



WCEA *Western Catholic
Educational Association*

IMPROVING STUDENT LEARNING

A Self Study for:

**St. Matthew Catholic School
221 SE Walnut St.
Hillsboro, OR 97123**

Continuous School Improvement Focused On High Achievement Of All Students

2013

Preface

The following self-study document acknowledges the dedication of the community of St. Matthew Catholic School in its support our students to live, learn, and serve with the compassion of Christ. Saint Matthew Catholic School is a vibrant educational community that has served the Hillsboro community for 99 years. Reflection, evaluation, and change have been yearly benchmarks as shareholders through the decades to offer their hopes and dreams. Through the years, the campus has changed, technology has become a priority, and research-based professional development has supported instruction for the benefit of our students. There have been changes, but there has been one constant – academic and spiritual growth of all students.

The St. Matthew Catholic School community is a hard-working, welcoming and loving one that believes that we are one community growing in Christ. As a Catholic school, we teach the morals and values of our faith and provide an array of opportunities through which students can live the call of Christ and go forth to serve others.

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CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

St. Matthew Catholic School's leadership team for the Self Study was created in the winter of 2012. The team consists of the principal, sixth grade teacher, fourth grade teacher, and second grade teacher. In spring of 2012 the leadership team attended the archdiocesan training for the Improving Student Learning protocol. We reviewed the recommended timeline and followed it throughout the process.

With a firm understanding of protocol, we returned to St. Matthew Catholic School and shared our understanding of the factors with the staff and began the process of reviewing and revising the mission, philosophy, and SLEs. By fall of 2012, the mission, philosophy, and SLE revision process was complete.

In spring of 2012, staff was divided into groups and assigned factors. At that time, a schedule was created for groups to meet and create a rough draft for each section. Each group created questions for shareholders related to its relevant section and sent them via email. Shareholders involved in the drafting of document included the principal, teachers, support staff, parish staff, and parents. These groups worked with parents, SAC, pastoral council, administrative council, parish staff and parishioners to gather relevant input and review drafts. Cycle A included drafting and discussion for Chapter 3 sections A-D. We met on October 12, December 20, and December 21, 2012. Cycle B included writing and meeting dates of February 14 and March 22, 2013, to work on sections E-H. Staff meeting time was also devoted to reviewing rough drafts.

During the fall of 2012, parents and students in grades 4-8 were asked for input on relevant topics using the Improving Student Learning protocol survey using an internet service Survey Monkey. We were able to obtain, review, and analyze data about their opinions about the school using this method. All survey results are in the survey binder.

Throughout this process, drafts were shared with the school and parish community. The leadership team attended, spoke with, and surveyed community members at the annual Ministry Fair in the fall of 2012. The principal regularly shared and discussed progress with shareholders at various meetings included but not limited to SAC, pastoral council, and parent club. In the winter of 2013, the drafted document was shared with members of the community through the church and school website as well as a special parent club meeting. Shareholders were asked to read and respond to the draft. It was then submitted for review to the Assistant Superintendent of Curriculum and Instruction (Dr. Julie Vogel) at the Portland Archdiocese.

In March of 2013, the leadership team met with the staff to discuss, revise, and prioritize goals from all factors. They chose critical goals and brainstormed strategies for meeting these goals. The leadership team completed the Action Plans and shared them with staff. After receiving input from the staff and team chair, the leadership team wrote Chapter One of the Self Study and worked to revise the final document in April of 2013.

After receiving input from the Assistant Superintendent of Curriculum and Instruction, we began our review of the draft. Following these revisions, the leadership team compiled and edited the entire document and resubmitted to Dr. Vogel in May 2013.

CHAPTER 1 – INTRODUCTION

B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY

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

St. Matthew Catholic School involved shareholders in all aspects of the Self Study. In the fall of 2012, the mission and philosophy statements were revised by staff and sent to the shareholders for input and revision. The new wording was then communicated through newsletters, meetings, and the school and church website.

The revision of our SLEs took place throughout the fall of 2012. While staff made the initial revisions, input was sought from all shareholders and additional revisions were made from their suggestions. Final SLEs were determined and communicated to the shareholders. All shareholders were asked to check that SLEs aligned with the mission and philosophy and confirm that the mission, philosophy, and SLEs were an accurate reflection of our school and church's vision.

Staff members began to create rubrics to measure the SLEs at the start of winter 2012. We are continuing to develop, revise, and improve those documents to assist in the assessment of student learning in the SLE areas: Humbly Serve, Effectively Communicate, Academically Strive, Respectfully Model Catholic Morals and Values, and Think Critically.

We involved shareholders in the review process for significant accomplishments and goals for the improvement of student learning. Parent input was sought through a special parent club meeting to review the accreditation process and document. Parents not attending the meeting were able to access the document on the school's website and to speak with leadership team members.

In the spring of 2013, the principal distributed the final draft of our Action Plans to SAC, pastoral council, parent club, and the school/parish community at large. Updates of our Action Plans will be included as part of the principal's report to all shareholders including SAC, Admin, Pastoral Council, Parent Club and staff members.

Evidence:

- Mission and philosophy revision
- SAC minutes
- Emails to pastoral and administrative council
- Staff meeting agendas
- Newsletters
- Parent Surveys
- SLE revisions
- Survey binders
- Accreditation committee meeting agendas and minutes binder
- Action Plan binder

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

St. Matthew Catholic School was established in 1914 to serve the growing community of Catholic children in the farming community of Hillsboro; there were 45 students enrolled that first year. The original school was built by John Engeldinger; it had two large rooms and a daylight basement. The building served the greater parish community from the beginning hosting meetings as well as dances and parties. The Sisters of St. Mary of Oregon, who had been serving the parish with weekly religion classes, became the school's first teachers and administrators.

As the enrollment continued to grow over the next few years the need for a new school was clear. In 1949 a new school was built around the original building, which then served as the gym. In 1974, the old gym was torn down to add a new gymnasium and a new parish center that would serve the growing parish community. As Catholic schools in the Archdiocese began to see the value of adding Kindergarten to the scope of Catholic education, St. Matthew followed suit and added a Kindergarten classroom in 1989.

In the 2009-2010 school year the community began meeting to gather input and research on the need for a pre-school for the St. Matthew community. It was decided that this would provide a valuable service to the community and serve as a means to introduce families to St. Matthew School. A preschool was built in the spring and summer of 2011 with classes beginning for three year olds and four year olds in the fall of 2011.

In 2000, the Missionaries of the Holy Spirit arrived at St. Matthew to serve the parish community. St. Matthew continues to be an archdiocesan parish and school that the Missionaries generously serve. The Missionaries live in community and serve the parish with three priests and two brothers. The presence of the Missionaries at St. Matthew has added a wonderful model of faith for the students and families at St. Matthew.

As you will see in Appendix A, 93% of our students are Catholic. We draw from our own parish as well as surrounding parishes that do not have elementary schools including St. Alexander, St. Anthony, St. Juan Diego, St. Elizabeth Ann Seton, and St. Edward. Our community is ethnically diverse showing 70% white, 15% multiracial, 7% Asian, 1% Native American, 1% Native Hawaiian/Pac Islander, 1% Black, and 5% self-reported unknown. Our goal is to mirror the ethnically diverse parish community that we are a part of. Washington County is 77% white and 16% Hispanic. The new terms to report ethnicity from the NCEA direct many of our families to report as multiracial. We have hired a part time Spanish speaking secretary to help us better communicate with our Spanish speaking families. We continue to find ways to reach out to our Latino families to increase the diversity of our school.

The ten-year school population trend shows a steady decline until 2011. The economic struggle that hit the country in 2008 affected our school families extremely hard; unemployment peaked at 10% in Washington County in 2010. However, we added a preschool in the 2011-2012 school year, which has helped raise the overall enrollment the last two years up to 268 students. We hope that this will continue to help our Kindergarten reach capacity, which was raised to 28 students this year. In our exit interviews, the number one reason families left the school from 2009 to 2011 was financial. There is no exit interview data prior to 2009.

In order to work towards reaching our marketing goals and in our strategic plan as well as increase enrollment, we hired a marketing/development director in the 2009-2010 school year;

however, she moved on after one year. The following year we hired another part time marketing/development director whose family moved out of state before the year was out. This year we restructured the position and started the year with an individual who focused on development and grant writing. That individual has decided to stay on as a volunteer to help the parish in a variety of ways. We also have a volunteer who is helping with marketing and the office staff has taken on some of the responsibilities of marketing as well. As we move through this year, we are tracking how our marketing is progressing while moving forward without a specific person in the role as designed.

We do routinely reach out to the local community with advertisements, fliers, and newspaper announcements for our open houses. We advertise in our bulletin, participate in the parish ministry fair, are visible at coffee and rolls after mass, and participate in other functions to make our presence seen. We advertise at local Catholic churches that do not have an elementary school. This year we are committed to making a better effort to advertise to our own St. Matthew families that currently do not attend our school through the Religious Education program and at the masses. We feel that we have enough families in our own parish to fill our school, but we need to get the word out more personally by a direct invitation to our families. Our School Advisory Committee (SAC) annually reviews our strategic plan and will specifically review the marketing piece to see where we need to revise or enhance the plan to increase the school enrollment.

Our mission statement, philosophy, and Schoolwide Learning Expectations (SLEs) provide the foundation for St. Matthew's Catholic identity and vision to nurture the heart and minds of every student to live, learn, and serve with the compassion of Christ. The SLEs support this mission and drive instruction at St. Matthew. Our pastor works closely with the principal to support the mission and SLEs of St. Matthew School. Our dedicated staff works to encourage humble service, effective communication, academic excellence, respectful role models, and critical thinkers. These SLEs are a part of our long-range planning, student assessment, and they drive daily instruction. Our parents rank Catholic values, academic excellence, and faith formation as the top three reasons that they send their children to St. Matthew. St. Matthew typically sends about half of our graduates to Catholic high schools. Of these students, all report being well prepared for high school. Our graduates that attend our local public schools also report being well prepared for high school and are grateful for the strong spiritual and moral foundation that they have received. Parents report that the education of their children is effective or highly effective across all subject areas. In the parent surveys it is noted that 95% see religion as effective or highly effective; 81% see mathematics as effective or highly effective; 79% see reading/literature as effective or highly effective; 70% see English/language arts as effective or highly effective; 74% see science as effective or highly effective; and, 79% see social studies as effective or highly effective. We continue to engage in professional development to pursue excellence in teaching that will result in a highly effective education for all students.

The student surveys report that the majority of students feel that they are treated with respect by fellow students, teachers, and the principal. Survey reports show that 91% of students feel that religion classes help them learn about their faith; 93% report that they have the opportunity to participate in school liturgies; and, 89% report having opportunities to participate in Christian service. Students strongly agree or agree that they understand how to apply what they learn at school to real-life situations and that they are encouraged to assess the quality of their work. 88%

of the students feel that teachers challenge them to do better and 94% of students feel that teachers set high standards for achievement in their classes.

We are fortunate to have strong financial and spiritual support from our parish community and families so that we can offer a variety of programs to our students promoting their spiritual growth as well as educating the whole child. We are blessed to have a well-educated faculty and staff including three instructional assistants who hold teaching certificates. Band is offered four mornings a week to our 5th through 8th grade students. All of our K-8 students participate in music and physical education. We have a Title I program that serves approximately 35 students in reading support. We employ two math specialists to better meet the needs of all of our students. We employ two full time instructional assistants to work with our K-2 students and two part time instructional assistants to work with second and third grade students and to help in the library. We have a part time librarian who works with all of our students and a technology teacher who helps guide our classroom teachers to integrate technology into the classroom. Our strategic plan and budget are specifically planned to support these services for our students. We have been working with the local school district to begin a Title III program for our ESL (English as a second language) students; we were able to put the program into place January 2013. We also have access to Title II D funds that have been used in the past for Understanding by Design training; assessment training; differentiated instruction; research assessment instruction; and, a variety of other professional development for our faculty.

Assessment is an important piece to planning for instruction for students at St. Matthew. Faculty review and analyze data from the ITBS scores, DRAs, in-class formative and informative assessments, and teacher observations. With this data, teachers may identify a student as needing an individual learning plan that is formulated through the collaboration of the classroom teachers, school psychologist, parents, or public or private educational testing services. Teachers regularly monitor how students are progressing and work to differentiate lessons to reach the needs of all learners on the spectrum. Appendix A shows that St. Matthew students continue to perform well on the ITBS showing at least one year's growth per year in each category and core growth over one year.

St. Matthew has strong support from the SAC, Administrative Council, Pastoral Council, pastor and principal. The mission and strategic plan drive the budget, which is thoughtfully planned and followed to ensure a strong financial future for St. Matthew. St. Matthew has many visionary leaders who work together to bring this excellent Catholic education to our students in the future.

Evidence

- Surveys: parent, student, staff
- ITBS Testing
- SAC minutes
- Title I, II, and III data
- St. Matthew strategic plan
- Appendix A

CHAPTER 2 – CONTEXT OF THE SCHOOL

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

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

The administration and faculty have used prior accreditation findings and other pertinent data to ensure high achievement of all students and to drive school improvement. The prior accreditation goals and improvement plans have been addressed and show evidence of school improvement. The action plan target goals are reviewed annually and intervention strategies are addressed and implemented. Annual accreditation progress reports are addressed and filed with the Department of Catholic Schools. The administration and staff have found it imperative to focus the academic goals and school plan around our mission as united as a community of faith, St. Matthew Catholic School nurtures the heart and mind of every student to live, learn, and serve with the compassion of Christ.

At the previous accreditation visit in the fall of 2007, the Visiting Committee found evidence to support the following three target goals: 1) teachers need to target instruction in social science to maintain or increase student performance as measured by the Stanford Aptitude Test (SAT); 2) Teachers need to focus instruction in content area reading to maintain or increase student performance as measured by SAT; 3) the rigor of the middle school curriculum needs to be increased. The Visiting Committee also recommended that St. Matthew work to complete the fifth area of growth that had been recommended at the previous accreditation in 2002 to formulate a five-year strategic plan for the school.

The principal and pastor worked in conjunction with the School Advisory Council (SAC) and all shareholders to complete the process of a five-year strategic plan for St. Matthew. The process was informative and thorough with input from shareholders. The result was a five-year plan that was put into place in 2009. It was important to all shareholders that the strategic plan focused on the mission and philosophy of the school embracing the catholicity of St. Matthew to drive instruction and student growth. The first goal of the plan addresses the mission of St. Matthew School ensuring that the mission as a Catholic school is lived to the fullest extent possible. It specifically addressed fostering the faith development of students and parents; providing resources for faculty to increase knowledge of the Catholic faith and deepen spirituality; maintaining a Christian school-wide behavior standard that upholds respect for every student; broadens involvement in service and promotes the presence of the Missionaries of the Holy Spirit on campus. The staff has embarked on an education program to become certified catechists. The Missionaries of the Holy Spirit visit the students on a regular basis providing an opportunity for more religious instruction and to create a bond with the students; the students look forward to these sessions each week. The SAC helped create a service plan for the middle school that includes personal reflection and tracking of hours volunteered by students. The strategic plan continues to be reviewed each year by the school staff, the SAC, and other shareholders in order to stay focused on the overall mission and goal of the school. The five-year plan drives the budget and considers the academic and spiritual needs of the students. The strategic plan is dynamic, and so St. Matthew will embark on a thorough review and adjustment

of the plan during the 2013-2014 school year in order to embrace a new five-year extension that will carry St. Matthew into the future.

The first academic goal targeting social science was addressed and student achievement was tracked and measured showing at least one year's growth annually as measured by the SAT. Teachers used a variety of best practices and materials with students in order to achieve this goal. They used leveled Social Science readers in reading groups to directly teach text features. They also employed several techniques including writing, drawing, graphic organizers, and programs such as *Kidspiration* to demonstrate or communicate knowledge of information, content and learning objectives. Research skills were explicitly taught throughout the grades and supported with technology and library instruction. Students learned to develop questions; identify main ideas and key words; paraphrase; take research notes, organize them and wrote reports or completed projects using this information. Vocabulary instruction explicitly included Greek and Latin roots, graphic organizers to show understanding, and drawing illustrations to show meaning. Teachers enhanced learning by integrating SS with religion, art, language arts and science through project-based learning, writing assignments, technology assignments, and the use of other learning tools such as library research skills. The SAT testing showed overall growth for the school in grades 5, 7, and 8, and some decline in grades 4 and 6. We moved away from the SAT testing so the measurement instrument changed. This goal was reported as ongoing and moved off of our student improvement plan in 2010 in our annual progress report. This year we will be reviewing our Social Science curriculum; we will address any student needs in that report.

The second academic goal addressing student performance in the area of content reading was addressed and student achievement was tracked and measured using the SAT and the Iowa Test of Basic Skills (ITBS) beginning in 2008. The teachers used a variety of best practice methods including explicit instruction to teach students how to read various forms of nonfiction. Teachers focused small group and large group instruction and practice on word attack skills, vocabulary development, fluency, and questioning skills. Teachers integrated reading skills across the curriculum exploring nonfiction materials in language arts, science, and social science. Small group instruction with Title I students and ELL students focused on vocabulary development and fluency skills. The K-6 teachers worked closely with the Title I teacher to ensure that specific skills were addressed and effective teaching instruction employed. All K-6 students showed substantial growth using the Hasbrouck/Tindal Oral Reading Fluency test. K-3 and 6th grade students benchmarked in 2011. Those few students who did not benchmark showed significant progress and all were Title I students. All students 3-8 showed at least one year's growth ranging from 1.2 to 1.7 years as measured by the ITBS. This goal is ongoing, but has been moved off of our annual progress report.

The third academic goal regarding the academic rigor of the middle school was addressed and student achievement was tracked and measured using the SAT and the ITBS. Middle school teachers began meeting weekly in 2008 to discuss curriculum, collaborate on instruction, and review progress of students. Teachers have curriculum mapped the math and science standards and have begun to map the language arts and social science standards. Using backward design, these maps focus instruction on academic standards and Schoolwide Learning Expectations (SLEs). Teachers have broadened their use of formative assessment and analysis of testing results to further strengthen instruction and academic rigor. All three grades showed more than a year's growth ranging from 1.3 to 1.9 overall. The middle school teachers reinforce the

internalization of the SLEs each year with the students. The students use self-assessment focusing on the SLEs to evaluate their own learning process, academic achievement, and spiritual growth. This practice and the practice of metacognition has helped students become more adept and motivated to be self-starters and life-long learners.

In 2010 St. Matthew added a fourth academic goal addressing the improvement of student growth in math scores across all categories by analyzing and employing a variety of formative assessment methods to improve and personalize instruction for students. In order to address this goal several of our math teachers attended a conference on formative assessment methods in June of 2010. They began to use these techniques with the students to assess and direct instruction. A part-time math specialist was hired to work with individual students, small groups of students, and to push in with the fourth and fifth grades. This has enabled us to reach all students offering more teacher-to-student time. We also began to use *Mathletics* in the spring of 2011, which has given us another tool to individualize instruction and provide practice that is appropriate for each student. These tools have also improved our ability to address our SLEs reaching all students and encouraging all students to be proud of their God-given talents. Students 3-8 have shown at least one year's growth as measured by the ITBS and we will continue to monitor this pattern. The K-5 teachers have received additional training in Bridges, which has added in many hands-on math tools and a variety of formative assessment tools that have helped direct instruction and measure student progress.

In 2011 we added another academic goal addressing the utilization of the scientific inquiry process throughout the grades K-8 as a result of our science in-depth study. The teachers met in small groups and as a whole staff to begin the process of formulating common vocabulary and language to employ as a base for students to learn about the scientific process. Teachers also discussed how research should look across the grade levels and created a grade-appropriate rubric to act as a guide to track student progress in this area. Our ITBS scores showed at least one year's growth from the previous year in the specific area of scientific inquiry. We are continuing to employ best practices in this area and will continue to monitor this goal. In working together as a staff, we have modeled the SLEs by employing critical thinking, effective communication, serving others, and modeling the Christian moral values and ethics that we want to impart to our students.

We communicate the progress of our students through parent/teacher/student conferences in the fall where students participate in communicating their progress toward the SLEs and in specific content areas. We also have spring conferences as needed or desired by parents or students. We have a school-wide information and reporting system *Renweb* that parents can check at any time to see how their students are performing academically. Teachers make themselves available through email, phone calls, and after school meetings at parent request. The middle school teachers conduct a homework club twice a week after school to help students achieve their academic potential.

St. Matthew is committed to the continual process of school improvement. At the beginning of each school year, the faculty and staff review the goals from the previous accreditation visit or in-depth study process and discuss how these goals will be addressed during the school year. Teachers meet in professional learning communities and/or by grade level to discuss specific aspects of goals and what process will be used to address each action plan and its specific activities. Teachers hold one another accountable for addressing the needs of the students and carrying out plans to ensure high academic achievement for all students. The principal provides

professional development where necessary and supports teacher growth to foster an atmosphere of professionalism and to drive school improvement.

Evidence

- Previous Self Study and Report of Findings
- Previous Action Plans and annual updates
- Annual Reports to WCEA
- SAC Minutes
- Staff Minutes
- *Kidmail*
- Schoolwide Learning Expectation, rubrics and assessments
- ITBS scores

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

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

After our last accreditation, data was collected and analyzed from the community to help St. Matthew School develop a strategic plan to ensure that our mission as a Catholic school is lived to the fullest extent possible. The plan was put in place in 2009 and goals were identified and action steps developed to implement the plan to enhance our Catholic identity. We are in year four of the five-year plan. We developed five goals: (a) foster the faith development of students and parents; (b) provide resources to increase their knowledge of catholic faith and deepen their spirituality; (c) maintain a Christian school-wide behavior standard that upholds respect for and acceptance of every student; (d) broaden involvement in service; and (e) promote the presence of the Missionaries of the Holy Spirit and other religious orderlies on campus. These goals have enhanced and strengthened the Catholic identity of St. Matthew Catholic School.

St. Matthew Catholic School has a strong Catholic identity. Its mission and philosophy statements guide the classroom and school community in faith and curriculum development. The community sees the school as a crucial ministry of the parish which is indicated in the overall vision statement for the parish “One community growing in Christ.”

St. Matthew proudly displays the vision, mission, and the philosophy statements throughout the building in classrooms and offices. The mission and philosophy are included in all relevant school documents including parent/student handbook and school website and electronic sources for all incoming and current families.

Annually, St. Matthew School gives a survey addressing our Catholic identity practices, and parents are encouraged to respond. The survey is shared with the faculty, staff, and church members. From these surveys we have identified strengths and areas of growth within our Catholic identity.

As part of this ongoing process we have found that the mission and philosophy is the reference point that clearly illustrates to the community that we are a Catholic Christian community with high moral and academic standards. As a school community, we feel the mission and philosophy statements should accurately represent our current school community’s faith and spiritual formation. St. Matthew aims to help students, parents, and staff to become more fully aware of what the mission and philosophy statements precisely state, and then take ownership so that student behavior reflects the mission and philosophy.

As part of the regular review of the mission and philosophy statements, they were revised and updated in the spring of 2012. The revision started with the school faculty and staff. The revised statements were presented to all governing boards by the principal. They were presented to parents online and at back-to-school night, and a feedback survey was offered. It was also presented to the parish community at the annual Ministry Fair for feedback. Current and former students were asked for their feedback and input. Through this process we feel that there is ownership of the mission and philosophy of the new revised statements.

There is widespread use of signs, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school. Crucifixes, statues, portraits of Christ, and other religious imagery are displayed around the school and within each classroom as signs of the school's Catholic identity. There are also devoted prayer corner in each classroom. Throughout the building there are bulletin boards and banners reflecting religious themes.

St. Matthew provides regular opportunities for the school community to experience prayer and the sacraments. The whole school celebrates mass on a weekly basis. Each grade level is given the opportunity to host and prepare liturgy of the word. Many staff members serve as Eucharistic Ministers. The students also participate in the Sunday Parish Mass during Catholic School's Week as choir members and representatives of the school. Several student volunteers read to the congregation expressing what their Catholic identity means to them. Reconciliation is celebrated twice a year for grades 2-8 during the seasons of Advent and Lent. Each morning is started with a school-wide prayer. There are seasonal prayer services and events according to the liturgical cycle of the church such as All Saints, Advent and Lenten celebrations. Some St. Matthew traditions and rituals are large in scale, and some smaller, but all contribute to the school's strong sense of community. For example, the Daily Angelus church bells are rung for all the parishioners and students to hear every day reminding us to pray. Other traditions and rituals include the All Saints Mass, Advent Wreath Prayers, the annual Christmas Play, and May Crowning. During Lent the 7th and 8th grade classes have the opportunity to take spiritual leadership roles in the school each year. The 7th grade class performs a reenactment of the Passion and is assisted by the student body the Thursday before Easter every year.

Students experience a variety of prayer forms within the classrooms and during scheduled adoration time in the parish chapel. The school community experiences daily prayer each morning, before lunch, and at the end of the day led by the staff and assisted by students. The first Monday of each month is dedicated to a large prayer assembly which is centered on the school's Biblical theme for the year. A separate staff prayer is conducted each Monday morning before school and is led by the principal. Spontaneous prayer occurs in classrooms and is encouraged and modeled by parish and school staff.

Sacramentals, such as, blessings, sacred objects, and sacred actions are used by both staff and students as daily reminders of our faith. For example, St. Matthew staff and students receive celebratory blessings from the priests for occasions such as Holy First Communion, birthdays, and on the first and last days of school. Sacred objects, such as, Holy water, holy oil, and sacred candles are found in the church and their meanings have been explained by the priests during Mass. Also, in the past, holy water has been distributed to students in their classrooms for various reasons. Sacred objects within the school can also be found on the days of Our Lady of Fatima and May Crowning where flowers are collected for Mary. Sacred actions are used regularly in both the church and the school. Students practice the sign of the cross during morning prayer, as well as, during spontaneous prayer throughout the school day.

The school uses Religion curriculum and instruction that is faithful to the Roman Catholic Church teachings, and meets the requirements set for the USCCB. Catholic Identity surveys returned by shareholders expressed confidence that the religion curriculum fell within the highly effective/effective scale. At each grade level students are taught about Catholic Faith in accordance with the religion standards set forth by the Archdiocese of Portland. In the spring of 2012, grades 1-5 adopted a new program by Loyola Press called "Finding God". Kindergarten uses the "We Believe" program by Sadlier. Middle grades 6-8 also uses a Sadlier series which

consist of five courses: “The New Testament”, “Church History”, “Morality”, “Creed”, “Liturgy and Worship”. In the middle school grades each class has a day of retreat for faith development. Additionally, our parish priests, who are Missionaries of the Holy Spirit, regularly visit all classrooms to answer pertinent questions and supplement instruction of our Catholic Faith and to share their own life faith experiences. Aside from regular Religion class time, the Catholic Gospel values are infused throughout secular curricular areas. Catholic Faith is modeled, lived, and integrated throughout the day around the school campus. It can be seen by the way the staff talks and interacts with students.

There is ongoing catechetical formation for teaching faculty. The Archdiocese of Portland started a three year cycle of catechetical training using a program called Echoes of Faith. In addition the Archdiocese provides faith formation days and the school staff also has a yearly retreat for faith development.

After collating the Catholic Identity surveys, it is reaffirmed to the community that the parents are the primary educators and that they have forged a strong relationship with the school in the academics and spiritual development of their children. St. Matthew School helps support parents through conferences. We have found that these meetings focus primarily on the academic and social growth of our students, but do not always address the spiritual development of the students. We encourage and invite parents to attend several school events including: weekly mass, rosary, season liturgical events, and morning hall prayer and adoration times. Unfortunately, there is too small a group of parents who frequently attend these events due to work and home conflicts.

We have an open door policy that allows for constant communication with parents. The Parent Club also offers parent education nights. The fall of 2012, Trudy Ludwig presented a seminar for students, parents, and faculty about friendships and bullying. There is also a part-time school counselor to help assist in helping students develop into respectful models of the Catholic Faith. We realize as a school we do offer academic and social support in the form of education nights; but, we need to address the spiritual development of our students with their parents.

Another result of the survey indicated that the school community recognizes that service projects are organized and provided for students by school staff. Also it is recognized that these service opportunities are rooted in Catholic Values. The survey results also show there is no expectation that students complete a minimum number of service hours each year. In keeping with the Gospel message to love and serve others, the St. Matthew community feels that service should be modeled for students as well as required in hope that students would emulate this behavior of conscious giving of themselves. The survey results showed that only 31% of the community felt students are voluntarily participating in service opportunities. Finally, the survey results also showed that 80% of the community members who responded to the survey felt that service opportunities are an overt expression of the themes of Catholic Social Teaching which is an important finding to us as “One Community growing in Christ.”

St. Matthew has long encouraged service amongst our students, but in looking at these results the community feels like this is an area in need of improvement. There are many opportunities for service at St. Matthew either as a whole school community or as individual groups. In November, food for Thanksgiving baskets is gathered. Families in need are adopted at Christmas, and during the season of Lent, a service project (88 Bikes, Heifer International, Child Cancer Association) is adopted. In addition, individual classrooms set up and participate in their own service projects.

Through the encouragement of the administration and the School Advisory Council (SAC), the school faculty, staff and students have compiled a list of service organizations and community needs (both parish and wider community) that might be areas in which the students can do individual and group service. The staff agrees with the findings and feels that there needs to be a more formalized way to teach and model service to others. The faculty, in consultation with administration and SAC, will determine how best to emphasize the area of service with our students. The first area that will need to be addressed will be the voluntary/required hours of service by students. At the beginning of the 2012-2013 school year, all middle school students are being required to complete volunteer hours individually (6th=5 hours, 7th=7.5 hours, 8th=10 hours). The other area to be addressed is a definition of what service looks like at each grade level. In the primary and elementary grades, we are in the pre-planning process of service learning plans. In the spring 2011, the faculty met by grade levels of PreK-2; 3-5; 6-8, with specialists to discuss the issue of service at these grades levels and what this might look like and what we might require. A plan was not formalized, but we are in the process of discussing and coming up with a plan for service in grades K-8 that includes a reflection component.

The spiritual formation of our faculty, school parents and students benefits from strategic planning focused on our Catholic identity. Church and school families, as well as parish/school staff benefit from the regular interactions with the Missionaries of the Holy Spirit. The faculty grows as a staff and individually through catechist training, faith formation days, and school/church activities. The parents and students have valuable interactions with the Catholic Church and school community and benefit from activities that focus on the connection between faith, academics, and service. The focus of spiritual formation of all shareholders has helped to maintain schoolwide behavior standards as well as create an environment that upholds respect for the individual.

Significant Accomplishments:

1. There is a strong Catholic identity and vision that permeates the school.
2. School provides regular opportunities for the community to experience prayer and the sacraments.
3. The school has religion curriculum and instruction that is faithful to Roman Catholic Church teachings.

Goals:

1. Create a service learning program for K-8 with a self-reflection component included
2. Communicate the spiritual development of students with parent

Evidence:

- Catholic Identity Surveys
- Religion In-depth
- Strategic Plan
- Visual Displays of Faith
- Morning Hall Prayer
- Kidmail (Jeannie's Notes in Kidmail)
- Adoration Schedule
- Mass preparation materials
- Service materials
- Lesson Plans
- Week Changed the World script

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

B. DEFINING THE SCHOOL’S PURPOSE

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

The St. Matthew School mission, philosophy, and school-wide learning expectations (SLEs) are reviewed annually. In the spring of 2012, the staff reviewed and revised these documents to better reflect our current school community. From our mission and philosophy, the SLEs were also reviewed and revised to reflect our Catholic identity. After the staff’s initial revision, the documents were presented to shareholders in the parish and school community for input. From those responses, the current mission, philosophy, and SLEs were finalized in the fall of 2012.

As a community, we felt these SLEs addressed the development of the whole child. Using the acronym H.E.A.R.T., our students, K-8, can better understand and verbalize what is expected of St. Matthew students. The acronym H.E.A.R.T. was adopted to reflect our mission, philosophy, and Catholic identity. Age-appropriate language has been developed for all grades. As models of our faith, we should humbly serve others, effectively communicate in words and numbers, academically strive toward excellence, respectfully model Catholic morals and values, and think critically.

The SLEs are intended to guide students in the ongoing development of their Catholic identity. We believe that the SLEs cannot be taught in isolation, but rather need to be integrated into daily lessons. As it is stated in the school’s philosophy, we believe in the education of the whole child. The SLEs help the students understand how the instruction in the classroom promotes academic, physical, social, and spiritual growth.

The mission, philosophy, and SLEs are posted in every classroom, and are prominently displayed in the halls and on campus. The staff feels the understanding and articulation of the mission and philosophy is not as strong as the knowledge of the SLEs. Even though the mission and philosophy are also displayed, the focus is primarily on the SLEs. Teachers have embraced the revised SLEs. Classroom lessons that focus on the new SLEs have been presented, and students have had opportunities to learn and reflect on them. Teachers use the SLEs in long-range plans, weekly lesson plans, projects, activities, and assessments. Once each trimester, students self-reflect on the SLEs. This has been the primary tool of SLE assessment. Copies of the students’ self-evaluations are sent home to the parents with the report cards while the originals are kept on file in the school office. The teachers recognize the need to complete evaluations of student growth in the SLEs. In the fall of 2012, the school recreated the report cards through RenWeb to include an evaluation of the SLEs. Teacher evaluations of students’ understanding and application of SLEs on the report card is guided by the student reflection and observation. We recognize the need for a more consistent method to evaluate student understanding and growth.

The faculty and staff of St. Matthew Catholic School use Archdiocesan curriculum guidelines, state and national standards, and the SLEs to meet the needs of all students. Our strong academic program is supported by a highly-qualified support staff. Our SLEs provide a framework for all we do. Teachers post learning objectives and SLEs for units of study. In class, students make connections between the SLEs and academic goals. Over the past few years, the staff has reviewed the ITBS scores. We had identified a need for improved math computation scores and a stronger understanding of scientific inquiry. As a staff, we made these areas a focus of our Professional Learning Communities (PLCs), family group meetings, and classroom instruction. In 2011, we adopted Mathletics® and had a family math education night. In 2012, we developed a leveled rubric with common vocabulary and hosted an all-school science fair. This process helped St. Matthew School strive to meet the academic needs of all students to become lifelong learners.

The pastor of St. Matthew is the head of the parish and school. The governance of St. Matthew Catholic School complies with the Archdiocesan by-laws and is under the governing authority of the Department of Catholic Schools of the Archdiocese of Portland. The by-laws of the School Advisory Council and the parish council comply with Archdiocesan guidelines. The Student/Parent Handbook and Staff Handbook as well as other school publications conform to the standards set forth by the policy and procedural requirements of the Archdiocese of Portland. The St. Matthew Catholic School community facilitates school philosophy by having a well-defined mission statement and SLEs which have been embraced by the faculty and school families.

Our SLEs provide a framework for all we do. Throughout the process of revision, we have reaffirmed the SLEs as an extension of the mission and philosophy. They are integrated into daily activities, but the evaluation of the SLEs is an ongoing process.

Significant Accomplishments:

1. The school created SLEs that encompass the development of the whole child and support all curricular areas.
2. St. Matthew's mission, philosophy, and SLEs were developed and aligned with support and input of all shareholders.
3. Catholic identity is present and visual throughout the St. Matthew campus.

Goals:

1. Develop assessment measures of the SLEs
2. Increasing the articulation and understanding of the mission, philosophy, and SLEs

Evidence:

- Mission
- Philosophy
- SLEs
- SLE Reflections
- Surveys

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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.

St. Matthew School’s pastor, administration, staff, School Advisory Council (SAC), and Parent Club Council (PCC) have reviewed and revised our vision statement, philosophy, mission statement, and SLEs. These four tenets guide our school’s organization for student learning and are shared with the St. Matthew community. With input from these shareholders, the new philosophy, mission statement, and SLEs have been adopted.

St. Matthew School’s principal provides leadership and is at the center of the educational environment. The principal and pastor obtain input from staff, SAC, and PCC. All bodies work together to create a learning environment that supports the school mission, philosophy, and SLEs. The principal communicates with staff, parents, and students through newsletters, announcements, hallway interactions, and is available to meet with parents, staff, and students. The pastor meets weekly with the principal and discusses difficulties and challenges. As a pastor, he is available to consult with prospective and current school families. He strongly supports families who need financial assistance.

Following the guidelines of the Archdiocese, the principal motivates the faculty to promote St. Matthew School’s mission, philosophy, and SLEs. The school’s mission and philosophy drive the development of behavior and learning policies. The principal and staff gather at weekly meetings and grade level meetings to discuss and review policies. At the beginning of the year, the staff renews its commitment to implement the school policies within the school environment. Policies are then presented to the SAC for review and published yearly in the St. Matthew School Student Handbook. The school handbook is reviewed and updated annually by the administration, staff, and SAC, and is given to each family at Back to School Night. Parents and students sign a form accepting responsibility to uphold the policies stated in the handbook.

Implementation of programs, policies, and plans of action are entrusted to the school teaching staff. The administration, through constant revisiting of discussions, problem solving, and communication, monitors progress and evaluates outcomes. The staff works as a team to ensure shared accountability for the student learning. The middle school team meets weekly to discuss and evaluate the current curriculum as well as individual student development. Teachers in grades K-5 do not have a regularly scheduled meeting time.

The SAC provides policy direction, promotes implementation, and ensures that the intent and spirit of all policies are in accordance with guidelines established by the Archdiocese of Portland. The SAC meets monthly, and members include the priest, principal, elected and/or appointed parents, a pastor’s appointee from the parish, and a representative from the PCC.

Along with the SAC, the PCC supports the spiritual and educational growth of the school. The PCC supports fundraising and social activities such as Dad’s BBQ, Jog-a-Thon, and the Scrip program. Funds are provided by PCC for field trip transportation and in-class presentations. In the spring, parents coordinate an auction with proceeds benefitting the school. High achievement for all students is ensured through these funds. Items purchased include updated technology (classroom set of iPads, document cameras, projectors, interactive whiteboards, and

laptops), science materials, and other approved purchases. The PCC meets on a monthly basis to discuss how they can best assist St. Matthew School to fulfill its mission.

Staff development opportunities are made possible through the school and Archdiocese to promote the high achievement of all students. Emphasis is placed upon success for all students, and the administration has provided workshops and in-services to help teachers meet instructional goals. The teachers implement new instructional methods based on research in best practices and individual learning styles. Recently, the staff participated in an Understanding by Design (UbD) workshop offered through the Archdiocese that instructed teachers on how best to structure units of learning for all students to be successful. Additionally, the staff has participated in other professional development opportunities which include Standards-Based Learning, Curriculum Mapping, Bridges Mathematics training, and various workshops independently or in small groups. However, there is currently no formal and consistent assessment of the effectiveness of professional development to improve student learning. Each year the principal focuses on an area of professional development for the staff; with this in mind teachers put together professional development plans. There is a need to more regularly reflect and share as a faculty the effectiveness of the professional development to discern the impact on student learning.

Teachers meet periodically in PLCs and in grade level meetings to discuss the integration of current best practices into the curriculum. In PLCs, the faculty and staff have studied various teaching strategies and methodologies. Grade-level meetings and PLCs are a way that the St. Matthew teaching staff can address achievement for all students. It is through the grade level meetings that we can research and help implement differentiation for all grade levels. As teams, we can work within and between grade levels to differentiate learning for all quartiles, and extend the learning opportunities for the upper quartile. In order to create a supportive and safe environment that fosters the high achievement of all students, St. Matthew teaches to the whole child. Many extracurricular activities are available for enrichment. Since the last accreditation the school has been able to offer the additional learning opportunities: Athletics, Lego Robotics, Homework Club, Chess, Valley Catholic's annual speech competition, Little Flowers, TIES (science program offered through St. Mary's Academy), Outdoor School, and middle school religious and community-building retreats.

High achievement is promoted within all core subjects with the addition of regular instruction in Music, Spanish, PE, Health, Technology, and Library skills. St. Matthew teachers employ many strategies to differentiate instruction based on learning needs and styles. Grades 6-8 participate in electives: Speech, art, leadership, drama, tutorial, and advanced PE. Leveled grouping is used to support differentiated instruction across all grade levels. Students benefit from a math specialist, certified instructional assistants, a Title I reading teacher, and a Title III program. Outside of chosen electives and extracurricular activities, many of the programs in place are to the benefit of the lower and middle-quartile of the student population. Teachers see a need for additional opportunities through grade level meetings to differentiate instruction to the benefit of our learners in the upper-quartile.

As written in the mission statement, St. Matthew School is a Christ-centered community educating the students toward academic excellence and spiritual growth. Health and safety is a priority at St. Matthew School. In addition to regular Health classes, students' emotional health is supported by the Second Step/Steps to Respect program and access to a part-time school counselor. Our school cook is committed to providing healthy lunch choices. The school

campus is monitored by security cameras. Gates and an electronic lock system limit access to the property. Our school holds regularly scheduled emergency drills. Visitors are required to sign in at the office and wear badges. Background checks are required by any adult having contact with students. An area of concern we have for our students is that the music room is located in a building adjacent to the school. This is an area that is not monitored by cameras or easily accessible by an electronic key.

The administration and staff of St. Matthew School are committed to a strong academic program and the achievement of the SLEs. Students' academic progress is assessed frequently and communicated regularly to the parents. Students are assessed using a variety of methods recognizing individual learning styles. These methods include observation, daily written work, classroom discussion, tests and quizzes, projects and reports, and oral presentations. Formal assessment is conducted yearly using the standardized Iowa Test of Basic Skills and the CogAT (Cognitive Abilities Test) for grades three through eight. Formal, yearly and/or trimester assessment of early literacy skills, reading fluency, comprehension, and vocabulary is administered at appropriate grade levels. Students in grades K-6 are given the *Read Naturally* program to test at the beginning of every trimester.

Trimester reports, mid-term progress reports, as well as fall and spring parent/teacher conferences, are methods consistently used by all teaching staff to review and report student progress. A new reporting module, RenWeb, has been adopted to improve communication between parents and the school. As the primary educators, parents have up-to-date information conveniently available. Using their RenWeb account, parents may view their child's assignments, classroom projects, grades and announcements.

The St. Matthew School administration and staff work to improve the curriculum by reviewing the ITBS and CogAT scores. They develop in-depth studies of subject areas as directed by the Archdiocesan guidelines. The principal utilizes the School Improvement Plan (SIP) when meeting with shareholders. We recognize that the in-depth studies are a valuable tool to guide the improvement of student learning in curricular areas. These formal processes, along with informal exchanges among staff, highlight the strengths of the educational programs and necessary areas for improvement.

The St. Matthew School administration takes the lead role in the school improvement process. The principal is relied upon to guide the review of achievement test results, chart strengths and areas of growth, monitor student progress through trimester report cards, and address concerns of teachers and parents.

Our parents are an integral part of our mission. Standardized test results are mailed out with a letter of explanation with the final report card at the end of the first trimester. Weekly newsletters are published with information pertinent to the daily life and instruction in our school. Back to School Night allows opportunity for teachers to meet with parents and express their vision for the year and elicit feedback. Parent conferences occur in the fall and spring to provide parents with further insight and to promote involvement in the educational process of their children.

The St. Matthew School Mission, Philosophy, and SLEs give voice to who we are as a learning community. They ground our curriculum and identify our school as a Catholic community working toward the development of all students, the professional growth of teachers, and the building of wider community. With all areas of vision, instruction, and action working together,

the school informs the parents and parish community of our yearly plans. The administrator assumes the responsibility for being the communication link between the school, the parents, the SAC and PCC as well as the parish councils and community. All shareholders are invested and committed to working together to ensure the high achievement of all learners.

Significant Accomplishments:

1. The school mission, philosophy and Schoolwide Learning Expectations are clearly communicated and incorporated into the curriculum.
2. A qualified staff is committed to living the school mission, teaching quality. education for all children, and continual professional growth.
3. Attention is given to teaching the whole child: spiritually, academically, emotionally, and physically.

Goals:

1. Employing grade-level meetings as a mechanism for aligning and improving instructional practices for student achievement, especially for students in the upper-quartile
2. Ongoing assessment of effectiveness of professional development to improve student learning

Evidence:

- SAC minutes
- PCC minutes
- Parent/Staff Handbook
- RenWeb
- Faculty Meeting Minutes
- Kidmail (School News Letter) and classroom newsletters
- Back to School Night presentations
- Student Reflection/Conference Forms
- ITBS and CogAt analyses

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

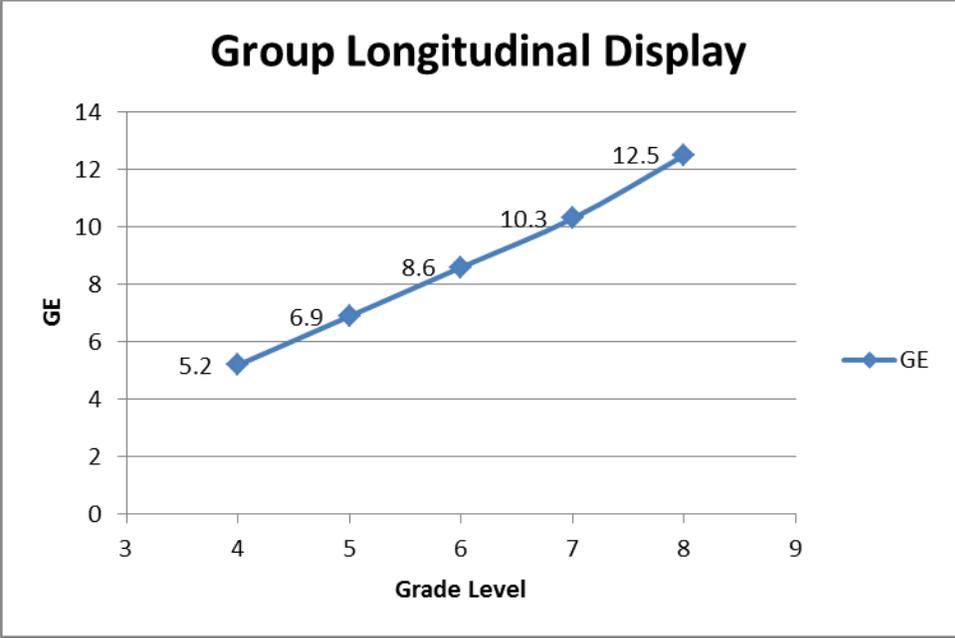
D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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 continually works to provide a quality curriculum to help our students reach Archdiocesan standards and Schoolwide Learning Expectations. We academically strive to help every child reach full potential. The staff uses diagnostic tools to assess, analyze, identify, and apply strategies for instructional improvement. It is through this process, working in conjunction with the parents that we teach to the whole child, working to build on students' successes and improve areas where growth is needed.

To help with the process of continual growth, results for the 2009-2012 ITBS tests taken by grades 3-8, were disaggregated and analyzed to discover trends helpful to curricular decision making. Scores were compared to Archdiocesan composite and national norms. The principal and staff analyze and compile student learning data to find school-wide trends. Individual families receive their own child(ren)'s test results. Teachers are available to discuss this information with parents and to help build strategies for supporting each child's development.

After analyzing the data we found that, overall, 50% of our students in 3rd - 8th grades score in the 75th quartile. Approximately five percent of our students are in the lower quartile. Upon further disaggregation, it appears that over time, students have shown consistent gains in all areas regardless of their initial ranking. All classes show consistent growth over time in core totals as measured on ITBS testing. See appendix B for data on grades 4-7.



Content Area/Test	GE	Number Included	Grade/Level	Archdiocese	Building
Core Total	5.2	28	4-10	Portland Arch	St Matthew
Core Total	6.9	26	5-11	Portland Arch	St Matthew
Core Total	8.6	26	6-12	Portland Arch	St Matthew
Core Total	10.3	29	7-13	Portland Arch	St Matthew
Core Total	12.5	27	8-14	Portland Arch	St Matthew

In the 2010 school year, the data showed lower test scores in the area of math computation. Several adjustments were made to the math curriculum. We have supplemented our present curriculum with a hands-on, inquiry-based program and introduced *Mathletics*, an international online mathematics program. In the 2011 school year, we noticed significantly low tests scores in the area of scientific inquiry. We have worked to include more scientific inquiry in each grade level. In the spring of 2012, we had a schoolwide science fair. This followed the adoption of a grade level scaffolding of science vocabulary, backed by specific rubrics. In addition, students participated monthly in multi-aged groups to conduct scientific inquiry investigations. St. Matthew Catholic School continually works to provide a quality curriculum to help our students reach Archdiocesan Standards and School Wide Learning Expectations. In the fall of 2012, after disaggregating the scores by whole class, gender, ELL and Title I, we determined that the application of writing conventions need to be a focus for improvement. This led the staff across all grade levels to discuss how we assess expository writing.

Writing is a cornerstone of reading, writing, and mathematics. Children are now required to express how they complete math problems in written form. Therefore, a common goal in our classrooms is to produce articulate writers who are capable of communicating thoughts and ideas clearly. However, we feel that this area is not strength at St. Matthew. Even though we do not have any standardized data to drive this goal, the staff feels that writing in grades K-8 has room for improvement. It was through the self-improvement study that conversations among the staff led us to recognize the need to improve the writing and its assessment. While eighth grade students were writing essays for high school admittance, parents expressed concern over their child's lack of transfer of the writing process and skills. We need to do the following: increase the amount of time students spend writing, assign writing across the curriculum and use a scaffold rubric following the student's k-8, explore different writing standardized assessments, and employ technology to help improve writing. In order to support the development and success of all students in writing, it is necessary to assess, analyze, identify and improve curriculum and instruction for the scaffolding and success of students' writing. Effective communication is an integral part of the ongoing spiritual and academic development of St. Matthew Catholic School's students. Improving expository writing strengthens students' communication skills.

St. Matthew school students are all individual people with unique learning styles. The month of September is a time of evaluating and getting to know our students. Grades K-6 are given a (DRA) Developmental Reading Assessment to help identify students' reading levels so that they can be given additional support through small group instruction or Title I services. In October and November, students in grades 3-8 self-evaluate, set individual learning goals in relation to the SLEs and meet with their parents in student-involved conference. In grades K-2 teachers meet and discuss the learning and social goals of the students with the parents. This process of evaluation, testing, and parent communication helps ensure student success. Although we have our students evaluated for reading proficiency, have meetings with previous teachers, and have the fall conferences, we, as a school, have no paper or electronic portfolio system in place to track student progress from year to year.

The St. Matthew School teachers use many forms of assessment to determine how well students are able to understand and transfer the academic and SLE objectives taught. The use of standards-based pre- and post-tests help teachers adjust their teaching to reach all levels of learners. Both summative and formative assessment is used to evaluate student growth. Teachers continually assess students' academic progress through the use of rubrics, oral presentations, book reports, group projects, labs, exit slips, iPads, multiple choice tests, essays, class discussions, and teacher observations. Each trimester, students self-reflect on progress towards meeting the SLEs. Teachers use these self-reflections to highlight students' accomplishments and to identify areas in need of growth. SLEs and academic standards allow teachers to adapt and differentiate lessons to meet the needs of all learners.

Students that have been identified in the lower quartile through ITBS scores, DRAs and teacher

assessment receive support through teacher differentiated lessons, individual help, and small group instruction in reading and in math. Through the use of laptops and iPads, the students can listen to books on tape and work on math and reading skills through programs and applications such as *Mathletics* and *Read Naturally*. We have highly qualified instructional assistants to assist students with areas of need. Our onsite Title I instructor aids with literacy and our math specialist is involved in push in and pull out instruction. We have found that our ELL students on average score lower in language comprehension and math problem solving. We are currently working on implementing a Title III program to help this specific group of students.

Upon reviewing our results, we noted that over 50% of our students are above the 75th quartile. To address this group of learners, our middle school has leveled math classes based on ITBS, yearly placement tests, and teacher observations. The students are divided into on-level and advanced math classes. In the elementary grades, reading groups use guided leveled readers and literacy practice books to help challenge those students in the higher quartiles. There are also extracurricular opportunities to foster growth in these students. Each year, middle school students may participate in the Valley Catholic speech tournament, Lego Robotics club and tournament, and various summer engineering and science programs. Although differentiated instruction is part of lesson design, we believe that additional training and implementation would benefit the higher quartile of learners. Student engagement is the force that drives student to push themselves and we believe that we need to increase student engagement into core content areas through more project-based learning. Students' participation in this process will create motivated and student-driven learning.

At St. Matthew, we strive to reach educational excellence. We consider many aspects of learning and alter our educational practices based on empirical data. As individual educators, we utilize standards-based pre- and post- unit tests to help inform instructional practices. Formative assessments are used to help guide unit progression and re-teaching opportunities. The staff of St. Matthew frequently meets to discuss and review data, including ITBS scores, placement tests and formative/ summative assessments. At this time we do not have a formalized portfolio system in place. Portfolios would aid in efficiently tracking the academic growth and needs of our children as they progress through St. Matthew Catholic School.

We have effective systems in place to aid our students who are in the lower quartile. There are opportunities to address the needs of our higher level learners, but additional support and staff development in this area would foster growth for all students.

Significant Accomplishments:

1. Highly qualified instructional support staff
2. Programs for lower quartile students
3. Extra-Curricular activities to enhance achievement of students
4. Staff meet yearly to disaggregate ITBS test scores and address curricular challenges

Goals:

1. Employ diagnostic tools to assess, analyze, identify and improve student achievement in writing conventions.
2. St. Matthew will increase student engagement into core content areas.
3. Increase student achievement in expository writing across all grade levels

Evidence:

- ITBS Test Results
- Teacher Lesson Plans
- Project-based Assessments
- DRAs
- Summative and Formative Assessments
- Appendix A & B

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

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 don’t exist), and other governing authority expectations.

St. Matthew Catholic School has effectively developed a curriculum based on academic standards and Schoolwide Learning Expectations (SLEs). The curriculum is in accordance with the Archdiocese of Portland and Oregon State Standards to create a challenging, comprehensive and relevant curriculum for each student. SLE and Archdiocesan curriculum standards are the starting point for all lesson and unit plans. Teachers have spent time in the previous year learning to unpack standards, defining essential skills and knowledge for student learning. Time has been devoted to reviewing and sharing curriculum maps and UbD units to assure curriculum alignment. Within these units of study, activities are created to differentiate for the needs of all learners in the classroom.

St. Matthew teachers update curriculum maps to address changing standards and reflect the current SLEs. In the spring of 2012, the faculty attended a workshop on backward design offered by the Archdiocese of Portland. At this workshop, teachers broke into content-specific or grade-level groups to discuss and create curriculum maps based on Archdiocesan standards. In addition to backward design and Archdiocesan standards, teachers throughout the school refer to state and national or Common Core standards. When designing unit plans, St. Matthew teachers not only address the “big idea” with regard to content standards but also incorporate, teach to, and refer to the SLEs, which include: Humbly Serve, Effectively Communicate, Academically Strive, Responsibly Model Catholic Models and Values, and Thinking Critically. Weekly lesson plans, which are submitted to the principal, incorporate content standards and SLEs.

Students have been effective in self-reflecting upon the SLEs each trimester. At each grade level, teachers have designed grade-appropriate reflection activities to address progress. This progress is recorded in each student’s office file. Copies of these activities and/or activity reports are sent home to parents either at conferences or with report cards. The new report card design includes a section for the SLEs, and teachers use observations, discussions with students, and students’ self-reflections to evaluate progress. Teachers in grades K-3 have developed a scale to use to help students assess progress toward the SLEs. Teachers in grades 4-8 use various tools to evaluate progress as *exploring, developing, or modeling*. The St. Matthew School faculty is exploring ways in which to introduce both a way for students to monitor their own growth over time as well as a way to present this growth, for example, in a culminating project during their eighth grade year.

We use multiple assessments to measure student progress in curriculum standards. St. Matthew School utilizes the Iowa Test of Basic Skills (ITBS) for grades 3-8 as a standardized measurement of achievement on curriculum standards. Additionally, students in grades 3, 5, and 7 take the Cognitive Abilities Test (CogAT). Teachers use the longitudinal studies and performance profiles from students' test results to track student progress toward achievement of the curriculum standards. Other standardized assessments for younger grades include the Developmental Reading Assessment (DRA) and the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). For placement into Title I services, students in Kindergarten are assessed using DIBELS; all students in grades 2-6 are given the Read Naturally Reading Fluency Benchmark Assessment. Title I students are given Quick Phonics Screener by Dr. Jan Hasbrouk. For placement into Title III services, the Woodcock-Munoz test is administered; another test is the Expressed Placement Assessment (EPA), which identifies English proficiency level. Non-standardized assessments include but are not limited to formal and informal checks for understanding, like paper-based tests/quizzes, projects, presentations, interviews, small and large group discussions, and exit slips.

St. Matthew School has effectively ensured that each student is making acceptable progress toward the achievement of the SLEs and curriculum standards. The SLEs are highly visible throughout the school. They are included in school newsletters, teacher lesson plans, in the halls and in the classrooms. Teachers include SLEs on unit and lesson plans as well as in class discussions. With the introduction of the new SLEs (H.E.A.R.T.), we now have three grade-level sets (Pre-K/K, 1-2, 3-8) written in grade-appropriate language. Yearly, students present the SLEs in poster and presentation form, to their classmates.

Programs utilized by St. Matthew to ensure acceptable academic progress for all students include Title I and Title III services, math specialists and ability-level groups, elementary grade reading groups, certified teachers serving as instructional assistants, *Mathletics* at lunch, and homework club for middle grades after school. Middle School teachers meet with one another to collaborate on units and lessons and to get advice or assistance to help those students who need supports and/or enrichment. The self-contained classrooms create UbD units that include a performance-based assessment. With the Archdiocesan unit plan template to guide curriculum planning, all teachers attempt to include differentiation to assist students in their understanding and application of knowledge and skills to meet academic and SLE objectives. Most plans address differentiation for the middle quartile or average students. Lessons also take into account how to modify and adapt lessons for struggling learners(lower quartile). To extend and engage students in the upper quartile learning is a challenge when planning lessons for a wide range of needs in the classroom. We have found after disaggregating the data from the ITBS testing that students in the lower to middle quartile continue to grow one to two grade levels on each of the core sections, whereas the students in the upper quartile plateau at the maximum grade level measured by ITBS. We currently do not have another standardized method of assessment. We feel that these students should also be challenged to grow beyond what the standardized test measures. Teachers would like to explore differentiated instruction and assessment for these upper quartile learners. Most students benefit from instructional techniques that include pre- and post-assessments, formative assessments, independent and cooperative learning, technology, and opportunities to make corrections and/or retake assessments. We recognize a need to engage all levels of learners, specifically those in the upper quartile who would benefit from additional enrichment and lesson extensions.

Teachers use multiple assessments to identify students who are not making acceptable progress, implement plans to assist these students, and evaluate and modify these plans. They compare ITBS scores with classroom scores and performance. If there is a disconnect, teachers look for possible causes for the discrepancy and come to a decision on how to best support the student, whether that is increased practice, changes to time expectations, or recommendations for services in-house counseling and testing. If referring parents to outside services, teachers respond to questionnaires/surveys and attend meetings. In partnership with parents, teachers and support staff work together and meet regularly to address students' needs and make plans for monitored progress. As a staff we differentiate for all our students. After reviewing and discussing the ITBS score, we feel our students in the upper quartile need to be assessed differently so that their growth can also be measured. To address the needs of all students, not just those who are in the lower quartile or on specialized learning plans, teachers at St. Matthew give students choices within the classroom. For example, students are given options in performance-based assessment and have the opportunity to peer-tutor. Best practices, which include differentiated instruction and a balance of direct instruction and group work, are implemented.

Significant Accomplishments:

1. Variety of in-house supports for lower-quartile students
2. Frequent and multiple assessments of student learning
3. Students' self-reflections on progress of SLEs

Goals:

1. Connecting/culminating project for SLEs
2. Differentiated instruction for highest quartile of students

Evidence:

- Staff meeting notes
- Professional development form
- Lesson plans
- SLE Reflections
- Renweb
- Academic Calendar

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

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 Catholic School integrates Catholic values through a learning environment that is shaped by the mission statement, philosophy and Schoolwide Learning Expectations (SLEs) that have been developed by all the shareholders. Curriculum is written and supported by researched-based models and woven into the Catholic values of the school. Catholic values are evident throughout the school day experience. Every morning, the students gather in the hallway to pray. It is our desire that from that moment on, the day will be permeated with an environment founded in student learning woven with our mission, philosophy, and SLEs. It is our expectation that the students will not only learn to live with “HEART” but to live every day to Humbly Serve, Effectively Communicate, Academically Strive, Respectfully Model, and Think Critically. The Catholic values are found in every aspect of the school in the classroom, in the lunchroom, and on the court of various sports. Christianity is a 24/7 privilege and clearly articulated, acted, and celebrated publicly.

The core to teaching Catholic values at our school is driven by our SLEs. The SLEs flow from our mission and philosophy and are present throughout the whole school. Each trimester, students have the opportunity to reflect on their growth in each of the areas of the SLEs. At this time, students in kindergarten through second grade use pictures and symbols for self-assessment. Students in grades three through eight use age-appropriate rubrics and reflections. A challenge the teachers face is how to measure the success of each student in the SLEs and track their progress through the grades.

St. Matthew School promotes an environment where Christianity shapes our curriculum and celebrates our mission and philosophy. Daily prayer, weekly liturgical celebrations and religion classes continually remind our students of God’s presence in our school. In science classes, respect for God’s creatures is taught at all levels. During language arts classes, students examine problems and solutions, think critically, write and read about people and the world and relate it back to our Catholic faith. In Social Studies, students study historical and current events from the Catholic perspective. The Jog-a-thon, talent show, Lego-Robotics, CYO sports, and the Christmas program each celebrate community and our God given talents. Together, we as a community share our Catholic values in all we do.

St. Matthew School uses curriculum-based standards approved by the Archdiocese of Portland and the state of Oregon. Catholic identity is part of every curriculum area. In-depth studies are completed on a rotating schedule. Math and Science were completed within the past few years and this last school year our focus was Social Science. The faculty developed curriculum plans, analyzed assessment data, and evaluated research-based instructional methods and assessment options. Significant accomplishments were noted, and goals centered on the improvement of student learning were determined by the faculty.

St. Matthew School integrates technology across the curriculum. The students and teachers have access to a variety of tools including a computer lab, laptops, iPads, interactive white boards, document cameras, and wireless internet. The third and fourth grade classes piloted the iPad

program, integrating them into the daily class routine. The iPads are used across the curriculum and are used for everything from research to skill-building tools. The middle school received a class set of Chrome books to help them navigate their different curricular projects. An area in need of growth is the use of technology in the primary grades. They at this time do not have any dedicated devices for the student use. All the students have an email with which to communicate with their teachers and have been learning the correct use of social media through programs like *Edmodo*. All teachers have access to the computer lab throughout the day; the elementary grades have access to a set of laptops. The continuing education for all staff on how to best implement computer-based software and hardware for student learning is a priority. St. Matthew School has a technology committee, comprised of shareholders, that assesses and maintains our current technological resources.

We are in the process of introducing students to Google Apps for Education. We have been working with Google and other schools within the Portland Archdiocese, to set up individual accounts for all of the students in grades 4-8. The “apps” portion of Google allows the student to create Documents (similar to Word), presentations (similar to Power Point), and spreadsheets (similar to Excel); among other things. It also gives them the capabilities to start exploring “cloud computing” - meaning that when they save their work, it is available to them from any device, anywhere. The collaboration feature allows the students to work on a project, in real time, with other students in their class.

It is the philosophy of our staff that greater participation in research-based staff development leads to improved student learning. With this understanding we, as a staff, attended several staff development programs including, but not limited to: conferences at Seattle University on curriculum mapping and formative and summative assessment, the UbD Archdiocesan workshop, and SIOP training. We have found that although we work together on various research-based staff development, there is no assessable documentation of the effectiveness on student learning. We have identified this as an area in need of growth. We feel as a staff that if we can evaluate the effectiveness of professional development on student learning, it will be of benefit and help inform future staff development choices.

Assessment is a continuous process and an essential part of instruction and the improvement of student learning. It is with this in mind that as a staff we attended the Seattle University summer professional development workshop on summative and formative assessment. Daily, teachers evaluate students’ in-class assignments, homework, projects, and presentations. Teachers write their own tests as well as using publisher’s tests. Students in grades three through eight take the ITBS in the fall. Students in grades three, five and seven take the CogAT. Kindergarteners and 1st graders are given DIBELS in the fall and all students in grades 2-6 are given the Read Naturally Reading Fluency Benchmark Assessment. It is through this assessment that our Title I students are identified. Title I students are given Quick Phonics Screener by Dr. Jan Hasbrouk. Teachers monitor student learning through a variety of assessment tools that include but are not limited to anecdotal notes, open-ended questions, short written responses, class discussions, exit slips, visual checks for understanding and role playing. Students use a variety of graphic organizers, such as KWL, Venn Diagrams, and classification charts to help them organize their thoughts and think critically. It is through these different types of assessment that we determine the progress of St. Matthew students as they develop skills of Humbly Serving, Effectively Communicating, Academically Striving, Respectfully Modeling, and Thinking Critically.

Through this variety of assessments, we build a comprehensive picture of the students at St. Matthew School. We review and disaggregate our ITBS scores each year. We meet in grade level units to determine how best to review, revise, or use professional development to adjust instructional practices. In 2010, we identified a need to work on math computation and added *Bridges* to our curriculum in grades K-5 and all students K-8 were enrolled in *Mathletics*. In 2011, we saw a need to work on Scientific Inquiry and created a school-wide common language to aid in the development of grade level rubrics to track the understanding of our students. In 2012, the staff identified the area of writing conventions as an area in need of improvement.

At St. Matthew Catholic School, our Catholic faith is integrated throughout the school culture and has a learning environment that is shaped by the mission statement, philosophy, and SLEs. Ongoing assessment and professional development are critical components to ensure the high achievement of all students. The students at St. Matthew School are learning. It is through the disaggregation of the ITBS scores that we are constantly evaluating and revising our curriculum to meet the needs of all learners.

Significant Accomplishments:

1. St. Matthew teachers attend research-based staff development trainings.
2. Teachers use a wide variety of summative and formative assessment.
3. The staff meets annually to disaggregate ITBS scores, and use the data to drive curricular decisions.

Goals:

1. Document the effectiveness of staff development trainings for evaluation purposes
2. Tracking SLE growth across grade levels

Evidence:

- ITBS Test results
- Teacher Lesson Plans
- Differentiated Instruction Examples
- Summative and Formative Assessment
- Staff Development Program Appendix A-8
- SLE Rubrics
- ITBS charts (Appendix)

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

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

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

St. Matthew provides a variety of resources for the mental, emotional, and physical health of its students, in order to support the high achievement of all students. St. Matthew School incorporates USCCB model of educating the whole child by providing both sports and non-sports extracurricular activities for our students.

Teachers and staff support the emotional health of students by listening and meeting with them as needed. The Missionaries of Holy Spirit, the parish priests, are also available to counsel students and families in need of emotional support. There is a part-time counselor who works with students individually, in small groups, with whole classrooms of students, and families. The school administrator has brought in a variety of professional speakers to educate teachers, parents, and students to help support the mental and emotional health of students. Trudy Ludwig presented to staff, students, and parents an age/audience appropriate seminar about anti-bullying. Another professional speaker, Mary Dee Sklar, hosted classes for staff and held an education night for parents on the subject of executive functioning. The St. Matthew community would like to offer more educational opportunities for the parents as primary educators. This will allow the parents to work in conjunction with the faculty for the high achievement of all students.

The physical health of students is addressed primarily through Physical Education classes, recess, and in health classes for grades 4-8. In addition, the school participates in Shape up Across Oregon, Jump Rope for Heart, and the President’s Physical Fitness Challenge each year. St. Matthew School was the State Champion in 2011 for the Presidential Physical Fitness Challenge. Extracurricular physical health programs are also available for students, such as CYO sports and Advanced P.E. for middle school students.

Physical health of the students is the primary focus of the school lunch program. St. Matthew School provides a free and reduced lunch program. There is a dedicated cook whose goal is to provide a high quality, healthy lunch using fresh nutritional ingredients, and slowly removing processed foods. The lunch menu offers a wide range of options including a daily salad bar, gluten-free, dairy-free, vegetarian, alternative proteins, and soy-free meals by request.

St. Matthew School offers a variety of non-sport extra-curricular activities for the achievement of students. Some of the enrichment programs include Lego Robotics, Homework Club, Chess Club, Little Flowers, Student Board, and Beginning and Intermediate Band. Parent volunteers are an important resource in the formation and continued success of some of the extra-curricular activities. The shareholders of the community help provide monetary funds for support services. Parent Club provides support by fund raising and organizing different events. For grades 6-8, students have choices each trimester for special electives. Each year electives are determined by staff and student input. These have and do include Drama, Hand Bells, Organ, Leadership,

Yearbook, Art, Marine Biology, Computer Programming, Debate, Speech, and Tutorial/Study Hall. In addition, all students are provided with the opportunity to learn Music and Spanish from qualified specialists. Although there is a qualified music teacher, the equipment and classroom space are in need of improvement. The same can be said for our art program; whereas we have an art elective run by volunteers for a few, shareholders feel there is a need for all students to have a quality art literacy program. The St. Matthew School Auction financially supports services for students. In order to raise funds to benefit the music and art program, the 2013 auction paddle raiser was dedicated to the Fine Arts.

St. Matthew does receive and use federal funds. There is a part-time Title I reading teacher who is a contracted employee with the Hillsboro School District. During the 2012-2013 school year, the school began the process of acquiring and using Title III funds to help support the achievement of our English Language Learners. There is a part-time qualified Title III teacher who supports instruction to students who have been identified to receive services through both pull-out and push-in models of instruction. Title IIA funds are used for continuing educational development for the school staff. The professional development opportunities allow the staff to apply research-based best practices of instruction.

St. Matthew integrates technology across the curriculum with student and teacher access to a variety of tools including a computer lab, laptops, iPads, interactive white boards, document cameras, and wireless internet. An area in need of growth is the use of technology in all grades. Student use currently depends on the ability of teachers to share devices. The continuing education for all staff on how to best implement computer-based software and hardware for student learning is a priority. St. Matthew School has a technology committee, comprised of shareholders, that assesses and maintains our current technological resources. The committee regularly revisits the future needs in order to provide technology integration into the curriculum.

St. Matthew School has provided services, resources, and activities to help all students to achieve at high levels. Using program funding, community resources, and parent volunteers, we assist students in a variety of academic and non-academic programs. The St. Matthew School community remains open to exploring new possibilities for support of students' spiritual, personal, and academic growth.

Significant Accomplishments:

1. St. Matthew offers a wide variety of extra-curricular programs that support the spiritual, personal, and academic achievement of students
2. St. Matthew offers support services for the overall well-being of students.
3. St. Matthew School specialists enhance the learning of all students

Goals:

1. Use professional development on integrating technology to explore and create ways for students to use technology in all grade levels.
2. Implement and update the Fine Arts programs

Evidence:

- Middle school elective choices
- Calendar /Schedule of extra-curricular events (Lego Robotics, Little Flowers, etc.)
- Extracurricular Evidence
- Title I and Title III schedules
- List of Title II A professional development
- Technology plan
- Mass planning sheets
- Lunch Menu
- Fitness Challenge
- Guest Speaker Flyers
- Auction Flyer

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

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

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

St. Matthew Catholic School follows accounting practices and budget guidelines established by the Archdiocese of Portland in Oregon. The business manager oversees the budgeting process; she is a licensed CPA. The pastor, principal, school advisory council (SAC), parish business manager, parish cash management committee (CMC), and parish administrative council (Admin) collaborate to develop, implement, and monitor resources to ensure that our mission is at the center of our strategic plan and supports the high achievement of all students relative to the Schoolwide Learning Expectations and Archdiocesan curriculum standards. Usually, monthly financial statements are available at each SAC meeting so that they can be reviewed and analyzed indicating the financial state of the school. This is also a way to monitor whether our budget is reflective of what was planned for in the previous year following our overall strategic plan. The principal also has access to the school *Quickbooks* software so is able to follow the budget on a regular basis. The past couple of years it has been a challenge to receive consistent usable financial reports from the business office, making it increasingly hard for the principal and SAC to make budget decisions that impact student learning. Increased responsibilities for the business manager and illness in the business office had resulted in less timely financial statements. Due to this increased responsibility, staff and parents have voiced concerns on the climate of the business office when seeking financial information. It is our intention to make sure that this issue is resolved to get back on a regular plan for monthly financial statements in order to monitor the budget correctly and to support a pastoral climate.

A strategic plan, driven by the mission of St. Matthew, was developed through a year-long process involving all shareholders and then implemented in 2009. When this plan was developed, estimated funding and budget implications were also forecast. It was noted at the time that there would be a budget deficit to reach all of the goals in the plan if new sources of income and/or funding were not secured. One piece of the plan to help the funding issue was to continue to increase enrollment. At this time, increasing enrollment is still a challenge. We continue to develop marketing strategies to address this issue. We have successfully addressed the plant and facilities goal by enlisting a facilities committee. We have participated with the parish in a capital campaign to improve the facilities that are addressed in the strategic plan. School improvements have been included in the first phase of the campaign; however, the building committee and capital campaign committee are working on the details as to which projects will be completed in this first year. We have been able to increase staffing to address the specific needs of our students, and we continue to offer competitive compensation packages to our faculty and staff. As part of our strategic plan, we have budgeted to increase access to technology for educational use and as a communication tool with our parents and community. We have reached our endowment goal as stated in the strategic plan, but have realized that this goal was not set high enough to reach the tuition assistance levels that we are currently encountering. We need to adjust the endowment goal and devise a strategy to succeed. As part of the budgeting

process, we will continue to review the strategic plan each year and adjust it to meet the growing needs of the school community.

St. Matthew is committed to keeping the tuition affordable for our families while ensuring a budget that will support the high academic achievement of all students. The last few years has found St. Matthew looking more closely at the gap between the actual cost of educating a student at St. Matthew compared to the tuition charged. For the current school year the actual cost of educating each student is approximately \$6800 while the tuition is \$4600 for the first student with generous discounts for each additional child: two children are \$8530; three children are \$11330; four children are \$13725; and each non-Catholic child is charged \$6700. After much discussion, the SAC and business manager have recommended minimizing this gap slowly over the next few years, while remaining sensitive to the tuition assistance needs of the community. St. Matthew prides itself in accepting families from the community no matter their financial need. This presents a challenge, but it has not been insurmountable. We currently support 30% of our families with tuition assistance over \$100,000 annually. We have taken steps to aid families in filling out the FACTS grant and financial aid assessment forms; this adds to the tuition assistance that we receive as an institution from the archdiocese. We participate in the matching grant tuition assistance funds from an established archdiocesan donor program. As was previously mentioned, St. Matthew has committed to increasing the dollar figure of our endowment fund each year so that the interest will continue to grow as that is one of our main sources of tuition assistance. Currently the balance of that fund is approximately \$750,000, which was our original goal in 2009.

St. Matthew continues a proactive relationship with the local school district in order to secure funding for several programs. A Title I program is in place to help our struggling readers. We have also used Title IIA funding over the last several years to participate in staff professional development to keep current in best practices in education to ensure the high achievement of all of our students. This year, we have worked to start a Title III program for our English Language Learners (ELL). All of these programs have been valuable sources of income for St. Matthew to ensure the high achievement of all students. Information about the actual funding for these programs can be found in Appendix A.

Our community supports the mission and vision of St. Matthew School. Our families participate in many programs which help secure funding for the school including a parish-wide auction, scrip sales, jog-a-thon, and a variety of other smaller fundraisers. Following archdiocesan guidelines, the parish supports us financially with over \$200,000 annually. The St. Matthew community works together to promote positive financial stewardship to ensure the financial viability of the school. The St. Matthew community strives to live our vision statement: One community growing in Christ. We will continue to examine our budgeting process and our fundraising methods to support the high achievement of all students.

Significant Accomplishments:

1. The St. Matthew budget is driven by the school mission statement and strategic plan.
2. St. Matthew has many checks and balances in place to ensure that we are good stewards of the financial health of St. Matthew.
3. St. Matthew has an endowment fund that is healthy and growing.
4. St. Matthew has a viable strategic plan.

Goals:

1. Devise a plan for more efficient bookkeeping for the school.
2. Revise the marketing plan to increase enrollment.

Evidence:

- Budgets
- SAC meeting notes
- Administration Council notes
- Cash Management Team notes
- Strategic Plan
- Organizational Chart

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.

List of Significant Accomplishments

- There is a strong Catholic identity and vision that permeates the school.
- School provides regular opportunities for the community to experience prayer and the sacraments.
- The school has religion curriculum and instruction that is faithful to Roman Catholic Church teachings.
- The school created SLEs that encompass the development of the whole child and support all curricular areas.
- St. Matthew's mission, philosophy, and SLEs were developed and aligned with support and input of all shareholders.
- Catholic identity is present and visual throughout the St. Matthew campus.
- The school mission, philosophy and Schoolwide Learning Expectations are clearly communicated and incorporated into the curriculum.
- A qualified staff is committed to living the school mission, teaching quality. education for all children, and continual professional growth.
- Attention is given to teaching the whole child: spiritually, academically, emotionally, and physically.
- Highly Qualified instructional staff
- Programs for lower quartile students
- Extra-Curricular activities to enhance achievement of students
- Staff meet yearly to disaggregate ITBS test scores and address curricular challenges
- Variety of in-house supports for lower-quartile students

- Frequent and multiple assessments of student learning
- Students' self-reflections on progress of SLEs
- St. Matthew teachers attend research-based staff development trainings.
- Teachers use a wide variety of summative and formative assessment.
- The staff meets annually to disaggregate ITBS scores, and use the data to drive curricular decisions.
- Offers a wide variety of extra-curricular programs that support the spiritual, personal, and academic achievement of students
- A support services for the overall well-being of students.
- School specialists enhance the learning of all students.

List of Significant Goals

- Create a service learning program for K-8 with a self-reflection component included
- Communicate the spiritual development of students with parent
- Develop assessment measures of the SLEs
- Increasing the articulation and understanding of the mission, philosophy, and SLEs
- Employing grade-level meetings as a mechanism for aligning and improving instructional practices for student achievement, especially for students in the upper-quartile
- Ongoing assessment of effectiveness of professional development to improve student learning
- Employ diagnostic tools to assess, analyze, identify and improve student achievement in writing conventions.
- St. Matthew will increase student achievement in expository writing across all grade levels
- Differentiate instruction to meet needs for highly proficient students
- Connecting/culminating project for SLEs
- Document the effectiveness of staff development trainings for evaluation purposes

- Tracking SLE growth across grade levels
- St. Matthew will increase student engagement in all core content area.
- Use professional development on integrating technology to explore and create ways for students to use technology in all grade levels.
- Implement and update the Fine Arts programs

Critical Goals:

Create a service learning program for K-8 with a self-reflection component included.

As a school, we complete several different school-wide service projects throughout the year as a way for students to better understand the need for service in the Catholic faith. In keeping with the Gospel message of love and service, the St. Matthew Community feels that service should be modeled for students as well as required in hope that students would emulate this behavior of conscious giving of themselves. We desire to have a school-wide service-learning program that includes the vital component of self-reflection. This self-reflection provides an opportunity for students to connect their personal relationship with God to their faith journey, which improves student achievement.

Use professional development on integrating technology to explore and create ways for students to use technology in all grade levels.

St. Matthew integrates technology across the curriculum with student and teacher access to a variety of tools. However, access to those tools is not evenly available to all students. In an ever increasing technological world it is important for students and teachers to be able to take advantage of all the learning opportunities that are available. Teachers need continuing education on how to implement and integrate technology throughout all subject areas for the high

St. Matthew Catholic School will increase student engagement into core content areas.

The active engagement of students in learning is a priority of the St. Matthew Catholic School teaching staff. The staff works as a team to ensure shared accountability for student learning. Grades 6-8 grade teachers currently meet to discuss and evaluate the current curriculum as well as individual student development. Although differentiated instruction is part of lesson design, throughout all grade levels we believe that additional training and implementation would benefit all to the St. Matthew learners. Student engagement is the force that drives student to push themselves. We believe through more project-based learning we can increase student engagement into core content areas. Students' participation in this process will create motivated and student-driven learning.

St. Matthew will increase student achievement in expository writing across all grade levels.

St. Matthew Catholic School continually works to provide a quality curriculum to help our students reach Archdiocesan Standards and School Wide Learning Expectations. After disaggregating the scores by whole class, gender, ELL and Title I, we determined that the application of writing conventions needs to be a focus for improvement. This led the staff across all grade levels to discuss how we assess expository writing. In order to support the development and success of all students in writing, it is necessary to assess, analyze, identify and improve curriculum and instruction scaffolding and success of students' writing.

Develop assessment measures of SLEs

The SLEs are intended to guide students in the ongoing development of their Catholic Identity. Once each trimester, students self-reflect on the SLEs. This has been the primary tool of SLE assessment. The staff needs to develop assessable benchmarks for the SLEs to help the students understand how the instruction in the classroom promotes academic, physical, social, and spiritual growth.

CHAPTER 4 –ACTION PLAN

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 Catholic School has a strong capacity to implement and monitor the Action Plans presented within the Archdiocesan Self Study. The school and its shareholders have participated in four previous WCEA/NAAS Accreditations. After each accreditation team visit, the school has addressed and completed each recommendation from the team and has submitted the accomplishments. The school strives each year to improve the learning of all students so they may reach their highest achievement.

Upon completion of Chapter 3 of the self-study, faculty and staff reviewed all of the goals. After discussion about which would most directly improve student learning, we determined our five critical goals. Once the entire staff wrote the Action Plans, they were reviewed and approved by the leadership team and shareholders. Support from all shareholders will help carry out these Actions Plans that all agree should be our focus.

Updates of our Action Plans will be included as part of the principal's report to all shareholders including SAC, Admin, Pastoral Council, Parent Club and staff members. The principal will be responsible for maintaining and keeping the Action Plan as a center of focus.

Our Five Year Strategic Plan and Action Plan drive the budget at St. Matthew Catholic School. The principal and Advisor Council review the budget monthly to ensure the mission of the school and the goals of strategic plan are met. The Parish Financial Committee meets periodically meet to review the budget of the entire community to monitor projections and growth. As the Action Plan shows these funds will be ear marked for professional development, resources and materials to help with the implementation of our plan. As a school, we also participate in Title IIA, receiving funds from the Hillsboro School District for professional development of our teachers. This helps to supplement our budget to help us reach our goals in our Action Plan.

We will evaluate the impact of our first Action Plan employing student surveys on interest and learning preferences to initiate the process. It is through these surveys that the teachers will re-evaluate teaching strategies and best practices employed to engage students to better meet their learning needs. It is from the input of our students that the teaching strategies and projects will be continually adjusted to drive future student engagement. In Action Plan two, analysis of written test data, both formal and informal, will give us a more complete picture of the expository writing of our students. Results of this action will guide future writing instruction. Finally, in Action Plan three, the evaluation of the effect on student learning using UbD curriculum units will be measured by ITBS scores showing growth over time in Social Science. We do not feel that there will be many financial impediments to meet our Action Plans. We have already set aside budget to work on the plans. The impediment we see with our Action Plan is finding the time to meet and work on the different areas in the plan.

Improving Student Learning for Catholic Schools

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

Action Plan for St. Matthew Catholic School

Goal #1: (from Chapter 3-C and 3-E) St. Matthew Catholic School will increase student engagement into core content areas.

Rationale for this Goal:

The active engagement of students in learning is a priority of the St. Matthew Catholic School teaching staff. The staff works as a team to ensure shared accountability for student learning. Grades 6-8 grade teachers currently meet to discuss and evaluate the current curriculum as well as individual student development. Although differentiated instruction is part of lesson design, throughout all grade levels we believe that additional training and implementation would benefit all to the St. Matthew learners. Student engagement is the force that drives student to push themselves. We believe through more project-based learning we can increase student engagement into core content areas. Students’ participation in this process will create motivated and student-driven learning.

Alignment with mission, philosophy, SLEs: Increased student engagement for all students is an integral part of our mission, philosophy, and SLEs. We nurture the heart and mind of St. Matthew Catholic School students and encourage them to academically strive and think critically.

Strategy # 1	Implement project-based learning.
Activity	<ol style="list-style-type: none"> 1. Develop strategies for addressing students’ interest and ideas for project-based learning units 2. In middle school, provide student input on elective choices 3. Educate students on the value of project-based learning. 4. Start identifying strategies for project-based learning, using purchased literature. 5. Professional development workshop on project-based learning.
Cost or Resources & Sources	<ol style="list-style-type: none"> 1 Obtain varied materials for use of multi-dimensional program. 2 Use staff meeting time to share as a whole group different project-based learning ideas. 3 Mentor teachers for new staff.

Person(s) Responsible For Implementation	Classroom teachers will be responsible for creating project-based strategies.
Process For Monitoring	Principal is responsible for observing teachers project-based learning
Baseline Assessment	Survey students on their interests and learning preferences.
Ongoing Assessment	Teacher and student feedback Principal will observe each teacher instructing in a project-based learning environment.
Timeline Start/Stop	Fall of 2013 start research on project-based learning Fall of 2014 implement project-based learning in the core area of Social Science
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through Kidmail and through Renweb Teachers will communicate with parents through newsletters and email

Strategy #2	Integrate technology into curriculum
Activity	<ol style="list-style-type: none"> 1. Continued professional growth towards 1:1 technology device plan 2. Professional development for application of teaching programs 3. Grade level meeting to share and design plans for technology 4. Technology specialist assists in development by offering training through meetings and workshops
Cost or Resources & Sources	Funds for professional development Funds or plan to change to 1:1 device plan
Person(s) Responsible For Implementation	Principal responsible for acquisition of funds Teachers responsible for continuing updating their knowledge of technology Technology specialist responsible for continued communication with teachers through meetings and workshop
Process For Monitoring	Principal sets meeting times for teachers and technology specialist
Baseline Assessment	Principal and Technology Specialist observation of teachers technology use
Ongoing Assessment	Principal observation of teachers technology use in lesson plans and presence in classroom
Timeline Start/Stop	Winter of 2014 start research on project-based learning integrating technology Fall of 2015 implement and be observed by principal

Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through Kidmail and through Renweb Teachers will communicate with parents through newsletters and email
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Strategy # 3	Regular PLC and grade level meetings to educate and communicate current best practices of student engagement in learning.
Activity #	<ol style="list-style-type: none"> 1. Monthly PLC meeting dedicated to project-based student learning and engagement 2. Grade level meetings to investigate assessment of student engagement
Cost or Resources & Sources	No Cost Time set aside for PLC and grade level meetings
Person(s) Responsible For Implementation	Principal responsible for scheduling PLC and grade level meetings Teachers responsible for research and development
Process For Monitoring	PLC chooses a PLC leader to report notes of meeting to principal
Baseline Assessment	Principal meets with PLCs and grade level groups to assess knowledge of project-based learning student engagement
Ongoing Assessment	Monthly PLC meeting notes
Timeline Start/Stop	Fall of 2013, start researching project-based learning in PLCs. Spring 2014 , report findings PLC meeting on-going
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through Kidmail and through Renweb Teachers will communicate with parents through newsletters and email

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

Action Plan for St. Matthew Catholic School

Goal #2: (from Chapter 3-D) St. Matthew will increase student achievement in expository writing across all grade levels

Rationale for this Goal: St. Matthew Catholic School continually works to provide a quality curriculum to help our students reach Archdiocesan Standards and School Wide Learning Expectations. After the disaggregation of writing ITBS scores by whole class, gender, ELL and Title I, we determined that the application of writing conventions needed to be a focus for improvement. This led the staff across all grade levels to discuss how we assess expository writing. In order to support the development and success of all students in writing, it is necessary to assess, analyze, identify and improve curriculum and instruction for the scaffolding and success of students’ writing.

Alignment with mission, philosophy, SLEs: Effective communication is an integral part of the ongoing spiritual and academic development of St. Matthew Catholic School’s students. Improving expository writing strengthens communication skills.

Strategy # 1	Research and develop diagnostic tools to assess, analyze, identify and improve student achievement in expository writing.
Activity #	<ol style="list-style-type: none"> 1 Find and modify writing rubrics and end-of-the-year expectations checklist for writing 2 Professional development in writing and how to create rubrics and score writing using rubrics. 3 Acquire resources and material K-8 to teach writing. 4 Devoted time to meet as a whole school and by grade levels to examine and score writing samples. 5 Investigate standardized assessment for writing
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. No cost for obtaining writing rubrics 2. Purchase of materials for writing instruction 3. Professional development funds earmarked for teacher education in writing.
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Principal responsible for acquisition of appropriate funds toward resources and development 2. Principal and teachers responsible for compiling a list of necessary resources 3. Principal responsible for scheduling whole staff meeting time 4. Teachers responsible for scheduling grade-level meeting time 5. Principal responsible for researching standardized assessment for

	writing
Process For Monitoring	<ol style="list-style-type: none"> 1. Principal and teachers will report at staff meetings 2. Each grade level will report rubrics and checklists to principal and to other grade levels in staff meetings 3. Principal will schedule time at staff meetings to review progress on development of rubrics and checklists 4. Principal approves and meets with teachers to discuss professional development in writing
Baseline Assessment	<ol style="list-style-type: none"> 1. Survey teachers on current instruction and assessment of expository writing 2. Review grade level standards for expository writing 3. Collect and analyze current rubrics and checklists.
Ongoing Assessment	<ol style="list-style-type: none"> 1. Continuous dialogue between principal and staff 2. Comparison of needs to available resources and ongoing professional development
Timeline Start/Stop	<ol style="list-style-type: none"> 1. Begin the process of evaluating resources and professional development opportunities in the fall of 2013. 2. Grade level and staff meeting time reserved for discussion will begin in fall 2013 and continue through the year 3. Checklist and rubrics will be integrated into the curriculum by fall 2014. 4. Fall of 2015, a standardized diagnostic tool for the assessment of expository writing will be adopted
Process for Communicating to Shareholders	<p>Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email</p>

Strategy # 2	. Regularly scheduled time school-wide (K-8) for students to write to prompts
Activity #	<ol style="list-style-type: none"> 1 Schedule time to analyze and apply knowledge of expository writing prompts. 2 Devote time for trained personnel (volunteers or teaching assistant) to assist in the classroom during writing conference time 3 Develop protocol for self-assessment and structured protocol for peer assessment
Cost or Resources & Sources	. No cost Schedule writing time into classroom curriculum
Person(s) Responsible For Implementation	Principal is responsible for monitoring implementation of scheduled writing time for students. Teachers are responsible for including writing time in lesson plans.
Process For Monitoring	Principal checks submitted lesson plans for scheduled writing time. Teachers will report on progress to peers at leveled and whole staff meetings.
Baseline Assessment	Prompt writing sample for students at the beginning of the school year

Ongoing Assessment	Lesson plans will be submitted weekly to the principal.
Timeline Start/Stop	Fall of 2013, teachers will administer writing prompt to gather baseline data on students. Teachers will begin to schedule devoted writing time by the winter of 2014. Spring of 2014, teachers will administer and assess final writing prompt. Writing time will be scheduled throughout the remainder of the year and in subsequent years
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email

Strategy # 3	. Develop a school-wide training program for instructional assistants and volunteers to monitor, assess, and provide feedback to students' expository writing
Activity #	1. Create a train-the-trainers program for instructional assistants and parent volunteers in expository writing 2. Develop a schedule for the trained instructional assistants and volunteers to conference with students. 3. Implement and regularly monitor the effectiveness of the program
Cost or Resources & Sources	1. No cost is need for implementation of train the trainer program 2. Time set aside for training instructional assistants and volunteers 3. Time needed to create a way to monitor the effectiveness of the trainer program
Person(s) Responsible For Implementation	1. Principal responsible for planning time to create and implement training program 2. Principal will choose a train-the-trainer team 3. Training team will coordinate the training schedule time 4. Teachers will monitor effectiveness of program
Process For Monitoring	1. Instructional assistants and volunteers will provide feedback on program 2. Informal observation of volunteers by teachers in the classroom
Baseline Assessment	At this time there is no program for training volunteers.
Ongoing Assessment	1. Teacher will monitor the effectiveness of program. 2. Training team will review effectiveness of program with teachers and make adjustments as necessary
Timeline Start/Stop	1. Fall of 2014, assign a team to head the train the trainer in writing program 2. Spring of 2014, have protocol for program in place 3. Fall of 2015, implement program and monitor effectiveness 4. Yearly evaluation of effectiveness and make necessary adjustments
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email

Appendix G-1

Action Plan Template: Used for Every Action Plan

Action Plan for St. Matthew Catholic School

Goal #3: (from Appendix N) St. Matthew School will increase achievement in all Social Science strands through the implementation of UBD curriculum units.

Rationale for this Goal: (How will the accomplishment of this goal increase student achievement?)

In order to improve student achievement in the areas of history, geography, economics, and government and social science analysis, one significant goal is to develop a strong and coherent program focusing on concepts from the new archdiocesan standards. This goal can be accomplished by obtaining current and relevant resources and textbooks, and through additional staff development opportunities in social science and more consistent articulation of standards across the grade levels. Updated resources and teacher development makes it possible for students to access materials and engage in experiences which will enrich their learning. This will ensure that all students perform at levels of proficiency while meeting the standards.

Alignment with mission, philosophy, SLEs: Increasing achievement in all Social Science strands through UbD curriculum units is reflective of our mission, philosophy, and SLEs.

Strategy # 1	Create UbD curriculum units based on Archdiocesan Social Science standards
Activity #	<ol style="list-style-type: none"> 1. Unpack standards to identify curriculum goals to meet strand standards 2. Meet in grade levels to create a sequence of study topics 3. Gather resources that meet standards and goals 4. Design UbD curriculum units
Cost or Resources & Sources	Cost of purchasing SS instructional materials No cost to devote time to UbD unit creation
Person(s) Responsible For Implementation	Principal responsible for approving and purchasing needed resources Teachers responsible for creating and implementing UbD units Principal responsible for review and approval of units
Process For Monitoring	Teachers regularly review and update units
Baseline Assessment	UbD units created in Spring 2013
Ongoing Assessment	Weekly lesson plan (based on curriculum units) review
Timeline Start/Stop	Fall of 2013, teachers share UbD curriculum units with principal Fall of 2014, teachers share all UbD curriculum units to meet each strand of the archdiocesan

	Social Science standards. Subsequent years, UbD curriculum units updated/reviewed
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email

Strategy # 2	Increase the students' understanding of Social Science strands by building vocabulary and language skills
Activity #	<ol style="list-style-type: none"> 1. Collaborate with TitleI/TitleIII teachers on how to assist students on their acquisition of vocabulary in Social Science. 2. Teach strategies for learning and using new vocabulary terms to integrate Language Arts and SS standards. 3. Obtain current vocabulary development resources.
Cost or Resources & Sources	No cost to meet with Title I/Title III to support students' vocabulary development Cost of resource materials
Person(s) Responsible For Implementation	Principal responsible for lesson review Teachers responsible for building vocabulary development into lessons
Process For Monitoring	Review of unit vocabulary needs and curriculum units
Baseline Assessment	Pre-assessment for each curriculum unit
Ongoing Assessment	Weekly lesson plan review
Timeline Start/Stop	Fall of 2013
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email

Strategy # 3	Integrate SLEs into SS curriculum so that students may better connect SLEs to academic goals.
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Activity #	<ol style="list-style-type: none"> 1. Design units using SLEs and archdiocesan SS standards 2. Students connect SLEs to unit objectives. 3. Teachers refer to the SLEs and academic objectives in both instruction and assessments
Cost or Resources & Sources	No cost to design and include SLEs in planning, instruction, and assessment
Person(s) Responsible For Implementation	Principal responsible for reviewing unit/lesson plans for SLE and academic objectives Teachers responsible for incorporating SLEs into lesson/unit design, instruction and assessment
Process For Monitoring	Student reflection on SLEs' connection to curriculum unit objectives
Baseline Assessment	Age-appropriate response to students' understanding of the connection of SLEs to SS
Ongoing Assessment	Evaluation and review of lesson plans At end of each unit, students will voice understanding of connection between Ss strand and relevant SLE(s)
Timeline Start/Stop	Fall of 2013, teachers will submit first SS unit/lesson plans Throughout the year, teachers will show connection between SLEs and SS stands in lesson plans Unit evaluations will reflect understanding of connection by students
Process for Communicating to Shareholders	Principal reports to SAC and PC Parents will receive notification through KIDMAIL and through Renweb Teachers will communicate with parents through newsletters and email

Improving Student Learning for Catholic Schools

Appendix G-2 Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Fall/2013 - Spring/2014 Ongoing	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.3 Monthly PLC meeting dedicated to project-based student learning S.1-A2 In middle school, provide student input on elective choices	No Cost	Teachers	
Fall/2013 - Fall 2014 Ongoing	2. St. Matthew will increase student achievement in expository writing across all grade levels.	S.1-A.2 Professional development in written and how to create rubrics and score writing using rubrics	Earmarked Professional Development funds	Principal	Teachers
Spring 2014 - Ongoing	2. St. Matthew will increase student achievement in expository writing across all grade levels	A.4 Devoted time to meet as a whole school and by grade levels to examine and score writing	Time	Principal and Teachers	

		samples			
Fall/2013 - Fall/2014 Ongoing	3. St. Matthew School will increase achievement in all Social Science strands through the implementation of UbD curriculum units.	S.2 Increase the students' understanding of Social Science strands by building vocabulary and language skills A.1 Collaborate with Title I/TitleIII teachers on how to assist students on their acquisition of vocabulary in Social Science A.2 Teach strategies for learning and using new vocabulary terms to integrate Language Arts and SS strands	Time	Teachers	
Fall/2013 - Ongoing	3. St. Matthew School will increase achievement in all Social Science strands through the implementation of UbD curriculum units	S.3-A.1 Design units using SLEs and archdiocesan SS Strands. A.3 Teachers refer to the SLEs and academic objectives in	Time	Teachers	

		both instruction and assessment			
Fall/2014 - Spring/2015 Ongoing	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.2-A.1 Scheduled time to analyze and apply knowledge of expository writing prompts.	Time	Teachers	
Spring/2013 - Spring/2014 Ongoing	3. St. Matthew School will increase achievement in all Social Science strands through the implementation of UbD curriculum units	S1 Create UbD curriculum units based on Archdiocesan Social Science standards A.1 Unpack standards to identify curriculum goals to meet strand standards A.2 Meet in grade levels to create a sequence of study topics	No Cost	Teachers	
Fall/2014 - Fall/2015	2. St. Matthew will increase student achievement in expository writing across all grade levels	S1-A.1 Research and modify writing rubrics and end-of-year expectations checklist for writing.	Time	Teachers	
Fall/2014 - Fall/2015 Ongoing	3. St. Matthew School will increase achievement in all Social Science	S.3-A.2 Students connect SLEs to unit	Time	Teachers	

	strands through the implementation of UbD curriculum units	objectives			
Spring 2015 - Fall/2016	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.3-A.1 Create a train-the-trainers program for instructional assistants and parent volunteers in expository writing	No Cost	Principal	
Fall/2014 -	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.1-A.2 Meet in grade levels to create a sequence of study topics	Time	Teachers	
Winter/2015	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.1-A.3 Research project-based learning using technology	1000 dollars	Principal	
Spring/2015	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.2 A.3 Grade level meeting to share and design plans for technology			
Spring/2015	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.3- A.1 Monthly PLC meeting dedicated to project-based student learning A.2 PLCs investigate project-based student	Time	Teachers	

		learning.			
Spring/2014	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.1-A.5 Teachers will administer and assess final writing prompts	No Cost	Teachers	
Fall 2014	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.2- A.2 Develop a schedule for the train-the-trainer program A.3 Develop protocol for self-assessment and structured protocol for peer assessment	No Cost	Teachers	
Fall/2015	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.2- A.2 Professional development for application of teaching programs A.4 Technology specialist assist in professional development	Time	Technology specialist	Teachers
Fall/2015	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.1-A.3 Obtain materials for use of multi-dimensional program A.4 Educate students on the value of project-based	1000 dollars	Principal	

		learning			
Fall/2015	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.3-A.3 Implement and regularly monitor the effectiveness of the program	No Cost	Teachers	
Winter/2015	2. St. Matthew will increase student achievement in expository writing across all grade levels	S.2-A.2 Devote time for trained personal to assist in the classroom during writing conference	No Cost	Teachers	
Winter/2015 Ongoing	1. St. Matthew Catholic School will increase student engagement in all core content areas	S.2 A.1 Continued professional growth towards 1:1 technology device plan	1000 dollars	Principal	

