content that meets or exceeds the state math standards.

Surveys from parents and students suggest that St. Matthew School meets the academic needs of its students who are below grade level. Eighty-four percent of parents feel that “the academic demands on [their] child are about right.” No parents (0%) feel that the academic demands on their child are too high. At least 89% of students report that teachers set high standards and challenge them to do better. Fifteen percent of parents report that the academic demands on their child are too easy. Ten percent of students (grades 4-8) do not find their academic work challenging. The staff interprets these findings to mean that students who are performing below grade level and their parents feel the school provides adequate support. Yet parents of students and students who are performing above grade level feel the school does not provide enough challenge. These responses correspond with staff findings that show that there are a greater number of strategies to support students who are performing below grade level compared with students who are performing above grade level.

In addition to using assessments to evaluate student learning and drive instruction, teachers rely on several types of data to evaluate the success of instructional plans. Teachers compare student achievement pre-assessment and post-assessment. They monitor growth in reading fluency and comprehension through the Developmental Reading Assessment2 (DRA2) as well as using results from DIBELS, and weekly timed readings for fluency and accuracy. Teachers use regular checkpoints to assess student achievement of state standards. Teachers ask students to describe their own learning and self-evaluate their progress towards learning goals. Finally, teachers use on-going formative assessment to check for progress. Based on the information from these assessments, teachers adjust instruction to maintain continuous learning for their students.

References


Significant Accomplishments
- Alignment of math and religion curricula with current Washington state and Archdiocesan standards
- Excellent support to students who are not meeting grade level standards in grades K-5
- Implementation of a strong process to assess and monitor student progress in reading fluency and comprehension using the DRA in grades K-6

Goals
- To improve ITBS reading scores
- To improve learning experience for highly capable students
- To improve student achievement through the use of learning targets

Evidence
- Background knowledge inventories
- *Blest Are We* curriculum overview
- Checklists
- Child Support Team process notes
- Class schedules
- Curriculum maps (math, religion, social studies)
- DIBELS results
- DRA results
- End of unit tests
- Evidence of consulting with outside experts
- Examples of anecdotal notes for assessment
- Examples of differentiated instruction
- Examples of Learning Targets
- ITBS scores
- *Math Connects* test samples
- Parent conference schedule
- PRISM information
- Reading running records
- Report cards
- Rubrics
- Samples of standard-based math checkpoints
- Schedule for cross-grade reading buddies
- Schedule with resource teachers
- School calendar
- Spelling inventories
- Student Learning Expectations
- Student SLE reflection sheets
- Templates for student self-assessment and student-peer assessment
- WASL scores
F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

St. Matthew School supports high achievement of all students by providing instruction in Catholic values and Catholic identity, employing a strong instructional staff, engaging in research-based staff development, aligning programs with Washington state and Archdiocesan standards for teaching, and assessing its level of success at meeting those standards.

The staff integrates Catholic values throughout the school in order to live out the St. Matthew School mission and philosophy and in order for students to achieve the SLE: “to be a faith-inspired person.” In terms of the curriculum, St. Matthew School features school-wide themes. Past and present school-wide themes include: They Will Know We Are Christians By Our Love (2010-2011), Hands of Christ (2008 – 2011), One Thousand Acts of Kindness (2010 & 2011) and PRISM (Pride, Respect, Inclusion, Safety, Manners) (2003 – present). In kindergarten and first grade, students are assessed daily for PRISM behaviors. Students at all grade levels are assessed quarterly on report cards for behaviors that reflect PRISM values. Students who demonstrate behaviors associated with each of these themes are honored at the quarterly awards assemblies.

Surveys of parents and students indicate that Catholic Values and identity are evident in the school program. Ninety-seven percent of surveyed school families rate religious education instruction in the school as effective or highly effective. More than 90% of students report that the school has a strong, faith-based curriculum. At least 90% of students report that they have opportunities for prayer or participation in liturgy. Eighty-seven percent of students (grade 4-8) report that they have opportunities for Christian service.

Evidence of integrated Catholic values can be observed throughout the school year in areas of prayer and liturgy. Students, staff and families pray together as a school community. School-wide examples include morning daily prayer on the intercom and prayer at the start of all-school events such as Junior Olympics, assemblies, Catholic Youth Organization (CYO) sports events, the Christmas program, and the spring concert. Classroom examples include classroom prayer, morning prayer, lunchtime prayer, prayer at the start of class meetings, class retreat days (5th through 8th grades), the Reconciliation service (3rd through 8th grades) and religion class. Types of prayer include prayer circles, prayer intentions, and memorized prayers. Parent community examples include prayers at the beginning of events such as the school auction and the shareholders’ meeting. Examples of school staff and faculty prayer include weekly prayer, prayer to begin meetings, an annual staff retreat day, and Mass.

The integration of Catholic identity also includes all-school participation in community liturgies. These include prayer services (three mornings per week) during the liturgical seasons of Advent and Lent. During the Lenten prayer services, students connect the Stations of the Cross to the Catholic Social Teachings. In addition, we pray the Luminous Mysteries of the Rosary during
October and the Glorious Mysteries during May (one decade per day for one week). Prior to 2011 the school joined the parish community to celebrate Mass one Friday each month and on Holy Days of Obligation, Ash Wednesday, and Catholic Schools Week Sunday. Each class is responsible for leading one of these monthly Masses. This means that students serve as lectors, gift bearers, altar servers and choir members. In the fall of 2011 the new parish priest proposed that in addition to the student-led monthly Masses, the students attend weekly Mass. In addition, some students have additional leadership roles through their participation in the 5th through 8th grade school choir and the eighth grade Music Leadership team.

Consistent with the school’s mission and SLEs, St. Matthew School integrates the Catholic value of service. Students and families contribute to the parish Saint Vincent de Paul food drive. Students write letters to U.S. soldiers. Students plan, organize, and participate in Penny Harvest. For Penny Harvest, students solicit donations from the school community. Then, student leaders research charitable organizations. Next, they participate in a round-table discussion to select a charitable organization to receive the school’s donation. Finally, the student leaders report to the school community about which charitable organization was selected.

Students integrate Catholic Values into their decision-making, problem solving, and community building. Students learn information and strategies for these processes as they study the following curricula: Second Step, Steps to Respect, Talk About Touching, Call to Protect and Blest Are We. Students participate in class meetings in order to practice guided problem-solving strategies, plan service opportunities, build classroom community, celebrate differences and acknowledge successes (Nelsen, Lott, & Glenn, 2000). In addition, recess supervisors facilitate problem solving between students.

St. Matthew School has a strong staff that meets Washington state and Archdiocesan expectations for teaching. The instructional staff consists of eighteen members, fourteen of whom are fully licensed. The teaching staff consists of ten homeroom teachers (pre-k through eighth grade) and seven specialists: Spanish, music, fitness, teacher-librarian, learning specialist, math tutor and drama instructor. There are three instructional aides. One teacher has an Associate Degree. Five teachers have bachelor’s degrees. Eight teachers have master’s degrees, and one teacher has a doctorate.

Eight members of the instructional staff teach religion classes. Five of these teachers have catechetical certification. The remaining three teachers are in the process of earning catechetical certification. The principal and teacher-librarian are also in the process of earning catechetical certification, although they do not formally teach religion.

The St. Matthew School staff and teachers have met additional expectations in the area of safety. All teachers and staff are up-to-date with Safe Environment Training requirements. In addition, all teachers and staff are up-to-date with CPR training and Blood Borne Pathogens training.

Consistent with the SLEs, the staff at St. Matthew School is dedicated to life-long learning. All staff members have engaged in numerous research-based staff development opportunities to ensure that all students’ needs are being met. These include whole-staff training, workshops
attended by a small group of teachers from St. Matthew School, and individual experiences in curricular areas appropriate for each teacher.

During 2009 – 2010, the faculty participated in yearlong professional development training on differentiated instruction. The in-service sessions provided readings and time for professional conversation with teaching colleagues. Small-group staff development has occurred in math, reading, writing, assessment and standards-based instruction. In conjunction with math curriculum mapping, most of the math teachers participated in research-based training to align math assessment with the Washington state math standards (2008 – 2011). Reading and writing teachers attended workshops targeted at research-based literacy strategies. Workshops in these areas included Mosaic of Thought, Motivating Readers K-12 and Writers’ Workshop. Small groups of instructional staff have also attended research-based training in the areas of assessment, technology and standards-based education. For example, in June 2010, a team of four people attended a conference on how to use data to inform formative assessment. During 2009-2011, many staff members participated in SmartBoard (interactive whiteboard) training to increase student learning by using technology in the classroom. In June 2011, three people attended a conference on standards-based education. When several teachers attend a workshop, they present their learning to staff during in-service days and staff meetings to promote on-going learning and best practices at St. Matthew School.

In addition to whole staff professional development, individual staff members participate in on-going, research-based professional development. Some examples include: Café Literacy (Choice Literacy, Tacoma, June 2011), Brain Compatible Differentiation (Seattle Pacific University, 2011), Summer Leadership Workshop on Common Core Standards in Reading and Math (Seattle University, June 2011), Mary Ann Remick Leadership Program (University of Notre Dame, 2011), Teaching Exceptional Children (University of Notre Dame, 2011), National History Day (Washington State Archives, July 2011), and Foundations of Inquiry (Miami University, 2011). Additional examples of workshops attended by individual staff members can be found in Appendix A-8.

From 2008–2010, interactive whiteboards (SmartBoards) were added to eight classrooms and to the Library Resource Center. Research shows that using interactive whiteboards in the classroom improves student learning by increasing students’ visual stimuli (Juersivich, Garofalo, & Fraser, 2009). Document cameras were also purchased for classrooms; kindergarten, 3rd grade, 4th grade, 6th grade and 8th grade teachers currently have access to document cameras in the classroom. Document cameras allow students to view enlarged, projected images. Teachers feel that this improves student engagement, thereby affecting overall student progress. In the 2010 – 2011 school year, all classrooms were outfitted with a Sound Field system, which provides amplified voice from a microphone. Research indicates that a Sound Field system in a classroom improves student learning by increasing students’ listening comprehension (Rosenberg, G., Blake-Rahter, P., Heavner, J., Allen, L., Redmond, B., Phillips, J. & Stigers, K.; 1999).

The Washington state and Archdiocesan expectations for teaching have been met, to the extent that a kindergarten through eighth grade continuum of learning and curriculum maps have been written in the subject areas of math, religion, and social studies. For more information on this topic, please see Chapter 3, Section E of this document.
St. Matthew uses a variety of formative and summative assessments to ensure the school meets Washington state and Archdiocesan expectations. A description of these processes can be found in Chapter 3, Section E of this document.

Currently, eighth graders are assessed on the SLEs by reviewing their SLE portfolio. The next step is to create measurable assessments of the SLEs and apply these assessments at all grade levels. When SLEs were reviewed in Fall 2010, it was recognized that the 2006 SLEs were difficult to assess. Therefore, the SLEs were revised in order to make them measurable. For example, in relation to prayer and worship, the verb “experiences” was changed to “participates in” so that the SLE reads, “Participates in community prayer, worship, and Sacraments.” Participation can be measured by having a speaking role in a prayer service and prayerful behavior during Liturgy. Development of assessments for the 2010 SLEs is in the preliminary stages. In Spring 2011, a developmentally appropriate version was composed for the students. For example, one SLE reads, “Utilizes a variety of study skills to facilitate academic growth.” The student version reads, “Uses a variety of strategies to learn.”

Assessment is used to modify instruction and curriculum to help students achieve the SLEs and curriculum standards. ITBS scores and classroom assessments are used to identify students who are struggling or excelling in math. Teachers then add more explicit instruction or scaffolding in the classroom, for example, by providing struggling students with number charts, referring students to the Title I tutor, or placing them in an accelerated math group. DRA2 scores are used to identify students who are above or below grade level in reading. Teachers give targeted reading skills lessons to address areas with overall poor scores. One teacher also used the scores to form guided reading groups while several teachers create advanced reading book clubs. Students who performed below grade level were also referred to the reading specialist for further testing and placement in targeted reading groups.

ITBS and WASL scores show that for all grades tested, over time, the class averages for Language Arts scores have gone up (2007-2011). When compared with the national norms, all class averages are above grade level. In terms of class averages for math from 2008 - 2011, nearly all scores are in the 80th to 90th national percentile ranks (Appendix A-7).
** Significant Accomplishments  
- Infusion of technology in the classroom with SmartBoards, document cameras, and Sound Field systems  
- Integration of Catholic values and identity throughout the academic program  
- Preservation of a well-educated, collaborative, faith-filled teaching community that meets the Washington state and Archdiocesan expectations for teaching  

** Goals  
- Develop assessment methods for SLEs (K-8).  
- Provide formal DRA training for first through eighth grade reading teachers  
- Replace curriculum mapping with a standards-based processes for meeting Washington state and Archdiocesan expectations for teaching  

** Evidence  
- Agendas for Awards Assemblies  
- Appendix regarding staff education and certification  
- Calendar to show Mass and prayer service schedule  
- Class meeting schedule or agenda  
- Copy of curriculum for *Blest Are We, Second Step, Steps to Respect, Talk About Touching* and *Call to Protect*  
- Eighth Grade SLE portfolio entry  
- Letter from soldier (was on hall bulletin board) or copies of letters to soldiers  
- Parent and student survey results  
- Penny Harvest – minutes  
- PRISM assessments (K and 1)  
- Report cards  
- SLEs  
- St. Vincent de Paul thank you letter or letter to families regarding St. Vincent de Paul  
- Staff development certificates of attendance  
- Stations of the Cross readings to connect to CST  
- Student version of SLEs  
- Template of Mass prepared by a class  

** References  
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 Archdiocesan standards do not exist), and other governing authority expectations.

St. Matthew School makes a concerted effort to provide a variety of opportunities for students to participate in activities that support its mission, philosophy and Student Learning Expectations.

CYO sports are part of St. Matthew Parish and engage students in soccer, basketball, volleyball, and track and field. Soccer is available to students in grades K-8, while basketball and volleyball are options for students in grades 3-8. Parents are involved in CYO as coaches. Students can raise their own athletic fees through an annual fall fundraiser called Huff n’ Puff. Drama Club is an option for students in grades 5-9, culminating in winter and spring productions. A speech team is available for students in middle school with tournaments offered by three local Catholic high schools.

Students have the opportunities to participate in altar serving (4-8), choir (5-8), yearbook (8), student council (7-8), safety patrols (5-8), talent show (5-8), an after-school band program (5-8), and a high school sponsored math contest for middle school students. St. Matthew School students have performed very well in the math contest, taking third place in a very competitive field for the past two years, and first place among 20 competing schools in the fall of 2011.

To supplement the core curriculum, the St. Mathew School art docent program allows K-8 students to learn about important artists and their work. As part of the art experience, students explore the art techniques and elements that the art docent coordinator has developed to extend the lesson about the artist and his/her works. A supply of materials and art posters are used to enhance the art docent lessons. The art docent coordinator trains parents to teach the lessons, and coordinates a schedule that gives K-8 students an art docent lesson once per month. The program provides an opportunity for students to try various artistic techniques and express themselves creatively.

Leadership is part of the school’s mission, and students in grades K-8 have opportunities to practice their leadership skills in a variety of ways. Students in all classes have responsibilities such as leading prayer, taking items to the office, or acting as Star of the Week. Older students act as “buddies” for students in younger grades, helping with reading and projects. The older students also act as leaders for Junior Olympics by leading families to select a team logo, costume, and cheer. The Student Council runs school assemblies and conducts occasional fundraisers (hot chocolate day, raffles) to raise money for such things as Japan earthquake relief or playground equipment. Students might be involved with the Penny Harvest Drive Roundtable. At this Roundtable, students decide which charities the school will support with the allocated $1000 from the Penny Harvest Foundation. This discussion provides a very rich learning experience.
St. Matthew School qualifies for two types of federal funds. Title I funds directly support student learning through tutoring. Title II funds support professional development for teachers. The school has seen a significant decrease in the funds available to support both programs over the past several years. To maximize the Title I funds available, St. Matthew School has made the decision that students who need extra assistance with math would receive support from the Title I teacher. For years, funds have only been designated for students in grades K-5 by the federal government. The students selected are those most in need of assistance based on their ITBS scores, formal and informal classroom assessments, and teacher observations in class. As funds are limited, the number of students in this program is low. Approximately 10% of students in grades 1-5 received Title I services during the 2010-2011 school year. Their classroom teachers assess students receiving this extra help during the year with a required final assessment at the end of the school year. For the 2011-2012 school year funding for Title I will be approximately 50% less than for the 2010-2011 school year. The challenge is to serve all those students who qualify with six hours of time per week allotted to the tutor for each student.

Title II-A funds are allocated for staff professional development. The previous accreditation’s action plan of 2006 directed St. Matthew School to focus on a few specific areas for professional development: curriculum mapping, math, and technology integration. The staff received training in curriculum mapping, and then mapped the curricula for religion, math and social studies. All math teachers have attended significant training in math and math standards with Torrey Volk, a Seattle-area math consultant. The staff also attended workshops to update the technology skills needed for effective use of new hardware and software. Overall, federal funds have been dedicated to supporting all students, and professional development has been focused on a broad range of pertinent areas. For example, during the summer of 2011 the staff participated in workshops and institutes focusing on standards-based education, differentiation and the brain, math and teaching the standards, and literacy in the classroom. To enhance teaching, three teachers participated in a “SmartBoard camp” to hone skills and make the best use of classroom technology. Additional information about professional development is mentioned in sections E and F of this report, and a specific list of completed professional development courses is available in Appendix A-8.

St. Matthew School believes in educating the whole person. Beginning in pre-Kindergarten, all students learn about physical and emotional health through instruction and practice. Courses such as Talking About Touching and Called to Protect are part of the Safe Environment Program. There are also other programs such as Steps to Respect and Family Life. These programs support the mission as well as the Student Learning Expectations. Additionally, instruction regarding bullying and cyber-bullying takes place for students and parents. For example, during the 2009-2010 school year, students and parents met with an officer from the Seattle Police Department to learn about the potential dangers of cyber-bullying.

During breaks and recesses, teachers, classroom aides and parent volunteers monitor the playground to supervise students. Students learn specific playground rules for their safety. In accordance with PRISM, the S stands for safety, and students are introduced to PRISM in pre-kindergarten. St. Matthew staff received CPR training as well as mandated Safe Environment Training, beginning with a three-hour in-person course and followed by online update courses.
Since the last accreditation, the school building has been updated with keyless entries. There is also a video system in the office to monitor the main entrance, which is locked at all times. All visitors must sign in at the office. All fire alarms have been updated as well as lighting in the hallways and the parking lot. Fire, earthquake and lockdown drills are conducted throughout the school year. An intercom system was installed in the Community Center to connect all buildings on the campus in an emergency. A recently restocked disaster shed is on the premises for use in any emergency. Each classroom, as well as every office, is outfitted with an emergency backpack that is inventoried and restocked each year. The building has been retrofitted for earthquakes, and new metal doors were installed on the ESS portable to improve security. A safety committee, a subcommittee of the School Commission, meets monthly to review safety issues and needs that arise.

Students learn the importance of maintaining physical health by attending fitness classes twice a week. The hot lunch program at St. Matthew School was selected for its emphasis on nutrition and organic foods. The staff is communicating with families, through newsletters and verbal communication, about the importance of providing healthy snacks for students on a daily basis as well as during celebrations. Parent volunteers, under the direction of qualified medical professionals, conduct health screenings for all students in the fall; this screening provides information for teachers and parents about vision, hearing, and overall health. Safe and secure procedures are in place for the dispensing of medicine to students. No student can receive any type of medication without an approval form signed by parents. The office administrative assistant tends to students who become ill at school. A health room is located across the hall from the front office.

Students in grades 5-6 attend a three day Outdoor Education Program, which teaches students respect for their environment through physical and academic activities.

St. Matthew School recognizes the need for sound mental health care for students. For several years, the school has employed a counselor who is present one afternoon each week. The counselor meets individually with students or occasionally in small groups based on recommendations from teachers and administration. Parents must sign a release for services, and they often participate and communicate with the counselor.

To foster communication, understanding and empathy for all students, St. Matthew School has families, which are comprised of two to three students from each grade (K-8). Each teacher leads a family and meets with them for monthly lunches and special events. When families attend Mass together, older students provide leadership and role modeling for the younger students. This is also a means for students in all grades to get to know each other in circumstances beyond the classroom.

A class meeting is a school-wide practice in which students’ social and interpersonal growth is fostered. During class meetings, students and teachers address concerns affecting the class. Meetings emphasize being respectful of others’ views and giving positive and productive input toward resolution.
The St. Matthew School mission statement clearly affirms a partnership between school, parish and families. Parent leadership and participation is critical to the success of the school. All parents have a mandatory volunteer commitment, but most parents exceed this required voluntary time. Families are required to complete 40 volunteer hours during the course of the year, with over 50% exceeding the required hours. It is mandatory for parents to support the Annual School Fund Drive and the school auction. Participation in the SCRIP program and other fundraising projects is seriously encouraged. Parents volunteer in organizational capacities and direct-contact roles. Some of these roles include the following:

- Art Docent
- CYO coaches
- Field trip chaperones
- Rainbow Heritage Festival
- Speech tournament
- St. Vincent de Paul
- Yearbook coordinator
- Recess duty monitors
- Christmas Store
- Altar server coordinators
- Huff n’ Puff
- 8th Grade musical
- St. Matthew Table
- Classroom helpers
- Safety patrols
- Campfire leaders
- Library checkout
- 8th Grade graduation
- Room parents
- Girls/Boys Scouts
- Junior Olympics

Parent expertise has successfully translated to service on School Commission and leadership roles in the Parent Club. At times, budget constraints have resulted in parents being instrumental in building and maintenance projects, acting as liaisons with businesses for the fund drive and auction, providing guidance with technology planning and purchasing, and organizing service, and planning and implementing liturgical events. Parents’ creative energy has been crucial in the production of the Spring Musical. Without their help, the production might not be possible. A consistent goal is to encourage and engage a greater percentage of the parent population to volunteer at the school.

Over the past several years, the school has developed a comprehensive technology plan under the leadership of the Technology Director and the technology committee, a sub committee of the School Commission. The plan includes a school technology mission, the philosophy behind technology integration, an inventory of school hardware and software, and a general overview of the technology budget. The maintenance of this plan allows the school to receive federal E-rate funding for telecommunication services, Internet access and web site hosting fees. It also provides additional support for grant applications.

Since the school’s last accreditation in 2006, there have been upgrades to classroom technology. In 2008-2010, interactive whiteboards (SmartBoards) were added to eight out of nine classrooms and the Library Resource Center. During 2010, all classrooms were outfitted with Sound Field Systems, which provide an amplified voice through a microphone to a classroom speaker. The school currently has three laptop carts, 55 computers for student use, and document cameras available for classroom use. Filemaker software is used for a database to support development and fundraising. FileGrader (using the Filemaker software) is used for recording grades and attendance as well as generating quarterly progress reports. With the purchase of the school’s new math curriculum for grades K-6 (Math Connects), the students are able to access web-based applications. The goal to support and continually grow technology in the school has been supported by the parent community and the staff. Parents pledged nearly $33,000.00 for technology purchases and upgrades at the last two auctions. As the students’ needs grow, the
school is committed to finding more ways to support the costs associated with technology professional development for teachers as well as costs for equipment maintenance and purchase.

**Significant Accomplishments**
- Acquisition of new technology hardware, in particular SmartBoards & document cameras
- The dedication of funds for a diverse range of professional development activities
- The quality and frequency of parent involvement
- Wide range of co-curricular offerings

**Goals**
- Continue to effectively integrate technology in the classroom
- Increase teacher training opportunities in the area of technology integration
- Involve teachers in the process of continually updating and implementing the St. Matthew Technology Plan

**Evidence**
- Annual Fund Drive flyer
- Art docent lesson plans
- Auction invitation
- Example of a parent’s volunteer hour sheet
- Family list
- Huff ‘n Puff flyer
- Junior Olympics schedule
- Parent Club minutes
- Patrol schedule
- Rainbow Heritage flyer
- Safe Environment guidelines
- School Commission minutes
- School musical program
- School newsletter
- St. Matthew School technology plan
- St. Matthew School yearbook
- Title I Specialist schedule
H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

St. Matthew School employs proper bookkeeping and accounting procedures to create, implement and monitor the financial position of the school. A professional accountant who serves as the parish pastoral assistant for administration Pastoral Assistant for Administration (PAA) and business manager handles the school’s accounting on the Quick Book accounting system. The business manager has 40 years of experience in finance, including CFO roles. Both the School Commission Finance Committee Chair and the Pastoral Finance Council Chair are professional accountants. Together they advise the principal.

Sound accounting practices include separation of duties and preparation of timely financial statements. These statements are shared with appropriate oversight of the finance committees for both the school and the parish as well as school/parish administrators. The school uses the Archdiocesan approved chart of accounts. A budget is prepared annually with monthly monitoring of actuals vs. budget. The budget is reviewed and adjusted if necessary in the first quarter of each new school year. All parents’ tuition payments and all other program activity collections are deposited in a timely fashion. Additionally, all invoices are paid within payment terms.

A finance subcommittee of the School Commission, which is comprised of school parents with both financial and management backgrounds, meets monthly to provide oversight and guidance to the principal. Budget discussions occur at each monthly School Commission meeting. The School Finance Commission prepares the annual school budget. It is then reviewed by the School Commission, presented to the parish finance council, and ultimately approved by the Parish Pastoral Council.

St. Matthew School strives to keep families informed of the financial state of the school. All families receive a copy of the Parish and School Annual Report. This report is a detailed, professionally prepared record of the past fiscal year, which also incorporates the parish financial report. Annual Fund updates are communicated throughout the year. The true cost of educating a child at St. Matthew School is communicated to families, as well as how the tuition is set and the specifics of tuition assistance goals in dollars available to qualifying families.

In the spring of 2011, parents attended the first State of the School Meeting. The purpose of the meeting was to educate parents about their fiscal responsibilities to St. Matthew School. The principal and the School Finance Committee Chair presented information on how the budget is created and how money is spent to improve student learning. The presentation reiterated the need for parent commitment to fundraising and presented an overall picture of the school finances for parents.
The school’s budgeting approach is essentially a -0- based approach, so that the school builds the budget on absolute, necessary costs each year, taking into account the budget needed for financial aid and any special programs. All sources of income are addressed before looking at the necessary tuition levels to balance the budget.

Figures used to determine the actual cost to educate each child come from the total expense load divided by the number of anticipated students. The anticipated student count is based on the school’s knowledge of the families currently enrolled and the early indications from the pre-kindergarten and projected enrollments.

In collaboration with the Development Director, Development Committee, and the Parents Club, the school reviews and establishes third party sources of income to supplement parent funding. Success in this area comes from grants, corporate matching, corporate donations to the auction, partnership with the Fulcrum Foundation, parish subsidies, and the school endowments. St. Matthew parishioners strongly support the school through participation in the Annual School Fund Drive, the yearly auction, and contributions to endowments.

To ensure that resources (human, instructional, physical, and financial) are sufficient to sustain the school’s program and carry out the school’s purpose and student achievement of SLEs, the budget is a central focus of School Commission meetings. The school’s early vision to create endowments demonstrates the community’s commitment to further the mission of the school. Projecting for the future, a pre-kindergarten program was launched in the fall of 2010 with the hope that students would enroll at ages four and five and provide a foundation for the program. It is noteworthy that all of the students enrolled in the pre-kindergarten program for the 2010-2011 school year registered for the kindergarten class for the fall of 2011.

To address budget deficits, St. Matthew School needs to build reserves and replenish what has been drawn upon to compensate for lower enrollment than budgeted, current economic concerns impacting enrolled families, and significant increase in the demand for tuition assistance.

Building the Doris Rutzel endowment to the one million dollar mark will allow a steady flow of non-tuition revenue into the annual budget, which will keep tuition more accessible to families. The leadership of the school needs to analyze further the tuition levels the community can sustain. A monthly financial report (income statement and balance sheet) is given to the pastor, principal, and Parish Finance Council.
Significant Accomplishments

- Excellent communication to parents about the financial status of the school
- High parent involvement in school fundraising activities
- High parish and school involvement in the budgeting process
- Implementation of best business practices through a new database results in better fundraising opportunities
- Maintenance of low tuition to protect a diverse school population
- Strong financial support from the parish

Goals

- To increase grant applications per process outlined in 2010 for such expenses as technology equipment and training, science equipment, field trip expenses, arts education and classroom needs.
- To maintain and increase parent involvement in all aspects of school fundraising
- To secure funding for tuition assistance to aid in the healthy enrollment of the school with emphasis on major gifts
- To secure site licensing of the Microsoft Office suite through donations and grants.

Evidence

- Annual Report
- Five years of budgets
- Five years of tuition schedules
- Pre-kindergarten information flyer
- School Finance Commission minutes
- State of the School notes
- Strategic plan
CHAPTER 4 –ACTION PLAN

A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF-STUDY FINDINGS

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

Significant Accomplishments

- Acquired new technology hardware, in particular SmartBoards, netbooks & document cameras
- Aligned math and religion curricula with current Washington state and Archdiocesan standards
- Continued strong staff commitment to professional development
- Differentiated small group math instruction in middle school
- Enhanced small group learning for differentiated instruction
- Ensured the dedication of funds for a diverse range of professional development activities
- Implemented a process to assess and monitor student progress in reading fluency and comprehension using the DRA in grades K–6
- Improved communication of student achievement throughout the parish and school community
- Increased differentiation in instruction to better meet the needs of all students
- Increased emphasis on service
- Infused technology in the classroom with SmartBoards, document cameras, and Sound Field systems
- Initiated curriculum mapping
- Integrated Catholic values and identity throughout the academic program
- Introduced student-led recitation of the Rosary and morning prayer over the intercom
- Introduced the Catholic Social Teachings through prayer services and reinforcement through community service in the upper grades
- Maintained high parish and school involvement in the budgeting process
- Maintained low tuition to protect a diverse school population
- Monitored the quality and frequency of parent involvement
- Preserved a well-educated, collaborative, faith-filled teaching community that meets the Washington state and Archdiocesan expectations for teaching
- Preserved high parent involvement in school fundraising activities
- Provided excellent communication to parents about the financial status of the school
- Provided support to students who are not meeting grade level standards in grades K–5
- Purchased a new math program to align with SLEs and state standards
- Purchased and implemented DRA2 as a literacy assessment
- Received strong financial support from the parish
- Revised the SLE’s making student progress more measureable

**Significant Goals**

- Add a middle school mentoring program
- Analyze the tuition level to determine what the community can bear
- Assess professional development for its effects on student achievement
- Connect learning targets to the SLEs
- Continue differentiation of math curriculum and instruction
- Continue to effectively integrate technology in the classroom
- Create curriculum maps for all core subjects based on standards and Student Learning Expectations
- Design prayer tables to reflect the liturgical seasons
- Improve ITBS reading scores
- Improve learning experience for highly capable students
- Improve student achievement through the use of learning targets
- Increase opportunities for parents to help their children grow in faith
- Increase parent participation in the spiritual formation of their children
- Increase service learning opportunities
- Increase teacher training opportunities in the area of technology integration
- Increase the percentage of parents participating in the school’s Annual Fund, SCRIP program, and school auction
- Involve teachers in the process of continually updating and implementing the St. Matthew Technology Plan
- Maintain parent involvement in all aspects of school fundraising
- Provide formal DRA training for kindergarten through eighth grade reading teachers
- Provide learning targets for students in religion class
- Replace *Curriculum Mapper* (web-based curriculum mapping software purchased yearly) with a standards-based curriculum mapping process for meeting Washington state and Archdiocesan expectations for all curriculum areas
- Review and refine tools to measure the accomplishments of SLEs
- Train faculty and administration in how to evaluate the results of the DRA2 assessments
Critical Goals

1. Increase Service Learning

The students will experience a greater opportunity to achieve service to the community in an intentional way as guided by staff through service learning. They will see purpose to helping the community and they will be inspired to accomplish more in the future after reflecting on what “good” they have done in the community.

2. Increase student academic achievement by using assessment data to inform professional development and instruction

Student achievement will improve through use of assessment data that informs teacher instruction. This data will be collected and analyzed, which will then guide instructional strategies that best help the student to learn efficiently and thoroughly. Assessment tools will be analyzed as well for effectiveness.

3. Refine the curriculum mapping process to reflect alignment with Washington state and Archdiocesan standards

The ability of a school staff to see the various areas of curriculum from all levels and disciplines will allow the teachers and staff to plan out curriculum goals that will be more efficient and more thorough for each of the students. Student achievement will grow as these improvements and connections to other areas of curriculum are made.

4. Provide professional development that will enhance support for differentiated instruction

As they become more proficient and knowledgeable of the dynamics of a differentiated classroom and curriculum, the teachers and support staff will be able to better serve the students by reaching more students through the use of various differentiated lessons. The students will be better able to identify their strengths and challenges. The students will also be able to use those strengths to demonstrate their understanding and capacity to achieve curriculum goals.

5. Improve student high achievement in math for all students by improving differentiated instruction

Increased focus on differentiated instruction will affect the achievement of all students. In order to promote academic excellence for students as stated in the mission statement, teachers will use various differentiated instruction strategies to help students learn in their Zone of Proximal Development. This foundational theory by Lev Vygotsky states that students learn best when working at their ability level. Carol Tomlinson, a well-known advocate of differentiated instruction puts it this way, “It begins when a teacher takes an honest look at the diversity of learners in the classroom, accepts responsibility for the success of each of them, and says, “If they’re all going to learn, I’ll have to find more than one route to success!”
Improving Student Learning for Catholic Schools

Appendix G-1
Action Plan for St. Matthew School

Goal #1 (from Chapter 3-A): Increase service learning

Rationale for this Goal: This will increase student understanding of service by connecting service to curriculum goals and Catholic Social Teachings. Although students have opportunities for service learning, these experiences are meant to be more meaningful, increase their exposure to different types of service, and instill a life-long practice of service. Parent survey results support the need for this goal.

Alignment with mission, philosophy, SLEs: Foster an environment of service (school mission); Connects to SLEs (grows in knowledge, Catholic Church teachings; serves others through words and actions; makes Christ-like decisions, socially responsible participant in the community)

<table>
<thead>
<tr>
<th>Strategy # 1</th>
<th>Examine the curriculum for existing connections to service.</th>
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</table>
| Activities  | • Meet in grade level groups and look for a variety of connections between SLEs, curriculum standards, and service ideas.  
• Share findings from grade level groups.  
• Produce a map of findings/ideas. |
| Cost or Resources & Sources | • Time to work (For example: half-day Mondays and monthly Monday staff meetings)  
• Class time  
• Parent volunteers  
• Parish support |
<p>| Person(s) Responsible For Implementation | Principal/Staff |
| Process For Monitoring | Dedicate two meetings to grade level meetings/findings |
| Baseline Assessment | In development |
| Ongoing Assessment | Post-grade level meetings review |
| Timeline Start/Stop | April-May 2012 OR Fall 2012 – Winter 2012 |</p>
<table>
<thead>
<tr>
<th><strong>Strategy # 2</strong></th>
<th>Collect information about service programs from other sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td>• Call/check websites of other schools.</td>
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<tr>
<td></td>
<td>• Read various resources about service learning, for example, <em>The Complete Guide to Service Learning</em> by Cathryn Berger Kaye.</td>
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<td></td>
<td>• Survey the parents and wider parish community about service needs, and service opportunities as well as personal involvement.</td>
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<td></td>
<td>• Contact existing service organizations.</td>
</tr>
<tr>
<td><strong>Cost or Resources &amp; Sources</strong></td>
<td>• Time to work (For example: permanent agenda item at staff meetings)</td>
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<tr>
<td></td>
<td>• Class time</td>
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<tr>
<td></td>
<td>• Purchase resource books (less than $100.00).</td>
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<td></td>
<td>• Parent volunteers</td>
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<td></td>
<td>• Parish support</td>
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<tr>
<td><strong>Person(s) Responsible For Implementation</strong></td>
<td>Principal/Staff</td>
</tr>
<tr>
<td><strong>Process For Monitoring</strong></td>
<td>• Make a timeline/calendar for goals (appendix G2).</td>
</tr>
<tr>
<td></td>
<td>• Monthly update on information collected &amp; revision of timeline (as needed) at faculty meetings</td>
</tr>
<tr>
<td><strong>Baseline Assessment</strong></td>
<td>Documents (refer to Chapter 3A) reflect on current level of service.</td>
</tr>
<tr>
<td><strong>Ongoing Assessment</strong></td>
<td>Quarterly review of what has been done.</td>
</tr>
<tr>
<td><strong>Timeline Start/Stop</strong></td>
<td>April 2012 – June 2012 or Fall 2012-Spring 2013: Collect information from outside sources; find and read selected service articles.</td>
</tr>
<tr>
<td><strong>Process for Communicating to Shareholders</strong></td>
<td>Family newsletters</td>
</tr>
<tr>
<td></td>
<td>School website</td>
</tr>
<tr>
<td>Strategy # 3</td>
<td>Include the students in the planning and implementation of service learning opportunities.</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>• Dedicate class meeting time to service discussions (including analyzing information gathered, brainstorming possibilities, etc.).&lt;br&gt;• Form a student-led Service Council.&lt;br&gt;• Analyze information (Service Council) and come up with a school-wide plan for service. For example, create a rubric for primary, intermediate, and middle school.&lt;br&gt;• Implement service.&lt;br&gt;• Evaluate/reflect on experiences.</td>
</tr>
<tr>
<td><strong>Cost or Resources &amp; Sources</strong></td>
<td>• Class time&lt;br&gt;• Service Council meeting once a month&lt;br&gt;• Staff and/or Parent monitor</td>
</tr>
<tr>
<td><strong>Person(s) Responsible For Implementation</strong></td>
<td>Principal/Staff</td>
</tr>
<tr>
<td><strong>Process For Monitoring</strong></td>
<td>Permanent agenda item at staff meetings</td>
</tr>
<tr>
<td><strong>Baseline Assessment</strong></td>
<td>Will develop</td>
</tr>
<tr>
<td><strong>Ongoing Assessment</strong></td>
<td>• Regular check-ins with Service Council and students.&lt;br&gt;• Evaluation of each service experience (using a rubric).&lt;br&gt;• Quarterly review of implementation of plan.</td>
</tr>
<tr>
<td><strong>Timeline Start/Stop</strong></td>
<td>Fall 2012-Spring 2013 or February 2013 (Penny Harvest Roundtable)</td>
</tr>
<tr>
<td><strong>Process for Communicating to Shareholders</strong></td>
<td>Family newsletters&lt;br&gt;School website&lt;br&gt;Parish Bulletin/Website</td>
</tr>
</tbody>
</table>
Goal #2: (from Chapter 3-C) Increase student academic achievement by using assessment data to inform professional development and instruction.

Rationale for this Goal: Our current procedures are inconsistent and do not allow us to collect and analyze data across the subject areas, in all grades, in a systematic way.

Alignment with mission, philosophy, SLEs:
In order for students to attain academic excellence, data must be collected and analyzed to lead to improved instruction for all learners.

<table>
<thead>
<tr>
<th>Strategy # 1</th>
<th>Determine which assessments will be used for data collection.</th>
</tr>
</thead>
</table>
| Activities   | • Grade level discussions  
               • All staff discussion  
               • Research new assessment tools  
               • Research data collection and analysis software |
| Cost or Resources & Sources | • Possible cost of new assessments materials  
                              • Cost of data collection and analysis software  
                              • Meeting time |
| Person(s) Responsible For Implementation | Principal and staff |
| Process For Monitoring | Presentation of findings and results at grade level discussions |
| Baseline Assessment | List ongoing assessments presently given according to grade level. |
| Ongoing Assessment | Once decision is made, staff will go forward with agreed upon assessments. |
| Timeline Start/Stop | Spring 2012 |
| Process for Communicating to Shareholders | Website  
                                            Family folder  
                                            Parish bulletin notices  
                                            Curriculum night  
                                            School commission meetings |
<table>
<thead>
<tr>
<th>Strategy #2</th>
<th>Collect and record assessment data.</th>
</tr>
</thead>
</table>
| **Activities** | • Administer the assessments  
• Evaluate assessments  
• Record data in central location using data collection software. |
| **Cost or Resources & Sources** | • Data collection software  
• Class time for testing  
• Teacher time for assessing and recording  
• Planning time |
| **Person(s) Responsible For Implementation** | Staff, with the help of the principal |
| **Process For Monitoring** | • Review the testing data on a quarterly basis - to be examined at faculty meetings or monthly half-day meetings. |
| **Baseline Assessment** | Assessments already implemented include ITBS, DRA2, and math beginning of year assessments |
| **Ongoing Assessment** | • Annual administration of baseline assessment tools at each grade level.  
• For example: ITBS, DRA2, and math assessments during fall quarter  
• Winter quarter - examine and record |
| **Timeline Start/Stop** | • Winter 2012 begin collecting data  
• Organize/collate/put in central location late spring 2012  
• Ongoing each year |
| **Process for Communicating to Shareholders** | Website  
Family folder  
Bulletin notices  
Curriculum night  
School Commission meetings |
<table>
<thead>
<tr>
<th><strong>Strategy # 3</strong></th>
<th>Review the collected assessment data, analyze and determine specific strategies to increase student learning.</th>
</tr>
</thead>
</table>
| **Activities**   | • Meeting time to examine data  
                   • Analyze trends  
                   • Determine strengths and weaknesses  
                   • Use data to inform instruction  
                   • Select areas for professional growth |
| **Cost or Resources & Sources** | • Money for professional development  
                   • Meeting time |
| **Person(s) Responsible For Implementation** | Principal and staff |
| **Process For Monitoring** | Ongoing meeting check-ins |
| **Baseline Assessment** | Currently ITBS scores are kept in central binder and DRA scores and individual teachers keep other assessments. |
| **Ongoing Assessment** | Ongoing meeting check-ins |
| **Timeline Start/Stop** | Winter 2013-spring 2013 |
| **Process for Communicating to Shareholders** | School commission meetings |
Goal #3: (from Appendix N – In Depth Study: Math) Improve student high achievement in math for all students by focusing on differentiated instruction.

Rationale for this Goal: Increased focus on differentiated instruction will affect the achievement of all students. In order for St. Matthew School teachers to ensure that all students are achieving academic excellence as stated in the mission statement, various differentiated instruction strategies help students learn in their Zone of Proximal Development.

Alignment with mission, philosophy, SLEs: According to the mission statement, St. Matthew School administration and faculty are committed to working with families to promote academic excellence for students. This is also reflected in the Student Learning Expectations stated earlier.

<table>
<thead>
<tr>
<th>Strategy # 1</th>
<th>Collect student math data for planning, implementing and assessing differentiation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Administer, score and record results of math assessments – ITBS, pre/mid/post chapter tests, beginning/ending year assessments, standards based checklists, math inventories.</td>
</tr>
<tr>
<td>Cost or Resources &amp; Sources</td>
<td>No cost. Use materials provided with math series – Math Connects/Prentice Hall.</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation</td>
<td>Classroom teachers: K-8</td>
</tr>
<tr>
<td>Process for Monitoring</td>
<td>Classroom observations, assessments, and student performance on daily work. Discussions during professional learning community (PLC) meetings Data analysis</td>
</tr>
<tr>
<td>Baseline Assessment</td>
<td>Current ITBS test results and Math Connects/Prentice Hall diagnostic assessments.</td>
</tr>
<tr>
<td>Ongoing Assessment</td>
<td>Annual review of ITBS test results, quarterly review/discussions of results of other assessments during PLC meetings</td>
</tr>
<tr>
<td>Timeline Start/Stop</td>
<td>Begin spring 2012 and continue yearly</td>
</tr>
<tr>
<td>Process for Communicating to Shareholders</td>
<td>Quarterly Student Reports, access to student grade book records through St. Matthew School Student Information System (FileGrader), school website, annual State of the School meeting, teacher newsletters, principal newsletters</td>
</tr>
<tr>
<td>Strategy # 2</td>
<td>Establish Professional Learning Communities (PLC) for primary and intermediate/middle school math teachers to read about and discuss differentiation practices and to support each other in the development and implementation of differentiated math curriculum.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Activities</td>
<td>Locate and obtain suitable professional resources available for math PLC Purchase school subscription to National Council of Teachers of Mathematics to access resources Create monthly schedule for PLCs to meet – ½ days with substitutes. Identify substitutes and schedule for monthly meetings as appropriate Keep record of work done by each PLC Assess effectiveness of PLC in meeting teacher needs</td>
</tr>
<tr>
<td>Cost or Resources &amp; Sources</td>
<td>Materials for teachers to use $300 NCTM school membership/subscription = $135/year Substitutes for ½ day meetings $60/half day per 7 math teacher x 9 months = $3800</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation</td>
<td>Principal, teacher-librarian, K-8 math teachers</td>
</tr>
<tr>
<td>Process for Monitoring</td>
<td>Self-evaluations, group evaluations, records of meetings</td>
</tr>
<tr>
<td>Baseline Assessment</td>
<td>Current state of math instruction outlined by groups Each PLC creates an agenda/schedule of meetings/topics</td>
</tr>
<tr>
<td>Ongoing Assessment</td>
<td>Review of differentiation effectiveness as seen in student achievement on math chapter pre-tests/mid-chapter reviews/post chapter reviews and student work</td>
</tr>
<tr>
<td>Timeline Start/Stop</td>
<td>Begin fall 2013 and continue monthly</td>
</tr>
<tr>
<td>Process for Communicating to Shareholders</td>
<td>Quarterly Student Reports Summaries of PLC meetings, Sharing information with parents and other shareholders about effectiveness of differentiation on math achievement</td>
</tr>
<tr>
<td><strong>Strategy #3</strong></td>
<td>Identify student needs for differentiated math instruction based on a variety of assessments.</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Activity #**  | Administer, score, record, and analyze results of math beginning year assessments.  
Use results to determine ways to provide differentiation in the classroom to meet all student needs.  
Use math resources teachers received through Torrey Volk workshops to help develop additional math materials  
Discuss ideas in PLC for additional differentiation methods |
| **Cost or Resources & Sources** | No cost for assessments and analysis  
Math materials already purchased when teachers attended workshops |
| **Person(s) Responsible for Implementation** | Principal, math teachers K-8 |
| **Process for Monitoring** | Use data gathered for determining effectiveness of math curriculum/unit/lessons differentiation to maximize student achievement.  
Analyze data quarterly for trends |
| **Baseline Assessment** | Initial math pre-assessment in fall  
Math Connects/Prentice Hall pre/mid/post assessments |
| **Ongoing Assessment** | Use data from Math Connects/Prentice Hall pre/mid/post assessments |
| **Timeline Start/Stop** | Ongoing from fall 2012 |
| **Process for Communicating to Shareholders** | Quarterly Student Reports, teacher newsletters, conferences, principal newsletters, School Commission/Parent Club reports, school website, annual State of the School meeting |
# Improving Student Learning for Catholic Schools

## Appendix G-2

### Action Plan Timeline

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Goal</th>
<th>Strategy or Activity</th>
<th>Cost</th>
<th>Person Responsible</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2012</td>
<td>2 (Data)</td>
<td>Collect and record ITBS data</td>
<td>Cost of scoring ITBS</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>2</td>
<td>Determine which assessments will be collected</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>3 (Math)</td>
<td>Establish Professional Learning Communities (PLC) for primary, intermediate/middle school to discuss differentiation practices and to support each math teacher in the development of differentiated curriculum.</td>
<td>None</td>
<td>Principal and Staff</td>
<td>Teacher-Librarian will set up wiki for PLC</td>
</tr>
<tr>
<td>April 2012</td>
<td>1 (Service)</td>
<td>Examine curriculum for existing service</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>2</td>
<td>Begin research for data collection and analysis software</td>
<td>Unknown</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>1</td>
<td>Collect information about service other schools are doing</td>
<td>Postage</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>1</td>
<td>Collect information from outside sources/read selected service articles</td>
<td>Cost of service books</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>2</td>
<td>Administer, score, and record DRA</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Action</td>
<td>Description</td>
<td>Cost</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>3 (Math)</td>
<td>Purchase staff membership in National Council of Teachers of Mathematics – 3 yrs.</td>
<td>$135 x 3</td>
<td>Principal and Teacher-Librarian</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>3</td>
<td>Principal and staff have 1st meeting of PLC to establish group norms and expectations; review wiki resources</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>3</td>
<td>Administer, score, and record results of math end-of-year assessments K-8</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>September 2012</td>
<td>1 (Service)</td>
<td>Revisit service information from other schools</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2012</td>
<td>1</td>
<td>Include students in planning service opportunities</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2012</td>
<td>3</td>
<td>Administer, score, and record results of all pre-assessments</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>September 2012</td>
<td>3</td>
<td>Determine needs for differentiation for students</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>September 2012 &amp; each month through June</td>
<td>3</td>
<td>PLCs meet for peer-mentoring and discussion</td>
<td>$60/1/2 day/teacher/month</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>October 2012</td>
<td>2 (Data)</td>
<td>Collect pennies (Penny Harvest)</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>October &amp; on-going</td>
<td>3</td>
<td>Implement differentiation strategies for math instruction</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>January 2013</td>
<td>1</td>
<td>Include students in implementation of service</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>February 2013</td>
<td>1</td>
<td>Begin Penny Harvest roundtable</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>February 2013</td>
<td>2</td>
<td>Review data</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Task</td>
<td>Description</td>
<td>Owner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 2013</td>
<td>1 (Service)</td>
<td>Review service opportunities, determine projects for each grade level</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2013</td>
<td>1</td>
<td>Include students in planning grade level projects</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2013</td>
<td>2 (Data)</td>
<td>Determine trends that impact instructions</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2013</td>
<td>2</td>
<td>Research professional development to support trends</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2013</td>
<td>3 (Math)</td>
<td>Administer, score, and record results of post-assessments</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May/June 2013</td>
<td>3</td>
<td>Evaluate data of pre-/post-assessments; Review effectiveness of differentiation on math scores</td>
<td>Principal &amp; Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>2</td>
<td>Determine what professional development will attend</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>2</td>
<td>Administer the DRA</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>3</td>
<td>Administer, score, and record results of all pre-assessments</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>3</td>
<td>Determine needs for differentiation for students</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013 &amp; each month through June</td>
<td>3</td>
<td>PLCs meet for peer-mentoring and discussion</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2013</td>
<td>1</td>
<td>Student service panel plans service opportunities for the year</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2013</td>
<td>1</td>
<td>Penny Harvest penny collection</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2013</td>
<td>2</td>
<td>Score and record the DRA</td>
<td>Principal and Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Number</td>
<td>Description</td>
<td>Costs</td>
<td>Responsible Parties</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------------------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>October 2013</td>
<td>2 (Data)</td>
<td>Administer the ITBS</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>February 2014</td>
<td>2</td>
<td>Record ITBS Data</td>
<td>ITBS scoring costs</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>February 2014</td>
<td>1 (Service)</td>
<td>Penny Harvest roundtable discussion</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>March 2014</td>
<td>1</td>
<td>Student panel meets to discuss plans for next year</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>2</td>
<td>Administer, score, and record DRA</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>3 (Math)</td>
<td>Administer, score, and record results of post-assessments</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>May/ June 2014</td>
<td>3</td>
<td>Evaluate data of pre-/post-assessments; Review effectiveness of differentiation on math scores</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014</td>
<td>2</td>
<td>Determine what professional development staff will attend</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014</td>
<td>2</td>
<td>Administer, score, and record DRA</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014</td>
<td>1</td>
<td>Student service council meets to discuss service ideas for the year</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014</td>
<td>3</td>
<td>Administer, score, and record results of all pre-assessments</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014</td>
<td>3</td>
<td>Determine needs for differentiation for students</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>September 2014 &amp; each month through June</td>
<td>3</td>
<td>PLCs meet for peer-mentoring and discussion</td>
<td>$60/1/2 day/teacher/month</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>October 2014</td>
<td>2</td>
<td>Administer the ITBS</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>October 2014</td>
<td>1</td>
<td>Penny Harvest penny collection</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Event</td>
<td>Description</td>
<td>Notes</td>
<td>Responsible Person</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>February 2015</td>
<td>2 (Data)</td>
<td>Record ITBS data</td>
<td>ITBS scoring costs</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>February 2015</td>
<td>1 (Service)</td>
<td>Penny Harvest round table discussions</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>March 2015</td>
<td>1</td>
<td>Student service panel meets to discuss service ideas</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>3 (Math)</td>
<td>Administer, score, and record results of post-assessments</td>
<td>None</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>May/ June 2015</td>
<td>3</td>
<td>Evaluate data of pre-/post-assessments; Review effectiveness of differentiation on math scores</td>
<td>None</td>
<td>Principal and Staff</td>
<td></td>
</tr>
</tbody>
</table>
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.

St. Matthew School’s previous Action Plan has had a significant impact on the current self-study. One Action Plan goal in the last self-study stated that a service-learning program for St. Matthew School students would be initiated. Some progress on this goal has occurred, but as the current self-study continued, a need for making the service-learning program more intentional and robust was recognized. The opportunity to improve what had started five years ago will be an important step for St. Matthew School. Successes in meeting the goals of the last accreditation include: integrating technology to a greater extent for both students and staff, curriculum mapping in three subject areas (religion, math, and social studies), and long-range financial planning focused on improving students learning while carefully analyzing tuition rates affordable for the population served. These successes have provided confidence to the staff for the work of the current self-study.

The plans to monitor the Action Plan are very critical to its success. Regular reviews and checkpoints have been built into the Action Plan so that each step can be monitored and evaluated for its progress. Quarterly, monthly and weekly reviews (a standing agenda item for faculty/staff meetings) are included so that the implementation of the Action Plan will be closely watched. As well, progress will be communicated to the shareholders during monthly School Commission meetings, Parent Club meetings, weekly meetings between the parish priest and principal, September Curriculum Nights and the annual February State of the School meeting for all parents. Parents will be instrumental in discussions about what is important to them as to how they can be more directly involved in service learning.

Through the monitoring and review process of the Action Plan, staff will evaluate the effectiveness of the program according to the results seen in student achievement. It is expected that volunteerism among St. Matthew School students will increase, as well as noticeable impacts in the student reflection assessments after experiencing service learning. The increased data collection will result in a more complete analysis of the success of service learning on student achievement.

The results of student achievement will be shared by the teachers, principal, and students with the larger community through the family communication folder, the school website, School Commission meetings, and other notices to the parish, including those noted in previous paragraphs. Continued attention to strong communication with shareholders will involve them more directly in the success of the Action Plan. Historically, the School Commission has supported the work of the staff and the Action Plan by including the Plan in a long-range, broader strategic plan that can involve the School Commission and shareholders in the community.
As results of these service-learning opportunities, the focus of staff energy will be on what is effective. Staff will also look for ways to adjust the service learning opportunities that do not meet the goal of improving student achievement. The data collection and analysis will allow the staff to make more decisions that are data driven and, therefore, more likely to affect positive results in student achievement.

The strategies of the Action Plan will be utilized to collect, organize and analyze data for enhanced student learning. These steps of the plan and associated activities will not be expensive. Staff will have the ability to adapt other ideas from other sources to keep the costs minimal. There will be some resource collecting in the area of data analysis, which could increase the need for additional resources. The staff will have to make decisions as to what data to collect and analyze, and this may be accomplished through materials and curriculum resources already in place.

With respect to the math component of the Action Plan, both formative and summative assessments, standardized test scores, data analysis of ITBS test results and Math Connects/Prentice Hall diagnostic assessments will be reviewed on a consistent basis by teachers and administration. Shareholders have access to student grade book records through FileGrader in addition to previously mentioned forms of communication. A key element is to use math data to implement differentiated instruction at every grade level.

The challenges to successfully accomplishing the Action Plan will not be great. The main challenge for the staff will be time management while continuing to work on improving student learning in all areas.

Evidence

- Annual progress reports to WCEA Elementary Commissioner, sent since last accreditation
- Curriculum Night agendas
- Previous Report of Findings from visiting team
- Previous self-study document
- School bulletins
- School Commission minutes
- State of the School presentation
AN IN-DEPTH STUDY IN MATH

By
St. Matthew School
1230 NE 127th Street
Seattle, Washington 98125
Continuous School Improvement Focused On High
Achievement Of All Students
2011
Preface

St. Matthew School provides a coherent and continuous curriculum for mathematics from kindergarten through eighth grade. Our curriculum is derived from work with Ms. Torrey Volk, owner of Discover Mathematics! - an educational consulting business. Ms. Volk worked with the teachers in 2008-2009 to align math instruction with 2008 Washington state standards. Math instruction by St. Matthew teachers uses a blend of best practices, including differentiation, learning targets and the textbook series, Math Connects and Prentice Hall. Classroom teachers use the results of formative and summative classroom assessments, data collected during school-wide ITBS tests, and teacher observations to inform their practice.
TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

Yearly ITBS results provide evidence that St. Matthew students are learning. St. Matthew School teachers use educationally sound assessment processes to inform their instruction. Individual teachers use a variety of assessments to gather information about their students. Teachers use the following information-gathering tools:

- ITBS math scores – all students in third to eighth are assessed yearly. Some teachers mine information from earlier results to map out students’ progress over a number of years.
- Textbook pre-assessment tests at the beginning of the school year help teachers to understand individual student’s needs and allow for differentiation.
- Performance assessments – kindergarteners are asked to count, order numbers, recognize numbers; 1st graders are asked to count to 1000.
- Inventory assessments – sixth to eighth graders are evaluated to determine their readiness for a particular text or to determine areas of need in their grade level curriculum.
- Discussions with prior teachers – some teachers gather information about students’ math competencies from the prior year’s teachers.
- Observations – teachers use this process to determine effectiveness of instructional targets and to determine students’ progress.

The ITBS math assessments connect to some of the curriculum standards used by the school. It tests math computation, problem-solving, estimation, probability, measurement, and data interpretation. Because it is a norm-referenced test, it compares students to other students nationwide, and it does not measure how an individual student performs in relation to the standards. To determine a student’s performance on state standards’ benchmarks, teachers assess in the classroom using tools such as checkpoints, benchmark tests, and end of chapter tests.

As mentioned above, teachers participated in extensive professional development with Torrey Volk that focused on developing a coherent, relevant set of math assessments that would measure students’ learning of the state standards. Prior to this self-study, data from these assessments had not been collected, disaggregated, or analyzed to inform instruction. However, teachers have used ITBS results, pre-assessments, and student work to determine student placement in the Title I math remediation program, in accelerated groups in the middle school, and in classroom differentiation. Finding a tool for collection and analysis of student assessment data and using it to more fully inform math instruction is one goal identified for St. Matthew School.
Over the past five years, the students at St. Matthew School have exhibited a positive increase in grade level equivalencies on the ITBS. The data in the Math Total GE Growth table shows that most classes increase yearly by 1.3 to 2.3 grade levels. There are inconsistencies in the tables due to fourth and seventh graders in past cohorts taking WASL instead of the ITBS. (See table)

<table>
<thead>
<tr>
<th>Mathematics Total GE Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
</tr>
<tr>
<td>Class of</td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2010</td>
</tr>
</tbody>
</table>

In reviewing ITBS data in mathematics achievement for the 2009-2010 school year, it was noted that 86% of students were performing in the 50th to 99th percentile (54% in the 75th – 99th and 32% in the 50th to 74th percentile). Additionally, 14% of the students were in the 1st to 49th percentile. This shows that most students are at or above national norms and that a small percentage requires additional support. (See table)

<table>
<thead>
<tr>
<th>Mathematics Achievement Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>K-8</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>75th-99th %ile</td>
<td>13</td>
<td>6</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>20</td>
<td>77</td>
<td>54.6%</td>
<td></td>
</tr>
<tr>
<td>50th-74th %ile</td>
<td>10</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>45</td>
<td>31.9%</td>
<td></td>
</tr>
<tr>
<td>25th-49th %ile</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>9.2%</td>
<td></td>
</tr>
<tr>
<td>1st-24th %ile</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4.3%</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>0</td>
<td>27</td>
<td>18</td>
<td>25</td>
<td>18</td>
<td>22</td>
<td>31</td>
<td>141</td>
<td></td>
</tr>
</tbody>
</table>
In reviewing the bottom quartile of ITBS math sub-tests results for the 2009-2010, 15 students scored in this quartile of the sub-test math computation. Of the three sub-tests evaluated, math computation has the highest incidence of low-performing students. One observation from this data shows a trend toward a greater number of students in sixth to eighth grades in the bottom quartile. This suggests a need for strengthening math computation skills in all grades. (See table)

**ITBS**

**Data Results for the bottom quartile of math sub-tests**

<table>
<thead>
<tr>
<th>Sub-Tests</th>
<th>Test Year 2009</th>
<th>The number listed is the number of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts &amp; Estimation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 Overall</td>
<td>5 WASL 1 WASL 0</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>5 WASL 0 7 WASL 8</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>3 WASL 1 3 WASL 2</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2 WASL 2 1 WASL 4</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2 2 1 0 0 0 2.8 0</td>
<td></td>
</tr>
<tr>
<td>3.4 0.4 1.0 2.2 0.0 2.8 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prob. Solving &amp; Date Interpretation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 Problem Solving: Overall</td>
<td>3 WASL 2 WASL 0</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>0 WASL 1 2 WASL 2</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>0 WASL 1 3 WASL 2</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>1 WASL 4 1 WASL 2</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>1 3 1 1 1 0</td>
<td></td>
</tr>
<tr>
<td>1.0 0.6 1.8 1.4 0.2 1.2 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Computation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 Computation Overall</td>
<td>5 WASL 1 0 WASL 7</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>5 WASL 0 7 WASL 8</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>3 WASL 0 1 WASL 8</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>4 WASL 2 3 WASL 7</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>1 3 1 6 0 4</td>
<td></td>
</tr>
</tbody>
</table>
| 6.8                        | }
The difference between the boys’ and girls’ math ITBS scores at any grade level in any year ranges from 0 – 27 NPR. However, the frequency in which the girls score higher is nearly the same as the frequency in which boys score higher (12/11). When the girls scored higher the average difference was seven points; whereas when boys scored higher, the average difference was 13 points. The occurrence in which each gender scored higher at a grade level was almost evenly split with one notable exception – 6th grade girls scoring higher in four out of five years. Over time, each class tended to maintain one gender scoring higher than the other but not exclusively. The differences in scores don’t appear to be influenced by grade level; it appears to be related more to the makeup of the class. (See Appendix B-5)

<table>
<thead>
<tr>
<th>ITBS Math Average of National Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>67.4</td>
</tr>
</tbody>
</table>

Based on the analysis of the ITBS scores, it is reasonable to conclude that students of St. Matthew School are meeting or exceeding state curriculum standards in mathematics.

**Significant Accomplishments**

- Data on all students in grades 3-8 are collected using national, norm-referenced, criteria-based assessments.
- Data collected from these assessments is shared with students, families and teachers.
- Teachers administer pre-assessments at the beginning of the school year and post-assessment at the end of the school year.

**Goal**

- Compile data from other assessment sources to inform instruction and accommodate high achievement for students.
Task 2 – Using Curriculum Standards

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

St. Matthew School provides a challenging, relevant and coherent math curriculum that is aligned with Washington state and Archdiocesan standards. Daily math schedules reflect the mapped, sequenced grade level curriculum developed in collaboration with Torrey Volk, an educational consultant. The school’s mission statement states that parents and school work in partnership to achieve academic excellence. The math curriculum has been designed to reflect that goal. Additionally the philosophy statement states the belief that St. Matthew School administration and staff work with parents to build a foundation of academic basics to foster excellence and provide opportunities for children to experience and explore subjects that will enrich their lives. Again the math curriculum reflects that attention to academic basics with a focus on excellence. Students are provided with enrichment opportunities such as math games.

Teachers use a standards-based curriculum that was developed with the assistance of Torrey Volk during the 2008-2009 school year. Ms. Volk led teachers in creating a math curriculum based on new 2008 Washington state math standards. The first steps involved identifying specific standards for each grade level. After standards were identified, teachers, with Ms. Volk’s guidance, developed yearly math curriculum maps based on the essential standards. (See Evidence for In-Depth Study). Teachers use these curriculum maps to plan month-to-month instruction.

In conjunction with the math professional development, a committee of teachers representing primary, intermediate and middle school teachers was formed to investigate a new math series. The committee reviewed several programs and narrowed the choices to Math Connects for grades kindergarten through six and Prentice Hall for grades seven and eight. Both programs were evaluated on their alignment with Washington state standards and were found to be the best choices. Math Connects was chosen because of its balance of problem solving and computation. A strong digital component and support was also a key factor in the decision. Digital examples include digital manipulatives, games and school to home tutorials. Math Connects provides many of the essential features required for a quality math curriculum; each lesson has a learning target that is tied to Washington state standards as well as academic vocabulary, lesson resources, technology, and strategies for differentiation. Every chapter provides diagnostic, formative, and summative assessments.

Prentice Hall was chosen because of its depth and connection to what students in seventh and eighth grades will study in high school. The middle school math teacher visited the local Catholic high schools to observe math instruction and to discuss math curriculum with the high school math teachers.
school math faculties. The *Prentice Hall* texts provide resources that build math academic vocabulary as well as on-line resources for students. Their resources include links to useful tools for Texas Instrument calculators.

Additionally, teachers align math teaching with Student Learning Expectations (SLEs). The following SLEs are targets for math learning:

*A St. Matthew student is ....*

- **A lifelong learner who**
  - Utilizes a variety of study skills to facilitate academic growth.
  - Meets or exceeds Archdiocesan and Washington state grade level standards.
- **An Effective Communicator who**
  - Expresses information, ideas, and opinions effectively in written and verbal forms
  - Collaborates and cooperates with others
  - Listens to and respects other points of view.
  - Uses technology and the creative arts as tools for learning and expression.

These expectations are evident in large and small group work, partner work and peer tutoring.

The school’s mission and philosophy are reflected in the Student Learning Expectations; students are expected to be *socially responsible members of the community who understand and respect individual differences, resolve conflicts with others using peacemaking skills, and use manners in everyday interactions*.

After review of St. Matthew School’s math curriculum, it is clear that teachers are using current Washington state math standards as well as the school’s Student Learning Expectations. The curriculum maps developed by the teachers with Torrey Volk’s assistance gave each teacher a challenging, coherent and relevant curriculum for instruction. The ITBS mathematics achievement data also shows that St. Matthew students are meeting and exceeding state standards; 85% of 3rd – 8th grade students are performing in the upper two quartiles of the Math Achievement of the ITBS. Students are challenged in math instruction and expectations, and they integrate math knowledge into other disciplines such as science and social studies. All learners are included through differentiation of content and assessment as demonstrated through teacher surveys.

**Significant Accomplishments**

- Adoption and purchase of *Math Connects* and *Prentice Hall* for grades kindergarten to eight.
- Creation of math curriculum maps tied to the state standards.
- Extensive professional development with Torrey Volk, Educational Consultant.

**Goal**

- Increase integration of technology into math curriculum and instruction
TASK 3 – INSTRUCTIONAL METHODOLOGY

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

St. Matthew School teachers use a variety of best practice strategies when preparing and teaching in the math classroom. Interactive white boards, graphing calculators, web-based math programs, and more provide teachers and students with access to technology resources for math learning. Other best practices include differentiation in which students are taught in centers for kindergarten, small group pullout for extra support in grades one through six, and flexible grouping in middle school math based on math performance and skill. Students are encouraged to use critical thinking skills during problem-solving exercises. More evidence of best practices includes the use of formative assessments such as checkpoints; these assessments give teachers an understanding of which students are meeting or exceeding the standards as well as those needing extra support.

The intensive, on-going professional development with Torrey Volk has given teachers a wide repertoire of strategies for the classroom. Teachers have attended Ms. Volk’s workshops on math games, differentiated instruction, and designing math lessons and units. She is a knowledgeable resource for St. Matthew School, and her workshops provide teachers with solid, practical strategies and skills for the math classroom. Teachers receive a notebook with a wealth of information and resources. A continuum of math standards, for example, gives teachers a picture of what students have learned prior to one grade and where they are headed in the following grade. One of her workshops guides teachers in using games for math; the school has purchased some of the kits used in the workshops.

Cooperative learning groups in St. Matthew School math classes create a math community in each classroom. Students are grouped in a variety of ways to enhance the learning experiences of each child. Students are able to share ideas, compare and evaluate methods, and discuss differences in answers. This peer learning and sharing model can reinforce skills and concepts. Manipulatives are used extensively in kindergarten through fifth grade. Base ten blocks, counters, clocks, fraction bars, and shapes are examples of manipulatives students use to explore math concepts.

The Math Connects curriculum provides web-based, virtual manipulatives, and the school purchased kits of manipulatives to aid in the instruction of math concepts. Nancy Berkas and Cynthia Pattison state “areas of research on the use of manipulatives show generally positive impacts when manipulatives are combined with (1) virtual manipulatives software, (2) reflective practices, (3) cooperative learning, or (4) learning activities that are exploratory and deductive in their approach” (NCTM News Bulletin, November 2007).

Students are encouraged to show their thinking as they work out problems and justify their answers and responses. Math journals are an important feature in some classrooms. Students can explore ideas, develop math vocabulary understanding, and record learning experiences and
concepts. Math discussions take place in a safe environment because of the PRISM (Pride, Respect, Inclusion, Safety, and Manners) guidelines St. Matthew School has adopted. Teachers listen to students, students listen to teachers, and students listen to each other. This active listening process is important for building a foundation of math understanding.

Teachers use a variety of assessment tools. Chapter reviews and tests, checkpoints during the teaching of a unit, observation, and oral review are just a few of the assessments they employ. The goal of these assessments is to provide information on student progress and to inform further instruction. The information provided by these assessments is shared with students and parents. Students understand that their progress is not defined by one assessment or set of assessments; they have multiple opportunities to learn and show their learning.

Classroom teachers refer some students to the Title I math specialist on the basis of classroom assessments and ITBS results. The Title I teacher relies on teacher referrals and classroom assessments to determine the needs of the students with whom she works. This tutoring provides extra support for students who are struggling in math. Some students work with her once a week, and others see her up to four times per week. The length of time students work with the specialist varies as well. This teacher uses resources like the classroom textbook as well as web-based math programs to support her students.

Best practices in math are the foundation of the math curriculum/program for St. Matthew School. Teachers seek professional development to enhance their understanding of these practices. They use technology to build excitement in the lessons and to address different student learning styles. The Math Connects and Prentice Hall series are valuable tools for teaching math so that all of St. Matthew students can meet or exceed the standards.

**Accomplishments**

- On-going professional development
- Use of best practices in math instruction

**Goal**

- Improve student high achievement in math for all students by focusing on differentiation of instruction.
TASK 4 – SUMMARY OF FINDINGS

St. Matthew School has several significant accomplishments that have had a positive impact on student learning. Since 2008 the on-going professional development work with Torrey Volk has resulted in a cohesive and relevant math curriculum based on Washington state standards. Curriculum maps for K – 8th grade provide a structure for instruction for each teacher. Math workshops have supplemented the curriculum work with instruction on using math games and well-developed assessments that are tied to standards and benchmarks. The adoption of the Math Connects and Prentice Hall series complemented the curriculum developed under the guidance of Torrey Volk.

Teachers have a reliable, comprehensive textbook series that aligns with Washington state standards. It provides digital resources such as web-based tutorials, games, and manipulatives that engage the students and support their learning.

Of the three goals identified in this in-depth math study, the last goal has the most relevance for St. Matthew School: using differentiation with technology integration to ensure that all students are meeting or exceeding state standards. This is a vital goal. The mission statement and philosophy speak to academic excellence and partnership … that helps develop spiritual, academic, personal/physical and service potential. Parent survey data reflects the parents’ belief in the importance of academic excellence; 53% of the survey respondents ranked academic excellence as their number one reason for choosing St. Matthew School for their children. They also rated mathematics at 30.7% highly effective and 48% as effective. Only 21% rated mathematics as somewhat effective or ineffective. If high academic achievement is to be a reality for all students, then St. Matthew School must commit to ensuring that all students receive quality differentiated instruction.
TASK 5 – ACTION PLAN

Action Plan for St. Matthew School
Goal #3: (from Appendix N – In Depth Study: Math)
Improve student high achievement in math for all students by focusing on differentiated instruction.

Rationale for this Goal: Increased focus on differentiated instruction will affect the achievement of all students. In order for St. Matthew School teachers to ensure that all students are achieving academic excellence as stated in the mission statement, a variety of best practice methods of instruction are needed. Differentiated instruction helps students learn in their Zone of Proximal Development. This foundational theory by Lev Vygotsky states that students learn best when working at their ability level. Carol Tomlinson, a well-known advocate of differentiated instruction puts it this way: “It begins when a teacher takes an honest look at the diversity of learners in the classroom, accepts responsibility for the success of each of them, and says, “If they’re all going to learn, I’ll have to find more than one route to success!”

Alignment with mission, philosophy, SLEs: According to the mission statement, St. Matthew School administration and faculty are committed to working with families to help students achieve academic excellence. This is also reflected in the Student Learning Expectations stated earlier.

<table>
<thead>
<tr>
<th>Strategy # 1</th>
<th>Collect student math data for planning, implementing and assessing differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Administer, score and record results of math assessments – ITBS, pre/post chapter tests, beginning/ending year assessments</td>
</tr>
<tr>
<td>Cost or Resources &amp; Sources</td>
<td>No cost. Use materials provided with math series – Math Connects/Prentice Hall</td>
</tr>
<tr>
<td>Person(s) Responsible for Implementation</td>
<td>Classroom teachers: K-8</td>
</tr>
<tr>
<td>Process for Monitoring</td>
<td>Classroom observations, assessments, and student performance on daily work. Discussions during PLC meetings Data analysis</td>
</tr>
<tr>
<td>Baseline Assessment</td>
<td>Current ITBS test results and Math Connects/Prentice Hall diagnostic assessments</td>
</tr>
<tr>
<td>Ongoing Assessment</td>
<td>Annual review of ITBS test results, quarterly review/discussions of results of other assessments during PLC meetings</td>
</tr>
<tr>
<td>Timeline Start/Stop</td>
<td>Begin spring 2012 and continue yearly</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Process for Communicating to Shareholders</td>
<td>Quarterly Student Reports, access to student grade book records through St. Matthew School Student Information System (FileGrader), school website, annual State of the School meeting, teacher newsletters, principal newsletters</td>
</tr>
</tbody>
</table>

**Strategy # 2**

Establish Professional Learning Communities (PLC) for primary and intermediate/middle school math teachers to read about and discuss differentiation practices and to support each other in the development and implementation of differentiated math curriculum

**Activities**

- Locate and obtain suitable professional resources available for math PLC
- Purchase school subscription to National Council of Teachers of Mathematics to access resources
- Create monthly schedule for PLCs to meet – ½ days with substitutes.
- Identify substitutes and schedule for monthly meetings as appropriate
- Keep record of work done by each PLC
- Assess effectiveness of PLC in meeting teacher needs

**Cost or Resources & Sources**

- Materials for teachers to use  $300
- NCTM school membership/subscription = $135/year
- Substitutes for ½ day meetings $60/half day per 7 math teacher x 9 months = $3800

**Person(s) Responsible for Implementation**

- Principal, teacher-librarian, K-8 math teachers

**Process for Monitoring**

- Self-evaluations, group evaluations, records of meetings

**Baseline Assessment**

- Current state of math instruction outlined by groups
- Each PLC creates an agenda/schedule of meetings/topics

**Ongoing Assessment**

- Review of differentiation effectiveness as seen in student achievement on math chapter pre-tests/mid-chapter reviews/post chapter reviews and student work

**Timeline Start/Stop**

- Begin fall 2013 and continue monthly

**Process for Communicating to Shareholders**

- Quarterly Student Reports
- Summaries of PLC meetings,
- Sharing information with parents and other shareholders about effectiveness of differentiation on math achievement
<table>
<thead>
<tr>
<th><strong>Strategy #3</strong></th>
<th>Identify student needs for differentiated math instruction based on a variety of assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>Administer, score, record, and analyze results of math beginning year assessments. Use results to determine ways to provide differentiation in the classroom to meet all student needs. Use math resources teachers received through Torrey Volk workshops to help develop additional math materials like games. Discuss ideas in PLC for additional differentiation methods.</td>
</tr>
<tr>
<td><strong>Cost or Resources &amp; Sources</strong></td>
<td>No cost for assessments and analysis Math materials already purchased when teachers attended workshops</td>
</tr>
<tr>
<td><strong>Person(s) Responsible for Implementation</strong></td>
<td>Principal, math teachers K-8</td>
</tr>
<tr>
<td><strong>Process for Monitoring</strong></td>
<td>Use data gathered for determining effectiveness of math curriculum/unit/lessons differentiation to maximize student achievement. Analyze data quarterly for trends</td>
</tr>
<tr>
<td><strong>Baseline Assessment</strong></td>
<td>Initial math pre-assessment in fall <em>Math Connects/Prentice Hall</em> pre/mid/post assessments</td>
</tr>
<tr>
<td><strong>Ongoing Assessment</strong></td>
<td>Use data form <em>Math Connects/Prentice Hall</em> pre/mid/post assessments</td>
</tr>
<tr>
<td><strong>Timeline Start/Stop</strong></td>
<td>Ongoing from fall 2012</td>
</tr>
<tr>
<td><strong>Process for Communicating to Shareholders</strong></td>
<td>Quarterly Student Reports, teacher newsletters, conferences, principal newsletters, School Commission/Parent Club reports, school website, annual <em>State of the School</em> meeting</td>
</tr>
</tbody>
</table>